

Instructional Supervision Practices of School Heads, Work Engagement, Organizational Culture, and Performance of Teachers: Implications for Program Enhancement

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ABSTRACT

This study determined the extent of school head's instructional supervision practices, work engagement of teachers and organizational culture in relation to teachers' performance in six central schools of the in one of the districts in Negros Island Region during the School Year 2025-2026. The study involved teacher-respondents from selected public schools. Data were gathered through a researcher-developed questionnaire that assessed school heads' instructional supervision practices. Findings revealed that school heads generally manifested a high extent of instructional supervision skills in supporting teachers and promoting professional growth. Teachers had a very high level of work engagement. They likewise demonstrated favorable levels of performance and organizational commitment. Significant relationship was found between school head's instructional supervision practices and teachers' performance, while no significant relationship was noted between work engagement, organizational culture, and performance of teachers.

Keywords: Keywords: Instructional Supervision, School Heads, Work Engagement, Organizational Culture, Teachers' Performance.

INTRODUCTION

In the Philippines, the Department of Education (DepEd) has institutionalized the Philippine Professional Standards for Teachers (PPST) and the Philippine Professional Standards for School Heads (PPSSH) to provide a clear road map for excellence. The focus of these standards is instructional supervision (IS). No longer viewed as a mere "inspection" of classrooms, modern instructional supervision is a collaborative process of technical assistance, coaching, and mentoring (Research Institute for Teacher Quality, 2021). When school heads provide consistent, data-driven supervision, they empower teachers to refine their pedagogical practices. Yet, despite the implementation of the Results-Based Performance Management System (RPMS), many schools still struggle with the "follow-up and monitoring" phase of supervision, often leaving teachers with feedback that is either delayed or non-actionable (Department of Education, 2022).

Beyond instructional supervision, the internal drive of a teacher referred to as work engagement plays a vital role. Engaged teachers are active and exhibit vigor, dedication, and absorption in their tasks (Villanueva & Garcia, 2023). They are more likely to go beyond the minimum requirements of their Daily Lesson Logs (DLL) and seek innovative ways to reach diverse learners. This study posits that work engagement may serve as the "engine" that converts instructional supervision into actual high-level performance (Cruz, 2024). Furthermore, the "soil" in which these practices grow is Organizational Culture. A school's culture, its shared values, beliefs, and norms determines whether technical assistance is welcomed as a growth opportunity or feared as a disciplinary tool (Dela Cruz & Ramos, 2023). A collaborative and supportive culture fosters trust between the school head and the faculty (Santos, 2022), whereas a toxic or fragmented culture can nullify even the most technically sound supervision programs (Hernandez & Villanueva, 2025).

While existing literature shows that effective instructional supervision contributes to professional growth and improved teaching practices, while positive organizational culture and high work engagement enhance employee

motivation and productivity, several gaps remain evident. First, most studies focus only on the direct relationship between instructional supervision and teacher performance, and a limited attention is given to how work engagement and organizational culture simultaneously influence teacher outcomes. The combined interaction of these variables has not been sufficiently explored in a single framework. Second, many studies emphasize organizational culture or work engagement separately, without determining which dimensions significantly predict teacher performance when examined together with instructional supervision practices. Third, existing studies tend to be descriptive and seldom translate findings into a practical enhancement program for schools.

METHODOLOGY

This study employed a quantitative descriptive-correlational research design to determine the relationship between school heads' instructional supervision practices, teachers' work engagement, organizational culture, and teachers' performance in six selected central schools in one of the districts in the Negros Island Region during the School Year 2025–2026. The respondents consisted of 148 elementary teachers selected from a target population of 234 teachers. The sample size was determined using Yamane's formula with a five percent (0.05) margin of error. Stratified random sampling was used to determine the number of respondents from each school, while simple random sampling through draw lots was employed to identify the actual respondents.

Data were gathered using a researcher-developed questionnaire consisting of four parts. Part I measured school heads' instructional supervision practices in terms of classroom observation, professional support, and technical assistance. Part II assessed teachers' work engagement in terms of vigor, dedication, and absorption. Part III measured organizational culture based on leadership support, collaboration, communication, shared values, and professional development. Part IV assessed teachers' performance based on their official Individual Performance Commitment and Review Form (IPCRF) ratings. The first three parts used a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5).

The instrument underwent content validation by five experts composed of four education program supervisors and one school head. The Content Validity Ratio (CVR) developed by C. H. Lawshe was used, resulting in an overall CVR index of 0.85, indicating strong content validity. The revised questionnaire was pilot tested online among 30 respondents who were not included in the actual study. Reliability testing using Cronbach's alpha yielded coefficients of 0.718 for instructional supervision practices, 0.987 for teachers' work engagement, and 0.979 for organizational culture, with an overall reliability coefficient of 0.972, indicating excellent internal consistency. Teachers' performance, being based on official IPCRF records, was considered to have established institutional validity and reliability.

Data were gathered after securing approval from the Schools Division Superintendent and the school heads of the six selected central schools. The objectives of the study and the rights of the respondents were explained, and confidentiality of the collected information was ensured. The questionnaire was administered through Google Forms and distributed to the selected teachers through their respective school heads. The gathered data were organized, tabulated, and statistically analyzed in accordance with the research objectives.

The mean and standard deviation were used to determine the levels of instructional supervision practices, work engagement, organizational culture, and teachers' performance. Spearman's Rank-Order Correlation was employed to determine the significant relationships between instructional supervision practices and teachers' performance, work engagement and teachers' performance, and organizational culture and teachers' performance.

RESULTS AND DISCUSSIONS

Level of Instructional Supervision Practices of School Heads

Table 2. Level of Instructional Supervision Practices of School Head as a Whole and In Terms of Classroom observation; Professional support; and Technical Assistance.

Statement	Mean	Standard Deviation	Interpretation
Instructional Supervision as a Whole	4.72	0.41	Very high

Classroom Observation My School Head ...	4.73	0.45	Very high
1. conducts classroom observations.	4.69	0.49	Very high
2. provides constructive feedback after classroom observation.	4.72	0.49	Very high
3. uses clear and appropriate criteria when observing classroom teaching	4.75	0.48	Very high
4. monitors teaching performance	4.75	0.48	Very high
5. explains the objectives of the classroom observation clearly before the observation	4.75	0.55	Very high
Professional Support My School Head provides...	4.75	0.40	Very high
6. opportunities for professional development.	4.79	0.42	Very high
7. instructional support to improve my teaching learning delivery.	4.76	0.47	Very high
8. motivation to attend workshops and seminars.	4.77	0.42	Very high
9. School Learning Action Cell (SLAC) session.	4.72	0.45	Very high
10. a supportive environment that promotes teachers' professional development.	4.69	0.55	Very high
Technical Assistance The School Head...	4.68	0.50	Very high
11. provides guidance in selecting appropriate teaching strategies for diverse learners.	4.70	0.57	Very high
12. assists in aligning lesson with curriculum standard.	4.71	0.48	Very high
13. guides teachers in analyzing test results to identify learning gaps.	4.62	0.60	Very high
14. assists in the design of authentic assessment tools (rubrics, performance tasks).	4.59	0.58	Very high
15. provides strategies for conducting remedial and enrichment activities.	4.77	0.47	Very high

Legend:(4.21-5.0)-Very High;(3.41 – 4.20)-High;(2.61-3.40) Moderate (1.81 – 2.60)-Low;(1.00 – 1.80)-Very Low

As illustrated in Table 2, a mean score of 4.72 with a standard deviation of 0.41 indicates a Very High interpretation. This result demonstrates a strong consensus regarding the consistent effectiveness of school heads in executing instructional supervision and fostering teaching effectiveness and professional development. Among the three categories, Professional Support received the highest mean at 4.75, followed closely by Classroom Observation (M = 4.73) and Technical Assistance (M = 4.68). These findings imply that school heads prioritize the provision of professional growth, instructional guidance, and mentoring to enhance teachers' skills. In particular, the statement provides opportunities for professional development, achieved the highest mean score (M = 4.79), indicating that school heads highly value professional learning activities for teachers; providing them with opportunities to participate in training, seminars, and workshops.

High marks in classroom observation proved that school heads regularly monitor classroom instruction, provide constructive feedback, use transparent criteria, and communicate observation objectives effectively. Technical assistance is also ranked exceptionally high; leaders actively guide teachers through lesson planning, curriculum alignment, analysis of assessment results, and implementing learner remediation and intervention programs. These trends revealed that instructional supervision is fully integrated into these institutions. School heads are viewed as effective instructional supervisors rather than strict evaluators creating the psychological safety teachers require to truly elevate their professional practices.

This exceptionally high execution of instructional supervision strongly supports the assertions of Basilio and Bueno (2021) and Zepeda (2025), who argued that modern supervision has successfully shifted from traditional compliance monitoring into a highly collaborative, capacity-building framework. Furthermore, the emphasis on professional development and collaborative feedback mirrors the core principles of Cogan's (1973) Clinical Supervision Theory, which treats the supervisor-teacher relationship as a developmental partnership. It also aligns with the global synthesis by Baritua et al. (2026), reinforcing that current practices under the PPST/PPSSH frameworks focus primarily on developmental support rather than routine bureaucratic inspections

Level of Teachers' Work Engagement

Table 3. Level of Work Engagement of Teachers as a Whole and in Terms of Vigor; Dedication; and Absorption.

Statement	Mean	Standard Deviation	Interpretation
Work Engagement as a Whole	4.64	0.40	Very high
Vigor (Energy, resilience, and persistence at work) I am...	4.57	0.47	Very high
1. strong and vigorous in my job	4.64	0.50	Very high
2. enthusiastic about tackling my work tasks.	4.70	0.46	Very high
3. capable of working for long periods without feeling tired.	4.25	0.82	Very high
4. mentally resilient when facing work challenges.	4.59	0.53	Very high
5. motivated to start my work each day.	4.67	0.50	Very high
Dedication (Sense of significance, enthusiasm, pride, and inspiration) I find...	4.75	0.37	Very high
1. my work meaningful and purposeful.	4.78	0.42	Very high
2. my work inspires me to do my best.	4.74	0.47	Very high
3. committed to my profession.	4.82	0.38	Very high
4. my work has a positive impact on others.	4.75	0.43	Very high
5. a strong sense of belonging in my workplace.	4.65	0.51	Very high
Absorption (Full concentration and immersion in work) I feel...	4.61	.44	Very high
6. happy when I am working intensely.	4.54	0.58	Very high
7. deeply focused on my tasks.	4.59	0.55	Very high

8. engaged in my work activities throughout the day.	4.65	0.48	Very high
9. emotionally connected to my job.	4.68	0.51	Very high
10. completely absorbed in what I do at work.	4.61	0.49	Very high

Legend:(4.21-5.0)-Very High;(3.41 – 4.20)-High;(2.61-3.40) Moderate (1.81 – 2.60)-Low;(1.00 – 1.80)-Very Low

As presented in Table 3, the participating teachers yielded a collective mean of 4.64 (SD = 0.40) on' work engagement, interpreted as exceptionally high level. This highlights the emotional, cognitive, and physical involvement by the teachers in their daily instructional roles and professional responsibilities. Among individual components of work engagement, Dedication emerged with highest mean (M = 4.75), with Absorption (M = 4.61) and Vigor (M = 4.57) following closely behind.

The prominent mean score of Dedication implies that teachers find deep purpose and significance in their profession. Specifically, the item committed to my profession obtained the highest mean (M = 4.82), indicating a resolute sense of duty towards their educational responsibilities. Also, teachers see their profession as inspiring and positively impactful to others. Whereas the solid score in Vigor illustrates teachers' energy, resilience, and persistence maintain despite under pressure. With the intense day-to-day challenges of the school environment and demands associated with teaching, teachers reported to be driven, motivated and capable of handling the different tasks and circumstances. The level of their absorption was rated equally high; teachers daily are highly focused and engrossed with their performance. This means that with their daily jobs, teachers have a very deep psychological attachment to it.

These outcomes empirically substantiate William Kahn's (1990) Theory of Personal Engagement, demonstrating that when teachers find profound meaningfulness in their work, they fully harness their physical, cognitive, and emotional selves to their professional roles. This high engagement level resonates with the findings of Drouin-Rousseau et al. (2024), who noted that high dedication and absorption act as crucial psychological buffers that sustain educational performance throughout the school year. Additionally, it supports the observations of Baluyos et al. (2024) within the Philippine context, proving that even amidst demanding curriculum adjustments, public school teachers maintain high professional vigor and an enduring commitment to student learning outcomes.

Level of Organizational Culture

Table 4. Level of Organizational Culture as a Whole and in terms of Leadership Support, Collaboration, Communication, Shared Values, and Professional Development

Statement	Mean	Standard Deviation	Interpretation
Organizational Culture as a Whole	4.67	0.41	Very high
Leadership Support My School Head...	4.68	0.46	Very high
1. provides clear direction and guidance	4.61	0.53	Very high
2. is approachable and open to feedback.	4.72	0.51	Very high
3. supports teachers in achieving their goals.	4.65	0.57	Very high
4. recognizes and appreciates teachers' contributions.	4.72	0.51	Very high
5. creates a supportive work environment.	4.68	0.51	Very high

Collaboration My co-teachers...	4.68	0.44	Very high
6. work collaboratively to achieve organizational goals.	4.72	0.45	Very high
7. willingly share knowledge and resources.	4.68	0.47	Very high
8. have a strong sense of teamwork in the organization.	4.64	0.52	Very high
9. support each other in completing tasks.	4.64	0.58	Very high
10. collaboration is recognized and valued by the organization.	4.70	0.46	Very high
Communication In our school...	4.57	0.51	Very high
11. communication within the organization is clear and effective.	4.58	0.52	Very high
12. important information is shared in a timely manner.	4.51	0.60	Very high
13. open communication is encouraged at all levels.	4.63	0.55	Very high
14. teachers feel comfortable expressing their ideas and concerns.	4.57	0.59	Very high
15. communication between management and staff is transparent.	4.57	0.57	Very high
Shared Values In our school, we have...	4.73	0.42	Very high
16. clear and defined core values.	4.74	0.47	Very high
17. aligned organizational values.	4.74	0.44	Very high
18. values guide in decision-making processes.	4.71	0.46	Very high
19. ethical behavior emphasized and practiced.	4.72	0.49	Very high
20. teachers that take pride in the organization's mission.	4.68	0.48	Very high
Professional Development Our school provides...	4.69	0.44	Very high
21. opportunities for professional growth.	4.74	0.47	Very high
22. training programs relevant to teachers' roles.	4.70	0.47	Very high
23. support to continuous learning.	4.72	0.46	Very high
24. guidance for career advancement.	4.66	0.49	Very high
25. developmental activities and are regularly offered.	4.61	0.53	Very high

Legend:(4.21-5.0)-Very High;(3.41 – 4.20)-High;(2.61-3.40) Moderate (1.81 – 2.60)-Low;(1.00 – 1.80)-Very Low

Table 4 presents the level of organizational culture as perceived by the teachers. The findings reveal that organizational culture attained an overall mean score of 4.67 with a standard deviation of 0.41, which is interpreted as very high. This indicates that teachers perceive their schools as having a highly positive, supportive, and conducive organizational environment that promotes professional growth, collaboration, and shared commitment toward achieving educational goals.

Among the dimensions of organizational culture, Shared Values obtained the highest mean score ($M = 4.73$), followed by Professional Development ($M = 4.69$), Leadership Support ($M = 4.68$), Collaboration ($M = 4.68$), and Communication ($M = 4.57$), all of which were interpreted as very high. The consistently high ratings across all dimensions demonstrate that teachers experience a strong and healthy organizational culture within their schools.

The highest rating for Shared Values suggests that teachers strongly identify with and uphold the schools' mission, vision, goals, and core values. The data indicates that organizational values are rooted in the school culture and serve as guiding principles in decision-making and daily professional practices. Furthermore, teachers perceive that there is continuous adherence to ethical standards, cultivating a shared vision, solidarity, and dedication among school personnel.

The very high rating for Professional Development indicates that schools actively invest in the continuous learning and growth of teachers. Opportunities for training, career advancement, and skills enhancement are consistently provided, empowering teachers to refine their professional competencies and instructional effectiveness. This reflects the school's unwavering dedication to continuous professional growth and standards of quality education.

Similarly, Leadership Support garnered an outstanding rating, suggesting that school heads deliver efficient governance marked by strategic guidance, motivation, and timely assistance to teacher's needs. Teachers perceive their school leaders as approachable and supportive, establishing a workplace culture that fosters professional worth, motivation, and enabling them to fulfill their roles with optimized performance.

The dimension of Collaboration also garnered a very high rating, indicating that teachers maintain positive working relationships with their colleagues. The findings suggest a culture where teamwork, cooperation, and resource sharing are highly encouraged and valued. Such collaborative practices contribute to collective problem-solving, professional learning, and the achievement of common organizational goals.

Although Communication obtained the lowest mean among the dimensions, it remained within the very high category. This suggests that information is communicated clearly, openly, and transparently within the school. Teachers note that organizational communication channels are highly functional, providing them opportunities to voice their ideas, apprehensions, and recommendations, which consolidates trust and mutual understanding among stakeholders.

The study substantiates a healthy workplace climate driven by collective values, encouraging administration, dynamic relationships, transparent communication, and continuous professional development.

These results validate Edgar Schein's (1985) Organizational Culture Theory, showing that a school culture emphasizing collaboration and learning provides the psychological meaningfulness necessary for deep institutional connection. This mirrors the work of Hussain, Hussain, Hussain, and Hussain (2022) as well as Shuaib and He (2021), who found that positive organizational cultures strongly predict employee commitment and alignment with institutional goals. Locally, the strong baseline of collaboration and communication supports the findings of Bıyık and Şahin (2024) and Quines and Monteza (2023), confirming that collaborative relationships among teachers actively strengthen peer learning, instructional competence, and overall cohesion within Philippine public schools.

Level of Teachers' Performance

Table 5. Level of Teachers' Performance.

Academic Achievement	n	Mean	Standard Deviation	Interpretation
Outstanding	108	4.62	0.19	Outstanding

Very Satisfactory	40			
Satisfactory	0			
Unsatisfactory	0			
Poor	0			
Total	148			

Legend:(4.50-5.0)-Outstanding;(3.50 – 4.499)-Very Satisfactory;(2.50-3.499) Satisfactory (1.50 – 2.499)-Unsatisfactory;(below 1.499)-Poor

Table 5 displays descriptive statistics regarding teachers' performance, which yielded an overall mean rating of 4.62 with a standard deviation of 0.19, corresponding to an Outstanding level of performance. The means report reveals that 108 teachers perform at the Outstanding level, while 40 teachers perform at the Very Satisfactory level. Such results imply that the teachers regularly exhibit an elevated standard of professional competence carrying out their professional responsibilities and delivering quality educational services.

The outstanding rating attests teachers' high level of competence in various aspects of their work, encompassing instructional planning and delivery, classroom management, student assessment of learning, professional growth, and learner support. Such a result suggests that teachers can meet and even exceed the expectations established for their professional roles.

Furthermore, the relatively low standard deviation reflects limited variance among responses, emphasizing a homogenous distribution of performance regarding teaching effectiveness. Consequently, this demonstrates that outstanding performance is an institutional norm rather than being confined to the selected few teachers.

The findings substantiate that teachers have internalized the foundational competences, pedagogical expertise, and professional values necessary to effectively respond to the demands of the teaching profession. Their steadfast commitment to providing meaningful learning experiences and supporting learner development directly drives to the achievement of educational objectives and the overall success of the school.

Contextualized within the Philippine Professional Standards for Teachers framework, the results imply that the respondents exhibit advanced proficiency across the prescribed professional domains. This high baseline of instructional competence and classroom organization aligns with the observations of Alejado, Comighud, and Cordevilla (2024), who reported that structured professional support systems allow public school teachers to translate institutional guidelines into effective classroom-level strategies that optimize positive learner outcomes.

Relationship Between the Level of Instructional

Supervision Practices and Performance of Teachers

Table 6. Relationship Between Instructional Supervision Practices and Performance of Teachers

Variables	Test Statistic (r_s)	p-value	Decision for H_0	Interpretation
Instructional Supervision vs Performance teachers	0.176	0.033	Reject H_0	Significant

Table 6 presents the correlation analysis between instructional supervision practices and the performance of teachers. The statistical analysis yielded a Spearman rank-order correlation coefficient (r_s) of 0.176 with a corresponding p-value of 0.033. Because the calculated p-value is less than the standard significance level of 0.05, the null hypothesis is rejected.

These numerical results demonstrate a positive, statistically significant relationship between the two variables. This indicates that variations in the instructional supervision practices performed by school heads are directly connected to differences in teacher performance outcomes. Specifically, exposure to stronger and more consistent supervisory behaviors is associated with higher professional performance ratings among the teaching workforce.

This significant correlation aligns seamlessly with the research of Godes and Dioso (2024) and Castillo (2024), both of whom discovered that consistent supervisory interventions, such as regular classroom observations, performance monitoring, and targeted feedback, directly predict higher instructional effectiveness, refined classroom management, and optimized student outcomes. It also confirms the institutional goals of the Department of Education (2020) via the PPST and PPSSH guidelines, which frame technical assistance and formative supervision as vital mechanisms for elevating actual classroom-level teaching performance. Furthermore, this finding validates the foundational principles of Cogan's (1973) Clinical Supervision Theory, confirming that structured, systematic cycles of observation and technical guidance serve as a powerful developmental tool to enhance professional competencies rather than functioning as a punitive administrative exercise.

Relationship Between the Level of Work

Engagement and Performance of Teachers

Table 7. Relationship Between Work Engagement and Performance of Teachers.

Variables	Test Statistic (r_s)	p-value	Decision for H_0	Interpretation
Work Engagement vs Performance teachers	0.160	0.053	Failed to Reject H_0	Not Significant

Table 7 displays the correlation analysis between teachers work engagement and their professional performance. The statistical computation produced a Spearman rank-order correlation coefficient (r_s) of 0.160 with an associated p-value of 0.053. Because the calculated p-value is greater than the standard significance threshold of 0.05, the study fails to reject the null hypothesis.

This mathematical outcome reveals that there is no statistically significant relationship between the level of work engagement and teacher performance scores within the parameters of this study. The data demonstrate that high self-reported levels of psychological engagement across the dimensions of vigor, dedication, and absorption do not systematically covary with or directly translate to higher or lower numeric ratings on formal performance appraisals.

This finding stands in direct contradiction to mainstream global literature, such as Burić and Kim (2021) and the foundational Job Demands–Resources Model proposed by Bakker and Demerouti (2023), which explicitly assert that elevated psychological work engagement directly drives higher task productivity and superior professional execution. However, this statistical divergence is contextually explained by looking at the severe ceiling effect present in the performance data, where 108 out of 148 participating teachers received a uniformly high Outstanding rating. This extreme lack of variance in the dependent variable restricts the mathematical capacity of the correlation analysis to identify a meaningful linear trend, a structural issue highlighted by Tan and Dela Peña (2025) regarding performance appraisal score compressions within the Department of Education rating system. The result also aligns with William Kahn's (1990) Theory of Personal Engagement regarding the internal nature of motivation, suggesting that internal work commitment and institutional performance assessment scores function as separate professional dimensions when ratings are heavily grouped at the top of the scale.

Relationship Between the Level of Organizational

Culture and Performance of Teachers

Table 8. Relationship Between Organizational Culture and Performance of Teachers.

Variables	Test Statistic (r_s)	p-value	Decision for H_0	Interpretation
Organizational Culture vs Performance teachers	0.061	0.464	Failed to Reject H_0	Not Significant

Table 8 establishes the correlation analysis between organizational culture and teacher performance. The mathematical computation revealed a Spearman rank-order correlation coefficient (r_s) of 0.061 with an associated p-value of 0.464. Because the calculated p-value is substantially higher than the standard significance threshold of 0.05, the study fails to reject the null hypothesis. This statistical result confirms that there is no significant relationship between the dimensions of institutional culture and formal teacher performance ratings within this context. The data demonstrates that variations in perceived workplace culture, including leadership support, collaboration, communication, shared values, and professional development, do not show a direct linear connection to changes in numeric performance appraisal scores.

While this result contradicts general administrative frameworks like Edgar Schein's (1985) Organizational Culture Theory and global empirical findings from Hussain, Hussain, Hussain, and Hussain (2022), both of which hold that workplace climate heavily dictates actual task execution, it strongly supports local findings by Quines, Arendain, and Medrano (2023). Their research noted that while a positive school culture significantly elevates internal psychological factors like job satisfaction and institutional commitment, it frequently lacks a direct statistical link to formal evaluation instruments such as the IPCRF. Because institutional culture is uniformly supportive across these central schools, it functions as a stable, baseline environmental factor rather than a dynamic predictor of performance variations.

CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

School heads demonstrate a highly commendable standard of administrative leadership, emphasizing professional support, systematic classroom observation, and structured technical assistance to maximize instructional efficacy.

The teachers maintain an exceptionally profound psychological connection to their profession, characterized by deep dedication, absorption in classroom tasks, and sustained physical and mental vigor during their duties.

The targeted educational institutions operate within a positive, well-established organizational culture where shared values, collaborative professional development, strong administrative support, and healthy workplace communication are standard realities.

Thet teachers consistently meet and exceed institutional standards in their formal duties and evaluations.

Regular, structured, and high-quality instructional supervision practices by school heads function as a critical administrative mechanism that actively drives and elevates the actual teaching performance of faculty members.

Work engagement does not impact teachers' performance.

Organizational culture does not directly affect performance of teachers.

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