

Supervisory Support, Administrative Service Efficiency, and School Performance in Public Junior High Schools in The Division of Cavite Province: Basis for A Responsive Enhancement Initiative

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ABSTRACT

Supervisory support plays a vital role in strengthening instructional leadership, administrative efficiency, and organizational performance in public schools. This study examined the relationships among supervisory support, administrative service efficiency, and school performance in selected public junior high schools in the Division of Cavite Province. Specifically, supervisory support was assessed in terms of instructional supervision, professional development support, communication and feedback, resource and instructional support, monitoring and evaluation, coaching and mentoring, ethical and collaborative supervision, and digital supervision practices. Administrative service efficiency was likewise evaluated across key operational dimensions, while school performance was determined using documentary evidence from the three most recent school years. A descriptive-correlational research design was employed using validated researcher-developed questionnaires administered to district supervisors, school heads, and teachers. Data were analyzed using descriptive statistics, Analysis of Variance (ANOVA), Pearson Product-Moment Correlation, post hoc analysis, and documentary analysis. The findings revealed that supervisory support and administrative service efficiency were **Highly Evident**, while school performance consistently reflected high organizational effectiveness. Significant positive relationships were established among supervisory support, administrative service efficiency, and school performance. Respondents identified supportive leadership, effective communication, collaborative culture, and continuous professional development as key facilitating factors, while workload, resource limitations, and administrative demands remained organizational challenges. Based on the findings, a Responsive Enhancement Initiative was developed to strengthen instructional supervision, administrative service efficiency, and sustainable school performance.

Keywords: supervisory support, administrative service efficiency, school performance, instructional leadership, educational management, public junior high schools, Division of Cavite, Philippines

INTRODUCTION

Educational institutions operate in increasingly complex environments where instructional leadership, administrative efficiency, and organizational accountability collectively influence educational quality. In this context, supervisory support has evolved from a compliance-oriented function into a developmental leadership approach that emphasizes coaching, mentoring, collaborative learning, and continuous professional growth. By strengthening teachers' competencies and supporting instructional improvement, effective supervision contributes significantly to organizational effectiveness and sustainable school performance.

Within the Philippine basic education system, the importance of supervisory support is reinforced by Republic Act No. 9155, Republic Act No. 10533, the Results-Based Performance Management System (RPMS), the Philippine Professional Standards for Teachers (PPST), the Philippine Professional Standards for Supervisors (PPSS), and Learning Action Cells (LACs). These policies emphasize instructional leadership, professional development, and collaborative supervision as essential strategies for improving teaching quality and school effectiveness.

Administrative service efficiency likewise plays a crucial role in ensuring responsive school operations through effective resource management, communication, documentation, and stakeholder services. However, many public junior high schools continue to face challenges associated with increasing administrative workload, accountability requirements, resource limitations, technology integration, and evolving stakeholder expectations. These demands may affect both instructional supervision and organizational performance, underscoring the need to strengthen administrative systems alongside instructional leadership.

Although previous studies have examined instructional supervision, administrative management, and school effectiveness independently, limited research has investigated their combined influence on school performance within Philippine public junior high schools. This gap is particularly evident in the Division of Cavite Province, where schools operate under diverse organizational contexts and varying administrative capacities.

Accordingly, this study examined the relationships among supervisory support, administrative service efficiency, and school performance in selected public junior high schools in the Division of Cavite Province. Specifically, it assessed supervisory support and administrative service efficiency, examined their relationships with school performance, identified facilitating and hindering organizational factors, and developed a Responsive Enhancement Initiative to strengthen instructional leadership, administrative effectiveness, and continuous school improvement.

RESEARCH FRAMEWORK

This study is anchored on three complementary theories that explain how supervisory support enhances administrative service efficiency and school performance: **Instructional Leadership Theory**, **Transformational Leadership Theory**, and **Systems Theory**. Together, these perspectives provide the conceptual basis for understanding how instructional leadership and organizational processes contribute to school effectiveness.

The primary theoretical foundation is **Instructional Leadership Theory**, which emphasizes that educational leaders improve school performance through instructional supervision, coaching, mentoring, classroom observation, performance feedback, and continuous professional development. In this study, supervisory support reflects these leadership practices by strengthening teacher competence and promoting instructional improvement.

The study is further supported by **Transformational Leadership Theory**, which explains that leaders inspire organizational members through a shared vision, professional empowerment, individualized support, and collaborative decision-making. These leadership behaviors foster trust, innovation, and continuous improvement, thereby enhancing administrative service efficiency and organizational effectiveness.

Finally, **Systems Theory** views schools as interconnected organizations in which leadership, administrative processes, instructional practices, organizational resources, and stakeholder relationships operate as integrated components. From this perspective, improvements in supervisory support strengthen administrative efficiency, which in turn contributes to improved school performance.

Collectively, these theories explain that effective instructional supervision, efficient administrative services, and collaborative organizational practices work together to promote sustainable school performance. They also provide the theoretical basis for the proposed Responsive Enhancement Initiative, which aims to strengthen instructional leadership, administrative effectiveness, and continuous organizational improvement.

METHODOLOGY

Research Design

The study employed a **descriptive-correlational research design** to examine the relationships among supervisory support, administrative service efficiency, and school performance in selected public junior high schools in the Division of Cavite Province. The descriptive component determined the extent to which

supervisory support and administrative service efficiency were manifested, while the correlational component examined their relationships with school performance.

This research design was appropriate because it allowed the researcher to describe existing organizational conditions and determine significant relationships among the study variables without manipulating them. It is widely used in educational leadership research to generate empirical evidence that supports institutional planning, policy development, and continuous school improvement.

Research Locale

The study was conducted in selected public junior high schools within the Schools Division of Cavite Province. These schools implement Department of Education policies related to instructional supervision, school-based management, professional development, and organizational accountability.

The locale was selected because the participating schools represent diverse organizational settings in terms of enrollment, staffing, leadership practices, and resource availability, providing an appropriate context for examining supervisory support, administrative service efficiency, and school performance within the public secondary education system.

Respondents of the Study

The respondents consisted of district supervisors, school heads, and teachers from selected public junior high schools in the Division of Cavite Province. These groups were chosen because they are directly involved in instructional supervision, school administration, and the implementation of educational programs and policies.

District supervisors were included because they provide technical assistance, monitor instructional implementation, and oversee professional development across schools. School heads were selected for their roles in managing instructional supervision, administrative operations, and school improvement initiatives, while teachers served as the primary respondents because they directly experience supervisory support, administrative services, and instructional leadership. The inclusion of these respondent groups provided a comprehensive assessment of the study variables from multiple organizational perspectives.

Sampling Technique

The study utilized a combination of **purposive sampling** and **simple random sampling**.

Purposive sampling was employed in selecting district supervisors and school heads because of their direct administrative responsibilities in instructional supervision, educational leadership, organizational management, and policy implementation. Their positions provide the specialized organizational knowledge necessary to evaluate supervisory support and administrative efficiency.

Simple random sampling was used to select teacher respondents, ensuring that every qualified teacher had an equal opportunity to participate in the investigation. This probability sampling technique minimized selection bias while improving the representativeness of teacher responses.

The combination of purposive and probability sampling strengthened the credibility of the findings by integrating administrative expertise with representative classroom perspectives.

Research Instrument

Data were collected through a **researcher-developed survey questionnaire** that served as the principal data-gathering instrument. The questionnaire was developed after an extensive review of educational leadership literature, Department of Education policies, supervisory frameworks, and previous empirical studies concerning instructional supervision, administrative efficiency, and organizational performance.

Validation of the Instrument

The researcher-developed questionnaire underwent content validation by experts in educational leadership, instructional supervision, educational management, and research methodology to ensure its relevance, clarity, content adequacy, and alignment with the study objectives. Their recommendations were incorporated before pilot testing.

The revised instrument was subsequently pilot-tested with respondents who had characteristics similar to the target population but were excluded from the actual study. The pilot test evaluated the instrument's clarity, reliability, consistency, and ease of administration, thereby establishing its suitability for conducting the study.

Data Gathering Procedure

Following approval from the Schools Division Office and the participating school administrators, the researcher coordinated with school heads on the schedule for questionnaire administration. Prior to data collection, respondents were informed of the study's objectives, confidentiality procedures, voluntary participation, and ethical safeguards. The questionnaires were personally administered to supervisors, school heads, and teachers. Completed instruments were checked for completeness, consistency, and accuracy before statistical analysis. Documentary records related to school performance covering the three most recent school years were likewise reviewed to supplement the survey findings and strengthen the assessment of organizational performance.

Ethical Considerations

The investigation strictly complied with accepted ethical principles governing educational research.

Participation was entirely voluntary. Respondents were informed regarding the objectives of the study, confidentiality procedures, anticipated benefits, and their right to withdraw from participation without prejudice.

Confidentiality and anonymity were maintained throughout the investigation. Individual responses remained confidential and were reported only in aggregate form.

The researcher likewise ensured that all collected information was utilized exclusively for scholarly purposes and that the dignity, privacy, and professional rights of all respondents were fully respected.

Statistical Treatment of Data

The collected data were analyzed using appropriate descriptive and inferential statistical techniques. **Percentages were used to describe the respondents' demographic profile, while the weighted mean was used to determine** the extent of supervisory support, administrative service efficiency, facilitating factors, hindering factors, and the acceptability of the proposed Responsive Enhancement Initiative.

Analysis of Variance (ANOVA) was employed to determine significant differences among the respondent groups. Whenever significant differences were observed, **Tukey's Honest Significant Difference (HSD) Test** identified the specific groups that differed significantly. The **Pearson Product-Moment Correlation Coefficient** determined the relationships among supervisory support, administrative service efficiency, and school performance, while **multiple regression analysis** examined the predictive influence of supervisory support and administrative service efficiency on school performance. All statistical analyses were interpreted at a 0.05 significance level.

RESULTS AND DISCUSSION

Supervisory Support

Overall, respondents assessed **Supervisory Support** as **Highly Evident**, indicating that instructional leaders consistently provide guidance, mentoring, performance feedback, and organizational support that strengthen teaching effectiveness and professional growth. The findings suggest that supervisory practices within the

participating schools promote collaborative learning, continuous improvement, and instructional excellence. These results support **Instructional Leadership Theory**, **Transformational Leadership Theory**, and **Systems Theory**, which emphasize that effective supervision enhances teacher competence, organizational effectiveness, and sustainable school performance.

Instructional Supervision

Instructional Supervision emerged as one of the strongest dimensions of supervisory support. Respondents agreed that school leaders regularly conduct classroom observations, provide instructional guidance, monitor curriculum implementation, and facilitate reflective discussions that improve teaching practices.

The findings indicate that instructional supervision is no longer viewed merely as a mechanism for evaluating teacher performance but as an opportunity for professional coaching and instructional enhancement. Teachers generally perceived classroom observations as constructive experiences that improved lesson planning, instructional delivery, learner engagement, and classroom assessment.

This finding reflects the Department of Education's emphasis on instructional leadership, in which supervisors serve as instructional coaches who support continuous teacher development and promote high-quality learning outcomes.

Professional Development Support

Professional Development Support was likewise assessed as **Highly Evident**, indicating that supervisors and school administrators consistently encourage teachers to participate in seminars, workshops, Learning Action Cells (LACs), in-service training programs, graduate studies, and other professional learning opportunities.

The findings demonstrate that continuous professional learning has become an important organizational strategy for improving teacher competence and instructional effectiveness. Respondents recognized that school leaders actively facilitate access to capability-building programs that strengthen pedagogical knowledge, curriculum implementation, assessment practices, educational technology integration, and leadership competencies.

Professional development further contributes to organizational improvement by enabling the sharing of newly acquired knowledge through collaborative learning activities, mentoring, and peer coaching.

Communication and Feedback

Communication and Feedback received a **Highly Evident** assessment, indicating that supervisors consistently maintain open communication and provide timely, constructive feedback to teachers. These practices promote organizational transparency, strengthen professional trust, and encourage reflective teaching that supports continuous instructional improvement. Effective communication also enhances collaboration among school personnel and facilitates the successful implementation of educational programs.

Resource and Instructional Support

Resource and Instructional Support was also assessed as **Highly Evident**, indicating that supervisors and administrators provide instructional materials, curriculum resources, teaching guides, technological support, and organizational assistance necessary for effective teaching and learning.

The findings suggest that instructional leaders recognize the importance of equipping teachers with adequate educational resources that support curriculum implementation and instructional innovation. Schools that consistently provide instructional resources create organizational environments in which teachers can focus on improving learner outcomes rather than on addressing resource deficiencies.

Nevertheless, respondents also acknowledged ongoing opportunities to improve access to digital instructional materials, specialized equipment, and up-to-date learning resources.

Monitoring and Evaluation

Monitoring and Evaluation was likewise assessed as **Highly Evident**, indicating that supervisors regularly monitor instructional implementation, teacher performance, and school improvement initiatives using systematic evaluation processes. The findings suggest that continuous monitoring enables school leaders to identify strengths, address emerging concerns, and implement timely interventions that improve instructional quality and organizational performance. This reflects the Department of Education's emphasis on continuous quality improvement through evidence-based decision-making.

Coaching and Mentoring

Coaching and Mentoring likewise emerged as one of the strongest supervisory practices. Teachers acknowledged receiving professional guidance from supervisors and experienced colleagues through mentoring sessions, coaching conferences, collaborative lesson planning, and reflective instructional dialogue.

The findings indicate that mentoring relationships strengthen teacher competence by encouraging continuous professional learning, instructional innovation, and confidence in addressing classroom challenges. New teachers particularly benefit from coaching because experienced mentors provide technical assistance, emotional support, and professional guidance during the early stages of their careers.

The strong implementation of coaching and mentoring demonstrates that supervisory support extends beyond formal evaluation toward sustained professional partnership.

Ethical and Collaborative Supervision

Ethical and Collaborative Supervision received a **Highly Evident** assessment, indicating that supervisors consistently demonstrate fairness, professionalism, respect, transparency, and collaboration during supervisory activities.

Respondents generally perceived supervisory practices as respectful of teachers' professional dignity while encouraging collaborative problem-solving and shared decision-making. Ethical supervisory behavior contributes significantly to organizational trust because teachers are more willing to accept feedback and participate actively in school improvement initiatives when supervision is characterized by fairness and mutual respect.

These findings support transformational leadership principles that emphasize integrity, ethical behavior, and a collaborative organizational culture.

Digital Supervision Practices

Digital Supervision Practices also received favorable assessments, indicating that supervisors increasingly utilize digital communication platforms, online conferencing, electronic monitoring systems, digital documentation, and technology-supported feedback mechanisms in performing supervisory responsibilities.

The findings suggest that digital technologies have expanded supervisory capacity by improving communication, facilitating document management, enabling virtual coaching sessions, and supporting timely instructional monitoring.

Although respondents generally viewed digital supervision positively, opportunities remain for strengthening supervisors' competencies in utilizing emerging educational technologies, data analytics, and digital performance management systems.

Administrative Service Efficiency

Overall, respondents assessed **Administrative Service Efficiency** as **Highly Evident**, indicating that school administrative systems effectively support instructional and organizational operations through responsive service

delivery, efficient resource management, organized documentation, and effective communication. These findings suggest that well-managed administrative processes create an environment that enables teachers and school leaders to focus on improving educational outcomes. The results support **Systems Theory** and **Transformational Leadership Theory**, emphasizing that efficient administrative systems contribute significantly to organizational effectiveness and sustainable school performance.

Administrative Responsiveness

Administrative responsiveness emerged as one of the strongest dimensions of administrative service efficiency. Respondents agreed that school administrators respond promptly to organizational concerns, instructional requirements, stakeholder inquiries, and operational issues.

The findings indicate that school leaders demonstrate organizational flexibility by addressing school needs efficiently while ensuring continuity of educational services. Prompt administrative action contributes to organizational stability because delays in decision-making, communication, and resource allocation are minimized.

Effective administrative responsiveness further strengthens stakeholder confidence in school leadership while supporting timely implementation of educational programs.

Records and Documentation Management

Records and documentation management received a **Highly Evident** assessment, indicating that schools maintain organized systems for managing official documents, personnel records, learner information, financial reports, and institutional records.

Respondents recognized that systematic documentation contributes to organizational transparency, accountability, and compliance with Department of Education regulations. Well-managed documentation likewise facilitates evidence-based planning, organizational monitoring, and continuous quality improvement.

The findings indicate that digital record management and standardized documentation procedures have strengthened administrative efficiency within participating schools.

Communication and Coordination

Communication and coordination also obtained favorable assessments. Respondents agreed that administrators maintain effective communication among teachers, supervisors, parents, learners, and external stakeholders.

The findings demonstrate that efficient communication systems reduce organizational misunderstandings, strengthen collaboration, and facilitate coordinated implementation of school programs. School leaders who communicate clearly and consistently create organizational environments characterized by transparency, trust, and shared responsibility.

These findings reinforce organizational communication literature emphasizing that communication effectiveness significantly influences organizational productivity and institutional performance.

Resource Management

Resource management likewise received a **Highly Evident** assessment. Respondents acknowledged that administrators generally allocate financial, material, technological, and human resources efficiently to support instructional implementation and school operations.

The findings suggest that organizational productivity is strengthened when school leaders effectively prioritize resource utilization while ensuring equitable distribution of instructional materials and operational support.

Although respondents expressed satisfaction with existing resource management systems, continued investment in educational technologies, infrastructure, and instructional materials remains necessary to sustain organizational excellence.

Stakeholder Services

Stakeholder services were assessed positively, indicating that schools maintain productive relationships with parents, community members, local government units, and partner organizations.

Respondents recognized that responsive stakeholder services strengthen organizational credibility while encouraging greater community participation in school improvement initiatives.

The findings indicate that collaborative partnerships contribute to organizational sustainability, as schools increasingly draw on external resources, technical assistance, and community support to strengthen educational programs.

Operational Effectiveness

Operational effectiveness completed the dimensions of administrative service efficiency and likewise received a **Highly Evident** assessment.

The findings indicate that school administrative systems successfully coordinate daily organizational operations, policy implementation, personnel management, scheduling, reporting, procurement, and institutional planning.

Efficient organizational operations reduce administrative delays while improving service delivery, organizational productivity, and institutional responsiveness.

Collectively, these findings demonstrate that participating schools possess mature administrative systems capable of supporting instructional leadership and organizational effectiveness.

School Performance

School performance was evaluated using documentary analysis covering the **three most recent school years**. Organizational performance indicators demonstrated that participating public junior high schools consistently maintained **Very Satisfactory to Outstanding** performance across the evaluation period.

The findings indicate that schools have sustained stable organizational performance through effective instructional leadership, efficient administrative systems, collaborative professional practices, and continuous organizational improvement. Improvements were observed across several institutional indicators, reflecting schools' capacity to respond effectively to educational reforms, accountability requirements, and stakeholder expectations.

The consistently favorable organizational performance suggests that instructional supervision and administrative service efficiency collectively contribute to institutional stability and educational quality.

Significant Differences

Analysis of Variance (ANOVA) revealed **statistically significant differences** among district supervisors, school heads, and teachers regarding several dimensions of supervisory support and administrative service efficiency.

For supervisory support, significant differences were observed in instructional supervision, coaching and mentoring, communication and feedback, monitoring and evaluation, and digital supervision practices. These findings indicate that respondents occupying different organizational roles perceive supervisory practices differently because of their respective responsibilities within the educational system.

Similarly, significant differences were identified across several dimensions of administrative service efficiency. School administrators generally provided higher assessments of administrative effectiveness than teachers, while supervisors evaluated organizational systems from a broader institutional perspective.

Despite these statistical differences, all respondent groups consistently assessed the variables positively, indicating broad organizational agreement regarding the effectiveness of supervisory and administrative practices.

Post Hoc Analysis

Following significant ANOVA results, **Tukey's Honest Significant Difference (HSD) Test** was employed to determine which respondent groups differed significantly.

The post hoc analysis indicated that the most pronounced differences generally occurred between **district supervisors and teachers**, while school heads frequently occupied an intermediate position. These findings reflect differences in organizational perspectives rather than organizational disagreement.

District supervisors evaluated supervisory practices in terms of division-wide policy implementation and monitoring, whereas teachers based their assessments on direct supervisory experiences in their schools.

These findings highlight the importance of strengthening organizational dialogue among educational leaders and teachers to establish shared expectations regarding supervisory leadership and administrative service delivery.

Relationship Between Supervisory Support, Administrative Service Efficiency, and School Performance

Pearson Product-Moment Correlation analysis revealed significant positive relationships among the three major variables.

Schools characterized by stronger supervisory support generally demonstrated higher administrative service efficiency. Likewise, schools with more efficient administrative systems consistently exhibited stronger organizational performance.

The findings indicate that instructional supervision and administrative efficiency function as complementary organizational processes rather than independent administrative activities. Effective supervision strengthens teacher competence, while efficient administrative services create organizational conditions that support instructional improvement and institutional productivity.

These findings reinforce Systems Theory, which explains that improvements within one organizational subsystem positively influence the performance of interconnected organizational components.

Facilitating Factors

Respondents identified several organizational conditions that facilitate supervisory support, administrative efficiency, and school performance.

The most influential facilitating factors included: supportive instructional leadership; collaborative organizational culture; continuous professional development; effective communication systems; mentoring and coaching; efficient administrative procedures; stakeholder cooperation; organizational commitment to continuous improvement.

Overall, these facilitating factors were assessed as **Highly Facilitating**, indicating that participating schools possess organizational environments conducive to effective leadership and sustainable institutional performance.

Hindering Factors

Although supervisory support and administrative efficiency were generally implemented successfully, respondents likewise identified several organizational challenges.

The most frequently encountered hindering factors included: increasing administrative workload; extensive documentation requirements; limited financial resources; insufficient technological infrastructure; competing

organizational priorities; time constraints; staff shortages in certain functional areas; rapidly changing educational policies.

These organizational challenges, although generally assessed as **Least to Moderately Encountered**, continue to influence the efficiency of supervisory and administrative processes.

Addressing these constraints will further strengthen organizational effectiveness while enabling educational leaders to devote greater attention to instructional leadership and school improvement.

RESPONSIVE ENHANCEMENT INITIATIVE

Based on the empirical findings of the study, a **Responsive Enhancement Initiative (REI)** was developed to strengthen supervisory support, improve administrative service efficiency, and sustain school performance among public junior high schools in the Division of Cavite Province. The initiative is anchored on the principles of instructional leadership, transformational leadership, and systems thinking, recognizing that school improvement requires coordinated enhancement of instructional supervision, administrative operations, and organizational learning. The framework adopts a continuous improvement cycle of planning, implementation, monitoring, evaluation, and feedback to ensure the sustainability of organizational reforms.

The initiative consists of four strategic components.

Strategic Component 1: Strengthening Supervisory Leadership

Objective

Enhance the quality of instructional supervision through developmental, collaborative, and technology-supported leadership.

Major Strategies

- Conduct advanced instructional supervision workshops for school heads and supervisors.
- Institutionalize coaching and mentoring programs for beginning and experienced teachers.
- Strengthen classroom observation systems using evidence-based supervisory tools.
- Expand digital supervision practices through online coaching, virtual classroom observations, and electronic feedback systems.
- Conduct regular supervisory reflection conferences.

Strategic Component 2: Improving Administrative Service Efficiency

Objective

Strengthen organizational responsiveness through efficient administrative systems and service delivery.

Major Strategies

- Streamline administrative procedures using digital management systems.
- Improve records management and documentation processes.
- Strengthen communication protocols among school personnel and stakeholders.
- Enhance financial and resource management systems.
- Develop service quality standards for administrative offices.

Strategic Component 3: Enhancing School Performance

Objective

Promote sustainable organizational excellence through evidence-based leadership and collaborative school improvement.

Major Strategies

- Integrate school performance indicators into School Improvement Plans (SIPs).
- Strengthen school performance monitoring systems.
- Conduct quarterly organizational performance reviews.
- Utilize school performance dashboards for data-informed decision-making.
- Expand collaborative planning involving teachers and stakeholders.

Strategic Component 4: Institutionalizing Continuous Organizational Learning

Objective

Develop a sustainable organizational culture that promotes continuous professional learning and innovation.

Major Strategies

- Institutionalize Professional Learning Communities (PLCs).
- Strengthen Learning Action Cells (LACs).
- Conduct annual leadership development conferences.
- Encourage school-based action research.
- Develop knowledge-sharing systems across schools.

CONCLUSIONS

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

1. **Supervisory support is highly evident** in the participating public junior high schools, indicating that instructional leaders consistently implement developmental supervision characterized by coaching, mentoring, professional guidance, monitoring, and collaborative instructional leadership.
2. **Instructional supervision, professional development support, coaching and mentoring, and ethical supervision emerged among the strongest supervisory practices**, demonstrating that school leaders have largely adopted developmental approaches aligned with contemporary educational leadership principles.
3. **Administrative service efficiency is highly evident**, reflecting responsive organizational systems characterized by effective communication, organized documentation, efficient resource management, stakeholder responsiveness, and sound operational practices.
4. **School performance remained consistently high** throughout the evaluation period, indicating that participating schools have sustained organizational effectiveness through stable instructional leadership, efficient administration, and collaborative professional practice.

5. **Significant differences exist among district supervisors, school heads, and teachers** regarding several dimensions of supervisory support and administrative service efficiency, indicating that organizational roles influence respondents' perceptions of leadership and administrative practices.
6. **Post hoc analysis demonstrated that the greatest perceptual differences generally occurred between supervisors and teachers**, while school heads frequently represented an intermediate perspective, reflecting their dual instructional and administrative responsibilities.
7. **Supervisory support and administrative service efficiency are significantly and positively related**, suggesting that effective instructional leadership contributes to stronger organizational management and more responsive school operations.
8. **Administrative service efficiency is significantly associated with school performance**, demonstrating that responsive administrative systems facilitate instructional implementation, organizational stability, and institutional effectiveness.
9. **Facilitating factors**, including supportive leadership, effective communication, collaborative organizational culture, professional development, and stakeholder participation, strengthen supervisory effectiveness and organizational productivity.
10. **Hindering factors**, including increasing administrative workload, documentation requirements, limited resources, technological constraints, and competing organizational priorities, continue to influence leadership effectiveness despite generally positive organizational conditions.
11. **The proposed Responsive Enhancement Initiative provides a comprehensive organizational framework** capable of strengthening supervisory leadership, administrative service efficiency, and sustainable school performance through continuous organizational improvement.

RECOMMENDATIONS

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

For the Department of Education

1. Strengthen instructional leadership development by institutionalizing advanced supervisory training programs emphasizing coaching, mentoring, digital supervision, and evidence-based instructional leadership.
2. Continue modernizing school administrative systems through expanded digital transformation initiatives that improve organizational efficiency, documentation, communication, and resource management.

For the Schools Division Office

3. Establish Division Supervisory Excellence Programs that provide continuous professional development for district supervisors and school heads.
4. Develop division-wide organizational performance monitoring systems utilizing digital dashboards and evidence-based leadership indicators.

For School Heads

5. Continue strengthening developmental supervision through regular coaching conferences, mentoring activities, classroom observations, and collaborative instructional planning.
6. Improve administrative service delivery by streamlining operational procedures, enhancing communication systems, and strengthening stakeholder engagement.

7. Institutionalize Professional Learning Communities (PLCs), Learning Action Cells (LACs), and collaborative organizational planning to promote continuous instructional improvement.

For Teachers

8. Continue participating actively in supervisory coaching, collaborative professional learning, mentoring activities, and school improvement initiatives.
9. Utilize supervisory feedback constructively to improve instructional practices while actively supporting school organizational development.

For Future Researchers

10. Replicate the study among public elementary schools, senior high schools, private educational institutions, and higher education institutions to validate the findings across different educational contexts.
11. Investigate additional organizational variables such as organizational culture, digital leadership, employee engagement, organizational resilience, stakeholder satisfaction, and innovation climate using advanced analytical techniques including Structural Equation Modeling (SEM), Hierarchical Linear Modeling (HLM), and longitudinal research designs.

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