

The Influence of ChatGPT Integration in Leadership Functions on the Supervisory Leadership Practices of Frontline School Managers

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ABSTRACT

This study examined the influence of ChatGPT integration on the supervisory leadership practices of frontline school managers in four public elementary schools in the Second District of Ubay, Division of Bohol. Employing a quantitative descriptive-correlational research design anchored on the CIPP Evaluation Model and the OECD School Leadership Framework, data were collected from 85 respondents consisted of 12 school heads and 73 teachers using a researcher-made questionnaire. Findings revealed that respondents demonstrated a high level of readiness for ChatGPT integration across the Context, Input, Process, and Product domains. Supervisory leadership practices were likewise rated at a high level, particularly in defining roles, distributing leadership, and developing leadership capacity. Despite this readiness, several challenges were identified, including limited ICT infrastructure, insufficient training on digital ethics, and concerns related to data privacy and security. Correlation analysis indicated a significant positive relationship between ChatGPT readiness and supervisory leadership practices, suggesting that higher readiness is associated with stronger and more adaptive leadership behaviors. Based on the findings, an Instructional Leadership Enhancement Plan was proposed to strengthen digital leadership competence and promote ethical, responsible, and meaningful AI-assisted supervision among frontline school managers.

Keywords: Educational Management and Development, Artificial Intelligence CIPP, ChatGPT, Supervisory Leadership, Descriptive-Correlation, Bohol, Philippines

INTRODUCTION

The emergence of Artificial Intelligence (AI) in educational management has opened transformative possibilities for how school leaders plan, supervise, and make decisions. Globally, educational systems are increasingly adopting AI tools to improve administrative efficiency, instructional monitoring, and data-driven governance. In the Philippines, the Department of Education (DepEd) has recognized this digital shift through the implementation of the Digital Rise Program and the ICT Strategic Framework 2020–2030, which emphasize the integration of emerging technologies into teaching, learning, and school administration. Despite these initiatives, however, the actual use of AI in supervisory and instructional leadership remains limited, as many school heads continue to rely on traditional, manual approaches to communication, supervision, and documentation.

Given the wide range of available AI tools such as project management platforms, analytics dashboards, and automated reporting systems this study focuses specifically on ChatGPT, a large language model (LLM) distinguished by its conversational, adaptive, and knowledge-generating capabilities. ChatGPT's ability to simulate human dialogue, summarize policies, generate leadership reports, and provide real-time reflections positions it as a powerful assistive tool for educational leaders. Unlike task-specific software, ChatGPT supports communication-intensive and reflective leadership functions such as supervisory feedback, instructional dialogue, and strategic planning. This study, therefore, identifies ChatGPT as a critical variable in determining the quality of supervisory leadership practices, as it can augment human decision-making, streamline administrative work, and foster evidence-informed instructional leadership.

Local policy frameworks reinforce the relevance of this research. The DepEd Digital Rise Program advocates for ICT-enabled governance and capacity building for school leaders, while DepEd Order No. 24, s. 2020, which introduced the Philippine Professional Standards for School Heads (PPSSH), outlines the competencies required

for leaders to manage 21st-century schools emphasizing innovation, data-driven decisions, and ethical technology use. Likewise, the ICT Competency Standards for Teachers and School Heads encourage the use of digital tools to enhance supervision, communication, and instructional leadership. Despite these initiatives, several Division ICT monitoring reports (2023) and local assessments reveal that the use of advanced AI applications such as ChatGPT is still minimal. Most school heads use technology for documentation or basic communication, showing a gap between national digital policies and actual AI adoption at the school level.

This gap highlights the need for empirical research on how generative AI tools can concretely enhance supervisory leadership in the Philippine context. Prior studies have explored ICT literacy, online learning platforms, or general digital readiness, but few have examined AI-assisted leadership functions. A study by Cruz and de Guzman (2024) revealed that although 78% of Filipino school administrators recognize ChatGPT's potential for improving communication and problem-solving, most expressed uncertainty about ethical implications and data privacy. Similarly, Garcia and Santos (2024) reported that limited internet connectivity, lack of training, and insufficient digital ethics awareness remain major barriers to AI use in supervision.

These challenges underscore that the issue is not merely about infrastructure, but about leadership transformation and ethical readiness. Therefore, instead of offering superficial solutions such as “fix connectivity” or “provide more training,” this study looks to produce context-driven recommendations that promote responsible and meaningful AI adoption within existing limitations. It will explore how ChatGPT can be used even in low-resource settings as an assistive communication tool, reflection partner, and documentation aid without compromising professional ethics, data security, or educational authenticity.

Furthermore, the study recognizes the ethical considerations of AI integration, including data privacy, accuracy, and accountability. As generative AI tools become more common, educational leaders must prove safeguards against misinformation, plagiarism, and over reliance on automated outputs. Hence, this research aims to provide actionable guidelines for ethical, transparent, and human-centered AI use in supervisory and instructional leadership.

Methodologically, the study employs a quantitative-correlational design to examine the relationship between ChatGPT integration in leadership function and supervisory leadership practices among frontline school managers. By controlling for variables such as leadership experience, educational attainment, relevant training, administrative experience, types of artificial intelligence used, and ICT proficiency, the study isolates ChatGPT's influence from pre-existing leadership competencies. This approach provides empirical evidence of how ChatGPT adoption correlates with enhanced leadership performance, communication efficiency, and supervisory quality.

This study positions ChatGPT not as a replacement for human leadership but as a complementary intelligence that extends the cognitive and communicative capacities of school heads. It seeks to offer evidence-based insights into how generative AI can support the goals of DepEd's Digital Rise Program, the PPSSH, and the ICT Strategic Framework 2020–2030. The findings are expected to guide policy formulation, enhanced instructional framework, leadership training, and digital governance strategies ensuring that the integration of AI in education stays ethical, fair, and transformative for Philippine school leadership.

THEORETICAL BACKGROUND

The theoretical framework underpinning the study is grounded on three complementary theories that provide the conceptual foundation for evaluating the actualization of ChatGPT in school supervisory leadership **Stufflebeam's CIPP Evaluation Model (1971) and Davis's Technology Acceptance Model (1989). Transformational Leadership Theory was first introduced by James MacGregor Burns in 1978 and later expanded by Bernard Bass in 1985.** Moreover, this is also supported by legal bases such as **Republic Act No. 10533 or the Enhanced Basic Education Act of 2013; DepEd Order No. 11, s. 2022, titled Omnibus Guidelines on the Implementation of ICT Programs.** Together, these frameworks offer both a systemic evaluation lens and a behavioral adoption perspective essential for analyzing how ChatGPT is realized as an educational leadership tool.

CIPP Evaluation Model (Stufflebeam, 1971). The Context, Input, Process, and Product (CIPP) Evaluation Model, developed by Daniel Stufflebeam in 1971, is one of the most enduring frameworks for systematic educational evaluation. It provides a comprehensive approach that guides decision-making across the stages of planning, implementation, and outcome assessment.

The Context component identifies needs and opportunities, the Input examines resources and strategies, the Process monitors implementation, and the Product assesses the results or impacts of a program. In this study, the CIPP Model serves as the evaluative foundation for determining how the integration of ChatGPT in supervisory leadership functions contributes to administrative efficiency, teacher engagement, and organizational improvement in basic education. It allows the researcher to view ChatGPT not only as an innovation but as a system-wide intervention that can be evaluated in terms of its relevance, effectiveness, and sustainability.

Several empirical studies affirm the relevance of the CIPP model in educational evaluation and technology integration. Zhang et al. (2011) used the CIPP model to assess higher-education outreach programs, proving its flexibility in analyzing complex institutional initiatives. Their work shown how context and process evaluation reveal strengths and gaps, an approach directly applicable to examining ChatGPT's implementation in school leadership. Lee (2019) offered a methodological guide on executing the CIPP model in program evaluation, emphasizing the importance of aligning evaluation components with organizational goals. This principle aligns with the need to align DepEd's ICT programs with the emerging use of ChatGPT as a leadership support tool.

Aziz, Mahmood, and Rehman (2018) employed the CIPP model to evaluate the quality of school improvement programs, revealing that effective leadership and stakeholder engagement were central to achieving successful outcomes. This finding underscores the importance of both human leadership capacity and collaborative participation, suggesting that technology integration such as ChatGPT adoption must be guided by visionary leadership and the inclusion of relevant stakeholders, including teachers and administrative staff. The present study adopts this principle by assessing ChatGPT's contribution through both leadership and stakeholder perspectives, ensuring that technological change is human-centered and participatory.

Similarly, Divayana (2021) innovatively adapted the CIPP model to evaluate information technology programs, demonstrating the framework's versatility in measuring the effectiveness of digital resources in education. His study emphasized the significance of the process and product components, noting that continuous monitoring, reflection, and evidence-based decision-making are key to successful technology integration. This adaptation aligns closely with the current research, which uses the same framework to analyze ChatGPT's role in enhancing supervisory leadership efficiency, reflective supervision, and data-informed decision-making within schools.

Moreover, Alsubaie (2022) applied the CIPP model to examine the implementation of e-learning systems in Saudi universities. The study found that weak process monitoring and inadequate implementation tracking led to inconsistent program adoption and diminished impact. This insight reinforces the need to assess not only the results of ChatGPT integration but also the fidelity of its implementation that is, how effectively school leaders embed and use ChatGPT in their daily supervisory and instructional routines. In this study, process fidelity is crucial, as inconsistent use or a lack of guided supervision may result in uneven benefits among school managers.

Further strengthening the model's relevance, Li and Du (2023) used the CIPP framework to analyze success factors in digital transformation projects across schools. Their findings revealed that robust input planning, encompassing sufficient resources, systematic training, and strong policy support, correlated with higher product-stage outcomes, such as improved teacher performance and administrative efficiency. These results closely parallel the Philippine Department of Education's Digital Rise Program and its ICT Competency Standards for School Heads, which emphasize leadership preparation, infrastructure support, and digital ethics as prerequisites for successful technology adoption. By situating ChatGPT integration within this same framework, the present study recognizes that effective implementation requires not only access to technology but also sustained leadership commitment, stakeholder collaboration, and institutional readiness.

Collectively, these empirical applications of the CIPP model affirm its suitability for assessing ChatGPT integration in educational leadership. They demonstrate that leadership-driven innovation should be evaluated

holistically considering the context of digital readiness, the inputs of infrastructure and training, the processes of supervision and implementation, and the products of improved leadership practices and school outcomes. Therefore, this theoretical foundation enables the present study to systematically evaluate ChatGPT's influence on supervisory leadership practices while acknowledging the broader educational and organizational environment that shapes its success.

Further supporting evidence comes from Gerayllo (2025), who applied the CIPP model to gauge faculty perceptions of online instruction and found that systematic evaluation encouraged continuous program improvement. This illustrates how the model can help school managers refine ChatGPT integration by reflecting on real-time teacher feedback. In the same vein, Qureshi et al. (2022) demonstrated that the CIPP framework enhances accountability in evaluating educational innovations by connecting context-based needs with measurable outcomes, a critical aspect for institutionalizing AI-assisted practices in DepEd schools.

Similarly, Wang and Chen (2024) employed the CIPP model to assess the effectiveness of smart-classroom systems, finding that comprehensive input and process evaluations predicted higher satisfaction and performance. Their findings mirror the fact that ChatGPT's success in supervisory leadership depends on clear policy support, resource provision, and training. Finally, Geronimo and Cruz (2024) conducted a CIPP-based assessment of ICT implementation in Philippine public schools. They concluded that technology programs achieved better outcomes when continuously monitored through the four components of CIPP. This study provides strong local validation for using CIPP as an evaluation lens in the Philippine education context.

Together, these studies demonstrate that the CIPP Evaluation Model remains a relevant and adaptive framework for assessing educational innovations, particularly those involving technology and leadership. By applying CIPP to the integration of ChatGPT, this study can evaluate the initiative holistically—from identifying the contextual need for AI-assisted leadership tools to analyzing available inputs (policies, skills, and infrastructure), monitoring implementation processes, and measuring resultant outcomes such as improved administrative efficiency and teacher engagement. Through this evaluative structure, the research not only assesses effectiveness but also provides actionable recommendations for enhancing the sustainable use of ChatGPT in supervisory leadership across Philippine public schools.

Transformational Leadership Theory was first introduced by James MacGregor Burns in 1978 and later expanded by Bernard Bass in 1985. The theory suggests that effective leaders go beyond managing tasks and processes; instead, they inspire, motivate, and transform followers by appealing to higher values and collective goals. Transformational leaders are characterized by four key dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Within the school context, transformational leadership becomes highly relevant because it empowers teachers, fosters professional growth, and cultivates a school culture that prioritizes holistic student development.

Transformational Leadership Theory, conceptualized by James MacGregor Burns in 1978 and expanded by Bernard Bass in 1985, explains how leaders inspire and transform followers by creating a compelling vision, fostering innovation, and promoting professional growth. Transformational leaders transcend transactional management by stimulating intellectual curiosity, motivating through shared goals, and offering individualized support. In educational settings, this leadership style has been associated with stronger teacher engagement, higher organizational performance, and more effective change management. Within the context of this study, transformational leadership provides the lens for understanding how school heads can guide teachers and staff in adopting emerging technologies such as ChatGPT not merely through compliance, but through shared vision, empowerment, and moral purpose.

The roles and responsibilities of school leadership are rapidly expanding beyond what it is responsible to expect one individual to achieve. School leadership and school boards can play a vital role in school development. A clear definition of school leadership roles and how they are best distributed can contribute to increased effectiveness and better provision for future leaders.

A wealth of recent research reinforces the relevance of transformational leadership in the digital and AI era. Adams (2025) highlighted that school leaders who adopt transformational behaviors demonstrate improved administrative efficiency, as they empower staff to experiment with technology, delegate responsibilities, and

cultivate trust. This finding resonates with the present study's view that school managers can leverage ChatGPT as a tool to enhance supervisory leadership while sustaining teacher engagement.

One way to meet challenges is to distribute leadership across different people and organizations. This can improve school effectiveness by building capacity for continuous improvement, for addressing within-school variation and for succession planning. This may require developing incentives and development opportunities to reward and support participation and performance in distributed leadership teams. Some countries have also distributed leadership beyond school borders, sharing leaders with other surrounding schools to benefit from economies of scale.

Distributed leadership seemed to be a good solution. However, as policy representatives, such as the Organization for Economic Cooperation and Development (OECD), became interested in the ideas of distributed leadership, it shifted from being a theoretical concept to being a normative prescription for how to arrange school leadership in order to meet the increased demands for school leaders, put focus on instructional leadership and increase student outcomes. Distributed leadership more widely in the school organization became officially sanctioned as good leadership practice (OECD, 2013).

More so, distributed leadership may be made more sustainable through team structures or committee. However, effective distributed leadership is based on expertise rather than formal position or years of experience. Team may be developed in response to contextual or current challenges or opportunities. Encouraging distributed leadership can also build leadership capacity among potential leaders, strengthening succession planning. This type of leadership works most effectively in a climate of trust and mutual support.

Similarly, Berkovich (2025) examined the intersection of instructional leadership and AI-driven transformation, concluding that transformational leaders serve as mediators between technology and pedagogy, ensuring that AI use remains purposeful and ethically aligned with educational goals. Such a leadership stance mirrors the expected behavior of frontline managers integrating ChatGPT into DepEd operations to promote professional collaboration and innovation.

On the other hand, strengthening practice through leadership development, analyzing needs and context, seeing leadership development as a continuum, and varying leadership development strategies imply that school heads or leaders are developing skills for effective leadership.

In the same manner, Fullan (2024) emphasized that leadership in the age of AI must go beyond management and focus on cultivating adaptive cultures that embrace change. His analysis of global education systems demonstrated that transformational leaders are more successful in embedding digital tools into daily practices because they build shared commitment among stakeholders. This supports the proposition that school heads who champion ChatGPT integration are likely to influence teachers' openness to technology adoption. Meanwhile, Bixler (2025) introduced a "Principal AI Leadership Framework," which illustrated how school principals used AI to streamline administrative work, analyze learning data, and provide feedback. The study found that transformational leadership behaviors vision-setting and individualized coaching were central to successful AI implementation.

Complementing these perspectives, Choi and Lee (2024) analyzed digital leadership among Korean school administrators and found that transformational leadership significantly predicts teachers' technology self-efficacy and willingness to innovate. This parallels the context of Philippine frontline managers who must inspire their staff to use ChatGPT confidently.

Likewise, Ghavifekr and Ibrahim (2024) established that transformational leadership fosters collective efficacy and enhances teachers' engagement in ICT-based programs, suggesting that leaders who model enthusiasm toward technology can motivate others to follow suit. Both studies reinforce the leadership behavior needed for effective ChatGPT utilization in supervision, monitoring, and communication.

Furthermore, Kabasakal and Dural (2024) found that transformational leaders in higher education improved organizational adaptability during the post-pandemic transition to digital platforms. They concluded that leadership flexibility and inspiration were crucial in sustaining morale during technological shifts. This insight directly supports the argument that school managers play a transformative role in guiding their teams through the adaptation process of using ChatGPT in supervisory functions.

Leadership development is recognized as a continuous process of lifelong learning that corresponds to the evolving nature of school leadership. Throughout their professional journey, leaders require both formal and informal support systems, particularly during periods of transition or organizational change. Such support should be grounded in a clearly defined leadership framework developed through transparent, systematic, and objective processes. Effective leadership development must therefore form part of a coherent and sustained program that promotes personal growth and professional competence across the three key stages of a leader's career: initial preparation, induction, and in-service development.

The major challenge, however, lies in enhancing the quality of existing leadership while cultivating sustainable leadership for the future. Studies reveal that potential candidates are often discouraged by the demanding workload of principals, inadequate compensation, and limited institutional support. Moreover, unclear recruitment procedures and uncertain career progression pathways further dissuade aspiring leaders. To address these issues, it is essential to implement strategies that professionalize recruitment, improve the competitiveness of school leaders' salaries, strengthen professional organizations, and provide structured opportunities for continuous career advancement.

Similarly, Wahab and Sulaiman (2023) observed that transformational leadership correlates with teachers' innovative teaching practices and job satisfaction, proving that inspirational leaders can influence not only performance but also emotional commitment, an aspect connected to your variable on teacher engagement.

Professional organizations representing school leaders serve as vital platforms for dialogue, collaboration, and the exchange of best practices among practitioners and policymakers. Meaningful workforce reforms are unlikely to be effective unless school leaders themselves, through their representative associations, are actively engaged in shaping and implementing these initiatives.

Additionally, Ali et al. (2024) explored the relationship between transformational leadership and digital transformation readiness among public school administrators, revealing that leaders' openness to technology predicts the success of digital integration projects. This result complements the theoretical premise that ChatGPT adoption among school managers depends on visionary leadership.

Finally, Liu and Tan (2025) conducted a comparative study across Asian education systems and concluded that transformational leadership enhances technology-driven decision-making, particularly when supported by continuous professional development. This finding echoes the Philippine DepEd's call for school heads to act as instructional and administrative innovators under the Basic Education Development Plan (BEDP) 2030.

Taken together, these studies consistently affirm that transformational leadership theory provides a powerful explanatory framework for the integration of ChatGPT in leadership functions. Leaders who embody vision, inspiration, intellectual stimulation, and individualized consideration can transform traditional supervisory practices into collaborative, technology-driven processes. In the present study, transformational leadership underpins how frontline school managers influence teacher engagement and administrative efficiency by modeling digital innovation, building trust, and aligning AI tools like ChatGPT with organizational goals. By motivating teachers to participate in technological change, these leaders become catalysts for sustainable improvement reflecting the transformative intent of Philippine educational reforms and DepEd's vision for digital governance. Providing meaningful career development opportunities for school leaders can help prevent burnout and enhance the overall appeal of school leadership as a profession. Introducing flexibility and mobility within the education system allows leaders to transition between schools, shift from leadership to teaching roles, or even explore related professional fields. International practices demonstrate several approaches that can inform local reforms such as replacing permanent tenure with renewable fixed-term contracts or offering advancement pathways into educational administration, cluster or federation leadership, and consultancy roles. These initiatives make the profession more dynamic and sustain leaders' motivation over time.

Furthermore, the competitiveness of salaries remains a critical factor influencing the recruitment and retention of high-caliber school leaders. Policymakers must regularly assess compensation levels relative to equivalent positions in the public and private sectors to ensure that leadership roles remain attractive. Differentiated salary structures for teachers and principals may also encourage experienced educators to pursue leadership positions. However, pay scales should be designed to reflect both the complexity of leadership roles and the contextual

realities of each school. While performance-based incentives can sometimes increase motivation when implemented transparently they may also undermine collaboration if perceived as unfair. Alternatively, recognizing and rewarding shared leadership and distributed responsibilities can foster collective motivation and strengthen the culture of teamwork within schools.

Technology Acceptance Model (Davis, 1989), developed by Fred Davis in 1989, The Technology Acceptance Model (TAM) developed by Fred Davis in 1989 provides a robust theoretical foundation for understanding how individuals adopt and use emerging technologies. The model posits that users' behavioral intentions are primarily influenced by two critical factors perceived usefulness and perceived ease of use which determine their acceptance and sustained utilization of a given technology. In the context of educational management, this model helps explain how school leaders perceive and integrate innovations such as ChatGPT in performing supervisory functions. When school heads recognize the tool's capacity to simplify communication, streamline documentation, and support data-driven decision-making, they are more inclined to adopt it as part of their leadership practice.

A growing body of literature has extended TAM's relevance in education, particularly in the use of artificial intelligence (AI) and generative language models. For instance, Barakat et al. (2025) developed and validated a TAM-based instrument specifically for educators, confirming that perceived usefulness and ease of use strongly predict behavioral intention to use ChatGPT in professional settings. Their findings align with the premise of the present study that school managers are more likely to integrate ChatGPT when they clearly perceive its value in improving administrative efficiency and performance monitoring. Similarly, Dahri et al. (2024) expanded the model by including trust and attitude as mediating variables, emphasizing that educators' confidence in ChatGPT's reliability and ethical use enhances their willingness to apply it in academic and managerial contexts. This insight reinforces the idea that successful integration among school leaders depends not only on technical familiarity but also on trust in the system's credibility, a factor relevant to supervisory leadership.

In another study, Akram et al. (2024) investigated TAM constructs among Jordanian universities and found that institutional support and perceived enjoyment significantly strengthened behavioral intention to use ChatGPT. Their findings suggest that organizational support like DepEd's ICT initiatives in the Philippine setting can encourage school managers to embrace AI-driven tools. Zogheib et al. (2023) also validated the influence of social norms and peer endorsement, demonstrating that perceived usefulness can be amplified when colleagues and higher authorities promote AI adoption. This finding parallels the collaborative culture in DepEd schools where collective participation and peer modeling affect leaders' openness to innovation.

Adding to this evidence, Saif et al. (2024) reported that prior exposure to digital technologies positively impacts acceptance levels, indicating that users with greater ICT literacy perceive ChatGPT as easier to use. This supports the notion that leadership training and exposure to technology significantly affect the readiness of school heads to implement digital tools in supervisory tasks.

Furthermore, a meta-analysis by Michigan Virtual (2024) consolidated 60 studies confirming TAM's robustness in predicting technology adoption among educators, underscoring its empirical validity in explaining behavioral tendencies like those examined in this study.

In parallel, Mutammimah et al. (2024) confirmed that perceived usefulness remains the strongest determinant of teachers' intention to adopt ChatGPT, emphasizing the tangible benefits of AI tools in administrative workloads and classroom preparation. This directly supports the current study's focus on administrative efficiency, one of the primary outcomes of ChatGPT integration in leadership. Likewise, Kong et al. (2024) extended TAM by incorporating self-efficacy and institutional readiness, revealing that confidence and organizational capacity directly affect perceived ease of use and usefulness.

In the same study, Enanga and Christopoulou (2025) observed that motivation and digital competence mediate the relationship between perceived usefulness and actual adoption, implying that leadership motivation and competence are essential precursors for effective ChatGPT utilization.

Finally, Heine et al. (2025) examined AI use among educators and found that early adopters of ChatGPT reported enhanced confidence in leadership and decision-making. Their results indicate that embracing AI tools fosters

professional empowerment and efficiency an outcome that parallels the intent of this study to determine how ChatGPT integration influences the supervisory leadership practices of frontline school managers. Collectively, these studies demonstrate that the Technology Acceptance Model remains a relevant and powerful framework for understanding how school leaders decide to integrate AI technologies. By highlighting the mediating roles of usefulness, ease of use, institutional support, and professional motivation, TAM provides the theoretical backbone for analyzing the behavioral aspects of ChatGPT actualization in leadership functions.

Republic Act No. 10533 or the Enhanced Basic Education Act of 2013

Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, is the cornerstone of the Philippines' K to 12 Basic Education Program. This landmark legislation redefined the country's educational landscape by expanding basic education from 10 years to 13 years, consisting of one year in kindergarten, six years in elementary, four years in junior high school, and two years in senior high school. The law was enacted to align Philippine education with global standards, ensuring that learners are adequately prepared for higher education, technical-vocational careers, employment, and lifelong learning. Its primary goal is to produce graduates who are not only academically competent but also values-oriented, innovative, and socially responsible citizens.

Republic Act No. 10533, also known as the *Enhanced Basic Education Act of 2013*, serves as the legislative foundation for the K–12 educational reform in the Philippines. The law mandates the strengthening of basic education by making it more responsive to 21st-century demands, focusing on learner-centered approaches, teacher quality, and leadership accountability. Among its core provisions are the enhancement of curriculum standards, improvement of instructional delivery, and the professionalization of the teaching and leadership corps to ensure that learning outcomes meet global benchmarks.

This legal framework strongly supports the present study because it calls for innovative and accountable leadership in the education sector. Section 7 of RA 10533 explicitly emphasizes the need for continuous improvement in curriculum implementation, instructional supervision, and teacher development. These provisions resonate with the study's focus on supervisory leadership functions, particularly in relation to administrative efficiency, data-driven decision-making, and teacher engagement areas where ChatGPT integration can be strategically applied. Through digital tools such as ChatGPT, school leaders can streamline communication, automate documentation, and provide timely performance feedback, thereby strengthening their supervisory and instructional leadership roles as envisioned under the Act.

Moreover, RA 10533 underscores the importance of quality assurance and accountability mechanisms in school leadership. This aligns with the study's intent to evaluate how technology, specifically ChatGPT, can enhance supervisory practices and ensure transparency in educational processes. By supporting data analysis, report generation, and performance monitoring, ChatGPT operationalizes the principles of accountability and evidence-based governance mandated by RA 10533. In this sense, the integration of AI tools does not replace human leadership but rather reinforces its efficiency, responsiveness, and alignment with national education standards.

The law also promotes professional growth and leadership development, encouraging the use of innovative strategies to build capacity among teachers and administrators. This vision is reflected in the study's objective to explore how frontline school managers can adapt digital innovations in their leadership functions. By equipping supervisors with AI-assisted systems for communication, curriculum support, and instructional monitoring, the research embodies the Act's goal of nurturing globally competent and technologically adaptive leaders.

Finally, RA 10533 recognizes education as a shared responsibility among teachers, leaders, parents, and the community an ethos mirrored in this study's leadership framework. ChatGPT integration fosters collaboration, information sharing, and participatory management, allowing school heads to involve teachers and stakeholders in planning, implementation, and evaluation. This participatory and technology-enabled form of supervision directly supports the law's mandate for inclusive, evidence-informed, and learner-centered governance.

Republic Act No. 9155 Governance of Basic Education Act of 2001 defines the structure of educational governance in the Philippines and institutionalizes School-Based Management (SBM) as a framework for

decentralization, accountability, and participatory leadership. The law empowers school heads to exercise authority over planning, budgeting, resource management, and instructional supervision within their institutions. It promotes autonomy in decision-making and holds school leaders accountable for learning outcomes and organizational performance.

In relation to this study, RA 9155 provides the administrative and leadership mandate for school managers to innovate in their supervisory functions. By integrating ChatGPT into leadership operations such as preparing reports, analyzing data, and communicating with stakeholder's school heads fulfill the Act's intent of enhancing efficiency, transparency, and evidence-based management. The law also reinforces the study's focus on leadership empowerment, as it legitimizes the use of emerging technologies to improve administrative performance and teacher support mechanisms. Ultimately, RA 9155 forms the legal foundation that allows frontline leaders to exercise professional autonomy in adopting AI-assisted tools aligned with the goals of effective and accountable governance.

DepEd Order No. 11, 2022, "Omnibus Guidelines on the Implementation of ICT Programs and Projects DepEd. Establishes a single framework for planning, executing, tracking, and reviewing all ICT programs and projects in the Department of Education. The policy highlights the importance of ICT for better governance, smoother operations, and improved teaching and learning in schools and field offices.

One key part of the order is making ICT processes consistent, so all ICT projects, from digital infrastructure to software systems, match DepEd's main goals. It gives clear steps for buying, using, and maintaining ICT resources to support accountability, transparency, and cost savings. The order also encourages using systems that work together, sharing data, and following cybersecurity standards to protect information and support informed decision-making.

The policy likewise emphasizes the need for capacity-building among school leaders, teachers, and staff. It tells all offices to provide ongoing ICT training to improve digital skills, encourage responsible use of technology, and ensure ICT tools work effectively in school management and teaching. The order also establishes mechanisms to assess how well ICT programs are working and whether they last and meet needs, ensuring that technology initiatives benefit all learners, especially those in geographically isolated and disadvantaged areas. It promotes partnerships, resource mobilization, and collaborative planning to strengthen ICT access and optimize digital resources at the school level.

In summary, DepEd Order No. 11, s. 2022 brings all ICT efforts in the Department together under one plan. It ensures that technology projects are well-planned, safe, and efficient, and that they support DepEd's goal for a modern, tech-driven education system.

DepEd Order No. 024, s. 2022 — Adoption of the Basic Education Development Plan 2030 (BEDP 2030.) The Basic Education Development Plan 2030 (BEDP 2030) serves as the long-term strategic framework of the Department of Education for improving access, quality, and governance in basic education. It explicitly emphasizes digital transformation, data-driven decision-making, and innovation in school leadership as key strategies toward educational reform. The plan calls for the integration of information and communication technologies (ICT) in teaching, learning, and administrative systems to ensure a responsive and future-ready education sector.

This policy directly supports the objectives of the present study by providing the strategic vision for digital leadership within DepEd. The integration of ChatGPT in supervisory leadership aligns with BEDP's goal of cultivating leaders who can harness technology to improve efficiency, monitoring, and teacher engagement. Moreover, the plan highlights the importance of capacity-building for school heads in digital management echoing the study's argument that effective use of ChatGPT requires leadership competence, professional development, and ethical oversight. Thus, BEDP 2030 operationalizes the vision of a technology-enabled governance structure, making ChatGPT integration not only innovative but also policy-compliant and nationally relevant.

DepEd Order No. 016, s. 2023 — Revised Guidelines on the DepEd Computerization Program (DCP). DepEd Order No. 016, s. 2023 updates the DepEd Computerization Program (DCP), the department's flagship

initiative for ensuring equitable access to ICT resources and for promoting digital literacy across schools. The order provides operational guidelines for the deployment of computer packages, connectivity, and software that support both instructional and administrative functions. It further emphasizes the importance of maintaining ICT infrastructure, enhancing user capability, and integrating digital tools for effective governance and learning delivery.

The DCP serves as the technical and logistical foundation for ChatGPT integration in this study. Without reliable ICT infrastructure, access to AI-assisted tools would be limited or inconsistent. This policy therefore bridges the gap between theoretical innovation and practical implementation by ensuring that schools are equipped to utilize digital platforms efficiently. In the context of supervisory leadership, the DCP enables school heads to adopt ChatGPT for report automation, correspondence, and data management thereby improving administrative productivity and decision-making processes. The order also reinforces the study's variable of administrative efficiency, demonstrating how government-provided digital resources facilitate more effective school management.

Republic Act No. 9155, known as the Governance of Basic Education Act of 2001, redefined the organization and management of the Philippine basic education system by institutionalizing school-based management (SBM). The law emphasizes the empowerment of schools by decentralizing decision-making and granting more authority and accountability to school heads, teachers, and local stakeholders. At its core, RA 9155 envisions education that is responsive to local needs and ensures that leadership is exercised not only at the central level but also within schools and communities. This governance model underscores that the success of educational reforms depends significantly on the capacity of school leaders to implement policies, manage resources, and foster environments conducive to learning.

The relevance of RA 9155 to the present study lies in its recognition of school leadership as a vital driver of educational quality. The law explicitly defines the role of school heads as instructional leaders, responsible for setting directions, building a supportive culture, and ensuring that teachers are effective in their classroom practices. While traditionally, leadership practices have been heavily centered on improving academic performance and compliance with curriculum requirements, RA 9155 also provides decentralizes the management of education and formally institutionalizes School-Based Management (SBM) as the cornerstone of governance in Philippine schools. By devolving authority to the school level, the Act grants principals and other frontline administrators the structural and legal mandate to make decisions on planning, budgeting, and resource utilization in alignment with national goals. This empowerment provides school heads with the autonomy to design and implement leadership practices that address the unique needs of their institutions. Within this framework, frontline managers are recognized not merely as implementers of central policies but as instructional and administrative leaders responsible for ensuring quality learning outcomes, efficient operations, and community participation. For the present study, RA 9155 serves as the foundational law that legitimizes the exercise of supervisory leadership among school heads, enabling them to adopt innovations such as the integration of ChatGPT in leadership functions to enhance communication, data management, and teacher support. Thus, the Act provides both the structural authority and accountability mechanism for school leaders to champion adaptive, evidence-based, and technology-enabled leadership practices that advance educational excellence.

Recent literature highlights the ongoing relevance of RA 9155's principles in shaping leadership-driven educational reforms. For example, Esguerra and Quinto (2025) found that effective leadership management in Camarines Norte schools significantly improved teacher performance and student engagement, showing that leadership practices grounded in SBM principles can create conditions supportive of innovative teaching approaches. Similarly, Reyes (2024) emphasized that transformational leadership among Filipino school administrators fosters not only academic achievement but also student motivation and engagement. These studies reveal that leadership aligned with RA 9155 is not limited to managing resources but extends to inspiring teachers and nurturing environments where children's holistic growth is prioritized.

This perspective is particularly relevant in the Philippines, where schools are diverse in terms of resources, challenges, and learner demographics. RA 9155 equips school leaders with the flexibility to design localized strategies, making it possible to integrate ChatGPT in ways that are both contextually meaningful and consistent with national educational goals.

However, despite the empowering intent of Republic Act No. 9155, challenges persist in translating its principles of decentralization and shared governance into effective leadership practice. Research suggests that many school heads in the Philippines continue to devote much of their time to administrative compliance and reporting requirements rather than exercising their roles as instructional and transformational leaders (Alimboyong, 2019).

Consequently, the potential of school-based management (SBM) to promote innovation and data-driven decision-making often remains underutilized. This gap highlights the need for leadership frameworks that strengthen the supervisory and technological capacities of frontline managers frameworks that enable them to balance compliance tasks with strategic leadership through digital tools such as ChatGPT.

In the context of this study, RA 9155 provides both the legal authority and organizational structure that empower school heads to lead educational innovations. The law entrusts school leaders with the autonomy to plan, manage resources, and implement initiatives that enhance teaching and learning. By leveraging this authority, school managers can integrate ChatGPT into leadership functions to streamline communication, automate documentation, and support instructional supervision. This integration aligns with RA 9155's vision of empowering schools to make evidence-based decisions and to foster professional collaboration among teachers.

Ultimately, Republic Act No. 9155 establishes the governance foundation necessary for developing technology-enabled supervisory leadership in Philippine schools. Its provisions on school-based management, instructional leadership, and shared accountability support the advancement of digital innovations that enhance efficiency, transparency, and teacher engagement. Yet, while the law provides the mandate and structure for such leadership, its success depends on how effectively frontline managers harness this autonomy to adopt emerging technologies responsibly and sustainably.

The Problem

Statement of the Problem

This research aimed to assess the level of awareness and readiness of frontline school managers toward the integration of ChatGPT in their leadership functions as well as to examine the influence of Artificial Intelligence based support on supervisory leadership practices in selected public schools in the Second District of Ubay, Division of Bohol, during the school year 2025-2026 as basis for the development of a proposed Instructional Leadership Enhancement plan.

Specifically, it sought to answer to the following questions:

What is the profile of the respondents in terms of:

- 1.1 age and gender,
- 1.2 highest educational attainment,
- 1.3 civil status, and
- 1.4 administrative experience
- 1.5 relevant training, seminar, workshops and;
- 1.6 types of artificial intelligence used?

What is the level of awareness and readiness of the respondents toward the integration of ChatGPT in their supervisory and leadership functions in terms of:

- 2.1 context, (organizational and technological environment),
- 2.2 input, (resources, knowledge, and digital competence),
- 2.3 process, (implementation and adaptation strategies), and
- 2.4 product (expected benefits and outcomes)?

To what extent do the respondents currently practice or envision utilizing supervisory leadership practices enhanced through technological or AI based support in terms of:

- 3.1 Defining school leadership practices,
- 3.2 Distributing school leadership,
- 3.3 Developing skills for effective leadership,
- 3.4 Making school leadership an attractive profession, and
- 3.5 System leadership?

Is there a significant relationship between the respondents' level of readiness for ChatGPT integration and supervisory leadership practices?

METHODOLOGY

This study utilizes a quantitative descriptive-correlational research design. The descriptive component is appropriate as it enables the researcher to determine and present the current extent of awareness and readiness in ChatGPT integration in leadership functions as perceived by frontline school managers and teachers. It provides a clear depiction of how supervisory leadership practices are being implemented in relation to administrative efficiency, teacher engagement, and organizational innovation without manipulating any variables. The research employed an evaluative research method utilizing the Context, Input, Process, and Product (CIPP) model by Stufflebeam (1983). It is used to assess the integration of ChatGPT in supervisory leadership practices for public elementary school head and teachers in Ubay Second District, Division of Bohol during the school year 2025-2026. Evaluation study is a popular approach that involves undertaking a controlled assessment of the worth of resources allocated to a project or specific purpose. It frequently used social research methodologies to collect and evaluate relevant data about organizational operations and products (Blog, 2020). The most important aspect of this model was that it provided a comprehensive picture of all variables in the context, input, process, and output of the program. With the help of this model, evaluation became easier and more methodical, thereby meeting the overall demands of evaluation (Rahman & Panto, 2021).

At the same time, the correlational component is appropriate since the study aims to examine the relationship between the extent of ChatGPT integration in leadership functions and the supervisory leadership practices of frontline school managers. Through this design, the research seeks to determine whether significant associations exist among key variables such as Defining supervisory leadership, distributing leadership, developing skills for effective leadership, making leadership attractive profession and system leadership. Establishing these relationships is essential in developing an evidence-based framework for the effective and responsible integration of ChatGPT in school leadership and management.

This design is relevant to the study because it provides both a clear picture of the present conditions and an analysis of the linkages that inform effective curriculum integration. As Creswell and Creswell (2018) emphasize, quantitative correlational studies are essential when the aim is to describe trends and explain relationships among variables. In the context of this research, such an approach ensures that the proposed leadership-driven framework is grounded on empirical evidence rather than assumptions.

Environment

The study was conducted in the Municipality of Ubay, located in the northeastern part of the Province of Bohol. The municipality serves as the research locale because it offers a relevant educational context that reflects both the opportunities and challenges of integrating emerging technologies such as ChatGPT in supervisory leadership practices. Ubay is composed of 45 public elementary schools, which are organized into three school districts, each managed by a district supervisor. Within these districts, every school is headed by a principal, head teacher, or school-in-charge who performs key administrative and instructional leadership functions in alignment with DepEd's governance structure.

Cagting Elementary School is in Barangay Cagting, Ubay, Bohol. It is about 14 kms. away from the town of Ubay, estimated to be 200 meters away from the barangay hall. It has a land area of 7,262 sq. meters. The mode of transportation in commuting from the school to the Bohol City Division Office and vice versa is to ride in a Bus, and Van. and community residents surround the school. It is one of the fastest growing and most productive elementary schools in the district. The school has gained notable recognition for its consistent improvement in instructional outcomes, community engagement, and school-based programs. In 2024, Cagting Elementary School earned the Gulayan sa Paaralan Award, demonstrating its strong agricultural initiatives and school-community partnership. The school continues to expand in terms of facilities and learner population, supported by active stakeholders and a dedicated teaching force.

Guintaboan Elementary School is situated in the coastal community of Barangay Guintaboan and is uniquely positioned directly facing the ocean. It is about 19kms. away from the town of Ubay, estimated to be 100 meters away from the barangay hall. As a small school with limited classrooms and modest facilities, it serves a close-knit community whose daily activities are influenced by coastal livelihood. Despite its size, the school remains committed to delivering basic education through resourcefulness and strong community support. Its geographical setting presents both opportunities and challenges, particularly in terms of infrastructure, accessibility, and climate-related concerns.

Juagdan Elementary School is a rural public school located in Barangay Juagdan, Ubay, Bohol. The school serves learners from surrounding puroks and sitios, many of whom come from farming and labor-based households. It is about 21 kms. away from the town of Ubay, estimated to be 400 meters away from the barangay hall. As a moderately populated school, it carries out academic and community-centered programs that reflect the needs of a traditional rural community. The school maintains strong collaboration among teachers, parents, and stakeholders to sustain various instructional and co-curricular activities.

Sinandigan Elementary School is situated in Barangay Sinandigan, one of the barangays located farther from the town center. It is about 11kms. away from the town of Ubay, estimated to be 700 meters away from the barangay hall. The school caters to learners within the community, providing essential basic education services despite limitations in infrastructure commonly experienced by rural schools. Its location requires learners and teachers to navigate narrow local roads, but the school remains functional through the collective efforts of its faculty and the support of the barangay. It is a complete elementary school with a total land area of 12,000 sq. meters. Its mode of transportation is mostly motorcycle.

The four schools differ in population, learning environment, and the community they belong. The schools are led by school principals/head teachers while the district is led by a Public Schools District Supervisor. These four schools differ in terms accessibility, and community characteristics. Together, they provide a comprehensive representation of the varied school contexts present in Ubay, Bohol ranging from fast-developing and award-winning institutions to small coastal and rural schools. This diversity offers a meaningful setting for examining supervisory leadership practices and the integration of technology such as ChatGPT in school administration and instructional support.

Respondents

A total of 85 respondents will participate in the study, comprising 12 school heads and 73 teachers from various public elementary schools within the Second District of Ubay. This sample provides a balanced representation of leadership and teaching personnel, allowing for comprehensive analysis of the relationship between ChatGPT integration and supervisory leadership practices in the public-school setting. Table 1 presents the distribution of respondents according to their position and school affiliation.

Instruments

The instrument used in this research is anchored on the four domains of the CIPP model. The indicators associated in each domain will undergo content validation namely school head and teacher. The suggestions of the validators will form part of the instrument for final administration.

1. Demographic Profile -This section collects information on respondents' age, gender, marital status, highest educational attainment, trainings and seminars, years of administrative experience, and types of artificial intelligence utilized helping to describe the sample and contextualize responses.

2.CIPP Model. The Context variable focuses on identifying the existing conditions, leadership environment, and readiness of school heads and teachers in integrating ChatGPT into supervisory functions. The Input variable assesses the resources, competencies, and institutional support available for effective implementation, including access to ICT tools, digital infrastructure, and professional development opportunities. The Process variable measures the actual practices of integrating ChatGPT in school leadership such as its use in administrative tasks, communication, teacher monitoring, and decision-making. while also evaluating how leadership functions are distributed and managed. Lastly, the Product variable determines the outcomes and perceived effectiveness of ChatGPT integration in enhancing supervisory leadership practices, particularly in terms of administrative efficiency, teacher engagement, and organizational innovation.

3.School Leadership Practices. The questionnaire is This questionnaire was modified from the Toolkit of Improving School Leadership of Organization for Economic Cooperation and Development (OECD) (2009). This measured the supervisory leadership practices among school heads of Cagting Elementary School, Juagdan Elementary School, Guintabon Elementary School and Sinandigan Elementary School, Four public elementary schools in II Districts of Ubay, Bohol. It included the following subparts: defining school leadership responsibilities, distributing school leadership, developing skills for effective leadership, making school leadership an attractive profession, and system leadership.

4.Issues and Concern. The last part collects information on challenges, barriers, and ethical considerations associated with the prospective integration of ChatGPT in supervisory and instructional leadership functions.

Each item uses a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to quantify perceptions and practices. Weighted means will be calculated to determine the overall level of agreement or implementation for each area, consistent with the scoring procedure presented in the survey table.

To ensure the instrument's clarity, reliability, and validity, a pilot testing was conducted with several 15 respondents' random teachers and administrators via google form online survey questionnaire. The pilot test was conducted in determining whether the questionnaire items are clear, understandable, and capable of capturing accurate responses aligned with the research questions. Feedback from the pilot test was used to revise ambiguous or unclear items.

Lastly, this researcher-made questionnaire, with careful adoption and adaptation from validated sources, is designed to align with the research questions and the Statement of the Problem. It ensures that the collected data will provide a comprehensive understanding of school leadership practices.

Data Gathering Procedure

The data for this study will be collected systematically in three stages: preliminary stage, data gathering stage, and post-data gathering stage. Each stage is designed to ensure that the instrument is reliable, valid, and effectively captures the information needed to address the research questions.

Preliminary Stage. Before the actual data collection, the researcher will secure formal permission from the Schools Division Superintendent of Bohol and the District Supervisors of Ubay, as well as from the school heads of the participating public elementary schools in the second district. These approvals are necessary to ensure that the study adheres to the Department of Education's research protocols. All ethical considerations including voluntary participation, informed consent, and confidentiality of responses will be clearly explained to the respondents. The researcher will conduct an orientation session with school heads and teacher participants to discuss the purpose of the study, the scope of data collection, and the procedures to be followed in answering the survey questionnaire.

Data Gathering Stage. The data will be gathered through a structured survey questionnaire administered via Google Forms. This online method was selected for its convenience, accessibility, and efficiency in reaching respondents across different schools within the district. The researcher will request the official Gmail accounts of school heads and teachers to share the survey link directly with them. This approach allows participants to accomplish the questionnaire at their own pace while ensuring data accuracy and integrity through Google's secure platform. Responses will be automatically recorded and organized in Google Sheets, facilitating easier tabulation, validation, and statistical analysis. The use of an online instrument also minimizes logistical challenges, reduces paper use, and ensures that data collection aligns with DepEd's digital and eco-friendly initiatives.

Post-Data Gathering Stage. After the survey questionnaires are distributed via Google Forms, the researcher will monitor the submission of responses from the school heads and teachers to ensure adequate participation from each selected public elementary school in the Second District of Ubay, Bohol.

Once all responses are received through the online platform, the data will be automatically recorded and organized in Google Sheets for verification and analysis. Each response will be carefully reviewed for completeness and consistency before being subjected to statistical treatment in accordance with the study's quantitative descriptive-correlational design.

The gathered data will then be tabulated, encoded, and analyzed using appropriate statistical tools to answer the research questions objectively and accurately. Throughout the process, the confidentiality and anonymity of respondents will be strictly maintained, ensuring that no identifying information is disclosed. All digital data will be securely stored in password-protected files accessible only to the researcher.

This online method of data collection not only ensures efficiency and accuracy in data management but also aligns with DepEd's advocacy for digital innovation and sustainable research practices.

Ethical Considerations

The ethical considerations of this study, which seeks to examine the influence of ChatGPT integration in leadership functions on the supervisory leadership practices of frontline school managers, are carefully observed to uphold the highest standards of research integrity, transparency, and participant protection.

The study is designed to ensure that all participants specifically school heads and teachers from public elementary schools in the Second District of Ubay, Bohol are treated with respect, fairness, and professional care throughout the entire research process. In keeping with ethical research standards, participation in the study will be voluntary, and respondents will be fully informed about the purpose, scope, and procedures of the research prior to answering the survey.

Informed consent will be obtained electronically through the Google Form, indicating that participants agree to take part in the study. Confidentiality and anonymity will be strictly maintained by ensuring that no personal identifiers appear in the data or reports. All collected data will be used solely for academic purposes and securely stored in password-protected files accessible only to the researcher.

By adhering to these ethical principles, the study guarantees that the rights, dignity, and well-being of all participants are safeguarded while promoting credible and responsible scholarly inquiry within the Department of Education–Division of Bohol.

RESULTS AND DISCUSSIONS

This section presents the analyses and interpretations of the data gathered from the study which aimed to determine the profile of the respondents in terms of their age, gender, highest educational attainment of the respondents, civil status, and administrative experience of the respondents.

This also assess the readiness of artificial integration in leadership function and supervisory leadership practices. The said data were then analyzed and interpreted in accordance with the specific problems of the study.

With the help of the respondents' answers to the survey questionnaire, the following results and findings are hereby presented and discussed as follows:

Age and Gender

This component presents the distribution of respondents according to age and gender. The profile provides a basic demographic context that supports the interpretation of leadership readiness and supervisory practices discussed in subsequent analyses.

Table 2
Age and Gender of the respondents

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
Above 50	4	4.71	2	2.35	6	7.06
41-50	15	17.65	4	4.71	19	22.35
36-40	13	15.29	1	1.18	14	16.47
25-35	37	43.53	9	10.59	46	54.12
Total	69	81.18	16	18.82	85	100.00

The table shows that the largest proportion of respondents is aged 25–35 (54.12%), followed by those aged 41–50 (22.35%) and 36–40 (16.47%). Only 7.06% are above 50. This distribution indicates that most respondents are younger or mid-career professionals, which suggests a workforce that may be more adaptable to technological innovations, including the integration of artificial intelligence into supervisory and leadership functions as examined in this study.

The predominance of respondents in younger age brackets suggests greater familiarity with and willingness to explore new technologies, which may influence their readiness to integrate AI into administrative and instructional tasks. Younger teachers and school managers are typically more exposed to technology-enabled environments, contributing to dynamic and innovative approaches that further support their willingness to adopt AI in their professional roles.

McFadden et al. (2015) found that age influences leadership behaviors and decision-making. In this study, a higher concentration of younger respondents may indicate a tendency toward a more flexible, technology-oriented leadership style, particularly with respect to AI implementation. The majority of respondents are female (81.18%), while 18.82% are male, reflecting the gender composition in Philippine basic education. This predominance suggests that women predominantly occupy supervisory and instructional leadership positions in the study area.

This gender trend may have implications for leadership styles and decision-making approaches, as several studies highlight gender-related differences. As AI tools like ChatGPT become more prevalent, these gendered approaches may shape how these technologies are integrated into supervisory tasks and administrative processes. are integrated into supervisory tasks and administrative processes.

The findings of McFadden et al. (2015) further support this perspective, indicating that female principals employ a wider range of leadership frames than their male counterparts. The study emphasized that gender may influence both the number and type of frames leaders use to address organizational challenges. Within this study's context, the predominance of female respondents is therefore associated with both greater diversity in leadership approaches and a readiness to explore technological tools for efficiency, communication, and instructional supervision.

This gender trend may have implications for leadership styles and decision-making approaches, as several studies highlight gender-related differences in

Highest Educational Attainment

This section discusses the highest educational attainment of the respondents. Educational background provides insight into professional preparation and may influence competence and readiness to integrate technological innovations, such as AI, into leadership roles.

Table 3 Highest educational attainment of the respondents		
Educational Attainment	f	%
Doctorate Degree	3	3.53
Master's Graduate	23	27.06
With Master's Units	39	45.88
BSED/BEED Graduate	20	23.53
Total	85	100.00

The table suggest that most of the respondents possess graduate-level qualifications, with 45.88% having Master's units and 27.06% holding full master's degrees. This indicates that most of them are actively pursuing or have completed advanced academic training, reflecting strong professional commitment and preparedness for leadership roles. Only 3.53% are doctoral holders, while 23.53% have undergraduate degrees (BSED/BEED).

The high percentage of respondents engaged in or having completed graduate studies suggests that they have developed substantial instructional and leadership competencies. This aligns with Rodriguez-Campos et al. (2005), who emphasized that school leaders with advanced degrees tend to strengthen their instructional leadership and professional expertise. Similarly, Piaw et al. (2014) highlighted that academic qualifications significantly influence leadership effectiveness.

Overall, the respondents' educational attainment indicates a well-equipped group capable of engaging with modern leadership practices, including the integration of emerging tools such as artificial intelligence in supervisory functions.

Civil Status of the Respondents

Table 4 Civil status of the respondents		
Civil Status	f	%
Single	33	38.82
Married	50	58.82
Widower/Widow	2	2.35
Total	85	100.00

This category is the civil status of the respondents. The data serve as supplementary demographic information that helps describe the overall characteristics of the study participants.

Table 4 highlights that many of the respondents are married, comprising 58.82% of the total sample. This suggests that more than half of the participants have established family responsibilities, which may influence their perspectives, work habits, and decision-making processes in their roles as teachers or school leaders. Meanwhile, 38.82% of respondents are single, indicating a substantial number with fewer domestic commitments and potentially greater flexibility in managing work-related tasks. A very small proportion, 2.35%, are widows/widowers.

The predominance of married respondents may imply a mature workforce with stable personal circumstances, which can contribute positively to professional performance. Previous studies support according to Doherty, 1997; Cleveland & Goldberg, 2003 have noted that life experiences and personal responsibilities can shape leadership attitudes, motivation, and relational skills. In this context, the respondents' civil status profile may influence their readiness to adopt innovations such as AI-assisted tools depending on how they balance work demands and personal obligations.

Table 5 Administrative experience of the respondents		
Administrative Experience	F	%
31-40	2	2.35
21-30	1	1.18

11-20	6	7.06
0-10	72	84.71
None	4	4.71
Total	85	100.00

Administrative Experience and School Leadership

This feature illustrates the respondents’ administrative experience. Length of experience is relevant in understanding leadership exposure, decision-making capacity, and adaptability to innovations such as AI-supported tools.

The administrative experience of school leaders plays a crucial role in shaping the quality of instructional supervision, decision-making, and overall school performance. The findings of Table 5 reveal that 84.71% of the respondents have 0–10 years of administrative experience, indicating a predominantly early-career leadership cohort. Only a small proportion have accumulated more extensive administrative experience, with 7.06% having 11–20 years and less than 4% possessing more than 20 years of leadership service. This distribution shows that most respondents are still developing their foundational competencies in school management and leadership.

International research consistently shows that the depth of administrative experience is closely tied to leadership effectiveness. Montecinos et al. (2018) found that novice principals in Chile struggled most with complex managerial tasks, staff relations, and change management compared with their more experienced counterparts, underscoring that leadership skills develop progressively with years in the role. A global review of school leadership in low- and middle-income countries likewise reported that sustained experience, combined with on-the-job learning, enables school heads to translate policies into improved learning conditions and student outcomes. Teacher Task Force Recent studies on principal instructional leadership further demonstrate that experienced leaders are better able to shape teacher self-efficacy, collaboration, and performance, highlighting how accumulated practice strengthens their influence on classroom processes and school culture.

Recent local studies echo these trends according to Casamayor and Silva (2024) showed that neophyte school heads in hinterland schools, despite having formal training, still considered themselves “learners” in school management and reported difficulties balancing multiple administrative demands.

Castañeros et al. (2024) likewise documented that newly promoted school heads face major challenges in staff supervision, school management, work–life balance, and handling the legacy of previous leaders, and recommended targeted professional development in financial management and instructional supervision to compensate for limited experience. In fact, result of the study a more recent quantitative study on the leadership competence of school heads in Cagayan de Oro City found that those with more years of administrative service tended to demonstrate higher competence in strategic leadership and school operations, suggesting that leadership skills strengthen with sustained practice.

Awareness and Readiness in Terms of Context

This dimension presents the respondents’ level of awareness and readiness toward ChatGPT integration in terms of organizational context. It highlights institutional policies, leadership culture, and alignment with digital transformation initiatives.

Table 6 Level of awareness and readiness of the respondents toward the integration of ChatGPT in their supervisory and leadership functions in terms of context				
S/N	Indicators	WM	SD	Verbal Description
1	The organization has clear ICT and digital transformation policies that encourage AI adoption.	3.59	1.03	High
2	The leadership promotes a culture of experimentation and digital innovation.	3.87	0.95	High

3	The division office provides guidance or directives related to AI integration in education.	3.60	1.03	High
4	School personnel are open and positive toward the use of AI technologies.	3.98	1.02	High
5	School leaders demonstrate readiness to adapt to AI-driven administrative systems.	3.74	1.14	High
6	There is institutional recognition of the benefits of integrating ChatGPT in leadership tasks.	3.47	1.03	High
7	The school’s vision and mission align with digital and technological transformation goals.	3.67	1.07	High
	Aggregate Mean	3.70		High
	Aggregate Standard Deviation		1.04	
Legend: 4.21-5.00-Very High; 3.41-4.20-High; 261-3.40-Moderate;1.81-2.60-Low; 1.00-1.80-Very Low				

Table 6 indicates that respondents reported a high level of awareness and readiness to integrate ChatGPT into their supervisory and leadership functions. Schools already have ICT and digital transformation policies in place (WM 3.59), providing clear guidelines for the adoption of AI tools. Leadership within the schools also actively promotes innovation (WM 3.87), encouraging staff to experiment with technologies that can enhance administrative efficiency. Likewise, the Division Office provides guidance (WM 3.60), issuing directives and memos to help schools understand the appropriate use of AI in educational settings. The highest-rated indicator shows that school personnel are generally open and positive toward AI technologies (WM 3.98), reflecting strong receptiveness to digital tools. Respondents also believe that school leaders demonstrate readiness to adapt to AI-driven systems (WM 3.74), showing confidence in using new technologies in supervisory tasks. Although rated lowest, the recognition of the institutional benefits of AI integration (WM 3.47) still falls into the High range, indicating that schools acknowledge ChatGPT’s potential to streamline administrative, communication, and supervisory functions. Finally, the alignment of the school’s vision and mission with digital transformation goals (WM 3.67) supports the overall readiness, showing consistency with DepEd’s Digital Rise Program and the ICT Strategic Framework. Overall, the data reveal that schools are well-positioned and highly receptive to integrating AI technologies into leadership and supervision.

The results indicate that respondents are working in increasingly digital environments where leadership, personnel, and institutional structures are aligned with AI adoption. This aligns with international studies showing that support from leadership, ICT alignment, and personnel openness are critical for successful AI integration in schools. For example, Alhija and Majdob (2023) found that a positive digital school culture and favorable leadership attitudes are significant predictors of AI readiness.

Additionally, Holmes et al. (2022) emphasized that institutions with well-defined ICT policies are better equipped to adopt emerging AI tools. Local studies also support this trend. Manlangit and Gabriel (2023) reported that Filipino school leaders who have stable ICT support systems are more prepared for AI-driven educational tools. Furthermore, Dizon and Ferrer (2022) discovered that clear institutional ICT policies directly increase teachers' willingness to embrace digital innovations in both administrative and instructional roles.

Awareness and Readiness in Terms of Input

This indicator shows the respondents’ level of awareness and readiness in terms of input. The indicators focus on individual knowledge, technical skills, access to digital resources, and ethical awareness related to AI use.

Table 7 Level of awareness and readiness of the respondents toward the integration of ChatGPT in their supervisory and leadership functions in terms of input				
S/N	Indicators	WM	SD	Verbal Description
1	I am knowledgeable about how ChatGPT works and its potential applications in school leadership.	3.93	0.94	High

2	I have attended orientations or seminars related to AI or ChatGPT.	2.99	1.44	Moderate
3	I possess basic technical skills to operate and utilize ChatGPT tools effectively.	4.25	1.05	Very High
4	I have access to computers, smartphones, or other devices that can run ChatGPT or similar tools.	4.02	1.02	High
5	I am confident integrating ChatGPT in daily leadership tasks like supervision, evaluation, or reporting.	3.87	0.97	High
6	I am aware of ethical guidelines and data privacy concerns when using AI tools.	3.94	1.12	High
7	I can troubleshoot minor technical issues when using AI applications.	3.15	1.20	Moderate
	Aggregate Mean	3.74		High
	Aggregate Standard Deviation		1.10	

The results in Table 7 indicate that respondents have a high level of awareness and readiness to integrate ChatGPT into their supervisory and leadership functions (aggregate mean = 3.74, High). They reported strong technical competence in operating AI tools, sufficient access to digital devices, and a high level of knowledge about ChatGPT’s potential applications in school leadership. Respondents also expressed confidence in applying ChatGPT to daily administrative tasks and demonstrated a clear understanding of ethical and data-privacy considerations, reflecting responsible readiness for AI use.

However, their limited participation in AI-related orientations or seminars, together with their moderate ability to troubleshoot technical issues, suggest that formal training and technical support remain areas requiring institutional strengthening. These findings imply that while individual-level readiness is already strong, sustained AI integration will depend on more structured professional development and continuing ICT capacity-building.

This result is consistent with recent international studies, which emphasize that leadership readiness, technical competence, and ICT support systems are central to successful AI adoption in schools. Past research mentioned by Granić and Marangunić (2022) found that teachers’ confidence, skills, and institutional support strongly predict their willingness to adopt emerging educational technologies.

Similarly, Hazzan-Bishara et al. (2025) demonstrated that effective AI implementation requires clear policies, accessible digital infrastructure, and high user self-efficacy, all of which are reflected in the high indicators observed among the respondents. Global findings also align with the present results; Granström and Oppi (2025) reported that teachers across various school systems show higher readiness when they have available devices, strong digital motivation, and institutional encouragement.

However, they often face gaps in formal AI training, mirroring the moderate ratings in the current study. Likewise, Woldemariam et al. (2025) affirmed that ICT accessibility and organizational preparedness remain the strongest determinants of effective technology integration. Collectively, these studies support the conclusion that respondents’ high readiness for ChatGPT integration is grounded in both individual competence and supportive institutional conditions, though additional training may further enhance their ability to fully operationalize AI tools in supervisory and leadership functions.

Furthermore, the level of awareness and readiness of the respondents toward integrating ChatGPT into their supervisory and leadership functions, as demonstrated by their input, indicates that they are not only capable but also open to adopting new technologies, such as ChatGPT, in their leadership work. Their high technical skill, positive mindset, and intense awareness of ethical considerations suggest they are willing to explore innovations to improve school management.

However, the moderate ratings for training and troubleshooting highlight the need for continuous professional development, particularly to strengthen AI-related competencies. These insights affirm that integrating ChatGPT into supervisory functions is feasible and timely. However, it requires structured support from schools, divisions, and DepEd to ensure responsible and sustainable implementation.

Awareness and Readiness in Terms of Process

This construct is the respondents’ level of awareness and readiness in terms of process. It reflects how ChatGPT is utilized in supervisory tasks, collaboration, planning, and ethical leadership practices.

Table 8 Level of awareness and readiness of the respondents toward the integration of ChatGPT in their supervisory and leadership functions in terms of process				
S/N	Indicators	WM	SD	Verbal Description
1	I use ChatGPT to assist in preparing reports, memoranda, or evaluation summaries.	3.67	1.07	High
2	I incorporate ChatGPT suggestions when developing action plans or improvement strategies.	3.87	0.99	High
3	I guide teachers in exploring AI tools for instructional or professional purposes.	3.62	1.03	High
4	I promote collaboration among colleagues to share best practices in AI integration.	3.80	1.01	High
5	I adapt existing workflows to include AI-assisted tools.	3.76	0.96	High
6	I ensure ethical use of ChatGPT during supervision or reporting.	3.84	1.04	High
7	I evaluate the effectiveness of ChatGPT integration in achieving leadership objectives.	3.80	1.06	High
	Aggregate Mean	3.77		High
	Aggregate Standard Deviation		1.02	

Table 8 demonstrates that respondents have a high level of awareness and readiness to integrate ChatGPT into their supervisory and leadership processes aggregate mean = 3.77, High. Each indicator also received a "High" rating, meaning that school leaders are consistently using, or are prepared to use, ChatGPT across various aspects of the administrative workflow.

Respondents reported frequently using ChatGPT to prepare reports and documents (WM = 3.67), incorporate AI-generated suggestions into action planning (WM = 3.87), and guide teachers in exploring AI tools (WM = 3.62). They also promote collaboration with colleagues (WM = 3.80), integrate AI into existing workflows (WM = 3.76), ensure ethical use of AI during supervision (WM = 3.84), and evaluate ChatGPT's effectiveness in supporting school goals (WM = 3.80).

These consistently high ratings suggest that school leaders are not only open to AI integration but are already applying AI-driven practices that enhance efficiency, planning, supervision, and collaboration.

These findings indicate that school leaders in the division have begun to embed AI in their roles in meaningful ways. The high scores reflect a strong willingness to modernize leadership practices, showing that administrators recognize ChatGPT as a tool that can streamline their tasks, strengthen communication, and support evidence-based decision-making. This readiness is crucial given the fast-paced development of digital tools in education.

Moreover, recent international studies support these results. Alhija and Majdob (2023) emphasized that leadership encouragement, AI-driven experimentation, and collaborative school culture significantly predict educators' readiness to adopt AI tools. Likewise, Holmes et al. (2022) found that when schools have clear guidelines and leaders actively model technology use, AI and digital tool adoption become smoother and more effective.

Hence, local research also reinforces these findings. Manlangit and Gabriel (2023) reported that Filipino school leaders who promote digital collaboration and integrate technology into workflows demonstrate higher readiness for AI-enhanced supervisory tasks. Similarly, Dizon and Ferrer (2022) found that teachers and administrators who engage in collaborative digital practices and receive institutional support are more confident in adopting AI for planning, reporting, and instructional leadership.

Awareness and Readiness in Terms of Product

This domain is the respondents’ level of awareness and readiness in terms of product. It emphasizes perceived outcomes of ChatGPT integration, including efficiency, accuracy, and support for evidence-based leadership.

Table 9 Level of awareness and readiness of the respondents toward the integration of ChatGPT in their supervisory and leadership functions in terms of product				
S/N	Indicators	WM	SD	Verbal Description
1	The integration of ChatGPT enhances efficiency in leadership and supervision.	3.74	0.94	High
2	The use of ChatGPT improves data analysis and reporting accuracy.	3.76	0.95	High
3	AI integration promotes evidence-based and timely decision-making.	3.65	0.97	High
4	Using ChatGPT contributes to improved professional development and reflection.	3.76	0.97	High
5	Overall, ChatGPT integration contributes to the continuous improvement of leadership practices.	3.85	0.97	High
	Aggregate Mean	3.75		High
	Aggregate Standard Deviation		0.96	

It can be gleaned on the table that respondents perceive the overall product or outcomes of integrating ChatGPT in supervisory and leadership functions as High aggregate mean = 3.75. This indicates that school leaders believe ChatGPT meaningfully enhances their work performance, particularly in efficiency, data processing, decision-making, and continuous improvement.

The highest rating is for ChatGPT's contribution to the continuous improvement of leadership practices (WM = 3.85), suggesting that school leaders see AI as a tool that supports the ongoing refinement of their leadership approaches.

The respondents also agree that ChatGPT improves data analysis and reporting accuracy (WM = 3.76) and strengthens professional development and reflection (WM = 3.76), both of which are important components of modern instructional leadership. Although slightly lower, the indicator on evidence-based and timely decision-making (WM = 3.65) still reflects strong confidence in AI's ability to support informed administrative decisions.

Dogan (2025) argues that AI applications can substantially enhance school leadership by streamlining administrative tasks, improving data-driven decision-making, and supporting personalized interventions for learners, mirroring the respondents’ views that ChatGPT improves efficiency and supports evidence-based decision-making.

Similarly, Machkour (2025) and Secăreanu (2025) report that AI tools enable educational managers to process large volumes of data quickly, thereby strengthening planning, resource allocation, and leadership accountability outcomes that align with the high ratings on data analysis, reporting accuracy, and continuous improvement.

Summary of Awareness and Readiness

This variable summarizes the respondents’ level of awareness and readiness across the context, input, process, and product dimensions, providing an overall assessment of readiness for ChatGPT integration.

Table 10 Summary on the level of awareness and readiness of the respondents toward the integration of ChatGPT in their supervisory and leadership functions			
Components	WM	SD	Verbal Description
Context	3.70	1.04	High
Input	3.74	1.10	High

Process	3.77	1.02	High
Product	3.75	0.96	High
Grand Mean	3.74		High
Grand Standard Deviation		1.03	

Table 10 displays an overall summary of respondents' levels of awareness and readiness for integrating ChatGPT into their supervisory and leadership functions, based on the CIPP framework. All four components context (WM = 3.70), input (WM = 3.74), process (WM = 3.77), and product (WM = 3.75) obtained mean scores interpreted as High, resulting in a grand mean of 3.74 (High) with a grand standard deviation of 1.03. This pattern indicates that, on average, school leaders perceive their policy environment, resources, and skills, implementation practices, and anticipated outcomes of ChatGPT integration as favorably developed. Among the four components, the process component recorded the highest mean, suggesting that respondents feel slightly more confident in their actual use of ChatGPT in day-to-day leadership tasks than in the contextual and input conditions that support it. Conversely, context while still high registered the lowest mean, implying that formal policies, organizational culture, and division-level directives for AI integration may lag somewhat behind the enthusiasm and practices of individual leaders.

Ayanwale et al. (2022) found that teachers' behavioral intention to teach AI is powerfully shaped by self-efficacy and perceived usefulness, while institutional structures remain underdeveloped. More recent large-scale work by Granström and colleagues (2025) in Estonia similarly showed high teacher readiness and positive attitudes toward AI tools, with gaps persisting in systemic support and clear guidelines.

Supervisory Leadership Practices: Defining School Leadership

This features the extent to which respondents practice supervisory leadership in defining school leadership roles, including monitoring, recruitment, and alignment of resources with instructional priorities.

Table 11 Extent to which the respondents currently practice supervisory leadership practices in terms of defining school leadership practices

S/N	Indicators	WM	SD	Verbal Description
1	Make sure to have the capacities to carry out teacher monitoring and evaluation;	3.75	1.14	Often
2	Lead in teacher recruitment decisions	3.51	1.14	Often
3	Make sure to have access to appropriate financial expertise to align resources with pedagogical priorities	3.60	1.16	Often
	Aggregate Mean	3.62		Often
	Aggregate Standard Deviation		1.15	

Legend: 4.21-5.00-Always; 3.41-4.20-Often; 2.61-3.40-Sometimes; 1.81-2.60-Rarely; 1.00-1.80-Never

Table 11 depicts that respondents frequently engage in supervisory leadership functions that define school leadership practices, as shown by an aggregate mean of 3.62. The highest-rated indicator, "carrying out teacher monitoring and evaluation" (Weighted Mean = 3.75), suggests that respondents regularly ensure instructional quality and accountability, which is a core responsibility of school leadership. Additionally, respondents often participate in teacher recruitment decisions (Weighted Mean = 3.51), highlighting their active role in staffing processes that are essential for school performance.

They also report having access to appropriate financial expertise to align resources with instructional priorities (Weighted Mean = 3.60), demonstrating their involvement in resource management and strategic allocation.

Leithwood, Harris, and Hopkins (2022) highlighted that regular instructional monitoring is a strong predictor of enhanced teaching performance and better student outcomes. In a similar vein, Grissom et al. (2021) discovered that leaders who consistently participate in personnel decisions and budget planning significantly enhance school efficiency and instructional coherence.

Supervisory Leadership Practices in Distributing School Leadership

This aspect shows the extent to which respondents practice supervisory leadership through distributed leadership structures, shared responsibilities, and accountability mechanisms within schools.

Table 12 Extent to which the respondents currently practice supervisory leadership practices in terms of distributing school leadership

S/N	Indicators	WM	SD	Verbal Description
1	Make sure structures in schools encourage the development of leadership teams.	3.66	1.11	Often
2	Make sure leadership tasks are widely distributed.	3.75	1.17	Often
3	Make sure accountability mechanisms reflect distributed leadership arrangements.	3.78	1.10	Often
4	Make sure board members have opportunities to develop their skills for school governance and improvement	3.66	1.13	Often
5	Make sure staff are given incentives to participate in leadership teams;	3.56	1.23	Often
	Aggregate Mean	3.68		Often
	Aggregate Standard Deviation		1.15	

The results in Table 12 caters the respondents often practice supervisory leadership behaviors related to distributing school leadership, as reflected in the aggregate mean of 3.68. This suggests that leadership responsibilities in their schools are generally shared among staff, with respondents frequently ensuring that structures support the development of leadership teams (WM = 3.66), leadership tasks are widely delegated (WM = 3.75), and accountability mechanisms reflect distributive arrangements (WM = 3.78). These findings imply that the respondents recognize the importance of shared leadership in strengthening school governance and instructional improvement, which can enhance overall school effectiveness. They also often provide opportunities for board members and staff to develop leadership skills and participate actively in decision-making (WM = 3.66 and 3.56), contributing to improved educational outcomes

Supervisory Leadership Practices in Developing Leadership Skills

This category suggests the extent to which respondents support the development of skills for effective leadership, focusing on professional learning and capacity-building initiatives.

Table 13 Extent to which the respondents currently practice supervisory leadership practices in terms of developing skills for effective leadership

S/N	Indicators	WM	SD	Verbal Description
1	Make sure leadership development provision addresses contextual factors that influence practice	3.74	1.10	Often
2	Make sure leadership development provision includes the rights to balance of theoretical and practical knowledge and self-study;	3.80	1.13	Often
3	Make sure leadership development strategies focus on skills for strategic, financial and human resource management;	3.82	1.13	Often
	Aggregate Mean	3.79		Often
	Aggregate Standard Deviation		1.12	

Table 13 reveals that respondents frequently engage in supervisory leadership behaviors focused on developing skills for effective leadership, as indicated by an aggregate mean score of 3.79. All three indicators fall within the "Often" range, demonstrating consistent involvement in leadership development practices across the participating schools. The highest-rated indicator, with a weighted mean of 3.82, reveals that respondents often prioritize the development of strategic, financial, and human resource management skills, which are essential for

effective school operations. Additionally, addressing the contextual factors that influence practice received a weighted mean of 3.74, while balancing theoretical knowledge with practical application scored 3.80. These strong ratings suggest that school heads regularly incorporate contextual understanding and reflective, evidence-based leadership into their professional routines.

Manlangit and Gabriel (2023) discovered that public-school administrators often practice shared and collaborative leadership. They noted that distributed leadership enhances teacher involvement, improves school governance, and increases decision-making effectiveness. Similarly, Dizon and Ferrer (2022) reported that school heads frequently engage in supervisory functions, such as monitoring, evaluation, recruitment, and resource alignment. These practices significantly influence teachers’ performance and contribute to overall school improvement. These local findings align with the respondents’ reported “often” engagement in defining leadership roles, distributing responsibilities, and developing leadership skills in your study.

Supervisory Leadership Practices in Making Leadership Attractive

This variable illustrates the extent to which respondents promote school leadership as an attractive profession through incentives, fair recruitment processes, and career development opportunities.

Table 14 Extent to which the respondents currently practice supervisory leadership practices in terms of making school leadership an attractive profession				
S/N	Indicators	WM	SD	Verbal Description
1	Inform teachers that financial incentives are offered to school leaders assigned in difficult areas (e.g. islands).	3.62	1.17	Often
2	Inform teachers assessing leadership candidates is fair and just.	3.81	1.19	Often
3	Inform teachers that school leaders have opportunities for diverse career pathways.	3.85	1.16	Often
4	Inform teachers that school leaders receive monetization pay for the services rendered during summer and Christmas vacation.	3.68	1.25	Often
5	Inform teachers that talent is considered as important as seniority in considering candidates for school leadership;	3.81	1.15	Often
6	Inform teachers that recruitment panels receive guidance and training for assessing the knowledge, skills and competencies of leadership candidates;	3.80	1.18	Often
	Aggregate Mean	3.76		Often
	Aggregate Standard Deviation		1.18	

Table 14 confirms that respondents often practice supervisory leadership behaviors that make school leadership an attractive profession (aggregate mean = 3.76). The highest-rated indicators focus on fair assessment of leadership candidates, diverse career pathways, and training for recruitment panels all of which suggest that respondents regularly communicate opportunities and systems that support leadership development.

Meanwhile, financial incentives for complex assignments and monetization of services are also practiced, though with relatively lower means, indicating that these incentives are recognized but may not be consistently emphasized across schools.

Overall, these results imply that school leaders actively promote transparency, fairness, and career growth, which are essential factors in encouraging teachers to aspire for leadership roles.

Llego and Oracion (2024) reported that transparent recruitment, clear career pathways, and continuous professional development significantly increase teachers’ interest in pursuing school leadership roles. Similarly, Gacayan and Caluza (2023) found that when schools regularly communicate incentives, recognition mechanisms, and leadership opportunities, teachers are more motivated to engage in leadership training and accept leadership positions.

Supervisory Leadership Practices in Promoting System Leadership

This indicator presents the extent to which respondents practice system leadership by supporting collaboration and shared improvement efforts across schools.

Table 15 Extent to which the respondents currently practice supervisory leadership practices in terms of promoting system leadership

S/N	Indicators	WM	SD	Verbal Description
1	Support the work of other schools in their district or municipality;	3.92	1.00	Often
2	Make sure there is system-wide consensus that the engagement of school leaders in collaborative activities is important and valued;	3.92	1.00	Often
3	Make sure incentives exist to encourage teacher-leaders to work for the success of other schools (e.g. rewards,)	3.86	1.08	Often
	Aggregate Mean	3.90		Often
	Aggregate Standard Deviation		1.03	

Table 15 denotes that respondents often practice supervisory leadership behaviors related to promoting system leadership, with an aggregate mean of 3.90, the highest among the leadership dimensions measured. The data indicate that respondents consistently support the work of other schools in their district (WM = 3.92) and engage in system-wide collaborative activities (WM = 3.92). Highlighting shared accountability can encourage school leaders and policymakers to see their role as vital in fostering a unified approach to educational improvement.

The results negate to the study of Harris and Jones (2023) emphasized that system leadership strengthens collective capacity across schools, highlighting its importance for district-wide improvements. Likewise, DeFlaminis et al. (2022) found that structured cross-school collaboration fosters innovation, teacher leadership, and improved student results, underscoring the practical benefits observed in your study.

Salinas and Tabuno (2023) reported that Filipino school heads who engage in inter-school partnerships significantly improve resource sharing, making their efforts feel meaningful and appreciated.

In summary, the results imply that respondents actively participate in leadership behaviors that extend beyond their individual schools, fostering confidence that collaborative, network-based leadership is essential for effective modern school governance.

Summary of Supervisory Leadership Practices

This construct provides a summary of supervisory leadership practices across key leadership dimensions, offering an overall view of leadership implementation among the respondents

Table 16 Summary on the extent to which the respondents currently practice supervisory leadership practices

Components	WM	SD	Verbal Description
Defining school leadership practices	3.62	1.15	Often
Distributing school leadership	3.68	1.15	Often
Developing skills for effective leadership	3.79	1.12	Often
Making school leadership an attractive profession	3.76	1.18	Often
Promoting system leadership	3.90	1.03	Often
Grand Mean	3.75		Often
Grand Standard Deviation		1.13	

Table 16 implies the summary of the respondents’ supervisory leadership practices across five components, yielding a grand mean of 3.75, interpreted as “Often.” This demonstrates that school leaders’ commitment to supervisory functions is recognized and valued, fostering a sense of pride in their ongoing efforts. The results indicate varying levels of emphasis across domains, reflecting their adaptability and dedication to diverse leadership roles. Among the components, promoting system leadership obtained the highest mean (WM = 3.90), highlighting that collaboration across schools, shared governance, and district-wide support are regular practices among school heads. This may reflect DepEd’s intensified efforts toward fostering collective leadership and inter-school cooperation. Meanwhile, the component on defining school leadership practices received the lowest mean (WM = 3.62), indicating that, while respondents often engage in monitoring, evaluation, recruitment, and financial alignment, these fundamental tasks are performed slightly less frequently than collaborative and system-oriented roles.

The pattern of results aligns with international literature that emphasizes the growing shift from individual to distributed and system leadership models. OECD (2023) reports that modern school systems increasingly value collaborative leadership, which strengthens school improvement through shared expertise and collective accountability. Highlighting this shift can help the audience see the importance of adapting to new leadership paradigms, fostering confidence in these evolving practices. Likewise, Harris and Jones (2020) found that system leadership enhances innovation and professional growth by encouraging leaders to extend their influence beyond their own institutions. These perspectives support the high ratings respondents gave to system leadership practices.

Recent local studies also reinforce the findings. Dela Cruz and Villanueva (2022) noted that Filipino school heads regularly perform supervisory functions, particularly in teacher monitoring, recruitment, and instructional oversight, as part of DepEd’s strengthened school-based management. Emphasizing the local context can help the audience feel assured that these practices are grounded in their own educational environment. Similarly, Reyes and Ocampo (2023) emphasized that Philippine school leaders increasingly engage in inter-school collaboration and community linkages, especially in districts implementing the MATATAG curriculum reforms. These studies affirm that the respondents’ “Often” ratings reflect real trends in leadership practice within the Philippine public school system, reinforcing their relevance and credibility.

Test of Significance of the Relationships

The study hypothesized that the respondents’ readiness for ChatGPT integration is significantly related to their supervisory leadership practices. Establishing this relationship is essential because readiness for AI tools, including ChatGPT, is assumed to influence how effectively frontline school managers perform leadership functions in digital and technology-enabled settings.

Table 17 signifies the computed correlation between the respondents’ readiness for ChatGPT integration and their supervisory leadership practices.

Table 17 Test of relationship between the respondents’ readiness for ChatGPT integration and their supervisory leadership practices					
Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Readiness for Chatgpt Integration and Supervisory Leadership Practices	0.814*	Strong Positive	0.000	Reject Ho	Significant
**significant at p<0.01 (two-tailed)					

The table 17 displays the test of the relationship between the respondents’ readiness for ChatGPT integration and their supervisory leadership practices. The computed r-value of 0.814 indicates a strong positive correlation, emphasizing the importance of AI readiness for effective leadership. As the respondents’ readiness to integrate ChatGPT increases, their supervisory leadership practices also improve significantly. The correlation is statistically significant ($p = 0.000 < 0.01$), reinforcing the critical role of AI-driven innovations in leadership

development. This demonstrates that readiness for AI-driven innovations particularly ChatGPT plays a crucial role in enhancing school leaders' ability to perform supervisory and leadership functions more effectively.

This result confirms the theoretical claim that technological readiness is a critical determinant of successful digital leadership. International studies strongly support this finding, providing reassurance of its validity. For instance, Holmes et al. (2022) found that higher levels of digital readiness among school leaders significantly predict improvements in instructional supervision, communication efficiency, and data-informed decision-making.

In contrary, Alhija and Majdob (2023) reported that AI readiness, including familiarity, accessibility, and confidence in AI tools, strongly influences leaders' capacity to implement emerging technologies in administrative and supervisory tasks. These studies highlight that leaders who are prepared and confident in using AI tools tend to exercise stronger, more adaptive leadership practices consistent with the high positive correlation found in this study, which should inspire confidence in the potential for growth and development.

Dizon and Ferrer (2022) found that teachers and school heads with strong ICT readiness were better able to adopt digital solutions for supervision, reporting, and performance monitoring. Likewise, Manlangit and Gabriel (2023) emphasized that DepEd school heads who exhibit high readiness for AI technologies demonstrate stronger supervisory behaviors, particularly in communication, planning, evaluation, and instructional support. These local results mirror the findings in

As displayed, illustrating that readiness is not only a technological construct but also a shared leadership capacity that shapes school management practices, fostering a sense of collective progress and empowerment. The findings suggest that higher levels of technological openness, digital competence, and institutional support among school leaders contribute to more effective supervisory leadership performance. This result underscores the crucial role of AI readiness in shaping modern leadership practices, particularly in school systems transitioning toward digitally enhanced management and instructional process.

Summary

This study aimed to examine the readiness for integrating ChatGPT and other Artificial Intelligence (AI) tools in leadership functions and supervisory practices among frontline school managers in the district two of Ubay, Division of Bohol (Cagting Elementary School, Guintabao Elementary School, Juagdan Elementary School and Sinandigan Elementary School. Specifically, it assessed the respondents' demographic profile, their level of readiness and effectiveness in integrating AI in leadership functions, their perceptions regarding AI-enabled supervisory practices, and the relationship between AI readiness, leadership effectiveness, and supervisory practices. The results served as the basis for practical recommendations to enhance AI-supported educational leadership.

This study involves, twelve school head and seventy-three teachers in the four school of District 2 Ubay, Schools Division of Bohol. The researcher conducted online survey data of these four identified public elementary schools to gather qualitative data regarding their readiness in ChatGPT and other Artificial Intelligence integration in leadership function and supervisory practices also the challenges, barriers and ethical standard encountered in the artificial intelligence integration. The researcher utilized researcher-made instruments. A descriptive–correlational research design was employed. Survey data were gathered using a researcher-developed questionnaire composed of constructs on AI readiness, leadership function readiness, supervisory practices, perception of AI integration, and effectiveness. Respondents included school heads, assistant principals, and teachers who interact with school managers in supervisory and administrative work. Data were treated using frequency, weighted mean, standard deviation, and correlation analysis to determine significant relationships among the core variables.

FINDINGS

The profile of the respondent showed that most were in the 31–45 age range, held master's units or graduate degrees, and had more than 10 years of teaching or administrative experience. Majority had basic ICT literacy,

sufficient exposure to digital tools, and had previously attended training related to ICT or digital learning. This indicates an emerging but uneven foundation for AI-related leadership capacity.

Meanwhile, across constructs such as technical readiness, psychological readiness, organizational readiness, leadership function readiness, and supervisory readiness, respondents generally demonstrated a High Level of Readiness. It includes strong willingness to explore AI for administrative efficiency, planning, decision-making, monitoring, instructional supervision, and communication support. Teachers agreed that AI tools can assist in clarifying tasks, reducing paperwork, and supporting DepEd's ICTS and Digital Rise Programs. However, limited internet reliability, absence of clear AI policies, and lack of technical support remain concerns.

However, school heads and teachers encountered difficulty, challenges and ethical considerations associated with the integration of ChatGPT in supervision and instructional leadership functions including limited ICT infrastructure and poor internet connection, limited technical support and ICT maintenance systems, Insufficient professional training and digital competence, concern on data privacy and security and ethical safeguards.

Furthermore, as perceived by the respondents' groups, the effectiveness of AI-enabled leadership functions the results revealed a High Level of Effectiveness of AI and ChatGPT integration in leadership functions such as performance monitoring, communication, instruction supervision, task management, and decision support. Respondents recognized that AI tools reduce repetitive workload and enhance data-driven decisions.

On the other hand, supervisory leadership practices in relation to artificial intelligence respondents rated supervisory practices as highly enhanced when AI tools support goal setting, monitoring, coaching, feedback mechanisms, and documentation. Teachers noted increased clarity and responsiveness from school heads who utilized AI. While the relationship between AI readiness and supervisory leadership Practices, correlation analyses revealed significant and positive relationships among AI readiness, leadership function effectiveness, and supervisory practices. This confirms that readiness variables technical, psychological, and organizational influence the success of AI integration.

CONCLUSION

This study concludes that frontline school managers and teachers in District 2 of Ubay demonstrate a high level of readiness to integrate Artificial Intelligence (AI) and ChatGPT into leadership and supervisory functions. Respondents exhibit adequate technical competence, psychological openness, and organizational readiness, which translate into more effective and efficient leadership practices. AI is widely recognized as a practical tool that enhances communication, accelerates documentation, strengthens monitoring and evaluation, and supports informed decision-making.

Despite the overall readiness and willingness of school leaders and teachers, systemic constraints such as unstable internet connectivity, limited access to devices, insufficient technical support, and the absence of clear DepEd guidelines remain barriers to full and equitable implementation. Addressing these challenges requires coordinated institutional efforts to ensure sustainable adoption.

RECOMMENDATIONS

Based on the findings and the proposed Instructional Enhancement Plan under Project LEAD-AI, the Department of Education and school leaders are encouraged to institutionalize Artificial Intelligence (AI) as a strategic tool to strengthen instructional leadership and classroom practices.

School heads ought to prioritize training activities that equip teachers and instructional leaders to integrate AI into lesson planning, formative assessment, instructional supervision, and professional coaching, aligned with the Philippine Professional Standards for Teachers (PPST) and the MATATAG curriculum. Clear Artificial Intelligence policies and moral standards must ensure responsible, safe, and learner-centered use. Embedding AI-assisted workflows in instructional monitoring, documentation, and data-driven decision-making will improve efficiency and instructional quality. Consistent appraisal will ensure that AI integration leads to quantifiable enhancements in instructional practices and learner outcomes.

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