From Standards to Practice: Strengthening Teacher Quality Through School-Based Supervision

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ABSTRACT

This research assessed the relationship between school-based supervision and teacher quality anchored on the Philippine Standards for School Heads PPSSH and Philippine Professional Standards for Teachers (PPST) among selected public schools in the Tudela District . It aimed to determine how effective PPSSH and PPST-based supervision practices-such as planning and goal setting, classroom observation and feedback, teacher professional development and mentoring, monitoring and evaluation, and collaborative learning communities-contribute to improving teacher competence and instructional quality. Using a descriptive-correlational research design, the study gathered data from school heads and teachers through validated survey questionnaires. Statistical tools such as weighted mean and Pearson's r were employed to interpret the data. Findings revealed that both school heads and teachers strongly agreed that PPST-based supervision is effectively implemented across all domains, with the highest ratings in monitoring, evaluation, and collaboration. Similarly, teacher quality was rated highly evident, particularly in creating inclusive learning environments and developing contextualized lesson plans aligned with curriculum standards. The computed r-value of 0.15 with a p-value of 0.065 (at the 0.05 level of significance) confirmed a significant relationship between school-based supervision and teacher quality. Furthermore, best practices identified include peer coaching, Learning Action Cell (LAC) sharing, immediate post-observation feedback, and individualized professional development plans (IPDP). The study concludes that adequate, developmental, and PPST-aligned supervision directly enhances teacher competence and professional growth. It recommends strengthening mentoring systems, sustaining collaborative learning communities, and institutionalizing data-driven and supportive supervision practices to uphold teacher quality and improve learning outcomes.

KEYWORDS: *Administration and Supervision, PPST, school-based supervision, teacher quality, Descriptive, Tudela Cebu, Philippines.*

1. INTRODUCTION
THE PROBLEM AND ITS SCOPE
INTRODUCTION
Rationale of the Study

Enhancing teacher quality is crucial for achieving superior learning outcomes in today's educational landscape. The Philippine Professional Standards for Teachers (PPST) serves as the national framework for delineating teacher competence, providing explicit domains and indicators that guide teachers' professional development (Department of Education [DepEd], 2017). The ongoing reforms in Philippine education necessitate the translation of these standards into practical classroom applications through efficient supervision and administrative support.

Internationally, standards-based frameworks for teachers are recognized as vital tools for ensuring accountability and enhancing instructional quality. The Organization for Economic Co-operation and Development (OECD, 2021) asserts that robust professional standards, in conjunction with adequate

supervision, enhance teacher development and elevate student performance. UNESCO (2022) emphasizes that teacher supervision, grounded in professional standards, fosters a culture of ongoing learning and reflective practice.

In the Philippine context, school-based supervision is recognized as an essential mechanism for ensuring the comprehension and implementation of the PPST in educational institutions. Recent reports indicate that the execution of the PPST is inconsistent across schools due to differing levels of supervisory proficiency and administrative support (Manzano & Rungduin, 2021). Teachers often face challenges in aligning their instructional methods with PPST indicators due to inadequate mentoring and feedback from their administrators. This gap highlights the crucial role of instructional supervision in bridging the standards-to- practice gap.

In Region VII, numerous monitoring and evaluation reports have identified difficulties in equipping teachers and school heads to consistently implement the PPST (DepEd Region VII, 2023). Although professional development programs have been implemented, they frequently lack specificity and are not maintained through systematic supervisory methods. The implementation of PPST into daily teaching practices has been gradual, constraining its ability to enhance the overall quality of instruction.

The Cebu Province Division, in its Learning Recovery and Continuity Plan (2022–2025), recognizes the significance of enhancing teacher competence to address learning deficiencies. Division reports indicate that supervision and mentoring strategies are inconsistent, with certain schools exhibiting robust supervisory frameworks, while others lack organized practices to assist teachers in implementing PPST indicators (DepEd Cebu Province, 2023). This situation highlights the need to examine how school-based supervision can function as an effective means of improving teacher quality.

In Cebu Province, which has one of the largest teacher populations in the region, the challenge of ensuring consistent supervision is particularly evident. Provincial reports highlight that while some districts have strong supervisory practices anchored on PPST, others lag behind due to limited training opportunities for school heads and the absence of monitoring tools tailored to the province's diverse educational contexts (DepEd Cebu Province, 2023). Given the vast geography and number of schools in the province, ensuring that supervision translates into improved teacher competence remains a pressing concern.

This study, titled "From Standards to Practice: Strengthening Teacher Quality through School-Based Supervision Anchored on PPST," aims to investigate the function of supervision in contextualizing and implementing the PPST within schools. This study will examine the impact of school heads' supervisory practices on teachers' professional development, their alignment with PPST domains, and the enhancement of teaching and learning processes. The study seeks to propose context-specific strategies that will institutionalize adequate supervision as a catalyst for enhancing teacher quality in Philippine schools.

Theoretical/ Conceptual Background
Teacher supervision and quality enhancement in the Philippines can be grounded in various educational, psychological, and organizational theories that offer a framework for comprehending professional development through the Philippine Professional Standards for Teachers (PPST).
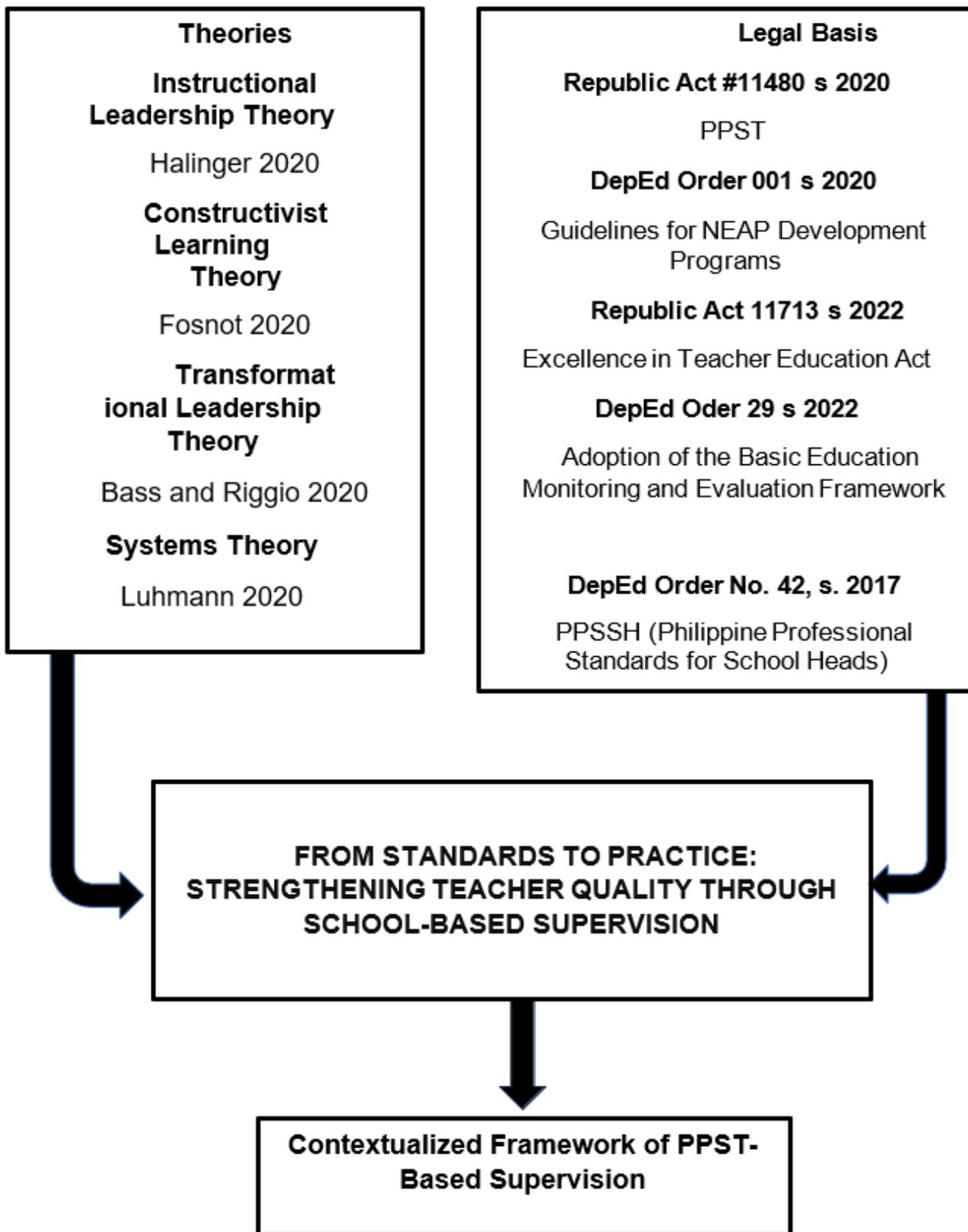
Theories	Legal Basis
Instructional Leadership Theory	**Republic Act #11480 s 2020**
Halinger 2020	PPST
Constructivist Learning Theory	**DepEd Order 001 s 2020**
Fosnot 2020	Guidelines for NEAP Development Programs
Transformational Leadership Theory	**Republic Act 11713 s 2022**
Bass and Riggio 2020	Excellence in Teacher Education Act
Systems Theory	**DepEd Oder 29 s 2022**
Luhmann 2020	Adoption of the Basic Education Monitoring and Evaluation Framework
	DepEd Order No. 42, s. 2017
	PPSSH (Philippine Professional Standards for School Heads)

FROM STANDARDS TO PRACTICE: STRENGTHENING TEACHER QUALITY THROUGH SCHOOL-BASED SUPERVISION

Contextualized Framework of PPST-Based Supervision

Figure 1 Theoretical Framework of the Study

Instructional Leadership Theory (Hallinger, 2020) emphasizes the importance of school leaders in developing effective teaching methodologies through the supervision of instruction, provision of feedback, and alignment with institutional objectives. This theory underpins the examination of how leaders affect teacher competence via systematic supervision.

Hallinger (2020) emphasized that instructional leadership remains vital in shaping school improvement by aligning supervision with teaching standards. Beyond ensuring curriculum delivery, instructional leaders create opportunities for teacher growth through coaching, mentoring, and monitoring. Recent studies in the Philippine setting found that effective instructional leadership is positively correlated with teacher performance and student achievement, especially when supervisors use standards like PPST as benchmarks (Garcia & de Guzman, 2021).

The Transformational Leadership Theory (Bass & Riggio, 2021) emphasizes the significance of inspiring and motivating teachers to surpass expectations. Within the framework of PPST, supervisors can cultivate a culture of excellence by promoting teacher dedication and professional development.

Transformational leadership surpasses transactional supervision by prioritizing long-term teacher development. Bass and Riggio (2021) assert that transformational leaders inspire professional commitment by modeling passion, setting high expectations, and encouraging innovation. In the Philippine context, transformational supervision fosters teacher empowerment, which is crucial in motivating teachers to integrate PPST indicators into their practice (Del Rosario & Espino, 2022).

Systems Theory (Luhmann, 2020) asserts that educational institutions function as interconnected systems, wherein alterations in one domain affect the entirety. Supervisory practices associated with PPST indicators influence both teacher competence and student achievement, as well as overall school performance.

Systems Theory explains that schools function as interconnected systems. Luhmann (2020) notes that adequate supervision requires recognizing interdependencies between teacher competence, student learning, and institutional support. For instance, a lack of teacher training impacts classroom outcomes, which in turn affects school performance evaluations. Research in Region VII has highlighted that schools adopting a systems perspective in supervision are more effective at sustaining PPST-aligned programs (Morales & Alcaraz, 2021).

Constructivist Learning Theory (Fosnot, 2020) posits that learners actively construct knowledge through engagement and interaction. Supervisors must assist teachers in developing learner-centered methodologies that align with the PPST's focus on significant instruction.

Constructivism emphasizes that teachers should design experiences that enable learners to construct knowledge actively. Fosnot (2020) reiterates that supervisors must guide teachers to embrace learner-centered methods. In practice, PPST-aligned supervision encourages teachers to use problem-based learning, inquiry-based strategies, and contextualized instruction, which improve student engagement and literacy competence (Serrano & Llagas, 2022).

Human Capital Theory (Becker, 2020) posits that investment in teacher professional development enhances organizational productivity. Grounding

supervision in the PPST improves teacher proficiency, thereby elevating the overall quality of education in schools.

According to Becker (2020), investing in human capital-specifically, in teachers-yields long-term educational benefits. This aligns with Philippine education reforms that prioritize professional development anchored on PPST. Studies show that when supervisors consistently apply PPST in evaluating and mentoring teachers, the professional capital of schools increases, leading to improved instructional quality (Agbayani & Cruz, 2021).

Adult Learning Theory (Andragogy) (Knowles, Holton, & Swanson, 2020) emphasizes that educators, as adult learners, necessitate pertinent, problem-oriented, and autonomous professional development. Supervisory programs grounded in PPST should therefore offer contextualized mentoring and coaching.

Knowles, Holton, and Swanson (2020) assert that adult learners are self- directed and motivated when learning is relevant to their roles. Supervisory practices anchored on PPST must therefore address teachers' professional contexts. Recent research shows that teachers respond more positively to coaching and mentoring when supervision is collaborative rather than purely evaluative (Abad & Parungao, 2021).

The Motivation-Hygiene Theory (Herzberg, 2021) emphasizes that recognition, opportunities for growth, and constructive feedback serve as motivators for professional performance. Supervisors implementing PPST can elevate teacher motivation by emphasizing skill development over adherence to regulations.

Herzberg's two-factor model remains influential in teacher motivation. Herzberg (2021) highlights that meaningful recognition and growth opportunities inspire better performance, while poor supervision can demotivate teachers. Philippine studies reveal that PPST-based supervision enhances teacher morale when feedback highlights achievements and provides constructive guidance (Lao & Yu, 2022).

The Reflective Practice Theory (Schön, 2020) posits that educators enhance their effectiveness through critical reflection on their actions. Supervisors play a crucial role in guiding reflective practices aligned with PPST standards, thereby promoting ongoing professional development and enhancement.

Schön (2020) emphasized reflection-in-action as a pathway to teacher improvement. Supervisors who encourage reflective practice help teachers critically analyze their instructional methods against PPST

indicators. Research in Cebu Province found that reflective supervision enabled teachers to redesign lessons, particularly in integrating 21st-century skills (Reyes & Salazar, 2021).

The Theory of Organizational Learning (Argyris & Schön, 2021) posits that organizations learn collectively as members consistently adapt and enhance their practices. Integrating PPST into supervisory frameworks enables schools to cultivate enduring learning cultures.

Argyris and Schön (2021) explain that schools improve collectively when learning is institutionalized. Supervisory systems grounded in PPST promote organizational learning by facilitating feedback loops, peer coaching, and collaborative problem-solving. In the Philippine context, schools with strong supervisory cultures adapt more effectively to curriculum shifts and learning continuity challenges (Villanueva & Castro, 2022).

Distributed Leadership Theory (Spillane, 2020) posits that administrators, supervisors, and teachers should collectively assume leadership responsibilities. Grounding supervision in the PPST facilitates collaborative leadership, fostering collective responsibility for teacher quality.

Spillane (2020) argues that leadership should not rest solely with school heads but rather be distributed across teams. Supervisory practices based on PPST foster shared leadership, where teachers act as instructional leaders in their own right. Research in Region VII schools revealed that distributed leadership enhanced professional learning communities, reinforcing PPST as a collective responsibility (Domingo & Panerio, 2021).

Republic Act No. 11480 (2020) – Modifies the academic calendar to address emergencies and guarantees the continuity of high-quality education. This affords supervisors the flexibility to execute PPST-aligned teacher development even amidst crises (Sarmiento, 2020).

Republic Act 11480 amended the school calendar legislation, allowing the Secretary of Education to adjust the commencement and duration of the academic year in response to national emergencies. This legislation emphasizes the necessity for adaptable oversight and management to guarantee the continuity of teaching and learning during crises, including the COVID-19 pandemic. This legal foundation underscores the necessity for supervisors and administrators to plan, monitor, and support teachers to ensure the ongoing implementation of PPST standards, even in remote or blended learning environments. It reinforces the obligation of school

leaders to support teachers in adapting their instructional methods to align with national standards, regardless of changes in learning delivery (Sarmiento, 2020).

DepEd Order No. 001, s. 2020 – Guidelines for NEAP Recognition of Professional Development Programs and Courses for Educators and School Administrators. This policy formalizes PPST-based training, establishing a direct connection between supervision and acknowledged professional standards (DepEd, 2020).

This order outlines the criteria for the National Educators Academy of the Philippines (NEAP) to recognize professional development programs for teachers and school administrators. It formalizes the implementation of PPST as the foundational framework for all professional development initiatives. Supervisors must ensure that all in-service training, mentoring, and school-based learning activities are aligned with PPST indicators to guarantee that teacher development aligns with national standards. By institutionalizing the PPST as the standard for professional development, DepEd Order No. 001, s. 2020 ensures that supervisory practices are systematic and grounded in recognized competencies (DepEd, 2020).

Republic Act No. 11713 (2022) – Excellence in Teacher Education Act, which enhances teacher education and professional development, ensuring the alignment of supervisory practices with the Philippine Professional Standards for Teachers (Santos, 2022).

Republic Act 11713 fortifies teacher education and development by formalizing reforms in teacher training, recruitment, and capacity-building initiatives. It underscores the necessity for teachers to be adequately prepared and perpetually developed in alignment with PPST. This law requires supervisors and administrators to prioritize supervision as a developmental tool rather than merely an evaluative one. It enables school leaders to guide educators in aligning their teaching methodologies with the standards, ensuring that professional development is ongoing and legally required. The legislation emphasizes collaboration among higher education institutions, the Department of Education, and local schools, designating supervision as a collective responsibility (Santos, 2022).

DepEd Order No. 029, s. 2022 – Implementation of the Basic Education Monitoring and Evaluation Framework (BEMEF). It underscores evidence-based oversight and performance assessment grounded in the PPST (DepEd, 2022).

DepEd Order 029, s. 2022 institutionalizes the BEMEF, an extensive monitoring and evaluation framework for basic education. It guarantees that policies, programs, and practices, including teacher supervision, are grounded in empirical evidence. This framework provides school leaders and supervisors with explicit indicators and monitoring instruments that align with the PPST, ensuring that teacher evaluation and supervision accurately reflect national teaching standards. The directive enhances accountability by mandating supervisors to systematically monitor teacher development, deliver constructive feedback, and apply interventions grounded in quantifiable results (DepEd, 2022).

Republic Act No. 11899 (2022) – Establishes the Second Congressional Commission on Education (EDCOM II) to evaluate, analyze, and propose reforms in Philippine education. This requires systematic oversight and standards-driven enhancement (Torres, 2022).

Republic Act 11899 established EDCOM II to evaluate and propose reforms for the Philippine education system. Its mandate encompasses assessing the efficacy of teacher training, supervision, and professional development. This legislation underscores the importance of aligning school-based supervision with national reforms and standards, including the PPST. This indicates a comprehensive governmental initiative aimed at enhancing teacher quality and accountability, necessitating that supervisors implement innovative, data-informed strategies for mentoring and evaluation. EDCOM II institutionalizes educational reforms, thereby enhancing the role of supervision as a catalyst for teacher excellence (Torres, 2022).

The integration of these theories provides a robust framework for understanding how supervision enhances teacher proficiency through the PPST.

They collectively underscore the importance of leadership, reflection, collaboration, and ongoing learning in enhancing teacher quality. The impact resides in establishing a comprehensive framework in which school-based supervision is not solely evaluative but also developmental, promoting a culture of excellence and professional accountability that directly enhances student outcomes and aligns with national education objectives.

School-based supervision is increasingly seen as the link between teacher standards and classroom practice. In their mixed-methods study of Tanzanian secondary schools, Chaula, Lawrent, and Warioba (2024) found that school heads' clinical supervision-including pre-observation conferences, classroom observation, focused feedback, professional support, and post-observation reflection-significantly improved teachers' professional competencies in lesson planning, content organization, interactive learning, and student assessment. When supervision is dialogic, respectful, and aligned with clearly articulated professional competence expectations, teachers report greater confidence and professional growth, demonstrating that supervision can implement school-level teacher quality standards.

In addition, Maisyaroh, Budi Wiyono, Hardika, Valdez, Mangorsi, and Canapi (2021) examined how instructional supervision affects teacher learning models and materials in Indonesia and the Philippines. Their survey of primary school teachers found that supervision principles like objectivity, collegiality, openness, and collaborative problem-solving influence teachers' adoption of diverse, learner-centered teaching models more than supervisory frequency.

Seminars, lesson study, peer discussions, and self-evaluation with clear supervision principles had richer classroom use of teaching strategies and learning resources. This suggests that school-based supervision linked to professional standards monitors compliance and shapes teachers' instruction, making standards visible in daily practice.

These international readings suggest that intentional, school-based, standards-referenced, formative, and collaborative supervision is needed to move "from standards to practice". Clinical and instructional supervision based on explicit teacher competency frameworks provides structured feedback, coaching, and professional support to help teachers internalize expectations and improve lesson planning, pedagogy, and assessment. Thus, school-based supervision can improve teacher quality by enforcing standards and co-constructing professional learning pathways with teachers in their classrooms.

THE PROBLEM
Statement of the Problem
This research determined the implementation of school-based supervision anchored on the PPSH and teacher quality based on PPST in strengthening teacher quality among selected public schools in Tudela District, Cebu Province, for the school year 2025–2026, as a basis for a contextualized framework PPST- supervision.

This study specifically sought to answer the following questions:

1. What is the demographic profile of the respondent groups
1.1. School Heads'
1.1.1. Age and gender,
1.1.2. Highest Educational attainment,
1.1.3. Length of administrative /supervisory experience, and
1.1.4. relevant training or seminars attended on instructional supervision or PPST
1.1.5. performance rating,

1.2. Teachers
1.2.1. Age and gender,
1.2.2. Highest Educational attainment,
1.2.3. Length of teaching experience,
1.2.4. relevant training or seminars attended on instructional supervision or PPST; and
1.2.5. PPST Rating?

2. As perceived by the respondent groups, what level of school-based supervision of:
2.1. Planning and goal-setting aligned,
2.2. Classroom observation and feedback mechanisms,
2.3. Teacher professional development and mentoring,
2.4. Monitoring and evaluation of instructional practices, and
2.5. Collaborative learning and professional communities?

3. What is the level of teacher quality as reflected in PPST-related domains in terms of:
3.1. Content knowledge and pedagogy,
3.2. Learning environment and diversity of learners,
3.3. Curriculum and planning, and
3.4. Assessment and reporting?

4. Is there a significant relationship between the level of school-based supervision and teacher quality?

5. What are the best practices by school heads and teachers in implementing PPST-based supervision?

6. Based on the findings, what supervision-based instruction can be adhered to?

Null Hypothesis

Ho: There is no significant relationship between the level of school-based supervision and teacher quality.

Significance of Study

This study evaluated the effectiveness of school-based supervision, anchored on the Philippine Professional Standards for Teachers (PPST), in strengthening teacher quality among selected public schools in the Tudela District, Cebu Province. The results helped improve supervisory practices, enhanced teacher professional development, and informed evidence-based decision-making at the school, division, and regional levels.

This study was beneficial to the following:

Department of Education. The findings supported the Department of Education (DepEd) in improving its supervisory frameworks and policies related to teacher quality. Anchoring practices on PPST ensured that national goals for teacher professionalization and student achievement were met at the grassroots level.

DepEd Policymakers. The study provided evidence-based recommendations for enhancing supervision and monitoring strategies aligned with PPST, which informed policy adjustments at both central and regional offices.

Administrators. School heads and supervisors benefited from strategies that made supervision more developmental rather than compliance-based. The study helped them design more effective monitoring systems, provided better mentoring, and maximized resources to build teacher capacity.

Teachers. Teachers gained insights on how PPST-based supervision directly supported their professional growth. The study provided feedback on aligning their instructional practices with PPST domains and indicators, strengthening their competence and confidence in classroom delivery.

Parents/Guardians. Although indirectly, parents and guardians benefited from better-supervised teachers who delivered high-quality instruction. Improved teacher competence translated into enhanced learning experiences for their learners.

Students. Learners were the ultimate beneficiaries of the study. By ensuring that teachers met PPST standards through effective supervision, students experienced improved teaching quality, which led to better learning outcomes and overall development.

Community. The research emphasized the role of schools in community development. With stronger teacher quality, the community saw better-prepared learners who contributed positively to local development, while also encouraging community participation in supporting schools.

Researcher. Conducting the study allowed the researcher to deepen understanding of supervisory practices and their effect on teacher quality, while also developing a practical framework that could be implemented in the local context.

Future Researchers. The study served as a reference for future studies on PPST, teacher professional standards, instructional leadership, and school supervision, particularly within the Visayas region.

RESEARCH METHODOLOGY

This section presents the research method, design, locale, population, and sampling, research instruments, data gathering procedure, statistical treatment of data, and scoring procedures used in the study on the implementation of school- based supervision anchored on the Philippine Professional Standards for Teachers (PPST) in strengthening teacher quality in selected public secondary schools in Tudela District, Cebu Province.

Design

This study used a descriptive-correlational research design. The descriptive aspect aimed to determine the status of school-based supervision anchored on the Philippine Professional Standards for Teachers (PPST), while the correlational part examined the relationship between the level of PPST-based supervision and teacher quality. This design is appropriate because it allows the researcher to identify prevailing supervisory practices, perceptions, and teacher performance indicators without manipulating any variables (Creswell & Creswell, 2018).

The study employed quantitative approaches, including survey questionnaires, structured interviews, and document analysis. It gathered factual, observable, and self-reported data to describe the existing supervisory practices in public secondary schools in Tudela District, Cebu Province, while also exploring their instructional relevance and effectiveness in enhancing teacher competence.

Flow of the Study

The study commenced by delineating the demographic profile of the respondents, comprising both educators and school administrators in Tudela District, Cebu Province. Data, including age, gender, educational qualifications, years of teaching or supervisory experience, and training related to supervision and the Philippine Professional Standards for Teachers (PPST), is collected. This preliminary phase provides foundational data for understanding the diversity and background of respondents, which may influence their perceptions and practices.

The subsequent phase delineated the existing state of school-based supervision as perceived by both teachers and school administrators. This analysis focused on planning and goal-setting, classroom observation and feedback, professional development and mentoring, monitoring and evaluation of instructional practices, and collaboration through professional learning communities. The study concurrently assessed teacher quality according to PPST domains, specifically emphasizing content knowledge and pedagogy, learning environment and learner diversity, curriculum and planning, and assessment and reporting.

The study then examined the significant relationship between the extent of school-based supervision and teacher quality as defined by the PPST. This correlation enabled the researcher to determine the degree to which supervisory practices impacted teacher competence. The analysis also delineated the issues and challenges that school leaders and educators faced in executing PPST-based supervision. These insights elucidated the obstacles that impeded adequate supervision and teacher development.
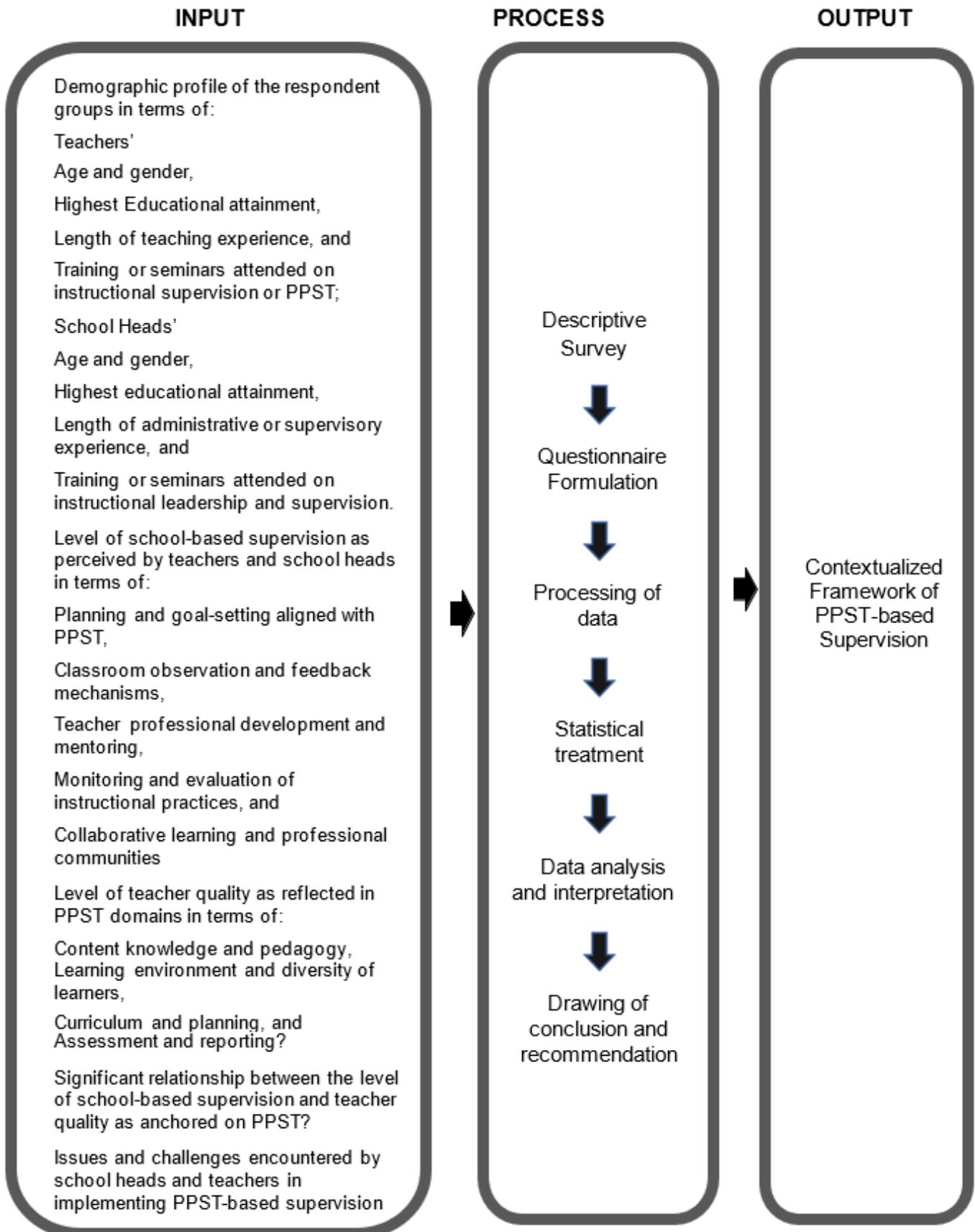
INPUT	PROCESS	OUTPUT
Demographic profile of the respondent groups in terms of: Teachers' Age and gender, Highest Educational attainment, Length of teaching experience, and Training or seminars attended on instructional supervision or PPST; School Heads' Age and gender, Highest educational attainment, Length of administrative or supervisory experience, and Training or seminars attended on instructional leadership and supervision. Level of school-based supervision as perceived by teachers and school heads in terms of: Planning and goal-setting aligned with PPST, Classroom observation and feedback mechanisms, Teacher professional development and mentoring, Monitoring and evaluation of instructional practices, and Collaborative learning and professional communities Level of teacher quality as reflected in PPST domains in terms of: Content knowledge and pedagogy, Learning environment and diversity of learners, Curriculum and planning, and Assessment and reporting? Significant relationship between the level of school-based supervision and teacher quality as anchored on PPST? Issues and challenges encountered by school heads and teachers in implementing PPST-based supervision	Descriptive Survey ⬇ Questionnaire Formulation ⬇ Processing of data ⬇ Statistical treatment ⬇ Data analysis and interpretation ⬇ Drawing of conclusion and recommendation	Contextualized Framework of PPST-based Supervision

Figure 2 Flow of the Study

Ultimately, the study proposed a framework for PPST-based supervision that public secondary schools in Tudela District, Cebu Province could implement. This framework constituted the primary outcome of the research, providing strategies, structures, and monitoring mechanisms for school leaders and teachers to enhance professional development and elevate instructional quality.

Environment

The Tudela District in Camotes, Cebu Province, encompasses several elementary schools under the Department of Education (DepEd) of Cebu Province. These schools include Tudela Central School, Puerto Bello Elementary

School, Villahermosa Elementary School, McArthur Elementary School, Buena Vista Elementary School, Calmante Elementary School, and Libertad Elementary School. Located in the northeastern part of Cebu, the Camotes Islands consist of three main islands and four municipalities: Poro, Tudela, San Francisco, and Pilar. The total population is approximately 89,324 individuals, with children accounting for about 40% (35,712) of the population. Notably, 38.41% of the residents experience poverty.

In a significant milestone, the Tudela District became the first in Cebu Province to conduct an Action Research Training Workshop for all educators and school leaders. This comprehensive three-day capacity-building workshop aimed to empower and equip educators with the necessary skills to conduct action research, fostering a culture of continuous improvement and evidence-based practices within the district.
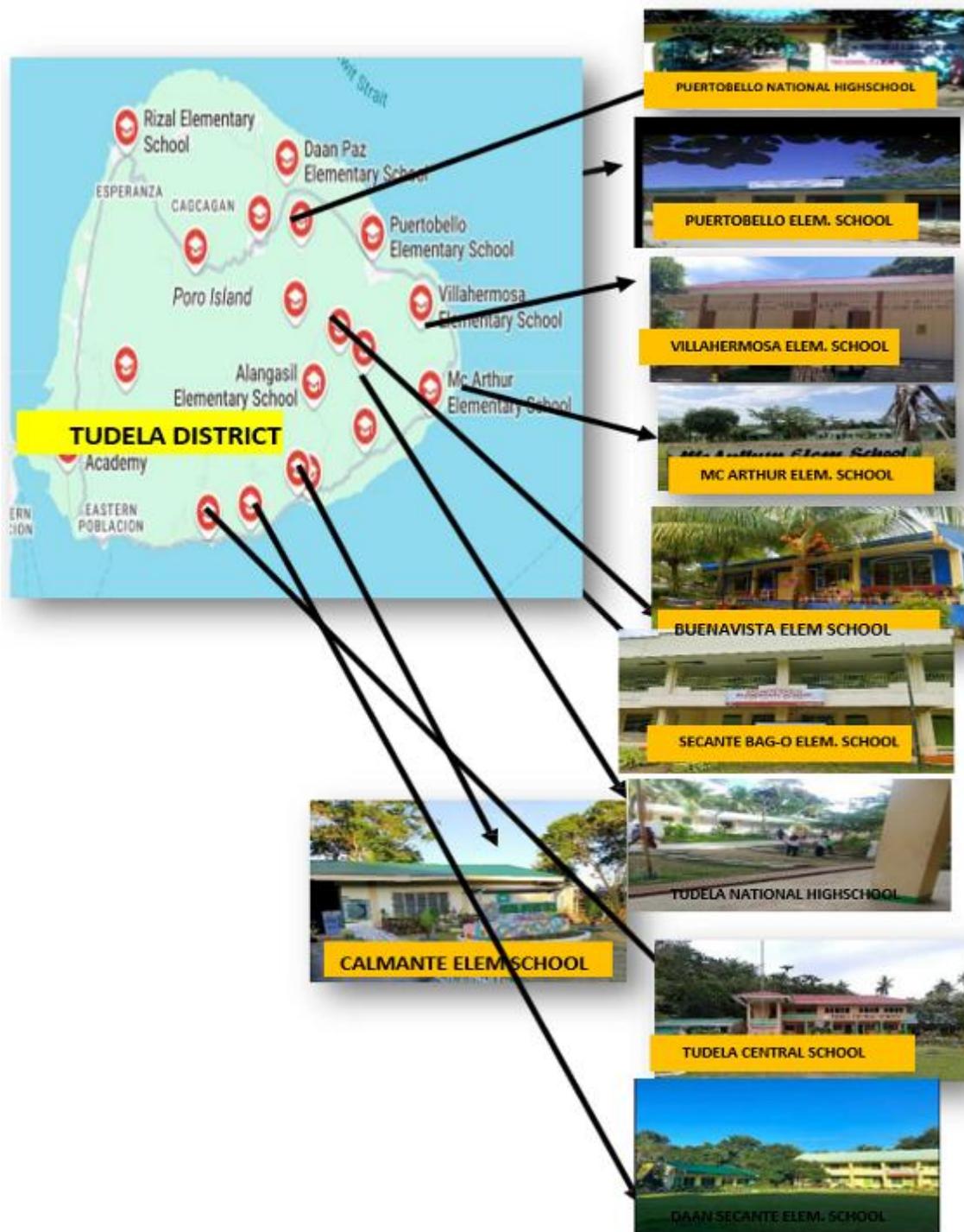

Figure 3 Research Environment of The Study

In the Tudela District, schools offer a Special Program in the Arts (SPA) at the elementary level, providing students with opportunities to develop their artistic talents alongside academic pursuits. The schools are dedicated learning institution committed to delivering quality education and fostering holistic development for its students. The schools focus on promoting character development and academic success by nurturing a growth mindset, encouraging risk-taking, and fostering reflection among students.

The schools in Tudela District are situated in a region rich in natural resources, including diverse mangrove species. Studies have been conducted to assess the composition and diversity of mangrove species in Camotes Island, providing a basis for conservation and protection efforts. These environmental studies offer valuable opportunities for schools to engage in community-based research projects, promoting environmental awareness and stewardship among students.

Tudela District frequently leverage local resources and engage with the community. This collaboration not only enriches the curriculum but also helps students connect their learning to real-world contexts. Moreover, the collaborative efforts among teachers, parents, and local government play a pivotal role in enriching the educational framework of the district. Regular communication and partnership among these stakeholders ensure that the diverse needs of all students are met in a nurturing and culturally appropriate manner. This holistic approach to education recognizes the importance of family and community involvement in a child's learning journey, creating a supportive network that extends beyond the classroom.

In summary, the research environment in Tudela District is characterized by proactive educational initiatives, a commitment to continuous professional development, and active engagement with the community and environment. The district's schools are committed to delivering high-quality education while promoting a culture of research and environmental stewardship.

Respondents

The research respondents in the ten schools of Tudela District, Camotes, Cebu Province, consist of the school heads (one per school) and the teachers. These respondents play a crucial role in educational research, particularly in areas related to school leadership, teaching methodologies, curriculum implementation, and professional development.

Each school is led by a School Head (Principal or Head Teacher) who is responsible for managing school operations, implementing DepEd policies, and ensuring quality education. Their perspectives provide valuable insights into leadership strategies, instructional supervision, teacher performance, and school development programs.

Table 1 presents the distribution of the respondents of the study.

Table 1 Distribution of Respondents

School	SH	teachers	Total	%
Secante Bag-o Elementary School	1	7	8	6.4
Villahermosa Elem School	1	8	9	7.2
Mc Arthur Elem School	1	7	8	6.4
Buenavista Elem School	1	3	4	3.2
Calmante Elem School	1	6	7	5.6
Tudela Central School	1	16	17	13.6
Daan Secante Elem School	1	4	5	4.0
Tudela National High School	1	16	18	14.4
Puertobello National Highschool	1	32	33	26.4
Puertobello Elementary School	1	16	11	8.8
Total	**10**	**115**	**125**	**100**

Teachers serve as frontline teachers and are essential respondents in research concerning pedagogical effectiveness, classroom management, and student learning outcomes. They were selected through purposive sampling to ensure representation from various grade levels and subject areas.

This research respondent profile focuses on educational leadership and instructional practices, providing a strong foundation for studies aimed at improving teaching and learning in Tudela District, Camotes, Cebu Province. The randomly selected 100 teachers and 10 school heads coming from the selected elementary schools of Tudela District in the school year 2025 – 2026 were the respondents of the study.

Instrument

The researcher employed two types of instruments that were developed and disseminated to the respondents. The researcher used a structured survey- interview questionnaire to evaluate school-based supervision practices, concentrating on supervisory methods aligned with the Philippine Professional Standards for Teachers (PPST). The questionnaire items were derived from the research conducted by Manzano and Rungduin (2021) titled

"Supervisory competence and teachers' professional development: Basis for strengthening instructional leadership" and were congruent with the domains and indicators of the PPST as mandated by the Department of Education.

To evaluate teacher quality, the researcher utilized items derived from the Teacher Professional Standards Scale, which assesses teacher competence across pedagogy, learning environment, curriculum planning, and assessment, consistent with PPST domains. This instrument has been corroborated in recent Philippine research regarding teacher performance (Villanueva & Castro, 2022).

A preliminary checklist was provided to collect demographic data on respondents, including age, gender, educational qualifications, years of teaching or supervisory experience, and training related to PPST and instructional supervision. This guaranteed that the profiles of both educators and school administrators were thoroughly recorded and considered in the analysis.

Data Gathering Procedure

Before data collection, formal authorization was secured from the Public Schools District Supervisor of Tudela, and the principals of the involved secondary schools. Informed consent was obtained from the teachers and school administrators to ensure ethical adherence and voluntary participation.

The data collection process commenced with the distribution of survey questionnaires to teachers during a designated school learning action cell (LAC) session or faculty meeting. School leaders and supervisors received a distinct questionnaire centered on their supervisory practices based on the Philippine Professional Standards for Teachers (PPST). Semi-structured interviews were conducted with selected teachers and school heads using a validated interview guide to enhance the quantitative data, focusing on their experiences, practices, and challenges in implementing supervision in accordance with PPST. Document analysis was conducted by examining supervision forms, monitoring reports, and records of school-based professional development.

All gathered information was handled with utmost confidentiality and utilized exclusively for academic purposes in alignment with ethical research standards. The finalized consolidated data were subsequently organized, encoded, and readied for analysis.

Statistical Treatment of Data

To analyze the collected data, the following statistical tools were used:

Frequency and percentage – to describe the demographic profile of teachers and school heads.

Weighted mean – to determine the level of school-based supervision and teacher quality as perceived by respondents.

Pearson Product-Moment Correlation Coefficient (r) – to examine the relationship between PPST-based supervision and teacher quality.

Scoring Procedures

Teacher quality scores were likewise interpreted according to the PPST domains, with higher means reflecting stronger alignment to the standards. Interview transcripts and documentary data were coded, categorized, and thematically interpreted to validate and supplement quantitative findings.

Survey responses utilized a 5-point Likert scale, interpreted as follows:

Weight	Range	Interpretation	Transmuted Rating
5	4.21–5.00	Strongly Agree	Highly Evident
4	3.41–4.20	Agree	Evident
3	2.61–3.40	Neutral	Moderately Evident
2	1.81–2.60	Disagree	Slightly Evident
1	1.00–1.80	Strongly Disagree	Not Evident

DEFINITION OF TERMS

To ensure clarity, the following key terms are defined:

Framework of PPST-Based Supervision- This refers to the proposed output of the study, which will serve as a structured guide or model for school heads in Tudela District, Cebu Province. The framework will provide strategies, components, and processes for strengthening teacher quality through adequate supervision, anchored in the PPST.

Issues and Challenges- Issues and challenges refer to the barriers or difficulties encountered by teachers and school heads in implementing supervision anchored on PPST. In this study, these are identified through surveys and interviews and will inform the development of the proposed framework.

Philippine Professional Standards for Teachers (PPST)- PPST refers to the national framework developed by the Department of Education (DepEd) that outlines teacher competencies across various career stages. In this study, PPST serves as the anchor for evaluating both supervisory practices and teacher quality, focusing on domains such as content knowledge, pedagogy, learning environment, curriculum planning, and assessment.

School Head Demographic Profile- The school head demographic profile refers to the characteristics of principals and supervisors who implement school-based supervision. This study includes their age, gender, highest educational attainment, length of administrative or supervisory experience, and training or seminars attended in instructional leadership and supervision.

School-Based Supervision- In this study, school-based supervision refers to the systematic process by which school heads and administrators guide, monitor, and support teachers' professional practice within their respective schools. It will be assessed in terms of planning and goal-setting, classroom observation and feedback, mentoring, monitoring and evaluation, and collaborative learning activities.

Classroom observation and feedback mechanisms- When school heads or supervisors visit classrooms, they observe how lessons are taught and provide teachers with helpful feedback. This is referred to as "classroom observation and feedback mechanisms." Using PPST-aligned indicators to monitor classroom performance and help teachers improve is what this study means by "systematic process.

Collaborative learning and professional communities-When teachers work together to share best practices, discuss their teaching experiences, and support one another's growth, this is known as collaborative learning or a professional community. This study is about how to run Learning Action Cells (LACs), peer mentoring, and other professional learning communities that encourage teachers to work together and take responsibility for their own growth, in line with PPST.

Monitoring and evaluation of instructional practices- As part of monitoring and evaluating instructional practices, teaching strategies, and classroom management, these areas are constantly assessed, evaluated, and documented. It refers to how supervisors ensure that teachers' teaching methods are effective, consistent, and in line with PPST standards in this study. Use of performance reviews, reports, and school-based monitoring tools is also part of it.

Planning and goal-setting are aligned with PPST. When this study examines planning and setting goals, "aligned with PPST" refers to how school leaders and teachers ensure that professional and instructional goals are in line with the Philippine Professional Standards for Teachers. It means ensuring that teachers' performance expectations are clearly aligned with PPST competencies and setting clear, measurable goals for teaching and learning.

Teacher professional development and mentoring-This term refers to planned activities and strategies designed to help teachers improve their job performance. It includes mentoring, coaching, in-service training, and professional learning sessions led by school heads or supervisors. All of these are based on PPST domains like assessment, curriculum planning, and pedagogy.

Teacher Demographic Profile- The teacher demographic profile refers to the personal and professional characteristics of the teacher respondents. This study includes their age, gender, highest educational attainment, years of teaching experience, and training or seminars attended related to supervision or PPST.

Teacher Quality-Teacher quality pertains to the level of competence demonstrated by teachers in alignment with PPST domains. In this study, the following aspects will be measured: content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting.

Assessment and reporting- Assessment and reporting are how teachers create and utilize assessment tools, explain results, and inform stakeholders about students' progress, enabling them to help improve lessons.

Content knowledge and pedagogy- In this study, "content knowledge" and "pedagogy" refer to the extent to which teachers possess in-depth knowledge of their subjects and can effectively apply the appropriate teaching methods to support student learning.

Curriculum and planning- Curriculum and planning involve teachers' skills in creating, organizing, and implementing lessons and activities that align with the curriculum and meet the needs of students.

Learning environment and diversity of learners- This is about how teachers create a classroom that is safe, supportive, and welcoming for all students, regardless of their background, needs, or abilities.

2. PRESENTATION, DATA ANALYSIS AND INTERPRETATION

This part gives the framework and central questions that were used to guide the study. The main goal is to investigate how school-based supervision affects the quality of teachers based on the Philippine Professional Standards for Teachers (PPST). This chapter lists the specific questions that will be used to investigate the backgrounds of school principals and teachers, how they supervise, and how competent teachers are in different PPST areas. Over the long term, it wants to find out how adequate instructional supervision helps improve teachers' performance and figure out the best ways to use PPST-based supervision.

Related Information Of The Respondent Groups

The first part manages the relevant information about the school heads and teachers' age and gender, highest educational attainment, length of administrative experience, teaching experience, relevant training attended on instructional supervision, and performance rating on PPST and PPSSH.

Age

One important demographic characteristic of the school heads and teachers is age. Age determines the maturity and experiences of these respondents throughout their exposures. Table 2 shows the age profile of the respondents.

Table 2 Age Profile

	School Heads		Teachers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
51-60	5.0	50.0	6.0	5.2	11.0	8.8
41-50	3.0	30.0	56.0	48.7	59.0	47.2
31-40	2.0	20.0	48.0	41.7	50.0	40.0
21-30			5.0	4.4	5.0	4.0
Total	10	100.00	115	100	125	100
SD	7.31		4.33		5.82	
Average	47.60		44.2		45.9	

The table shows that most school heads are between the ages of 51 and 60 (50%), then 41 to 50 (30%), and finally 31 to 40 (20%). The average age of school heads, which was found to be 47.6 years, suggests that they are experienced professionals who have been in service and leadership for a long time. This shows that the supervisory body is mature and stable, and that they have the wisdom and strategic judgment that come from years of experience running an organization.

Most teachers are between the ages of 41 and 50 (48.7%), but a good number are between the ages of 31 and 40 (41.7%). Only 4.4% are young teachers between the ages of 21 and 30. With an average age of 44.2 years, most of the teachers are in the middle of their careers and have enough teaching experience and professional maturity. This suggests a workforce that combines the flexibility of young people with the knowledge and skills of experienced teachers, which can help provide quality instruction that meets PPST standards.

The average age of the respondents was 45.9 years, which suggests that both groups are in their most productive and skilled years. This age range shows that the education workforce is mainly made up of experienced people who can effectively oversee lessons and maintain high standards of teaching quality. Having school leaders who are older and teachers who are in the middle of their careers together creates a collaborative space that is good for mentoring, supervising, and professional growth all the time.

The results suggest that both school leaders and teachers who are more mature and have more work experience are better at overseeing lessons and teaching. Leaders with more experience are more likely to give helpful advice, and teachers in the middle of their careers are more likely to be open to feedback and improvement. Ghavifekr and Ibrahim (2021) say that the level of professional maturity of teachers is significant for keeping up good teaching methods and getting used to the supervision process. In the same way, Al-Malki (2020) says that experienced teachers and administrators help institutions do better because they have more knowledge about how to teach and make decisions. Thus, the study's focus on demographics has a positive effect on the implementation of PPST-based supervision and ongoing professional development in schools.

Gender

Another crucial demographic characteristic is gender. Gender determines the sexes of the respondents, whether they are males or females. Table 3 shows the gender profile of the respondents.

Table 3 Gender Profile

	School Heads		Teachers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	4.0	40.0	36.0	31.3	40.0	32.0
Female	6.0	60.0	79.0	68.7	85.0	68.0
Total	**10**	**100.00**	**115**	**100**	**125**	**100**

From Table 3, we can see that more school heads are women (60% vs. 40%) in this situation. This means that most of the leadership positions in the district are held by women. This shows that more women are becoming administrators, which gives them more power. The numbers show that more women are taking on important roles in school management, supervision, and instructional leadership. This is in line with a trend toward gender equality in educational leadership.

It was found that 68.7% of the teachers who answered were women and 31.3% were men. In many schools in the Philippines, this shows that teaching is still done mainly by women, which is a common trend. The fact that there are a lot of women teachers shows how important they are for helping students learn, keeping the classroom running smoothly, and getting good grades. The gender distribution also shows how society sees teaching as a job that suits the caring and understanding traits that are usually linked to women.

Overall, 68% of the people who answered are women, which shows that most of the teachers and leaders in the district are women. This composition is primarily women, which is in line with the trend in the education sector for women to become more dominant. This shows how important women are to making schools work well and helping students do well. The gender profile suggests a welcoming and equal-opportunity culture where female teachers are given the freedom to do both teaching and administrative tasks.

Based on the gender distribution, it looks like female teachers have a significant impact on school culture, how they teach, and how they lead. Berkovich and Eyal (2021) say that female school leaders often stress collaboration, empathy, and instructional support. These things make teachers more motivated and help students learn more. In the same way, Santiago et al. (2022) discovered that having a mix of men and women in educational leadership leads to more fair decisions and better overall performance within the organization. So, the fact that most of the teachers and school heads in this study where women may help create a caring and interactive school setting that makes PPST-based supervision work well and encourages professional growth.

Highest Educational Attainment

Another essential variable to consider is the highest educational attainment. This determines the level of attainment among school heads and teachers. Table 4 shows the respondents' highest educational attainment.

Table 4 Highest Educational Attainment

	School Heads		Teachers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Doctorate Degree	2.0	20.0	6.0	5.2	8.0	6.4
w/ units in Doctorate Degree	4.0	40.0	21.0	18.3	25.0	20.0
w/ Master's Degree	2.0	20.0	34.0	29.6	36.0	28.8
w/ units in Master's Degree	2.0	20.0	54.0	47.0	56.0	44.8
Total	**10**	**100.00**	**115**	**100**	**125**	**100**

Table 4 shows that most school heads have advanced degrees. Forty percent of them have completed units toward a doctoral degree, and twenty percent have either a completed doctoral degree or a Master's degree. Another 20% only have units toward a Master's degree. This shows that most school heads have good academic credentials and are dedicated to professional development and being great leaders. Their high level of education gives them advanced knowledge and research-based methods that are very useful for improving instructional supervision and helping teachers grow.

The teachers who answered (47%) have the most units toward a Master's degree, and 29.6% have finished one. At the same time, 18.3% are working on their Doctorate degrees and 5.2% have already finished one. This distribution shows that most teachers are always getting better at their jobs, which shows that they are committed

to professional learning and fits with the PPST domain on professional growth and development. This kind of academic progress shows that teachers are highly motivated and see learning as something that should be done throughout life.

Overall, the data show that 44.8% of respondents have at least one unit toward a master's degree, and 28.8% have completed it. A big chunk of them (20%) has Doctorate units, and 6.4% have their Doctorate. This shows that the academic community is well-educated because both school leaders and teachers are continuing their education to become better teachers and leaders. Having these kinds of credentials makes them better able to supervise students effectively in schools and teach well in line with PPST standards.

The results suggest that both school leaders and teachers who want to go to college have a positive effect on the quality of their teaching and their ability to lead. Advanced academic training encourages reflective practice, making decisions based on evidence, and coming up with new ways to teach and supervise. Additionally, Valenzuela and Sy (2021) say that teachers with postgraduate degrees are better at teaching, managing their classes, and being interested in research. Similarly, Yusuf and Ibrahim (2023) said that teachers' confidence and knowledge of PPST domains are enhanced by professional growth through graduate education. Thus, the high level of education achieved by respondents makes a big difference in achieving DepEd's MATATAG goals for quality, accessible, relevant, and freeing education.

Length of administrative/supervisory experience and teaching experience
The number of years in service has something to do with the length of service that these school leaders and teachers render in performing their duties and responsibilities. Table 5 shows the number of years in service of these respondents.

Table 5 Length of administrative/supervisory experience and teaching experience

	School Heads		Teachers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
21-30 years			21.0	18.3	21.0	16.8
11-20 years	3.0	30.0	46.0	40.0	49.0	39.2
1-10 years	7.0	70.0	48.0	41.7	55.0	44.0
Total	10	100.00	115	100	125	100
SD	2.76		3.56		3.16	
Average	10		15.78		12.89	

Table 5 shows that most school heads (70%) have overseen or supervised others for one to ten years, while 30% have been in charge for eleven to twenty years. The average number of years of experience they have shown that most of them are relatively new. However, they have already had enough time to develop their supervisory and leadership skills. This makes me think that the school heads are at a very active time in their careers, actively improving how they manage classes while also helping to make the schools better.

The numbers show that among teachers, 41.7% have taught for one to ten years, 40% for eleven to twenty years, and 18.3% for twenty-one to thirty years. The average number of years teaching (15.78 years) shows that most teachers are in the middle of their careers and have both the energy and knowledge of newer teachers. This distribution shows that the teachers in this area are stable and have much experience, which helps them teach well and listen to their bosses.

The respondents have an average of 12.89 years of work experience, according to all the data put together. This means a well-balanced learning environment where leadership and teaching skills meet, encouraging administrators and teachers to keep learning and work together. The school is better able to use PPST-based supervision and keep up its high level of teaching because it has both new hires and experienced staff.

The results show how important professional experience is for improving teaching and leadership in the classroom. Newer teachers bring energy and the ability to adapt to change, while more experienced teachers help with mentoring, new ideas, and consistency in how they teach. Flores and Day (2021) say that teachers' and leaders' experience directly affects their ability to reflect and their willingness to adapt to changes in the way they teach. In the same way, Berkovich and Eyal (2022) said that having experience as a supervisor makes it easier for school leaders to give teachers helpful feedback and help them grow. So, the different kinds of experience that school heads and teachers have help make the education system strong, collaborative, and always getting better, which is in line with PPST principles.

Relevant trainings/seminars/workshops attended

Another demographic characteristic that needs to be assessed is the number of appropriate seminars/trainings/workshops attended. Seminars and workshops are helpful for teachers and school heads. They measure the training effectively. The school needs to consider what to measure when to measure the efforts, and how to approach it. Table 6 shows the number of appropriate seminars/ trainings/workshops.

Table 6 Number of appropriate seminars/trainings/workshops attended

Age	School Heads		Teachers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
11-15	10	100	54.0	47.0	64.0	51.2
6-10			40.0	34.8	40.0	32.0
0-5			21.0	18.3	21.0	16.8
Total	10	100.00	115	100	125	100
SD	1.27		7.68		4.48	
Average	12.7		9.58		11.14	

Table 6 shows that all school heads (100%) went to 11–15 relevant seminars, trainings, or workshops about leading and supervising teachers. This large turnout shows that school leaders are very dedicated to ongoing professional development and being in line with the Philippine Professional Standards for Teachers (PPST). The fact that school heads attend an average of 12.7 trainings shows that they are actively looking for ways to improve their ability to manage lessons, supervise students, and lead effectively. This kind of involvement keeps them up to date on the latest educational trends, supervision frameworks, and quality assurance practices that are needed to make schools better places to learn.

Among teachers, 47% went to trainings from 11 to 15, 34% went to trainings from 6 to 10, and 18.3% went to trainings from 0 to 5. The average of 9.58 trainings attended shows a good level of professional involvement, though it is lower than what school heads do. Many teachers go to seminars and workshops on their own, but some may still not have easy access to or opportunities to take part in training programs, according to the data. The level of consistency in the quality of instruction and the readiness of schools to use PPST-aligned practices could be affected by these differences.

Overall, both groups are actively taking part in professional development activities; on average, they go to 11.14 trainings per year. This shows that both school leaders and teachers put professional development at the top of their lists of priorities. This encourages a culture of lifelong learning and constant improvement. Such dedication leads to better supervision, better teaching skills, and lessons that are in line with the DepEd's MATATAG education plan and PPST areas.

Furthermore, the results show that taking part in activities for professional development is linked to better quality teaching. Teachers and school leaders can utilize new methods, enhance student outcomes, and strengthen classroom supervision by receiving ongoing training. Day et al. (2021) say that ongoing professional learning makes teachers much better at their jobs, more motivated, and helps learners do better in school. In the same way, Villanueva and Cruz (2023) stress that regular training attendance encourages reflective practice and competency-based supervision that is in line with PPST standards. As a result, school leaders and teachers who actively participate in relevant trainings make sure that instructional supervision works well and support a professional culture of excellence and accountability in the education system.

Performance Rating

Performance rating measures and assesses school leaders' and teachers' strengths and weaknesses. The purpose of performance rating is to evaluate the employee's contribution to the organization systematically. Table 7 shows the performance ratings of these school leaders and teachers.

Table 7 Performance Rating

	School Heads		Teachers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Outstanding			37.0	32.2	37.0	29.6
Very Satisfactory	10.0	100	72.0	62.6	82.0	65.6
Satisfactory			6.0	5.2	6.0	4.8
Total	10	100.00	115	100	125	100
SD	0.32		1.28		0.8	
Average	4.12		4.33		4.23	

All school heads got a "Very Satisfactory" performance rating (100%), as shown in Table 7. The average rating was 4.12. In other words, it means that school heads consistently demonstrate exemplary leadership, effective supervision, and the ability to manage the school well. The fact that they got such high marks shows that they can keep up with instructional supervision efficiently, help teachers grow, and make sure that everything is in line with institutional goals and DepEd standards.

Most of the teachers who answered (62.6%) gave the rating "Very Satisfactory." Next came "Outstanding," with 32.2%, and "Satisfactory" with only 5.2%. With an average score of 4.33, teachers generally do a great job, meeting and often going above and beyond the Philippine Professional Standards for Teachers (PPST) expectations. This result suggests that teachers consistently provide good instruction, act professionally, and use the skills they have learned through training and supervision in a good way.

The combined average performance rating of 4.23 shows that both school administrators and teachers are very good at their jobs and dedicated to them. These schools have a culture of excellence, collaboration, and constant improvement in their teaching methods and leadership, as shown by the high number of "Very Satisfactory" and "Outstanding" ratings.

The results suggest that good school-based supervision and ongoing professional development help both administrators and teachers keep up their high levels of performance. High performance ratings show that mentoring, supervision, and feedback are used well, which leads to professional growth and accountability.

Torres and Santos (2022) say that consistent performance evaluation that is in line with PPST standards makes teachers more motivated, boosts their confidence in their own abilities, and improves the quality of their lessons. In the same way, Flores (2021) stressed that support from leadership and feedback from supervisors have a significant effect on teacher performance and school improvement. The fact that both school heads and teachers gave high marks for their work indicates that PPST-based supervision helps maintain high teaching standards and smooth school operations.

Level Of School-Based Supervision
This section focuses on assessing the level of school-based supervision as perceived by both school heads and teachers. It aims to determine how effectively instructional leadership practices are implemented in various dimensions of supervision aligned with the Philippine Professional Standards for Teachers (PPST). The indicators include planning and goal-setting, classroom observation and feedback, professional development and mentoring, monitoring and evaluation, and collaborative professional learning. Understanding these aspects provides valuable insight into how school heads support teacher growth, ensure instructional quality, and promote continuous professional improvement within the school system.

Planning and goal setting aligned with PPST
When this study examines planning and setting goals, "aligned with PPST" refers to how school leaders and teachers ensure that professional and instructional goals are in line with the Philippine Professional Standards for Teachers. It means ensuring that teachers' performance expectations are clearly aligned with PPST competencies and setting clear, measurable goals for teaching and learning. Table 8 shows the results of the planning and goal setting aligned with PPST.

Table 8 Planning and Goal Setting Aligned With PPST

Indicator	School Heads		Teachers		Overall		Interpretation
	WM	SD	WM	SD	WM	SD	
Supervisors set clear instructional goals aligned with PPST indicators.	4.86	0.38	4.50	0.58	4.68	0.67	Strongly Agree
Teachers are guided in setting personal development goals.	4.86	0.38	4.75	0.50	4.81	0.63	Strongly Agree
School plans integrate teacher professional growth.	4.71	0.49	4.50	0.58	4.61	0.78	Strongly Agree
PPST indicators are explicitly used in supervision.	4.71	0.49	5.00	0.00	4.86	0.49	Strongly Agree
Supervisors communicate goals clearly to teachers.	4.71	0.49	4.50	0.58	4.61	0.78	Strongly Agree
Regular meetings are held to review progress toward goals.	4.57	0.53	4.75	0.50	4.66	0.78	Strongly Agree
Average Weighted Mean	**4.74**	**0.46**	**4.67**	**0.46**	**4.70**	**0.69**	**Strongly Agree**

Legend:

4.21-5.00 Strongly Agree	1.81-2.60 Disagree	3.41-4.20 Agree
1.00-1.80 Strongly Disagree	2.61-3.40 Neutral	

Among the indicators, school heads rated the highest on "Supervisors set clear instructional goals aligned with PPST indicators" and "Teachers are guided in setting personal development goals" (WM = 4.86, SD = 0.38). This suggests that school leaders strongly prioritize aligning their instructional goals and supervision strategies with the PPST framework to ensure clarity, consistency, and direction in achieving professional standards. Their emphasis on guiding teachers toward setting personal growth goals reflects a leadership culture rooted in mentorship and accountability, ensuring that teachers' development plans are systematically aligned with school improvement targets.

The lowest indicator among school heads is "Regular meetings are held to review progress toward goals" (WM = 4.57, SD = 0.53), although it still falls under the "Strongly Agree" category. This implies that while planning and goal- setting are clearly defined, the consistency of follow-up and monitoring through regular meetings could still be improved. The finding suggests that school leaders may face challenges in sustaining continuous feedback loops due to time constraints or competing administrative duties, which can impact the ongoing review of instructional and professional growth progress.

Teachers rated the highest on "PPST indicators are explicitly used in supervision" (WM = 5.00, SD = 0.00), reflecting a unanimous agreement that the PPST framework is fully integrated into supervisory practices. This result demonstrates that teachers clearly recognize the alignment between classroom practices and professional standards, validating the effectiveness of supervision anchored on the PPST. It also highlights the transparency of supervision processes, as teachers perceive that the standards are consistently communicated, applied, and monitored within their professional growth journey.

The lowest rating among teachers pertains to "Supervisors set clear instructional goals aligned with PPST indicators" and "School plans integrate teacher professional growth" (both WM = 4.50, SD = 0.58). Although still in the "Strongly Agree" range, this implies that teachers perceive room for improvement in ensuring that instructional goals and school plans are consistently communicated and visibly integrated into their daily instructional practices. Teachers may desire more participatory goal-setting and more precise articulation of how school objectives connect to individual professional growth targets.

The overall average weighted mean of 4.70 (SD = 0.69) indicates that both school heads and teachers strongly agree that planning and goal-setting are effectively aligned with PPST indicators. This alignment ensures that professional growth, instructional supervision, and performance evaluation are anchored in the same framework, creating coherence in school improvement efforts. The consistently high ratings across indicators confirm that both groups recognize the value of structured, standards-based supervision in enhancing teaching quality and accountability.

The results make it clear how important PPST-based goal-setting is for creating a culture of continuous professional improvement. When supervisors set goals that are clear, measurable, and in line with the PPST, teachers are more likely to make action plans that will improve their teaching and the results for their students. Cruz and Javier (2021) say that goal-oriented supervision encourages teachers to think about their jobs and be responsible for them, which improves the quality of teaching. In the same way, Santiago and Castillo (2022) discovered that structured planning that is in line with PPST domains makes teachers more involved and ensures that professional growth and institutional goals are always in line with each other. Because of this, the close connection between school-based supervision and PPST indicators in this study shows that it has a positive effect on improving teacher skills, the consistency of lessons, and the overall effectiveness of the school.

Classroom observation and feedback mechanisms

When school heads or supervisors visit classrooms, they observe how lessons are taught and provide teachers with helpful feedback. This is referred to as "classroom observation and feedback mechanisms." Using PPST-aligned indicators to monitor classroom performance and help teachers improve is what this study means by "systematic process. Table 9 shows the results of the classroom observation and feedback mechanisms.

Based on Table 9, the highest-rated indicators among school heads are "Observations focus on both strengths and areas for improvement," "Teachers are encouraged to reflect on feedback," and "Documentation of observations is properly maintained" (all WM = 4.86, SD = 0.38). This suggests that school heads maintain a balanced and reflective approach to classroom supervision. They emphasize identifying both commendable

practices and developmental needs while ensuring proper documentation for transparency and accountability. Such practices align with PPST expectations that promote constructive, evidence-based supervision, fostering teacher growth and self-reflection.

Table 9 Classroom observation and feedback mechanisms

Indicator	School Heads		Teachers		Overall		Interpretation
	WM	SD	WM	SD	WM	SD	
Classroom observations are conducted regularly.	4.57	0.53	4.50	0.58	4.54	0.82	Strongly Agree
Feedback given to teachers is constructive and PPST-aligned.	4.57	0.53	4.50	0.58	4.54	0.82	Strongly Agree
Supervisors provide immediate and actionable feedback.	4.43	0.53	4.75	0.50	4.59	0.78	Strongly Agree
Observations focus on both strengths and areas for improvement.	4.86	0.38	4.75	0.50	4.81	0.63	Strongly Agree
Teachers are encouraged to reflect on feedback.	4.86	0.38	4.50	0.58	4.68	0.67	Strongly Agree
Documentation of observations is properly maintained.	4.86	0.38	4.25	0.50	4.56	0.63	Strongly Agree
Average Weighted Mean	4.69	0.46	4.54	0.54	4.62	0.73	Strongly Agree

The lowest indicators for school heads are "Supervisors provide immediate and actionable feedback" (WM = 4.43, SD = 0.53) and "Feedback given to teachers is constructive and PPST-aligned" (WM = 4.57, SD = 0.53). While still rated "Strongly Agree," these results imply that school heads recognize the need to enhance the timeliness and precision of feedback. Some delays in delivering or documenting feedback may occur due to administrative workload or scheduling conflicts, slightly affecting the immediacy of post-observation coaching sessions.

Teachers rated the highest on "Observations focus on both strengths and areas for improvement" (WM = 4.75, SD = 0.50), reflecting a strong appreciation for balanced and growth-oriented feedback. This indicates that teachers perceive classroom observation as an opportunity for professional dialogue rather than mere evaluation. The focus on both strengths and gaps in performance helps them recognize their competencies and areas needing enhancement, promoting a mindset of continuous improvement consistent with PPST Domain 7 on professional growth and reflection.

The lowest rating among teachers was "Documentation of observations is properly maintained" (WM = 4.25, SD = 0.50). Although still interpreted as "Strongly Agree," this implies that some teachers may not consistently see transparency or accessibility in the documentation process. This could stem from variations in how feedback forms, observation notes, or post-conference reports are managed, suggesting the need for a more standardized feedback documentation system across schools.

The overall weighted mean of 4.62 (SD = 0.73) shows that both school heads and teachers strongly agree on the practical implementation of classroom observation and feedback mechanisms. The findings highlight that observation is not only conducted regularly but also used as a developmental tool rather than a compliance task. Constructive feedback and reflective practices are integral to sustaining teacher competence and instructional quality within PPST-aligned supervision.

The results show that consistent and thoughtful classroom observations significantly improve teachers' work and help them grow as professionals. Effective feedback systems foster a learning culture where teachers actively evaluate themselves and continually improve. Ghavifekr and Rosdy (2021) say that timely and helpful feedback makes teachers more confident and helps them adapt their lessons. In the same way, Santos and Villanueva (2022) found that systematic observation aligned with national teacher standards enhances teacher job performance, student engagement in learning, and academic achievement. So, using PPST-based observation and feedback tools effectively has a positive effect on the quality of instruction, the ability to teach reflectively, and the effectiveness of school leadership.

Teacher professional development and mentoring
This term refers to planned activities and strategies designed to help teachers improve their job performance. It includes mentoring, coaching, in-service training, and professional learning sessions led by school heads or supervisors. All of these are based on PPST domains like assessment, curriculum planning, and pedagogy. Table 10 depicts the results on teacher professional development and mentoring.

Table 10 Teacher professional development and mentoring

Indicator	School Heads		Teachers		Overall		Interpretation
	WM	SD	WM	SD	WM	SD	
Supervisors facilitate mentoring sessions for teachers.	4.43	0.79	5.00	0.00	4.72	0.79	Strongly Agree
Training programs are based on PPST indicators.	4.43	0.79	4.75	0.50	4.59	1.04	Strongly Agree
Teachers receive support for continuous professional learning.	4.43	0.79	4.50	0.58	4.47	1.08	Strongly Agree
Coaching is provided to improve classroom practices.	4.57	0.79	4.75	0.50	4.66	1.04	Strongly Agree
Professional development is relevant to teachers' needs.	4.57	0.79	4.50	0.58	4.54	1.08	Strongly Agree
Teachers are encouraged to share best practices.	4.57	0.79	4.50	0.58	4.54	1.08	Strongly Agree
Average Weighted Mean	**4.50**	**0.79**	**4.67**	**0.46**	**4.58**	**1.02**	**Strongly Agree**

The highest-rated indicators among school heads are "Coaching is provided to improve classroom practices," "Professional development is relevant to teachers' needs," and "Teachers are encouraged to share best practices" (all WM = 4.57, SD = 0.79). These results reveal that school heads strongly recognize the importance of mentoring, coaching, and peer collaboration as essential elements of professional development. They actively promote opportunities for teachers to exchange effective teaching strategies, which strengthens collegiality and instructional quality. This finding reflects the proactive leadership of school heads in implementing mentoring programs aligned with the PPST, particularly Domain 7-Professional Growth and Professional Learning.

The lowest-rated indicators for school heads are "Supervisors facilitate mentoring sessions for teachers", "Training programs are based on PPST indicators", and "Teachers receive support for continuous professional learning" (all WM = 4.43, SD = 0.79). Although still interpreted as "Strongly Agree," these slightly lower scores suggest that mentoring facilitation and PPST-based training may require further strengthening. Some limitations may arise from time constraints, funding availability, or varying access to quality training opportunities. This highlights the need for more systematic and sustained capacity-building programs for teachers anchored on PPST standards and individualized professional needs.

Teachers rated the highest on "Supervisors facilitate mentoring sessions for teachers" (WM = 5.00, SD = 0.00), indicating complete agreement that school heads effectively implement mentoring. This perfect score suggests that teachers highly value the mentoring sessions as an avenue for professional dialogue, classroom improvement, and performance reflection. It further signifies that mentoring has become a well-established practice in schools, fostering positive relationships between teachers and administrators and enhancing teacher competence and morale.

The lowest-rated indicators among teachers include "Teachers receive support for continuous professional learning", "Professional development is relevant to teachers' needs," and "Teachers are encouraged to share best practices" (all WM = 4.50, SD = 0.58). While these remain in the "Strongly Agree" range, they indicate a desire among teachers for more frequent, needs-based, and collaborative training opportunities. Teachers perceive that although support exists, professional learning activities could be made more contextualized and sustained to address individual developmental goals.

The overall weighted mean of 4.58 (SD = 1.02) indicates that both school heads and teachers strongly agree that teacher professional development and mentoring are effectively practiced. The results demonstrate that mentoring, coaching, and PPST-based training are integral parts of the school's supervision framework. Both groups recognize the importance of these activities in promoting professional growth, reflective practice, and collaboration, ultimately enhancing teaching quality and learner outcomes.

The results indicate that professional development and mentoring are effective in enhancing teachers' skills and motivation. When schools use PPST- based training and mentoring, they create an environment where people are constantly learning and sharing their knowledge. Boholano and Jamon (2021) say that mentoring builds professional trust and makes teachers more confident in their teaching and more open to new ideas. In the same way, Torres and Dela Cruz (2023) emphasized that professional development aligned with teacher standards results in long-term improvements in both teacher performance and student academic outcomes. In line with

DepEd's MATATAG reform agenda and PPST principles, strong implementation of professional development and mentoring programs creates an educational environment that is supportive, reflective, and high performing.

Monitoring and evaluation of instructional practices

As part of monitoring and evaluating instructional practices, teaching strategies, and classroom management, these areas are constantly assessed, evaluated, and documented. It refers to how supervisors ensure that teachers' teaching methods are effective, consistent, and in line with PPST standards in this study. Use of performance reviews, reports, and school-based monitoring tools is also part of it. Table 11 shows the results of the monitoring and evaluation of instructional practices.

The highest-rated indicators among school heads are "Monitoring is used to provide developmental feedback," "Evaluation results are discussed with teachers," and "Monitoring outcomes are linked to teacher development plans" (all WM = 4.85, SD = 0.38). These results indicate that school heads strongly value the use of monitoring and evaluation as formative processes that foster teacher growth rather than mere compliance. Their practice of discussing evaluation results and aligning monitoring outcomes with teacher development plans demonstrates an intentional effort to guide teachers toward professional improvement anchored on PPST standards.

Table 11 Monitoring and evaluation of instructional practices

Indicator	School Heads		Teachers		Overall		Interpretation
	WM	SD	WM	SD	WM	SD	
Supervisors regularly monitor instructional delivery.	4.57	0.53	4.75	0.50	4.66	0.78	Strongly Agree
Evaluation tools are aligned with PPST standards.	4.85	0.38	4.75	0.50	4.80	0.63	Strongly Agree
Monitoring is used to provide developmental feedback.	4.85	0.38	5.00	0.00	4.93	0.38	Strongly Agree
Supervisors use evidence-based data for evaluation.	4.71	0.49	5.00	0.00	4.86	0.49	Strongly Agree
Evaluation results are discussed with teachers.	4.85	0.38	4.75	0.50	4.80	0.63	Strongly Agree
Monitoring outcomes are linked to teacher development plans.	4.85	0.38	4.75	0.50	4.80	0.63	Strongly Agree
Average Weighted Mean	**4.78**	**0.42**	**4.83**	**0.33**	**4.81**	**0.59**	**Strongly Agree**

The lowest-rated indicator for school heads is "Supervisors use evidence- based data for evaluation" (WM = 4.71, SD = 0.49), though it still falls within the "Strongly Agree" category. This suggests that while most school heads rely on data to inform their evaluation, some may need to strengthen the systematic collection and utilization of classroom evidence, such as observation notes, learner performance records, and feedback logs. Enhancing evidence-based monitoring ensures that supervision remains objective, data-driven, and transparent.

Teachers rated the highest on "Monitoring is used to provide developmental feedback" and "Supervisors use evidence-based data for evaluation" (WM = 5.00, SD = 0.00). This perfect score reflects teachers' strong appreciation for developmental supervision and objective evaluation practices. It indicates that they perceive monitoring as an empowering process that focuses on professional growth, instructional improvement, and evidence-based reflection rather than fault-finding. Teachers' recognition of data-driven evaluation also shows their trust in the credibility and fairness of their supervisors.

The lowest-rated indicators for teachers include "Evaluation results are discussed with teachers" and "Monitoring outcomes are linked to teacher development plans" (both WM = 4.75, SD = 0.50). While still "Strongly Agree," these results suggest that not all teachers may consistently experience post- evaluation dialogues or see a direct connection between evaluation results and individualized professional development plans. Strengthening this feedback loop can ensure that monitoring results are more effectively translated into actionable growth opportunities.

The overall weighted mean of 4.81 (SD = 0.59) signifies a "Strongly Agree" interpretation, confirming that both school heads and teachers perceive monitoring and evaluation practices as effectively implemented. The consistent high ratings across all indicators demonstrate that supervision within the schools is not only systematic and standards-based but also developmental and supportive. This reflects a well-established culture of evidence-based accountability and professional reflection aligned with PPST domains.

The results show that consistent, data-driven monitoring and constructive evaluation significantly improve teaching and help teachers grow as professionals. When supervision focuses on feedback and self-reflection, teachers are more motivated to improve continually. Ibrahim (2021) argue that formative evaluation and mentoring enhance teacher effectiveness and inform better teaching decisions. In the same way, Serrano and De Leon (2022) stress that monitoring based on evidence and professional standards promotes openness, fairness, and long-term improvement in teacher performance. This is why PPST-based monitoring and evaluation is so effective at creating a culture of accountability, professional excellence, and long-term improvement in teaching across all schools.

Collaborative learning and professional communities

When teachers work together to share best practices, discuss their teaching experiences, and support one another's growth, this is known as collaborative learning or a professional community. This study explores the implementation of Learning Action Cells (LACs), peer mentoring, and other professional learning communities that foster teacher collaboration and self-directed growth, aligning with PPST principles. Table 12 shows the output for collaborative learning and professional communities.

Table 12 Collaborative learning and professional communities

Indicator	School Heads		Teachers		Overall		Interpretation
	WM	SD	WM	SD	WM	SD	
Learning Action Cells (LACs) are regularly conducted.	4.86	0.38	4.50	0.50	4.68	0.63	Strongly Agree
Teachers collaborate to address instructional challenges.	4.86	0.38	4.25	0.50	4.56	0.63	Strongly Agree
Supervisors encourage participation in professional communities.	4.86	0.38	4.75	0.50	4.81	0.63	Strongly Agree
Peer mentoring is practiced within the school.	4.86	0.38	4.50	0.50	4.68	0.63	Strongly Agree
Collaborative activities focus on PPST domains.	5.00	0.00	4.25	0.58	4.63	0.29	Strongly Agree
Teachers share innovations and strategies during LAC sessions.	4.71	0.49	4.50	0.50	4.61	0.74	Strongly Agree
Average Weighted Mean	**4.86**	**0.34**	**4.46**	**0.51**	**4.66**	**0.59**	**Strongly Agree**

Among the indicators, school heads rated the highest on "Collaborative activities focus on PPST domains" (WM = 5.00, SD = 0.00). This perfect rating signifies that school leaders ensure collaboration activities-such as Learning Action Cells (LACs) and mentoring sessions-are purposefully aligned with the Philippine Professional Standards for Teachers (PPST). It reflects their strong commitment to embedding PPST in all professional learning engagements to enhance teachers' mastery of pedagogical, content, and professional competencies. This also indicates that collaboration is not merely an activity but a structured and standards-based practice in their schools.

The lowest-rated indicator among school heads is "Teachers share innovations and strategies during LAC sessions" (WM = 4.71, SD = 0.49). Although still within the "Strongly Agree" category, this suggests that while collaborative structures are in place, there may be a need to strengthen knowledge-sharing practices among teachers further. This could involve encouraging more teachers to present classroom innovations, research outputs, and best practices during LAC sessions, thus enriching peer learning and professional discourse within the school community.

Teachers rated the highest on "Supervisors encourage participation in professional communities" (WM = 4.75, SD = 0.50). This implies that teachers recognize their supervisors' active role in motivating and facilitating engagement in professional learning networks. Participation in such communities fosters collective reflection, shared accountability, and continuous improvement, allowing teachers to learn from colleagues' experiences and collaboratively solve instructional challenges aligned with PPST expectations.

The lowest-rated indicators among teachers are "Collaborative activities focus on PPST domains" (WM = 4.25, SD = 0.58) and "Teachers collaborate to address instructional challenges" (WM = 4.25, SD = 0.50). While both remain "Strongly Agree," they indicate that teachers may perceive inconsistencies in how collaboration fully addresses PPST-related competencies or instructional issues. This suggests the need for more structured, goal-oriented collaboration-ensuring that discussions and outputs during LAC sessions are directly tied to PPST standards and observable classroom practices.

The overall weighted mean of 4.66 (SD = 0.59) indicates a "Strongly Agree" interpretation, confirming that both school heads and teachers perceive collaborative learning and professional community participation as actively implemented. These results affirm that professional collaboration-through LACs, mentoring, and peer learning-serves as a vital mechanism for teacher growth and instructional improvement. The findings also emphasize that PPST-aligned collaboration enhances teachers' engagement and commitment to shared school goals.

The results suggest that creating collaborative learning communities makes teachers much more professional and good at their job. When collaboration is in line with PPST, it leads to a shared vision for good teaching and holds everyone responsible for how well students do in school. Crisostomo and Alvarez (2021) say that professional learning communities help teachers be more reflective, come up with new ideas, and trust each other. In the same way, Ramos and Bautista (2023) pointed out that PPST-based collaboration gives teachers the power to work together to create strategies that meet the needs of all their students and continually improve their teaching practices. The strong culture of working together and professional development observed in this study has a positive impact on teaching quality, teacher motivation, and the school's overall performance.

Summary of Results

Table 13 shows the summary of results for the level of school-based supervision.

Table 13 Summary of Results

Indicator	School Heads		Teachers		Overall		Interpretation
	WM	SD	WM	SD	WM	SD	
Planning and goal- setting aligned with PPST	4.74	0.46	4.67	0.46	4.71	0.69	Strongly Agree
Classroom observation and feedback mechanisms	4.69	0.46	4.54	0.54	4.62	0.73	Strongly Agree
Teacher professional development and mentoring	4.5	0.79	4.67	0.46	4.59	1.02	Strongly Agree
Monitoring and evaluation of instructional practices	4.78	0.42	4.83	0.33	4.81	0.59	Strongly Agree
Collaborative learning and professional communities	4.86	0.34	4.46	0.51	4.66	0.60	Strongly Agree
Average Weighted Mean	4.71	0.49	4.63	0.46	4.67	0.72	Strongly Agree

Among the five supervision domains, school heads rated "Collaborative learning and professional communities" as the highest indicator (WM = 4.86, SD = 0.34). This demonstrates that school leaders place strong emphasis on promoting teamwork, reflective discussions, and professional learning communities within their schools. The data suggest that school heads actively encourage collaboration through Learning Action Cells (LACs), peer mentoring, and knowledge-sharing activities anchored on the Philippine Professional Standards for Teachers (PPST), thereby fostering a culture of continuous professional growth and collegial support.

The lowest-rated domain for school heads is "Teacher professional development and mentoring" (WM = 4.50, SD = 0.79), though it remains in the "Strongly Agree" category. This indicates that while mentoring and training programs are implemented, there may still be opportunities to strengthen individualized coaching and the provision of targeted development programs for teachers. Time constraints, limited resources, or varying access to professional development opportunities could be factors influencing this slightly lower score.

Teachers rated "Monitoring and evaluation of instructional practices" as the highest indicator (WM = 4.83, SD = 0.33). This shows that teachers recognize and appreciate the regular and systematic monitoring conducted by their school heads, as well as the use of PPST-aligned evaluation tools. It reflects that teachers perceive the feedback and data-driven evaluation process as constructive, developmental, and essential in enhancing their instructional practices and professional competence.

The lowest-rated domain among teachers is "Collaborative learning and professional communities" (WM = 4.46, SD = 0.51). Although still "Strongly Agree," this suggests that teachers may perceive variations in the frequency, depth, or inclusivity of collaborative activities such as LAC sessions or peer mentoring. Strengthening teacher engagement and shared leadership in these communities could further enhance their sense of ownership and participation in school-based professional learning.

The overall weighted mean of 4.67 (SD = 0.72) reveals that both school heads and teachers strongly agree on the practical implementation of PPST-based supervision across all domains. The high scores across planning, feedback, professional development, monitoring, and collaboration indicate a strong culture of instructional

leadership and professional growth within the schools. The results affirm that PPST serves as a functional framework guiding supervision, evaluation, and capacity-building efforts aimed at improving teaching quality and learner outcomes.

These results show that PPST-based supervision creates a unified and reflective professional culture that makes both teaching and leadership better. When supervision is always based on standards, it encourages teachers to be accountable, work together, and take pride in their work. Reyes and Javier (2021) say that PPST-aligned supervision makes teachers more motivated and ensures that professional development programs adapt to changing needs in the classroom. In the same way, Serrano and Dela Cruz (2023) stressed that ongoing monitoring and professional learning communities lead to better teaching over time and higher student achievement. Overall, the effective use of PPST-based supervision significantly contributes to creating a skilled, driven, and effective teaching workforce that aligns with DepEd's MATATAG education reforms.

Teacher Quality as Reflected In PPST-Related Domains
This section discusses the use of the Philippine Professional Standards for Teachers (PPST) domains in evaluating teacher quality. It focuses on four primary areas that make up good teaching: subject knowledge and teaching methods, the classroom and the variety of students who attend, the lesson plans and lessons, and evaluation and reporting. These areas are significant for assessing the professionalism of teachers, their teaching effectiveness, and their ability to meet the needs of their students. The study aims to investigate how teachers demonstrate their understanding of PPST standards, ensuring effective teaching and meaningful student learning.

Content knowledge and pedagogy
This content knowledge and "pedagogy refer to the extent to which teachers possess in-depth knowledge of their subjects and can effectively apply the appropriate teaching methods to support student learning. Table 14 shows the results for content knowledge and pedagogy.

Table 14 Content knowledge and pedagogy

Indicator	School Heads		Teachers		Overall		Interpretation
	WM	SD	WM	SD	WM	SD	
Teachers demonstrate mastery of subject content.	4.57	0.53	4.25	0.50	4.41	0.52	Strongly Agree
Teachers use varied teaching strategies.	4.71	0.49	4.75	0.50	4.73	0.50	Strongly Agree
Teachers apply higher-order thinking strategies.	4.43	0.53	4.50	0.58	4.47	0.56	Strongly Agree
Teachers integrate technology in instruction.	4.57	0.53	4.50	0.58	4.54	0.56	Strongly Agree
Lessons are contextualized to learner needs.	4.85	0.38	4.75	0.50	4.80	0.44	Strongly Agree
Instructional methods are PPST-aligned.	4.85	0.38	4.50	0.58	4.68	0.48	Strongly Agree
Average Weighted Mean	**4.66**	**0.47**	**4.54**	**0.54**	**4.60**	**0.51**	**Strongly Agree**

Legend:

4.21-5.00 Strongly Agree   1.81-2.60 Disagree   3.41-4.20 Agree

1.00-1.80 Strongly Disagree   2.61 -3.40 Neutral

Among the indicators, school heads rated "Lessons are contextualized to learner needs" and "Instructional methods are PPST-aligned" the highest (both WM = 4.85, SD = 0.38). This reflects that school heads strongly acknowledge teachers' ability to adapt lessons to the learners' context, background, and capabilities while maintaining alignment with the PPST framework. It signifies that teachers effectively demonstrate professional competence in making learning relevant and engaging using contextualized strategies that promote learner understanding and inclusivity.

The lowest-rated indicator among school heads is "Teachers apply higher- order thinking strategies" (WM = 4.43, SD = 0.53). While it remains within the "Strongly Agree" category, this suggests that there is still room to enhance the consistent application of HOTS-based instruction. School heads may observe that while teachers can facilitate critical thinking activities, there is a need to strengthen their integration across all subjects to promote analytical, evaluative, and creative skills among learners.

Teachers rated the highest on "Teachers use varied teaching strategies" (WM = 4.75, SD = 0.50) and "Lessons are contextualized to learner needs" (WM = 4.75, SD = 0.50). This indicates that teachers themselves recognize their active efforts to diversify instructional approaches and adapt lessons to the learners' local, cultural, and developmental contexts. The results demonstrate teachers' commitment to differentiated instruction, making

learning more meaningful and responsive to diverse learner profiles, consistent with PPST Domain 1 (Content Knowledge and Pedagogy).

The lowest-rated indicator among teachers is "Teachers demonstrate mastery of subject content" (WM = 4.25, SD = 0.50). Although still interpreted as "Strongly Agree," it suggests that teachers perceive some challenges in maintaining or deepening subject matter expertise, possibly due to curriculum shifts or new content integration. This emphasizes the need for continued professional learning, academic enrichment, and subject-specific training to reinforce mastery and instructional confidence.

The overall weighted mean of 4.60 (SD = 0.51) indicates that both school heads and teachers strongly agree that teachers exhibit high competence in content knowledge and pedagogy. The findings affirm that teachers effectively apply a variety of pedagogical strategies, integrate technology, and contextualize instruction to meet diverse learner needs while aligning their practices with PPST standards. This reflects a strong foundation of professional expertise essential for delivering quality and learner-centered instruction.

The results suggest that teachers' mastery of both content and pedagogy directly leads to better outcomes for students and better teaching. Teachers can enhance their subject knowledge and develop creative teaching methods with ongoing support through mentoring, professional development programs, and activities that build their skills. Alfonso and Garcia (2021) argue that contextualized teaching, grounded in pedagogical mastery, enhances students' understanding and interest in their learning. Also, Reyes and Bautista (2022) said that teachers who consistently use PPST-aligned and varied teaching strategies make a big difference in how well their students can think critically and solve problems. In line with DepEd's MATATAG agenda, improving teachers' subject knowledge and classroom management skills will lead to ongoing excellent teaching and student success.

Learning environment and diversity of learners
This is about how teachers create a classroom that is safe, supportive, and welcoming for all students, regardless of their background, needs, or abilities. Table 15 shows the results on the learning environment and the diversity of learners.

Table 15 Learning Environment and Diversity Of Learners

Indicator	School Heads		Teachers		Overall		Interpretation
	WM	SD	WM	SD	WM	SD	
Teachers establish safe and inclusive classrooms.	4.71	0.49	4.75	0.50	4.73	0.50	Strongly Agree
Teachers respect learner diversity.	4.71	0.49	5.00	0.00	4.86	0.25	Strongly Agree
Classroom routines support positive behavior.	5.00	0.00	5.00	0.00	5.00	0.00	Strongly Agree
Learners are actively engaged in activities.	4.85	0.38	4.75	0.50	4.80	0.44	Strongly Agree
Teachers address individual learning differences.	4.86	0.38	5.00	0.00	4.93	0.19	Strongly Agree
Learners feel supported and motivated.	4.86	0.38	4.75	0.50	4.81	0.44	Strongly Agree
Average Weighted Mean	**4.83**	**0.35**	**4.88**	**0.25**	**4.85**	**0.30**	**Strongly Agree**

The highest-rated indicator among school heads is "Classroom routines support positive behavior" (WM = 5.00, SD = 0.00). This perfect score indicates that school heads strongly affirm the consistent establishment of classroom routines that promote discipline, respect, and orderliness. It shows that teachers successfully foster a structured learning environment where learners understand expectations and demonstrate positive behavior. Such routines contribute to a safe, inclusive, and productive classroom climate, aligning with PPST Domain 2, which emphasizes the creation of learning environments that nurture learner well- being and engagement.

The lowest-rated indicators among school heads are "Teachers establish safe and inclusive classrooms" and "Teachers respect learner diversity" (both WM = 4.71, SD = 0.49). Although still rated "Strongly Agree," these results suggest that while teachers demonstrate inclusivity and respect for diversity, there remains room for enhancing culturally responsive and differentiated teaching strategies. Continuous professional development may further strengthen teachers' ability to accommodate learners from varied backgrounds, including those with special educational needs, ensuring equity and inclusion in classroom practices.

Teachers rated "Teachers respect learner diversity" and "Teachers address individual learning differences" the highest (both WM = 5.00, SD = 0.00). This perfect score shows that teachers strongly value inclusivity and adapt their teaching strategies to cater to diverse learning styles, abilities, and backgrounds. It reflects their commitment to implementing differentiated instruction and inclusive education principles, ensuring that every learner feels recognized and supported regardless of their learning profile or personal circumstances.

The lowest-rated indicators among teachers include "Teachers establish safe and inclusive classrooms" and "Learners feel supported and motivated" (both WM = 4.75, SD = 0.50). Despite being in the "Strongly Agree" category, this indicates that some teachers recognize the need to further enhance learner motivation and engagement, possibly through more varied classroom management strategies, socio-emotional learning activities, or positive reinforcement techniques.

The overall weighted mean of 4.85 (SD = 0.30) signifies that both school heads and teachers strongly agree that teachers effectively manage learning environments and embrace learner diversity. The high ratings confirm that classrooms are inclusive, well-organized, and conducive to learning. Teachers consistently demonstrate respect for individual differences, promote positive learner behavior, and ensure that all learners are motivated and supported-key elements of effective teaching as emphasized in PPST Domain 2.

The results highlight the importance of inclusive classroom practices in engaging students and improving their academic performance. A learning environment that is positive, supportive, and diverse encourages equal participation and improves the learning experience. Santos and Ramos (2021) say that inclusive teaching methods boost students' confidence and encourage a sense of belonging and respect. Villanueva and Dela Peña (2023) also stated that classrooms based on diversity and safety principles help learners perform better academically and develop their social and emotional skills. So, the teachers' consistently high performance in this area shows that they are dedicated to upholding inclusive education values, which supports DepEd's MATATAG goal of creating "Bansang Makabata, Batang Makabansa."

Curriculum and planning
Curriculum and planning involve teachers' skills in creating, organizing, and implementing lessons and activities that align with the curriculum and meet the needs of students. Table 16 depicts the results of curriculum and planning.

Table 16 Curriculum and Planning

Indicator	School Heads		Teachers		Overall		Interpretation
	WM	SD	WM	SD	WM	SD	
Teachers prepare lesson plans aligned with curriculum standards.	4.86	0.38	5.00	0.00	4.93	0.19	Strongly Agree
Learning objectives are clear and measurable.	4.71	0.49	5.00	0.00	4.86	0.25	Strongly Agree
Lesson plans integrate PPST competencies.	4.86	0.38	5.00	0.00	4.93	0.19	Strongly Agree
Instructional materials are well-prepared.	4.71	0.49	4.25	0.50	4.48	0.50	Strongly Agree
Curriculum is contextualized to local realities.	4.86	0.38	5.00	0.00	4.93	0.19	Strongly Agree
Time management is observed during lessons.	4.71	0.49	5.00	0.00	4.86	0.25	Strongly Agree
Average Weighted Mean	**4.79**	**0.44**	**4.88**	**0.08**	**4.83**	**0.26**	**Strongly Agree**

Among the indicators, school heads rated the highest on "Teachers prepare lesson plans aligned with curriculum standards," "Lesson plans integrate PPST competencies," and "Curriculum is contextualized to local realities" (all WM = 4.86, SD = 0.38). This shows that school heads strongly recognize the teachers' ability to prepare lessons that are standards-based, PPST-aligned, and relevant to learners' local contexts. It indicates that teachers demonstrate excellence in instructional planning by ensuring that their lessons are not only academically sound but also culturally and contextually meaningful to learners, consistent with the goals of the K–12 curriculum.

The lowest-rated indicators among school heads are "Learning objectives are clear and measurable" and "Time management is observed during lessons" (both WM = 4.71, SD = 0.49), though still within the "Strongly Agree" category. This implies that while teachers are proficient in setting objectives and managing instructional time, school heads may see opportunities to further enhance the precision of measurable learning targets and the consistent pacing of lesson delivery. Ensuring clarity in learning objectives and optimal time allocation can further strengthen curriculum implementation and lesson effectiveness.

Teachers rated the highest on "Teachers prepare lesson plans aligned with curriculum standards," "Lesson plans integrate PPST competencies," and "Curriculum is contextualized to local realities" (all WM = 5.00, SD = 0.00). This perfect score signifies that teachers are highly confident in their curriculum planning skills, ensuring that their lesson designs strictly adhere to DepEd's prescribed standards while contextualizing lessons to meet learners' real-world and community experiences. This demonstrates their strong commitment to implementing curriculum relevance and contextualization as mandated by RA 10533 (Enhanced Basic Education Act of 2013).

The lowest-rated indicator among teachers is "Instructional materials are well-prepared" (WM = 4.25, SD = 0.50). Although still "Strongly Agree," this may suggest challenges in resource preparation and availability, particularly in schools with limited materials or technology access. Teachers may rely heavily on self- made or improvised instructional aids, which, while effective, may still require additional support and resources to enhance material quality and alignment with curriculum goals.

The overall weighted mean of 4.83 (SD = 0.26) indicates that both school heads and teachers strongly agree that curriculum planning and implementation are highly effective. Teachers consistently design lesson plans that are aligned with national curriculum standards, integrate PPST competencies, and contextualize instruction to local realities. The results affirm that schools maintain a strong curriculum management culture focused on relevance, structure, and learner-centered design.

The results suggest that effective curriculum planning ensures that national learning standards and actual classroom instruction are aligned. When teachers align lesson plans with PPST and make them relevant to the students' environments, it makes learning more fun and effective. Domingo and Cruz (2021) argue that curriculum contextualization and PPST integration make lessons more relevant and engage more students. In the same way, Flores and Ramos (2023) found that teachers who plan in a structured manner and use materials tailored to students' needs help them understand and remember information for a more extended period. Therefore, the positive outcomes in this area demonstrate that PPST-guided curriculum planning is a practical approach to ensuring that everyone receives a quality education tailored to their needs and aligned with the DepEd's MATATAG framework.

Assessment and reporting

Assessment and reporting are how teachers create and utilize assessment tools, explain results, and inform stakeholders about students' progress, enabling them to help improve lessons. Table 17 shows the results of assessment and reporting.

Among the indicators, school heads rated the highest on "Teachers design valid assessment tools" and "Reports are accurate and systematically prepared" (both WM = 4.86, SD = 0.38). This indicates that school heads strongly recognize teachers' ability to prepare reliable and valid assessment instruments aligned with learning objectives and curriculum standards. It also reflects that teachers demonstrate diligence and accuracy in preparing learner progress reports, ensuring that assessment data are systematically organized and transparent-key components of PPST Domain 5: Assessment and Reporting.

Table 17 Assessment and Reporting

Indicator	School Heads		Teachers		Overall		Interpretation
	WM	SD	WM	SD	WM	SD	
Teachers design valid assessment tools.	4.86	0.38	4.50	0.50	4.68	0.44	Strongly Agree
Teachers use both formative and summative assessments.	4.71	0.49	5.00	0.00	4.86	0.25	Strongly Agree
Assessment results guide instructional decisions.	4.71	0.38	4.50	0.50	4.61	0.44	Strongly Agree
Learners receive timely feedback.	4.71	0.49	4.25	0.50	4.48	0.50	Strongly Agree
Reports are accurate and systematically prepared.	4.86	0.38	5.00	0.00	4.93	0.19	Strongly Agree
Assessment results are shared with stakeholders.	4.71	0.49	5.00	0.00	4.86	0.25	Strongly Agree
Average Weighted Mean	**4.76**	**0.44**	**4.71**	**0.25**	**4.73**	**0.34**	**Strongly Agree**

The lowest-rated indicators among school heads include "Teachers use both formative and summative assessments" and "Assessment results are shared with stakeholders" (both WM = 4.71, SD = 0.49), though still "Strongly Agree." This suggests that while assessment practices are well-implemented, there is room to enhance the diversity and inclusivity of assessment tools as well as strengthen communication with parents, guardians, and community stakeholders. Sustained improvement in reporting mechanisms can deepen home-school collaboration and learner accountability.

Teachers rated the highest on "Teachers use both formative and summative assessments," "Reports are accurate and systematically prepared," and "Assessment results are shared with stakeholders" (all WM = 5.00, SD = 0.00). These perfect scores reflect teachers' full commitment to comprehensive and transparent assessment practices. They emphasize the importance of using varied assessment types to monitor progress and provide

evidence-based evaluations. The perfect agreement also highlights teachers' dedication to maintaining accurate records and engaging stakeholders in learner development discussions, reinforcing shared responsibility in education.

The lowest-rated indicator among teachers is "Learners receive timely feedback" (WM = 4.25, SD = 0.50). Although it remains within the "Strongly Agree" category, this suggests that teachers may encounter challenges in providing prompt feedback due to workload, large class sizes, or administrative duties. Timely feedback is crucial for learning improvement, and addressing this area can further enhance learners' engagement and performance.

The overall weighted mean of 4.73 (SD = 0.34) indicates that both school heads and teachers strongly agree that assessment and reporting practices are effectively implemented. The findings affirm that teachers demonstrate proficiency in designing valid tools, conducting formative and summative assessments, providing data-driven feedback, and maintaining transparent reporting systems.

These results validate the strong alignment of assessment practices with PPST standards, promoting accountability, fairness, and instructional responsiveness.

The results suggest that practical assessment and reporting are crucial components of effective teaching and student success. Assessments that are well- thought-out, valid, and given at the right time help teachers make decisions about how to teach and support differentiated approaches. Delos Reyes and Santos (2021) argue that fair and consistent assessment practices motivate students and ensure equal treatment when grading. In the same way, Gonzales and Mendoza (2023) say that timely feedback and involving stakeholders help students do better in school and improve relationships between teachers and students. Based on this, the teachers' exemplary performance in this area demonstrates their ability to utilize PPST-based assessment methods that are honest, flexible, and tailored to the students' needs.

Summary of Results

Table 18 shows the results on the level of teacher quality as reflected in PPST related domains.

Among the four domains, school heads rated "Learning environment and diversity of learners" as the highest (WM = 4.83, SD = 0.35). This finding indicates that school leaders strongly acknowledge teachers' ability to establish inclusive, safe, and engaging learning environments that cater to the diverse needs of students. It suggests that teachers consistently uphold principles of inclusivity and equity, ensuring that all learners- regardless of ability, background, or circumstance-receive appropriate support and motivation to learn effectively.

Table 18 Summary of Results

Indicator	School Heads		Teachers		Overall		Interpretation
	WM	SD	WM	SD	WM	SD	
Content knowledge and pedagogy	4.66	0.47	4.54	0.54	4.60	0.51	Strongly Agree
Learning environment and diversity of learners	4.83	0.35	4.88	0.25	4.85	0.30	Strongly Agree
Curriculum and planning	4.79	0.44	4.88	0.08	4.83	0.26	Strongly Agree
Assessment and reporting	4.76	0.44	4.71	0.25	4.73	0.34	Strongly Agree
Average Weighted Mean	**4.71**	**0.49**	**4.63**	**0.46**	**4.67**	**0.72**	**Strongly Agree**

The lowest-rated indicator among school heads is "Content knowledge and pedagogy" (WM = 4.66, SD = 0.47), although still rated "Strongly Agree." This implies that while teachers demonstrate mastery of content and effective pedagogical skills, there is still room for improvement in integrating higher-order thinking strategies and deepening subject expertise. Strengthening this area through continuous professional development, mentoring, and academic enrichment can further enhance teachers' instructional delivery and learner engagement.

Teachers rated "Learning environment and diversity of learners" and "Curriculum and planning" equally high (both WM = 4.88, SD = 0.25 and 0.08, respectively). This shows that teachers feel most confident in their ability to manage classrooms effectively and plan lessons aligned with curriculum standards and PPST competencies. They recognize that fostering an inclusive classroom and developing well-structured, context-based lesson plans are key strengths that contribute to improved learner outcomes and a more positive educational atmosphere.

The lowest-rated indicator among teachers is "Assessment and reporting" (WM = 4.71, SD = 0.25). While still "Strongly Agree," this reflects the teachers' awareness that assessment practices, particularly in terms of timely

feedback and stakeholder reporting, can be further improved. Teachers may face challenges related to time constraints and workload in providing consistent and individualized assessments. Enhancing feedback systems and streamlining assessment documentation can further strengthen this domain.

The overall weighted mean of 4.67 (SD = 0.72) indicates that both school heads and teachers strongly agree that teacher quality is highly evident across all PPST-related domains. The results demonstrate that teachers exhibit strong competence in managing inclusive classrooms, planning standards-based instruction, applying effective pedagogy, and implementing fair and valid assessment practices. The consistently high scores across domains reflect a robust culture of professional excellence, accountability, and commitment to quality education guided by PPST standards.

The results clearly show that having a good teacher positively affects students' academic performance and the overall effectiveness of instructional supervision. When teachers follow practices that are in line with the PPST, professional standards lead to better classroom performance and outcomes for students. Ghavifekr and Rosdy (2021) argue that teachers who consistently align their practices with professional standards are more effective in their teaching and better equipped to adapt to various situations. In the same way, Torres and Dela Cruz (2023) stress that consistent teacher quality across all PPST domains encourages learner participation, supports inclusive education, and improves the execution of the curriculum. Strong performance in these areas demonstrates the importance of ongoing professional development, reflective practice, and PPST- based supervision in creating a high-performing and responsive teaching force aligned with DepEd's MATATAG agenda.

Significant Relationship
This section examines the relationship between the level of school-based supervision and teacher quality, as measured by PPST.

The test in Table 19 shows the link between the amount of school-based supervision and the quality of the teacher, based on the Philippine Professional Standards for Teachers (PPST). The null hypothesis was thrown out because the r-value was 0.15 and the p-value was 0.065 at the 0.05 level of significance. This shows that there is a significant relationship between the two variables. This finding suggests that as the amount of school-based supervision rises, so does the quality of teachers. This shows that there is a positive relationship between good supervision and teachers' professional competence.

Table 19 A significant relationship between the level of school-based supervision and teacher quality, as anchored on PPST

Variables	df	Computed r value	Critical p-value	Decision	Interpretation
The level of school-based supervision and teacher quality as anchored on PPST	123	0.15	0.065	Reject H0	Significant

@ 0.05 level of significance

The results indicate that teachers are more likely to enhance their teaching and professional growth when school leaders employ consistent, PPST-aligned supervisory practices, such as planning, mentoring, feedback, and collaborative professional development. The result demonstrates that supervision plays a crucial role in helping teachers achieve higher standards of excellence in their writing.

The strong connection found supports the idea that instructional supervision is a primary factor in helping teachers grow and making schools better. Good supervision provides teachers with clear feedback, professional advice, and opportunities to reflect on their practice, ultimately enhancing the quality of their lessons. Boholano and Jamon (2021) say that school-based supervision has a direct effect on how well teachers do their jobs and encourages a culture of always learning. Also, Serrano and De Leon (2022) said that supervision based on PPST encourages teachers to reflect on their work and take responsibility, which improves both their performance as teachers and the outcomes for their students. Consequently, the results indicate that PPST-based supervision requires improvement to maintain high teacher quality and enhance the school's overall effectiveness.

Best Practices
This section highlights the most effective practices that school leaders and teachers have implemented during PPST-based supervision. It discusses innovative ideas, successful strategies, and teamwork-based methods that have helped improve teaching quality, enhance teacher performance, and foster professional growth. These actions demonstrate how the Philippine Professional Standards for Teachers (PPST) principles are effectively applied in daily teaching and supervising tasks. The goal of the study is to provide examples of good practice

that can be used to improve the quality of education, strengthen supervision systems, and help teachers grow by documenting these experiences.

Table 20 presents the best practices encountered by school heads and teachers in implementing PPST-based supervision. The highest-ranked practice is "Implement Peer Coaching and Learning Action Cell (LAC) Sharing" (Rank 1), emphasizing the importance of collaborative professional learning. This practice fosters reflective dialogue, mentoring, and the exchange of effective teaching strategies, reinforcing the culture of shared accountability and continuous improvement within schools. The second-ranked practice, "Provide Immediate and Constructive Post-Observation Feedback", highlights the value of timely and supportive supervision in enhancing teacher performance. Regular feedback enables teachers to promptly address identified areas for improvement while reinforcing effective instructional strategies.

Table 20 BEST PRACTICES

INDICATORS	RANK
Implement Peer Coaching and Learning Action Cell (LAC) Sharing	1
Provide Immediate and Constructive Post-Observation Feedback	2
Conduct Pre-Observation Conferences	3.5
Establish Individual Professional Development Plans (IPDP)	3.5
Use Developmental, Not Fault-Finding, Observation Tools	5.5
Integrate Classroom Walkthroughs with Coaching Notes	5.5
Promote Inclusive and Differentiated Instructional Support	7.5
Document Evidence of Teacher Growth through Learning Portfolios	7.5
Leverage Data-Driven Supervision	9
Institutionalize Recognition and Incentive Mechanisms	10

The third to fifth-ranked practices-"Conduct Pre-Observation Conferences" and "Establish Individual Professional Development Plans (IPDP)" (Rank 3.5)-underscore the proactive nature of supervision when teachers are guided in setting professional goals prior to observation and supported in crafting personalized growth plans thereafter. Meanwhile, "Use Developmental, Not Fault- Finding, Observation Tools" and "Integrate Classroom Walkthroughs with Coaching Notes" (Rank 5.5) reflect a shift toward formative and supportive supervision that prioritizes teacher empowerment rather than compliance.

Lower-ranked but still relevant practices include "Promote Inclusive and Differentiated Instructional Support" and "Document Evidence of Teacher Growth through Learning Portfolios" (Rank 7.5), indicating that inclusive strategies and progress documentation are recognized but could be further strengthened. The practices ranked last-"Leverage Data-Driven Supervision" (Rank 9) and "Institutionalize Recognition and Incentive Mechanisms" (Rank 10)-suggest that while data and recognition systems are valued, they may not yet be fully institutionalized or consistently applied in all schools.

Overall, the data reveal that the best practices in PPST-based supervision revolve around collaboration, feedback, mentoring, and developmental supervision. These findings reflect the growing commitment of school heads and teachers to adopt supervision approaches that are reflective, supportive, and aligned with PPST principles. Such practices ensure that supervision becomes a tool for professional growth rather than mere evaluation, thereby fostering teacher motivation and sustained instructional improvement.

The best practices show how important it is to create a work culture based on teamwork, self-reflection, and fact-based improvements. When PPST-based supervision works well, it creates an environment where teachers are constantly supported and motivated to improve their work. Flores and Day (2021) say that peer coaching and LAC sessions, which are forms of collaborative professional learning, help teachers understand their craft better and think about their practice more deeply. Also, Santiago and Villanueva (2023) said that developmental supervision and timely feedback make a big difference in how confident teachers are, how well they teach, and how well their students do in school. Implementing these best practices aligns supervision more closely with the PPST framework. This makes sure that teacher development leads to real educational progress for all students.

3. SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS
Chapter 3 provides a summary, presents the findings, draws conclusions, and offers recommendations.

SUMMARY
The purpose of this study was to assess the relationship between school- based supervision and teacher quality as anchored on the Philippine Professional Standards for Teachers (PPST) among selected public elementary and

secondary schools. It aimed to determine how the implementation of PPST-based supervision practices-such as planning and goal-setting, classroom observation and feedback, professional development and mentoring, monitoring and evaluation, and collaborative professional learning-affects the level of teacher competence in key PPST domains. The findings served as the basis for developing strategies to strengthen instructional supervision and enhance teacher performance within the public school system.

The first part of the study presented the demographic profile of the school heads and teachers, including age, gender, educational attainment, length of service, and relevant training or seminars attended. This demographic background provided a clear picture of the respondents' experience and professional preparation in relation to supervision and teaching standards.

The second part discussed the extent of school-based supervision as perceived by both school heads and teachers. It examined various supervisory functions aligned with the PPST, including planning, goal-setting, feedback mechanisms, professional development, monitoring, and collaboration. The findings revealed that these practices were implemented at a high level, indicating a firm adherence to standards-based supervision across schools.

The third part analyzed the level of teacher quality as reflected in the PPST domains-content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting. Both groups strongly agreed that teachers consistently exhibit high proficiency across all domains, particularly in establishing inclusive learning environments and preparing curriculum-aligned lesson plans.

The fourth part presented the correlation analysis between the level of school-based supervision and teacher quality. Statistical results revealed a significant relationship between the two variables ($r = 0.15$, $p = 0.065 < 0.05$), confirming that effective and consistent supervision contributes to enhanced teacher competence. This finding validates the importance of school heads' instructional leadership in improving teaching and learning outcomes.

Finally, the study identified the best practices observed in implementing PPST-based supervision, such as peer coaching and Learning Action Cell (LAC) sharing, providing immediate post-observation feedback, conducting pre- observation conferences, and establishing individual professional development plans (IPDP). These practices foster collaboration, mentoring, and continuous teacher growth-cornerstones of a reflective and quality-oriented teaching force.

FINDINGS
The study revealed the following significant findings:
Most school heads belong to the 51–60 age group, while most teachers are between 41 and 50 years old, indicating a workforce of mature and experienced educators. Female respondents dominated both groups, and most hold master's degrees or are pursuing graduate studies. These characteristics imply a professionally competent teaching and supervisory population, though further advanced studies are encouraged.

Both school heads and teachers strongly agreed that supervision practices are effectively implemented across all dimensions (AWM = 4.67). The highest- rated aspect was monitoring and evaluation of instructional practices, while the area needing further enhancement was teacher professional development and mentoring. This suggests that while supervision is comprehensive, continuous, and structured, mentoring programs can still be improved.

Teacher quality across PPST domains was also rated Strongly Agree (AWM = 4.67). The domain of learning environment and diversity of learners obtained the highest mean, indicating teachers' strong competence in fostering inclusivity, safety, and learner engagement. Meanwhile, content knowledge and pedagogy was rated slightly lower, suggesting the need for more targeted professional development to deepen subject mastery and teaching innovation.

A positive and significant correlation ($r = 0.15$, $p = 0.065 < 0.05$) was found, suggesting that high levels of PPST-based supervision are associated with higher teacher performance. This validates that adequate instructional supervision promotes reflective practice, accountability, and professional growth among teachers.

The most notable best practices include peer coaching and LAC sharing, immediate and constructive feedback, pre-observation conferences, and establishing individual professional development plans (IPDP). These practices emphasize collaboration, continuous learning, and developmental supervision rather than fault-finding evaluation.

CONCLUSION

The study's findings confirmed that school-based supervision has a significant influence on teacher quality, as anchored in the PPST framework. Both school heads and teachers demonstrated high levels of engagement in implementing supervision and instructional practices that align with national teaching standards. The strong correlation between supervision and teacher competence highlights the crucial role of school leaders as instructional mentors, who provide feedback, guidance, and developmental support.

Despite the overall positive results, the study also highlighted areas for improvement, such as the need to strengthen structured mentoring programs, ensure timely feedback, and provide continuous training focused on content mastery and pedagogical innovation. Enhancing these areas will further optimize supervision as a mechanism for sustainable teacher growth and improved learner outcomes.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are proposed.

Schools should implement structured mentoring and peer coaching systems to ensure that all teachers, particularly novice ones, receive continuous guidance and feedback aligned with PPST domains. The Division may organize regular, needs-based training programs focused on advanced pedagogy, assessment literacy, and classroom management to sustain teacher competence and innovation. School heads should ensure that classroom observations are developmental, evidence-based, and followed by actionable feedback and reflection conferences to maximize their impact on teaching performance. Learning Action Cells (LACs) should continue to be leveraged as platforms for sharing best practices, discussing instructional challenges, and promoting reflective dialogue among teachers. Schools should adopt data-driven supervision tools and recognition systems that celebrate teacher accomplishments, thus reinforcing motivation and accountability.

By implementing these recommendations, schools can further enhance PPST-based supervision as a sustainable framework for teacher growth, leading to improved instructional quality and learner achievement in alignment with the DepEd MATATAG Agenda.

4. OUTPUT OF THE STUDY

This chapter presents the study's findings, specifically the relationship between instructional management and outcomes, as derived from the research.

RATIONALE

The way school-based supervision is conducted and its alignment with professional standards significantly impact the quality of teaching. Based on the Philippine Professional Standards for Teachers (PPST), this proposed output connects the standards to classroom practices.

The results showed that instructional supervision by school heads is usually excellent, particularly in areas such as mentoring, monitoring progress, and providing feedback. Teachers also demonstrated proficiency, ranging from Proficient to Highly Proficient, in core PPST areas, including assessment, Learning Environment, Content Knowledge, and Pedagogy. However, there were still issues with collaborating on lesson planning, analyzing data, and seeking further assistance from coaches.

We need to create a structured supervision plan immediately to ensure consistency, follow-up, and professional growth across all teaching levels. Schools can foster a culture of reflective practice, peer collaboration, and continuous improvement by integrating PPST-based supervision into their standard operations.

OBJECTIVES

This study aims to implement an enhanced school-based supervision framework anchored on PPST with the following objectives:
1. To strengthen the competence of school heads in conducting structured and developmental supervision.
2. To enhance teaching quality through sustained mentoring and evidence- based feedback.
3. To cultivate a culture of collaboration, reflection, and accountability among teachers.

SCHEME OF IMPLEMENTATION

The proposed supervision framework will be implemented annually and integrated into school operational plans, including IPCRF, LAC Sessions, DORP, and INSET Programs. The implementation will follow a Plan–Do–Observe–Reflect (PDOR) Cycle, ensuring that every supervision activity is documented, monitored, and assessed for improvement.

Areas of Concern	Objectives	Strategies / Activities	Persons Involved	Budget	Source of Fund	Time Frame	Expected Outcome	Means of Verification	Re-marks
PPST-Based Supervision Competence	To enhance the management and supervisory competence of school heads	Coaching & Mentoring Conference, LAC Facilitation Training, PPST Standards Orientation	PSDS, School Heads	₱30,000	MOOE / SEF	Nov. 2025	Competent and consistent supervision practices	Attendance Sheets, Certificate s, Supervision Plan	
Teaching Skills Enhancement	To elevate the instructional practices of teachers aligned with PPST indicators	Lesson Study, Demo Teaching, Peer Observation, Feedback Journaling	School Heads, Master Teachers, Teachers	₱35,000	School Fund	Dec. 2025	Improved classroom instruction and learner engagement	Observation Tools, IPCRF Outputs, Lesson Plans	
Classroom observation	To ensure regular and standards-based classroom observation s	Create annual classroom observation schedule Align observation cycles with PPST indicators Conduct orientation for teachers on process and tools	School Head, Master Teacher s, Teacher s	₱35,00 0	School Fund/ MOOE	Quarterly or as schedule d	Regular and timely classroom observations conducted	Approved observation schedule; Attendance sheets	
Professional Collaboration & Reflection	To strengthen teacher collaboration and reflective practice	Monthly LAC Sessions, Research Sharing, Reflective Portfolio Writing	Teacher s, School Leaders	₱25,00 0	School Fund / Donation s	Whole Year	Active and supportive learning community	LAC Minutes, Reflection Logs, PPST MOVs	

CONTEXTUALIZED FRAMEWORK PPST-BASED SUPERVISION

ACTIVITY DESIGN

TITLE: FROM STANDARDS TO PRACTICE: STRENGTHENING TEACHING QUALITY THROUGH SCHOOL-BASED SUPERVISION ANCHORED ON PPST

Rationale

The most effective supervision is based on clear standards and the facts of the situation. The Philippine Professional Standards for Teachers (PPST) are the national standard for outstanding teaching. They outline the main expectations for professional development, including how lessons are taught, how the classroom is managed, and how to implement learner-centered approaches to teaching. The study found that while school leaders and teachers agree that the PPST is a good guide, it is still not consistently used in supervision and is mainly based on compliance rather than development. There is no structured way to ensure that many supervision activities, such as observations, feedback sessions, and mentoring routines, align with PPST strands and domains.

Different school districts have different school cultures, learner profiles, and supervisory abilities. To transition from merely evaluating to a culture of coaching, reflection, and collaborative improvement, we require a contextualized framework grounded in PPST. This framework fills in the gaps by combining local practices,

such as LAC sessions, IPCRF coaching, DORP initiatives, and INSET programs, into a single supervision cycle based on standards. Instead of one-time checks or assessments based on a list, the framework encourages ongoing mentoring through Plan–Observe–Reflect–Support (PORS) cycles. This makes sure that supervision leads to measurable improvements in teaching.

Ultimately, this output recognizes that standards alone are insufficient to enhance the quality of teaching; standards must also be implemented in practice. By incorporating PPST indicators into daily supervision routines, feedback tools, and peer collaboration platforms, school leaders and teachers can deliver purposeful and meaningful supervision that fosters self-assured, reflective, and highly skilled teachers. Therefore, the proposed contextualized framework is not merely a means to monitor progress; it also enables teachers to enhance their skills and transform schools into learning communities, rather than merely places where people follow rules.

Objectives of the PPST-Based Supervision Framework

1. To align supervisory practices with the Philippine Professional Standards for Teachers (PPST), ensuring that all observation, feedback, and mentoring processes directly support teachers' progression across PPST career stages.
2. To institutionalize a structured and collaborative supervision cycle that integrates coaching, peer observation, and reflective practice within existing school mechanisms such as LAC sessions, IPCRF reviews, and INSET programs.
3. To strengthen the capacity of school heads and master teachers in implementing developmental rather than compliance-based supervision that promotes sustained professional growth among teachers.

METHODOLOGY

The contextualized supervision framework was made using a participatory and evidence-based approach. It was based on the study's results and was confirmed through discussions with school heads, master teachers, and some teacher respondents. PPST domains and indicators were utilized to assess current supervisory practices and identify their strengths and weaknesses. Key school tools, including Learning Action Cells (LAC), IPCRF monitoring, coaching logs, and performance review tools, were examined to determine how they could be integrated into a single PPST-aligned supervision cycle. The main structure flow of the framework was then set up as a Plan–Observe–Reflect–Support (PORS) supervision model.

To ensure the proposed framework was functional and long-lasting, it was reviewed by stakeholders through focus groups and received constructive criticism from instructional leaders. It was suggested that strategies be tailored to the school's resources, the types of teachers who work there, and their current workloads. The finalized framework is intended to be implemented gradually, beginning with training and orientation, followed by a pilot rollout in a select number of classes, regular monitoring, and continuous improvement through reflective evaluation.

FLOWCHART OF THE PPST-BASED SUPERVISION CYCLE
(Plan – Observe – Reflect – Support Model)
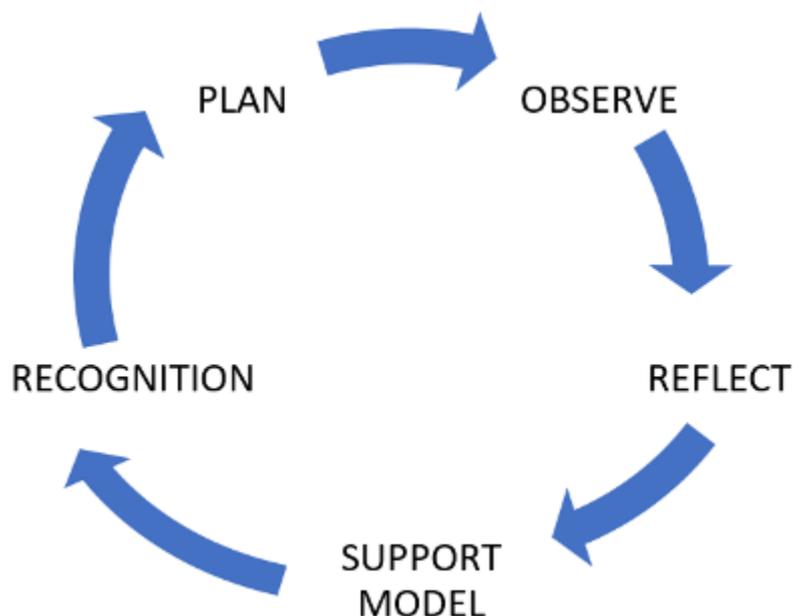
START

↓

PLANNING PHASE

- Set individual/school supervision goals based on PPST domains
- Review IPCRF, previous observation reports, learner data
- Schedule Observation & Mentoring Sessions

↓

OBSERVATION PHASE

- Conduct classroom observation (Formal / Informal / Peer)
- Use PPST-aligned Observation Tool
- Collect evidence of teaching practices

↓

REFLECTION PHASE

- Teacher self-assessment using PPST indicators
- Post-conference dialogue (Strengths & Areas for Growth)
- Identify strategies and professional development needs

↓

SUPPORT & DEVELOPMENT PHASE

- Provide coaching, LAC session integration, or demo teaching
- Assign peer mentors / collaborative lesson planning
- Document progress & adjust strategies

↓

RECOGNITION & CONTINUOUS MONITORING

- Acknowledge improvements formally or informally
- Track growth per PPST domain
- Repeat cycle quarterly or as needed

↓

END → NEXT CYCLE

PPST DOMAINS & INDICATORS ALIGNED PER SUPERVISION CYCLE PHASE

Supervision Phase	Aligned PPST Domains	Relevant PPST Indicators / Focus
Planning Phase	Domain 1: Content Knowledge and Pedagogy	1.1 Apply knowledge of content
	Domain 3: Curriculum & Planning	3.1 Lesson planning aligned with standards
	Domain 7: Personal & Professional Development	7.2 Professional reflection and self-evaluation
Observation Phase	Domain 2: Learning Environment & Diversity	2.1 Positive use of classroom management strategies
	Domain 4: Assessment & Reporting	4.1 Collecting and using learner evidence
Reflection Phase	Domain 6: Community Linkages & Engagement	6.1 Family and community feedback as input for reflection
	Domain 7: Personal Growth	7.4 Professional ethics and reflective practice
Support & Development Phase	Domain 5: Curriculum & Instruction Delivery	5.1 Use of innovative strategies & ICT
	Domain 7: Collaboration & Learning Communities	7.3 Engages in coaching, mentoring & LAC participation

BUDGETARY REQUIREMENTS

100 participants @ Php 500 each Php 50,000.00

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[42] Maria Katrina S. Macapaz | Charissa Rafols Adlawan-Bubuli | May Pearl Pascual Nuñal | Iwo Milanie Geron Alpuerto | Ariane Suan-Caalaman | Angelica Mendez Ramos **"Exploring Teachers' Attitudes and Burnout in Inclusive Classrooms"** Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-8 | Issue-4, August 2024, pp.464-477, URL: https://www.ijtsrd.com/papers/ijtsrd67170.pdf

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