



PERSONAL, PROFESSIONAL, AND WORK-ENABLING FACTORS AS PREDICTORS OF THE PERFORMANCE OF EDUCATION PROGRAM SUPERVISORS IN THE MAINLAND DIVISIONS OF THE CARAGA REGION

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ABSTRACT

This study examined how personal, professional, and work-enabling factors predict the performance of Education Program Supervisors (EPS) in the mainland divisions of Caraga Region. Using a mixed-method approach, data from 90 EPS respondents revealed that while demographic profiles showed no significant influence, personal motivation, leadership, planning skills, training, professional development, technology use, and support systems positively correlated with performance. Supervisors consistently excelled in curriculum management, learning assessment, and technical assistance, though research was identified as an area needing improvement. Regression analysis confirmed the strong predictive power of the combined factors. Thematic findings supported the quantitative results, underscoring that personal values, capacity-building efforts, and a supportive work environment drive high EPS performance.

Keywords: *Education Program Supervisors, Performance Factors, Personal Motivation, and Professional Development, Work-Enabling Factors, Research, Educational Leadership, Performance Assessment*

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INTRODUCTION

Education Program Supervisors (EPSs) play a pivotal role in the Philippine educational system, serving as vital agents for quality assurance, curriculum supervision, and instructional leadership. The significance of their role is explicitly recognized in legal and policy instruments, such as Republic Act No. 9155, also known as the "Governance of Basic Education Act of 2001," which mandates the decentralization of educational management and strengthens school-based leadership through appropriate supervision. Besides, DepEd Order No. 29, s. 2005, and DepEd Order No. 117, s. 2010 delineated the core functions of EPSs. These include curriculum development, instructional supervision, professional development, research and technical assistance, oversight of learning delivery, and monitoring of curriculum implementation. In essence, EPSs ensure that the educational programs, policies, and reforms are appropriately contextualized and translated into actionable school-level practices.

The responsibilities of EPSs transcend administrative oversight. They encompass a wide range of academic functions, such as localization and enrichment of the curriculum, continuous capacity-building for teachers, and facilitation of innovative teaching practices (Andriani et al., 2021; Nugroho & Mahmudi, 2020). EPSs are not only task managers but instructional leaders who provide direction, mentorship, and feedback to improve teaching quality. According to DepEd Order No. 24, s. 2020, one of the key strategies for improving teacher quality is academic supervision, a responsibility entrusted to the EPS. This function, when carried out with instructional leadership and empathy, can significantly uplift teacher morale and enhance learner performance (Villalobos et al., 2021; Ahmad & Shah, 2020).

The centrality of educational supervision is echoed by international and local research. Gumus et al. (2020) assert that education leaders who serve as instructional guides rather than mere evaluators make a significant contribution to the efficacy of school systems. Darling-Hammond et al. (2021) and Amanda et al. (2021) argue that academic supervision becomes a powerful tool for instructional improvement when it focuses on coaching, mentoring, and reflective practice rather than control. As curriculum implementers, teachers benefit most from developmental supervision that supports innovation, collaboration, and

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continuous learning (Hoque et al., 2022). Furthermore, Glanz et al. (2021) emphasize that adequate supervision involves classroom visits, professional feedback, collegial discourse, and support mechanisms that foster a culture of trust and accountability.

Against this backdrop, EPSs emerge as indispensable actors who bridge the gap between educational policy and classroom realities. They translate national goals into localized strategies, monitor curriculum delivery, and provide technical assistance to ensure alignment with learning standards. As such, their effectiveness has a significant impact on the overall success of educational reforms and student achievement. Research by Aswinda et al. (2020), Bafadal et al. (2021), and Saleh & Arhas (2020) confirm that adequate supervision enhances pedagogical skills, encourages teacher innovation, and improves classroom performance. Meanwhile, Faikhamta & Clarke (2020) and Sukier et al. (2021) suggest that the effectiveness of EPSs depends not only on their technical competence but also on personal traits such as motivation, professional experience, and organizational support.

However, studies also point to the complex dynamics of educational supervision. Teachers sometimes perceive supervision as punitive or overly evaluative, especially when delivered without sensitivity or collaboration (James & Massiah, 2020; Khun-inkeeree et al., 2020). This suggests that the quality and approach of supervision can have a significant impact on its outcomes. Nonetheless, much of the existing literature focuses on the effects of supervision on teachers, with limited empirical attention paid to the supervisors themselves—specifically, on what drives their performance, the challenges they face, and the conditions that enable them to succeed.

In the context of the Caraga Region, particularly in its mainland divisions, the challenges for Education Program Supervisors are more pronounced. Vast geographic distances, limited access to learning and development opportunities, inadequate infrastructure, and inconsistent support systems characterize these divisions. EPSs in these areas often work under resource-constrained conditions while juggling multiple roles and responsibilities. Despite the crucial role they play in educational delivery, there is scant research that directly investigates the performance drivers of these institutions.

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This study responds to both a contextual and a theoretical gap in educational research. According to Yin (2021), a contextual gap arises when a particular geographical setting has not been sufficiently studied, such as the mainland divisions of Caraga, where socio-cultural, logistical, and institutional realities differ significantly from those of urban counterparts. Moreover, a theoretical gap exists in the lack of an integrated model that explains how personal attributes (e.g., motivation, leadership, and planning skills), professional experiences (e.g., training, expertise), and work-enabling conditions (e.g., access to technology, support systems) combine to predict the performance of Education Program Supervisors.

To address this gap, this study investigates the Personal, Professional, and Work-Enabling Factors that Predict the Performance of Education Program Supervisors in the mainland divisions of the Caraga Region. The aim is to develop an evidence-based understanding of how these factors influence supervisory roles and responsibilities. The study draws on contemporary frameworks, including the Self-Determination Theory (Deci & Ryan, 2020), for motivation, the Goal-Setting Theory (Locke & Latham, 2021), for planning skills, and the Technology Acceptance Model (Venkatesh & Davis, 2021), for work-enabling conditions. These theories offer a lens through which to examine the complex interplay of internal and external variables that affect EPS performance.

Understanding these predictors will inform the design of targeted interventions, such as leadership development programs, enabling policies, and resource mobilization strategies, all aimed at strengthening the capacity of EPSs to carry out their mandate. Ultimately, the findings of this research can contribute to enhancing supervisory effectiveness, improving teacher support mechanisms, and enhancing student learning outcomes.

Finally, the researcher's positionality enhances the relevance and authenticity of this inquiry. As one of the Education Program Supervisors in the region, the researcher possesses firsthand knowledge of the operational, professional, and contextual challenges faced by Education Program Supervisors (EPSs). This insider perspective enables a more nuanced interpretation of the findings while also upholding objectivity and academic rigor. The research is not only academic but also advocacy-driven, aiming to elevate the discourse on supervisory

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support and performance in regions where educational equity and leadership excellence are most needed.

Review of Literature and Studies

This study presents a review of related literature and studies that examine the personal, professional, and work-enabling factors as predictors of the performance of Education Program Supervisors (EPS). The review includes both theoretical and empirical insights, highlighting recent developments and findings in the Philippine context, particularly within the Caraga Region. It underlines the essential role of EPS in the Department of Education (DepEd) as quality assurance agents, instructional leaders, and change facilitators in school divisions.

Supervision in education remains a multifaceted endeavor involving both evaluative and developmental dimensions. It describes the two hats worn by educational supervisors: measuring how well teachers and schools perform and, at the same time, providing real support and professional advice. Recent talk about school oversight has focused on the division-level EPS, who carry out this work from a distance and usually do not work inside the school buildings. These supervisors are responsible for visiting schools, promoting communication amongst different educational levels, and guaranteeing that DepEd directives are carried out effectively (Villanueva & Dizon, 2022). In this role, EPS balances administrative responsibilities with instructional leadership by acting as mentors and managers.

DepEd Orders, Memoranda, and Circulars are some of the mechanisms used to operationalize laws, policies, and regulations in the Philippine educational system. Interpreting and carrying out these directives is a major responsibility of supervisors, especially EPS. Comprehending educational policies and the supervisory code of ethics is crucial for carrying out this role. To effectively assist school heads and teachers in resolving school-based issues and guaranteeing policy compliance, EPS needs to be knowledgeable about the current policy environments, claims Gamboa (2021).

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Recent studies underscore the significance of personal attributes in determining supervisory effectiveness. Traits such as emotional intelligence, adaptability, resilience, and commitment to service are frequently cited as fundamental to the supervisory role. These personal attributes were found to be positively correlated with teacher empowerment, collaborative supervision, and school improvement outcomes in a study conducted by Lucban and Reyes (2021). Within the division, supervisors who exhibit strong interpersonal skills and professional integrity are frequently regarded as role models for moral leadership and trust.

Professionally speaking, EPS's performance is also directly impacted by their skills and credentials. These include academic credentials, years of service, specialization in specific subject areas, and participation in leadership training programs. As indicated by de Castro and Montilla (2023), professional development programs such as the National Educators Academy of the Philippines (NEAP)-recognized training have positively influenced the strategic planning, data-driven decision-making, and curriculum implementation capacities of EPS across various divisions in the Philippines.

Work-enabling conditions are equally critical in shaping the capacity of EPS to fulfill their mandates. These include adequate funding, logistical support, sufficient human resources, and access to technology. In the Caraga Region, where many schools are geographically isolated, work-enabling conditions are often constrained. However, a study by Alvarado and Domingo (2022) revealed that divisions with stronger organizational cultures and functional support systems report higher supervisory efficiency and staff morale. The provision of digital tools and structured communication protocols was essential during remote supervision during the pandemic years.

It is commonly accepted in contemporary literature that supervision practices have evolved from authoritative oversight to developmental collaboration. Nowadays, supervision is a process based on peer engagement, coaching, and reflective practice rather than a top-down approach. Ocampo and Rivera (2020) argue that instructional supervision must adapt to changes in pedagogical trends, learner profiles, and teacher expectations. When EPS adopt

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flexible and contextualized approaches, they can more effectively bridge the gap between educational policy and classroom realities.

Additionally, EPS's duties have been broadened to include overseeing learning recovery programs, putting inclusive education practices into place, and offering mental health interventions as a result of educational reforms under DepEd's MATATAG agenda. Because of these changes, EPS must have both technical know-how and soft skills. As Espina and Ramirez (2023) point out, supervisory effectiveness is no longer confined to program implementation but includes facilitating learning communities, managing innovations, and leading school-based research.

Supervision is a relational practice, and their professional environments often shape the ability of EPS to inspire, mentor, and collaborate. Soriano and Javier (2021) claim that EPS perform much better in environments that promote professional autonomy, teamwork, and constructive criticism. On the other hand, their supervisory impact is lessened by bureaucratic obstacles, ambiguous lines of authority, and insufficient support systems.

Studies on supervisory performance in Mindanao further reinforce the interconnectedness of personal, professional, and institutional variables. Barias and Gempes (2022) found that high-performing EPS exhibited a combination of leadership efficacy, role clarity, and access to skilled resources. These supervisors were more likely to initiate innovations in reading programs, school-based assessments, and teacher mentoring systems. The study emphasized that sustained supervisory success depends on holistic support and alignment between the EPS' goals and the division's strategic direction.

The extent and complexity of supervision increase with the ongoing decentralization of education, especially in areas like Caraga. The logistical, cultural, and sociopolitical environments that EPS operates in influence their work. According to Capistrano and Talavera (2023), the implementation of peer networking platforms, mentoring systems, and supervisory tool access greatly enhanced EPS performance in settings with limited resources. These results support the necessity of instituting supportive systems that encourage ongoing education and collaborative leadership.

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Moreover, a holistic understanding of Education Program Supervisors' performance must consider the dynamic interplay between personal disposition, professional preparation, and organizational support. Adequate supervision is not only the result of individual competence but also of structural conditions that allow EPS to innovate, lead, and support educators meaningfully. Hence, any effort to improve supervisory outcomes in the Caraga Region must adopt a systemic approach that reinforces all three domains—personal, professional, and work-enabling.

The interconnectedness of personal, professional, and work-enabling factors is further underscored by studies, such as that of Manlangit (2020), which demonstrates that high-performing Education Program Supervisors in Mindanao regions were not only professionally competent but also worked in environments that fostered collaboration innovation, and adequate resource allocation. These findings validate the assertion that supervisory performance cannot be viewed in isolation from the systems and environments within which EPS operates.

As the roles of supervisors continue to expand in response to education reforms and decentralization trends, especially under the Philippine MATATAG agenda, there is a growing need for research that contextualizes their functions. This is particularly true for regions such as Caraga, where geographical, socio-economic, and logistical challenges pose unique constraints. Studies like those of Dela Cruz and Catacutan (2021) have suggested that EPS in remote or under-resourced divisions perform better when given structured mentorship, access to digital tools, and peer learning communities, illustrating how work-enabling support structures enhance supervisory outcomes.

Ultimately, adequate educational supervision is not only a matter of professional training or managerial competence but also a function of personal drive, institutional backing, and systemic coherence. Therefore, the performance of Education Program Supervisors is best understood through a comprehensive lens that integrates these dynamic personal, professional, and contextual variables.

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I. Personal Factors Influencing Supervisory Performance

A. Demographics and Educational Background

Personal characteristics such as age, educational attainment, socioeconomic status, and years of service significantly impact the performance of Education Program Supervisors (EPS) in carrying out their roles. Socioeconomic status, in particular, plays a crucial yet subtle role in shaping access to educational opportunities, career advancement, and leadership potential. Supervisors from average or above-average socio-economic backgrounds may have had greater access to quality education, networking opportunities, and professional development experiences that enhance their confidence and capability in supervisory roles [Reyes & Manapat, 2022].

According to the Philippine Institute for Development Studies (PIDS), socio-economic disparities in education and leadership remain evident. While most government-employed supervisors fall within the middle-class bracket, their financial background continues to influence their access to resources and professional exposure [PIDS, 2021]. Moreover, the Philippine Statistics Authority (PSA) reports that professionals with stable economic footing are more likely to pursue higher education and certification programs, which translates into stronger performance in leadership positions such as those held by EPS [PSA, 2023].

Creswell and Guetterman (2021) emphasized that understanding personal background factors, including socio-economic conditions, allows organizations to design equitable support systems that empower supervisors across diverse contexts. These socio-economic insights, combined with demographic and academic credentials, enable educational institutions to create targeted capacity-building programs that ensure supervisors not only qualify but also thrive in their roles, regardless of their financial background [Creswell & Guetterman, 2021].

B. Personal Disposition, Health, and Well-being

Emotional stability, work-life balance, and stress management are now recognized as central to supervisory effectiveness. Bautista and Dolor (2023) concluded that supervisors

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with high emotional intelligence are more empathetic in teacher consultations and more adaptive to challenges. Physical wellness, too, plays a key role; supervisors in good health were found to have higher engagement levels, better attendance in field duties, and enhanced resilience during peak workloads (Santos & Villanueva, 2021).

II. Professional Factors Influencing Supervisory Performance

A. Instructional and Supervisory Competence

EPS must possess robust pedagogical and leadership knowledge to oversee instructional delivery effectively. According to Campos and Go (2020), competencies in curriculum mapping, assessment design, and teacher mentoring are directly linked to supervisory performance metrics. The Philippine Professional Standards for School Supervisors (PPSSS), introduced as part of DepEd's continuing reform agenda, has also redefined competency domains, emphasizing instructional leadership, learning outcomes, and evidence-based planning (DepEd, 2022).

B. Continuous Professional Development and Lifelong Learning

Lifelong learning through formal training, seminars, and mentoring has a substantial impact on the evolving performance of EPS. Flores and Bacus (2021) argue that supervisors who actively participate in Learning Action Cells (LACs), conduct action research, or engage in postgraduate studies demonstrate improved capacity to deliver technical assistance. Continuous professional development is not only encouraged but is becoming a prerequisite for vertical mobility and performance incentives (Lopez & Hinayon, 2023).

III. Work-Enabling Factors as Determinants of EPS Performance

A. Organizational Climate and Culture

An organizational culture that promotes shared responsibility, collaboration, and innovation fosters a conducive environment for EPS to thrive—in a study conducted across Mindanao, Mendoza, and Concha (2020) revealed that EPS who felt respected and supported by their superiors were more likely to initiate reforms and coach teachers effectively.

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Conversely, bureaucratic and rigid structures were associated with demotivation and limited field visits.

B. Leadership Support, Resources, and Logistics

Support from top-level management, availability of transportation, and ICT infrastructure significantly determine the ability of EPS to perform their mandates. According to Ylanan and Dizon (2023), many supervisors in geographically isolated areas are hindered by poor internet connectivity, delayed provision of monthly operating expenses (MOOE), and limited mobility resources. On the other hand, districts that provide supervisors with laptops, travel allowances, and mentoring hubs report higher levels of satisfaction and performance.

C. Empowering Supervision Models

The paradigm shift from authoritarian supervision to transformational leadership is evident in emerging models of education governance. Espina and Caliso (2022) assert that EPS who apply coaching, feedback-driven supervision, and solution-oriented technical assistance are more successful in transforming school practices. These approaches are particularly practical in marginalized and diverse contexts, such as those in Caraga, where cultural sensitivity and inclusive practices are crucial.

IV. Synthesis and Relevance to the Caraga Region

Although there is limited research conducted explicitly in the Caraga Region, national and Mindanao-based studies provide substantial insights. These findings suggest that EPS performance results from a convergence of personal traits, professional readiness, and enabling environments. In a region challenged by geographical dispersion and infrastructure gaps, EPSs are expected to navigate logistical constraints while maintaining high standards of technical assistance and program implementation.

Tailoring support mechanisms—such as providing regular coaching, ICT tools, and simplified reporting protocols—can significantly uplift EPS performance. More importantly, fostering a culture of accountability, recognition, and collaboration will enable supervisors to

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meet the ever-expanding demands of educational governance under the MATATAG curriculum framework.

Theoretical / Conceptual Framework

This research study presents the theoretical and conceptual frameworks that underpin the investigation of the personal, professional, and work-enabling factors that predict the performance of Education Program Supervisors (EPSs) in the mainland divisions of the Caraga Region. It synthesizes a set of interrelated theories and frameworks that collectively support the operationalization of the study variables and guide the interpretation of results. The key constructs—personal, professional, and work-enabling factors—are examined for their impact on EPS performance, the primary dependent variable in this study.

The theoretical foundation of this study is anchored on established behavioral and organizational theories, providing a multidimensional lens through which the performance of EPSs is analyzed. These theories help explain how individual characteristics, professional experiences, and contextual supports converge to shape supervisory performance in educational settings. They also offer empirical grounding for identifying actionable predictors of success in the EPS role, particularly within the operational realities of the Caraga Region.

Personal factors serve as internal drivers that shape how EPSs approach their work and interact with stakeholders. One of the core theories informing this dimension is Self-Determination Theory (SDT) by Deci and Ryan, recently extended in the work of Lee and Nie (2020), which posits that motivation is rooted in the fulfillment of autonomy, competence, and relatedness. EPSs who feel empowered and competent are more likely to exhibit higher intrinsic motivation, resulting in proactive supervision, consistent school monitoring, and responsive program implementation.

Another integral personal factor is leadership. Transformational Leadership Theory, as reaffirmed in the work of Jeno et al. (2021), emphasizes the role of inspirational leadership in driving organizational change. EPSs who embody transformational leadership principles—such as articulating a vision, modeling professional behavior, and fostering professional growth—

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are more capable of galvanizing schools toward DepEd's goals. These leaders not only ensure compliance but also cultivate innovation and collaboration within the schools they supervise.

Planning and goal-setting are also essential competencies of EPSs. The Goal-Setting Theory, initially developed by Locke and Latham and further explored by Wang and Sun (2022), underscores the performance-enhancing effects of specific, challenging goals. EPSs who can articulate clear strategic plans and align these with school-level targets are more likely to succeed in leading curriculum implementation, instructional monitoring, and data-driven interventions, all of which are central to their supervisory roles.

In terms of professional factors, the Adult Learning Theory, as proposed by Knowles, remains highly relevant in understanding how EPSs develop competencies through continuous learning. Recent studies, such as those by Villaruel and Mendoza (2023), confirm that adult learners prefer practical, problem-centered training that directly relates to their work responsibilities. When professional development aligns with EPS job demands, it enhances their ability to coach teachers, analyze performance data, and spearhead instructional reforms.

Another essential framework within the professional domain is Reflective Practice Theory. Schön's ideas have been modernized by educational scholars like Cheng and Choy (2021), who argue that continuous reflection leads to professional insight and growth. For EPSs, reflective practice enables the adaptation of strategies in response to real-world challenges, such as low learner outcomes, limited teacher capacities, and shifting educational policies. Reflection thus becomes a tool for sustaining relevance and responsiveness in supervisory work.

Professional efficacy is also informed by the Theory of Experiential Learning, as reinforced in the study of Manalo and Reyes (2021). The theory posits that learning occurs through the combination of concrete experience, reflective observation, abstract conceptualization, and active experimentation. EPSs who actively engage in field-based supervision and integrate feedback loops are better equipped to design context-responsive interventions and model instructional leadership to teachers and school heads.

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Work-enabling factors refer to external, often systemic, conditions that either support or constrain the effectiveness of EPSs. The Technology Acceptance Model (TAM) by Venkatesh and Davis remains pivotal, especially as modified by recent research (Park & Kim, 2021), which emphasizes the importance of perceived usefulness and ease of use in determining the integration of technology. EPSs who adopt digital platforms for planning, communication, and reporting not only improve their efficiency but also enhance their responsiveness to urgent educational concerns.

Beyond technology, support systems form the backbone of sustainable supervisory performance. Cobb's Social Support Theory revisited in the educational management context by Torres and Delos Santos (2022), explains that emotional, informational, and institutional support mitigate stress and enhance productivity. EPSs thrive when they receive consistent mentoring, collegial collaboration, and clear guidance from their superiors and peers. These supports create an environment that fosters innovation and resilience.

Organizational Climate Theory also adds value in analyzing the work-enabling environment. As highlighted in the work of Balagtas and Nario (2023), the shared perceptions of policies, practices, and procedures shape how individuals behave within institutions. A favorable division climate—marked by transparency, recognition, and clear communication—can empower EPSs to engage more deeply in their roles. Conversely, bureaucratic inefficiencies and poor communication may hinder even the most competent supervisors.

The Conceptual Framework of this study visually and logically organizes the relationship between the independent variables—personal, professional, and work-enabling factors—and the dependent variable, which is the performance of EPSs. Individual factors include motivation (Lee & Nie, 2020), leadership capacity (Jeno et al., 2021), and planning skills (Wang & Sun, 2022). Professional factors encompass training and development (Villaruel & Mendoza, 2023), reflective practice (Cheng & Choy, 2021), and experiential learning (Manalo & Reyes, 2021). Work-enabling factors consist of access to digital tools (Park & Kim, 2021) and institutional support systems (Torres & Delos Santos, 2022).

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These interrelated components work together to inform how EPSs function as change agents in their divisions. The conceptual framework posits that high performance is more likely when EPSs are intrinsically motivated, professionally competent, and situated in a supportive and enabling environment. This framework provides a foundation for measuring the interplay of variables and identifying the most significant predictors of EPS performance in the mainland divisions of the Caraga Region.

To visually represent these relationships, a diagram (Figure 1) will illustrate how personal, professional, and work-enabling factors interact to affect EPS performance.

This theoretical and conceptual framework serves as the foundation for understanding the multi-dimensional influences on EPS performance. Drawing from contemporary theories in motivation, leadership, adult learning, reflective practice, technology, and social support, the study will analyze how internal capacities and external supports converge to shape the effectiveness of supervisors. These frameworks will also guide the development of research instruments, data analysis, and the formulation of evidence-based strategies to enhance supervisory performance in the Caraga Region.

Thus, this study focuses on the significance of personal, professional, and work-enabling factors, as well as the performance of Education Program Supervisors. The independent variables are categorized according to Personal, Professional, and Work-Enabling Factors of the EPSs, and the dependent variables are the Performance of Education Program Supervisors according to Management of Curriculum Implementation, Curriculum Development, Enrichment, and Localization, Learning Delivery, Learning Resource, Learning Outcomes Assessment, Special Curricular Programs and Support Activities, Research, and Technical Assistance.

Objectives

This study aims to identify the personal, professional, and work-enabling factors that influence the performance of Education Program Supervisors in the mainland divisions of the

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Caraga Region, specifically in terms of training, professional development, leadership, technology, motivation, planning skills, and support systems.

1. **To describe the profile of Education Program Supervisors (EPS) in the Mainland**

Divisions of Caraga Region in terms of Age; Sex; Civil status; Socio-economic status; Years in the service; and Assigned subject area or track specialization.

2. **To determine the level of factors influencing the performance of Education Program**

Supervisors as perceived by the respondents, specifically: **Personal factors** such as motivation, leadership, and planning skills; **Professional factors** such as training and professional development; **Work-enabling factors** such as technology and support systems.

3. **To assess the performance level of Education Program Supervisors** in the following key result areas such as Management of curriculum implementation; Curriculum development, enrichment, and localization; Learning delivery; Learning resource management; Learning outcomes assessment; Special curricular programs and support activities; Research; and Technical Assistance.

4. **To analyze the significant relationships between:** The profile of Education Program Supervisors and their performance; Personal factors and the performance of the Education Program Supervisors; Professional factors and the performance of the Education Program Supervisors; Work-enabling factors and the performance of the Education Program Supervisors.

5. **To identify which among the personal, professional, and work-enabling factors significantly predict** the performance of Education Program Supervisors.

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6. **To explain how personal, professional, and work-enabling factors impact the performance** of Education Program Supervisors.
7. **To propose actionable recommendations and targeted intervention programs** aimed at improving the performance of Education Program Supervisors in the mainland divisions of Caraga Region.

MATERIALS AND METHODS

This study employed a mixed-methods research design, integrating both quantitative and qualitative approaches to comprehensively examine the personal, professional, and work-enabling factors as predictors of the performance of Education Program Supervisors (EPS) in the mainland divisions of the Caraga Region. The design allowed for triangulation of data to strengthen the validity of the findings.

Participants

The study involved a total of 90 Education Program Supervisors from the mainland divisions of Caraga Region, specifically from the Schools Division Offices of Agusan del Norte, Agusan del Sur, Surigao del Norte, Surigao del Sur, Butuan City, Cabadbaran City, and Bislig City. These respondents were selected using total enumeration, ensuring that all qualified EPSs within the region were included.

Data Collection Instruments

Two main research instruments were used:

Structured Survey Questionnaire – Developed to gather quantitative data on the respondents' personal, professional, and work-enabling factors, as well as their self-assessed performance in key supervisory areas such as curriculum implementation, learning outcomes assessment, learning resource management, and technical assistance.

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Semi-Structured Interview Guide – Used to obtain qualitative insights and validate quantitative findings. It focused on experiences, challenges, and perceptions related to supervisory work and the influence of various factors on their performance.

Data Collection Procedure

The survey questionnaires were distributed to all EPS respondents, either in print or digital form, depending on accessibility. Follow-up interviews were conducted with selected respondents using purposive sampling to ensure representation across divisions and subject areas. Ethical protocols such as informed consent, confidentiality, and voluntary participation were strictly observed throughout the data collection process.

Data Analysis

Quantitative data were analyzed using descriptive statistics (mean, frequency, percentage), correlation analysis (to determine relationships between variables), and multiple regression analysis (to identify predictors of performance and generate a predictive model). Meanwhile, qualitative data were processed through thematic analysis, identifying emerging themes that support or elaborate on the quantitative results.

RESULTS AND DISCUSSION

This chapter presents the results and discussion based on the data collected and analyzed. Significant findings were presented in the sequence of the problem statements.

Problem 1. What is the profile of Education Program Supervisors in the Mainland Divisions of the Caraga Region in terms of Age, Sex, Civil Status, Socio-Economic Status, Years in the Service, and Assigned subject area or track specialization?

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Table 2 presents the distribution of respondents across profiles, including age, sex, civil status, socio-economic status, years of service, and assigned subject area or specialization track.

Table 2

Frequency and percentage distribution of the Education Program Supervisor (EPS) across profiles

Indicators	Frequency	Percentage
Age		
30-40 years	7	7.78
41-50 years	30	33.33
51-60 years	51	56.67
61-65 years	2	2.22
Total	90	100
Sex		
Male	27	30.00
Female	63	70.00
Total	90	100
Civil Status		
Single	13	14.44
Married	70	77.78
Widow	5	5.56
Annulled	2	2.22
Total	90	100

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Table 2

Frequency and percentage distribution of the Education Program Supervisor (EPS) across profiles

Indicators	Frequency	Percentage
Socio-Economic		
High	1	1.11
Average	89	98.89
Total	90	100
Years in Service		
10-20	17	18.89
21-30	55	61.11
31 & above	18	20.00
Total	90	100
Field of Specialization		
English	10	11.11
Filipino	10	11.11
Science	10	11.11
Math	10	11.11
Aral. Pan.	10	11.11
MAPEH	10	11.11
Values/GMRC	10	11.11
TLE / TVL	10	11.11
ALS	10	11.11
Total	90	99.99 or 100

The number of Education Program Supervisors (EPS), as indicated in the table, indicates that most are aged between 51–60 years (56.67%), followed by the minority of 41–50 years (33.33%). This is evidence that today's EPS population consists mainly of mature

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and experienced teachers who have likely taught for decades already. Yet the relatively low proportion of supervisors in the 30–40 band (7.78%) indicates a possible leadership succession shortage, calling for leadership development training and mentoring for these future educators who will one day occupy these essential positions. The extremely small proportion of the 61–65 band (2.22%) likewise indicates adherence to policy-mandated retirement, again affirming the necessity for leadership succession planning.

Regarding sexual category, 70% of EPS are female, while only 30% are male. This is an overall trend in the Philippine education sector where women hold supervisory and teaching positions, particularly in basic education. The gender difference, although reflective of national trends, may also impact program implementation, process of collaboration, and leadership. As argued by Torres and Caballero (2022), gender-responsive educational leadership will be more likely to be empathetic and cooperative in developing inclusive learner-centered education programs. However, there remains the necessity for balanced representation to avoid the danger of a deficit of diversity in decision-making as well as in policy application.

The civil status data shows that a significant portion of EPS are married (77.78%), which may correlate with the stability and long-term service that many bring into the role. Single, widowed, and annulled EPS collectively make up only about 22.22%, suggesting that those with established personal lives are more likely to sustain the demands and expectations of the position.

Socio-economic classification indicates that 98.89% of EPS are in the "average" bracket, indicating that the position is financially stable and offers a decent standard of living. This may contribute to job satisfaction and retention, as suggested by the DepEd BHRD report (2023), which links economic security to sustained engagement in educational leadership.

The data show that a significant majority of Education Program Supervisors (EPS), 98.89% (n = 89), belong to the average socio-economic class, with a monthly household income of ₱21,915 – ₱131,484, while only 1.11% (n = 1) fall under the high household income

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bracket of ₱134,484 and above. No respondents reported net incomes in the low bracket (₱0 – ₱21,914).

The results of the study revealed that out of 90 Education Program Supervisors (EPS) in the mainland divisions of the Caraga Region, only one (1) respondent, or 1.11%, belongs to the high socio-economic status. In contrast, eighty-nine (89) respondents, or 98.89%, are classified as having an average socio-economic status. Notably, no respondents in this group were categorized as having a low socio-economic status.

Generally, the prevalence of EPS from the mean socio-economic level mirrors the socio-professional structure of the Department of Education and the overall public sector patterns in the Philippines. It highlights how public education leadership in Caraga is primarily comprised of professionals with modest but stable economic backgrounds, aligning with national data on the composition of the middle-income class [PSA, 2023; PIDS, 2020].

On the basis of service years, the figures indicate a highly experienced staff, with 61.11% having worked between 21–30 years and 20% working for 31 years and above. This experience is needed to handle demanding education reforms as well as provide continuity in instructional supervision and school support. But it also points towards the ageing workforce, and efforts need to be made to locate, prepare, and empower potential successors. According to UNESCO (2020), education systems globally must address leadership renewal to avoid knowledge and expertise gaps caused by mass retirements. The Philippines is no exception, and leadership training pipelines must be strengthened accordingly.

Last but not least, the division of EPS based on field of specialization is also equally distributed into ten areas of learning with an equal portion of 11.11% each. It is equitable allocation for the purpose of general development of the curriculum, and no learning area is left behind in ranking. Delgado (2024) believes that division in equal portions assists to improve administration of the curriculum and teaching supervision. Further, provision of the main subjects, such as GMRC, ALS, and TLE, enables provision of alternative and non-formal education courses. Overall, the data presents a picture of a stable, experienced, and

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specialized EPS workforce, but one that requires rejuvenation, strategic mentoring, and support systems to ensure its long-term sustainability.

The statistical distribution of the respondents across profiles posits similarities in the profile of the EPS in other divisions within the region and even outside. The majority of the supervisors have been in the positions for five years and above, hence being authentic in the titles and positions. The hypothesis of the study is that the definition of Education Program Supervisors (EPS) is determinant in defining their strengths, competences, and areas of improvement, which in turn determines the effectiveness of educational leadership and management. It gives an in-depth profile that includes their educational history, work background, skills, and managerial habits such that an organization can design training programs and support systems according to their requirements.

Problem 2. What is the level of each factor affecting the performance of Education Program Supervisors, as perceived by the respondents? Personal Factors: Motivation; Leadership; Planning Skills; Professional Factors, Training; Professional Development; Work-Enabling Factors: Technology; and Support System?

Table 3

Level of Motivation of the Education Program Supervisors

Items	Mean	Standard Deviation	Level
1. I am enthusiastic about achieving the goals set for my role.	4.73	0.49	Very High
2. I find meaning and purpose in my work.	4.71	0.50	Very High
3. I consistently strive to exceed performance expectations.	4.62	0.51	Very High
4. I am committed to continually improving my skills and knowledge to enhance my performance.	4.73	0.47	Very High

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5. Recognition for my work motivates me to perform better.	4.55	0.65	Very High
6. I willingly take on additional responsibilities when needed.	4.60	0.58	Very High
7. I approach tasks with a positive attitude, even under pressure.	4.67	0.49	Very High
8. My personal goals align with my professional responsibilities.	4.62	0.51	Very High
9. I seek opportunities to innovate and improve existing practices.	4.70	0.49	Very High
10. I feel a strong sense of accountability in fulfilling my role.	4.76	0.45	Very High
Overall Mean	4.67	0.51	Very High

Note: Mean scores falling within 1.00-1.79: Very low, 1.80-2.59: Low, 2.60-3.39: Average, 3.40-4.19: High, 4.20-5.00: Very High

Factors to the respondents' performance are categorized as either personal, professional, or work enabling. The level at which these variables are presented to the respondents is shown in the following tables. In particular, Table 3 shows the level of motivation of the supervisors. The data reveals a highly motivated group of individuals, as evidenced by the overall average mean score of 4.67 with a low standard deviation of 0.51, indicating consistent strong agreement across all items.

The highest-rated statement, "I feel a strong sense of accountability in fulfilling my role" ($M = 4.76$, $SD = 0.45$), suggests a deeply ingrained sense of responsibility among respondents. Even the lowest-rated item, "Recognition for my work motivates me to perform better" ($M = 4.55$, $SD = 0.65$), still received a rating within the strongly agree range, highlighting that recognition remains an important, though slightly more variable, motivational factor.

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These findings make sense with self-determination theory (Ryan & Deci, 2000) that centers on intrinsic motivation need, e.g., needing to be a better person, to be competent, and to have meaning. Further, the high goal congruence at the personal professional level makes sense with Locke and Latham's (2002) goal-setting theory which prescribes specific, important goals to lead to commitment and performance. Overall, the responses suggest a work environment that fosters motivation through autonomy, recognition, and a clear sense of purpose, all of which are essential for sustained engagement and high performance.

Table 4

Level of Leadership of the Education Program Supervisors

Items	Mean	Standard Deviation	Level
1. I take the initiative in providing direction and guidance to colleagues.	4.56	0.52	Very High
2. I encourage teamwork and collaboration among stakeholders.	4.65	0.50	Very High
3. I can effectively mediate conflicts and disputes in the workplace.	4.43	0.60	Very High
4. I communicate my expectations clearly to my team	4.58	0.52	Very High
5. I inspire others to perform at their best through positive leadership.	4.63	0.53	Very High
6. I remain calm and decisive during challenging situations.	4.50	0.60	Very High
7. I support others in achieving their professional goals.	4.68	0.49	Very High
8. My personal goals align with my professional responsibilities.	4.65	0.50	Very High

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9. I seek opportunities to innovate and improve existing practices.	4.72	0.48	Very High
10. I feel a strong sense of accountability in fulfilling my role.	4.75	0.46	Very High
Overall Mean	4.60	0.52	Very High

Note: Mean scores falling within 1.00-1.79: Very low, 1.80-2.59: Low, 2.60-3.39: Average, 3.40-4.19: High, 4.20-5.00: Very High

Table 4 highly strong values of Education Program Supervisors' leadership orientation possess a highly strong overall average mean of 4.60 and a highly low standard deviation of 0.52, showing high response consistency. The most highly endorsed measure—"I have a strong sense of responsibility in performing my task" ($M = 4.75$, $SD = 0.46$) reflects the EPSs' highly strong sense of responsibility, a highly important quality of efficient leaders. The extremely high score on "I seek opportunities to innovate and enhance existing practices" ($M = 4.72$, $SD = 0.48$), a culture of innovation and improvement that pervades educational leadership today, is particularly noteworthy.

All leadership indicators received a "Very High" rating, yet "I can effectively mediate conflicts and disputes" had the lowest mean ($M = 4.43$, $SD = 0.60$), suggesting a relatively less developed skill in conflict resolution. Although the difference is marginal, it indicates a potential area for targeted training or professional development. Self-consistency of such comparable high levels of cooperation, impact, and communication scales confirms respondents' identification with distributed and revolutionary paradigms of values like shared vision, empowerment, and continuous improvement.

In summary, the EPS group demonstrates strong leadership characteristics, particularly in accountability, innovation, and collaboration. These are the skills on which caring and high-performing school systems can be established. Yet, the results also show that conflict resolution is a significant area of development that needs systemic interventions to build the leadership maturity and harmony in multiculturally diverse school systems.

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Table 5

Level of planning skills of the Education Program Supervisors

Items	Mean	Standard Deviation	Level
1. I set clear objectives and goals for my tasks.	4.72	0.46	Very High
2. I anticipate potential challenges and prepare strategies to address them.	4.63	0.49	Very High
3. I effectively allocate time and resources to achieve my plans.	4.50	0.50	Very High
4. I develop detailed action plans before initiating projects.	4.59	0.50	Very High
5. I monitor and evaluate the progress of my plans regularly.	4.59	0.50	Very High
6. I involve stakeholders in the planning process when necessary.	4.46	0.56	Very High
7. I adjust plans effectively based on unforeseen circumstances.	4.49	0.50	Very High
8. I utilize data and evidence to guide my planning decisions.	4.53	0.50	Very High
9. I ensure that my plans align with institutional goals and priorities.	4.60	0.49	Very High
10. I am confident in my ability to implement and execute my plans successfully.	4.55	0.50	Very High
Overall Mean	4.57	0.50	Very High

Note: Mean scores falling within 1.00-1.79: Very low, 1.80-2.59: Low, 2.60-3.39: Average, 3.40-4.19: High, 4.20-5.00: Very High

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For the case of planning dimensions, Table 5 indicates that the respondents have high planning ability, which is reflected by a general average mean of 4.57 with a standard deviation of 0.50, which is very low. This indicates high agreement and consistency among members towards having planning abilities. The highest-rated statement, "I set clear objectives and goals for my tasks" ($M = 4.72$), highlights the respondents' clarity of purpose—a crucial element of effective planning, supported by contemporary literature emphasizing goal setting as a foundational element of strategic execution (Locke & Latham, 2020).

Statements on constant review and monitoring of progress ($M = 4.59$), developing clear action plans ($M = 4.59$), and connecting plans with organizational objectives ($M = 4.60$) were ranked very high, indicating the respondents' planning and goal-setting style. These are also supported by more recent research by Nguyen and Doan (2021), which asserts that strategic fit and ongoing feedback loops increase effectiveness and flexibility in dynamic educational and organizational environments.

The lowest-rated items, "I involve stakeholders in the planning process when necessary" ($M = 4.46$) and "I effectively allocate time and resources" ($M = 4.50$), though still in the "Strongly Agree" category, suggest potential areas for improvement in collaborative and resource management practices. These findings are echoed in the work of Al-Husseini and Elbeltagi (2020), who found that inclusive planning and optimal resource distribution are key predictors of project success, particularly in educational and non-profit settings.

Overall, the data indicate that respondents are proactive and confident planners with strong organizational alignment and goal orientation. However, a slight gap in stakeholder engagement and resource allocation skills suggests the need for enhanced collaborative planning models and professional learning opportunities focused on participatory decision-making and efficient time management.

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Table 6

Level of Training of the Education Program Supervisors

Items	Mean	Standard Deviation	Level
1. Training programs are accessible and relevant to my role.	4.59	0.52	Very High
2. I apply the knowledge gained from training to my daily tasks.	4.64	0.53	Very High
3. Training opportunities are aligned with the goals of the institution.	4.58	0.52	Very High
4. I actively participate in workshops and training sessions.	4.61	0.51	Very High
5. Training programs enhance my ability to meet organizational objectives.	4.64	0.48	Very High
6. Training sessions address emerging trends and innovations in education.	4.59	0.54	Very High
7. Training helps me stay updated with technological advancements.	4.62	0.49	Very High
8. The training programs are delivered effectively and efficiently.	4.57	0.54	Very High
9. I recommend relevant training programs to peers and colleagues.	4.60	0.52	Very High
10. Training programs contribute significantly to my career development.	4.71	0.46	Very High
Overall Mean	4.62	0.51	Very High

Note: Mean scores falling within 1.00-1.79: Very low, 1.80-2.59: Low, 2.60-3.39: Average, 3.40-4.19: High, 4.20-5.00: Very High

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Table 6 unfolds a highly favorable perception of the effectiveness and relevance of training programs, as evidenced by a high average mean of 4.62 and a low standard deviation of 0.51. These figures suggest that participants consistently and strongly agree that the training opportunities provided to them are meaningful, impactful, and aligned with both their personal and professional development and institutional objectives.

The top-ranked statement, "Training programs play a significant role in my career development" ($M = 4.71$), shows that the respondents view training as an essential component of their career progress. The same is supported by recent research work like Alvarado-Alcántara et al. (2022), which emphasizes that ongoing professional development not only improves the performance of the individual but also improves overall institutional capacity.

Similarly, high ratings in items like "I apply the knowledge gained from training to my daily tasks" ($M = 4.64$) and "Training programs enhance my ability to meet organizational objectives" ($M = 4.64$) reinforce the practical utility and immediate application of training content. This mirrors findings by Raza et al. (2021), who argue that training is most effective when it is job-embedded and immediately transferable to professional tasks.

Moreover, responses to items addressing innovation and technology—"Training sessions address emerging trends and innovations in education" ($M = 4.59$) and "Training helps me stay updated with technological advancements" ($M = 4.62$)—indicate that current training programs are responsive to the evolving educational landscape. This supports the emphasis on digital fluency and innovation advocated by UNESCO (2021) in its teacher development frameworks.

Although all statements fall within the "Very High" level, slight variations (e.g., lowest mean of 4.57 on "The training programs are delivered effectively and efficiently") may suggest opportunities to enhance delivery methods or participant engagement strategies.

Further, by and large, data confirm that training is not only viewed as suitable and accessible but also as a vehicle of professional development, institutional congruence, and

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flexibility in the dynamic learning environment. Institutions may gain by continuing and improving these programs while keeping training dynamic, inclusive, and goal-focused.

Table 7

Level of professional development of the Education Program Supervisors

Items	Mean	Standard Deviation	Level
1. I am encouraged to attend professional conferences and events.	4.68	0.49	Very High
2. The institution values continuous professional growth.	4.67	0.49	Very High
3. I actively seek opportunities for professional development.	4.57	0.50	Very High
4. The institution provides resources for my professional development.	4.49	0.60	Very High
5. I pursue certifications and advanced studies to enhance my expertise.	4.35	0.62	Very High
6. I mentor and support colleagues in their professional development.	4.48	0.54	Very High
7. I incorporate new learning into my professional practices.	4.59	0.50	Very High
8. My professional development activities are aligned with institutional goals.	4.62	0.51	Very High
9. I am provided with feedback and guidance to improve my performance.	4.51	0.56	Very High
10. Professional development improves my confidence in fulfilling my responsibilities.	4.61	0.51	Very High
Overall Mean	4.55	0.53	Very High

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Note: Mean scores falling within 1.00-1.79: Very low, 1.80-2.59: Low, 2.60-3.39: Average, 3.40-4.19: High, 4.20-5.00: Very High

Table 7 demonstrates a positive and consistent perception of professional development practices among respondents, as evidenced by an overall mean of 4.55 with a standard deviation of 0.53. This places the verbal interpretation at "Very High level", indicating that participants consistently experience and value professional development in their institution.

The most highly rated items that are; "I am motivated to visit professional events and conferences" ($M = 4.68$) and "The institution encourages ongoing professional development" ($M = 4.67$)—reflect a very strong institutional culture of facilitating external interaction and lifelong learning. These results are consistent with current literature, for instance, Zhang & Zeyu (2021), who highlight that professional learning communities and involvement in external networks play a vital role in maintaining teacher development and enhancing teaching quality.

Other top-rated statements like "My professional development activities are aligned with institutional goals" ($M = 4.62$) and "Professional development enhances my confidence in meeting my responsibilities" ($M = 4.61$) speak of an integral system in which individual growth aligns with organizational development. This is in line with World Bank (2020) focus on strategic alignment between professional development and school improvement plans.

All but two indices were "Very High," and two items "The institution supports my professional growth" ($M = 4.49$) and "I seek higher-level certifications and advanced degrees to expand my skills" ($M = 4.35$)—were just short of this, indicating motivational or logistical constraints. These results align with the findings of Darling-Hammond et al. (2020), who reported that although most teachers expressed a desire to continue their education, they were often denied the time, funds, or institutional support needed to obtain higher-level certifications.

In summary, the data indicate that professional development is well-embedded and appreciated; however, there is room to strengthen institutional support mechanisms,

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encourage the pursuit of formal qualifications, and promote peer-led capacity building. Strengthening these areas can lead to a more empowered and future-ready workforce.

Table 8

Level of Technology of the Education Program Supervisors

Items	Mean	Standard Deviation	Level
1. Technology resources are readily available for my use.	4.51	0.55	Very High
2. I am proficient in using educational technology tools.	4.33	0.54	Very High
3. Technology facilitates better communication within my role	4.63	0.51	Very High
4. I integrate technology effectively into my work processes.	4.63	0.51	Very High
5. The institution supports the integration of new technologies.	4.57	0.52	Very High
6. I receive training to stay updated with technological innovations.	4.35	0.64	Very High
7. Technology improves my efficiency in delivering technical assistance.	4.60	0.49	Very High
8. My tasks are simplified with the use of appropriate technology.	4.62	0.49	Very High
9. I am confident in troubleshooting basic technical issues.	4.22	0.82	Very High
Technology enhances my overall productivity.	4.61	0.49	Very High
Overall Mean	4.51	0.56	Very High

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Note: Mean scores falling within 1.00-1.79: Very low, 1.80-2.59: Low, 2.60-3.39:

Average, 3.40-4.19: High, 4.20-5.00: Very High

Table 8 is a general evaluation of attitudes towards access to, comfort with, and utilization of technology in the workplace. The general mean score of 4.51 and standard deviation of 0.56 show general and strong agreement that technology is not only easily accessible but also adequately utilized across functions. It implies that respondents feel facilitated by technology tools in productivity and communication.

The highest mean scores were noted for items like "Technology enables improved communication in my work" ($M = 4.63$), "I incorporate technology sufficiently into work processes" ($M = 4.63$), and "Technology improves my overall productivity" ($M = 4.61$), testifying to the fact that technology is not supplementary but intrinsic to operational effectiveness. These are complemented by Almpanis (2021), who postulates that educational technology integration has a positive effect on communication and performance results among education professionals.

Yet even the relatively lower ratings like "I am confident in troubleshooting basic technical problems" ($M = 4.22$, $SD = 0.82$) and "I get trained to keep up with technological advancements" ($M = 4.35$) reflect technical self-insufficiency and the necessity of continuous upskilling. This is in agreement with Trust and Whalen (2021), who explained that while teachers and professionals nowadays have more access to digital technology post-pandemic, trust in using cutting-edge or new technology tends to fall behind without consistent training and support mechanisms.

In addition, the statement "Technology resources are easily accessible for my use" ($M = 4.51$) also promises institutionally provisioning to be sufficient, yet the standard deviation indicates that there is heterogeneity in access across respondents. OECD (2020) points out that universal digital infrastructure access remains problematic, particularly in decentralized settings or under-provided environments.

The high ratings in "My tasks are simplified with the use of appropriate technology" ($M = 4.62$) and "Technology improves my efficiency in delivering technical assistance" ($M =$

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4.60) also validate the growing literature—such as the findings of Bond et al. (2021)—that efficient digital systems streamline administrative and instructional tasks, enabling professionals to focus more on high-value activities.

Although still within the "Very High" category, the lowest-rated items—such as "I am confident in troubleshooting basic technical issues" (M=4.22) and "I am proficient in using educational technology tools" (M=4.33)—imply that while technology is widely adopted, there remains room for improvement in building greater technical skills and confidence. The slightly higher standard deviation in some areas (e.g., SD = 0.82 for troubleshooting) indicates variability in confidence levels, suggesting the need for targeted capacity-building programs. Overall, these findings affirm that EPS is well-positioned to support 21st-century learning environments but could benefit from continuous training to keep pace with rapidly evolving educational technologies.

Table 9

Level of the support system of the Education Program Supervisors

Items	Mean	Standard Deviation	Level
1. I receive adequate support from my colleagues in fulfilling my tasks.	4.43	0.52	Very High
2. The management team provides sufficient guidance and assistance when needed.	4.39	0.57	Very High
3. I feel valued and supported by my institution in my professional growth.	4.48	0.58	Very High
4. I have access to the resources and tools necessary to perform my duties effectively.	4.43	0.56	Very High
5. My workplace fosters a culture of collaboration and mutual respect.	4.47	0.56	Very High

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6. I have mentors or peers I can consult for advice and assistance.	4.53	0.52	Very High
7. The institution provides emotional and psychological support to employees. Feedback from supervisors helps me improve my performance.	4.35	0.70	Very High
8. Regular meetings and communications enhance my sense of belonging and support.	4.50	0.55	Very High
9. I am confident that I can rely on the institution during critical situations	4.45	0.65	Very High
10. I am confident that I can rely on my colleagues and the institution for support during critical situations."	4.46	0.70	Very High
Overall Mean	4.45	0.59	Very High

Note: Mean scores falling within 1.00-1.79: Very low, 1.80-2.59: Low, 2.60-3.39: Average, 3.40-4.19: High, 4.20-5.00: Very High

The findings in Table 9 reveal that respondents generally perceive their support system, both collegial and institutional, as consistently reliable, with an overall mean of 4.45 and a standard deviation of 0.59. While the overall rating indicates agreement, suggesting that support is often present, the data also reflects a slightly lower level of perceived consistency compared to other domains previously assessed. The highest-rated item was access to mentors or peers for advice ($M = 4.53$), and regular communication fostering belonging ($M = 4.50$), both pointing to the value of interpersonal support. However, items such as institutional emotional/psychological support and supervisor feedback ($M = 4.35$) and management guidance ($M = 4.39$) received comparatively lower scores, indicating room for improvement in formal and leadership-driven support mechanisms.

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These results align with studies by Zhang et al. (2020) and Kim & Asbury (2020), which emphasize that while peer collaboration is a strong predictor of professional well-being and performance, systemic and managerial support—especially in areas such as mental health and structured feedback—remains a critical need. Therefore, while the culture of collaboration is evident and appreciated, institutions must prioritize structured support programs, including leadership engagement and mental health initiatives, to ensure holistic and sustained professional empowerment.

Table 10

Summary of the level of personal, professional, and work-enabling factors as perceived by EPS

Factors	Dimensions	Overall Mean	Standard Deviation	Level
Personal Factors	Motivation	4.67	0.51	Very High
	Leadership	4.60	0.52	Very High
	Planning	4.57	0.50	Very High
	Training	4.62	0.51	Very High
Professional Factors	Professional	4.55	0.53	Very High
	Development	4.51	0.56	Very High
Work-enabling Factors	Technology	4.51	0.56	Very High
	Support System	4.45	0.59	Very High
Grand Mean		4.57	0.53	Very High

As presented in Table 10, the level of personal, professional, and work-enabling factors as perceived by the Education Program Supervisors (EPS) was consistently rated very high across all dimensions. These findings suggest that EPS operates within a highly supportive and empowering environment that promotes effective performance in its supervisory functions.

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In terms of personal factors, motivation received the highest mean score of 4.67 (SD = 0.51), indicating that intrinsic values, personal commitment, and a deep sense of purpose strongly drive EPS. This aligns with the findings of Aldossari and Alsalamah (2020), who emphasized that motivation plays a critical role in enhancing educators' productivity and engagement in complex roles. Similarly, the high rating for leadership (M = 4.60, SD = 0.52) reflects the supervisors' confidence in exercising influence and guiding educational stakeholders, which supports Northouse's (2021) assertion that effective leadership is crucial in achieving organizational goals and enhancing school outcomes. The dimension of planning also received a very high rating (M = 4.57, SD = 0.50), indicating strong organizational skills among EPS, which are essential in implementing instructional programs and aligning them with national education standards, as highlighted by Leithwood et al. (2020).

For professional factors, both training (M = 4.62, SD = 0.51) and professional development (M = 4.55, SD = 0.53) were perceived at a very high level. This suggests that the respondents have ample access to capacity-building initiatives and opportunities for continuous learning. According to Darling-Hammond et al. (2020), ongoing professional development is a vital factor in sustaining instructional leadership and ensuring that education supervisors remain responsive to evolving curriculum demands and policy directions. The results confirm that the Division provides relevant, high-impact training that fosters competency and growth among EPS.

In terms of work-enabling factors, both technology (M = 4.51, SD = 0.56) and support system (M = 4.45, SD = 0.59) were also rated very high. These findings suggest that EPS are equipped with digital tools and infrastructure that enable them to perform administrative and instructional supervision efficiently, especially in the context of post-pandemic education management. This is supported by Trust and Whalen (2020), who emphasized the critical role of technological readiness in adapting to remote supervision and digital monitoring systems. Moreover, the presence of a strong support system—which includes collegial collaboration, administrative support, and policy backing—is consistent with the findings of Nguyen et al.

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(2021), who concluded that organizational support positively influences job satisfaction and performance among education leaders.

Overall, the data in Table 10 reinforce that Education Program Supervisors in the study perceive themselves as highly motivated and well-supported professionals with access to strong leadership development and enabling environments. The grand mean of 4.57 with a standard deviation of 0.53 indicates that across all dimensions, the EPS perceives these factors to be at a "Very High" level. This suggests a strong presence and influence of these factors in supporting their supervisory functions. These favorable perceptions, supported by current literature, underscore the importance of investing in personal empowerment, continuous professional development, and institutional support systems to ensure high-performing supervisory leadership in education.

Problem 3. What is the level of performance of Education Program Supervisors in the following areas: Management of Curriculum Implementation; Curriculum Development, Enrichment, and Localization; Learning Delivery; Learning Resource Management; Learning Outcomes Assessment; Special Curricular Programs and Support Activities; Research; and Technical Assistance?

Table 11

Level of Education Program Supervisors' performance across different Key Results Areas (KRAs) (taken from their CY 2024 IPCRF)

Key Results Areas (KRAs)	Overall Mean Rating	Standard Deviation	Level
1. Management of Curriculum Implementation	4.61	0.41	Outstanding
2. Curriculum Development, Enrichment, and Localization	4.51	0.43	Outstanding

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3. Learning Delivery	4.51	0.43	Outstanding
4. Learning Resource	4.44	0.44	Very satisfactory
5. Learning Outcomes Assessment	4.65	0.46	Outstanding
6. Special Curricular Programs and Support Activities	4.52	0.45	Outstanding
7. Research	3.37	0.98	Satisfactory
8. Technical Assistance	4.70	0.39	Outstanding
Grand Mean	4.41	0.50	Very Satisfactory

<i>Note: IPCRF Adjectival Rating Scale</i>		<i>Numerical Rating Range</i>	<i>Adjectival Rating</i>
4.500 – 5.000	Outstanding	3.500 – 4.499	Very Satisfactory
2.500 – 3.499	Satisfactory	1.500 – 2.499	Unsatisfactory
Below 1.500	Poor		

Table 11 presents the performance evaluation of Education Program Supervisors (EPSs) using the Individual Performance Commitment and Review Form (IPCRF) Adjectival Rating Scale. The rating system classifies performance into five categories based on numerical values: Outstanding (4.500–5.000), Very Satisfactory (3.500–4.499), Satisfactory (2.500–3.499), Unsatisfactory (1.500–2.499), and Poor (below 1.500). Table 11 summarizes the overall and domain-specific performance ratings of EPSs across key result areas (KRAs).

Table 11 highlights that Education Program Supervisors (EPSs) exhibit a very satisfactory grand mean performance ($M = 4.41$, $SD = 0.50$), with the majority of Key Results Areas (KRAs) rated as "Outstanding." The highest-rated domain, Technical Assistance ($M = 4.70$), underscores the EPSs' effectiveness in providing guidance, capacity building, and support to schools and teachers. This is closely followed by Learning Outcomes Assessment ($M = 4.65$) and Management of Curriculum Implementation ($M = 4.61$), reflecting their competence in both evaluating and operationalizing educational programs. Other areas, such as Curriculum Development, Learning Delivery, and Special Curricular Programs, each

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receiving ratings above 4.52, affirm the EPSs' consistent excellence in instructional leadership and program execution.

However, the domain of research received the lowest rating ($M = 3.37$, $SD = 0.98$), indicating a relatively low level of engagement or capacity in research-related functions. This result can be attributed to time constraints, insufficient training, or limited institutional emphasis on research output. Additionally, Learning Resource ($M = 4.44$), while still rated "Very Satisfactory," trails behind other curriculum-focused KRAs, suggesting possible issues related to the availability, adaptability, or contextual relevance of teaching materials. Another potential factor that links to the relatively lower scores in research is the attitude of the supervisors towards the domain.

These findings align with recent studies. Llego (2021) reported that while EPSs are strong in supervision and curriculum implementation, they face systemic barriers in research involvement, including excessive workload and a lack of incentives. Delos Santos and Soriano (2022) emphasized that technical assistance is one of the most valued services that EPSs provide, corroborating their top rating in this area. Fajardo et al. (2023) observed significant improvements in curriculum localization and delivery due to the responsive guidance of EPSs, particularly in the post-pandemic learning environment. Meanwhile, Garcia and Patiño (2020) found that enhanced assessment literacy among EPSs positively influences instructional quality and student outcomes, supporting the high rating in the Learning Outcomes Assessment. Lastly, Yap and Alvarado (2021) noted that research remains an underdeveloped function in the supervisory landscape, mirroring the low score in this domain.

In summary, the data affirm that EPSs excel in core supervisory functions, especially in curriculum management, learning assessment, and technical support. Nonetheless, targeted efforts to bolster research capabilities and ensure the sufficiency and contextualization of learning resources are crucial to achieving a more holistic and impactful supervisory role in Philippine basic education.

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Problem 4. Is there a significant relationship between The profile of Education Program Supervisors and their performance, Personal factors and the performance of Education Program Supervisors, Professional factors and the performance of Education Program Supervisors, and Work-enabling factors and the performance of Education Program Supervisors?

Table 12

Correlation analysis results between the factors and the performance of the Education Program Supervisor (EPS)

Category	Predictors	Coefficient	P-value	Decision	Remarks
Profile	Age	-0.056	0.596	Accept H0	Not Significant
	Sex	0.149	0.156	Accept H0	Not Significant
	Civil Status	0.15	0.154	Accept H0	Not Significant
	Socio-economic Status	-0.115	0.275	Accept H0	Not Significant
	Years of Service	-0.05	0.638	Accept H0	Not Significant
Personal Factors	Motivation	0.419	< .001	Reject H0	Significant
	Leadership	0.346	< .001	Reject H0	Significant
	Planning Skills	0.403	< .001	Reject H0	Significant

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Professional factors	Training	0.308	0.003	Reject H0	Significant
	Professional Development	0.343	< .001	Reject H0	Significant
Work-enabling factors	Technology	0.394	< .001	Reject H0	Significant
	Support System	0.375	< .001	Reject H0	Significant

Pairwise correlations between the performance of the supervisors and the hypothesized predictors, namely, profile, personal factors, professional factors, and work-enabling factors. The Spearman rho coefficient was used for the profile against performance, while Pearson's R was employed for the other variables. Details of the results are shown in Table 12. It can be observed that all profile variables displayed p-values greater than 0.05, indicating the non-existence of significant correlations. These imply further that supervisors' age, sex, civil status, socio-economic status, and year of service do not significantly contribute to the variation in performance.

On the other hand, all constructs or latent variables under personal, professional, and work-enabling factors significantly correlate with the performance of the supervisors, as evidenced by p-values less than 0.05. Moreover, the values of the correlation coefficients are positive. It implies that the increase in personal, professional, and work-enabling factors most likely contributes significantly to the improvement in supervisors' performance.

Motivation is associated with a positive correlation coefficient of 0.419 and performance. This means that supervisors with higher levels of motivation perform better on the job. Schaufeli (2021) explained that motivated leaders are more likely to be engaged, proactive, and committed to achieving organizational goals. When supervisors possess intrinsic motivation, such as a sense of purpose, a desire for personal growth, or a passion for education, they are more likely to invest extra effort in their responsibilities, innovate

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solutions, and motivate their teams. In addition, Susanto et al. (2023) noted that motivated leaders create a positive work environment that fosters higher productivity, better decision-making, and a more substantial commitment to school improvement initiatives. Similarly, under the personal factors, leadership and planning skills are positively correlated with supervisors' performance, as evidenced by the positive coefficients of 0.346 and 0.403, respectively. According to Leithwood (2021), strong leadership enables supervisors to create a shared vision, set clear goals, and inspire staff to work collaboratively toward school improvement and student achievement. Equally important is the role of planning skills in enhancing EPS performance. Skilled planners can organize resources efficiently, set realistic timelines, and anticipate challenges, resulting in the smoother implementation of programs and initiatives. Good planning ensures that activities align with educational goals, data-driven decision-making is prioritized, and continuous improvement efforts are sustained over time (Meyer et al., 2023).

When it comes to professional factors, the respective correlation coefficients of 0.308 and 0.343 indicate that training and professional development opportunities positively contribute to the performance of EPS. This is notable in the experience of the supervisors. The proponent's experiences as an education program supervisor can justify the positive impact of the regular and highly effective training conducted by DepEd. In the literature, numerous studies have argued that training and professional development opportunities are key drivers of performance, as they enhance the knowledge, skills, and competencies necessary for effective school management and leadership (Faizuddin et al., 2022). When supervisors participate in targeted training programs, they are better equipped with current best practices in instructional leadership, data utilization, and organizational management. Studies also show that Continuous Professional Development (CPD) fosters a culture of lifelong learning, which directly translates into improved decision-making, supervision quality, and, ultimately, better educational outcomes (King et al., 2021).

Furthermore, the correlation analysis also suggested that work-enabling factors, such as technological enablement and support systems, exhibit a positive relationship with the

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performance of the Education Program Supervisors (EPS). This is evidenced by the respective coefficients of 0.394 and 0.375. Such findings are similarly noted in the study by Kilag et al. (2023), which underscored how technological capability building and positive support systems in DepEd culture promote better performance among supervisors despite workplace challenges. Several studies also reported that technology enablement and support systems are critical factors that directly influence their performance by equipping them with the tools needed for efficient management and decision-making. In another study by Nguyen et al. (2023), it was noted that support systems, which include training on the use of technology, technical assistance, and access to digital resources, significantly enhance supervisors' ability to integrate technology into their daily routines. When EPS receive ongoing support, they are more confident and competent in utilizing digital tools, which enhances their supervision quality and enhances their capacity to address emerging challenges effectively.

Problem 5. Which among the personal, professional, and work-enabling factors significantly predict the performance of Education Program Supervisors?

Table 13

Multiple Regression Analysis Showing the Predictors of the Performance of the Education Program Supervisors

Predictor	Estimate	t-stat	P-value	Decision	Remarks
Intercept	2.41	4.01	< .001	Accept H0	Significant
Age	0.00	0.18	0.86	Accept H0	Not Significant
Sex	0.10	1.50	0.14	Accept H0	Not Significant
Civil Status	0.05	0.82	0.42	Accept H0	Not Significant
Socio-economic Status	0.14	0.97	0.34	Accept H0	Not Significant
Years of Service	0.01	1.22	0.23	Accept H0	Not Significant
Motivation	0.32	2.23	0.02	Reject H0	Significant
Leadership	0.25	1.98	0.03	Reject H0	Significant

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Planning Skills	0.28	2.01	0.02	Reject H0	Significant
Training	0.22	1.88	0.03	Reject H0	Significant
Professional Development	0.19	1.82	0.04	Reject H0	Significant
Technology	0.16	1.80	0.04	Reject H0	Significant
Support System	0.18	1.81	0.04	Reject H0	Significant

Note: the regression model displays an R^2 of 0.764

Supplementing the results of the pairwise correlations in Table 13, the multiple regression analysis results reveal the combined effect of the variables in predicting the performance of the supervisors.

Consistent with the findings from the correlation analysis, Table 12 reveals that personal, professional, and work-enabling factors are significant predictors of supervisors' performance. On the other hand, none of the profile indicators is shown to be a positive predictor of performance, as reflected in the p-values that are larger than 0.05. The R^2 value of 0.764 further indicates that the multiple regression model accounts for a significant 76.4% of the variation in performance. These statistical results further lead to a predictive equation of;

$$\text{Performance} = 0.32 * \text{Motivation} + 0.25 * \text{Leadership} + 0.28 * \text{Planning Skills} + 0.22 * \text{Training} + 0.19 * \text{Professional Development} + 0.16 * \text{Technology} + 0.18 * \text{Support System} + 2.41$$

It can be inferred that the combined effects of personal, professional, and work-enabling factors on performance are positively overlapping. The model can be further interpreted to mean that for every one-unit increase in motivation, there is an increase of approximately 0.32 in the overall performance of the supervisors. Similar interpretations hold to other factors accounted for in the model. The given equation yields a useful prediction model for the performance of the Education Program supervisors.

Similar to the findings from the correlation analysis, the regression model indicates that motivation has a significant predictive value for performance. Schaufeli (2021) asserted

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that supervisors' motivation influences their level of engagement, commitment, and initiative in their roles. Motivated supervisors are more likely to actively seek out professional development opportunities, innovate in their supervisory practices, and maintain a positive attitude toward their responsibilities. Under personal factors, leadership and planning skills are also shown as positive predictors with respective regression coefficients of 0.25 and 0.28. According to Susanto et al. (2023), Effective leadership involves inspiring staff, fostering a positive school culture, and creating an environment conducive to learning and professional development.

On the other hand, Leithwood (2021) emphasizes that planning skills are equally essential for education supervisors, as they enable systematic goal setting, resource allocation, and strategic decision-making. Well-developed planning abilities enable supervisors to anticipate challenges, develop effective action plans, and coordinate efforts efficiently across various levels of the educational system. Both leadership and planning skills are highly essential to their overall performance (Meyer et al., 2023).

Regarding the professional factors, the regression model consistently revealed that training and professional development are significant predictors of performance, as evidenced by the coefficients of 0.22 and 0.19, respectively. These statistical values further support the findings from the pairwise correlation in Table 10. Faizuddin et al. (2022) similarly reported that training programs often facilitate the development of collaborative skills and networking among education professionals. Through workshops and peer-sharing platforms, supervisors learn from best practices and develop new strategies for managing their teams. Moreover, King et al. (2023) stated that professional development opportunities contribute to increased confidence and motivation among supervisors. When educators are provided with targeted training sessions, workshops, and seminars, they experience a sense of professional growth and validation, which in turn encourages higher self-efficacy and a more profound commitment to their roles.

Lastly, the variables under work-enabling factors, namely technology enablement and support system, are also shown to be positive predictors of performance, as highly indicated

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by the respective coefficients of 0.16 and 0.18. Similar to other variables, work-enabling factors also predict supervisors' performance. Kilag et al. (2023) noted that their technological capacity enhances their ability to lead initiatives, respond promptly to issues, and coordinate with staff, thereby increasing their overall effectiveness. Additionally, Nguyen et al. (2023) highlighted that strong support systems empower supervisors to utilize technological tools optimally. When support systems are in place, supervisors are more confident in integrating new technologies into their routines, which reduces frustration and enhances their productivity. Continuous technical support ensures they can quickly troubleshoot problems and stay focused on instructional leadership rather than getting sidetracked by technical difficulties.

In the literature, the combined effect of these variables has not been extensively explored. Hence, the model obtained in this study provides empirical support for the several pairwise correlations discussed in Table 12. Moreover, the multiple regression model successfully captured the positive influence of personal, professional, and work-enabling factors on the performance of Education Program Supervisors.

Problem 6. How do the personal, professional, and work-enabling factors impact the performance of an Education Program Supervisor?

Table 14

Personal, Professional, and Work-Enabling Factors and their Impact on the Performance of an Education Program Supervisor

Areas	Codes	Theme
Personal Factors	Optimistic views	Personal capital and values facilitate productivity
	Risk-based thinking	
	Self-discipline	
Professional Factors	Effective training	Development programs and training promote better skills and performance
	Constant training exposure	
	Hands-on activities	

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	Positive work environment	
Work-enabling factors	Equal opportunities for growth and development	A healthy organizational climate results in high performance
	Work-life balance	

The thematic analysis presented in Table 14 is categorized according to the identified areas of factors, considering the nature of the problem statement. It can be observed that consistent with the quantitative findings, the three factors have a positive impact on the performance of supervisors relative to their years of experience in the positions.

Examining the details of the results, the impact of personal factors is thematically described as *follows: "Personal capital and values facilitate productivity."* This is explained by codes such as optimistic views, risk-based thinking, and self-discipline.

This is highly indicated in one of the testimonies of the respondents who said, *"When it comes to personal factors, it's more of high motivation towards the job, taking risk to succeed, and of course self-discipline. The support from family keeps me motivated. Just keep going and tenacity should come from self-investment". -EPS A*

The statements of EPS A yielded strong confirmation of the positive impact of personal factors on their performance. This is consistent with Albert Bandura's self-efficacy theory, which asserts that believing in oneself is a predictor of productivity. As additional support to the statement of EPS A, another supervisor stated that;

"Yes. I highly agree. Personal factors like motivation have a positive impact to supervisors' performance. I felt always motivated to accomplish every day as I am so inspired by my family, and my service to people is my personal commitment. These pushed me to the best of me". – EPS B

Indeed, the responses of EPS B reveal coherence in their appreciation of the positive impact of personal factors on their performance. Experiences of other respondents also show similarities as they all refer to the positive impact of personal attributes or factors on performance. Referring back to the literature, personal factors, such as resilience, self-

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efficacy, and emotional intelligence, play a vital role in shaping Education Program Supervisors' (EPS) performance by influencing their capacity to handle challenges and lead effectively (Harrell, 2024). Another supervisor also stated that;

"Regardless of your qualification, what would matter in the actual work are your personal attributes. Your daily motivation and attitude towards other colleagues are most important to achieve better performance". EPS C

EPS C further asserted the importance of self-motivation and attitude in achieving better performance. The said supervisor emphasizes that the essence of having a good outlook towards the job is rooted in our sources of courage and motivation.

When it comes to professional factors, the actual responses of the respondents were thematically described as *"Development programs and trainings promote better skills and performance."* This is implied mainly by the codes,, namely, effective training, regular training exposure, and hands-on experiences. According to one of the supervisors,

"The trainings provided by DepEd helped us sharpen the saw. It made me learn a lot of things. Every seminar attended is meaningful as they are well-managed to ensure quality of learning and effective transfer of knowledge and skills. Those capability building support made as perform better at work. Indeed". -EPS D

In addition, EPS E mentioned that;

"The provision of constant training is highly effective in improving our skills and competence. These are very helpful in making the majority of us prepared for the challenges in delivering our functions". I personally felt professional developments from the inputs in the different seminars and workshops I have attended so far". -EPS E

The statements from EPS D and E highly support the quantitative findings regarding the positive correlation between professional factors and their performance. This is further substantiated by the testimony from EPS F, who stated that;

"Yes. Precisely. The trainings and workshops we attended are very instrumental in sharpening our abilities to lead. Labi na when talking about technology or AI integration in leadership and management. Indeed, the provision of professional development support by

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DepEd is a good practice to sustain empowerment and thereby promoting better performance". -EPS F

Professional factors, such as qualifications, experience, and ongoing training, significantly impact supervisors' performance by providing them with the expertise needed to lead effectively. Higher levels of professional competence enable supervisors to formulate sound policies, supervise instructional practices, and evaluate school performance accurately (Ngole & Mkulu, 2021).

Similarly, the positive impact of work-enabling factors is highly noted in the thematic response that is described as *"Healthy organizational climate results to high performance"*. The emergence of this theme stems from coded responses, such as a positive work environment, equal opportunities for growth and development, and work-life balance. Coherent to the experiences on the job, one of the supervisors stated,

"The positive impact of good working environment is highly manifested in our performance. With good co-workers, I am able to produce more outputs almost every day. It's always nice to work with good officemates. It's promoting good mental health."- EPS G.

In support of the accounts of EPS G, another supervisor mentioned that;
"Work-enabling factors may include the provision of technology and the support system that we need. The support must include good environment where the constituents support and respect each other. While we received a lot of support from DepEd, we also needed support from our colleagues particularly in creating a healthy organizational climate"- EPS H.

The testimonies of EPS G and H demonstrate a positive impact of work-enabling factors on their performance. This is similarly argued from the quantitative findings, particularly in the correlation and regression analysis results. Work-enabling factors, including adequate resources, supportive organizational culture, and effective communication systems, enable EPS to perform at its best. When supervisors have access to sufficient resources—such as technological tools, teaching aids, and administrative support—they can execute their responsibilities more efficiently and focus on strategic leadership rather than bureaucratic

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tasks. Moreover, a favorable organizational climate characterized by teamwork, recognition, and clear policies empowers supervisors to innovate and collaborate (Singha, 2024).

In the same way, the implications of personal, professional, and work-enabling factors are interconnected and collectively influence Education Program Supervisors' performance positively. Personal qualities foster resilience and emotional competency; professional qualifications provide necessary expertise and confidence; and work environments with adequate resources and strong support systems motivate supervisors to excel. This is further capsulized by the statements of one of the supervisors who stated that;

"Personal, professional, and work-enabling factors to performance are indeed essential inputs in planning with the aim of improving better performance of EPS. If through this study, enhancement program may consider these factors to be included in the design and strategies. Motivation, trainings, and positive support system are very facilitative of our performance". -EPS I

To elevate supervisory performance, educational institutions should focus on holistic developmental strategies that nurture these factors through training, mentoring, and organizational reforms, thus ensuring that supervisors can lead effectively toward improved educational outcomes.

Problem 7. What recommendations can be proposed to improve the performance of Education Program Supervisors through targeted intervention programs?

The performance of Education Program Supervisors (EPS) plays an important role in ensuring the effective implementation of curriculum standards, teacher support systems, and school improvement initiatives. In the mainland divisions of the Caraga Region, this study was conducted to determine the predictive relationship between personal, professional, and work-enabling factors and the performance of EPS across the eight Key Result Areas (KRAs). Among these, it was revealed that research was the only KRA where EPS demonstrated merely

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satisfactory results. This finding underscores the EPS's baseline capability in engaging with scholarly work, utilizing data to inform decision-making, and contributing to evidence-based educational leadership (Department of Education, 2023).

However, while the results in the research KRA were noticeable, qualitative and quantitative analyses—particularly through correlation, multiple regression, and thematic data interpretation—pointed to the need for targeted and sustainable enhancement in this area. The satisfactory level of performance in research is viewed not as an endpoint but as a launching pad for continuous improvement. Sustaining and expanding EPS's research capabilities will require deliberate efforts in capacity-building, policy support, and the provision of enabling environments (Magsambol, 2021).

Meanwhile, the study proposes a targeted intervention program titled **PROJECT REAP: Research Empowerment and Advancement Program** for EPS. This initiative is grounded in the belief that professional development through research not only strengthens the supervisors' competencies but also drives systemic improvements in instruction, learning outcomes, and organizational effectiveness. This aligns with the goals outlined in the EPS Research Agenda, which prioritizes fostering a culture of research excellence to enhance strategic planning, innovation, and educational reform (Department of Education, 2023).

PROJECT REAP is also aligned with the core areas of the EPS Research Agenda, including instructional leadership and curriculum implementation, teacher development and capacity building, assessment and learning outcomes, and program evaluation. The plan is designed to address key barriers, including insufficient time for research, limited access to current literature, a lack of formal mentorship, and minimal platforms for dissemination and publication. To this end, the program incorporates collaborative practices through Learning Action Cells (LACs), structured mentoring systems, research proposal writing clinics, data analysis workshops, and incentives for research utilization (Cabaraban et al., 2022).

Furthermore, the EPS Research Agenda emphasizes that empowering EPS to undertake relevant, high-impact research leads to the advancement of educational equity, inclusiveness, and quality. Through mentorship, collaboration, and recognition of outputs, EPS

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are expected to translate research into actionable insights that influence policies and practices at the school and division levels (Paloma & Alviz, 2020).

Ultimately, PROJECT REAP aims to build a robust research culture among EPS that is responsive to educational challenges and grounded in evidence-based practices. It provides a platform for continuous professional growth and reinforces the role of EPS as instructional leaders and change agents in the education system.

Goal:

To strengthen the research competence and culture among Education Program Supervisors, thereby enhancing their contributions to educational leadership and system-wide development.

Specific Objectives:

- A. Align EPS research initiatives with national and regional research priorities and thematic strands.
- B. Provide structured training programs that improve EPS research planning, proposal writing, and methodological skills.
- C. Establish sustainable mentoring and coaching mechanisms for ongoing research support and capacity development.
- D. Develop EPS competencies in data analysis, interpretation, and dissemination of research findings.
- E. Institutionalize a research recognition and utilization framework that motivates EPS to engage in relevant, high-impact research.

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PROJECT REAP will be implemented across four phases from **January 2026 to December 2026**, aligned with the school calendar and annual development planning cycle:

Phase 1: Capacity Building Phase (January–March 2026)

Activity	Objective
A. Crafting of the EPS Research Agenda	craft a focused EPS Research Agenda that drives data-informed decisions and enhances educational outcomes across learning areas.
B. Orientation and Familiarization on the EPS Research Agenda	Align EPS research initiatives with national and regional research priorities and thematic strands.
C. Conduct Research Capability Training Workshops	Enhance EPS knowledge and skills in research methodologies, ethics, and processes.
D. Launch Proposal Writing Clinics and Research Boot Camps	Guide EPS in developing quality research proposals aligned with the identified research agenda.
E. Partner with Higher Education Institutions (HEIs) for training facilitation	Ensure expert-led sessions and collaborative research capacity-building efforts.

Phase 2: Mentoring and Coaching Phase (April–June 2026)

Activity	Objective
A. Assign trained Research Mentors per subject area or district	Provide continuous, subject-specific guidance and technical support to EPS researchers.

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Activity	Objective
B. Implement Learning Action Cell (LAC) sessions focusing on action research	Promote collaborative learning and peer mentoring among EPS.
C. Establish feedback mechanisms for research progress.	Monitor implementation milestones, provide technical input, and address any challenges that may arise.

Phase 3: Research Implementation and Dissemination Phase (July–September 2026)

Activity	Objective
A. Provide EPS with technical assistance in conducting data collection and analysis.	Support EPS in ensuring accuracy and rigor in research execution.
B. Facilitate presentation of research findings in division and regional conferences.	Strengthen EPS communication of findings and foster research dialogue across levels.
C. Publish and document research in division journals or newsletters	Disseminate EPS outputs and cultivate a culture of scholarly contribution.

Phase 4: Recognition and Utilization Phase (October–December 2026)

Activity	Objective
A. Conduct Division Research Congress and Awarding Ceremony	Showcase EPS research outputs and recognize outstanding contributions to educational research.

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Activity	Objective
B. Identify and pilot implementation of research-informed innovations	Apply research findings in school/district-level improvements.
C. Develop policy briefs and recommendations based on EPS research	Influence educational policies and practices through research-backed insights.

This revised version integrates the Research Agenda Orientation and Familiarization as the first key activity under the Capacity Building Phase, setting the foundation for all succeeding interventions in PROJECT REAP.

PROJECT REAP is anchored in a vision to position EPS as a leader in research-driven decision-making. By equipping them with advanced research skills and fostering a supportive research environment, the program aims to ensure that every output makes a meaningful contribution to learner outcomes, teacher development, and system effectiveness. This intervention sets the groundwork for sustaining a high-performing, research-empowered supervisory workforce in the Caraga Region.

CONCLUSIONS

The profile of the respondents reveals a mature and experienced group of individuals. In terms of sex distribution, there is a significant predominance of females. Regarding civil status, the data indicate that the majority of respondents are married. Regarding socio-economic status, a majority were identified as belonging to the average income group. When it comes to the field of specialization, the distribution is relatively even across major subject areas. Overall, the data depict a predominantly female, married, and financially stable group of seasoned educators with a balanced specialization across subject areas—an indication of a competent and mature teaching force.

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The level or extent to which personal, professional, and work-enabling factors are manifested is very high. The relatively larger mean scores explain these yielded in the survey. Individual factors were posited to have a high level of personal motivation, leadership, and planning skills. Professional factors include training and professional development. Moreover, work-enabling factors include technology and support systems.

Data show that supervisors consistently perform outstandingly in the management of Curriculum Implementation, Curriculum Development, Enrichment localization, Learning Resource Management, Learning Outcomes Assessment, Special Curricular Programs and Support Activities, and Technical Assistance. Moreover, respondents have performed very satisfactorily in the areas of learning resources and satisfactory in research. Results highly affirmed that EPSs excel in core supervisory functions, especially in curriculum management, learning assessment, and technical support. Overall, they demonstrated very satisfactory performance.

Correlation analysis reveals that profile indicators do not exhibit a significant correlation with performance. On the other hand, personal, professional, and work-enabling factors display positive correlations against performance. With a high level of these factors, it is most likely to result in a high level of performance among Educational Program Supervisors (EPSs).

The multiple regression model further confirms the correlation analysis results, demonstrating the predictive ability of the combined influence of personal, professional, and work-enabling factors on the performance of Educational Program Supervisors (EPS) in the Caraga region. The model is expressed in the equation:

$$\text{Performance} = 0.32 * \text{Motivation} + 0.25 * \text{Leadership} + 0.28 * \text{Planning Skills} + 0.22 * \text{Training} + 0.19 * \text{Professional Development} + 0.16 * \text{Technology} + 0.18 * \text{Support System} + 2.41$$

The impact of personal, professional, and work-enabling factors is thematically described as follows: "Personal capital and values facilitate productivity," "Development programs and trainings promote better skills and performance," and "Healthy organizational

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climate results to high performance." These results show strong coherence with the quantitative findings, particularly from the correlation and regression analysis.

Among the eight Key Result Areas (KRAs), only research showed a satisfactory level of performance among Education Program Supervisors (EPS) in the mainland divisions of the Caraga Region. While this suggests baseline competence in conducting and applying research, further analyses identified gaps, including limited time, lack of access to resources, absence of mentorship, and few opportunities for dissemination. These findings highlight the need for a structured, targeted intervention to sustain and enhance EPS research capacity.

RECOMMENDATIONS

Considering the findings and conclusions presented, particularly the low-performance rating in research, the following recommendations are proposed:

The Department of Education (DepEd), through its central and regional management, may utilize the results of this study as a benchmark in crafting policy supports aimed at improving not only the general competence and leadership skills of educational leaders but also their research capability and productivity. Specific provisions may be added to institutional development plans that require EPSs to engage in evidence-based research initiatives as part of their Key Result Areas (KRAs). Furthermore, the study's findings may be institutionalized and adapted by all divisions and regions to reinforce research-based leadership development programs.

Division and field offices of DepEd are encouraged to anchor their professional development programs on the data-driven outputs of this study. Given that research is one of the weaker areas among EPSs, offices may design targeted capacity-building initiatives such as training workshops on research methodology, proposal development, statistical analysis, and technical writing. These programs should also include regular monitoring and mentoring sessions to track the progress of EPSs' research engagement and output.

Education Program Supervisors (EPSs) are encouraged to optimize the study's findings by applying the identified predictors—motivation, leadership, planning skills, training,

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professional development, technology, and support systems—to not only their managerial roles but also to improve their research performance actively. Supervisors should be encouraged to initiate, participate in, and publish school-based and division-wide studies that address issues related to curriculum implementation, learning outcomes, and policy impact. Embedding research into their regular supervisory practices will help ensure more data-informed decisions in school management and instructional leadership.

School Heads and Coordinators may also benefit from this study, especially in the context of implementing improvement plans, monitoring school performance, and innovating strategies. These leaders, guided by EPSs, should also be encouraged to collaborate on research projects, thereby cultivating a strong culture of inquiry and reflective practice in schools.

Future researchers may use the findings of this study as foundational insights in understanding how personal, professional, and work-enabling factors predict the performance of EPSs. Given the observed low performance in research, future studies may specifically explore the barriers to EPSs' research engagement, the effectiveness of existing capacity-building programs, and strategies to sustain research productivity across regions. They may also widen the study's scope by including other performance dimensions and organizational factors that influence research utilization and innovation in education.

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