

PUBLIC SCHOOLS DISTRICT SUPERVISORS' ENGAGEMENT IN ADOPTION AND IMPLEMENTATION OF PHILIPPINE PROFESSIONAL STANDARDS FOR SUPERVISORS IN SCHOOLS DIVISION OF BATANGAS PROVINCE

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ABSTRACT: *This study aimed to produce a handbook/module that could be used to sustain the adoption and implementation of Philippine Professional Standards for Public Schools District Supervisors. It shows the strands of each domain in the previous and current duties and responsibilities of the district supervisor. The respondents were thirty-two (32) public schools district supervisors of Schools Division of Batangas Province. The frequency and weighted mean were the statistical treatments used to interpret the data. The results revealed that the district supervisors perceived that they were involved and engaged to a very great extent in the adoption and implementation of Philippine Professional Standards for District Supervisors. The researcher found out that the top three problems encountered in the implementation and adoption of PPSS were inadequate time to carry out all tasks/responsibilities of the district supervisor, conflict in schedule in performing PPSS activities and other tasks delegated by the DepEd top management, and excessive paperwork of supervisors and school heads. The result of this study made the researcher realize the value and importance of PPSS.*

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I extend my wife, children, and grandchildren for their unconditional love and support, which played the biggest role in all of my success and achievements.

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CONTEXT AND RATIONALE

Public Schools District supervisors recognize the importance of professional standards in continuing professional development and advancement of the district/sub-office learning leaders. On August 27, 2017, Department of Education Secretary Leonor M. Briones signed the Philippines Professional Standards for Teachers (PPST) into policy through DepEd Order No.42, s. 2017. The policy stating, among others, that the PPST shall serve as the basis for all learning and development programs for teachers. As a teacher, understanding the PPST is crucial to grow and flourish in the profession. This could be the systematic package that serves as the basic tool and guideline in delivering the teaching and learning process according to the needs of the learners, specifically their total development.

DepEd MATATAG's agenda for resolving basic education challenges includes setting a new basic program for our educational system, in line with the Department of Education for Bansang Makabata, Batang Makabansa. According to Secretary Sarah Duterte-Carpio, Dep Ed Matatag will have four critical components: **M**ake the curriculum relevant to produce competent and job-ready, active, and responsible citizens, which is anchored to one of the dimensions of the PPSS. **T**Ake steps to accelerate the delivery of basic education facilities and services which is aligned with strengthening the shared accountability of all school stakeholders; **T**aking good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and **G**ive support to teachers to teach better, are indications of how fostering a culture of continuous improvement and developing self and others respectively are highlighted in the goals of the PPSS.

Consistent with DepEd MATATAG, the K to 12 Basic Education Program also provides for the development of holistic learners equipped with 21st century skills and core values of being Maka-Diyos, Makatao, Makakalikasan, and Makabansa, who could contribute to nation-building. All these aspirations are anchored to the objectives of PPSS. The Public Schools District Supervisors have been engaged to various challenges brought about by the education system in our country, which they believe could bring sustainable changes to improve the knowledge, skills, and attitude of their clients in the field, specifically the learners.

The Republic Act No. 9155, or the Governance of Basic Education Act of 2001, decentralized education governance and made the school the heart of the formal education system, shifted the focus to education management to School-Based Management (SBM). This builds a higher provision of support in running the education system in the country, which underscores once more that the different levels of the Department have their major responsibilities to their respective next level of office. This means that the central office has the regional office as its main responsibility; the regional office has the division Office as its main responsibility; and the division office has the schools as its main responsibility in leading, guiding, monitoring, evaluating, and providing technical assistance towards effective SBM in the schools and eventually towards achieving higher learning outcomes. This manifests alignment with the functions and responsibilities of the Public Schools District Supervisor, who the sub-office or district leader and plays a significant role in the implementation of all programs and activities of the Department of Education.

Section 7 of RA 9155, on School District Level, pertinently provides that “ a school district shall have a school district supervisor and an office staff for program promotion,” and that the school district supervisor shall be responsible for : (1) providing professional and instructional advice and support to the school heads and teachers in line with the development of the school, specifically the learning outcomes. The PSDSs would facilitate the provision of technical assistance to all learning centers under their jurisdiction. They are accountable for curriculum supervision as well as in the monitoring of all programs and projects in the school based on the School Improvement Plan (SIP) of every school, and this is adhere also on the Key Result Areas (KSAs) addressed to the public schools district supervisors.

Technical assistance providers should be humble, humane, maintain professionalism, and work as a member and a leader of the team (Cuntapay, 2014). They must possess the qualities to influence others to do the tasks effectively. Most importantly, they know and follow the Code of Ethics. They apply the concepts of appreciative inquiry and servant leadership at all times, and they should exhibit desirable attitudes towards others. One of the key result areas of the public schools district supervisor is to provide technical support to the school heads in improving their leadership skills in instructional supervision and technical assistance be improved. This technical support or assistance stands as a basic strategy to capacitate every school head and classroom teacher’s technical competency.

As mandated, the instructional leaders, being the pillars of the educational system, act as instructional supervisors, communicators, resource allocators, and technical assistance providers. They share their knowledge about instruction by observing teachers and providing feedback on how they can improve their instructional and management skills. The assistance they extend to school heads may take the form of pointers or guidelines in running and managing the school, recommendations on how to upgrade the teaching competence of the teachers, tips in the preparation and utilization of instructional materials, innovative methods, and techniques in teaching.

The district supervisor, as the key leader in his/her respective station, has the responsibility to communicate. Successful school leaders let members of the school community know what is going on, disseminate both good and bad news. Successful school leaders use a variety of venues (meetings, discussions, staff development, social media, and school visits) to make their points and to reach out and involve others. In an article published by SREB’s Learning-Centered Leadership Program (2015), a good number of studies identify communication as a key leadership responsibility that, when combined with other leadership responsibilities, has an impact on student achievement. Successful school leaders encourage meaningful messaging around student achievement.

Leadership is focused on persuading others to contribute to a common goal or set of objectives, moving beyond personal goals and contributing to the defined team goal or vision. It can range from driving an organization or large corporate entity to leading a small team key players. The ability of a leader to achieve common goals by inspiring others to follow him or her to a common objective implies that the impact of a leader is not the actual production, innovation, or output but instead the output of the team as it follows the leader. The output of the team is the basis upon which the quality of the leader is measured. Bojeun (2014)

DepEd Order No. 44, s. 2015 clearly stated that in preparation of School Improvement Plan (SIP), considering this as the roadmap that lays down specific interventions that a school, with the help and support of the community and other stake holders, will undertake within a period of three (3) consecutive school years. The implementation of development activities integral to it is in the school includes projects under the Continuous Improvement Program (CIP), the creation and mobilization of Learning Action Cells (LACs), and the preparation of the School Report Card (SRC). SIP seeks to provide those involved in school planning an evidence-based, systematic approach with the point of view of the learners as the

starting point. Ultimately, it is envisioned to help schools reach the goal of providing access to quality education. In such a way, the SIP is considered as a tool on the part of district supervisor in monitoring the school's implementation of programs, projects, and activities for the advancement of all learners.

Regarding results-based delivery of services, the PSDSs serve as the frontline workers in the field. One of the major KSAs included in their job description is providing technical assistance to every teacher and school head in a learning institution. Enhancement of educational delivery services through technical assistance provision is the end goal of the results-based performance management system. The challenges that would contribute to the development include physical aspects of the school as well as the community relationship of the school staff. The trends would be improved to attain the desired performance of the school learners.

Ilanan et.al (2020) reiterated Batas Pambansa Blg. 232-Education Act of 1982 that one of the aims of the educational system was developing the profession that will provide leadership for the nation in the advancement of knowledge for improving the quality of human life and responding effectively to the changing needs and conditions of the nation through a system of educational planning and evaluation. This fact would be a significant factor for the district supervisors to consider in manifestation of their duties and responsibilities to be engaged in the implementation of DepEd programs and projects which contribute much in attaining quality education.

Pawilen et.al (2019) discussed that leadership and collaboration are essential elements for ensuring success in all educational endeavors. The kind of leadership that school administrators provide could inspire teachers, staff, and other school personnel to pursue important education goals, which can be translated into the successful achievements of students in their studies. When we speak of leadership, we mean effective leadership that pushes more innovations in a creative organizational environment. And when we talk of collaboration, it should be meaningful and constructive, allowing creativity, critical thinking, problem-solving, and decision-making. Thus, it is important to understand what drives effective leadership and meaningful collaboration in schools. Moreover, district supervisors are required to conduct educational research. This endeavor is one of their significant tasks in the process of obtaining information to seek solutions to problems that might be encountered by them in the implementation of programs, projects, and activities related to their key result areas. According to (Pulmones, 2016), research is essential in understanding how today's youth learn in the context of social media and accessible technology. How technology can be seamlessly integrated in the curriculum is fundamental, and that educators often ask. This can be answered by engaging in research.

In this regard, as the Public Schools District Supervisor of Mabini Sub-Office in the Schools Division of Batangas Province, would like to evaluate how engaged the District Supervisors are in adopting and implementing the Philippine Professional Standards for Supervisors. This includes supporting curriculum management and implementation, strengthening shared accountability, fostering a culture of continuous improvement, and developing self and others. The expected result of this study would be the guide of the researcher to come up with the best intervention plan to sustain the proper adoption and implementation of the Philippines Professional Standards for Supervisors.

ACTION RESEARCH OBJECTIVES

This study sought to answer the following questions:

1. Describe the current practices and responsibilities of public schools district supervisors in connection to
 - a) instructional supervision;
 - b) technical assistance in school management,
 - c) monitoring and evaluation,
 - d) curriculum development and localization,
 - e) learning outcomes assessment,
 - f) Research, and
 - g) Technical assistance.
2. Determine the extent of engagement of PSDS in the adoption and implementation of PPSS in terms of:
 - a) Supporting curriculum management and implementation;
 - b) strengthening share accountability;
 - c) fostering a culture of continuous improvement and
 - d) Developing self and others.
3. Identify the challenges encountered by the Public Schools District Supervisors in the adoption and implementation of PPSS.
4. Based on the analysis, create a handbook that may be used to sustain the adoption and implementation of PPSS.

INNOVATION, INTERVENTIONS, AND STRATEGY

The proposed creation of a module/handbook is the most significant output of this study, which will be utilized in the implementation and adoption of Philippine Professional Standards for district supervisors. This will serve as a basic guide to be more specific in meeting the needs of clients during the provision of technical assistance and supervision of instructional processes. It would have a great impact in attaining higher performance from school learners. It would bring motivation and encouragement to teachers to make their teaching and learning activities effective through the guidance and assistance of the school heads, who are the premier clients in harnessing the educational system for the welfare of the individual learner.

ACTION RESEARCH METHODS

a. Participants and/or Other Sources of Data and Information

The participants of the study were thirty-two (32) public schools district supervisors of Schools Division Office of Batangas Province. The researcher sought the consent of the schools division superintendents regarding the study, securing them that it is primarily intended to find the engagement of the district supervisors in the adoption and implementation of Philippine Professional Standards for Supervisors.

b. Data Gathering Methods.

The study employed the descriptive (quantitative) type of research. It is also action research since it is a form of investigation designed for use by the researchers, which, according to (Parson and Brown, 2002), is an attempt to solve problems and improve professional practices. The main source of data was a researcher-made questionnaire, which was validated and tried out. The research instrument made use of Likert' Scale to determine the rating of the respondents on the level of their engagement in the adoption and implementation of Philippine Professional Standards for Supervisors. Part 1 dealt with the current/previous practices of the district supervisors in connection to instructional supervision, technical assistance in school management, monitoring and evaluation, curriculum development, enrichment, and localization, learning outcomes assessment, research, and technical assistance. The second part deals with the extent of engagement in terms of supporting curriculum management and implementation, strengthening shared accountability, fostering a culture of continuous improvement, and developing self and others. Lastly are the challenges in the adoption and implementation of PPSS.

C. Data Analysis Plan

Frequency, ranking, and weighted mean were used to interpret and analyze the data.

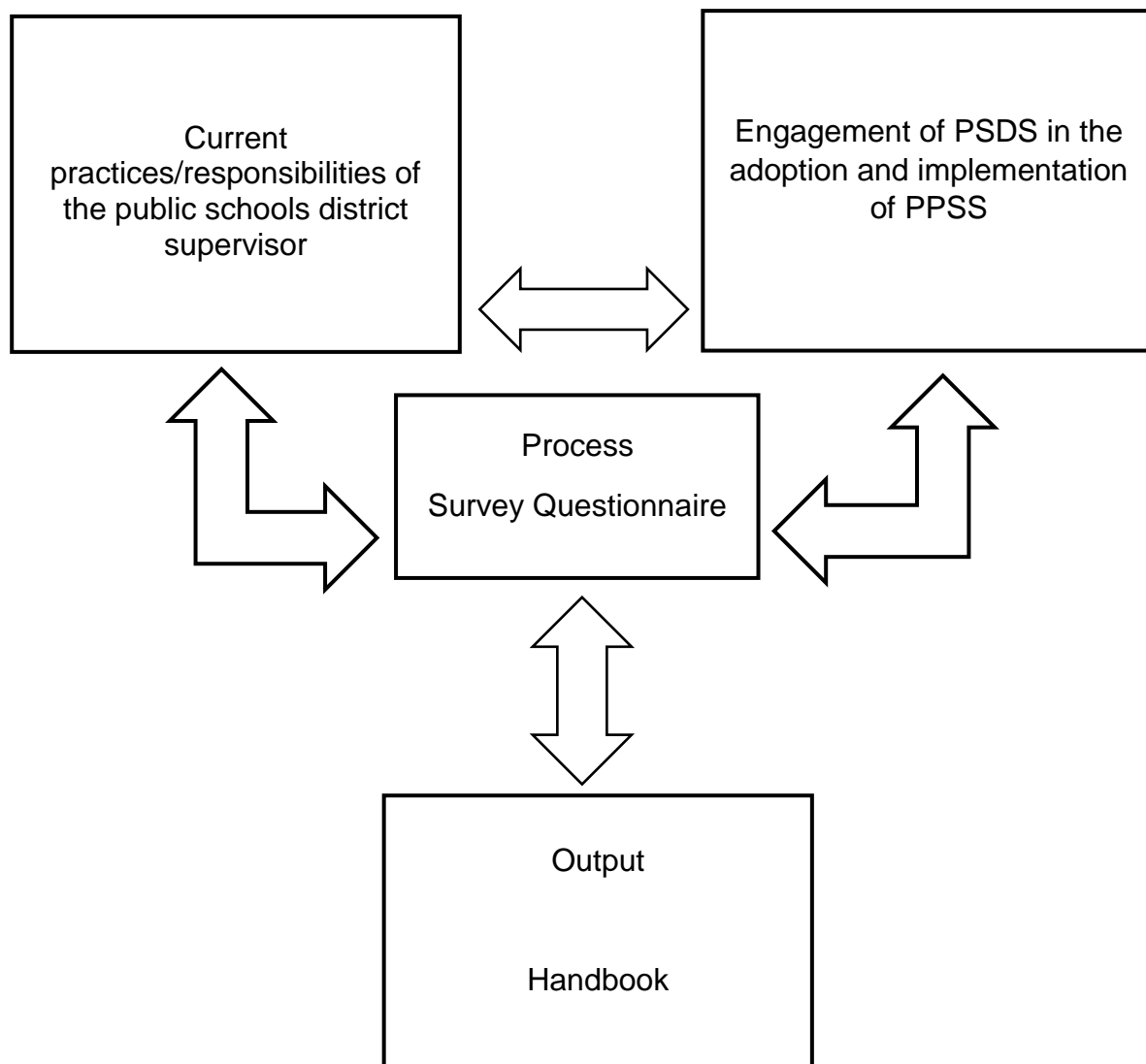


Figure: Conceptual Paradigm on Engagement in Adoption and Implementation of Philippine Professional Standards for Supervisors in Schools Division of Batangas Province

DISCUSSION OF RESULTS AND REFLECTION

SOP 1

Table 1: The current practices/responsibilities of the public school district supervisor in connection to instructional supervision.

No	STATEMENTS	Interpretation	
		Weighted Mean	Verbal Description
1	Provides guidance and instructional supervision to school heads, department heads, and master teachers by observing and gathering data on their strengths and development needs	3.72	Very Great Extent
2.	Coaches school heads towards improved instructional leadership practices.	3.75	Very Great Extent

3.	Observes and gathering data on the strengths and competency (KSA) development needs of teachers	3.56	Very Great Extent
4.	Coaches school heads on how to improve teachers' KSA in teaching-learning delivery.	3.72	Very Great Extent
5.	Assesses the situation of schools and learning centers, and identifying actions needed to put in place an enabling environment for school heads and teachers to deliver quality basic education	3.72	Very Great Extent
6.	Monitors and validates quarterly reports on learning progress and achievement, utilizing the the results to provide feedback to management for continuous enhancement of the curriculum. Ensures 100% of the required reports to be submitted	3.44	Very Great Extent
7.	Ensures the quality of instruction, models teaching practices, supervises the curriculum, and ensures the quality of teaching resources.	3.63	Very Great Extent
8.	Uses multiple sources of data as diagnostic tools to assess, identify, and apply instructional improvement.	3.44	Very Great Extent
	Over-all Weighted Mean	3.63	Very Great Extent

Table 1 presents the current practices and responsibilities of public school district supervisors in connection to instructional supervision. As seen in the table, the PSDS noted that they coach the school heads towards improved instructional leadership practices, with a weighted mean of 3.75, which ranked first and was interpreted to a very great extent. This supports the thought in Section 7 of RA 9155, on School District Level that the district supervisors provide professional and instructional advice and support to the school heads and teachers in line with the development of the school, specifically the learning outcomes. The PSDSs would facilitate the provision of technical assistance to all learning centers under their jurisdiction.

Guidance and instructional supervision were provided to school heads, department heads, and master teachers by observing and gathering data on their strengths and development needs. It coaches school heads on how to improve teachers' KSA in teaching-learning delivery and assesses the situation of schools and learning centers, identifying actions needed to put in place an enabling environment for school heads and teachers to deliver quality basic education. All of these have 3.72 weighted mean which ranked third.

The least agreement among district supervisors was the use of multiple sources of data as diagnostic tools to assess, identify, and apply instructional improvements, with a weighted mean of 3.44. This implies that due to the supervisors' hectic schedule of district supervisors, this important activity was neglected.

On the other hand, the implementation of all practices in connection to instructional supervision was rated to a very great extent, as reflected in the overall weighted mean of 3.63.

Table 2: The current practices/responsibilities of public school district supervisors in connection with technical assistance in school management.

No.	STATEMENTS	Interpretation	
		Weighted Mean	Verbal Description
1	Provides technical assistance in the formulation of school plans (e.g SIP) and adjusting them by conducting workshops, follow-through coaching, and providing appraisal and feedback on draft plans, so that all schools have approved plans as a basis for budgeting and resourcing.	3.69	Very Great Extent
2	Monitors and evaluate the school's implementation of their plans and submit reports to the Schools Division management team to provide feedback.	3.63	Very Great Extent
3	Coaches and guides the schools in their assigned district/school to effectively implement their programs and projects and attain their objectives.	3.72	Very Great Extent

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4	Coordinates and facilitates the conduct of orientation/induction programs for all newly hired teachers on their roles and responsibilities.	3.59	Very Great Extent
5	Collects and analyze accomplishment reports of school heads to monitor and follow up on the proper and timely implementation of school plans and programs and provide technical assistance when needed.	3.50	Very Great Extent
6	Provides motivation and encouragement to move forward and for continuous improvement.	3.78	Very Great Extent
7	Utilizes data to inform regional/Division TA providers in aid of policy formulation.	3.56	Very Great Extent
8	Shares information regarding the existence and /or availability of needed resources both from within and outside DepEd.	3.59	Very Great Extent
Over-all Weighted Mean:		3.63	Very Great Extent

Table 2 reveals the respondents' assessment of the current practices and responsibilities of the public school district supervisor in connection to technical assistance in school management. The indicator on the provision of motivation and encouragement to move forward and for continuous improvement has a weighted mean of 3.78, interpreted as a very great extent, and ranked first. The data revealed that they are focused on continuous improvement. In DepEd Order No. 44, s. 2015, clearly stated that in the preparation of the School Improvement Plan(SIP),this is considered the roadmap that lays down specific interventions that a school , with the help and support of the community and other stakeholders, will implement development activities integral to it are in the school such as projects under the Continuous Improvement Program (CIP).

Last rated among the items was the collection and analysis of accomplishment reports from school heads, to monitor and follow up on the proper and timely implementation of school plans and programs. Technical provide technical assistance when needed. obtained weighted mean of 3.50 was interpreted as a very great extent too. This result may be attributed to the fact that district supervisor could really attest to how they depend most of the time on provision of technical assistance to school heads. Overall, the composite mean of 3.63 indicates that district supervisors assess their practices in very great extent to school heads for giving technical assistance in school management.

Table 3 shows the currentpractices and responsibilities of the public school district supervisor in connection to monitoring and evaluation.

No.	STATEMENTS	Interpretation	
		Weighted Mean	Verbal Description
1	Conducts monitoring and evaluation on the utilization and liquidation of SEF,MOOE, and other funds to determine if schools adhere to the policy and standards, using pre-designed M & E and transparency tools.	3.72	Very Great Extent
2	Monitors SBM level of practice through validation of their documents and outputs to determine areas for development and possible provision of technical assistance to improve school performance.	3.63,	Very Great Extent
3	Monitors and evaluates private schools through ocular inspection of required documents to determine adherence to set standards as regards to permitting to operate renewal of operation, permit for recognition, GASTPE implementation, and accreditation.	3.63	Very Great Extent
4	Evaluates monthly/periodically school performance and accreditation.	3.69	Very Great Extent
5	Coaches school heads to intensify monitoring and evaluation of all school programs, projects, and activities.	3.63	Very Great Extent
6	Appraise clients on their performance status based on evaluations and provide feedback for continuous improvement.	3.66	Very Great Extent

7	Integrates behavior of change and gender equity to sustain an organizational culture to create a solution for effective change.	3.31	Very Great Extent
8	Develops monitoring and evaluation tools for evidence-based planning and decision-making for every program, project, and activity.	3.50	Very Great Extent
Over-all Weighted Mean:		3.59	Very Great Extent

Table 3 presents the extent of practices and responsibilities of the public school district supervisor in connection to monitoring and evaluation. It is shown in the table that topping on the list the district supervisors conduct monitoring and evaluation of the utilization and liquidation of SEF, MOOE, and other funds to determine if schools adhere to policies and standards, using pre-designed M & E and transparency tools. This had a weighted mean of 3.72, interpreted as a very great extent. This is supported by the general perspectives of SCOUTERS ROCK of the TEA Governance on intensifying the monitoring and auditing of MOOE and other school finances and requiring all school heads to implement honesty and integrity. Second in ranked is the district supervisors agree that they evaluate school performance and accomplishments monthly/periodically, with a weighted mean of 3.69, and interpreted as a very great extent. This result indicates that they are after the academic performance of the learners because they are responsible and accountable for the learning outcomes of all learners.

Least rated among the items was the integration of behavior change and gender equity to sustain an organizational culture to create solutions for effective change, which obtained a weighted mean of 3.31 and interpreted as a very great extent. This result may be attributed to the fact that their focus is primarily on instructional supervision and provision of technical support, more on the development of both teachers and learners.

It is noteworthy that most district supervisors are guided by their responsibilities, as reflected in their Key Result Areas (KRAs), when monitoring and evaluating their respective schools. This why this dimension obtained an overall weighted mean of 3.59.

Table 4: The current/previous practices/responsibilities of the public schools District supervisor in connection with curriculum development and localization

No.	STATEMENTS	Interpretation	
		Weighted Mean	Verbal Description
1	Conducts monitoring and evaluation of the school's implementation of the localized curriculum to provide feedback to management for continuous curriculum enhancement.	3.66	Very Great Extent
2	Shares information about the existence and/or availability of necessary resources from both within and outside DepEd.	3.22	Very Great Extent
3	Supports the development of competencies or of knowledge, skills, and attitudes, such skills in the use of technology.	3.63	Very Great Extent
4	Facilitates solutions to problems, gaps, or needs in specific areas of professional development.	3.66	Very Great Extent
5	Guides school heads in the development of programs and strategies to localize, indigenize, and contextualize competencies in the curriculum per subject area.	3.69	Very Great Extent
6	Supports school heads in the development of systems and mechanisms for managing and monitoring the localized and indigenized curriculum.	3.47	Very Great Extent
7	Serves as the focal person for the implementation of the ALS programs and employs powers and functions to ensure the effective and efficient implementation of ALS localized curriculum.	3.41	Very Great Extent
8	Provides learning resources aligned with the curriculum and supportive of various curriculum programs and modes of delivery, including those for learners with special needs.	3.72	Very Great Extent
Over-all Weighted Mean:		3.55	Very Great Extent

Table 4 shows the current practices and responsibilities of public school district supervisors in connection to curriculum development and localization. The above-mentioned results indicate that providing learning resources aligned with the curriculum and supportive of various curriculum programs and modes of delivery, including those for learners with special needs, ranked first among the indicators with a weighted mean of 3.72, and interpreted to a very great extent. Apparently, most of the district supervisors implemented a child-friendly school program specifically designed to address the needs of learners with special needs.

Meanwhile, as assessed by themselves, sharing information regarding the existence and/or availability of needed resources, both from within and outside DepEd ranked the lowest among the indicators, with a weighted mean of 3.22. This indicates that this indicator is merely one of the responsibilities of the school head to look for the resources needed in their respective schools. It can be seen that district supervisors are proficient in managing curriculum development and localization in their respective stations, as manifested by an overall weighted mean of 3.55.

Table 5: The current and previous practices and responsibilities of the public school district supervisor in connection to learning outcomes assessment.

No.	STATEMENTS	Interpretation	
		Weighted Mean	Verbal Description
1	Gathers results of assessment reports per district and per school, per subject area, and analyzes performance gaps to pinpoint causes and possible interventions to close the gap.	3.66	Very Great Extent
2	Drafts policy recommendations related to improving learning outcomes based on findings from studies and reports.	3.22	Great Extent
3	Provides assistance to improve academic performance/learning outcomes of the schools.	3.63	Very Great Extent
4	Ensuring effective program implementation and eventual achievement of higher or better learning outcomes.	3.66	Very Great Extent
5	Guides school heads in obtaining the involvement of stakeholders in monitoring students' learning outcomes.	3.69	Very Great Extent
6	Supports the development and management of the national education policy for educational assessment and quality assurance (QA).	3.47	Very Great Extent
7	Assists in the establishment of policies, standards, and guidelines relevant to the assessment and quality assurance of curriculum and learning delivery processes.	3.41	Very Great Extent
8	Guide the school heads through DepEd Order No.21. 2023, to provide quality education to all Filipino learners	3.72	Very Great Extent
	Over-all Weighted Mean:	3.56	Very Great Extent

Table 5 displays the current practices and responsibilities of public school district supervisors in connection to learning outcomes assessment. From the table, it can be seen that guiding the school heads through DepEd Order No.21, s. 2023 to provide quality education to all Filipino learners was in very great extent, with the highest obtained weighted mean of 3.72. This affirms the statement of Ilanan et.al (2020) which reiterated Batas Pambansa Blg. 232-Education Act of 1982 that one of the aims of educational system was developing the profession that will provide leadership for the nation in the advancement of knowledge for improving the quality of human life and responding effectively to the changing needs and conditions of the nation through a system of educational planning and evaluation. This fact would be a significant factor for the district supervisors to consider in the manifestation of their duties and responsibilities to be engaged in the implementation of DepEd programs and projects, which contribute much to attaining quality education.

Guides for school heads to obtain the involvement of stakeholders in monitoring students' learning outcomes was the second in rank with 3.69 weighted mean and was interpreted as a very great extent. This implies that the school system's successful operation depends on the coordination and orchestration of district supervisors, school heads, teachers, and stakeholders to attain the ultimate goal of education.

Lowest in rank with an obtained weighted mean of 3.22, district supervisors assessed that they should draft policy recommendations related to improving learning outcomes based on findings from studies and reports. It can be inferred that the respondents are not always prioritizing the drafting of policy recommendations because this is merely the obligation of

top management. Looking at the result of the district supervisors' assessment responses, it can be inferred that the respondents are proficient in learning outcomes assessment, having achieved a composite mean of 3.56.

Table 6 outlines the current and previous practices and responsibilities of public school district supervisors in connection to research.

No.	STATEMENTS	Interpretation	
		Weighted Mean	Verbal Description
1	Conducts action research on curriculum implementation, needs, and issues, appropriate interventions for the assigned district, as well as best practices, and submitting findings and recommendations for management action and policy formulations.	3.06	Great Extent
2	Motivates school heads and teachers to scale up research in all schools.	3.53	Very Great Extent
3	Participates in any research presentation	3.19	Great Extent
4	Serves as a speaker in research seminars/trainings.	2.84	Great Extent
5	Encourages every school head and teacher to have their action research/es.	3.69	Very Great Extent
6	Advocates the promotion of the use of assessment QA and research results for policy recommendation, review, and enhancement of the curriculum-related processes.	3.25	Very Great Extent
7	Guides the school heads in defining the focus, direction, and framework of education research for the curriculum and instruction strand.	3.34	Very Great Extent
8	Assist the school heads in linking with stakeholders for networking and benchmarking relevant to educational assessment and educational research.	3.47	Very Great Extent
	Over-all Weighted Mean:	3.30	Very Great Extent

As shown in Table 6, every school head and teacher to conduct their own action research, which obtained the highest weighted mean of 3.69 and is interpreted as a very great extent. This means that district supervisors are optimistic when it comes to research. This finding is in line with Pulmones, (2016) idea that research is essential in understanding how today's youth learn in the context of social media and accessible technology. How technology can be seamlessly integrated into the curriculum is fundamental, and that educators often ask. This can be answered by engaging in research. On the other hand, the district supervisors assessed that they motivate school heads and teachers to scale up research in all schools. This has 3.53 weighted mean, interpreted as veru great extent, and ranked second among the indicators. The data revealed that the results are parallel as far as to the concern of the district supervisors in the conduct of research.

Lowest in rank with an obtained weighted mean of 2.53, interpreted to a great extent, is serving as a speaker in research seminars/trainings. Based on the result, it can be inferred that the district supervisor has limited chances to serve as a resource speaker in research endeavors. Looking at the whole picture, it can be said that the district supervisors are highly proficient in seeing their subordinates respond to the importance of research, with a computed composite mean of 2.30

Table 7: The current/previous practices and responsibilities of the public school district supervisor in connection to technical assistance.

No.	STATEMENTS	Interpretation	
		Weighted Mean	Verbal Description
1	Assesses the situation and analyzes the needs of schools in the district to identify appropriate and relevant actions and interventions.	3.63	Great Extent
2	Coordinates with the EPS concerned to arrive at a technical assistance plan for each district.	3.56	Very Great Extent
3	Coaches the school head in implementing interventions related to curriculum and instructional delivery.	3.66	Great Extent

4	Prepares and submit periodic reports on the progress of technical assistance provided to schools.	3.66	Great Extent
5	Prepares and submits reports on the results of technical assistance and corresponding policy recommendations for management's consideration.	3.50	Very Great Extent
6	Regularly appraises clients on the status of their performance and functions.	3.44	Very Great Extent
7	Provides motivation and encouragement to move forward and for continuous improvement.	3.41	Great Extent
8	Guides and assists them in planning, strategizing, implementing plans, and evaluating performance, and accomplishments.	3.72	Very Great Extent
	Over-all Weighted Mean:	3.57	Very Great Extent

Table 7 presents the current practices/responsibilities of the public school district supervisor in connection to technical assistance. From the table, it is clear that the district supervisors guide and help clients in planning, strategizing, implementing plans, evaluating performance, and accomplishments. This indicator received the highest weighted mean of 3.72, interpreted as a very great extent. It was followed by coaching the school head in implementing interventions related to curriculum implementation and instructional delivery and coaching the school head in implementing interventions related to curriculum implementation and instructional delivery; and preparing and submitting periodic reports on the program of the technical assistance being provided to the school. These two indicators gained similar weighted mean of 3.66 with a verbal description of great extent. These results are valid observations since the majority of the district supervisors are sincere in guiding and coaching the school heads to upgrade their competencies in managing their respective schools. As mentioned by Pawilen et.al (2019), leadership and collaboration are essential elements in ensuring success in all educational endeavors. The kind of leadership that school administrators provide could inspire teachers, staff, and other school personnel to pursue important educational goals, which can be translated into the successful achievement of students in their studies. When we speak of leadership, we mean effective leadership that fosters more innovation in a creative organizational environment. And when we talk of collaboration, it should be meaningful and constructive, allowing for creativity, critical thinking, problem-solving, and decision-making. Thus, it is important to understand what drives effective leadership and meaningful collaboration in schools.

Provision of motivation and encouragement to move forward and for continuous improvement is the lowest among the indicators with a 3.41 weighted mean, interpreted as a great extent. This implies that most of the school heads are motivated and encouraged to do their significant parts for continuous improvement. Leading an organization with specific purposes should be a collaborative effort among educational leaders. This is how district supervisors respond specifically in the provision of technical assistance to their clients, which why this dimension has a composite mean of 3.57.

Sop 2

Table 8: The extent of engagement of PSDS in the adoption and implementation of PPSS in terms of supporting curriculum management and implementation.

No.	Statement	Weighted Mean	Verbal Description
1	curriculum implementation	3.72	Very Great Extent
2	curriculum innovation	3.75	Very Great Extent
3	curriculum contextualization	3.56	Very Great Extent
4	learning resource development	3.72	Very Great Extent
5	learning resource management	3.72	Very Great Extent
6	learning outcomes assessment	3.44	Very Great Extent
7	planning and managing curriculum development and delivery	3.63	Very Great Extent
8	assessment and evaluation of the curriculum	3.44	Very Great Extent
	Over-all Weighted Mean	3.62	Very Great Extent

Table 8 presents the extent of engagement of PSDS in the adoption and implementation of PPSS in terms of supporting curriculum management and implementation. It can be seen from the table that curriculum innovation obtained the highest weighted mean of 3.75, interpreted as a very great extent. This indicates that the district supervisors have high priority in

curriculum innovation. This is in line with the idea of Pawilen et.al (2019), he discussed that the kind of leadership from school administrators can inspire teachers, staff, and other school personnel to pursue important education goals, which can be translated in the successful achievements of students in their studies. When we speak of leadership, we mean effective leadership that fosters more innovation in a creative organizational environment.

The least observed activity was learning outcomes assessment, with a weighted mean of 3.44. This implies that this is a commonly observe activity for district supervisors, and as far as curriculum management and implementation they are after for creating conducive learning environment with end for enrichment of curriculum and achieve the expected performance of learners. Overall, the respondents were perceived to be highly proficient in supporting curriculum management and implementation, with a composite mean of 3.62. This result indicates that district supervisors value the importance of curriculum in attaining quality education.

Table 9 shows the extent of engagement of PSDS in the adoption and implementation of PPSS in terms of strengthening shared accountability.

No.	Statement	Weighted Mean	Verbal Description
1	Provides educational development plan operationalization	3.69	Very Great Extent
2	Gives technical assistance provision	3.63	Very Great Extent
3	Facilitates policy review and recommendation	3.72	Very Great Extent
4	Encourages schools to initiate programs/projects towards increasing performance and improving SBM level of practice.	3.59	Very Great Extent
5	Provides support to the organization's vision and mission, thus encouraging everyone to work towards common goal.	3.50	Very Great Extent
6	Guides school heads in empowering them to hold school-level decision makers accountable for their actions.	3.78	Very Great Extent
7	Inculcates to school heads that they are prime- movers and the immediate implementers of change within the organization.	3.56	Very Great Extent
8	Coach and guide the school heads in the implementation of school-based management.	3.59	Very Great Extent
Over-all Weighted Mean:		3.63	Very Great Extent

Table 9 presents the extent of engagement of PSDS in the adoption and implementation of PPSS in terms of strengthening shared accountability. It is shown in the table that the top item on the list is guiding school heads in empowering them to hold school-level decision makers accountable for their actions, with a weighted mean of 3.78, interpreted as a very great extent. It was followed by facilitating policy review and recommendation, with a weighted mean of 3.72, interpreted as a very great extent. This implies that the district supervisors are very particular in enhancing the school head's capability in managing their work environment. This is in line with Batas Pambansa Blg. 232-Education Act of 1982, which was reiterated by Ilanan et al (2020) that one of the aims of educational system was developing the profession that will provide leadership for the nation in the advancement of knowledge for improving the quality of human life and responding effectively to the changing needs and conditions of the nation through a system of educational planning and evaluation.

Overall, it can be concluded that the district supervisors are proficient in strengthening shared accountability, with a composite weighted mean of 3.63.

Table 10 shows the extent of engagement of PSDS in the adoption and implementation of PPSS in terms of fostering a culture of continuous improvement,

No.		Weighted Mean	Verbal Description
1	support for instructional leadership	3.72	Very Great Extent
2	ICT-based innovations	3.63	Very Great Extent
3	culture of research	3.63	Very Great Extent
4	communities of practice	3.69	Very Great Extent

5	communication of platforms	3.63	Very Great Extent
6	partnership and linkages	3.66	Very Great Extent
7	assistance for improvement and evaluation of changes	3.31	Very Great Extent
8	improvement of teaching and learning environment	3.50	Very Great Extent
Over-all weighted Mean		3.59	Very Great Extent

Table 10 shows the extent of engagement of PSDS in adopting and implementing PPSS to foster a culture of continuous improvement.

It can be gleaned from Table 10 that respondents revealed very great support for instructional leadership, with a weighted mean of 3.72, interpreted as a very great extent. This is in line to the idea of Bojeun's (2014) idea that leadership is focused on persuading others to contribute to a common goal or a common set of objectives, moving beyond personal goals and contributing to the defined team goal or vision. It can range from driving an organization or large corporate entity to leading a small team or key players. The ability of a leader to achieve common goals by inspiring others to follow him or her to a common objective implies that the impact of a leader is not the actual production, innovation, or output but instead the output of the team as it follows the leader. The output of the team is the basis upon which the quality of the leader is measured. Followed by the weighted mean of 3.69 which was communities of practice interpreted to a very great extent also.

Finally, the respondents' perception of assistance for improvement and evaluation of changes was assessed, with a weighted mean of 3.31 interpreted as a very great extent. Looking at the results of the district supervisors' assessment responses, it can be summarized that the respondents are proficient in fostering a culture of continuous improvement.

Table 11: The extent of engagement of PSDS in the adoption and implementation of PPSS in terms of developing self and others,

No.	Statement	Verbal Description
1	rewards and recognition mechanism	Very Great Extent
2	learning and development	Very Great Extent
3	professional networks	Very Great Extent
4	professional development	Very Great Extent
5	professional reflection to improve practice	Very Great Extent
6	Commitment in ensuring people and team effectiveness.	Very Great Extent
7	guidance for school heads for development and continuum of professional practice	Very Great Extent
8	Career progression guidance.	Very Great Extent
Over-all Weighted Mean		Very Great Extent

Table 11 presents the extent of engagement of PSDS in the adoption and implementation of PPSS in terms of developing themselves and others. It can be seen from the table that they guide the school heads for the development and continuum of professional practice with a weighted mean of 3.69, interpreted to a very great extent. This is followed by professional networks, professional development, and professional reflection to improve practice, all of which have weighted mean of 3.59 and are interpreted to a very great extent. These imply the opinion of Cuntapay (2014) that district supervisors must possess the qualities to influence others to do tasks effectively. Most importantly, they know and follow the Code of Ethics. They apply the concepts of appreciative inquiry and servant leadership at all times and exhibit desirable attitudes towards others.

Last in rank is the commitment to ensuring people and team effectiveness, as career progression guidance, which gain 3.50, interpreted to a very great extent. These show that district supervisors are resilient in handling teams with attitudes for development. Summarizing the data, the respondents are considered as highly proficient in terms of developing self and others with an overall weighted mean of 3.57.

SOP 3

Table 12: the challenges encountered by the Public Schools District Supervisors in adopting and implementing PPSS

No.	Statement	Weighted Mean	Verbal Description
1	Inadequate time to carry out all tasks/responsibilities of the district supervisor:	3.47	Strongly Agree
2	Agree that there is mismanagement of time due to numerous LGU activities.	3.00	Agree
3	Agree that there is insufficient provision of technical advice and further training regarding PPSS	2.94	Agree
4	Conflict in schedule in performing PPSS activities and other tasks delegated by the DepEd top management.	3.22	Agree
5	No specific implementation guide for PPSS adoption.	2.88	Agree
6	Excessive paperwork for supervisors and school heads.	3.16	Agree
7	Physical exhaustion caused by strong efforts to make things work.	3.13	Agree
8	Mental exhaustion brought on by innumerable issues to be solved.	2.84	Agree
9	Inadequate determination and motivation to meet challenging tasks and come up with the best solution possible.	2.81	Agree
10	Insufficient orientation program intended for the adoption and implementation of PPSS.	2.88	Agree
Overall weighted mean		3.03	Agree

Table 12 presents the challenges encountered by the Public Schools District Supervisors in the adoption and implementation of PPSS.

It can be seen in the table that, based on the district supervisor-respondents' assessment, most of them had inadequate time to carry out all tasks/responsibilities of the district supervisor, received the highest weighted mean of 3.47 and was interpreted as strongly agree. This implies that district supervisors are truly dedicated and committed to fulfilling their obligations and responsibilities for the welfare of their clients. Though, they are doing multi-tasking jobs still want more time to exercise their functions. This was followed of conflict in schedule in performing PPSS activities and other tasks delegated by the DepEd top management. Respondents agreed on this indicator as shown by a weighted mean of 3.22.

From the table, it can be seen that the lowest ranked factor is inadequate determination and motivation to meet challenging tasks and to come up with the best possible solution possible, with a weighted mean of 2.81. It can be depicted that majority of the respondents had the capacity to handle challenging tasks in managing their respective station.

As indicated by the district supervisors, there are other problems encountered in the implementation and adoption of PPSS. These are: distance of the station from their home; multitasks from different sectors or divisions; delayed orientation of PPSS in the field and crafting templates in rating; IRR for the adoption of PPSS; overlapping of activities that somehow affect the delivery and execution of planned tasks; unavailability of implementing guidelines to be used in IPCR; time constraints, specifically in conducting research studies; overlapping activities ; financial resources to sustain educational PPAs; voluminous tasks assigned; too much interference of LGU in DepEd programs and other matters that are beyond their control and limitation; implementation of instructional supervision due to numerous activities; and the travel time to the work station sometimes affects the nature of the job.

As revealed from the data, there are problems that need to be addressed in the implementation and adoption of PPSS.

ACTION PLAN

Action Research Work Plan and Timelines:

TARGET DATES		
End of Project	Dissemination Period	Final Report
S.Y. 2024-2025	S.Y. 2023-2024	December 2025

Findings:

From the data, the following were obtained:

Table 1 presents the assessed responses on current practices and responsibilities of public schools district supervisors. The implementation of all practices in connection to instructional supervision, technical assistance in school management, monitoring and evaluation, curriculum development and localization, learning outcomes assessment,

research, and technical assistance with a weighted mean ranging from 3.30 to 3.63 respectively. It was all rated to a very great extent. It means that PSDSs are very much aware of their respective tasks mandated to them as DepEd leaders.

Table 2 shows the extent of engagement of PSDSs in the adoption and implementation of PPSS in terms of supporting curriculum management and implementation, strengthening shared accountability, fostering a culture of continuous improvement and developing self and others with a weighted mean ranging from 3.57-3.62 and was rated to very great extent. This implies that PSDSs are very much committed on the adoption and implementation of PPSS.

Table 3 presents the challenges encountered by the PSDSs in the adoption and implementation of PPSS. The top 3 challenges encountered by the district supervisors were inadequate time to carry out all tasks/responsibilities with a weighted mean of 3.47 interpreted as strongly agree, followed by conflict in schedule in performing PPSS activities and other tasks delegated by the DepEd top management and excessive paperwork for supervisors and school heads, with a weighted mean of 3.33 and 3.16 respectively, both interpreted as strongly agree. This means that PSDS is most often put into multi-tasking and extensive stress-related situations. Whereas inadequate determination and motivation to meet challenging tasks and not coming up with the best solution possible served as last challenge encountered by PSDS.

CONCLUSION

Based on the findings of the study, the following conclusions are given.

1. The experiences of the Public Schools District Supervisors in managing their assigned district/sub-office are manifested in the analyzed scenario of their adoption and implementation of Philippine Professional Standards for Supervisors in Schools Division of Batangas Province.
2. Positive attitude, creativity, and resiliency are in great extent among the district supervisors in their behaviors in the implementation and adoption of PPSS.
3. There are several problems that Public Schools District Supervisors have encountered, but the most common problem that they have faced is inadequate time to carry out all tasks and responsibilities of the district supervisor.
4. The proposed handbook or module that can be tried out to use may help as guide in the implementation and adoption of PPSS.

RECOMMENDATIONS:

In the light of the findings of the study's findings, the following recommendations are offered:

1. Enhancement programs for Public Schools District Supervisors may be conducted to increase their knowledge and skills in their engagement in the adoption and implementation of PPSS.
2. Problems related to issues and concerns in adoption and implementation of PPSS need to be studied and addressed appropriately.
2. The proposed module may be presented to DepEd officials for their review and suggestions before it can be used in public elementary and secondary schools.
3. A similar study should be conducted to substantiate the current findings.

Budget Item	Budget Requirement
Typewriting - - 500.00	Materials
Other expenses- - 500.00	and miscellaneous expenses
Total Php1,000.00	Php 1,000.00

Dissemination Activities	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
1. Apply for the DCBER and other research presentations.						
2. Review all comments and suggestions from the presentations that have been participated in for the improvement of the study						
3. Apply for the improvement of my study.						
4. Utilization of the result through the conduct of programs, projects, and other activities as reflected in the prepared intervention plan.						
5. Documentation/compilation of all accomplished programs/projects/activities.						
6. Reporting of accomplishment to the concerned offices.						
7. Planning for the next/follow-up study.						

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[2] *Republic Act. No. 9155, or the “ Governance of Basic Education Act of 2001”*

[3] *DepEd Order No. 42, s. 2017, Philippine Professional Standards for Teachers (PPST) Resource Package, Department of Education, Meralco Drive, Pasig City.*

[4] *DepEd Order No. 44, s. 2015. Guidelines on the Enhanced School Improvement Planning, Process and School Report Card. Department of Education, Meralco Drive, Pasig City.*