

Public Schools District Supervisors' Operational Readiness, Commitment, and Difficulties

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Abstract:

The study examined supervisor readiness, commitment, and encountered difficulties within a large educational division in Central Visayas, Philippines during the 2023-2024 school year. Using a descriptive research design with 50 supervisors as respondents, data was collected through a self-made questionnaire. Findings revealed high levels of readiness and commitment among supervisors, particularly in supporting curriculum management and fostering continuous improvement. However, difficulties included managing team conflicts, recruiting qualified staff, and aligning curriculum with standards. Demographic factors such as age and length of service significantly influenced these aspects. Recommendations stress the need for ongoing professional development and targeted interventions to address operational challenges and enhance district effectiveness.

Keywords: Supervisor readiness, Commitment, Educational district operations, Difficulties, Demographic factors.

Introduction:

Nature of the Problem

Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, aims to enhance the Philippine basic education system by granting autonomy to schools and empowering local school boards. This legislation seeks to improve educational quality through curriculum enhancement, innovative teaching methods, and better learning resources. Education plays a crucial role in national development, relying heavily on committed and capable stakeholders, particularly education supervisors. In the Philippines, the Department of Education (DepEd) operates through a decentralized structure where districts are pivotal in implementing educational policies and programs.

The success of district operations hinges on effective DepEd supervisors who support curriculum management, foster shared accountability, promote continuous improvement, and develop professional capacities. The Philippine Professional Standards for Teachers (PPST) and upcoming standards for school heads and supervisors guide professional development initiatives and accountability measures within the National Educators Academy of the Philippines (NEAP). Curriculum management and implementation are critical in influencing instructional quality and learning outcomes. With the adoption of the K to 12 curriculum and new pedagogical approaches, the Philippine education system has undergone significant transformation.

Shared accountability is essential for creating a cohesive educational environment, yet challenges such as responsibility distribution and communication gaps among DepEd supervisors need addressing. Continuous improvement is fundamental in adapting to evolving educational practices and the demands of the 21st-century learning environment. However, the extent to which DepEd supervisors foster this culture within districts requires exploration and support. Addressing gaps in DepEd supervisors' roles in curriculum management, shared accountability, continuous improvement, and professional development is crucial for enhancing district operations and improving educational quality locally.

Current State of Knowledge

DepEd Supervisors' readiness to effectively operate within their districts is influenced by multiple factors, including instructional leadership, strategic management, human resource development, and policy implementation at various governance levels. International literature highlights the critical role of school leaders and central office administrators in fostering academic achievement, effective curriculum delivery, and positive school climates through

strategic leadership and partnerships (Duncheon & Muñoz, 2019; Honig & Rainey, 2014; Dias, 2018). Locally, the implementation of Republic Act No. 9155 and subsequent policies such as EO 366 and the DepEd Rationalization Plan have significantly restructured governance, clarifying roles across central, regional, and division levels to enhance accountability, efficiency, and responsiveness to educational reforms. This rationalization process, led by the Bureau of Human Resources and Organization Development (BHRD), emphasizes the importance of a clear functional structure, appropriate staffing, and continuous capacity building to prepare supervisors in supporting educational goals and adapting to the evolving demands of the school system.

The effective operation and management of education systems heavily depend on the readiness of supervisors and the strategic utilization of human resources. In countries like Indonesia, Malaysia, and Australia, ministries of education emphasize structured curricula, teacher development, and stakeholder involvement as essential components (Abdullah et al., 2020; Wahyudi & Budiman, 2019). However, curriculum implementation often faces challenges due to insufficient training and limited administrative support (Ramli & Zainal, 2021), while strategic management aligned with human capital development plays a key role in improving institutional performance (Harris & Jones, 2018). Effective school leadership is characterized by dedication, collaboration, and adaptability, fostering environments where students and teachers alike can thrive (Tan & Tan, 2020). Consequently, supervisors and administrators must possess competence, commitment, and vision to sustain continuous school improvement.

Integral to this readiness is the commitment of DepEd supervisors, which plays a crucial role in sustaining high-quality education and promoting teacher effectiveness across schools. Committed supervisors influence the teaching environment by encouraging professional growth, accountability, and innovation in instructional practices. Teachers mirror this commitment by focusing on student needs, employing diverse strategies to address learning gaps, and engaging in school and community initiatives (Thien, Razak, & Ramayah, 2015; Cox, 2017). Professional development through workshops and training enhances teachers' instructional competence and adaptability to the demands of 21st-century education (William, Maddock, & Carruthers, 2020). Research shows that teacher commitment extends beyond classroom instruction to include loyalty and engagement with student well-being (Palestina et al., 2020), and that positive school climate and diversity practices, supported by effective leadership, are linked to teachers' affective commitment, which significantly impacts their performance (Amos et al., 2021). Furthermore, school-community partnerships and sound financial management also strengthen education delivery, highlighting the multifaceted responsibilities of supervisors in harmonizing academic and operational functions for student success (Cabardo, 2016; Espiritu, 2020).

Despite this preparedness and commitment, DepEd supervisors face numerous operational difficulties that challenge their effectiveness. Literature identifies key issues such as limited stakeholder participation in planning and policy execution, which undermines transparency and collaborative governance (Neva, 2018; Torres, 2020). The integration of ICT, though beneficial, presents obstacles due to unequal access and the ongoing need for upskilling (Dogniez, 2019). Conflict within schools remains a critical concern, underscoring the need for supervisors to develop strong conflict resolution skills (Mejia & Arpon, 2021). Additionally, power dynamics and inexperience can hinder decision-making and feedback processes (Tuma et al., 2019; Zhang et al., 2017). Supervisors also juggle continuous improvement projects while managing curriculum implementation, often hampered by teachers' limited training and time constraints (Nevenglosky et al., 2019; Rahman et al., 2019). Translating professional development and instructional methods into consistent student performance gains proves difficult, indicating systemic challenges (San Antonio, 2015; Lim, 2016). Collectively, these difficulties highlight the need for coordinated approaches involving leadership development, training, stakeholder engagement, and systemic support.

Complementing these insights, this study explored the relationship between school heads' conflict management skills—specifically negotiation, amicable settlement, and reprimand—and teachers' performance using a descriptive research design. Findings indicated that school heads generally demonstrated high conflict resolution skills across various demographics, with significant differences based on plantilla position and educational attainment. While teacher performance was rated very satisfactory, no significant relationship was found between conflict management skills and teacher performance, suggesting that other factors such as personality, experience, teacher support, and student context may also influence outcomes. The study underscores the importance for school leaders to develop strategic management skills, pursue further education, and focus on instructional leadership (Sedigo et al., 2024).

Theoretical Underpinnings

This study is grounded on three key theories that collectively explain the readiness, commitment, and cognitive capacity of individuals within an organization, particularly in the educational setting. First, the Organizational Readiness Theory by Armenakis and Harris (2002) highlights the importance of an organization's capacity, resources, and willingness to embrace change. It emphasizes that successful implementation of new initiatives depends on the preparedness of both the system and its members, accounting for structural support and psychological readiness.

Second, the Three-Component Model of Commitment by Meyer and Allen (1991) explains employee attachment to an organization through affective, continuance, and normative commitment. In the school context, this model reflects

how personnel align with institutional values, remain due to practical or emotional investments, and feel morally obligated to fulfill their roles, especially amid workplace changes.

Lastly, the Cognitive Load Theory by Sweller (1988) underscores the limitations of working memory in processing new information. It suggests that instructional design should minimize extraneous load, manage intrinsic load, and promote germane load to enhance learning outcomes. This theory is particularly relevant in evaluating how educators handle instructional complexity and adapt to systemic shifts.

Objectives

The study aimed to determine the level of DepEd supervisor's readiness, commitment, and difficulties in the operation within a large-sized division of Central Visayas, Philippines during the School Year 2023-2024. Specifically, this study sought to answer the following questions: 1.) What is the supervisor's level of readiness in the operation of the district in terms of supporting curriculum management and implementation, strengthening shared accountability, fostering a culture of continuous improvement, and developing self and others. 2.) What is the supervisor's level of commitment to the operation of the district according to the aforementioned areas? 3.) What is the supervisor's level of difficulties in the operation of the district according to the aforementioned areas? 4.) Is there a significant relationship between the supervisor's level of readiness and the level of commitment in the operation of the district when grouped and compared according to the aforementioned variables?

Methodology:

This section presents the research design, the study's locale, the study subject and respondent the study, the data gathering instrument's validity and reliability, the data gathering procedure, analytical schemes, and statistical tools, which contributed to a better understanding of the study.

Research Design

This study used the descriptive research design to determine the supervisors' readiness, commitment, and difficulties encountered in the operation of the districts within the large-sized division of Central Visayas, Philippines. The use of this design is justified by its ability to systematically assess and describe existing conditions, behaviors, and perspectives (Dudovsky, 2017), making it particularly suitable for capturing real-time insights from district supervisors. It allows for the exploration of patterns and trends in supervisory performance, commitment, and operational challenges. By employing a self-made survey questionnaire, the study gathers measurable data that reflects the actual experiences of supervisors, providing a structured and comprehensive view of their roles. This design aligns well with the study's objectives and ensures that findings are both reflective of current realities and informative for potential improvements in district operations, thereby making it an appropriate and effective methodological choice.

Study Respondents

The respondents of the study are the 50 school heads in a large-sized division of Region VII, Central Visayas. The study employed purposive sampling to select the respondents, ensuring that individuals with relevant expertise and experience in the educational leadership domain were included

Instruments

This study utilized a self-made questionnaire to collect data from school heads respondent, consisting of two parts: Part 1 gathered demographic information (age, sex, educational attainment, length of service and average family monthly income), while Part 2 focused on their levels of readiness (in supporting curriculum management and implementation, strengthening shared accountability, fostering a culture of continuous improvement, and developing self and others), commitment, and difficulties, with each major variable containing 20 items divided into three key areas. Responses were rated using a five-point Likert scale from 1 (almost never) to 5 (always). To ensure validity, five experts in education and research reviewed the instrument for face and content validation, resulting in a validity score of 4.77, rated as "Excellent." Reliability was tested through a dry run with 30 school heads using Cronbach's Alpha, yielding scores of 0.897 (excellent) for readiness, 0.992 (excellent) for commitment, and 0.996 (excellent) for difficulties, confirming the instrument's consistency and reliability.

Data Gathering Procedure

A letter of request addressed to the Schools Division Superintendent for the conduct of the study within the Division of Negros Oriental, Region VII, Central Visayas, was submitted. Upon approval, the request letter was distributed to the public school district supervisors. Questionnaires were administered to target respondents after securing approval for the second request.

The researcher scheduled the administration of the research instrument to avoid inconvenience and unpreparedness. The researcher administered the instrument personally to ensure the data's truthfulness and one hundred percent retrieval. It was carried out through email and instant messaging.

The data gathered from the respondents' responses were tallied and tabulated using the appropriate statistical tools. The raw data was transformed into numerical code guided by a coding manual. This allowed computer processing, statistical derivations, and tabular presentation. The Statistical Package for Social Sciences (SPSS) was used to process the encoded data in the computer.

Data Analysis and Statistical Treatment

Objective No. 1 used the descriptive analytical scheme and mean to determine the supervisor's level of readiness in the operation of the district in terms of four (4) key areas, namely: (1) supporting curriculum management and implementation, (2) strengthening shared accountability, (3) fostering a culture of continuous improvement, and (4) developing self and others.

Objective No. 2 used the descriptive analytical scheme and mean to determine the supervisor's level of commitment to the operation of the district according to the aforementioned areas.

Objective No. 3 used the descriptive analytical scheme and mean to determine the supervisor's level of difficulties encountered in the operation of the district according to the aforementioned areas.

Objective No. 4 used the relational analytical scheme and Spearman Rho to determine the significant relationship between the supervisor's level of readiness to the operation of the district and the level of commitment according to the aforementioned variable.

Ethical Consideration

Significant ethical considerations were carefully adopted during the conduct of the research study to promote, protect, and respect the basic personal and constitutional rights of all respondent-participants to this undertaking which included the two (2) basic protocols, thus: (a) informed consent. Respondents are to be made aware of the purpose of the study, making sure that the research work does no harm nor have any potential impact on them and that they are able to make an informed decision whether to participate or not because it is voluntary, hence free from any form of coercion; and (b) respondents must have thorough knowledge that the information/responses given should be treated with the utmost confidentiality and in any manner, exercise anonymity by strictly securing any information under the protection of data privacy such that the identity of the respondents will remain unknown and that the responses and data gathered are used solely according to the purpose and intent of the research study.

Results and Discussion

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Supervisors' Level of Readiness in the Operation of the district in terms of Supporting Curriculum Management and Implementation, Strengthening Shared Accountability, fostering a Culture of Continuous Improvement, and Developing Self and Others

Table 1

Supervisors' Level of Readiness in the Operation of the district in terms of Supporting Curriculum Management and Implementation

Supporting Curriculum Management and Implementation Items	Mean	Interpretation
<i>As a Supervisor, I ...</i>		
1. understand the overall objectives of the curriculum	4.68	Very High Level
2. access to the necessary textbooks, teaching materials, and technology required for implementing the curriculum	4.58	Very High Level
3. rate the readiness of teachers to implement the new curriculum	4.48	High Level
4. undergone training or professional development related to the curriculum	4.50	Very High Level
5. monitor the progress of curriculum implementation.	4.78	Very High Level
Overall Mean	4.60	Very High Level

Table 1 presents the supervisor's readiness level in the district's operation in terms of supporting curriculum management and implementation. It obtained an overall mean score of 4.60, interpreted as a very high level. Veering closely, item No. 5 obtained the highest mean of 4.48, or a very high level, on monitoring the progress of curriculum implementation. On the other hand, the lowest mean score of 4.48 was obtained by item No. 3 on rating the readiness of teachers to implement the new curriculum, interpreted as high level.

The results imply that the respondents still need to determine whether their teachers are ready to implement the new curriculum. This is because not all teachers had undergone training for the implementation of the new curriculum and learning resources to be used. In addition, as part of preparing the new curriculum, school heads, principals, supervisors, and curriculum chiefs must also undergo orientation.

Nevenglosky, Cale, and Aguilar (2019) identified the hindering factors in the curriculum implementation as (a) the need of the teachers for additional information concerning the importance of the program and the curriculum, (b) demands on additional working time for teachers who would be taken from their time, and (c) development of fidelity through administrator's support.

Table 2
Supervisor's Level of Readiness in the Operation of the district in terms of Strengthening Shared Accountability

Strengthening Shared Accountability Items	Mean	Interpretation
<i>As a Supervisor, I ...</i>		
1. provide examples of how shared accountability is currently practiced within the organization.	4.72	Very High Level
2. collaborate to ensure readiness.	4.84	Very High Level
3. encourage collective responsibility for preparedness.	4.50	Very High Level
4. facilitate shared accountability in readiness efforts.	4.42	High Level
5. enhance team members readiness	4.54	Very High Level
Overall Mean	4.60	Very High Level

Table 2 shows the supervisor's level of readiness in the operation of the district in terms of strengthening shared accountability. The results disclosed an overall mean score of 4.60, interpreted as a very high level. Further, the highest mean of 4.84, interpreted as a very high level, was on item no. 2, which is to collaborate to ensure readiness. At the same time, the lowest mean score of 4.42 or a high level was obtained by item no. 4 to facilitate shared accountability in readiness efforts.

The results imply that some of the respondents are hesitant to share some of their responsibilities with their subordinates and colleagues. This is because there are specific responsibilities that can be done only by school heads, such as financial, human resource management, and policy issues. Moreover, most school heads delegate work assignments to teachers because they are confident that the teacher can deliver or has the capacity to perform the assigned task perfectly.

Lapuz and Pecajas (2022) reported that the school heads have accountability for managing all school affairs. They are accountable for the pupils' learning outcomes, the teachers' personal and professional development, establishing a conducive learning environment, maintaining networking and linkages among both internal and external stakeholders, and the performance of the school. Thus, the success and failure of the school depend on the kind of head it has.

Table 3
Supervisor's Level of Readiness in the Operation of the district in terms of Fostering a Culture of Continuous Improvement

Fostering a Culture of Continuous Improvement Items	Mean	Interpretation
<i>As a Supervisor, I ...</i>		
1. provide examples of how continuous improvement in the context of readiness.	4.48	High Level
2. provide feedback on readiness processes and procedures.	4.60	Very High Level
3. encourage the integration of innovative technologies to improve readiness.	4.56	Very High Level
4. update the skills of team members involved in readiness.	4.42	High Level
5. collaborate to share insights and best practices related to readiness.	4.54	Very High Level
Overall Mean	4.52	Very High Level

Table 3 depicts the supervisor' level of readiness in the operation of the district in terms of fostering a culture of continuous improvement. It revealed that the respondents assessed an overall mean score was 4.52 and interpreted it as very high level. The highest mean of 4.60 interpreted as very high level was on item no. 2 on providing feedback

on readiness processes and procedures. Whereas the lowest mean score of 4.42 or high level was on item no. 4 which is on updating the skills of team members involved in readiness.

The results imply that the respondents were less prepared to update the skills of team members. Teamwork between school heads, supervisors, teachers, and staff is one of the elements that can unite an organization in achieving quality improvement. The school heads must put action into practice through the nature of the collaboration, commitment, and participation of all personnel in the improvement district programs.

The result relates to that of Shakman et al. (2020). To build the foundation for a continuous improvement effort, it is important to take stock of school or district resources and of educators' readiness to make meaningful improvements toward achieving the goal and identify where capacity needs to be built. This should be conducted by the school heads and supervisors but should involve other stakeholders, such as relevant school and teacher leaders.

Table 4

Supervisor's Level of Readiness in the Operation of the district in terms of Developing Self and Others

Developing Self and Others Items	Mean	Interpretation
<i>As a Supervisor, I ...</i>		
1. currently invest their own readiness skills and knowledge.	4.54	Very High Level
2. provide to team members to enhance their readiness capabilities.	4.62	Very High Level
3. mentor initiatives to maximize their impact.	4.72	Very High Level
4. provide feedback to individuals regarding their readiness performance	4.58	Very High Level
5. contribute to the learning and development of their colleagues.	4.60	Very High Level
Overall Mean	4.61	Very High Level

Table 4 discloses the supervisor's level of readiness in the operation of the district in terms of developing self and others. The results disclosed an overall mean score of 4.61, interpreted as very high level. Further, the highest mean of 4.72 interpreted as a very high level was on item no. 3 which is to mentor initiatives to maximize their impact. While the lowest mean score of 4.54 or a very high level was obtained by item no. 1 to currently invest their own readiness skills and knowledge.

The results imply that the respondents gave less priority to investing their own readiness skills and knowledge to help develop others. Some school heads rarely provide others with the means for development, such as opportunities to learn, reflect, lead, and progress in their profession. Nalla and Camala (2022) concluded that school heads must also develop their areas of expertise and be able to convey these ideas to the teachers and to the members of the community. Supervisors should keep themselves updated with the trends in education so that they can influence others, too. This way, they could reflect on their actions and, at the same time, grow professionally.

Supervisors' Level of Commitment in the Operation of the district in terms of Supporting Curriculum Management and Implementation, Strengthening Shared Accountability, Fostering a Culture of Continuous Improvement, and Developing Self and Others

Table 5

Supervisors' Level of Commitment in the Operation of the district in terms of Supporting Curriculum Management and Implementation

Supporting Curriculum Management and Implementation Items	Mean	Interpretation
<i>As a Supervisor, I ...</i>		
1. support a strong commitment to achieving the district's goals and objectives.	4.74	Very High Level
2. consistently leads by example and sets high standards for the team.	4.70	Very High Level
3. ensure that the district's mission and vision are communicated and embraced by all employees.	4.64	Very High Level
4. actively seeks opportunities to improve district operations and processes.	4.54	Very High Level
5. take responsibility for addressing challenges and obstacles that arise in the district.	4.66	Very High Level
Overall Mean	4.66	Very High Level

Table 5 reveals the result wherein the supervisor's level of commitment in the operation of the district in terms of supporting curriculum management and implementation was very high. This is supported by the responses of the respondents, with an overall mean score of 4.66, which is interpreted as a very high level.

Examining further, item no. 7 got the highest mean score of 4.74, a very high level of support, and a strong commitment to achieving the district's goals and objectives. Whereas the lowest mean of 4.54, interpreted as a very high level, was on item No.4 to actively seek opportunities to improve district operations and processes.

The results imply that some respondents needed to be more active in seeking opportunities to improve district operations and processes. This is because the respondents gave importance to the management and implementation of the curriculum to achieve the goals and objectives of the district. According to Babao (2022), curriculum management and implementation are part of the public school district supervisors' functions, which pertain to how the PSDS manage and implement educational policies, standardize guidelines on utilizing learning resources, provide necessary assistance to school-level development, production, and distribution of learning materials, disseminate and utilize research on curriculum and instruction to be able to keep abreast of global trends and oversee all processes regarding curriculum and instruction management throughout the district.

Table 6

Supervisors' Level of Commitment in the Operation of the district in terms of Strengthening Shared Accountability

Strengthening Shared Accountability			
Items	Mean	Interpretation	
<i>As a Supervisor, I ...</i>			
1. demonstrates a strong commitment to upholding fair and equitable HR practices.	4.62	Very High Level	
2. consistently follows through on promises and commitments related to HR matters.	4.72	Very High Level	
3. actively supports employee development and growth opportunities.	4.60	Very High Level	
4. ensures that HR policies and procedures are consistently implemented.	4.66	Very High Level	
5. actively seeks to address and resolve HR-related issues in a timely manner.	4.70	Very High Level	
Overall Mean	4.66	Very High Level	

Table 6 presents the data on the supervisor's level of commitment to the operation of the district in terms of strengthening shared accountability. It obtained an overall mean of 4.67, which is interpreted as a very high level. As shown in Table 8, the highest mean score of 4.44, interpreted to a great extent, was on item no. 2, which consistently follows through on promises and commitments related to HR matters. On the other hand, the lowest mean of 4.60, or a very high level, was obtained at no. Item 3 to actively support employee development and growth opportunities.

The results imply that the respondents should have paid more attention to supporting employees' development and growth opportunities. This suggests that supervisors also must play a dynamic role in the progress and development of their people. It is also the responsibility of the supervisors to provide the needed technical assistance, training, and avenues for professional growth so that they stay focused and motivated. Supervisors play a major role in carrying out the district's mission. They must work hard not just for the betterment of the district but also for other employees.

The result relates to that of Babao (2020). Supervisors play vital roles in accurately creating the whole division's function. They appear to be active participants in all aspects of the division's activities. They are in charge of providing leadership in the creation and implementation of all educational plans and innovations in the primary education system. They play an important role in helping the administration achieve its mission of providing high-quality basic education while still meeting educational priorities and objectives.

Table 7

Supervisor's Level of Commitment in the Operation of the district in terms of Fostering a Culture of Continuous Improvement

Fostering a Culture of Continuous Improvement			
Items	Mean	Interpretation	
<i>As a Supervisor, I ...</i>			
1. demonstrate a strong commitment to ensuring the alignment of curriculum with educational standards and best practices.	4.68	Very High Level	
2. consistently supports and encourages professional development opportunities for teachers.	4.70	Very High Level	
3. provide resources and materials to enhance curriculum delivery.	4.68	Very High Level	
4. collaborate with instructional leaders to develop effective teaching strategies.	4.64	Very High Level	
5. promote innovative and student-centered instructional approaches.	4.72	Very High Level	
Overall Mean	4.68	Very High Level	

Table 9 shows the result of the supervisor's level of commitment to the operation of the district in terms of fostering a culture of continuous improvement. The results showed an overall mean score of 4.68, interpreted as a very high level. The highest mean score of 4.72, interpreted as a very high level, was on item No. 5, which is promoting innovative and student-centered instructional approaches. The lowest mean of 4.64, or a very high level, was obtained by item No. 4 on collaborating with instructional leaders to develop effective teaching strategies.

The results imply that the respondents needed to be more committed to collaborating with instructional leaders to develop effective teaching strategies. This suggests that for the improvement of instructional management, there must be a smooth coordination between principals and PSDS while considering the interests of the learners and teachers. In addition, EPS will collaborate with both LRMD and the school in their areas of expertise to ensure that schools and learning centers meet the appropriate learning outcomes and results.

The result relates to that of Cerado and Garcia (2022), found out that the schools have offered very substantial documents exhibiting continuous improvement initiatives for visible community partnership, for instance, conducting a consultation to draw support on their willingness to abide, maintaining the school's reputation as an engaging and productive place, creating proper collaboration, quality partnerships, and diversity of stakeholder's involvement as well as commitment towards the project, and fitting together on related participatory approaches through involvement in dialogues in planning and implementation of these initiatives.

Table 8

Supervisor's Level of Commitment in the Operation of the district in terms of Developing Self and Others

Developing Self and Others Items	Mean	Interpretation
<i>As a Supervisor, I ...</i>		
1. demonstrate a strong commitment to involving stakeholders in decision-making processes.	4.76	Very High Level
2. consistently communicates with stakeholders to keep them informed about district matters.	4.72	Very High Level
3. seek input and feedback from stakeholders to improve district initiatives.	4.68	Very High Level
4. ensure that stakeholder concerns and issues are addressed promptly.	4.58	Very High Level
5. fosters positive and trusting relationships with various stakeholder groups (e.g., parents, community members, teachers).	4.74	Very High Level
Overall Mean	4.70	Very High Level

Table 10 reveals the result wherein the supervisor's level of commitment in the operation of the district in terms of developing self and others was very high. This is supported by the responses of the respondents, with an overall mean score of 4.70, which is interpreted as a very high level. Analyzing further, item no. 1 got the highest mean score of 4.76, or a very high level of demonstrating a strong commitment to involving stakeholders in decision-making processes. The lowest mean of 4.58, interpreted as a very high level, was on item No.4, ensuring that stakeholder concerns and issues are addressed promptly.

The findings suggest that respondents could have been more dedicated to resolving stakeholders' problems and concerns. This is because the respondents placed more importance on involving stakeholders in the decision-making process of selected programs and activities in the district. However, stakeholder concerns and feedback also play a vital role in the district's operation process, as they provide valuable insights and perspectives.

According to Alomes (2020), to create effective education systems and learning environments, all stakeholders must come together meaningfully through collaboration and connection. Successful collaboration between all stakeholders means deep listening and active doing. Open, transparent dialogue results in all parties feeling seen, heard, and valued, and in the end, the connection and compassion formed through those healthy relationships create successful teaching and learning outcomes.

Supervisors' Level of Difficulties in the Operation of the district in terms of Supporting Curriculum Management and Implementation, Strengthening Shared Accountability, Fostering a Culture of Continuous Improvement, and Developing Self and Others

Table 9

Supervisors' Level of Difficulties in the Operation of the district in terms of Supporting Curriculum Management and Implementation

Supporting Curriculum Management and Implementation Items	Mean	Interpretation
<i>As a Supervisor, I find difficulties in.</i>		
1. managing conflicts among team members.	3.40	Moderate Level
2. balancing the needs of the district with the expectations of stakeholders.	3.38	Moderate Level
3. maintaining a positive and motivating work environment for the team.	3.18	Moderate Level
4. making tough decisions that may impact the district and its employees.	3.32	Moderate Level
5. delegating tasks and responsibilities to the appropriate team members.	3.20	Moderate Level
Overall Mean	3.30	Moderate Level

Table 9 exposes the result of the supervisor's level of difficulties in the operation of the district in terms of supporting curriculum management and implementation. These results exposed an overall mean score of 3.30, interpreted as a moderate degree. However, to go deeper in the analysis, the lowest mean score of 3.18, or moderate level, was on item no. 3 in maintaining a positive and motivating work environment for the team. The highest mean of 3.40, or a moderate level, was on item no. 1 on managing conflicts among team members.

The result implies that the respondents experienced great difficulty managing conflicts among team members. The results suggest that supervisors must engage themselves in conflict and crisis management training to improve their skills in managing conflict and crisis in the workplace. Conflicts are a natural part of the workplace; it is important that a supervisor knows how to effectively handle conflict and make it a good learning experience before it escalates to physical and emotional violence.

The result relates to Mejia and Arpon (2021): supervisors must keep abreast of the latest trends in managing their workforce by continuing professional growth and actively engaging in capability-building programs and seminar-workshops to enhance their conflict management style.

Table 10

Supervisor's Level of Difficulties in the Operation of the district in terms of Strengthening Shared Accountability

Strengthening Shared Accountability		
Items	Mean	Interpretation
<i>As a Supervisor, I find difficulties in.</i>		
1. recruiting and selecting qualified candidates for open positions within the district.	3.28	Moderate Level
2. addressing employee performance issues in a fair and constructive manner.	3.22	Moderate Level
3. provide timely and accurate information regarding employee benefits and compensation.	3.24	Moderate Level
4. ensuring compliance with all relevant labor laws and regulations.	3.14	Moderate Level
5. promoting diversity and inclusion within the district's workforce.	3.18	Moderate Level
Overall Mean	3.21	Moderate Level

Table 10 reveals the result of the supervisor's level of difficulties in the operation of the district in terms of Strengthening Shared Accountability. The result revealed an overall mean score of 3.21, interpreted as a moderate level. Furthermore, the lowest mean score of 3.14, or moderate level, was on item no. 4 on ensuring compliance with all relevant labor laws and regulations. On the other hand, the highest mean of 3.28, or a moderate level, was on item no. 1 on recruiting and selecting qualified candidates for open positions within the district.

The results imply that the respondents need help to select candidates for open positions in the district. It is because all the candidates were highly qualified, which gave the respondents difficulty in deciding whom to choose for the position. The result relates to that of Miyono (2022): supervisors play a key role in managing human resources by implementing effective practices such as competitive recruitment, professional development, and staff welfare programs. They are responsible for ensuring effective teaching and learning through functions like recruitment and selection, training and development, compensation and benefits, and performance management.

Table 11

Supervisor's Level of Difficulties in the Operation of the district in terms of Fostering a Culture of Continuous Improvement

Fostering a Culture of Continuous Improvement		
Items	Mean	Interpretation
<i>As a Supervisor, I find difficulties in..</i>		
1. aligning the district's curriculum with educational standards and best practices.	3.30	Moderate Level
2. provide adequate resources and materials to support curriculum delivery.	3.22	Moderate Level
3. ensuring the teachers effectively implement the district's curriculum.	3.10	Moderate Level
4. addressing the diverse learning needs of students within the district.	3.18	Moderate Level
5. communicating changes in curriculum and instructional expectations to teachers.	3.00	Moderate Level
Overall Mean	3.16	Moderate Level

Table 11 depicts the result of the supervisor's level of difficulties in the operation of the district in terms of fostering a culture of continuous improvement. The results depicted an overall mean score of 3.16, interpreted as a moderate level. Exploring further the items in Table 13, the lowest mean of 3.00 or moderate level was on item no. 5 on communicating changes in curriculum and instructional expectations to teachers. On the other hand, the highest mean score of 3.30, or moderate level, was item no. 1 on aligning the district's curriculum with educational standards and best practices.

The results imply that the respondents find aligning the district's curriculum with educational standards hard. This indicates that the supervisor must take the lead in providing instructional leadership with team members and school

heads to align the district's curriculum with the implementing schools to ensure high-quality teaching and learning by enhancing the instructional program and fostering the attainment of educational goals and objectives. Domingo et al. (2020) confirmed that the implementation of continuous improvement projects had helped the schools in many aspects, such as improvement in performance and improvement in the behavior of learners, teachers, school heads, and stakeholders.

Table 12

Supervisor's Level of Difficulties in the Operation of the district in terms of Developing Self and Others

Developing Self and Others Items	Mean	Interpretation
<i>As a Supervisor, I find difficulties in . .</i>		
1. identifying and engaging key stakeholders.	3.00	Moderate Level
2. maintaining consistent and open communication with stakeholders.	3.14	Moderate Level
3. seeking input and feedback from stakeholders to inform decision-making.	3.02	Moderate Level
4. addressing stakeholder concerns and issues in a timely manner.	3.08	Moderate Level
5. promoting collaboration and cooperation between the district and external stakeholders.	3.08	Moderate Level
Overall Mean	3.06	Moderate Level

Table 12 discloses the result of the supervisor's level of difficulties in the operation of the district in terms of developing self and others. The results obtained an overall mean score of 3.06, interpreted as a moderate level. In further investigating the items in Table 14, the lowest mean of 3.00, or moderate level, was on item no. 1, identifying and engaging key stakeholders. On the other hand, the highest mean score of 3.14, or moderate level, was item no. 1 on maintaining consistent and open communication with stakeholders.

The result implies that we need help maintaining consistent and open communication with stakeholders. The reason is that some stakeholders refuse and are reluctant to be involved in the district's activities and programs. The result is supported by the study by Neva (2018). According to her, another problem in many schools is the involvement and collaboration of stakeholders in the implementation of programs and activities. Sharing plans for stakeholder participation helps stakeholders understand the opportunities for participation and their role in designing, implementing, and assessing policies. It helps them to decide how and when they want to participate and to prepare for their participation. Planning stakeholder participation involves the identification of activities, methods, timing, roles, responsibilities, and resources to meet the defined objectives of stakeholder participation effectively and efficiently throughout the policy design and implementation cycle.

Relational Analysis Between Supervisor's Level of Readiness and the Level of Commitment in the Operation of the District

Table 13

Significant Relationship Between Supervisor's Level of Readiness and the Level of Commitment in the Operation of the District

Variables	N	rho	p-value	Sig. level	Interpretation
Level of Readiness	50	0.868	0.000	0.05	Significant
Level of Commitment	50				

Table 13 presents the relational analysis between the supervisor's readiness level and commitment to the district's operation. The computed rho value is 0.868, with a p-value of 0.000, which is less than the 0.05 level of significance. Therefore, we interpret this result as significant, leading to the rejection of the hypothesis that there is no significant relationship between the supervisor's level of readiness and the level of commitment to the operation of the district.

The findings indicate a strong and statistically significant positive relationship between supervisors' readiness and the commitment levels within the district. This implies that supervisors who exhibit higher levels of preparedness tend to manage districts characterized by greater commitment among individuals or teams involved in district operations.

This relationship is crucial for organizational management and development. It suggests that initiatives aimed at enhancing supervisor readiness—such as professional development programs, training workshops, and support systems—could lead to increased commitment and overall effectiveness in district operations. Research indicates that leadership readiness significantly influences organizational commitment. For instance, a study by Cummings and Worley (2014) emphasizes the importance of effective leadership in fostering commitment and engagement within educational organizations.

Additionally, the concept of readiness aligns with the principles of transformational leadership, which posits that prepared and supportive leaders can inspire commitment and motivation among their teams (Bass & Riggio, 2016).

By cultivating a culture of readiness and commitment, districts can enhance their operational effectiveness, ultimately benefiting students and the broader educational community.

The significant relationship identified in this analysis highlights the importance of investing in supervisor development as a means to foster a committed and effective district environment. Future strategies should prioritize leadership readiness to enhance district performance and improve educational outcomes.

Conclusions:

Based on the comprehensive analysis of the study's findings regarding supervisor readiness, commitment, and difficulties across key operational dimensions in educational district operations, several significant patterns have emerged. Supervisors demonstrated a very high level of readiness and commitment, reflecting strong dedication to their roles; however, areas for improvement were identified, particularly in providing adequate training and resources for teachers and enhancing collaboration with instructional leaders. Moderate difficulties were encountered in managing team conflicts, recruiting qualified personnel, aligning curriculum with standards, and maintaining consistent stakeholder communication. Demographic factors such as age, length of service, and average family monthly income significantly influenced supervisor performance, with younger supervisors showing high levels of readiness and longer-serving ones demonstrating consistently strong commitment. Although gender and educational attainment showed less pronounced effects, their influence was still notable. Overall, the study emphasizes the need for continuous professional development, targeted support systems, and demographic-based interventions to strengthen supervisory effectiveness and address operational challenges, thereby promoting efficient and growth-oriented district education management.

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