

Development Supervision Approaches, Teachers' Collaboration, and Organizational Performance in Public Elementary Schools in the Division of Cavite Province: Basis for A Resilience Empowerment Program

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ABSTRACT

The increasing complexity of educational reforms requires school leaders to adopt developmental supervision approaches that strengthen teacher collaboration and sustain organizational performance. Developmental supervision has shifted from traditional inspection toward supportive leadership characterized by coaching, mentoring, professional collaboration, and continuous capacity building. This study examined the development supervision approaches, teachers' collaboration, and organizational performance among selected public elementary schools in the Division of Cavite Province as the basis for developing a Resilience Empowerment Program. Specifically, the study assessed developmental supervision in terms of instructional coaching and mentoring, collaborative professional learning, performance monitoring and feedback, capacity building and development planning, resource and instructional support, participatory and empowering leadership, and ethical and values-based supervision. Teachers' collaboration was likewise examined through the frequency of collaborative activities, the quality of professional dialogue, shared decision-making, trust and congeniality, leadership support for collaboration, the use of collaborative technologies, and the impact on instructional practices. Employing a descriptive-correlational research design, the study involved district supervisors, school heads, and teachers from selected public elementary schools in the Division of Cavite Province. Data were gathered using a validated, researcher-developed questionnaire and a documentary analysis of the Office Performance Commitment and Review Form (OPCRF) covering the last three school years. Weighted mean, Analysis of Variance (ANOVA), Pearson Product-Moment Correlation, and documentary analysis were utilized to analyze the data. The findings revealed that developmental supervision approaches and teachers' collaboration were highly evident, while organizational performance consistently remained at a very satisfactory level. Significant positive relationships were established among developmental supervision, teacher collaboration, and organizational performance. Based on these findings, a comprehensive Resilience Empowerment Program was developed to strengthen instructional leadership, collaborative professionalism, and organizational resilience within public elementary schools.

Keywords: developmental supervision, instructional leadership, teacher collaboration, organizational performance, educational resilience, public elementary schools

INTRODUCTION

The continuous transformation of educational systems has significantly expanded the responsibilities of school leaders beyond administrative management toward instructional leadership, organizational development, and collaborative governance. As educational institutions respond to rapid technological advancement, curriculum reforms, learner diversity, and increasing public accountability, school leaders are expected to cultivate professional learning environments where teachers continuously improve instructional practices while working collaboratively toward shared educational goals. Consequently, developmental supervision has become one of the most essential leadership functions in ensuring sustainable educational quality and organizational effectiveness.

Unlike traditional supervisory approaches that primarily emphasize evaluation and compliance, developmental supervision focuses on teacher growth, reflective practice, mentoring, coaching, collaborative inquiry, and continuous professional learning. Contemporary educational supervision recognizes teachers as professionals capable of improving instructional practice through supportive leadership rather than hierarchical control. School leaders, therefore, function as instructional coaches who guide teachers through professional dialogue, classroom observation, constructive feedback, mentoring, and collaborative problem-solving. Such approaches encourage reflective teaching, professional confidence, and instructional innovation while strengthening organizational learning across schools.

Teacher collaboration likewise represents a critical organizational process that contributes significantly to educational improvement. Collaborative professional learning enables teachers to share instructional experiences, jointly solve classroom challenges, co-develop learning resources, and collectively examine learner outcomes. Through Learning Action Cells (LACs), professional learning communities, peer mentoring, lesson study, and collaborative planning, teachers strengthen instructional competence while developing stronger professional relationships characterized by trust, collegiality, and shared accountability. Schools that institutionalize collaborative cultures generally demonstrate higher instructional quality, stronger organizational resilience, and greater capacity to implement educational reforms successfully.

Organizational performance serves as the cumulative outcome of effective instructional leadership, collaborative professionalism, and organizational capability. Within educational institutions, organizational performance extends beyond academic achievement to include leadership effectiveness, teacher engagement, resource utilization, stakeholder satisfaction, institutional adaptability, and continuous organizational improvement. High-performing schools demonstrate not only excellent instructional practices but also resilient organizational systems that respond effectively to changing educational demands and emerging challenges.

Within the Philippine educational system, developmental supervision and collaborative professional learning are strongly supported by national legislation and Department of Education policies. Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, empowers school heads to exercise instructional leadership while promoting decentralized school governance. Republic Act No. 10533 institutionalized curriculum reforms that require continuous instructional improvement and collaborative professional development. Likewise, the Results-Based Performance Management System (DepEd Order No. 2, s. 2015), the Learning Action Cell policy (DepEd Order No. 35, s. 2016), the Philippine Professional Standards for Teachers (DepEd Order No. 42, s. 2017), and the Philippine Professional Standards for Supervisors (DepEd Order No. 25, s. 2020) collectively establish comprehensive frameworks supporting developmental supervision, collaborative learning, and continuous professional growth. These policy initiatives recognize that sustainable school improvement depends upon effective instructional leadership and collaborative organizational cultures.

Despite these comprehensive reforms, variations persist in the implementation of developmental supervision across public elementary schools. Differences in leadership styles, mentoring practices, collaborative cultures, organizational support, teacher autonomy, and institutional resources influence how supervision contributes to teacher development and school performance. Existing studies frequently examine supervision, collaboration, or organizational performance in isolation, leaving limited empirical evidence on their combined influence in Philippine public elementary schools. Moreover, little is known about how developmental supervision and teacher collaboration collectively contribute to organizational resilience and sustained institutional effectiveness within the Division of Cavite Province.

The present study, therefore, examined the developmental supervision approaches, teachers' collaboration, and organizational performance among selected public elementary schools in the Division of Cavite Province. Specifically, it assessed seven dimensions of developmental supervision, seven dimensions of teachers' collaboration, organizational performance based on three years of Office Performance Commitment and Review Form (OPCRF) results, facilitating and hindering factors affecting school operations, and the suitability, acceptability, and feasibility of a proposed Resilience Empowerment Program. By integrating these organizational variables into a comprehensive empirical framework, the study seeks to provide evidence-based

recommendations to strengthen instructional leadership, collaborative professionalism, organizational resilience, and sustainable educational excellence in Philippine public elementary schools.

Research Framework

The study is anchored in four complementary theoretical perspectives that collectively explain how developmental supervision approaches strengthen teacher collaboration and contribute to organizational performance in public elementary schools.

The primary theoretical foundation is **Developmental Supervision Theory**, which explains that instructional supervision should promote teacher growth through coaching, mentoring, reflective dialogue, collaborative inquiry, and continuous professional development rather than through inspection and compliance alone. Contemporary developmental supervision emphasizes teacher agency, supportive leadership, and instructional improvement by encouraging reflective practice and individualized professional support. School leaders, therefore, function as instructional coaches who facilitate teacher learning while strengthening organizational capacity for continuous improvement. The theory directly explains how effective supervisory practices contribute to instructional excellence and organizational effectiveness.

The second theoretical perspective is the **Zero Collaboration to Teamwork Developmental Framework**, which posits that teacher collaboration progresses through organizational support, professional trust, leadership encouragement, and shared instructional goals. Teachers gradually move from isolated instructional practice toward structured teamwork characterized by collaborative planning, peer mentoring, professional dialogue, collective problem-solving, and shared instructional responsibility. This framework explains how school leadership cultivates collaborative professional cultures that sustain instructional innovation and organizational resilience.

The third theoretical foundation is the **Theory of Supervisory Impact on Teaching Excellence**, which posits that effective instructional supervision directly enhances teacher competence, instructional quality, and organizational performance. Through systematic coaching, classroom observation, performance feedback, mentoring, and professional guidance, supervisory leadership contributes significantly to teacher effectiveness while strengthening institutional capacity to achieve educational goals. This theory supports the proposition that developmental supervision functions as a critical organizational mechanism linking leadership with school performance.

Finally, the study is supported by the principles of **School-Based Management (SBM)** institutionalized under Republic Act No. 9155 and related Department of Education policies. School-Based Management emphasizes decentralized governance, participatory leadership, accountability, collaborative decision-making, and continuous organizational improvement. Within this framework, school leaders facilitate teacher collaboration while mobilizing institutional resources and organizational partnerships toward achieving sustainable educational excellence.

Collectively, these theoretical perspectives establish the conceptual foundation for the present investigation. Developmental Supervision Theory explains how supportive instructional leadership promotes teacher growth; the Zero Collaboration to Teamwork Developmental Framework explains the evolution of collaborative professional cultures; the Theory of Supervisory Impact on Teaching Excellence explains how leadership contributes to organizational performance, while School-Based Management provides the Philippine policy context supporting decentralized instructional leadership and collaborative governance. Together, these theories explain how developmental supervision approaches and teacher collaboration collectively strengthen organizational performance and institutional resilience within public elementary schools.

METHODOLOGY

Research Design

The study employed a **descriptive-correlational research design** to determine the level of developmental

supervision approaches, teachers' collaboration, and organizational performance among selected public elementary schools in the Division of Cavite Province. The descriptive component enabled the researcher to assess the extent to which developmental supervision and teacher collaboration were manifested within participating schools, while the correlational component examined the relationships among developmental supervision, teacher collaboration, and organizational performance without manipulating existing organizational conditions. The design was appropriate because it generated empirical evidence necessary for developing a Resilience Empowerment Program grounded in actual leadership practices, collaborative behaviors, and organizational performance.

Research Locale

The study was conducted in selected public elementary schools across the Division of Cavite Province, including schools located in the districts of Amadeo, General Mariano Alvarez (GMA), Silang I, Silang II, Silang III, and Silang IV. The participating schools represented small, medium, large, and mega school classifications, thereby providing diverse organizational contexts for examining developmental supervision, collaborative professionalism, and institutional performance.

Respondents of the Study

The respondents consisted of **6 district supervisors, 17 school heads, and 255 teachers** from selected public elementary schools in the Division of Cavite Province. Supervisors, school heads, and teachers were included because of their direct participation in developmental supervision, instructional leadership, collaborative professional learning, and organizational management. Their diverse organizational roles enabled the study to obtain comprehensive perspectives regarding supervisory leadership, collaborative practices, and institutional effectiveness.

Sampling Technique

The study employed total enumeration of district supervisors and school heads due to their relatively small numbers within the Schools Division of Cavite Province. Consequently, all qualified district supervisors and school heads who satisfied the inclusion criteria were invited to participate in the study.

For teachers, stratified random sampling was utilized to ensure proportional representation across the participating public elementary schools. The stratification process considered school assignment and district affiliation to ensure that teachers from different educational contexts were adequately represented. This sampling approach enhanced the representativeness of the respondents while minimizing sampling bias.

Overall, the respondents comprised district supervisors, school heads, and public elementary school teachers, enabling the study to capture administrative, supervisory, and classroom perspectives on developmental supervision, teacher collaboration, and organizational performance. The inclusion of these respondent groups provided a comprehensive understanding of the supervisory processes operating within the Division of Cavite Province.

Research Instrument

The researcher used a researcher-developed survey questionnaire based on an extensive review of the literature on developmental supervision, teacher collaboration, instructional leadership, organizational effectiveness, and educational management. The instrument was designed to measure three major constructs:

- Developmental Supervision Approaches;
- Teachers' Collaboration; and
- Organizational Performance.

Each construct consisted of multiple indicators derived from established educational leadership frameworks and previous empirical studies. The questionnaire employed a five-point Likert scale to measure respondents' perceptions regarding the implementation and effectiveness of the identified variables.

Validation of the Research Instrument

Prior to its administration, the researcher-developed questionnaire underwent a comprehensive validation process to establish its content validity, construct relevance, clarity, and appropriateness. The instrument was evaluated by a panel of experts composed of specialists in educational leadership, educational management, curriculum and instruction, research methodology, and educational measurement.

The validators examined each questionnaire item for alignment with the study objectives and conceptual definitions, clarity of language, comprehensiveness, logical sequencing, and suitability for the intended respondents. Based on their recommendations, several items were refined to improve wording, eliminate redundancy, strengthen content coverage, and enhance overall organization.

Following expert validation, the revised questionnaire underwent pilot testing among respondents possessing characteristics similar to those of the actual participants but who were excluded from the final sample. The pilot implementation evaluated readability, ease of administration, response consistency, and completion time.

To assess reliability, pilot responses were analyzed using Cronbach's alpha. The resulting coefficients demonstrated high internal consistency, confirming that the questionnaire reliably measured developmental supervision approaches, teacher collaboration, and organizational performance. The satisfactory results from both expert validation and reliability testing established the instrument's suitability for conducting the study.

Ethical Consideration

The study adhered to accepted ethical principles governing educational research involving human participants. Prior to data collection, permission to conduct the study was obtained from the appropriate educational authorities within the Schools Division of Cavite Province and from the administrators of the participating schools.

Participation in the study was entirely voluntary. All respondents were informed of the objectives of the research, the procedures involved, the confidentiality of their responses, and their right to withdraw from participation at any stage without penalty. Informed consent was obtained before questionnaire administration.

The anonymity of all respondents was strictly maintained throughout the research process. Individual responses were treated confidentially and reported only in aggregated form. All collected information was used exclusively for academic and research purposes in accordance with institutional ethical standards.

RESULTS AND DISCUSSION

Development Supervision Approaches

Developmental supervision has evolved into one of the most significant components of instructional leadership because it emphasizes teacher growth, collaborative learning, reflective practice, and continuous professional improvement rather than traditional inspection and evaluation. Modern school leaders function as instructional coaches who facilitate teacher development through mentoring, professional dialogue, collaborative inquiry, and evidence-based feedback. Within public elementary schools, effective developmental supervision creates professional environments that encourage instructional innovation, organizational learning, and institutional resilience. In the present study, developmental supervision approaches were examined through seven dimensions: instructional coaching and mentoring, collaborative professional learning, performance monitoring and feedback, capacity building and development planning, resource and instructional support, participatory and empowering leadership, and ethical and values-based supervision.

Overall, respondents assessed developmental supervision approaches as **Highly Evident**, indicating that school leaders consistently implement supportive supervisory practices that promote teacher development and instructional excellence. The findings suggest that developmental supervision has become embedded within the organizational culture of participating public elementary schools, reflecting a shift from compliance-oriented supervision toward professional growth and collaborative instructional leadership. These results support the study's conclusion that developmental supervision serves as a critical organizational mechanism for strengthening teacher competence and organizational effectiveness.

The findings strongly support **Developmental Supervision Theory**, which emphasizes that supervision should facilitate teacher learning through coaching, mentoring, reflection, and continuous professional support. Likewise, the results reinforce **School-Based Management**, which encourages school leaders to cultivate collaborative professional cultures characterized by shared responsibility, continuous improvement, and instructional excellence.

Instructional Coaching and Mentoring

Instructional coaching and mentoring emerged as one of the strongest dimensions of developmental supervision. Respondents consistently recognized that school heads provide professional guidance through classroom observation, instructional coaching, mentoring sessions, demonstration teaching, and constructive instructional feedback. These supervisory practices create supportive learning environments in which teachers continuously refine their instructional competencies while responding effectively to learners' diverse educational needs.

The findings indicate that coaching has become an important leadership strategy for strengthening instructional quality. Rather than evaluating teachers solely for performance appraisal, school leaders increasingly use classroom observations as opportunities for professional dialogue, reflective practice, and collaborative instructional improvement. Such approaches foster teacher confidence while encouraging continuous pedagogical innovation.

Recent educational leadership research demonstrates that coaching and mentoring improve instructional competence, teacher efficacy, and learner achievement by providing individualized professional support tailored to teachers' developmental needs. Consequently, instructional coaching should remain a central component of school leadership programs designed to strengthen educational quality.

Collaborative Professional Learning

Collaborative professional learning likewise received a **Highly Evident** assessment, indicating that teachers regularly participate in Learning Action Cells (LACs), professional learning communities, peer mentoring, lesson study, collaborative planning, and reflective professional discussions. These activities strengthen collective instructional capacity while promoting organizational learning and continuous professional development.

The findings suggest that participating schools have successfully institutionalized collaborative learning cultures where teachers actively exchange instructional strategies, analyze learner performance, develop shared teaching resources, and solve classroom challenges collectively. Collaborative professional learning, therefore, extends beyond isolated professional development activities toward sustained organizational learning.

The results strongly support the **Zero Collaboration to Teamwork Developmental Framework**, which proposes that schools become more effective when teachers gradually transition from individual instructional practice toward collaborative professional cultures characterized by trust, collegiality, and shared accountability.

Performance Monitoring and Feedback

Performance monitoring and feedback were also assessed as **Highly Evident**, reflecting the systematic implementation of instructional supervision across participating schools. Respondents acknowledged that

school leaders consistently observe classroom instruction, evaluate teaching performance, provide timely feedback, and monitor instructional progress through evidence-based supervisory practices.

The findings indicate that supervisory evaluation has shifted from a compliance-oriented activity to a developmental process that emphasizes continuous instructional improvement. Constructive feedback enables teachers to recognize instructional strengths, identify areas requiring improvement, and develop professional growth plans aligned with institutional goals.

Performance monitoring likewise contributes to organizational accountability by regularly assessing instructional quality using objective performance indicators, while maintaining supportive professional relationships between supervisors and teachers.

These findings reinforce the **Theory of Supervisory Impact on Teaching Excellence**, which explains that systematic supervision enhances teacher competence and organizational effectiveness through continuous instructional guidance.

Capacity Building and Development Planning

Capacity building and development planning emerged as another highly manifested dimension of developmental supervision. Respondents recognized that school leaders consistently organize seminars, workshops, mentoring activities, graduate study opportunities, technical assistance, and professional development programs designed to strengthen instructional competence and leadership capability.

The findings indicate that professional development has become an institutional priority within participating schools. Rather than addressing professional development through isolated training activities, school leaders integrate capability-building into long-term organizational planning to ensure sustained instructional improvement.

Continuous professional development directly contributes to organizational resilience by equipping teachers with the competencies needed to respond effectively to evolving curriculum requirements, technological innovations, learner diversity, and educational reforms.

Educational leadership literature consistently demonstrates that schools investing in systematic professional development exhibit stronger instructional performance, organizational adaptability, and institutional sustainability.

Resource and Instructional Support

Resource and instructional support likewise received highly positive assessments, indicating that school leaders consistently provide teachers with instructional materials, technological resources, professional references, classroom assistance, and organizational support necessary for effective teaching and learning.

The findings suggest that school leaders recognize the importance of providing adequate instructional resources to maximize teacher effectiveness. Resource support extends beyond financial assistance to include access to learning technologies, instructional materials, mentoring opportunities, and technical guidance that strengthen classroom instruction.

These supervisory practices contribute significantly to instructional quality by equipping teachers to implement innovative teaching strategies and address learner needs effectively.

The results further demonstrate that organizational support strengthens teacher motivation by reducing instructional constraints and enabling teachers to focus on learner-centered educational practices.

Participatory and Empowering Leadership

Participatory and empowering leadership emerged as one of the highest-rated dimensions of developmental

supervision. Respondents agreed that school leaders consistently encourage teacher participation in organizational decision-making, curriculum planning, school improvement initiatives, committee work, and instructional innovation.

The findings indicate that leadership within participating schools increasingly reflects distributed leadership principles rather than hierarchical administrative control. Teachers are viewed as professional partners capable of contributing meaningfully to organizational planning and educational improvement.

Participatory leadership strengthens organizational commitment because teachers develop greater ownership of school programs by actively participating in institutional governance. Such collaborative leadership further promotes organizational resilience by distributing leadership responsibilities throughout the school community.

These findings strongly reinforce Transformational Leadership Theory, which identifies empowerment, shared vision, and collaborative decision-making as fundamental leadership behaviors that contribute to organizational effectiveness.

Ethical and Values-Based Supervision

Ethical and values-based supervision completed the seven dimensions of developmental supervision and was likewise assessed as **Highly Evident**. Respondents recognized that school leaders consistently demonstrate integrity, fairness, professionalism, respect, accountability, and ethical leadership during supervisory activities.

The findings indicate that ethical leadership strengthens professional trust between supervisors and teachers while fostering positive organizational climates characterized by transparency, mutual respect, and collaborative professionalism.

Values-based supervision also promotes organizational resilience by establishing stable professional relationships that sustain collaboration during periods of organizational change or educational reform.

Educational leadership literature consistently emphasizes that ethical leadership enhances organizational commitment, professional satisfaction, and institutional credibility while strengthening long-term organizational sustainability.

Overall, the findings affirm that developmental supervision extends beyond administrative evaluation toward a comprehensive leadership approach that promotes continuous professional learning, collaborative instructional improvement, and sustainable organizational development.

Teachers' Collaboration

Teacher collaboration has become one of the defining characteristics of high-performing educational institutions because it promotes shared expertise, collective responsibility, instructional innovation, and continuous professional learning. Contemporary educational leadership recognizes that effective teaching extends beyond individual classroom practice and increasingly depends upon collaborative relationships among teachers who jointly examine instructional strategies, learner outcomes, and school improvement initiatives. Collaborative professionalism not only strengthens instructional quality but also contributes to organizational resilience by enabling teachers to respond collectively to educational reforms and emerging instructional challenges. In this study, teachers' collaboration was examined through seven dimensions: frequency of collaborative activity, quality of professional dialogue, shared decision-making, trust and congeniality, leadership support for collaboration, use of collaborative technologies, and impact on instructional practices.

Overall, respondents assessed teachers' collaboration as **Highly Evident**, indicating that collaborative professional practices are well established within the participating public elementary schools. The findings suggest that school leaders have successfully cultivated professional cultures characterized by collegiality, teamwork, reflective practice, and shared instructional responsibility. Such collaborative environments strengthen instructional effectiveness while enhancing the schools' capacity to sustain organizational

improvement. These findings support the study's conclusion that teacher collaboration is a critical organizational resource contributing to school resilience and institutional performance.

The results strongly support the **Zero Collaboration to Teamwork Developmental Framework**, which proposes that collaborative professional cultures evolve through leadership support, organizational trust, shared instructional goals, and continuous professional interaction. Likewise, the findings reinforce the contemporary educational leadership literature emphasizing that collaborative professionalism directly contributes to instructional innovation, teacher efficacy, and organizational effectiveness.

Frequency of Collaborative Activity

The frequency of collaborative activities emerged as one of the strongest dimensions of teacher collaboration. Respondents agreed that teachers regularly participate in Learning Action Cells (LACs), grade-level meetings, curriculum planning sessions, lesson study, peer mentoring, committee work, and collaborative instructional planning.

The findings indicate that collaboration has become a routine professional practice rather than an occasional organizational activity. Regular professional interaction enables teachers to exchange instructional strategies, address classroom challenges collectively, and coordinate instructional implementation across grade levels.

Frequent collaboration also strengthens organizational resilience because teachers become accustomed to working collectively during periods of educational change, curriculum reform, and organizational transition.

These findings align with recent educational research demonstrating that regular collaborative interaction improves instructional consistency, teacher competence, and learner achievement while strengthening professional commitment.

Quality of Professional Dialogue

Professional dialogue was likewise assessed as **Highly Evident**, reflecting meaningful instructional conversations among teachers. Respondents recognized that collaborative discussions focus on learner performance, instructional improvement, curriculum implementation, classroom management, and professional problem-solving rather than merely administrative concerns.

The findings demonstrate that participating schools encourage reflective professional conversations in which teachers critically examine instructional practices and share evidence-based solutions to educational challenges.

High-quality professional dialogue promotes organizational learning by enabling teachers to collectively generate new instructional knowledge and continuously refine classroom practices. Such collaborative inquiry encourages innovation, reflective teaching, and continuous instructional improvement.

These findings support professional learning community literature, emphasizing that meaningful professional dialogue contributes significantly to educational quality and organizational development.

Shared Decision-Making

Shared decision-making likewise received highly positive assessments. Teachers acknowledged that school leaders consistently involve them in school improvement planning, curriculum implementation, policy formulation, committee work, and organizational decision-making.

The findings indicate that leadership within participating schools increasingly reflects distributed governance rather than hierarchical administrative control. Teachers actively contribute professional expertise during organizational planning while assuming shared responsibility for institutional success.

Participation in organizational decision-making strengthens teacher ownership of school initiatives because educational programs are perceived as collectively developed rather than administratively imposed.

These findings reinforce **Distributed Leadership Theory**, which explains that organizational effectiveness improves when leadership responsibilities are shared among multiple professionals rather than concentrated solely within administrative positions.

Trust and Congeniality

Trust and congeniality emerged as other highly evident dimensions of teacher collaboration. Respondents consistently agreed that professional relationships among teachers are characterized by mutual respect, openness, collegiality, cooperation, and professional support.

The findings suggest that participating schools have developed psychologically safe professional environments where teachers freely exchange ideas, seek assistance, provide constructive feedback, and collaborate without fear of criticism.

Professional trust serves as the foundation of collaborative organizational cultures because teachers become more willing to share innovative instructional practices, discuss classroom difficulties, and participate in collective problem-solving.

Educational leadership literature consistently identifies trust as an essential determinant of organizational resilience because collaborative relationships enable schools to respond effectively to organizational challenges and educational reforms.

Leadership Support for Collaboration

Leadership support for collaboration likewise received a **Highly Evident** assessment, indicating that school leaders actively encourage collaborative professional practices through mentoring, scheduling collaborative activities, recognizing teacher initiatives, and providing organizational support.

The findings indicate that collaboration is intentionally facilitated by school leaders rather than occurring spontaneously. Administrators create organizational structures, professional development opportunities, and communication systems that encourage teachers to work collectively toward improving instructional quality.

Leadership support further demonstrates that collaborative professionalism has become an organizational priority rather than an optional professional activity.

These findings strongly reinforce **Developmental Supervision Theory**, which emphasizes that school leaders strengthen instructional effectiveness by facilitating collaborative learning environments that promote teacher growth and continuous improvement.

Use of Collaborative Technologies

The use of collaborative technologies was also rated **Highly Evident**, reflecting teachers' increasing utilization of digital communication platforms, online learning management systems, collaborative document sharing, and virtual professional meetings.

The findings indicate that technological integration has expanded opportunities for collaboration beyond traditional face-to-face interactions. Digital platforms enable teachers to exchange instructional resources, coordinate lesson planning, conduct virtual professional discussions, and maintain continuous communication despite scheduling constraints.

Technology-supported collaboration enhances organizational resilience by ensuring continuity of professional interaction during emergencies, remote learning, or organizational disruptions.

The results demonstrate that digital collaboration has become an important organizational capability supporting continuous professional learning and instructional innovation.

Impact on Instructional Practices

Impact on instructional practices completed the seven dimensions of teacher collaboration and likewise obtained a **Highly Evident** assessment. Respondents recognized that collaborative professional learning contributes directly to improved instructional planning, learner engagement, classroom management, assessment practices, and overall teaching effectiveness.

The findings suggest that teacher collaboration yields measurable instructional benefits that extend beyond professional relationships. Collaborative planning, peer mentoring, and reflective dialogue enable teachers to implement more effective instructional strategies while continuously improving learner outcomes.

These results confirm that collaboration functions as a mechanism for instructional innovation rather than merely a professional networking activity. Schools characterized by strong collaborative cultures, therefore, demonstrate greater organizational capacity to sustain educational excellence.

Overall, teacher collaboration serves as an important organizational mechanism through which developmental supervision contributes to sustainable educational improvement and organizational performance.

Organizational Performance

Organizational performance represents the ultimate outcome of effective instructional leadership, developmental supervision, collaborative professionalism, and organizational capability. Within educational institutions, organizational performance encompasses leadership effectiveness, instructional quality, organizational efficiency, stakeholder satisfaction, resource utilization, and continuous institutional improvement.

The present study assessed organizational performance using documentary analysis of the **Office Performance Commitment and Review Form (OPCRF)** covering the **last three school years**, thereby providing objective evidence of institutional performance rather than relying exclusively on perceptual assessments.

The documentary analysis revealed that participating public elementary schools consistently maintained **Very Satisfactory organizational performance** throughout the three-year evaluation period. These findings demonstrate that schools have successfully translated developmental supervision and collaborative professionalism into sustained institutional effectiveness.

The consistently high organizational performance indicates that participating schools possess mature organizational systems characterized by effective instructional leadership, systematic supervision, collaborative professional cultures, evidence-based decision-making, and continuous organizational improvement.

The findings strongly support the Theory of Supervisory Impact on Teaching Excellence, which proposes that effective developmental supervision enhances instructional competence, teacher collaboration, and institutional performance. Likewise, the results reinforce the principles of School-Based Management, which emphasize that decentralized leadership, collaborative governance, and continuous professional development collectively strengthen organizational effectiveness.

Moreover, the findings suggest that organizational resilience is strengthened when developmental supervision and teacher collaboration function synergistically. Schools characterized by supportive leadership, collaborative professionalism, and systematic organizational management are better positioned to respond effectively to educational reforms, technological changes, learner diversity, and emerging institutional challenges.

Significant Differences in Developmental Supervision Approaches

One of the objectives of the study was to determine whether district supervisors, school heads, and teachers differed significantly in their assessment of developmental supervision approaches. The Analysis of Variance (ANOVA) revealed significant differences across several dimensions of developmental supervision, indicating that respondents occupying different organizational roles perceived supervisory practices from different professional perspectives.

The findings suggest that district supervisors generally evaluated developmental supervision from a broader perspective on policy implementation and instructional quality, while school heads focused on supervisory implementation and organizational management. Teachers, on the other hand, assessed supervision primarily through their direct experiences with coaching, mentoring, classroom observation, and professional support.

These perceptual differences are expected because each respondent group performs distinct responsibilities within the educational system. Supervisors monitor school-wide implementation of supervisory policies, school heads execute supervisory responsibilities, and teachers directly experience the developmental supervision process.

The findings highlight the importance of strengthening communication, reflective dialogue, and collaborative evaluation among educational leaders and teachers to establish a shared understanding of supervisory practices and professional expectations.

These results reinforce **Developmental Supervision Theory**, which recognizes that supervision is a dynamic leadership process whose effectiveness is influenced by organizational context and the professional experiences of educational personnel.

Significant Differences in Teachers' Collaboration

The study likewise examined whether significant differences existed in respondents' assessment of teachers' collaboration. The ANOVA results demonstrated **statistically significant differences across several dimensions** of collaboration, indicating that supervisors, school heads, and teachers perceive collaborative professional practices differently.

These findings suggest that school leaders generally view collaboration from an organizational development perspective, emphasizing structures, policies, and professional learning opportunities. Teachers, meanwhile, evaluate collaboration based on the quality of daily professional interactions, workload distribution, collegial relationships, and instructional support.

Despite these statistical differences, all respondent groups consistently rated teachers' collaboration as **Highly Evident**, indicating strong collaborative cultures across participating schools.

The findings emphasize that collaboration should remain an organizational priority while recognizing that professional groups may require different forms of support to sustain collaborative professional learning.

Relationship Between Developmental Supervision Approaches and Teachers' Collaboration

Pearson Product-Moment Correlation analysis revealed a **significant positive relationship** between developmental supervision approaches and teachers' collaboration. Schools where developmental supervision practices were implemented more effectively also demonstrated stronger collaborative professional cultures among teachers.

The findings indicate that supportive supervision encourages teachers to collaborate through coaching, mentoring, reflective dialogue, professional learning communities, peer observation, and shared instructional planning.

Developmental supervision, therefore, functions as an organizational catalyst that transforms supervision into opportunities for collaborative professional growth rather than administrative evaluation.

The findings strongly support the **Zero Collaboration to Teamwork Developmental Framework**, which explains that effective supervisory leadership gradually strengthens collaborative organizational cultures through continuous professional interaction and shared instructional responsibility.

Relationship Between Developmental Supervision Approaches and Organizational Performance

The study likewise found a **significant positive relationship** between developmental supervision approaches and organizational performance. Schools characterized by effective coaching, mentoring, professional development, instructional monitoring, participatory leadership, and ethical supervision consistently demonstrated higher organizational performance.

These findings demonstrate that instructional supervision contributes directly to organizational effectiveness by improving teacher competence, strengthening instructional quality, and enhancing institutional capability.

Developmental supervision creates organizational conditions in which continuous professional improvement is integrated into school operations, thereby strengthening institutional resilience and long-term sustainability.

The findings strongly reinforce the **Theory of Supervisory Impact on Teaching Excellence**, which explains that supportive supervision improves both teacher effectiveness and institutional performance.

Relationship Between Teachers' Collaboration and Organizational Performance

Correlation analysis further revealed a **significant positive relationship** between teachers' collaboration and organizational performance. Schools characterized by stronger collaborative professional cultures consistently demonstrated higher organizational performance across the three-year evaluation period.

The findings indicate that collaboration contributes to organizational performance by improving instructional consistency, facilitating professional knowledge sharing, promoting innovation, and strengthening collective problem-solving.

Collaborative teachers are more likely to coordinate instructional practices, exchange effective teaching strategies, jointly analyze learner outcomes, and support one another in responding to instructional challenges.

These collaborative behaviors collectively improve instructional quality while strengthening institutional capacity to sustain educational excellence.

Multiple Regression Analysis

Multiple regression analysis was conducted to determine the combined influence of developmental supervision approaches and teachers' collaboration on organizational performance.

The regression model demonstrated that **developmental supervision approaches and teachers' collaboration jointly and significantly predict organizational performance**, indicating that both variables serve as complementary organizational mechanisms that support institutional effectiveness.

The findings suggest that schools achieve optimal organizational performance when effective instructional supervision is accompanied by collaborative professional learning. Supervision strengthens teachers' competence, while collaboration enables teachers to apply newly acquired knowledge collectively to improve instructional practice.

These results support **Organizational Effectiveness Theory**, which posits that sustainable organizational performance emerges from the coordinated interplay among leadership, professional learning, organizational culture, and continuous improvement.

Facilitating Factors

Respondents identified several organizational conditions that facilitate developmental supervision and collaborative professionalism. Overall, these facilitating factors were assessed as **Highly Facilitating**, indicating that participating schools have organizational environments that support instructional leadership and professional collaboration.

Among the strongest facilitating factors were: supportive instructional leadership; collaborative school culture; continuous professional development; effective mentoring and coaching; open communication; strong professional relationships; availability of instructional resources; commitment to continuous improvement.

These findings demonstrate that organizational resilience is strengthened when school leaders intentionally cultivate supportive professional environments characterized by trust, collaboration, and continuous learning.

Hindering Factors

Although developmental supervision and teacher collaboration were generally assessed positively, respondents likewise identified several operational challenges. These hindering factors were generally interpreted as **Least Encountered**, although they continue to require organizational attention.

The most frequently identified challenges included: excessive administrative workload; limited time for mentoring and collaboration; inadequate instructional resources; technological limitations; scheduling conflicts; communication barriers; increasing documentation requirements; and rapidly changing educational policies.

These findings indicate that educational leaders continue balancing multiple administrative responsibilities while maintaining instructional leadership and professional support.

Addressing these organizational challenges will enable schools to strengthen developmental supervision and sustain collaborative professional cultures.

Proposed Resilience Empowerment Program

Based on the findings, a **Resilience Empowerment Program (REP)** was developed to strengthen developmental supervision, teacher collaboration, and organizational performance within public elementary schools in the Division of Cavite Province. The program emphasizes instructional leadership, collaborative professionalism, organizational resilience, and continuous institutional improvement.

Strategic Component 1: Developmental Supervision Excellence

Objective

Strengthen instructional coaching, mentoring, and supervisory leadership competencies.

Major Strategies

- Coaching certification workshops
- Mentoring enhancement programs
- Classroom observation coaching clinics
- Supervisory leadership forums

Strategic Component 2: Collaborative Professional Learning

Objective

Institutionalize collaborative instructional practices across schools.

Major Strategies

- Strengthen Learning Action Cells (LACs)
- Professional Learning Communities (PLCs)
- Peer coaching
- Lesson study initiatives
- Inter-school collaboration

Strategic Component 3: Organizational Resilience Enhancement

Objective

Strengthen schools' capacity to respond effectively to educational change.

Major Strategies

- Change management workshops
- Organizational resilience planning
- Digital collaboration systems
- Crisis preparedness initiatives

Strategic Component 4: Continuous Performance Improvement

Objective

Institutionalize evidence-based organizational improvement.

Major Strategies

- Quarterly instructional reviews
- Organizational performance dashboards
- Supervisory feedback systems
- Annual instructional quality audits

The findings demonstrate that **developmental supervision, teacher collaboration, and organizational performance function as highly interconnected organizational processes**. Effective supervisory leadership promotes collaborative professional cultures, while collaboration strengthens instructional quality and organizational resilience. Together, these organizational mechanisms contribute significantly to sustained institutional performance.

The proposed **Resilience Empowerment Program** provides a comprehensive framework for integrating developmental supervision, collaborative professionalism, organizational resilience, and continuous improvement into school leadership practice. By institutionalizing coaching, mentoring, collaborative learning, and evidence-based organizational management, the program offers a sustainable strategy for strengthening educational quality in public elementary schools.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. **Developmental supervision approaches are highly evident** in the participating public elementary schools in the Division of Cavite Province. School leaders consistently implement instructional coaching and mentoring, collaborative professional learning, performance monitoring and feedback, capacity-building initiatives, resource and instructional support, participatory leadership, and ethical supervision, collectively promoting instructional excellence and organizational effectiveness.
2. **Instructional coaching and mentoring, participatory and empowering leadership, and ethical and values-based supervision emerged as the strongest dimensions** of developmental supervision, indicating that school heads increasingly practice supportive and growth-oriented instructional leadership rather than traditional evaluative supervision.
3. **Teachers' collaboration is highly evident** across all dimensions, demonstrating that collaborative professionalism has become an integral organizational practice. Teachers regularly participate in collaborative instructional planning, professional dialogue, shared decision-making, peer mentoring, and technology-supported professional learning.
4. **Organizational performance remained consistently at a Very Satisfactory level** throughout the three-year OPCRF evaluation period, reflecting the effectiveness of instructional leadership, collaborative professional culture, and systematic organizational management in the participating schools.
5. **Significant differences exist among district supervisors, school heads, and teachers** regarding their assessment of developmental supervision approaches, indicating that supervisory practices are perceived differently according to organizational roles and professional responsibilities.
6. **Significant differences were likewise observed in teachers' collaboration**, suggesting that professional position and organizational involvement influence perceptions of collaborative practices within schools.
7. **Developmental supervision approaches are significantly related to teachers' collaboration.** Effective instructional supervision strengthens collaborative professional learning, mentoring, reflective practice, and collective instructional improvement.
8. **Developmental supervision approaches significantly contribute to organizational performance.** Schools characterized by effective coaching, mentoring, professional development, and participatory leadership consistently demonstrate stronger institutional performance and organizational effectiveness.
9. **Teachers' collaboration has a significant positive relationship with organizational performance.** Collaborative professional cultures strengthen instructional consistency, innovation, collective problem-solving, and organizational resilience.
10. **Facilitating factors**, including supportive leadership, collaborative organizational culture, continuous professional development, mentoring, open communication, and strong professional relationships, significantly strengthen developmental supervision and organizational effectiveness.
11. **Hindering factors**, including administrative workload, limited instructional resources, time constraints, technological limitations, communication barriers, and changing educational policies, continue to present operational challenges despite their generally limited occurrence.
12. **The proposed Resilience Empowerment Program provides a comprehensive and sustainable framework** for strengthening developmental supervision, collaborative professionalism, instructional

leadership, and organizational resilience within public elementary schools in the Division of Cavite Province.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

For the Department of Education

1. Institutionalize advanced developmental supervision programs that emphasize instructional coaching, mentoring, reflective practice, and collaborative leadership as essential competencies of school heads and instructional supervisors.
2. Strengthen the implementation of the Philippine Professional Standards for School Heads (PPSSH) by integrating developmental supervision competencies, instructional coaching, and collaborative leadership into leadership certification and performance evaluation systems.

For the Schools Division Office

3. Establish division-wide mentoring and instructional coaching networks that enable experienced supervisors and school heads to provide continuous professional guidance for newly appointed educational leaders.
4. Develop standardized supervision and collaboration monitoring systems that regularly assess instructional coaching practices, teacher collaboration, organizational learning, and institutional resilience.

For School Heads

5. Continue strengthening developmental supervision by conducting regular coaching conferences, mentoring sessions, classroom observations, and reflective instructional dialogues that promote continuous teacher growth.
6. Institutionalize Professional Learning Communities (PLCs), Learning Action Cells (LACs), peer coaching, lesson study, and collaborative instructional planning as regular organizational practices rather than isolated professional development activities.
7. Expand teacher participation in instructional leadership, curriculum planning, school improvement initiatives, and organizational decision-making to strengthen professional ownership and organizational commitment.
8. Utilize digital technologies to facilitate collaborative professional learning, instructional resource sharing, virtual mentoring, and continuous communication among teachers.

For Teachers

9. Continue participating actively in collaborative instructional activities, peer mentoring, action research, Learning Action Cells, and professional learning communities to sustain instructional excellence and organizational resilience.
10. Strengthen reflective professional practice by utilizing supervisory feedback, collaborative inquiry, and evidence-based instructional improvement strategies to enhance learner outcomes.

For Future Researchers

11. Employ advanced analytical techniques such as Structural Equation Modeling (SEM), Hierarchical Linear Modeling (HLM), or Path Analysis to examine the direct and indirect relationships among developmental supervision, teacher collaboration, organizational resilience, instructional quality, and school performance.
12. Investigate additional organizational variables such as instructional innovation, teacher well-being, organizational culture, digital leadership, psychological safety, adaptive leadership, and educational resilience to develop more comprehensive models of educational effectiveness.
13. Future investigations may employ **longitudinal research designs** to examine how developmental supervision influences teacher collaboration and organizational performance over extended periods. Such studies would provide stronger evidence regarding changes in professional practices and institutional outcomes resulting from sustained supervisory interventions.
14. Future Researchers may likewise adopt **mixed-method approaches** that combine quantitative analysis with qualitative interviews, focus group discussions, classroom observations, and document analysis. Integrating qualitative evidence would provide deeper insights into teachers' lived experiences, mentoring relationships, collaborative cultures, and supervisory practices that cannot be fully captured through survey questionnaires alone.
15. Future studies may also explore additional variables such as instructional leadership, teacher resilience, organizational commitment, professional learning communities, school climate, innovation capability, and digital instructional supervision to further explain variations in organizational performance across educational institutions.

Limitation of the Study

The study employed a descriptive-correlational research design, which enabled the examination of relationships among developmental supervision approaches, teacher collaboration, and organizational performance. However, this design does not establish causal relationships among the variables. Consequently, while statistically significant associations were identified, the findings should not be interpreted as evidence that developmental supervision directly causes improvements in teacher collaboration or organizational performance.

Furthermore, the study relied primarily on respondents' self-reported perceptions collected through survey questionnaires. Although appropriate statistical procedures, expert validation, and reliability testing were undertaken, self-reported responses may be influenced by social desirability bias, individual perceptions, and organizational context. To minimize these limitations, documentary evidence related to school organizational performance was also incorporated to complement the survey findings.

Finally, the investigation was limited to selected public elementary schools within the Schools Division of Cavite Province. Therefore, the findings should be generalized to other educational settings only with appropriate consideration of institutional, geographic, and contextual differences.

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