Level of Awareness of Newly Designated Result – Based Performance Management System Instructional Supervision Leaders (RPMS-ISLs): Basis for Capacity Building

John Michael A. Tuyor

Department of Education, Division Researchers Organization, Tandag City, Surigao Del Sur, Philippines

DOI: https://doi.org/10.51584/IJRIAS.2025.1001044

Received: 25 December 2024; Revised: 25 January 2025; Accepted: 27 January 2025; Published: 26 February 2025

ABSTRACT

This study aimed to assess the level of awareness of the newly designated Result-Based Performance Management System (RPMS) instructional supervision leaders in secondary schools within the Division of Tandag City, Caraga Region, for the academic year 2024-2025. Participants were selected using purposive sampling, focusing on newly promoted Master Teachers, Head Teachers, and designated Teacher In-charges from the 2019-2020 school year to the present that has no training in RPMS-PPST, as identified by the Human Resource Management Office.The research utilized a three-part questionnaire: the first part collected demographic information, the second part assessed the level of awareness of the participants regarding RPMS, and the third part consisted of qualitative questions designed to address the study's main issues.

The results indicated that the respondents' level of awareness averaged 4.23, categorized as "Very Satisfactory." Further analysis revealed no significant relationships between the level of awareness and factors such as age, sex, civil status, or instructional supervision experience. However, a significant relationship was found between educational attainment and the level of awareness. Qualitative responses identified several facilitating factors, including clear guidelines and training, supportive school leadership, teacher motivation and engagement, collaboration and peer support, as well as available resources and tools for observation. Conversely, hindering factors included time constraints, resistance to change, inadequate training, unfamiliarity with standards, observer biases, limited resources, and competing priorities and schedules.

Keywords: Result-Based Management System, level of awareness, Supervision, Assessment

INTRODUCTION

Background of the Study

In the dynamic landscape of education, the role of instructional leaders has become increasingly vital in ensuring the continuous improvement of teaching and learning practices within schools. As schools evolve to meet the demands of a rapidly changing world, the need for effective instructional supervision has never been more pronounced. Instructional leaders, entrusted with the responsibility of guiding and supporting teachers in their professional growth, play a pivotal role in shaping the quality of education delivered to students.

The designation of instructional leaders carries significant implications, as these individuals are tasked with overseeing various aspects of educational programs, including curriculum development, pedagogical strategies, and assessment practices. Tan (2019) claims that profiling teachers' mastery of subject matter content, educational attainment, and teaching experience will enable the Department of Education (DepEd) administrators to take appropriate action when necessary. However, assuming the role of an instructional leader requires more than just a title; it demands a comprehensive understanding of instructional supervision

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

principles, effective communication skills, and the ability to foster a culture of continuous improvement among faculty members. Deniz et al. (2020) recommended that instructional supervision should be implemented in a way that recognizes teachers' contributions during feedback processes and encourages collaboration with teachers to enhance instructional practices.

According to the Results-Based Performance Management System (RPMS) manual (DepEd, 2019, p. 10), raters refer to school heads (e.g., principals, teachers-in-charge, head teachers), department heads, and/or master teachers who assess teacher portfolios to gauge teacher performance. Further, DepEd Order No. 2, series of 2015 (DepEd, 2015, p. 18) states that head teachers and master teachers serve as raters in schools, tasked with conducting classroom observations. In Tandag City Division, from school year 2019–2020 and after the pandemic era, many teachers were promoted to head teachers and master teachers but lacked formal training on PPST-RPMS implementation. Al-Kiyumi et al. (2020) found that supervisors viewed their preparation as inadequate, explaining that most training programs were limited to short theoretical conferences or lectures with minimal opportunities for practical application. These supervisors expressed the need for more sufficient and practical training to equip them for their supervisory roles.

Similarly, Saeed et al. (2021) suggested that principals should possess relevant skills and expertise to address instructional challenges effectively. They emphasized the importance of collaboration and continuous professional development to strengthen instructional leadership competencies, recommending that seminars and workshops conducted by experts could enhance principals' potential and enrich teachers' capabilities.

Iroegbu et al. (2016) revealed that teachers in schools with adequate instructional supervision were more effective than those in schools with insufficient supervision. They recommended that principals conduct adequate instructional supervision to enhance teachers' effectiveness in the classroom. In a related study, Terra et al. (2019) found that instructional supervisors did not provide regular and adequate support to teachers in professional and curriculum development. These supervisors failed to offer training in pedagogical issues or highlight the importance of instructional supervision. Instead, they spent considerable time on administrative tasks, neglecting their academic leadership responsibilities.

While many educational institutions appoint individuals as instructional leaders, there remains a critical need to assess their readiness and competence in fulfilling the responsibilities of the role. The effectiveness of instructional supervision relies heavily on the preparedness and proficiency of these leaders to navigate complex educational environments, support teacher development, and promote student achievement.

The goal of this study was to assess the readiness of newly designated instructional leaders for the challenges of instructional supervision, identify their strengths and areas for growth, and provide a foundation for programs that build their skills and confidence, ultimately empowering them to inspire excellence in teaching and learning while contributing to student success.

Theoretical Framework

The assessment of newly designated instructional leaders for readiness in instructional supervision and the subsequent development of capacity training programs are grounded in several theoretical frameworks that provide a comprehensive understanding of educational leadership, instructional supervision, and professional development. These frameworks serve as guiding principles for identifying key factors, assessing competencies, and designing targeted interventions to enhance the effectiveness of instructional leaders.

Situational Leadership Theory: Situational leadership theory, introduced by Hersey and Blanchard (1969), posits that effective leadership is contingent upon the readiness and maturity levels of followers. In the context of instructional supervision, newly designated instructional leaders may vary in their readiness to assume leadership responsibilities and provide support to teachers. By assessing the situational context and the developmental needs of instructional leaders, capacity training programs can be tailored to address specific areas of growth and enhance leadership effectiveness.

Adult Learning Theory: Adult learning theory, also known as andragogy, as proposed by Knowles (1980), emphasizes the importance of learner-centered approaches and the active involvement of adults in the learning

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

process. Capacity training programs for instructional leaders should incorporate principles of adult learning, such as relevance to real-life experiences, self-directed learning, and collaborative problem-solving. By engaging instructional leaders in meaningful professional development activities that are aligned with their roles and responsibilities, capacity training initiatives can enhance their readiness and effectiveness in instructional supervision.

Reflective practice, rooted in the works of Dewey (1933) and Schön (1983), emphasizes the critical role of self-reflection and continuous learning in professional growth. Instructional leaders are encouraged to engage in reflective practices to examine their beliefs, assumptions, and practices related to instructional supervision. Through structured reflection and feedback mechanisms, capacity training programs can support instructional leaders in refining their leadership skills, identifying areas for improvement, and adapting their supervisory approaches to meet the evolving needs of teachers and students.

Transformational Leadership Theory: Transformational leadership theory, proposed by Bass (1985) and further developed by Avolio and Bass (1994), emphasizes the importance of leaders inspiring and motivating followers to achieve higher levels of performance and commitment. Instructional leaders, through their visionary leadership and ability to foster a culture of innovation and continuous improvement, can positively impact teaching and learning practices within educational settings. This theory provides a lens through which to evaluate the leadership behaviors and practices of instructional leaders and assess their readiness to effectively supervise instruction.

By drawing upon these theoretical frameworks, the assessment of newly designated instructional leaders for readiness in instructional supervision and the development of capacity training programs can be informed by evidence-based practices and principles of effective leadership and professional development. These frameworks provide a solid foundation for understanding the complexities of educational leadership and guiding efforts to enhance the capabilities of instructional leaders in supporting teacher growth and improving student outcomes.

Conceptual Framework

The conceptual framework of this study illustrates the interplay among the key variables that influence the Level of Awareness of Newly Designated RPMS Instructional Supervisors and the need for Capacity Training in schools. The framework is grounded on three main components: Demographic Profile of the Respondents, the Level of Awareness in RPMS Implementation, and the resulting Capacity Training of Instructional Leaders**.**

The Demographic Profile of the Respondents includes factors such as sex, age, status, position, years of experience as instructional supervisors, and prior trainings in instructional supervision. These variables provide a foundation for understanding the professional and personal background of the respondents, which may impact their level of awareness.

The second component focuses on the Level of Awareness of instructional leaders regarding the PPST-RPMS implementation across critical domains: a) Content and Pedagogy b) Learning Environment c) Diversity of Learners d) Curriculum and Planning e) Assessment and Reporting f) Community Linkages and Professional engagement Skills, and g) Personal Growth and Professional Development Skills.

These domains are essential to instructional supervision and effective leadership in the teaching and learning process.

The third component highlights the Capacity Training of Instructional Leaders, which serves as the basis for this study. By examining the gaps in level of awareness and competencies, the study aims to design targeted capacity-building interventions that address the instructional leaders' needs, ensuring effective supervision and the successful implementation of RPMS.

In summary, the conceptual framework underscores how the demographic profile and levels of awareness of instructional supervisors influence the development of capacity training programs to enhance their leadership roles in schools.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

Figure 1. Schematic Diagram Showing the Interplay of the Variables of the Study.

Statement of the Problems

The main objective of the study was to determine the level of awareness of the newly designated instructional leaders in implementing the PPST-RPMS classroom instructional supervision in all public schools in the Division of Tandag City for the school year 2024-2025.

Specifically, this study was carried out to answer the following questions:

1. What is the demographic profile of the respondents in term of:

    1.1 Age

    1.2 Sex

    1.3 Status

    1.4 Position

    1.5 Years in experience as instructional supervisor

    1.6 Trainings relative to instructional supervision

2. What is the level of awareness of the newly designated instructional leaders in schools in implementing the PPST-RPMS Classroom observation in terms of:

    2.1 Content and Pedagogy;

    2.2 Learning Environment;

    2.3 Diversity of Learners

    2.4 Curriculum and Planning;

    2.5 Assessment and Reporting;

    2.6 Community Linkages and Professional Engagement Skills;

    2.7 Personal Growth and Professional Development Skills.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

3. Is there a significant relationship between the demographic profile and the level of awareness of the newly designated instructional leaders in schools in implementing the PPST-RPMS classroom observation?

4. What are the facilitating and hindering factors in implementing the PPST-RPMS classroom observation?

5. Based on the findings of the study, what capacity training may be designed?

Hypothesis

Ho1. There is no significant relationship between the demographic profile and the level of awareness of the newly designated instructional leaders in schools in implementing the PPST-RPMS classroom observation.

Significance of the Study

This study on the awareness of newly designated Result-Based Performance Management System Instructional Supervision Leaders (RPMS-ISLs) is significant as it highlights the current understanding and readiness of teachers, school heads, supervisors, and school administrations regarding this performance management system. By assessing their awareness levels, the study provides a foundational basis for capacity building initiatives aimed at enhancing the effectiveness of instructional supervision. The findings will inform the development of targeted training programs, ensuring that these educational stakeholders are equipped with the necessary knowledge and skills to implement and support the RPMS-ISL framework effectively, ultimately improving teaching quality and student outcomes.

Scope and Delimitation

The scope of this study included 19 Master Teachers, 10 Head Teachers, 31 School Heads from School Year 2019-2020 up to present and the newly designated Teachers-In-Charge that has no formal trainings and seminar in RPMS-PPST in the Division of Tandag City which the smallest Division, Province of Surigao del Sur, in Caraga Region Philippines. The participants were purposively drawn from secondary, and senior high school levels**.** The Human Resource Management Office gave list of the respondents

This study assessed the level of awareness of newly designated instructional leaders in implementing PPST-RPMS classroom observation. The parameters of the study were based on the Classroom Observation Indicators as outlined in DepEd Order No. 2, s. 2015, the Results-Based Performance Management System (RPMS) Manual for Teachers and School Heads*,* and DepEd Memorandum No. 8, s. 2023**.**

The responses of the identified respondents were thoroughly examined, analyzed, and interpreted to ensure the validity and reliability of the results. The confidentiality of all respondents was strictly maintained throughout the study.

REVIEW OF RELATED LITERATURE

Supervision and Professional Development

According to DiPaola et al. (2018), professional development programs are essential for ensuring equitable teacher oversight and evaluation. They emphasized the principal's function as a learning leader, in charge of overseeing, assessing, and directing the professional development of teachers.

In Ghana, Abonyi (2017) found that engagement in informal professional development activities significantly predicted instructional supervision. This highlights the value of informal learning experiences over formal professional development activities.

Balyer et al. (2020) revealed that school principals often lack competency in supervision, performing it only as a formal procedure. Teachers claimed the feedback provided was too general, indicating the need for principals to develop their supervisory skills and provide actionable feedback to improve instructional practices.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

Continuous Training and Teacher Motivation

Abubakr (2018) concluded that continuous training in supervisory skills for teachers and headteachers fosters a professional environment that enhances teaching practices and motivates teachers. Active involvement of educators in monitoring performance against set standards ensures professional competence and loyalty.

Abera (2020) in Ethiopia identified that most cluster and school-site supervisors were untrained and unable to provide adequate instructional support. Recommendations included providing pre- and in-service training for supervisors to improve teaching-learning processes.

Nasreen et al. (2019) in Pakistan demonstrated a significant positive relationship between instructional supervision and teacher motivation. Effective supervision with constructive feedback was shown to improve teacher performance.

Administrative Roles and Instructional Supervision

Kumari (2021) in Sri Lanka reported that principals often prioritize administrative tasks over instructional supervision. Rare engagement in supervisory roles and the lack of post-observation discussions hinder teachers' ability to identify strengths and areas for improvement. The study recommended adequate instructional supervision to enhance pedagogical skills.

Yirci et al. (2023) emphasized the importance of mentoring programs for newly appointed school heads. Sustained mentoring enhances leadership skills and supports school innovation and success.

Distributed Leadership

Karakose et al. (2022) discussed the implementation of distributed leadership in the Philippines, highlighting its association with RPMS-PPST. Properly trained instructional leaders, including principals, master teachers, and headteachers, were found to significantly improve school effectiveness, innovation, and teacher commitment.

Printy et. Al. (2021) stated that distributed leadership differs depending on the leadership function and seems to be shaped by national education policies. Teachers indicate that their school culture supports distributed leadership when they have the opportunity to take on leadership roles. This study contributes global evidence highlighting the importance of the country context in the implementation of distributed leadership. The patterns of distributed leadership across different functions suggest the need for further research within each country, especially to explore the impact of educational policy.

Özdemir et. Al. (2023) highlights that distributed leadership fosters professional collaboration among teachers during lessons, which may, in turn, significantly influence both individual teacher and school-level profiles. These findings offer valuable insights into the nature of classroom teaching, contributing practically to our understanding of its dynamics.

Naguit (2024) Suggested that effective classroom and portfolio observations, recognizing teacher strengths and weaknesses, and creating tailored interventions play a crucial role in improving instructional supervision and teacher performance. In her study confirm that strong instructional leadership, marked by comprehensive observation, purposeful intervention, and constructive feedback, is vital for fostering educational excellence. It can help the educational policymakers and school administrators in crafting targeted strategies to enhance instructional supervision and, in turn, improve student learning outcomes.

School-Based Instructional Supervision

Mejia-Tiamwatt (2023) demonstrated that intensive school-based instructional supervision positively impacts teacher performance, academic achievements, and classroom management. Monitoring, evaluation, and innovative strategies were identified as key predictors of teacher success.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

Antonio (2019) revealed that conventional supervision strategies like observation checklists, conferencing, and in-service training were dominant. The study highlighted the need for induction and supervision training to equip supervisors with the necessary skills.

Professional Development for Master Teachers

Matias (2023) in Rizal Province found that master teachers favored continuous professional development programs. Recommendations included postgraduate studies, seminars, and ongoing training to enhance supervisory competencies and prepare effective instructional leaders.

Buagas and Ching (2023) recommended using techniques such as observation, workshops, and in-service education to improve instructional skills. They emphasized transparency in fund allocation and collaboration with school members to support school improvement.

Clinical Supervision

Bello and Olaer (2020) highlighted the significant influence of clinical supervision on teachers' instructional competence. Regular mentoring and monitoring were recommended to improve teaching practices and teacher effectiveness.

In Nigeria, Ajugo (2024) stated that clinical supervision is a structured process of professional support and learning designed to help practitioners develop their knowledge and competence, take responsibility for their practice, and improve consumer protection and the safety of care in complex clinical settings. School administrators should clearly articulate the objectives of clinical supervision, specifying goals for professional development, teaching enhancement, and student outcomes. Such clarity offers a clear framework for both supervisors and educators. Additionally, the Federal Ministry of Education should facilitate ongoing professional development opportunities tailored to the needs identified through clinical supervision. This can be achieved by providing access to workshops, training sessions, and resources aimed at enhancing educators' skills and knowledge.

Synthesis

The reviewed literature underscores the critical role of instructional supervision in enhancing teacher performance and professional development. Foreign studies (e.g., DiPaola et al., 2018; Abonyi, 2017; Balyer et al., 2020) highlight the challenges of inadequate training and administrative burdens, while local studies (e.g., Mejia-Tiamwatt, 2023; Antonio, 2019) focus on the positive effects of intensive school-based supervision. Both perspectives emphasize continuous training for supervisors and teachers to improve instructional quality and motivation. These findings align with the objectives of the current study, which aims to assess the practices of newly appointed instructional leaders in implementing PPST-RPMS classroom observations.

METHODOLOGY

This chapter outlined the research methodology, including research design, participants, data collection, and analysis. The study assessed the awareness and practices of newly appointed instructional leaders on the PPST-RPMS classroom observation. Participants were selected through purposive sampling, include newly promoted Master Teachers, Head Teachers, and School Heads in secondary level from the Division of Tandag City (SY 2019-2020) that has no proper training in implementing the RPMS-PPST classroom observation. Data was gathered using a three-part questionnaire and analyzed using descriptive and inferential statistics, such as mean and correlation. Ethical considerations, including privacy, consent, and confidentiality, were emphasized throughout the study.

Research Design

The researcher utilized a descriptive quantitative and qualitative research design to analyze and establish the relationship between the demographic profile of the respondents and their level of awareness in implementing the PPST-RPMS classroom observation.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

Respondents and Sampling

The major objective of this study was to determine the level of awareness of newly designated instructional leaders in schools regarding the implementation of PPST-RPMS classroom observation. To achieve this objective, the study employed a purposive sampling technique to identified 30 total respondents, which were the newly promoted Master Teachers, Head Teachers, and School Heads that has no proper training in implementing the RPMS-PPST classroom observation, from School Year 2019-2020 in the Division of Tandag City, both secondary and senior high school teachers**.**

Data Gathering Procedure

The study focused on the newly promoted 19 Master Teachers, 6 Head Teachers, and 5 TIC or School Heads from the Division of Tandag City for the school year 2019-2020, including Secondary, and Senior High School Teachers that has no proper training in implementing the RPMS-PPST classroom observation. The data for this research was sourced from the Human Resource office of the Tandag City Division. A purposive sampling technique was employed, as the respondents had already been identified through the HR data.

The research utilized a three-part questionnaire. The first part gathered demographic information of the respondents, while the second part assessed the level of awareness among the newly designated instructional leaders in schools regarding the implementation of the PPST-RPMS classroom observation. The third part included qualitative questions aimed at addressing the study's problem.

For data analysis, the mean was used to calculate the average responses from the demographic profile and the second part of the questionnaire. To determine if there was a significant relationship in the demographic profile of the respondents, Correlation was applied, as shown in fig-2 below.

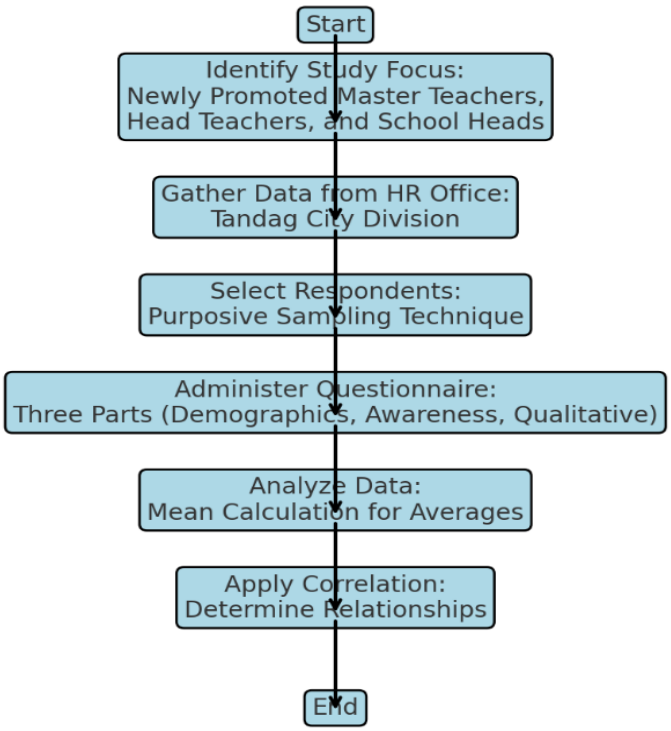

Figure 2: A Flowchart illustrates the systematic process of Data Collection

Ethical Issues

In the study (Terra et al., 2019) reveal the problem in selecting and assigning right persons as instructional supervisor, lack of supervision manuals, lack of adequate budget, facilities and materials, resistance of teachers

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

to supervision due to lack of awareness for teachers in importance of supervision, excessive workloads of principals and lack of right training for supervisors.

In the researchers view the following ethical issues that might be considered in conducting this research: Privacy concerns – teachers have the right to privacy especially in their professional career; They should be given consent before they will be observed and explain the purpose, process, and the outcome of the observation; the utmost confidentiality must be priorities as not to degrade the teachers in their performance during the observation and it should not leaked to the students and co-teachers; Another concern is the biases and fairness because classroom observation must be conducted impartially without any biases and favoritism; Feedback and support must be done also after the classroom observation in order to give support and improvement to the teacher; Cultural sensitivity must be consider also, observers must be cultural differences of the teachers and students in the classroom; Teachers should have opportunities for self-assessment and reflection based on the feedbacks from their instructional leaders.

Data Analysis

The study was conducted before the school year 2024-2025 ends on April 15, 2025. The researcher should conduct the data mining so that data analysis will be conducted during the summer vacation. After the retrieval of the questionnaires, data will be tallied and treated with the following statistical treatments: To identify the demographic profile of the respondents, frequency count and percentage rank will be used. To determine the level of awareness of the newly designated instructional leaders in schools in implementing the PPST-RPMS Classroom observation weighted mean will be used. To distinguish if there is a significant relationship between the profile of the respondents towards the level of awareness of the newly designated instructional leaders in schools in implementing the PPST-RPMS Classroom observation, Correlation was used. The results in problem 4 and 5, will be the basis of intervention program.

PRESENTATION OF DATA, ANALYSIS AND INTERPRETATION

I. Demographic Profile

Table 1. Demographic profile of the respondents in their age.

AGE	FREQUENCY	PERCENTAGE
21-25 years old	0	0
26-35 years old	10	31.58
36-45 years old	11	31.58
46-55 years old	7	26.32
56-65 years old	2	10.53
TOTAL	**30**	**100.00**

The table 1 presented the demographic profile of the respondents based on their age. Among the 30 respondents, the largest groups were those aged 26–35 years old and 36–45 years old, each comprising 31.58% of the sample. Respondents aged 46–55 years old made up 26.32%, while the smallest group, those aged 56–65 years old, accounted for 10.53%. No respondents were in the 21–25 age range.

These findings indicated that most respondents were in their prime working years, which likely influenced their awareness and ability to implement instructional leadership practices. According to DiPaola et al. (2018) and Abonyi (2017), leaders in this age range are often well-equipped to handle leadership responsibilities due to their experience and energy. The younger group (26-35) may bring innovative ideas, while older groups may rely on established practices. This age distribution aligned with studies by Balyer et al. (2020) and Antonio (2019), suggesting that instructional leadership effectiveness improves with experience, impacting their implementation of the PPST-RPMS classroom observation.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

Table 2. Demographic profile of the respondents of their sex.

SEX	FREQUENCY	PERCENTAGE
Male	14	47.37
Female	16	52.63
TOTAL	**30**	**100.00**

Based on the data presented in Table 2, the demographic profile of the respondents by sex reveals a balanced distribution, with 9 male respondents (47.37%) and 10 female respondents (52.63%) out of a total sample of 19. This distribution reflects a slight majority of female respondents.

This finding aligned with research on gender representation in educational leadership, where studies such as those by DiPaola et al. (2018) and Balyer et al. (2020) show an increasing presence of women in educational leadership roles. The gender distribution in this study suggests that female leaders may bring distinct perspectives to instructional supervision, influencing teacher development and motivation. This mirrors global trends of rising female participation in educational leadership, as seen in both international and local studies (Abonyi, 2017; Antonio, 2019).

Table 3. Demographic profile of the respondents in their civil status.

CIVIL STATUS	FREQUENCY	PERCENTAGE
Single	9	31.58
Married	19	63.16
Widow/Widower	2	5.26
Annulled	0	0.00
Separated	0	0.00
TOTAL	**30**	**100.00**

The table 3 presented the demographic profile of the respondents based on their civil status. Among the 30 respondents, the majority were married (63.16%), followed by single respondents (31.58%), and one widow/widower (5.26%). No respondents were annulled or separated.

The predominance of married respondents suggested stability and responsibility, traits often linked to leadership roles. Research indicates that individuals in stable personal situations, such as marriage, are more likely to assume leadership positions, with marital status potentially enhancing leadership effectiveness (DiPaola et al., 2018; Balyer et al., 2020). This trend reflects broader societal patterns, where marriage is more common later in one's career, as seen in local studies (Antonio, 2019; Buagas & Ching, 2023).

Table 4. Demographic profile of the respondents in their educational attainment.

EDUCATIONAL ATTAINMENT	FREQUENCY	PERCENTAGE
BEED	0	0.00
MA/MAT-CAR	13	42.11
MA/MAT-Graduate	9	31.58
EdD/PhD Graduate	0	0.00
BSED	5	15.79
Others, please specify	3	10.53
TOTAL	**30**	**100.00**

Table 4 presented the demographic profile of the respondents based on their educational attainment. Among the 30 respondents, the majority held a Master's degree, either in Master of Arts in Teaching with a focus on Career and Technical Education (MA/MAT-CAR) (42.11%) or Master of Arts in Teaching (MA/MAT-Graduate) (31.58%). A smaller proportion had a Bachelor of Secondary Education (BSED) degree (15.79%) or other qualifications (10.53%). No respondents held a Bachelor of Elementary Education (BEED) or a Doctoral degree (EdD/PhD Graduate).

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

These findings indicated that most respondents pursued graduate-level education, reflecting the typical requirement for leadership positions in education. The prevalence of Master's degrees aligned with the growing emphasis on advanced qualifications for instructional leaders (DiPaola et al., 2018). Research suggests that higher educational attainment improves leadership and instructional supervision (Balyer et al., 2020). The absence of BEED or doctoral degrees may reflect broader trends in secondary education leadership, where Master's-level education is more common (Abonyi, 2017). This distribution highlighted the reliance on graduate education for instructional leadership roles.

Table 5. Demographic profile of the respondents in their instructional supervision experience.

INSTRUCTIONAL SUPERVISION EXPERIENCE	FREQUENCY	PERCENTAGE
0 – 1 year	5	26.32
2 – 5 years	9	47.37
6 – 10 years	3	15.79
11 – 20 years	2	10.53
21 above	0	0.00
TOTAL	**19**	**100.00**

The data in Table 5 outlined respondents' instructional supervision experience. Most respondents (47.37%) have 2 to 5 years of experience, indicating a significant number of relatively new supervisors with foundational experience. Additionally, 26.32% have less than one year of experience, highlighting the presence of novice supervisors. Those with 6 to 10 years and 11 to 20 years of experience account for 15.79% and 10.53%, respectively. No respondents have more than 20 years of experience, pointing to a lack of highly experienced supervisors in the group.

These findings align with studies such as Hallinger (2011), which highlights the struggles of newly designated instructional leaders in balancing performance management and instructional improvement. Leithwood et al. (2004) also emphasize the importance of professional development for early-career supervisors to enhance their leadership skills. The limited representation of highly experienced leaders may indicate systemic challenges, such as leadership turnover (Bush, 2009).

Overall, the data suggests a need for tailored capacity-building programs. Novice leaders may require foundational training in RPMS, while those with moderate experience could benefit from advanced instructional supervision strategies. Addressing these needs is essential for supporting instructional leaders and improving outcomes within the RPMS framework.

II. Level of awareness of the newly designated instructional leaders in schools in implementing the PPST-RPMS Classroom observation in terms of:

Table 6. Content and Pedagogy

Indicators	Weighted Mean	Adjectival Rating
1.1 I am aware of the indicator applied knowledge of content within and across curriculum teaching areas	4.47	AGREE
1.2 I am aware of the indicator develops and applies effective teaching strategies to promote critical and creative thinking, as well as other higher thinking skills	4.47	AGREE
1.3 I am aware of the indicator Collaborates with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy	4.21	AGREE

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

1.4 I am aware of the indicator displays a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	4.37	AGREE
1.5 I am aware of the indicator promotes effective strategies in the positive use of ICT to facilitate the teaching and learning process	4.53	STRONGLY AGREE
Mean	**4.41**	**AGREE**

Legend: Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

The data revealed that newly designated instructional leaders in schools showed a generally high level of awareness regarding the PPST-RPMS classroom observation in content and pedagogy, with an overall mean score of 4.41, indicating "Agree." Respondents demonstrated strong awareness of the role of ICT in teaching and learning, with a weighted mean of 4.53, rated "Strongly Agree," highlighting its importance in modern education (DiPaola et al., 2018). They also recognized the value of effective teaching strategies for promoting critical thinking (4.47) and diverse communication techniques to enhance engagement (4.37), key elements of effective pedagogy (Abonyi, 2017). While awareness of collaborating with colleagues in research was slightly lower (4.21), it still emphasized its importance for professional development, supporting Balyer et al. (2020). Overall, the results showed a high level of awareness, particularly in integrating ICT and fostering critical thinking, aligning with trends in educational leadership (DiPaola et al., 2018; Abonyi, 2017).

Table 7. Learning Environment

Indicators	Weighted Mean	Adjectival Rating
2.1 I am aware of the indicator exhibits effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures.	4.37	AGREE
2.2 I am aware of the indicator exhibits effective practices to foster learning environments that promote fairness, respect, and care to encourage learning.	4.42	AGREE
2.3 I am aware of the indicator works with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.	4.26	AGREE
2.4 I am aware of the indicator displays successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning.	4.11	AGREE
2.5 I am aware of the indicator exhibits effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning focused environments	4.26	AGREE
Mean	**4.28**	**AGREE**

Legend: Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

The data presented the level of awareness of newly designated instructional leaders regarding the PPST-RPMS classroom observation in terms of the learning environment. With an overall mean score of 4.28, rated as "Agree," the respondents demonstrated a high level of awareness of the strategies for creating effective learning environments as outlined in the framework.

Respondents showed strong awareness of strategies to ensure safe and secure learning environments (4.37) and foster fairness, respect, and care (4.42). These results highlight their recognition of the importance of inclusive and supportive environments, which are crucial for student engagement and success, aligning with research on the role of emotional and social dimensions in learning (DiPaola et al., 2018; Balyer et al., 2020).

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

The respondents also acknowledged the value of collaboration with colleagues to sustain supportive learning environments (4.26), emphasizing the role of teamwork in maintaining a positive school climate. Additionally, they recognized the importance of promoting student responsibility (4.11) and applying non-violent discipline (4.26), suggesting a focus on positive behavior management strategies.

In conclusion, the results show that the instructional leaders were well aware of key strategies for fostering safe, inclusive, and supportive learning environments, consistent with research highlighting their significance in enhancing educational outcomes (DiPaola et al., 2018; Balyer et al., 2020).

Table 8. Diversity of Learners

Indicators	Weighted Mean	Adjectival Rating
3.1 I am aware of the indicator woks with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests, and experiences.	4.21	AGREE
3.2 I am aware of the indicator established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.	4.11	AGREE
3.3 I am aware of the indicator assists colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents.	4.11	AGREE
3.4 I am aware of the indicator evaluates with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse and child labor practices.	4.05	AGREE
3.5 I am aware of the indicator develops and applies teaching strategies to effectively address the needs of learners from indigenous groups.	4.11	AGREE
Mean	**4.12**	**AGREE**

Legend: Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

The data revealed a high level of awareness among newly designated instructional leaders regarding the PPST-RPMS classroom observation in addressing learner diversity, with an overall mean score of 4.12 ("Agree"). Respondents showed strong awareness of collaborating to share differentiated strategies for addressing differences in gender, needs, strengths, interests, and experiences (4.21). This highlights their recognition of differentiation as critical for engagement and equity (Tomlinson, 2014; Balyer et al., 2020).

They also agreed on fostering a learner-centered culture, supporting colleagues in strategies for learners with disabilities and talents, and addressing the needs of indigenous learners (all 4.11). These findings emphasize their understanding of inclusive practices to meet diverse learner needs, consistent with research on culturally responsive pedagogy (Gay, 2018; Abonyi, 2017). A slightly lower score (4.05) for addressing learners in difficult circumstances suggests opportunities for deeper focus on this area, which significantly impacts educational outcomes (DiPaola et al., 2018).

Overall, these results reflect strong awareness of inclusive strategies, aligning with research that underscores the importance of equity and responsiveness in education.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

Table 9. Curriculum and Planning

Indicators	**Weighted Mean**	**Adjectival Rating**
4.1 I am aware of the indicator develops and apply effective strategies in the planning and management of developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.	4.11	AGREE
4.2 I am aware of the indicator models to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners.	4.16	AGREE
4.3 I am aware of the indicator work collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels	4.26	AGREE
4.4 I am aware of the indicator reviews with colleagues, teachers and learners' feedback to plan, facilitate, and enrich teaching practice	4.21	AGREE
4.5 I am aware of the indicator advice and guide colleagues in the selection, organization, development and use of appropriate teaching and learning resources, including ICT, to address specific learning goals.	4.32	AGREE
Mean	**4.21**	**AGREE**

Legend: Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

The data revealed a high level of awareness among newly designated instructional leaders regarding curriculum and planning, with a mean score of 4.21 ("Agree"). This reflects their proficiency in strategies for curriculum implementation and instructional planning aligned with PPST-RPMS competencies. Respondents demonstrated the highest awareness (4.32) in guiding colleagues on selecting and using teaching resources, including ICT, emphasizing the importance of resource management and technology integration in enhancing teaching effectiveness (Balyer et al., 2020; Abonyi, 2017). Collaboration was also highlighted, with a strong acknowledgment of evaluating learning program designs with colleagues to address diverse learner needs (4.26). Research underscores that collaborative curriculum planning promotes equity and inclusivity (Tomlinson, 2014).

Awareness of using feedback to refine teaching practices (4.21) and setting achievable, competency-aligned outcomes (4.16) reflects a focus on adaptive and responsive teaching strategies (Gay, 2018; Balyer et al., 2020). Slightly lower awareness of developmentally sequenced teaching strategies (4.11) suggests opportunities to strengthen alignment with diverse teaching contexts (DiPaola et al., 2018).

Overall, the findings demonstrate strong awareness of curriculum and planning strategies, emphasizing collaboration, resourcefulness, and adaptability in fostering effective instructional leadership.

Table 10 Assessment and Reporting

Indicators	**Weighted Mean**	**Adjectival Rating**
5.1 I am aware of the indicator work collaboratively with colleagues to review the design, selection, organization, and use of a range of effective diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.	4.32	AGREE
5.2 I am aware of the indicator interprets collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement.	4.21	AGREE
5.3 I am aware of the indicator uses effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning.	4.11	AGREE
5.4 I am aware of the indicator applies skills in the effective	4.21	AGREE

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

communication of learners needs, progress, and achievement to key stakeholders, including parents/guardians		
5.5 I am aware of the indicator works collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learners progress and achievements.	4.16	AGREE
Mean	**4.20**	**AGREE**

Legend: Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

The data indicated a high level of awareness among newly designated instructional leaders regarding assessment and reporting, with an overall mean of 4.20 ("Agree"). This reflects their strong understanding of assessment strategies and reporting practices outlined in the PPST-RPMS framework.

The highest awareness (4.32) was in collaboratively utilizing diverse diagnostic, formative, and summative assessments, highlighting their recognition of varied methods to evaluate and support learning. Awareness of interpreting monitoring strategies (4.21) and communicating learners' progress to stakeholders emphasizes their focus on data-driven decision-making and stakeholder engagement, critical for fostering student success (DiPaola et al., 2018).

Awareness of providing constructive feedback (4.11) suggests a need for greater emphasis on promoting student reflection and accountability. Constructive feedback is essential for motivating learners and guiding improvement (Gay, 2018). Additionally, their awareness of analyzing assessment data to refine teaching practices (4.16) demonstrates their commitment to evidence-based instructional adjustments, vital for continuous improvement (Abonyi, 2017).

In summary, the findings reflect strong competencies in collaborative assessment, data-driven strategies, and stakeholder communication, aligning with best practices for enhancing student outcomes and fostering excellence in education (Balyer et al., 2020; DiPaola et al., 2018).

Table 11 Community Linkages and Professional Engagement Skills

Indicators	Weighted Mean	Adjectival Rating
6.1 I am aware of the indicator reflects learning on and evaluate learning environment that are responsive to community contexts.	4.16	AGREE
6.2 I am aware of the indicator guides colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process.	4.21	AGREE
6.3 I am aware of the indicator discusses with colleagues teaching and learning practices that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers.	4.32	AGREE
6.4 I am aware of the indicator exhibits commitment to and support teachers in the implementation of school policies and procedure to foster harmonious relationship with learners, parents, and other stakeholders.	4.32	AGREE
6.5 I am aware of the indicator coordinates with the community and public officials for the wholesome growth and development of all pupils and other personnels in the school.	4.16	AGREE
Mean	**4.23**	**AGREE**

Legend: Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

The data revealed a high level of awareness among newly designated instructional leaders regarding community linkages and professional engagement, with an overall mean score of 4.23 ("Agree"). This

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

demonstrates their ability to build relationships with stakeholders while aligning practices with ethical and community-focused principles.

The highest awareness scores (4.32) were in guiding colleagues on ethical teaching practices and supporting school policies to foster positive stakeholder relationships, emphasizing the leaders' commitment to professional ethics and collaboration in creating a cohesive school climate. Ethical leadership, as DiPaola et al. (2018) note, is key to fostering trust and collaboration in educational settings.

Respondents also showed strong awareness (4.21) of engaging parents, guardians, and the broader community in the educational process. These partnerships are essential for enhancing student achievement and holistic development, as highlighted by Epstein (2011), who emphasizes the role of community involvement in improving educational outcomes.

Awareness of evaluating learning environments to meet community needs (4.16) and collaborating with public officials (4.16) underscores a broader perspective on leadership, recognizing the importance of addressing the social, cultural, and economic contexts of communities. Research supports that effective school leaders must adapt their practices to meet the diverse needs of their communities (Balyer et al., 2020).

Table 12. Personal Growth and Professional Development Skills

Indicators	Weighted Mean	Adjectival Rating
7.1 I am aware of the indicator manifest a learner centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy.	4.11	AGREE
7.2 I am aware of the indicator identifies and utilizes personal professional strengths to uphold the dignity of teaching as a profession to help build a positive and learning culture within the school.	4.21	AGREE
7.3 I am aware of the indicator contributes actively to professional networks within and between schools to improve knowledge and to enhance practice.	4.05	AGREE
7.4 I am aware of the indicator initiates professional reflections and promote learning opportunities with colleagues to improve practice.	4.21	AGREE
7.5 I am aware of the indicator reflects on the Phillippine Professional Standards for Teachers (PPST) to plan personal professional development goals and assist colleagues in planning and achieving their own goals	4.21	AGREE
Mean	**4.16**	**AGREE**

Legend: Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

The data revealed a high level of awareness among newly designated instructional leaders regarding personal growth and professional development, with an overall mean score of 4.16 ("Agree"). This indicates a commitment to continuous improvement, both personally and among colleagues.

The highest awareness scores (4.21) were in utilizing personal strengths to uphold the dignity of the teaching profession and supporting colleagues in adopting a learner-centered philosophy. This highlights the importance of cultivating a positive school culture through personal and collective responsibility (DiPaola et al., 2018).

Respondents also demonstrated strong awareness of reflecting on the Philippine Professional Standards for Teachers (PPST) to guide personal development and assist colleagues in setting professional goals (4.21), aligning with research on the benefits of reflective practices (Balyer et al., 2020).

A slightly lower awareness score for contributing to professional networks (4.05) suggests that while networking is valued, further emphasis may be needed on cross-school collaboration, which is known to improve instructional practices (Epstein, 2011).

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

Overall, the data reflect a strong commitment to professional growth, self-reflection, and fostering a collaborative school environment (DiPaola et al., 2018; Epstein, 2011).

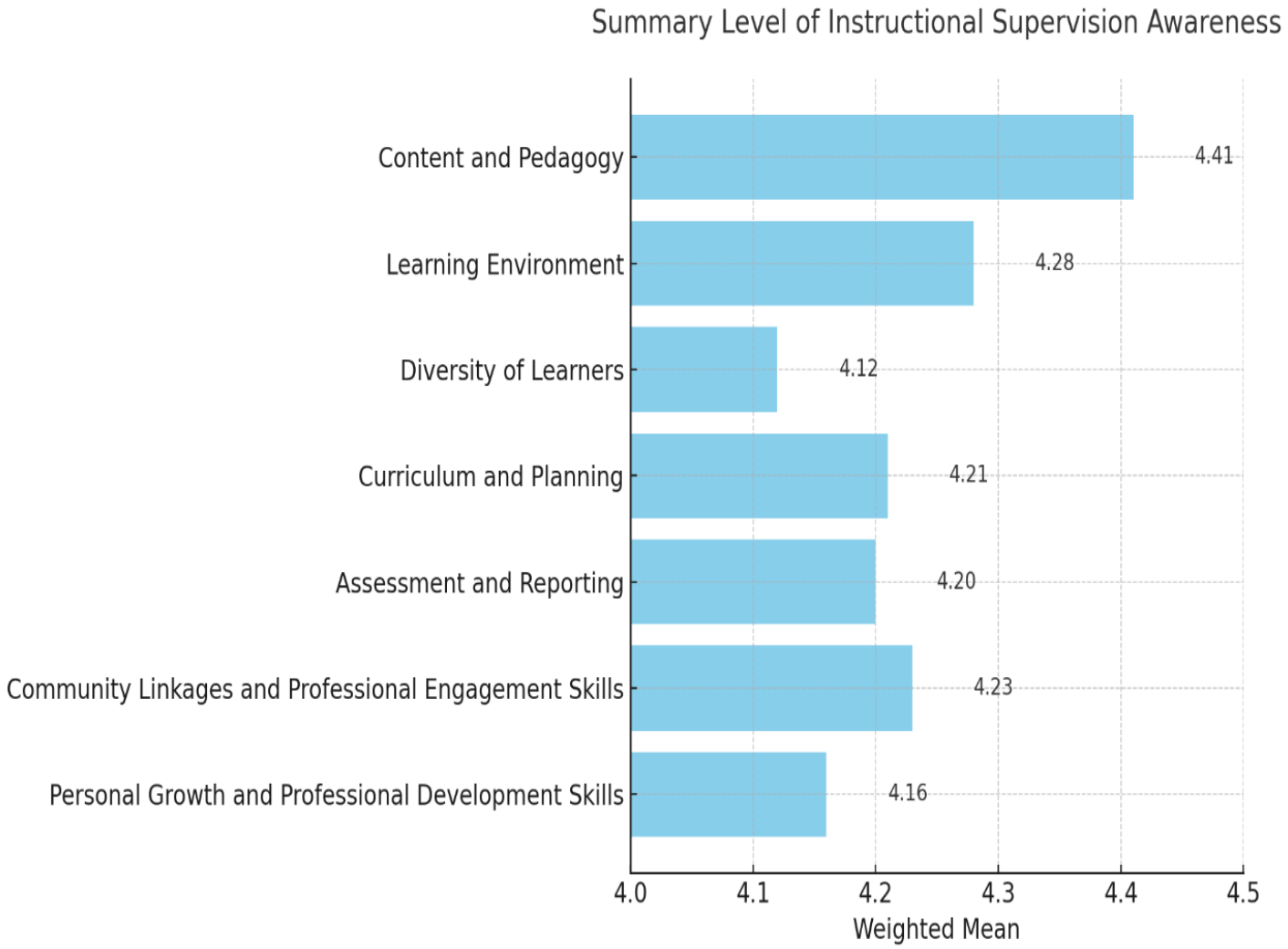

Figure 3. Summary Level of Instructional Supervision Awareness

Figure 3 illustrated the weighted mean of instructional supervision awareness across various PPST-RPMS indicators, with all scores categorized as "Very Satisfactory." The highest-rated indicator is *Content and Pedagogy* (4.41), while *Diversity of Learners* received the lowest score (4.12), demonstrating consistent and commendable performance overall. The study revealed that newly designated instructional leaders exhibit strong awareness in key areas of instructional supervision, with an overall grand mean of 4.23. High awareness in *Content and Pedagogy* (4.41) and *Learning Environment* (4.28) reflects their proficiency in teaching methods and creating supportive learning environments, consistent with research on effective instructional leadership (Leithwood et al., 2004; Robinson, 2011). Similarly, their solid understanding of *Curriculum and Planning* (4.21) and *Assessment and Reporting* (4.20) highlights their ability to improve teaching strategies and student outcomes (Darling-Hammond, 2017). However, the slightly lower score in *Diversity of Learners* (4.12) indicates an area for improvement in addressing diverse student needs, aligning with the emphasis on inclusive education practices (Tomlinson, 2014).

Additionally, instructional leaders demonstrated strong awareness in *Community Linkages and Professional Engagement Skills* (4.23) and *Personal Growth and Professional Development Skills* (4.16), reflecting their commitment to collaboration and continuous learning, supported by research on the importance of community engagement and professional development (Epstein, 2011; Hargreaves & Fullan, 2012). Overall, the findings suggest that these leaders possess essential competencies for fostering effective and inclusive learning environments while highlighting opportunities for growth in addressing learner diversity (Balyer et al., 2020).

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

Table 13 Significant relationship between the demographic profile and the level of awareness of the newly designated instructional leaders in schools in implementing the PPST-RPMS classroom observation**.**

Demographic Profile			**Level of awareness of the newly designated instructional leader**	**Decision**
Age		Pearson's r	-0.111	
		Df	17	**Not**
		p-value	0.651	**Significant**
Sex		Pearson's r	-0.152	
		Df	17	**Not**
		p-value	0.533	**Significant**
Civil Status		Pearson's r	-0.415	**Not**
		Df	17	**Significant**
		p-value	0.078	
Educational Attainment		Pearson's r	-0.572	
		Df	17	**Significant**
		p-value	0.01	
Instructional Supervision Experience		Pearson's r	-0.204	**Not**
		Df	17	**Significant**
		p-value	0.403	

The relationship between the demographic profile of newly designated instructional leaders and their level of awareness in implementing the PPST-RPMS classroom observation revealed some meaningful insights. When it came to age, the analysis found only a very weak negative correlation (Pearson's r = -0.111) with a high p-value of 0.651, indicating that age did not play a significant role in shaping awareness. This finding reinforces the idea that awareness and readiness for leadership are not bound by age, echoing Johnson's (2019) conclusion that leadership awareness is more about training than years lived.

Similarly, sex showed a very weak negative correlation (Pearson's r = -0.152) with a p-value of 0.533, meaning that awareness levels were not significantly different between men and women. This supports the notion that with equal opportunities for development, both genders are equally capable of fostering awareness, as highlighted by Smith and Bell (2020).

Civil status, on the other hand, showed a moderate negative correlation (Pearson's r = -0.415), but its p-value of 0.078 meant the relationship was not statistically significant. While there might be a slight influence, this aligns with Castor's (2018) observation that personal circumstances like civil status may affect focus but do not strongly correlate with professional awareness.

The most notable finding was the strong negative correlation (Pearson's r = -0.572) between educational attainment and awareness, with a statistically significant p-value of 0.01. This highlights the critical role of advanced education in shaping awareness and equipping leaders with the tools needed for effective implementation of policies like PPST-RPMS. Fancer (2019) supports this by emphasizing how education serves as a foundation for leadership skills.

Lastly, instructional supervision experience showed a weak negative correlation (Pearson's r = -0.204) with a p-value of 0.403, suggesting that years of experience alone do not guarantee higher awareness. This challenges the assumption that experience always equates to competence, as Dono (2020) previously noted.

In summary, while demographic factors like age, sex, and civil status had little to no significant impact, educational attainment emerged as a key driver of awareness. This underscores the importance of ongoing learning and formal education in preparing instructional leaders for their roles.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

IV. Thematic Analysis of Facilitating and Hindering Factors in Classroom Observations by Instructional Leaders

Facilitating Factors:

1. Clear Guidelines and Training

A recurring theme across the responses is the importance of clear guidelines and proper training for both teachers and observers. Instructional leaders frequently emphasized how preparation and effective training are pivotal for smooth implementation of the PPST-RPMS standards. One leader shared, *"When teachers and observers are given clear instructions and proper training, it removes confusion and makes the process more collaborative."* Another stated, *"Proper orientation not only clarifies the expectations but also builds confidence in teachers, making the observation process less intimidating."*

Respondents also highlighted how clear guidelines facilitate better teaching practices. One instructional leader remarked, *"When teachers understand what is expected, they can focus on improving their methods, and this, in turn, improves the learning experience for students."* Another added, *"A well-trained observer knows how to provide feedback that is constructive rather than discouraging, which motivates teachers to engage with the process."*

The role of training in promoting a positive feedback culture was also underscored. One leader noted, *"Feedback becomes meaningful when both the observer and the teacher know the standards they're working towards. Training ensures this alignment."* Another shared, *"A positive feedback culture is only possible when teachers trust that the observations are aimed at growth, not judgment."* This aligns with Darling-Hammond's (2017) assertion that *"professional development is key to supporting teachers and ensuring the effectiveness of any observation framework."*

Instructional leaders also highlighted the transformative impact of preparation and training. One said, *"We've seen a significant difference in teaching practices after conducting workshops for teachers on how to use the PPST-RPMS standards to their advantage."* Another explained, *"Training helps observers focus on growth areas rather than just pointing out flaws, which builds trust between teachers and administrators."*

In summary, instructional leaders emphasized that clear guidelines and proper training are not just helpful but essential. They ensure that both teachers and observers are aligned, which promotes the smooth implementation of PPST-RPMS, improves teaching practices, and fosters a culture of positive, growth-oriented feedback.

2. Supportive School Leadership

School leaders who provide active support, clear communication, and constructive feedback were consistently identified as key facilitators in the observation process. Many instructional leaders emphasized the importance of creating a supportive environment. One leader stated, *"When we, as school heads, communicate our expectations clearly and provide constructive feedback, teachers feel valued and are more willing to engage in the process."* Another shared, *"It's not just about observing; it's about guiding teachers to see their potential and helping them improve step by step."*

The impact of trust-building was also highlighted. One leader remarked, *"When teachers know that feedback is meant to help, not criticize, they are more open to suggestions and actively participate in improving their practices."* Another noted, *"Trust is the foundation. If teachers feel judged, they shut down. If they feel supported, they grow."* This aligns with Hargreaves and Fullan's (2012) observation that *"constructive feedback delivered in a culture of trust encourages teachers to view observations as opportunities for growth."*

Instructional leaders also emphasized their role in fostering a positive atmosphere. One commented, *"As leaders, we set the tone. If we show that the observation process is about learning together, teachers respond with enthusiasm."* Another added, *"A positive environment makes it easier for teachers to embrace feedback and apply it effectively."*

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

These insights underscore the critical role of school leaders in facilitating the observation process by providing guidance, fostering trust, and creating an environment where teachers feel supported and empowered to grow.

3. Teacher Motivation and Engagement

Teachers' motivation to engage in the observation process and view it as an opportunity for growth and improvement was frequently highlighted as a key facilitator. Instructional leaders emphasized that fostering a culture focused on growth, reflection, and collaboration encourages teachers to embrace observations as valuable learning experiences. One instructional leader shared, *"When teachers see the observation process as a chance to improve rather than as a judgment, they are more motivated to participate fully."* Another noted, *"We encourage teachers to focus on their progress over time, which helps shift the narrative from fear to empowerment."*

The role of collaboration in boosting motivation was also emphasized. One leader remarked, *"Peer collaboration is a game changer. Teachers feel more confident and motivated when they know they can share ideas and learn from one another."* Another stated, *"Reflection and discussion after an observation session create an environment where teachers feel supported and open to growth."* This perspective aligns with Hargreaves and Fullan (2012), who argued that *"collaboration among teachers fosters a sense of community and shared purpose, reducing anxiety associated with classroom observations."*

Motivation is also essential in overcoming the fear and anxiety often linked to being observed. As one leader explained, *"Some teachers are apprehensive about being observed, but when we highlight how the process can help them become more effective, their mindset shifts."* Another added, *"Providing constructive feedback and celebrating small wins motivates teachers to see the observation process as a positive experience."* This finding is consistent with Epstein's (2011) assertion that *"motivation transforms classroom observations from stress-inducing evaluations into opportunities for professional growth."*

Research further supports the importance of motivation in the observation process. Darling-Hammond et al. (2017) emphasized that *"teachers are more likely to embrace observations when they see the benefits for their instructional practices and student outcomes."* Similarly, Robinson (2011) highlighted that *"motivated teachers are more open to feedback and willing to implement changes that enhance their effectiveness in the classroom."*

In summary, instructional leaders play a pivotal role in fostering teacher motivation by emphasizing growth, encouraging collaboration, and creating a supportive atmosphere. These efforts help teachers overcome the fear of observation and transform the process into a valuable opportunity for professional development and improved teaching practices.

4. Collaboration and Peer Support

Collaborative environments, where teachers work together, share best practices, and support one another, were identified as significant contributors to the successful implementation of classroom observations. Instructional leaders frequently emphasized the role of peer support and mentorship in fostering a culture of continuous improvement. One leader shared, *"When teachers collaborate, they create a safe space to exchange ideas and strategies, which helps everyone grow."* Another remarked, *"Mentorship is crucial—when experienced teachers guide their peers, it builds confidence and fosters a sense of community."*

Peer collaboration was also highlighted as a driver of collective learning. One instructional leader noted, *"When teachers share what works in their classrooms, it not only improves practices but also strengthens their relationships, making the observation process less intimidating."* Another added, *"Collaboration turns observations into a team effort, where everyone is invested in each other's success."* These insights align with Hargreaves and Fullan's (2012) assertion that *"collaborative professionalism enhances teacher development by fostering shared learning and mutual accountability."*

Mentorship further plays a pivotal role in creating a culture of improvement. As one leader explained, *"Having a mentor who provides constructive guidance and encouragement helps teachers embrace feedback and make*

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

meaningful changes." Another emphasized, *"Mentorship bridges the gap between observation and implementation, ensuring that feedback translates into action."* Darling-Hammond et al. (2017) support this perspective, noting that *"peer mentorship and collaboration foster a supportive environment that empowers teachers to take risks and innovate."*

Research supports the importance of collaboration and mentorship in professional growth. Leithwood et al. (2004) highlighted that *"collaborative environments lead to shared expertise and improve instructional practices, benefiting both teachers and students."* Tomlinson (2014) further emphasized that *"mentorship provides teachers with a scaffolded approach to professional development, enhancing their ability to address diverse classroom challenges."*

In summary, collaborative environments and mentorship are vital in the successful implementation of classroom observations. By encouraging teachers to work together, share insights, and support each other, schools create a culture of continuous improvement that benefits both teachers and students. This approach aligns with research emphasizing the power of collaboration and mentorship in fostering professional growth and effective teaching practices.

5. Resources and Tools for Observation

The availability of teaching materials, technology, and observation tools was consistently highlighted as essential for the smooth and effective conduct of classroom observations. Instructional leaders emphasized how these resources support both observers and teachers, enabling accurate assessments and minimizing disruptions. One leader shared, *"When the necessary materials and tools are readily available, the focus shifts entirely to teaching and learning rather than logistical challenges."* Another remarked, *"Technology, like video recording or digital observation tools, not only streamlines the process but also provides detailed insights that help us give better feedback."*

Respondents also highlighted the role of resources in creating a more structured observation process. One instructional leader noted, *"Having access to proper teaching aids ensures that teachers can demonstrate their best practices, and observers can focus on evaluating teaching rather than the lack of resources."* Another stated, *"When everything is in place, from teaching materials to functional technology, it reduces stress for both the teacher and the observer."* This aligns with Balyer et al. (2020), who argued that *"adequate resources are foundational to effective classroom observations, ensuring clarity and minimizing external distractions."*

Technology emerged as a particularly impactful resource. One leader explained, *"Using digital tools allows us to document observations more efficiently, ensuring accuracy and objectivity."* Another added, *"Technology provides opportunities for reflective practice, as teachers can review recorded lessons and identify areas for improvement."* Darling-Hammond et al. (2017) supported this by noting that *"technology enhances the observation process by facilitating real-time feedback, detailed analysis, and improved teacher reflection."*

Access to teaching materials was also identified as a critical factor. One respondent stated, *"When teachers have the right materials, they feel more confident and prepared for observations, which leads to better outcomes."* Another noted, *"Providing teachers with necessary tools reflects the institution's commitment to their professional success."* Leithwood et al. (2004) emphasized that *"adequate resources are key to supporting teachers in implementing effective instructional strategies and achieving desired outcomes."*

In addition, instructional leaders highlighted the importance of resource availability in reducing disruptions. One participant shared, *"Observations are smoother when we don't have to pause or adjust because of missing materials or faulty equipment."* Another commented, *"Ensuring that all resources are in place beforehand creates a seamless observation experience."* Hargreaves and Fullan (2012) also noted that *"effective resource management is critical for creating environments conducive to teaching and learning, particularly during high-stakes activities like classroom observations."*

In summary, the availability of teaching materials, technology, and observation tools is crucial for effective classroom observations. These resources provide necessary support, ensure accuracy, and minimize

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

disruptions, allowing teachers and observers to focus on meaningful feedback and professional growth. The findings align with research highlighting the importance of resource allocation in fostering effective teaching practices and successful implementation of observation processes.

Hindering Factors:

1. Lack of Time

Time constraints emerged as the most common hindering factor in the classroom observation process. Respondents frequently emphasized the challenges posed by limited time for planning, scheduling, and balancing administrative tasks. One instructional leader shared, *"There's just not enough time in the day to prepare for observations properly while also managing other responsibilities."* Another explained, *"Balancing observations with administrative duties is incredibly challenging, and it often feels like we're rushing through the process."* These constraints often prevent thorough and effective classroom observations, impacting the overall quality of teaching and feedback (DiPaola et al., 2018).

The lack of adequate time also limits opportunities for meaningful preparation and reflection. One respondent remarked, *"Without enough time to plan, the observation process becomes more about compliance than genuine professional growth."* Another added, *"Reflection is a critical part of improving teaching practices, but time constraints make it hard to engage in deep, meaningful discussions after observations."* These challenges align with findings by Skaalvik and Skaalvik (2017), who noted that *"excessive time demands on teachers and school leaders contribute to professional stress and hinder the implementation of developmental initiatives, including classroom observations."*

Scheduling conflicts were another recurring issue. One leader noted, *"Coordinating schedules for both the teacher and observer can be a nightmare, and this often delays observations or forces them to be rushed."* Another commented, *"The lack of flexibility in scheduling makes it difficult to give teachers the focused attention they deserve."* Darling-Hammond et al. (2017) emphasized that *"allocating sufficient time for classroom observations is essential to ensure their effectiveness and alignment with professional development goals."* Likewise, Robinson et al. (2009) argued that *"time management and structured schedules are critical for fostering instructional leadership and supporting effective observation practices."*

Research underscores the critical role of time management in the success of classroom observations. Hargreaves and Fullan (2012) pointed out that *"teachers and administrators need dedicated time to engage meaningfully in professional growth activities, including observations and feedback sessions."* Similarly, Leithwood et al. (2004) stressed that *"structured time for planning and reflection enhances the effectiveness of instructional supervision and fosters a culture of continuous improvement."* Skaalvik and Skaalvik (2017) also highlighted the importance of minimizing workload pressures to create opportunities for effective observations.

In summary, time constraints are a significant hindrance to effective classroom observations, impacting planning, execution, and reflection. Addressing these challenges requires institutional strategies to allocate dedicated time for observations, ensuring that they serve their intended purpose of fostering professional growth and improving teaching practices.

2. Resistance to Change

Resistance to change, particularly from teachers who may feel apprehensive about being observed or accepting feedback, was identified as a significant hindrance in the classroom observation process. Instructional leaders frequently noted that this resistance often stems from misunderstandings about the purpose of observations or discomfort with external evaluations. One leader shared, *"Some teachers see observations as a critique rather than an opportunity to grow, which creates resistance."* Another remarked, *"It's challenging to help teachers see feedback as constructive when they associate it with judgment or criticism."*

Building trust and fostering open communication were emphasized as essential strategies for overcoming this resistance. One instructional leader explained, *"We need to create an environment where teachers feel safe and*

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

supported, so they understand that the observation process is about helping them succeed, not about pointing out flaws." Another stated, *"When teachers know that feedback is coming from a place of support, they're more open to embracing the process."* This aligns with Tomlinson's (2014) assertion that *"resistance to change can be mitigated by creating a culture of trust and focusing on the developmental benefits of classroom observations."*

The importance of clear communication was also highlighted. One respondent noted, *"Explaining the purpose and benefits of observations upfront helps alleviate fears and misconceptions."* Another added, *"When teachers are involved in the process and know what to expect, they're less likely to feel defensive."* Darling-Hammond et al. (2017) supported this, emphasizing that *"transparency and communication are key to reducing resistance and fostering collaboration in professional development activities."*

Peer collaboration and mentorship were cited as additional ways to address resistance. One leader shared, *"When teachers see their colleagues embracing feedback and improving their practices, it encourages them to do the same."* Another noted, *"Peer mentorship helps hesitant teachers feel more comfortable, as they can learn from someone who understands their concerns."* Research by Hargreaves and Fullan (2012) supports this, stating that *"collaboration among teachers fosters a shared commitment to improvement, reducing the fear of external evaluations."* Robinson et al. (2009) similarly emphasized that *"teachers are more likely to accept change when they feel supported by their peers and leaders."*

Furthermore, ongoing professional development was identified as a means to build teacher confidence and reduce resistance. One instructional leader commented, *"Providing training on the observation process and how it benefits teaching makes a big difference in overcoming resistance."* Another shared, *"When teachers have opportunities to develop their skills and see the value of feedback, they become more willing to engage."* This aligns with Skaalvik and Skaalvik's (2017) findings that *"professional development opportunities reduce teacher apprehension by equipping them with the tools they need to succeed."*

In summary, resistance to change among teachers is a significant obstacle to effective classroom observations. Overcoming this resistance requires fostering trust, maintaining clear communication, encouraging peer collaboration, and offering professional development opportunities. These strategies align with research that highlights the importance of creating supportive environments to help teachers embrace feedback and engage meaningfully with the observation process (Tomlinson, 2014; Darling-Hammond et al., 2017; Hargreaves & Fullan, 2012; Skaalvik & Skaalvik, 2017; Robinson et al., 2009).

3. Lack of Training and Familiarity with the Standards

Insufficient training for teachers and observers on the PPST-RPMS standards emerged as a significant barrier to effective classroom observation and feedback. Instructional leaders frequently emphasized that a lack of thorough understanding of these standards undermines the consistency and effectiveness of the observation process. One leader noted, *"Without proper training, observers may interpret the standards differently, leading to inconsistent feedback."* Another shared, *"Teachers often struggle to align their practices with the PPST-RPMS standards simply because they haven't been trained to fully understand them."* This aligns with Darling-Hammond's (2017) assertion that *"professional development is essential to ensure the effective implementation of performance standards and feedback systems."*

The impact of inadequate training on the feedback process was also highlighted. One instructional leader explained, *"When observers don't fully understand the standards, their feedback may lack depth or relevance, which limits its usefulness to teachers."* Another added, *"Training ensures that feedback is tied directly to the standards, making it actionable and meaningful for teachers."* Skaalvik and Skaalvik (2017) emphasized that *"effective training reduces ambiguity and ensures that feedback is both constructive and aligned with established standards."*

Inconsistent evaluations due to insufficient training were another recurring concern. One leader remarked, *"Teachers sometimes receive conflicting feedback from different observers because the standards are interpreted differently."* Another stated, *"Consistency in evaluations can only be achieved if both teachers and*

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

observers have a shared understanding of the PPST-RPMS standards." Hargreaves and Fullan (2012) supported this, noting that *"standardized training for evaluators is critical to ensure fairness and consistency in teacher evaluations."*

Missed opportunities for improvement were also tied to insufficient training. One respondent shared, *"When observers aren't adequately trained, they might miss key areas where teachers need support, leaving gaps in professional growth."* Another commented, *"Teachers rely on observations to guide their improvement, and if the process isn't thorough, they lose out on valuable insights."* Robinson et al. (2009) highlighted that *"well-trained observers can identify specific areas for development, fostering targeted improvements in teaching practices."*

Furthermore, respondents stressed the importance of training for both teachers and observers to ensure alignment. One leader stated, *"Both parties need to be on the same page about what the standards mean and how they apply in practice."* Another emphasized, *"When teachers understand the standards as well as observers, the entire process becomes more collaborative and productive."* Leithwood et al. (2004) argued that *"shared training opportunities for teachers and observers enhance alignment and collaboration in the evaluation process."*

In summary, insufficient training on PPST-RPMS standards is a significant barrier to effective classroom observations and feedback. Addressing this challenge requires comprehensive and standardized training for both teachers and observers to ensure consistency, meaningful feedback, and alignment with the standards. These findings are supported by research emphasizing the critical role of professional development in effective performance evaluations (Darling-Hammond, 2017; Skaalvik & Skaalvik, 2017; Hargreaves & Fullan, 2012; Robinson et al., 2009; Leithwood et al., 2004).

4. Observer Bias

A lack of uniformity and objectivity in the evaluation process was frequently highlighted as a hindrance to effective classroom observation. Instructional leaders expressed concerns about subjectivity and inconsistencies that could undermine the fairness and credibility of evaluations. One leader stated, *"When evaluations are inconsistent, teachers lose trust in the process and may feel it's more about personal judgment than professional growth."* Another shared, *"Subjectivity in observations can create resentment among teachers, especially when they feel they're being treated unfairly."* These challenges align with the findings of Darling-Hammond et al. (2017), who noted that *"a lack of standardized evaluation practices diminishes trust and reduces the overall effectiveness of the feedback process."*

Inconsistencies in how observers interpret and apply standards were also emphasized. One respondent remarked, *"Different observers can have varying interpretations of the same teaching practices, which leads to conflicting feedback."* Another added, *"Without clear guidelines, it's difficult to ensure that every teacher is evaluated using the same criteria."* Hargreaves and Fullan (2012) highlighted that *"standardized evaluation frameworks are critical to ensuring fairness and consistency in teacher assessments."*

The potential impact on teacher morale and engagement was another recurring theme. One instructional leader noted, *"Teachers are less likely to engage in observations if they feel the process is biased or inconsistent."* Another explained, *"When evaluations seem arbitrary, teachers may question the value of the feedback and become reluctant to participate in future observations."* Robinson et al. (2009) emphasized that *"objectivity and uniformity in evaluations build trust and encourage teachers to view the process as a tool for growth rather than criticism."*

Respondents also stressed the importance of providing training to observers to minimize subjectivity. One leader commented, *"Comprehensive training for observers can help ensure that evaluations are consistent and grounded in established standards."* Another shared, *"When observers are well-trained, they are better equipped to provide objective and actionable feedback."* Skaalvik and Skaalvik (2017) supported this, stating that *"training for evaluators enhances their ability to deliver unbiased assessments and fosters a culture of fairness."*

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

Additionally, the use of standardized tools and rubrics was identified as a potential solution. One instructional leader noted, *"A clear and detailed rubric helps ensure that all observers are evaluating the same aspects of teaching in a consistent way."* Another stated, *"Standardized tools reduce the likelihood of personal bias influencing evaluations, making the process more reliable."* Leithwood et al. (2020) emphasized that *"structured observation tools provide a framework for objective and uniform evaluations, promoting fairness and transparency in the process."*

In summary, a lack of uniformity and objectivity in the evaluation process poses significant challenges to the effectiveness of classroom observations. Addressing these issues requires standardized tools, clear guidelines, and robust training for observers to ensure fairness and consistency. These findings are consistent with research highlighting the importance of objectivity and uniformity in building trust and encouraging teacher engagement in the observation process (Darling-Hammond et al., 2017; Hargreaves & Fullan, 2012; Robinson et al., 2009; Skaalvik & Skaalvik, 2017; Leithwood et al., 2020).

5. Limited Resources

Insufficient resources, including teaching materials and technology, have been identified as significant hindrances to effective classroom observations. Instructional leaders have expressed concerns that the lack of adequate resources compromises the quality of these observations, making it challenging to gather accurate data on teaching practices and student learning. One leader noted, *"Without access to up-to-date teaching materials, it's difficult to assess a teacher's effectiveness accurately."* Another shared, *"The absence of necessary technology hampers our ability to conduct comprehensive evaluations."*

Recent studies have highlighted the impact of resource shortages on educational outcomes. For instance, a 2024 report emphasized that *"insufficient resources directly impact the quality of teaching and learning in classrooms,"* leading to lower student engagement and academic performance (DepEd Gazette, 2024).

The lack of technology in classrooms not only affects observations but also limits the integration of innovative teaching methods. An instructional leader commented, *"In today's digital age, the absence of technology in the classroom is a significant setback."* This sentiment is echoed by educational experts who argue that *"technology in the hands of great teachers is transformational"* (Quote Sanity, 2024).

Furthermore, the shortage of teaching materials has been linked to broader systemic issues within the education sector. A 2024 study revealed that *"material problems involve the scarcity or inadequacy of teaching resources and facilities,"* which can limit the potential for practical demonstrations and hands-on learning experiences (Barcelona et al.,2023)

In summary, the lack of sufficient teaching materials and technology poses a significant barrier to effective classroom observations and overall educational quality. Addressing these resource gaps is crucial for enabling accurate evaluations of teaching practices and enhancing student learning outcomes.

6. Conflicting Priorities and Schedules

Competing priorities, such as seminars, administrative duties, and other responsibilities, often conflict with the observation schedule, making it challenging for both teachers and observers to find suitable times for conducting observations. This can delay the observation process and hinder its effectiveness (Tredway et al.,2021)

Instructional leaders have expressed concerns about these challenges. One leader noted, *"Our schedules are so packed with meetings and administrative tasks that finding time for classroom observations feels nearly impossible."* Another shared, *"The constant juggling of responsibilities means that observations are often postponed, which diminishes their impact."*

Recent studies have highlighted the impact of administrative tasks on teachers' productivity and well-being. A 2023 study found that the imposition of administrative duties significantly affects teachers' ability to carry out

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

their primary teaching duties effectively, leading to feelings of being overwhelmed and stressed (Deepthi et al.,2023).

Additionally, the increased administrative workload has been associated with reduced teacher productivity and poor health outcomes. A 2024 study emphasized that the increment in administrative duties significantly influences educators' workload, affecting their health and the quality of teaching performed (Regala, 2024)

To address these challenges, some instructional leaders advocate for streamlining administrative tasks and prioritizing classroom observations. One leader suggested, *"By delegating certain administrative responsibilities and focusing on instructional leadership, we can ensure that classroom observations receive the attention they deserve."* Another emphasized, *"It's crucial to create a balanced schedule that allows for both administrative duties and meaningful time in classrooms to support teacher development."*

In summary, competing priorities pose significant challenges to the scheduling and effectiveness of classroom observations. Addressing these issues requires strategic time management, delegation of administrative tasks, and a renewed focus on instructional leadership to ensure that observations contribute meaningfully to teacher development and student learning outcomes.

Figure 3. Impact Levels of Facilitating and Hindering Factors in Classroom Observations.

Figure 3. highlighted the significant role of facilitating factors such as **clear guidelines and training** and **supportive school leadership**, which scored the highest in impact level. These factors are pivotal in ensuring smooth implementation and fostering a positive environment for classroom observations. Similarly, **teacher motivation**, **collaboration**, and **adequate resources** also play critical roles in enhancing the observation process.

Conversely, hindering factors like **lack of time**, **resistance to change**, and **insufficient training** scored moderately, indicating key challenges that instructional leaders face. Lower scores for **observer bias**, **limited resources**, and **conflicting priorities** suggest persistent but slightly less impactful barriers that still require attention.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

This analysis underscores the need to strengthen facilitating factors while addressing hindering ones, particularly through strategic resource allocation, training, and time management, to improve the overall effectiveness of classroom observations.

V. Proposed Capacity Training for Instructional Supervision Leaders

The *Building Effective Instructional Leadership: Enhancing Classroom Observations and Teacher Support* training is a 5-day program designed to strengthen instructional leaders' skills in classroom observation, feedback, and professional development. It covers the PPST-RPMS framework, effective observation techniques, growth-oriented feedback, and strategies for fostering trust and collaboration among teachers. The training also addresses professional development, inclusive education, and differentiated instruction. The final days focus on promoting consistency in evaluations and leadership for sustainable change. Through interactive sessions, workshops, and role-playing, participants will gain practical skills and create action plans for implementing learning in their schools. Evaluation includes pre- and post-assessments and feedback to ensure alignment with real-world needs

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

Findings

The findings highlighted key insights into the demographic profiles, levels of awareness, and their relationship with the implementation of PPST-RPMS classroom observations by newly designated instructional leaders. Most respondents (63.16%) were aged 26–45, reflecting their prime working years and aligning with research linking this age range to leadership effectiveness (DiPaola et al., 2018). A balanced gender distribution (52.63% female) mirrors global trends in educational leadership (Antonio, 2019). The majority (63.16%) were married, suggesting stability, while 73.69% held graduate degrees, emphasizing the importance of advanced education in leadership roles (Balyer et al., 2020). Respondents demonstrated high awareness in content and pedagogy (M = 4.41), learning environments (M = 4.28), and other key PPST-RPMS areas, though slightly lower in addressing learner diversity (M = 4.12). Demographic factors such as age, sex, and civil status showed weak correlations with awareness, while educational attainment ($r = -0.572$, $p = 0.01$) emerged as a significant driver of leadership readiness, underscoring the need for ongoing professional development (Fancer, 2019).

Thematic analysis revealed both facilitating and hindering factors in classroom observations. Facilitators included clear guidelines, supportive leadership, teacher motivation, collaboration, and adequate resources, which fostered alignment, trust, and professional growth (Darling-Hammond, 2017; Hargreaves & Fullan, 2012). Hindrances included time constraints, resistance to change, insufficient training, observer bias, and limited resources, which impeded the observation process and reduced its effectiveness (DiPaola et al., 2018; Tomlinson, 2014). Addressing these barriers through strategic time management, trust-building, standardized training, and resource allocation can enhance the quality of classroom observations, promoting teacher development and improve instructional practices.

Conclusion

The study provided meaningful insights into the profiles, awareness, and experiences of newly designated instructional leaders as they implemented PPST-RPMS classroom observations. It found that most respondents were in their prime working years, with a near-equal representation of men and women and a strong emphasis on advanced educational qualifications. This educational background played a significant role in shaping their readiness for leadership. While respondents demonstrated high awareness in areas such as content, pedagogy, and learning environments, the study highlighted a need for greater focus on addressing the diverse needs of learners.

Several factors seen process more effective, including clear guidelines, supportive leadership, collaboration among colleagues, and access to necessary resources. These elements helped create an environment of trust and professional growth. However, challenges such as time constraints, resistance to change, lack of training,

observer bias, and limited resources often made the process more difficult. The findings pointed to the importance of overcoming these obstacles through better time management, more comprehensive training, and improved access to tools and materials. Ultimately, the study highlighted the vital role of continuous learning, structured support, and advanced education in equipping instructional leaders to improve teaching practices and foster better outcomes for students.

Recommendation

To enhance the effectiveness of classroom observations, several strategies can be implemented to address key hindering factors. First, schools should allocate more time for observation and reflection by adjusting schedules to provide sufficient time for these activities, while streamlining administrative tasks to prioritize feedback and foster continuous teacher development (DiPaola et al., 2018). Additionally, fostering a culture of trust and openness is essential in overcoming resistance to change. Teachers should be encouraged to view observations as opportunities for professional growth, with workshops or forums for open dialogue to reduce anxiety and promote collaboration (Tomlinson, 2014). Providing comprehensive training on the PPST-RPMS standards is also crucial, as it ensures that both teachers and observers understand the framework consistently, improving the quality of evaluations (Darling-Hammond, 2017). To promote objectivity and consistency, schools should establish clear guidelines and rubrics for evaluations, and regular calibration sessions can help maintain uniformity in the observation process (Epstein, 2011). Increasing resource availability, such as teaching materials, technology, and observation tools, is vital for accurate data collection during observations (Robinson, 2011). Addressing conflicting priorities and schedules through a more flexible scheduling system can resolve time constraints, ensuring that the observation process is prioritized. Finally, enhancing collaboration and providing supportive leadership are essential for continuous professional development. School leaders should offer guidance, facilitate feedback sessions, and encourage peer mentoring to support teachers and improve student outcomes (Hargreaves & Fullan, 2012). By implementing these strategies, schools can significantly improve classroom observations, thereby supporting teacher growth and enhancing student outcomes.

ACKNOWLEDGEMENT

This research paper is a product of determination, hard work and inspiration. This is not possible if not for the collective effort of the following persons whom the researcher would like to thank for:

To Dr. Gregoria T. Su, Schools Division Superintendent of DepEd Division of Tandag City for the approval in conducting this study;

To my panel during proposal Mam Jasmin R. Lacuna, Assistant Schools Division Superintendent of DepEd Tandag City Division, Dr. Jeannette R. Isidro, CID Chief and Sir Voltaire Asildo, EPS of CID for the insights, suggestions and recommendations;

To Mr. Joel V. Cubio, Division Research Coordinator- Alternate for the guidance, insights, suggestions and recommendations;

To Mam Cathyrine C. Polinar, HRMO of DepEd Tandag City Division for providing the data for respoondents

To the 19 Master Teachers, 6 Head Teachers, and 5 Teacher In-charge in the secondary education respondents for the unveiling the truth and religious responses;

And above all to Almighty God for giving him the guidance and blessings in order to pursue and finish this research.

REFERENCES

1. ABERA, AYALEW. "THE CURRENT PRACTICE AND CHALLENGES OF INSTRUCTIONAL SUPERVISION IN THE PRIMARY SCHOOLS." Asian Journal of Advances in Research 3.1 (2020): 453-464.http://stm.e4journal.com/id/eprint/1924/

2. Abonyi, Usman Kojo. "Relationship between professional development of head teachers and supervision of instruction in Ghanaian basic schools." British Journal of Education 5.3 (2017): 11-26.https://rb.gy/p7kbks
3. Abubakr, A. M. "The role of educational supervisors towards improving teachers performance." Bauchi State University (2018).https://tinyurl.com/msx833y4
4. Ajugo, M. U. (2024). Clinical Supervision for Quality Education Delivery in Public Schools in Nigeria. European Journal of Arts, Humanities and Social Sciences, 1(2), 47-60. https://ejahss.com/index.php/journal/article/view/10
5. Al-Kiyumi, Amal, and Waheed Hammad. "Preparing instructional supervisors for educational change: Empirical evidence from the Sultanate of Oman." SAGE Open 10.2 (2020): 2158244020935905.https://journals.sagepub.com/doi/full/10.1177/2158244020935905
6. Antonio, Philemon. "Teacher Supervision Support and Its Impact on Professional Development of Teachers in Primary Schools." International Journal of Innovative Science and Research Technology 4.7 (2019): 238-244.https://ijisrt.com/assets/upload/files/IJISRT19JL73.pdf
7. Bacong, Glynda L. "Determinants of Quality Teacher Education Program of Private Higher Education Institutions in Caraga Region, Mindanao, Philippines." SMCC Higher Education Research Journal 5 (2018).https://rb.gy/k35o4a
8. Balyer, Aydın, and Kenan Özcan. "School principals' instructional feedback to teachers: Teachers' views." International Journal of Curriculum and Instruction 12 (2020): 295-312.https://ijci.globets.org/index.php/IJCI/article/view/336
9. Barcelona, K. E. P., Daling, B. A. J., Doria, P., Balangiao, S. J., Mailes, M. J., Chiang, P. M., & Ubatay, D. (2023). Challenges and opportunities of TLE teachers in Philippine public schools: An inquiry. British Journal of Multidisciplinary and Advanced Studies, 4(4), 44-60.
10. Bass, Bernard M., and Bruce J. Avolio, eds. Improving organizational effectiveness through transformational https://rb.gy/2vnm7xeadership
11. Bello, Amelie T., and John H. Olaer. "The influence of clinical supervision on the instructional competence of secondary school teachers." Asian Journal of Education and Social Studies 12.3 (2020): 42-50.https://shorturl.at/pBFLS
12. Buagas, Realyn, and Gloria Ching. "Instructional Supervisory Practices of School Heads During the Full Implementation of Face-To-Face Classes in the Third Congressional District of Quezon: Basis for A Supervisory Plan." Psychology and Education: A Multidisciplinary Journal 9.10 (2023): 1302-1319.https://scimatic.org/show_manuscript/1511
13. Bush, T. (2011). Succession planning and leadership development for school principals: Comparing English and South African approaches. Compare: A Journal of Comparative and International Education, 41(6), 785-800. https://www.tandfonline.com/doi/abs/10.1080/03057925.2011.595968
14. Darling-Hammond, L., Burns, D., Campbell, C., Goodwin, A. L., Hammerness, K., Low, E. L., ... & Zeichner, K. (2017). Empowered educators: How high-performing systems shape teaching quality around the world. John Wiley & Sons.http://surl.li/qcxnii
15. Deniz, Ünal, and Mehmet Akif Erdener. "Levels of school administrators exhibiting instructional supervision behaviors: Teachers' perspectives." Research in Educational Administration and Leadership 5.4 (2020): 1038-1081.https://dergipark.org.tr/en/pub/real/article/684615
16. DiPaola, Michael, and Charles A. Wagner. Improving instruction through supervision, evaluation, and professional development. IAP, 2018.https://t.ly/B745E
17. DO 2, S. 2015 – GUIDELINES ON THE ESTABLISHMENT AND IMPLEMENTATION OF THE RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS) IN THE DEPARTMENT OF EDUCATIONhttps://rb.gy/5pjsry
18. EPSTEIN, J. L., GALINDO, C. L., & SHELDON, S. B. (2011). LEVELS OF LEADERSHIP: EFFECTS OF DISTRICT AND SCHOOL LEADERS ON THE QUALITY OF SCHOOL PROGRAMS OF FAMILY AND COMMUNITY INVOLVEMENT. EDUCATIONAL ADMINISTRATION QUARTERLY, 47(3), 462-495. HTTPS://JOURNALS.SAGEPUB.COM/DOI/ABS/10.1177/0013161X10396929
19. Fullan, M., & Hargreaves, A. (2012). Reviving teaching with 'professional capital'. Education week, 31(33), 30-36. https://michaelfullan.ca/wp-content/uploads/2016/06/13438456970.pdf

20. GAY, G. (2018). CULTURALLY RESPONSIVE TEACHING: THEORY, RESEARCH, AND PRACTICE. TEACHERS COLLEGE PRESS. HTTP://SURL.LI/OVQZQU
21. Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. Journal of educational administration, 49(2), 125-142. https://www.emerald.com/insight/content/doi/10.1108/09578231111116699/full/html
22. Hersey, Paul, and Kenneth H. Blanchard. "Managing research and development personnel: An application of leadership theory." Research Management 12.5 (1969): 331-338.https://www.tandfonline.com/doi/pdf/10.1080/00345334.1969.11755973
23. Iroegbu, Ekaette Emenike, and Eno Etudor-Eyo. "Principals' instructional supervision and teachers' effectiveness." British Journal of Education 4.7 (2016): 99-109.https://rb.gy/k35o4a
24. Johnson, S. L. (2019). Authentic leadership theory and practical applications in nuclear medicine. Journal of nuclear medicine technology, 47(3), 181-188.https://tech.snmjournals.org/content/47/3/181.short
25. Knowles, Malcolm S. "From pedagogy to andragogy." Religious Education (1980).https://colllearning.info/wp-content/uploads/2019/03/The-Modern-Practice-of-Adult-Education.pdf
26. Karakose, T., Papadakis, S., Tülübaş, T., & Polat, H. (2022). Understanding the intellectual structure and evolution of distributed leadership in schools: A science mapping-based bibliometric analysis. Sustainability, 14(24), 16779.https://www.mdpi.com/2071-1050/14/24/16779
27. Kumari, H. M. L. "A study on instructional supervision by principals in Type 2 and Type 3 schools in the Colombo District, Sri Lanka." International Research Symposium 2021Interdisciplinary Research in Education, PROCEEDINGS (1). 2021.https://edu.cmb.ac.lk/wp-content/uploads/2022/04/Proceedings-IRS-2021.pdf#page=219
28. Leithwood, K., Seashore, K., Anderson, S., & Wahlstrom, K. (2004). Review of research: How leadership influences student learning.https://conservancy.umn.edu/items/10bbdcaf-7859-431b-a8d3-dd175c87a7cd
29. Matias, Sonny. "The Instructional Supervisory Competencies of Master Teachers in the Division of Rizal: Inputs for an Enhanced Professional Development Program." Psychology and Education: A Multidisciplinary Journal 14.4 (2023): 489-512.https://scimatic.org/show_manuscript/2122
30. Mejia-Tiamwatt, Joy. "Intensive school-based instructional supervision (ISBIS) influences academic teaching performance." International Journal 10.2 (2023): 149-154.https://shorturl.at/gkwI4 Naguit, J. (2024). Instructional Leadership Practices of School Heads and Performance of Teachers in Instructional Supervision. International Journal of Advanced Multidisciplinary Studies, 4(7), 1-26.
31. Naguit, J. (2024). Instructional Leadership Practices of School Heads and Performance of Teachers in Instructional Supervision. International Journal of Advanced Multidisciplinary Studies, 4(7), 1-26.
32. Nasreen, Shahida, and Madiha Shah. "Effect of instructional supervisory practices on teacher motivation in private secondary schools of Lahore, Pakistan." Advances in Social Sciences Research Journal 6.11 (2019): 192-203.https://pdfs.semanticscholar.org/b436/48bd1e16e3faa31f4338a0d3934d727298b6.pdf
33. Özdemir, N., Kılınç, A. Ç., Polatcan, M., Turan, S., & Bellibaş, M. Ş. (2023). Exploring teachers' instructional practice profiles: Do distributed leadership and teacher collaboration make a difference?. Educational Administration Quarterly, 59(2), 255-305.https://journals.sagepub.com/doi/abs/10.1177/0013161X231159092
34. Printy, S., & Liu, Y. (2021). Distributed leadership globally: The interactive nature of principal and teacher leadership in 32 countries. Educational administration quarterly, 57(2), 290-325. https://journals.sagepub.com/doi/abs/10.1177/0013161X20926548
35. Regala, G. Z. (2024). The Adoption of Bridging Leadership Towards Co-Created Innovation for a Selected Government School. International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR), 3(3), 47-67.
36. Results-Based Performance Management System MANUAL for Teachers and School Headshttp://depedcapiz.ph/downloads/RPMS_Manual.pdf
37. Robinson, V. (2011). Student-centered leadership (Vol. 15). John Wiley & Sons.http://surl.li/vbgqxi

38. Saeed, Sayyam Bin, et al. "A Comparative Study of Instructional Supervisory Skills Used by Principals of Aps & Cand Fgeis." PalArch's Journal of Archaeology of Egypt/Egyptology 18.08 (2021): 4812-4823.https://archives.palarch.nl/index.php/jae/article/view/9935
39. Skaalvik, E. M., & Skaalvik, S. (2017). Dimensions of teacher burnout: Relations with potential stressors at school. Social Psychology of Education, 20, 775-790. https://link.springer.com/article/10.1007/s11218-017-9391-0
40. Smith, J. K. & Bell, D. R., (2020). Inside the digital learning laboratory: new directions in museum education. Curator: The Museum Journal, 63(3), 371-386.https://onlinelibrary.wiley.com/doi/abs/10.1111/cura.12376
41. Tan, Rosie G. (2019), Profiling the Competence of Alternative Learning System (ALS) Teachers to Teach a Particular Math Topics in High School, ISSN 1013-316; CODEN: SINTE 8 https://t.ly/KgMPA
42. Terra, Teshome, and Endale Berhanu. "Practices and Challenges of Instructional Supervision in Government Secodary Schools of Wolaita Zone." International Institute for Science, Technology and Education (2019).https://core.ac.uk/download/pdf/234642612.pdf
43. Tomlinson, C. A. (2014). The differentiated classroom: Responding to the needs of all learners. Ascd. http://surl.li/mdiffu
44. Tredway, L., Militello, M.,Simon, Ken.,(2021). Making Classroom Observations Matter. ASCD: Vol.78, No.7
45. Yirci, R., Karakose, T., Kocabas, I., Tülübaş, T., & Papadakis, S. (2023). A bibliometric review of the knowledge base on mentoring for the professional development of school administrators. Sustainability, 15(4), 3027. https://www.mdpi.com/2071-1050/15/4/3027

APPENDICES

Appendix 1. Consent Letter to Respondents

SURVEY QUESTIONNAIRE

Dear Participants,

Greetings!

I am John Michael A. Tuyor, Principal-I of Buenavista National High School, conducting a Basic Research entitled, "ASSESSMENT OF NEWLY DESIGNATED INSTRUCTIONAL LEADERS FOR READINESS IN INSTRUCTIONAL SUPERVISION. This study aims to assess the instructional supervision competence of the newly promoted master teachers and school heads in the Division of Tandag City.

This work is purely for academic purposes and should be treated privately. Your participation in this research endeavor would be of great help in strengthening the implementation of the RPMS cycle for the improvement of the performance of the teachers and the students' academic performance as well. Rest assured that all the information you give will be treated with utmost confidentiality.

If you agree to participate in this research study after fully understanding the statements in the attached informed consent form, please sign the space provided for to indicate your acceptance to participate. If you wish to have a copy of the informed consent form for your future reference, you may ask for a copy from the researcher. If you have any questions about participation in this study, at johnmichael.tuyor@deped.gov.ph.

Thank you and Godspeed.

Respectfully yours,

JOHN MICHAEL A. TUYOR

Researcher

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

Appendix 2. Informed Consent Form

(Adapted from: Trinity College Dublin, n.d.)

ASSESSMENT OF NEWLY DESIGNATED INSTRUCTIONAL LEADERS FOR READINESS IN INSTRUCTIONAL SUPERVISION IN TANDAG CITY DIVISION:

BASIS FOR CAPACITY TRAINING

(Consent to take Part in Research)

I_____ voluntarily agree to participate in this research study.

- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- I understand that participation involves in-depth interview about the implementation of the National Learning Camp.
- I understand that I will not benefit directly from participating in this research.
- I agree to my interview being audio-recorded.
- I understand that all information I provide for this study will be treated confidentially.
- I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.
- I understand that disguised extracts from my interview may be quoted in my thesis manuscripts, conference presentation, published papers etc. wherever possible.
- I understand that if I inform the researcher that myself or someone else is at risk of harm, they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.
- I understand that signed consent forms and original audio recordings will be retained in the researchers' possession until the thesis writing manuscripts will be approved and published in refereed journals.
- I understand that under freedom of information legalization I am entitled to access the information I have provided at any time while it is in storage as specified above.
- I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

By signing this form, I agree that:

- The study has been explained to me.

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

- All my questions have been answered.
- Possible harm and discomforts and possible benefits (if any) of this study have been explained to me.
- I have been told that my personal information will be kept confidential.

_____ _____ _____

Research Participant's Name Signature Date

Appendix 3. Survey Questionnaire

Part 1 Demographic Profile

Kindly check the following:

1. Age

   Category

   21-25 __ 26-35 ___36-45 ___ 46-55 ___ 56-65 ____

2. Gender

   Male _____ Female

3. Civil Status

   Single __ Married ___ Widow/Widower ___ Annulled____ Separated ____

4. Educational Qualification

   BEED _____ BSED _____ Others, please specify _____

   MA/MAT-CAR _____ MA/MAT Graduate _____

   EdD/PhD CAR _____ EdD/PhD Graduate _____

5. Instructional Supervision Experience

   0-1 year _____ 2-5 years _____ 6-10 years _____

   11-20 Years _____ 21 above _____

Part II. Level of Instructional Supervision Awareness in terms of Content and Pedagogy

Content and Pedagogy	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1.1 I can of the indicator applied knowledge of content within and across curriculum teaching areas					
1.2 I am aware of the indicator develops and applies effective teaching strategies to promote critical and creative thinking, as well as other higher thinking skills					
1.3 I am aware of the indicator Collaborates with colleagues in the conduct and application					

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

of research to enrich knowledge of content and pedagogy					
1.4 I am aware of the indicator displays a wide range of effective verbal and non verbal classroom communication strategies to support learner understanding, participation, engagement and achievement					
1.5 I am aware of the indicator promotes effective strategies in the positive use of ICT to facilitate the teaching and learning process					

2. Level of Instructional Supervision Awareness in terms of Learning Environment

Learning Environment	**Strongly Agree (5)**	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
2.1 I am aware of the indicator exhibits effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, gudelines, and procedures.					
2.2 I am aware of the indicator exhibits effective practices to foster learning environments that promote fairness, respect, and care to encourage learning.					
2.3 I am aware of the indicator works with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.					
2.4 I am aware of the indicator displays successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning.					
2.5 I am aware of the indicator exhibits effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning focused environments					

3. Level of Instructional Supervision Awareness in terms of Diversity of Learners

Diversity of Learners	**Strongly Agree (5)**	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
3.1 I am aware of the indicator woks with colleagues to share differentiated, developmentally appropriate opportunities to address learners differences in gender, needs, strengths, interests, and experiences.					
3.2 I am aware of the indicator established a learner-centered culture by using teaching					

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.					
3.3 I am aware of the indicator assists colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents.					
3.4 I am aware of the indicator evaluates with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse and child labor practices.					
3.5 I am aware of the indicator develops and applies teaching strategies to effectively address the needs of learners from indigenous groups.					

4. Level of Instructional Supervision Awareness in terms of Curriculum and Planning

Curriculum and Planning	**Strongly Agree (5)**	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
4.1 I am aware of the indicator develops and apply effective strategies in the planning and management of developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.					
4.2 I am aware of the indicator models to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners.					
4.3 I am aware of the indicator work collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability levels					
4.4 I am aware of the indicator reviews with colleagues, teachers and learners feedback to plan, facilitate, and enrich teaching practice					
4.5 I am aware of the indicator advice and guide colleagues in the selection, organization, development , and use of appropriate teaching and learning resources, including ICT, to address specific learning goals.					

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

5. Level of Instructional Supervision Awareness in terms of Assessment and Reporting

Assessment and Reporting	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
5.1 I am aware of the indicator work collaboratively with colleagues to review the design, selection, organization, and use of a range of effective diagnostic , formative, and summative assessment strategies consistent with curriculum requirements.					
5.2 I am aware of the indicator interprets collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement.					
5.3 I am aware of the indicator uses effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning.					
5.4 I am aware of the indicator applies skills in the effective communication of learners needs, progress, and achievement to key stakeholders, including parents/guardians					
5.5 I am aware of the indicator works collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learners progress and achievements.					

6. Level of Instructional Supervision Awareness in terms of Community Linkages and Professional Engagement Skills

Community Linkages and Professional Engagement Skills	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
6.1 I am aware of the indicator reflects learning on and evaluate learning environment that are responsive to community contexts.					
6.2 I am aware of the indicator guides colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process.					
6.3 I am aware of the indicator discusses with colleagues teaching and learning practices that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers.					
6.4 I am aware of the indicator exhibits commitment to and support teachers in the implementation of school policies and procedure to foster harmonious relationship with learners, parents, and other stakeholders.					

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

6.5 I am aware of the indicator coordinates with the community and public officials for the wholesome growth and development of all pupils and other personnels in the school.					

7. Level of Instructional Supervision Awareness in terms of Personal Growth and Professional Development Skills

Personal Growth and Professional Development Skills	**Strongly Agree (5)**	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
7.1 I am aware of the indicator manifest a learner centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy.					
7.2 I am aware of the indicator identifies and utilizes personal professional strengths to uphold the dignity of teaching as a profession to help build a positive and learning culture within the school.					
7.3 I am aware of the indicator contributes actively to professional networks within and between schools to improve knowledge and to enhance practice.					
7.4 I am aware of the indicator initiates professional reflections and promote learning opportunities with colleagues to improve practice.					
7.5 I am aware of the indicator reflects on the Phillippine Professional Standards for Teachers (PPST) to plan personal professional development goals and assist colleagues in planning and achieving their own goals					

Part III

Answer the following questions briefly:

1. What the facilitating and hindering factors in implementing the PPST-RPMS classroom observation?

Facilitating factors: _____

Hindering Factors: _____

2. Any suggestions on what capacity training may be designed in implementing the PPST-RPMS? _____

_____

Appendix 4. Proposed Capacity Training Matrix for Instructional Supervision Leaders

This document outlines a 5-day training program designed to strengthen instructional leaders' skills in classroom observation, feedback, and professional development. The training covers the PPST-RPMS

ISSN No. 2454-6194 | DOI: 10.51584/IJRIAS |Volume X Issue I January 2025

framework, effective observation techniques, growth-oriented feedback, and strategies for fostering trust and collaboration among teachers. It also addresses professional development, inclusive education, and differentiated instruction, culminating in promoting consistency in evaluations and leadership for sustainable change.

Day	Topic/Objective	Activity/Methodology	Expected Outcome
Day 1	Introduction to PPST-RPMS Framework Setting Expectations	Lecture, group discussion, Q&A Icebreaker activity, training overview	Participants will understand the PPST-RPMS framework and its significance in instructional supervision. Participants will build rapport and set clear goals for the training program.
Day 2	Effective Classroom Observation Techniques Identifying Key Indicators in Classroom Observation	Demonstration, video analysis, guided practice Workshop with case studies, checklist creation	Participants will learn and practice effective observation strategies. Participants will be able to use standardized indicators during observations.
Day 3	Providing Growth-Oriented Feedback Fostering Trust and Collaboration Among Teachers	Role-playing, feedback simulations, peer review Group dynamics exercises, real-world scenario analysis	Participants will develop skills to provide constructive, actionable feedback. Participants will explore strategies to build trust and encourage teacher collaboration.
Day 4	Professional Development and Inclusive Education Differentiated Instruction and Teacher Support	Interactive lecture, case analysis, group projects Workshops, collaborative planning	Participants will design strategies for professional development and inclusive education practices. Participants will create differentiated teaching strategies tailored to diverse learner needs.
Day 5	Ensuring Consistency in Evaluations Leadership for Sustainable Change Program Evaluation and Reflection	Training on rubrics, inter-rater reliability exercises Action planning, vision-setting exercises Pre- and post-assessment, participant feedback session	Participants will standardize evaluation practices and promote fairness. Participants will develop actionable plans for implementing training outcomes in their schools. Facilitators and participants will assess learning progress and provide recommendations for improvement.