



**EXTENT OF INSTRUCTIONAL SUPERVISION OF SCHOOL HEAD
AND PERFORMANCE OF TEACHERS AND LEARNERS IN
ACADEMIC RECOVERY AND ACCESSIBLE
LEARNING (ARAL) PROGRAM**

CHERRYL S. DIOCTON

Head Teacher III

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

cherryl.diocton001@deped.gov.ph

ABSTRACT

This study determines the significant relationship between the extent of instructional supervision of school head and performance of teachers and learners in Academic Recovery and Accessible Learning (ARAL) Program. This study was conducted in Iligay Elementary School, Villaba North District, Leyte Division. The eight (8) teachers, and 1 school head and 67 learners in Academic Recovery and Accessible Learning (ARAL) Program for School Year 2025-2026. The findings of the study revealed a significant relationship between the extent of instructional supervision of school head and performance of teachers based on classroom observation tool (COT). Likewise, a significant relationship also was revealed between the performance of teachers based on classroom observation tool (COT) and learners under the Academic Recovery and Accessible Learning (ARAL) Program. This result confirms that effective instructional supervision significantly enhances teachers' instructional competencies and classroom performance while effective classroom instruction positively influences learner

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achievement and learning recovery outcomes. The study concluded that effective instructional supervision strengthens teacher performance, and improved teaching practices contribute significantly to learners' academic success under intervention programs such as ARAL.

Keywords: *Instructional Supervision, School Head, Performance, Teachers, Learners, ARAL Program*



INTRODUCTION

Education plays a critical role in national development, as it equips learners with the knowledge, skills, and competencies needed to succeed in an increasingly complex and competitive world. However, many countries have experienced significant learning gaps among students, particularly after the disruptions brought about by the COVID-19 pandemic. These learning losses have been observed in foundational areas such as literacy and numeracy, which are essential for students' academic progression. In response to these challenges, governments and educational institutions have implemented learning recovery initiatives aimed at supporting struggling learners and improving overall academic performance.

In the Philippines, the government enacted the Republic Act No. 12028, which institutionalized the Academic Recovery and Accessible Learning Program as a national learning intervention initiative. The program was designed to address the learning gaps of Filipino learners by providing tutorial support in reading, mathematics, and science from

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Kindergarten to Grade 10. It aims to ensure that students who are behind in their studies can catch up with grade-level competencies while strengthening foundational skills necessary for academic success. The program prioritizes reading interventions in its initial implementation and later expands to other subject areas such as mathematics and science (Department of Education (Philippines), 2024).

The ARAL Program was implemented nationwide to support millions of learners who were identified as needing academic remediation. Through this initiative, trained tutors, teachers, and school leaders provide targeted interventions to improve the academic outcomes of struggling students. The program also integrates monitoring mechanisms, training of tutors, and provision of learning resources to ensure the effectiveness of the intervention (Department of Education (Philippines), 2025).

While intervention programs like ARAL aim to improve learners' academic performance, the success of such initiatives largely depends on effective instructional leadership and supervision within schools. Instructional supervision is considered a vital component of school leadership because it focuses on improving teaching practices, enhancing teachers' professional development, and ultimately improving student learning outcomes. School heads play a crucial role in supervising instructional processes, providing guidance to teachers, monitoring classroom practices, and ensuring that instructional interventions are effectively implemented.

Studies have emphasized the importance of instructional supervision in improving teacher performance and student achievement. According to Robert J. Marzano (2011),

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effective instructional leadership practices of school administrators significantly influence teachers' instructional effectiveness and students' academic success. Likewise, Philip Hallinger (2011) highlighted that school leaders who actively supervise instruction, provide feedback, and support teachers' professional growth contribute positively to school improvement and student learning outcomes. These studies suggest that strong instructional supervision fosters a supportive teaching environment that encourages teachers to enhance their pedagogical practices.

Furthermore, research has shown that instructional supervision contributes to improving teachers' competencies in implementing instructional strategies, particularly in addressing learners' diverse needs. Supervisory practices such as classroom observation, coaching, mentoring, and professional development activities enable teachers to refine their teaching approaches and effectively implement intervention programs designed for struggling learners. As such, instructional supervision becomes an essential factor in ensuring the successful implementation of learning recovery initiatives like the ARAL Program.

Despite the importance of instructional supervision, there remains a need to examine how the extent of supervisory practices of school heads influences both teachers' performance and learners' academic outcomes in the context of the ARAL Program. While the program provides structured interventions for learners, the effectiveness of its implementation may vary depending on how school leaders guide and monitor teachers involved in the program. Understanding this relationship is essential for identifying strategies that can strengthen the implementation of learning recovery programs and enhance educational outcomes.

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Therefore, this study aims to determine the extent of instructional supervision of school heads and its relationship to the performance of teachers and learners in the ARAL Program. The findings of this research may provide valuable insights into how instructional supervision can be enhanced to support teachers in implementing academic recovery initiatives effectively and improve learners' academic performance.

This study determines the significant relationship between the extent of instructional supervision of school head and performance of teachers and learners in Academic Recovery and Accessible Learning (ARAL) Program in Iligay Elementary School, Villaba North District, Leyte Division. The findings of the study were basis for the proposed instructional supervision plan.

Further, it sought to answer the following sub-problems:

1. What is the extent of instructional supervision of school head as:
 - 1.1 resource provider,
 - 1.2 instructional specialist,
 - 1.3 curriculum specialist,
 - 1.4 learning facilitator, and
 - 1.5 school leader?
2. What is the level of teacher performance based on Classroom Observation Tool (COT) quarter 4?
3. What is the level of academic performance of learners under the Academic Recovery and Accessible Learning (ARAL) Program?

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4. Is there a significant relationship between the extent of instructional supervision of school head and level of teacher performance based on Classroom Observation Tool (COT) quarter 4?
5. Is there a significant relationship between the level of teacher performance based on Classroom Observation Tool (COT) quarter 4 and level of academic performance of learners under the Academic Recovery and Accessible Learning (ARAL) Program?
6. What instructional supervision plan can be proposed based on the findings of this study?

METHODOLOGY

Design. This study employed descriptive-correlational research design to determine the extent of instructional supervision of school head and performance of teachers and learners in Academic Recovery and Accessible Learning (ARAL) Program. This study is descriptive because it describes the variables- instructional supervision of school head as resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader and performance of teachers based on Classroom Observation Tool (COT) and academic performance of learners in Academic Recovery and Accessible Learning (ARAL) Program. Further, this is also correlational because it finds the relationship between the dependent and independent variables. This study was conducted in Iligay Elementary School, Villaba North District, Leyte Division. The eight (8) teachers, and 1 school head and 67 learners in Academic Recovery and Accessible Learning (ARAL) Program for School Year 2025-2026. Complete

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enumeration in choosing the school head and teacher-respondents while purposive sampling was used to determine the learner-respondents of the study was employed. The instruments used in this research has three (3) part. Part 1 of the research instrument is adapted and modified from the study of Alkrdem & Mofareh (2015) to measure the extent of instructional supervision of school head. Part 2 of the research instrument is the Classroom Observation Tool (COT) of the teachers conducted in Quarter 4. And lastly, the researcher gathered the average grade of the learners in Academic Recovery and Accessible Learning (ARAL) Program for the 4th quarter.

Sampling. The eight (8) teachers, and 1 school head and 67 learners in Academic Recovery and Accessible Learning (ARAL) Program for School Year 2025-2026. Complete enumeration in choosing the school head and teacher-respondents while purposive sampling was used to determine the learner-respondents of the study was employed.

Research Procedure. After the research was approved, data gathering followed. Letter requests to conduct the study were submitted to proper authorities for approval. First, a letter request was submitted to the Schools Division Superintendent for approval to proceed with data gathering among the identified respondents. After the approval of the SDS, permission letters were also submitted to the Public Schools District Supervisor and School Principal of the school. After approval, the researcher proceeded into data gathering. The researcher conducted an orientation to the respondents. During the orientation, respondents were informed about the study's goals and their right to confidentiality. Anonymized data was used solely for research, minimizing any burden on participants. Data were stored securely,

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accessible only to the research team, reinforcing confidentiality. Participation was purely voluntary, with the freedom to withdraw at any time. The presentation of findings maintained strict transparency, highlighting participants' views without bias or alterations. Further, a permit from the respondents were asked which stipulates their consent to be included in the study. After the orientation, survey questionnaires were distributed to the respondents. The respondents will be given ample time to complete the survey. The researcher gathered the COT result of the teachers in quarter 4 and the average grade of the learners in Academic Recovery and Accessible Learning (ARAL) Program for quarter 4. After accomplishing the surveys, data were collected, tallied, and submitted for statistical treatment.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While conducting the pre-test and in developing learning activities and other resources, the researcher made sure that the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

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Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed to evaluate the extent of instructional supervision of school head as resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader, level of performance of teachers based on COT and academic performance of learners in Academic Recovery and Accessible Learning (ARAL) Program in quarter 4. Pearson r was used to determine the significant relationship between the dependent (academic performance of learners) and independent variables (extent of instructional supervision and level of performance of teachers).

RESULTS AND DISCUSSION

Table 1

Extent of Instructional Supervision of School Head

Domain	Indicator	Weighted Mean	Interpretation
Resource Provider	1. Demonstrates effective use of time and resources	4.88	Very High
	2. Plans, organizes, schedules, and prioritizes work	5.00	Very High
	3. Delegates work as appropriate	4.75	Very High
	4. Assigns staff according to strengths	4.75	Very High

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Domain	Indicator	Weighted Mean	Interpretation
	5. Establishes ongoing planning processes	5.00	Very High
	6. Creates a positive climate for change	5.00	Very High
	7. Demonstrates ability to motivate teachers	5.00	Very High
	8. Knows teachers' strengths in instructional resources	5.00	Very High
Instructional Specialist	9. Evaluates and reinforces effective instructional strategies	4.88	Very High
	10. Uses effective instructional strategies	5.00	Very High
	11. Supervises teachers to improve instruction	5.00	Very High
	12. Provides continuity in supervision observations	5.00	Very High
	13. Develops intervention procedures	4.75	Very High
	14. Conducts conferences effectively	5.00	Very High
	15. Knows importance of learning objectives	4.75	Very High
	16. Communicates mastery of objectives	5.00	Very High

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Domain	Indicator	Weighted Mean	Interpretation
Curriculum Specialist	17. Focuses on curriculum improvement and staff development	5.00	Very High
	18. Demonstrates mastery in curriculum planning	5.00	Very High
	19. Guides teachers in content delivery	5.00	Very High
	20. Helps utilize instructional materials and technology	4.88	Very High
	21. Assists alignment of objectives and instruction	5.00	Very High
	22. Develops in-service training programs	4.88	Very High
	23. Uses curriculum assessment strategies	5.00	Very High
	24. Supports instructional planning and implementation	5.00	Very High
Learning Facilitator	25. Monitors instruction effectiveness	5.00	Very High
	26. Engages teachers in inquiry for improvement	4.88	Very High
	27. Shares responsibility in supervision	4.88	Very High
	28. Intensifies instructional supervision	5.00	Very High

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Domain	Indicator	Weighted Mean	Interpretation
	29. Provides information on supervisory process	4.88	Very High
	30. Reduces teacher anxiety in supervision	5.00	Very High
	31. Ensures all teachers receive feedback	5.00	Very High
	32. Helps identify teaching-learning processes	5.00	Very High
School Leader	33. Prioritizes curriculum and instruction	5.00	Very High
	34. Creates a climate of high expectations	4.88	Very High
	35. Communicates school policies effectively	5.00	Very High
	36. Demonstrates commitment to academic goals	5.00	Very High
	37. Monitors student progress and teacher effectiveness	4.75	Very High
	38. Involves stakeholders in decision-making	4.88	Very High
	39. Mobilizes resources to meet goals	5.00	Very High
	40. Works collaboratively with stakeholders	5.00	Very High

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Domain	Indicator	Weighted Mean	Interpretation
Overall Weighted Mean		4.93	Very High

Legend:

RANGES INTERPRETATION

4.21 – 5.00 *Very High (Always)*

3.41 – 4.20 *High (Often)*

2.61 – 3.40 *Moderate (Sometimes)*

1.81 – 2.60 *Low (Rare)*

1.00 – 1.80 *Very Low (Never)*

Table 1 presents the extent of instructional supervision of school heads in terms as resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader. It was revealed on the table that the extent of instructional supervision of school heads in terms as resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader received an overall weighted mean of 4.93 (Very High). This means that school heads consistently perform their supervisory roles effectively in supporting teachers, improving instruction, strengthening curriculum implementation, and fostering a positive learning environment. The consistently high ratings further suggest that instructional supervision practices are well-established and are perceived by teachers as highly evident in the school setting. The findings suggest that instructional supervision practices are strongly

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embedded in school operations and contribute positively to teacher support, instructional improvement, and curriculum implementation. According to recent studies in Educational Management, effective school leaders establish high academic expectations, promote collaboration, and foster strong partnerships with stakeholders to improve school performance (Day et al., 2021). The results also support the assertion that transformational leadership practices among school heads positively influence teacher morale, organizational commitment, and learner achievement (Northouse, 2022).

Table 2

Classroom Observation Result Based on COT

Domain	Indicator	Weighted Mean	Interpretation
Classroom Observation (COT)	1. Applied knowledge of content within and across curriculum teaching areas	5.00	Very High
	2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	5.00	Very High
	3. Applied strategies to develop critical and creative thinking skills	5.00	Very High
	4. Managed classroom structure for engagement and hands-on activities	5.00	Very High
	5. Managed learner behavior using positive discipline	4.88	Very High

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Domain	Indicator	Weighted Mean	Interpretation
	6. Used differentiated, developmentally appropriate learning experiences	5.00	Very High
	7. Planned and implemented sequenced teaching-learning processes	5.00	Very High
	8. Used appropriate teaching-learning resources including ICT	4.75	Very High
	9. Designed and used appropriate assessment strategies	4.88	Very High
Overall Weighted Mean		4.95	Very High

Legend:

RANGES	INTERPRETATION
4.21 – 5.00	Very High (Highly Observed)
3.41 – 4.20	High (Observed)
2.61 – 3.40	Moderate (Fairly Observed)
1.81 – 2.60	Low (Less Observed)
1.00 – 1.80	Very Low (Not Observed)

Table 2 presents the result of classroom observation using the Classroom Observation Tool (COT) for quarter 4. It was revealed on the table that the result of instructional supervision of school head to teachers received an overall weighted mean of 4.95 which is interpreted as Very High. This finding indicates that teachers demonstrated a very high level

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of competence in classroom instruction, instructional planning, learner engagement, classroom management, assessment practices, and the integration of appropriate teaching strategies during classroom observations. The consistently high ratings across all indicators suggest that teachers effectively implemented pedagogical practices aligned with professional teaching standards and learner-centered instruction.

Table 3

Learners' Performance under ARAL Program

Performance Level	Grade Range	Frequency	Percentage	Interpretation
Outstanding	90 – 100	6	8.96%	Very High Performance
Very Satisfactory	85 – 89	25	37.31%	High Performance
Satisfactory	80 – 84	24	35.82%	Average Performance
Fairly Satisfactory	75 – 79	8	11.94%	Below Average
Did Not Meet Expectations	Below 75	4	5.97%	Low Performance
Total		67	100%	
Mean Average Grade		83.97		Satisfactory

Table 3 presents the performance of learners under the Academic Recovery and Accessible Learning (ARAL) Program. It was revealed on the table that among the 67 learners under the Academic Recovery and Accessible Learning (ARAL) Program, 6 (8.96%) attained a grade of 90-100 (Very High Performance), 25 (37.31%) got a rating of 85-89 (High Performance), 24 (35.83%) got a rating of 80-84 (Average Performance), while 8 (11.94%)

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got a rating of 75-79 (Below Average) and 4 (5.97%) got a rating of below 75 (Low Performance). Further, the mean average grade of the learners under the Academic Recovery and Accessible Learning (ARAL) Program received a satisfactory rating (83.97). These findings indicate that the ARAL Program contributed positively to learners' academic performance by helping most learners attain average to high academic achievement despite existing learning gaps. According to the Department of Education ARAL framework, the program was specifically designed to provide academic recovery opportunities for struggling learners through focused interventions and learner-centered support systems. Recent studies revealed that intervention programs focusing on literacy, numeracy, and individualized instruction significantly improve learner achievement and reduce learning gaps among academically challenged learners. Studies on learning recovery emphasized that intervention programs become more effective when schools provide continuous teacher training, sufficient instructional materials, parental involvement, and strong school leadership support (Prosia et al., 2025).

Table 4

Test of Relationship

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Extent of Instructional Supervision of School Heads (Table 1) and	0.91	13.42	1.96	Reject Ho	Significant Relationship (Very Strong Positive)

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Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Classroom Observation Result (Table 2)					
Classroom Observation Result (Table 2) and Learners' Performance under ARAL Program (Table 3)	0.67	7.12	1.96	Reject Ho	Significant Relationship (Moderate Positive)

Table 4 presents the test of relationship between the extent of instructional supervision of school head, classroom observation conducted to teachers in quarter 4 and learners' performance under the Academic Recovery and Accessible Learning (ARAL) Program. It was revealed on the table that the extent of instructional supervision of school head and performance of teachers based on classroom observation tool (COT) received a computed t of 13.42 which is greater than the table value of 1.96 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of instructional supervision of school head and performance of teachers based on classroom observation tool (COT). The r value of 0.91 shows a very strong positive correlation between the variables. The findings suggest that school heads who effectively perform their supervisory roles as instructional leaders, curriculum specialists, learning facilitators, and resource providers contribute positively to teachers' instructional competencies and classroom

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practices. This means that teachers tend to demonstrate stronger pedagogical skills, better classroom management, effective instructional strategies, and improved assessment practices when school heads provide continuous supervision, feedback, mentoring, and instructional support. According to recent studies in Educational Leadership, instructional supervision plays a crucial role in enhancing teacher performance because it provides opportunities for professional guidance, reflective practice, and continuous instructional improvement. The result strongly supports the study of Reyes and Oropa (2025), which found that instructional supervision significantly improves teachers' instructional effectiveness and learners' academic performance.

Moreover, the table also presents the performance of teachers based on classroom observation tool (COT) and learners under the Academic Recovery and Accessible Learning (ARAL) Program. It was revealed on the table that the performance of teachers based on classroom observation tool (COT) and learners under the Academic Recovery and Accessible Learning (ARAL) Program received a computed t of 7.12 which is greater than the table value of 1.96 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the performance of teachers based on classroom observation tool (COT) and learners under the Academic Recovery and Accessible Learning (ARAL) Program. The r value of 0.67 shows moderate positive correlation between the variables. This result indicates that teachers' classroom performance significantly influences learners' academic achievement under the ARAL Program. The moderate positive correlation implies that improved classroom instruction, effective teaching strategies, classroom management,

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differentiated instruction, and assessment practices contribute positively to learners' academic performance. According to Educational Psychology studies, teacher effectiveness remains one of the strongest school-based factors influencing learner achievement because instructional quality directly affects learner engagement, understanding, and academic progress. Hattie (2023) emphasized that visible teaching practices such as instructional clarity, feedback, formative assessment, and teacher-student interaction significantly improve learner outcomes.

Conclusion

The findings of the study revealed a significant relationship between the extent of instructional supervision of school head and performance of teachers based on classroom observation tool (COT). Likewise, a significant relationship also was revealed between the performance of teachers based on classroom observation tool (COT) and learners under the Academic Recovery and Accessible Learning (ARAL) Program. This result confirms that effective instructional supervision significantly enhances teachers' instructional competencies and classroom performance while effective classroom instruction positively influences learner achievement and learning recovery outcomes. The study concluded that effective instructional supervision strengthens teacher performance, and improved teaching practices contribute significantly to learners' academic success under intervention programs such as ARAL. Hence, instructional leadership, continuous classroom observation, and learner-centered instructional practices are essential factors in promoting quality education and improved learner outcomes.

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Therefore, the study concludes that strong instructional supervision, effective classroom instruction, and continuous learner support are essential components in improving educational outcomes and ensuring the success of intervention programs such as ARAL.

Recommendations

1. Teachers should implement the proposed instructional supervision plan of the study to help in the effective implementation of DepEd programs and projects such as the ARAL Program.
2. Teachers should continue strengthening learner-centered and differentiated instructional practices to address the varied learning needs and abilities of learners, particularly those under intervention programs such as ARAL.
3. Teachers are encouraged to utilize varied teaching strategies, innovative instructional approaches, and ICT-integrated activities to improve learner engagement, literacy, numeracy, and critical thinking skills.
4. Teachers should actively participate in professional development activities such as seminars, workshops, Learning Action Cell (LAC) sessions, and instructional coaching programs to further improve pedagogical competencies and classroom practices.
5. School heads should sustain and enhance instructional supervision practices through regular classroom observations, mentoring, coaching, technical assistance, and constructive feedback to continuously improve teachers' instructional performance.

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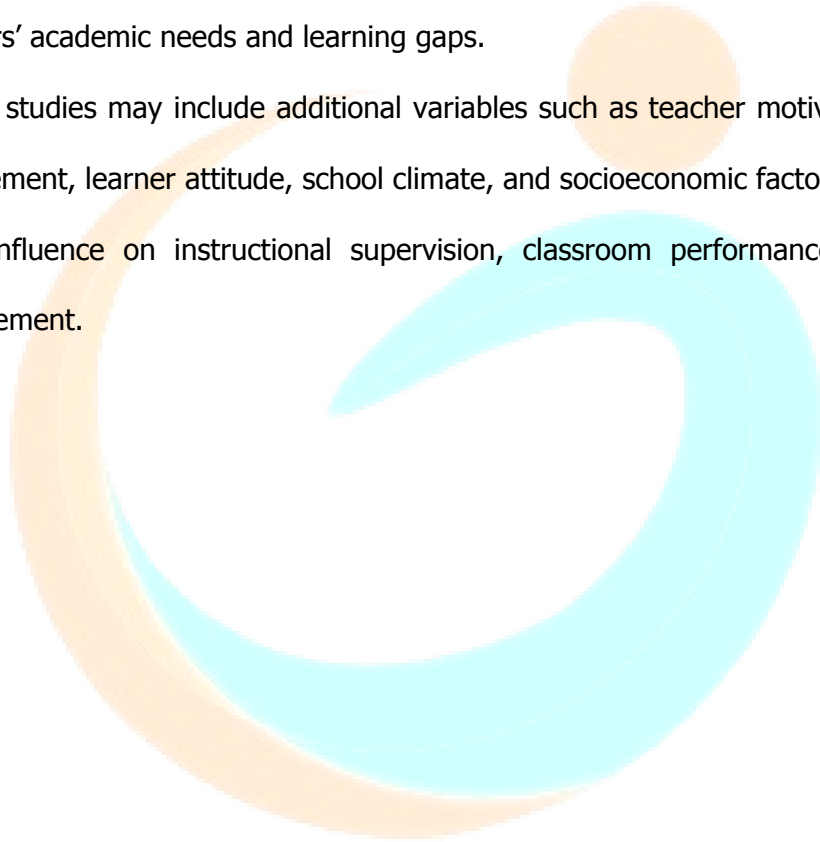
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6. School heads should strengthen professional support systems by organizing capacity-building programs, instructional mentoring activities, and collaborative learning opportunities for teachers.
7. School heads are encouraged to intensify monitoring and evaluation of the ARAL Program implementation to ensure that intervention activities effectively address learners' academic needs and learning gaps.
8. Future studies may include additional variables such as teacher motivation, parental involvement, learner attitude, school climate, and socioeconomic factors to determine their influence on instructional supervision, classroom performance, and learner achievement.



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AUTHOR'S PROFILE



MS. CHERRYL S. DIOCTON

Cherryl was born on February 11, 1982, in the quiet town of Tabango, Leyte. She is the fourth child of Mr. and Mrs. Rafael D. Diocton. Known as a loving, compassionate, and kind-hearted person, she deeply cherished and admired by her family, relatives and friends.

Her academic journey began at Hinabuyan Central School, where she graduated with honors. She pursued her secondary education at Holy Child High School. In 2001, she entered Palompon Institute of Technology and took up Bachelor of Science in Home Economics Technology. Through perseverance and dedication, she successfully graduated in 2004 with high and commendable academic performance.

After completing her undergraduate degree, she immediately pursued a Master of Arts in Elementary Education at Palompon Institute of Technology. She earned 42 academic units and successfully passed the Comprehensive Examination Year 2011, reflecting her strong commitment to professional growth and excellence in education.

Cherryl began her teaching career as a private teacher at Kiddie Camp Learning Center in Palompon, Leyte, where she nurtured young learners with passion, dedication, and genuine love for teaching. After a year of meaningful service, she transitioned to public education and

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was appointed as a Public Preschool Teacher at Hinabuyan Central School. In this role, she handled preschool learners and consistently demonstrated excellent performance, earning the trust and appreciation of both students and parents.

Her commitment and competence led to further opportunities in her career. In School Year 2010, Cherryl was granted a Teacher-I position at San Francisco Elementary School where she handled a multigrade class. After seven months of service, she applied for a transfer back to Hinabuyan Central School. Through her outstanding qualifications and performance, she ranked First among all Teacher-I applicants in the Villaba North District, resulting in an immediate Special Order for transfer.

In School Year 2011, she officially returned to Hinabuyan Central School, where she was assigned to handle Grade 3 – Sunflower, continuing her mission of delivering quality education and positively shaping young minds.

Cherryl is a sport-minded individual who is actively involved in both basketball and volleyball. She leads and participates in two competitive teams. The Burger Team for volleyball and LEDBRA for basketball. Cherryl is an active player in the Leyte Division, where she competes in organized sports events for both basketball and volleyball. Her athletic experience also includes participation in inter-purok and inter-town competitions, showcasing her dedication, teamwork, and competitive spirit.

Beyond sports, Cherryl has a strong creative side. She enjoys drawing, driving, and playing musical instruments, activities that allow her to express herself and relax outside the

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court. Her passion for sports and the arts reflects her balanced personality, discipline, and enthusiasm for continuous growth and self-improvement.

Cherryl is a dedicated and passionate educator whose teaching career is marked by commitment, perseverance, and excellence in public service. In 2012, she was promoted to Teacher III, a recognition of her consistent dedication, strong work ethic, and positive impact on learners, colleagues, and the school community.

Driven by a desire for professional growth and continuous improvement, Cherryl pursued higher career advancement. From 2020 to 2023, she applied for the position of Master Teacher – I and consistently ranked First for three consecutive years. Although an item for the position has yet to be made available, her repeated top ranking reflects her outstanding qualifications, leadership potential, and exemplary performance as an educator.

In 2020-2021, Cherryl further demonstrated her readiness for greater responsibility by applying for the position of Head Teacher – I. Once again, she achieved Rank 1 among both VND and VSD applicants, affirming her competence in instructional leadership, management, and service.

Through the years, Cherryl has remained steadfast in her mission to provide quality education, inspire young learners, and contribute meaningfully to the growth of the education system.

Cherryl is a goal-driven public-school educator with extensive experience in school leadership and administration. In June 2021, she was designated through a Special Order as Officer-in-Charge (OIC) School Head of San Francisco Elementary School, where she served

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for one year and two months. Afterward, she was transferred to Cahigan Elementary School as Teacher – III, concurrently serving as Teacher-in-Charge (TIC) and School Head, a role she fulfilled for seven months.

For the third time, Cherryl was given another opportunity to transfer, this time to Iligay Elementary School, a Small with a high student enrollment and conveniently located near her residence. She currently serves as Teacher – III and TIC – School Head, where she continues to demonstrate effective leadership and commitment to quality education.

In 2024, Cherryl applied for the position of Head Teacher – III in the Division of Leyte. She ranked as Top 1 for the position of Head Teacher - III in both Villaba South and North Districts and was immediately awarded the Head Teacher – III item a month after the ranking. At present, she continues to aspire for higher leadership roles and is preparing to take the National Assessment for School Heads (NASH) Examination for the position of Principal I.

Academically, Cherryl has recently passed the Comprehensive Examination in her Master’s degree, major in School Administration and Supervision last December 20-21, 2025. She currently deepening her knowledge in Thesis Writing as she works toward completing and graduating from her graduate studies. Her journey reflects perseverance, passion for leadership, and unwavering commitment to professional growth and educational excellence.

Driven by ambition and guided by values, she willingly gives her very best in every task entrusted to her. She always ready to take on challenges, especially in leadership roles that serve the common good. She firmly believes that true leadership is rooted in service, compassion, and commitment to the welfare of others. Challenges do not discourage her,

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instead, they inspire her to grow stronger and strive harder. With a strong heart for education, Cheryl is determined to reach her goals in life, no matter how demanding the journey may be. With perseverance, courage, and unwavering faith in her abilities, she continues to aim high—always striving to reach the unreachable star.



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