

TEACHING PERSONNEL SUPERVISION IN RELATION TO TEACHERS' ENTHUSIASM FOR SCHOOL-RELATED EVENTS

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Abstract

The study aimed to look into the influence of teaching personnel supervision on teachers' enthusiasm for school-related events. In this study, the researcher selected the 190 elementary school teachers in Panabo South 1 District in Panabo City as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Moment Product Correlation and Regression Analysis. Findings revealed that teaching personnel supervision and teachers' enthusiasm for school-related events in Panabo South 1 District in Panabo City were rated as moderately extensive. Further, correlation analysis demonstrated that there is a significant relationship between teaching personnel supervision and teachers' enthusiasm for school-related events in Panabo South 1 District in Panabo City. Evidently, regression analysis proved that teaching personnel supervision in terms of inclusive decision making and community engagement significantly influence the teachers' enthusiasm for school-related events in Panabo South 1 District in Panabo City. The study, therefore, conducted for further utilization of findings through publication in reputable research journal..

Keywords: *Educational management, teaching personnel supervision, teachers' enthusiasm for school-related events, regression analysis, Philippines*

1. The Problem and Its Scope

Teaching personnel supervision and teachers' enthusiasm for school-related events are crucial aspects of educational processes with far-reaching importance for learners, schools, and the education system as a whole. Effective supervision helps teachers refine their instructional methods and classroom management, leading to improved student engagement and learning outcomes. Teaching personnel supervision and teachers' enthusiasm for school-related events are integral components of educational processes that have a profound impact on students' learning experiences, teacher professional growth, and overall school success. Prioritizing these aspects can lead to a more effective and fulfilling educational environment for all stakeholders.

As noted by Dessler (2013), supervision helps maintain and improve the quality of teaching. It ensures that educators are following best practices, aligning their instruction with curriculum standards, and using effective teaching methodologies. Adding more, Gould-Sandy (2013) pointed out that supervision provides opportunities for ongoing professional development. Teachers receive feedback and support to help them grow in their roles, acquire new skills, and stay updated with the latest educational trends. As viewed, Ellinger (2016) effective supervision leads to improved student outcomes. When teachers receive guidance and support, they are better equipped to address the diverse needs of their students and create a conducive learning environment.

As viewed Barrera-Osorio et al. (2010), enthusiasm for school events can contribute to a positive and vibrant school culture. When students, teachers, and parents are excited about school activities, it fosters a sense of community and belonging, which can have a lasting impact on the overall school environment. As mentioned by Lindgerg and Vanyushyn (2013), extensive enthusiasm often result in the creation of more diverse and enriching educational opportunities. Schools may organize special events, workshops, or guest speaker sessions that can broaden students' horizons and expose them to new experiences. Likewise, Lundhal et al. (2010) noted a culture of enthusiasm for learning extends beyond the school years. When students develop a love for learning through engaging school events, they are more likely to continue pursuing education and personal development throughout their lives.

In contrary, Pepito and Acibar (2019) reported that teachers who are not actively involved in school activities may fail to serve as positive role models for students. This lack of engagement can send the message that participation in school life beyond the classroom is unimportant. Vicera and Bentor (2013) also reported that when teachers show a lack of interest in school activities, it can lead to decreased student engagement. Students may become disinterested in extracurricular and co-curricular activities, which are often essential for their holistic development. Adding more, Moradi et al. (2012) noted that a lack of teacher interest in school activities can contribute to a less vibrant and inclusive school culture. It may result in reduced participation in events, lower morale, and decreased overall school spirit.

Previous studies indicated that there exist a relationship between teaching personnel supervision and teachers' enthusiasm for school-related events. However, most of those studies were conducted in foreign context and only examined the direct effects among the variables. For instance, Francisco and Claro (2017) showed that school heads should provide support and guidance to teachers, especially during challenging times. When teachers feel supported by their leadership, they are more likely to stay motivated and actively participate in school activities. Involving teachers in decision-making processes related to school policies, curriculum development, and other key matters can increase their sense of ownership and interest in the school's activities. In addition, Ambali et al. (2011) concluded that school heads should communicate clear expectations to teachers regarding their roles, responsibilities, and performance standards. When teachers know what is expected of them, they are more likely to engage in school activities with a sense of purpose and direction.

While there is a growing body of research on teaching personnel supervision and its impact on various aspects of teacher performance and student outcomes, there is a notable gap in the literature regarding the specific mechanisms and strategies through which effective supervision influences teachers' enthusiasm for school-related events. Thus, it is on this context that the researcher felt the need to fill in the research gap of conducting a study in the Philippine setting, particularly in Panabo City using a quantitative approach. Specifically, the researcher used a descriptive correlational design to understand the teachers' enthusiasm for school-related events as determined by teaching personnel supervision, which is found to be scarce.

1.1 Review of Related Literature

This section provides the discussions of variable and its indicators. The discussions of the concepts, ideas and viewpoints from various authors were taken from different books, journal and electronic.

Teaching Personnel Supervision

Teaching personnel supervision as described by Demo et al. (2012) is the process of overseeing and managing educators, teachers, and other instructional staff in an educational institution. It involves monitoring, supporting, and guiding these individuals to ensure they are effectively carrying out their teaching responsibilities and meeting the goals and standards set by the institution. According to Dessler (2013) supervision helps maintain and improve the quality of teaching. It ensures that educators are following best practices, aligning their instruction with curriculum standards, and using effective teaching methodologies. Likewise, Gould-Sandy (2013) pointed out that supervision provides opportunities for ongoing professional development. Teachers receive feedback and support to help them grow in their roles, acquire new skills, and stay updated with the latest educational trends.

As viewed, Ellinger (2016) found that effective supervision leads to improved student outcomes. When teachers receive guidance and support, they are better equipped to address the diverse needs of their students and create a conducive learning environment. According to Tiwari and Saxena (2012), it establishes accountability among educators. Supervision holds teachers responsible for their performance and helps identify areas where improvement is needed. This accountability can lead to higher job satisfaction and motivation among educators. As mentioned by Choudhary and Lamba (2013), supervision helps maintain consistency in the delivery of education and ensures that teachers are working toward common objectives.

As pointed out by Marler and Boudreau (2017), HRM allows for the early identification of issues or challenges that educators may face, such as classroom management difficulties, curriculum gaps, or student behavior problems. Early intervention can prevent these issues from escalating. As noted by Armstrong and Taylor (2014), teaching personnel supervision promotes a culture of continuous improvement within the educational institution. Educators are encouraged to reflect on their practices, seek feedback, and make necessary adjustments. Also, Vincent and Joseph (2015) asserted that teaching personnel supervision helps in the efficient allocation of resources. By identifying areas where additional support or resources may be needed, supervision can inform decisions about staffing, training, and resource allocation.

As highlighted out by Armstrong and Brown (2019), supervision ensures that teaching practices align with the institution's curriculum goals and standards. This alignment helps maintain consistency and coherence in what is taught across classrooms and grade levels. As mentioned by Shaukat et al. (2015), educators under high levels of supervision may be more open to trying innovative teaching methods and technologies. Supervisors can encourage the integration of new educational

practices that align with the institution's goals. Also, Gerhart (2015) noted that supervision can inform decisions about resource allocation. Schools and educational institutions can allocate resources more efficiently by identifying areas where additional support or resources are needed, based on the feedback and data collected through supervision.

The study conducted by Baker (2015) showed that effective teaching personnel supervision can provide opportunities for teachers to receive regular feedback on their teaching practices. This feedback can lead to continuous professional development and the improvement of instructional methods. According to Schleicher (2021), principals can involve teachers in school decision-making processes, providing them with a voice in shaping policies and practices. This inclusive approach fosters a sense of ownership and commitment to the school's success. Likewise, Bandy (2020) affirmed that supervision can lead to fair and transparent teacher evaluations. Principals can recognize and reward exceptional teaching through recognition programs or opportunities for advancement.

On another study, Kumar (2013) found that supervision helps identify areas where teachers may need support or improvement. Principals can provide guidance on effective teaching strategies, curriculum alignment, and the integration of innovative instructional technologies. More so, Joynes et al. (2019) noted that supervision can help identify the needs of diverse learners, including students with special needs or those who require additional support. Principals can work with teachers to implement inclusive teaching practices that address these needs. Adding more, Darling-Hammond et al. (2017) found that principals who actively supervise teaching staff can create a positive school culture that engages parents, community members, and local organizations. This community engagement can lead to partnerships and resources that enhance educational practices.

Further, Tabouli et al. (2016) concluded that effective supervision of teaching personnel can enhance the confidence of parents, students, and the community in the educational institution. When they see that educators are being held to high standards, it fosters trust in the quality of education provided. Demo et al. (2012) highlighted that educational institutions often have legal obligations and regulations to adhere to in terms of teacher certification, student safety, and other areas. Supervision helps ensure compliance with these legal requirements. Adding more, Lim (2012) asserted that human resource management helps in the efficient allocation of resources. By identifying areas where additional support or resources may be needed, supervision can inform decisions about staffing, training, and resource allocation.

Furthermore, the study of Olesia et al. (2013) proposed increased supervision encourages ongoing professional development among educators. They are more likely to engage in training, workshops, and self-reflection to enhance their skills and knowledge, which in turn can positively impact the classroom experience. More so, Almutairi (2020) noted that the focus on teacher supervision ensures that educators are better equipped to address the diverse needs of their students. This can lead to increased student engagement, improved learning outcomes, and higher academic achievement. Likewise, Saremi and Rezeghi (2015) asserted that high levels of supervision hold educators accountable for their performance. When teachers know they are being closely monitored, they are more likely to meet expectations, follow established curricula, and maintain high professional standards.

Meanwhile, effective human resource management by school heads can significantly improve teachers' interest and engagement in school activities. Ambali et al. (2011) found that school heads should communicate clear expectations to teachers regarding their roles, responsibilities, and performance standards. When teachers know what is expected of them, they are more likely to engage in school activities with a sense of purpose and direction. Also, Boey (2010) pointed out that school leaders can provide opportunities for ongoing professional development and growth. When teachers have access to training, workshops, and resources to enhance their skills and knowledge, they are more likely to feel valued and motivated to participate in school activities. Likewise, Fitzgerald (2020) noted that recognizing and rewarding teachers for their contributions and achievements can boost their interest in school activities. This recognition can take the form of praise, awards, promotions, or other incentives that acknowledge their dedication and hard work.

The study conducted by Francisco and Claro (2017) showed that school heads should provide support and guidance to teachers, especially during challenging times. When teachers feel supported by their leadership, they are more likely to stay motivated and actively participate in school activities. Involving teachers in decision-making processes related to school policies, curriculum development, and other key matters can increase their sense of ownership and interest in the school's activities. When teachers have a voice in shaping the school's direction, they are more likely to be engaged. Hence, effective human resource management by school heads involves creating a supportive, collaborative, and motivating environment that values and empowers teachers. When teachers feel valued, supported, and engaged in their work, their interest in school activities is more likely to thrive, ultimately benefiting the entire school community.

Inclusive Decision Making. The first indicator of teaching personnel supervision in this study which refers to the process of involving various stakeholders, including teachers, staff, parents, students, and community members, in the decision-making processes related to school policies, programs, and initiatives (Demo et al., 2012). According to Selamat et al. (2013), these practices aim to ensure that a diverse range of perspectives and voices are considered when making important decisions that impact the school community. Inclusive decision-making promotes active participation and engagement of all stakeholders, fostering a sense of ownership and commitment to the school's success. By including a variety of perspectives, inclusive

decision-making helps identify potential blind spots and innovative solutions that may not have been considered otherwise.

As noted by Sherman (2018), involving stakeholders in decision-making enhances transparency and accountability. People are more likely to support decisions when they have had a role in shaping them. According to Vijayabanu (2017), diverse input can lead to more robust problem-solving. When multiple viewpoints are considered, decisions are more likely to address complex challenges effectively. Hough (2014) noted that inclusive practices empower stakeholders, including teachers, to have a voice in shaping the educational environment. This can boost morale and motivation among educators.

As pointed out by Kossivi et al. (2016), decision-making that includes community input ensures that school policies and programs align with the needs and values of the local community. According to Boudreaux et al. (2016), inclusive decision-making reinforces the value of diversity and inclusion in education. It promotes a school culture that respects and celebrates differences. Decisions made through inclusive processes are more likely to result in sustainable change because they have broader support and are rooted in collective wisdom. Adding more, Monaco (2016) noted that engaging parents and the wider community in decision-making can lead to stronger partnerships and support for school activities and initiatives. Thus, it can extend beyond the school community to include partnerships with local organizations, businesses, and service providers, which can provide additional resources and support.

Fair Evaluation. The second indicator of teaching personnel supervision in this study which refers to the systematic and equitable assessment of a school leader's performance and leadership qualities. These practices aim to provide a comprehensive and unbiased evaluation that takes into account various aspects of the school leader's role and responsibilities (Demo et al., 2012). According to Chege (2016), constructive feedback provided through fair evaluations helps school heads identify areas for improvement and professional development. This, in turn, can lead to enhanced leadership skills and practices. Adding more, Lumpkin (2013) noted that fair evaluations hold school heads accountable for their leadership decisions and actions. This accountability contributes to a culture of transparency and responsibility within the school.

As mentioned by Vincent and Joseph (2015), fair evaluations can help identify resource needs within the school and guide the allocation of resources to support teaching and learning practices. It fosters a culture of trust and fairness within the school community. It demonstrates that leadership is open to feedback and willing to improve. According to Ladd and Sorenson (2017), fair evaluations can increase confidence and trust among various stakeholders, including teachers, staff, parents, and students, in the school leader's ability to effectively manage the institution. As noted by Papay and Kraft (2015), fair evaluations recognize and celebrate the achievements and contributions of school leaders. Positive recognition can motivate and inspire continued excellence. Thus, fair evaluations of school heads can indirectly lead to improved educational practices within the school, as effective leadership is a crucial factor in supporting teaching and learning

Alignment with Ethical Standards. The third indicator of teaching personnel supervision in this study which refers to the adherence to a set of ethical principles and values in their leadership roles within educational institutions (Demo et al., 2012). According to Hilaire and Kosinski (2015), these practices ensure that school leaders conduct themselves in a manner that is principled, just, and respectful of the rights and well-being of all stakeholders, including students, teachers, staff, parents, and the community. As mentioned by Hubschmid (2013), ethical leadership fosters trust and respect among all members of the school community. When school heads demonstrate ethical behavior, it sets a positive example for others to follow. Likewise, Bogatova (2017) noted that school heads who align with ethical standards serve as role models for students and staff. They demonstrate the importance of ethical decision-making and behavior in education.

Moreover, Valentine et al. (2014) pointed out that ethical leaders ensure that all individuals within the school community are treated fairly and justly. This includes addressing concerns and conflicts in a manner that upholds principles of equity and fairness. According to Hodges (2015), ethical leadership practices promote transparency in decision-making and communication. School heads are open and honest about their actions and decisions, leading to a more informed and engaged school community. As noted by Herlambang (2013), ethical leaders are vigilant in protecting the rights and well-being of students and staff. They uphold legal and ethical standards related to privacy, confidentiality, and due process. Also, Febriyanto (2012) noted that ethical leaders engage in a thoughtful and principled decision-making process. They consider the ethical implications of their choices and seek guidance when facing complex ethical dilemmas.

Community Engagement. The fourth indicator of teaching personnel supervision in this study which refers to active involvement of various community stakeholders in the decision-making processes, programs, and initiatives of the school (Demo et al., 2012). According to Liphadzi et al. (2015), these stakeholders may include parents, local businesses, community organizations, and other individuals who have a vested interest in the school's success. The goal of community engagement is to build strong partnerships, promote collaboration, and ensure that the school is responsive to the needs and values of the local community. Community engagement fosters positive relations between the school and the local community. It enhances mutual trust and respect, contributing to a harmonious educational environment. Likewise, Angelle and Teague (2014) noted that community stakeholders who are engaged are more likely to support and advocate for the school's educational initiatives, including funding requests or bond measures.

As pointed out by Mukeshimana (2016), engaging with the community can lead to resource sharing, such as access to facilities, materials, or expertise from local businesses and organizations. These resources can enhance educational practices. Miller (2018) asserted that community input can lead to the development of new programs and initiatives that meet the specific needs and interests of the community. This can enrich the educational experiences of students. According to Machumu (2011), school-community partnerships can create opportunities for students to engage in community service and civic engagement activities, fostering a sense of social responsibility. Adding more, Kambuga (2017) viewed that effective community engagement practices can enhance the school's public image and reputation, making it an attractive choice for students and families.

More so, Gibbons (2017) noted that engaging with the community reinforces the school's commitment to public accountability. It demonstrates that the school is responsive to the needs and expectations of its stakeholders. Adding more, Hamidu (2021) asserted that a thriving school often contributes to the economic development of the local area. Engaging the community can support local businesses and the overall economic well-being of the community. According to Meena (2019), engaging the community can lead to sustainability initiatives within the school, including environmental conservation programs and partnerships with local sustainability organizations.

Enthusiasm for School-Related Events

Enthusiasm for school-related events as defined by Abdulla Al Kaabi (2015) is the degree of enthusiasm, engagement, and active participation demonstrated by educators in various school-related events, initiatives, and tasks beyond their core teaching responsibilities. It encompasses their willingness to contribute to the school community's development, growth, and overall success by getting involved in extracurricular activities, committees, professional development, and other school-related endeavors. According to Oswald (2014) teachers who take an active enthusiasm for school-related events contribute to the creation of a positive and vibrant school culture. Their enthusiasm and involvement can inspire a sense of belonging and community among students, parents, and fellow staff members.

On a study carried out by Barrera-Osorio et al. (2010), result revealed that enthusiasm for school events can contribute to a positive and vibrant school culture. When students, teachers, and parents are excited about school activities, it fosters a sense of community and belonging, which can have a lasting impact on the overall school environment. As mentioned by Khattri et al. (2010), when there is a high level of enthusiasm for school-related events, students are more likely to actively participate in extracurricular activities, academic competitions, and other school programs. This increased engagement can lead to enhanced learning experiences beyond the classroom. Adding more, Lindgerg and Vanyushyn (2013) noted that high levels of enthusiasm often result in the creation of more diverse and enriching educational opportunities. Schools may organize special events, workshops, or guest speaker sessions that can broaden students' horizons and expose them to new experiences.

As pointed out by Cheng and Mok (2010), enthusiastic participation in school events can also positively influence attendance rates. Students are more likely to come to school when they are excited about what's happening, leading to fewer absences and improved academic performance. According to Moos (2010), enthusiasm for school-related events often translates into increased parental involvement. Parents who are enthusiastic about their child's school are more likely to attend parent-teacher conferences, join parent-teacher associations, and support school initiatives. As noted by Lundhal et al. (2010), a culture of enthusiasm for learning extends beyond the school years. When students develop a love for learning through engaging school events, they are more likely to continue pursuing education and personal development throughout their lives.

As viewed by Chen (2011), high levels of enthusiasm may prompt teachers to seek opportunities for professional growth and development. School leaders can support this by providing resources, training, and workshops that help teachers enhance their skills and knowledge related to organizing and participating in school events. Vernez et al. (2012) noted that school leaders should lead by example and exhibit enthusiasm for school-related events. When teachers see their leaders actively engaged and excited about these activities, it can motivate them to do the same. Leadership by enthusiasm can create a ripple effect throughout the school. Likewise, Moradi et al. (2012) asserted that school leaders can acknowledge and appreciate teachers' enthusiasm for school events through various means, such as public recognition, awards, or praise. Recognizing teachers for their efforts can boost morale and encourage them to continue their enthusiastic involvement.

As pointed out by Allawan (2012), giving teachers some autonomy in selecting and designing school events can tap into their creativity and passion. School leaders can empower teachers to propose and lead initiatives that align with the school's mission and vision. Adding more, Abulencia (2013) asserted that high levels of teacher enthusiasm can foster a strong sense of school identity and pride among both students and staff. When everyone feels a deep connection to the school, it can lead to increased motivation, school spirit, and a collective commitment to achieving educational goals. Cabardo (2016) also assert that high levels of enthusiasm may prompt teachers to seek opportunities for professional growth and development. School leaders can support this by providing resources, training, and workshops that help teachers enhance their skills and knowledge related to organizing and participating in school events.

Further, the study conducted by Pañares and Palmes (2014) showed that effective communication between school leaders

and teachers is essential. Leaders should create open channels for feedback, allowing teachers to share their ideas, concerns, and suggestions regarding school events. This collaborative approach can lead to more successful and engaging activities. Adding more, Döş and Savaş (2015) asserted that enthusiastic teachers often inspire greater student engagement in school-related events. When students see their educators excited about participating in activities such as clubs, sports, academic competitions, and cultural events, they are more likely to get involved themselves. This increased student engagement can lead to a more vibrant and dynamic school environment. More so, Michigan (2013) viewed that teacher enthusiasm contributes to a positive school culture. It fosters a sense of belonging and pride among both students and staff. A school with a strong sense of community is often more effective in promoting learning and overall well-being.

Furthermore, Murphy et al. (2013) pointed out that when teachers enthusiastically engage in extracurricular activities and events, they often build stronger relationships with students outside of the regular classroom setting. This can lead to better communication, trust, and rapport between teachers and students, which can ultimately enhance the effectiveness of teaching and learning. According to Orphanos (2013) enthusiastic teachers who actively participate in and support these events help create richer and more diverse learning experiences for students. These experiences can reinforce academic concepts, develop life skills, and promote personal growth. Tang et al. (2012) also noted that high levels of teacher enthusiasm for school events can motivate students to attend school regularly. When students look forward to participating in or witnessing these events, it reduces absenteeism, ensuring that students are present to receive instruction. Likewise, McShane and Von Glinow (2012) affirmed that enthusiastic teachers can also encourage parental involvement.

Passion for Education. The first indicator of teachers' enthusiasm for school-related events in this study which refers to strong and genuine enthusiasm, dedication, and commitment that teachers have toward the process of teaching and learning. It goes beyond just fulfilling their job responsibilities; it involves a deep love for education, a belief in its transformative power, and a desire to inspire and empower students to reach their full potential (Abdulla Al Kaabi, 2015). Ismail (2012) noted that high levels of passion for education among teachers can lead to improved academic outcomes for students. Students are more likely to achieve their potential when they are taught by educators who are deeply committed to their learning and development. According to Awang et al. (2010), passionate teachers have the ability to captivate students' attention and make learning exciting. This heightened engagement can lead to increased participation, improved retention of information, and a more positive attitude toward learning.

As viewed by Balakrishnan et al. (2013), teachers' passion can inspire and motivate students to set higher goals, work harder, and persevere in the face of challenges. When students see that their teachers genuinely care about their success, they are more likely to be motivated to excel. According to Imam (2014), passionate educators are often more open to trying innovative teaching methods and approaches to make lessons more interesting and effective. They are willing to experiment and adapt to meet the evolving needs of their students. Ahuja and Gupta (2018) asserted that a passionate teacher can create a positive classroom environment where students feel valued, supported, and encouraged. This climate can contribute to better behavior, cooperation, and overall well-being among students. Likewise, Albdour and Altarawneh (2014) noted that passionate teachers are more likely to persevere through challenging situations and navigate the ups and downs of the education profession. Their dedication helps them overcome obstacles and continue to make a positive impact on students.

Commitment to Student Success. The second indicator of teachers' enthusiasm for school-related events in this study which refers to teacher's unwavering dedication to the academic, personal, and overall well-being of their students. It involves a strong sense of responsibility and a willingness to go above and beyond to ensure that every student reaches their full potential and achieves success in their educational journey (Abdulla Al Kaabi, 2015). According to Mwesiga and Oquendo (2019), teachers with a strong commitment to student success tailor their instruction to meet the individual needs and learning styles of each student. They differentiate instruction, provide extra support when necessary, and challenge advanced learners. Likewise, Bibiso et al. (2018) noted committed teachers set high expectations for their students, believing in their potential to excel. This belief can inspire students to work harder and strive for academic excellence.

Moreover, Kalai (2021) found that teachers who are deeply committed to student success provide continuous motivation and encouragement. They praise students for their efforts, celebrate their achievements, and offer constructive feedback to help them grow. Adding more, Hughes and Chen (2014) asserted that these teachers create a safe and supportive classroom environment where students feel comfortable expressing themselves, asking questions, and seeking help when needed. Mette et al. (2016) also noted that committed teachers provide individualized support to students who are struggling academically or facing personal challenges. They may offer extra tutoring, mentorship, or referrals to appropriate resources. More so, Makunja (2016) viewed that teachers who prioritize student success invest in their own professional development to stay current with effective teaching methods and strategies. They are committed to improving their skills to better serve their students.

Resourcefulness. The third indicator of teachers' enthusiasm for school-related events in this study which refers to teachers' ability to creatively and effectively find and utilize a wide range of educational resources, strategies, and solutions to address challenges and enhance the learning experience for their students (Abdulla Al Kaabi, 2015). As mentioned by Bucud, (2017), resourceful teachers can adapt their teaching methods and materials to meet the diverse needs, learning styles, and abilities of their students. They ensure that every student has access to quality education. Adding more, Zadjia and Gamage

(2010) affirmed that they leverage technology as a teaching tool, incorporating digital resources, online platforms, and educational apps to enhance instruction and engage students in meaningful ways.

Moreover, Ye (2016) pointed out that resourceful teachers make the most of limited resources, whether it's classroom supplies, budget constraints, or available technology. They find creative solutions to provide a rich learning experience despite limitations. According to Akram (2011), these teachers model problem-solving skills for their students. They encourage critical thinking and teach students how to approach challenges and find solutions independently. Johnson et al. (2012) also noted that these teachers implement differentiated instruction by tailoring lessons and activities to match the individual needs and skill levels of their students, ensuring that each student can progress at their own pace.

In addition, Wanjala and Wanjala (2017) concluded that resourceful teachers are flexible in adapting their lesson plans based on student feedback, performance data, or unexpected classroom situations, ensuring that learning remains dynamic and relevant. Adding more, Iwu and Iwu (2013) found that resourceful teachers are sensitive to cultural and inclusive considerations, adapting their teaching to respect diverse backgrounds, experiences, and perspectives among students. More so, Steele, Murname, and Willet (2010) affirmed that resourceful teachers find and implement effective strategies and accommodations to support students with special needs, ensuring that these students receive appropriate education and support.

Role Modelling. The fourth indicator of teachers' enthusiasm for school-related events in this study which refers to the practice of educators demonstrating positive behaviors, values, attitudes, and ethical standards to their students through their own actions and choices. It involves serving as a living example for students to emulate and learn from, not only academically but also in terms of character, responsibility, and social behavior (Abdulla Al Kaabi, 2015). According to Shukla (2014), high-level role modeling by teachers helps foster positive character development in students. When students witness teachers exhibiting qualities such as honesty, integrity, kindness, and respect, they are more likely to internalize these values and incorporate them into their own lives. Roorda et al. (2011) pointed out that teachers who model emotional intelligence, empathy, and effective communication skills contribute to students' social and emotional development. Students learn how to manage their emotions, build positive relationships, and resolve conflicts by observing their teachers' interactions.

Moreover, Biesta (2017) concluded that teachers who demonstrate a passion for learning and a strong work ethic inspire students to take their studies seriously. According to Gladstone and Cimpian (2021), when students see their teachers enthusiastic about their subjects and invested in their own professional growth, they are more likely to become motivated learners. Similarly, Grande et al. (2021) found that teachers who show respect for diversity and inclusivity in their interactions with students and colleagues promote a culture of tolerance and acceptance. This can help reduce bullying and discrimination in the school environment. More so, Kinnunen (2020) asserted that teachers who model effective problem-solving and critical thinking skills encourage students to approach challenges with confidence and a systematic mindset. Students learn how to analyze situations and make informed decisions.

Synthesis

Therefore, this portion of the paper provides the researcher the result of other researches to which the present study is related or has some bearing and similarity. Research consistently shows that positive supervision practices, characterized by supportive and transformational leadership, are associated with higher levels of enthusiasm among teaching personnel for school-related events. More so, research on teaching personnel supervision and teachers' enthusiasm for school-related events underscores the importance of positive leadership, autonomy, organizational culture, and effective communication in fostering enthusiasm among teaching staff. Schools and educational leaders can leverage these findings to create an environment where teachers are not only effectively supervised but also inspired and motivated to actively participate in activities that enhance the overall school experience for students and the community. This give the author sufficient background in understanding the study. It also provide basis for the interpretation of data.

1.2 Theoretical/Conceptual Framework

The study was anchored on Transformational Leadership Theory by Burns (1978). The theory posits that the ability of leaders to inspire and motivate their followers through a shared vision, intellectual stimulation, individualized consideration, and idealized influence. In the context of the current study, consider how transformational leadership by school administrators can influence the enthusiasm of teaching personnel for school-related events. Transformational leaders may inspire teachers to actively engage in extracurricular activities and motivate them to go beyond their regular duties.

In support, Ambali et al. (2011) proposed that school heads should communicate clear expectations to teachers regarding their roles, responsibilities, and performance standards. When teachers know what is expected of them, they are more likely to engage in school activities with a sense of purpose and direction. Adding more, the proposition of Boey (2010) indicated that school leaders can provide opportunities for ongoing professional development and growth. When teachers have access to training, workshops, and resources to enhance their skills and knowledge, they are more likely to feel valued and motivated to

participate in school activities. Also, Francisco and Claro (2017) postulated that school heads should provide support and guidance to teachers, especially during challenging times. When teachers feel supported by their leadership, they are more likely to stay motivated and actively participate in school activities.

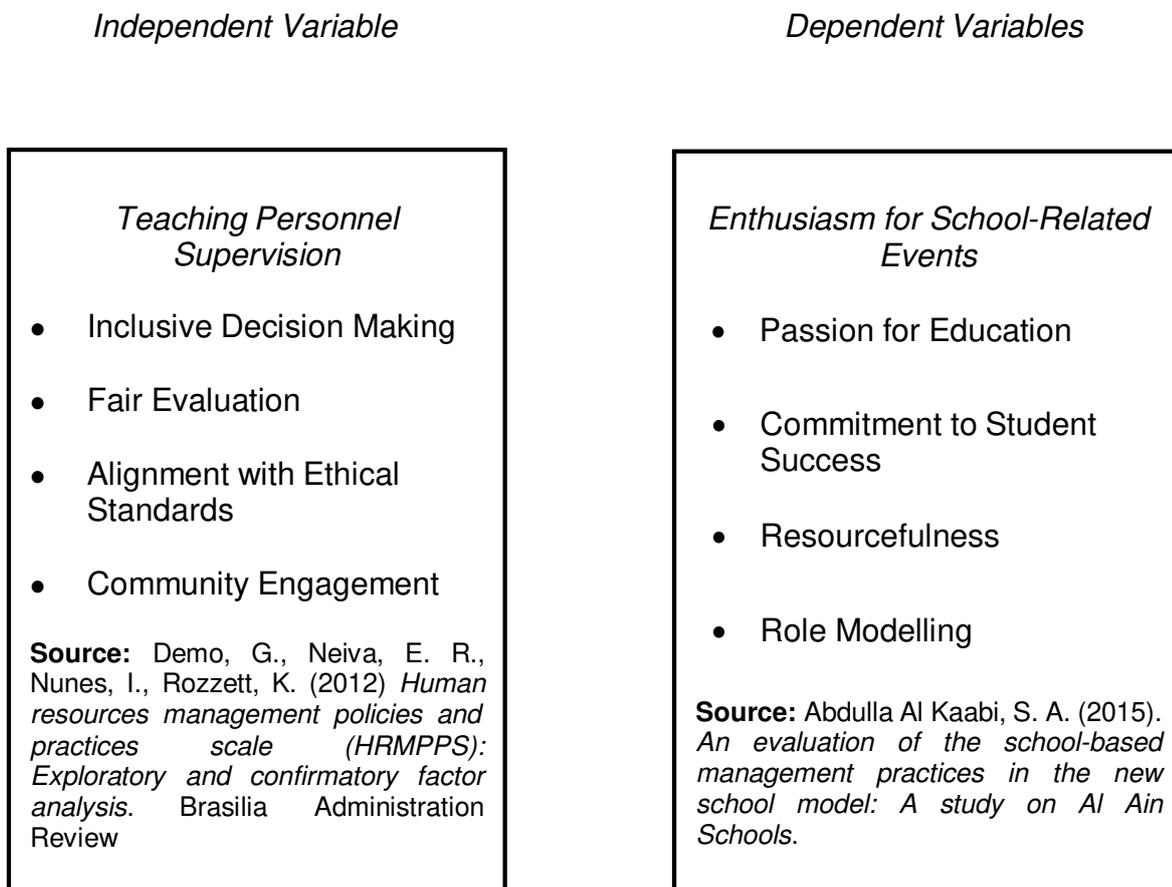


Figure 1. The Conceptual Framework of the Study

As shown in Figure 1, the study is consist of two variables. The independent variable of the study is teaching personnel supervision or the process of overseeing and managing educators, teachers, and other instructional staff in an educational institution. The measures of teaching personnel supervision according to Demo et al. (2012) are inclusive decision making or the process of involving various stakeholders, including teachers, staff, parents, students, and community members, in the decision-making processes related to school policies, programs, and initiatives; fair evaluation or the systematic and equitable assessment of a school leader's performance and leadership qualities; alignment with ethical standards or the adherence to a set of ethical principles and values in their leadership roles within educational institutions; and community engagement or the active involvement of various community stakeholders in the decision-making processes, programs, and initiatives of the school.

The dependent variable of the study is enthusiasm for school-related events or the degree of enthusiasm, engagement, and active participation demonstrated by educators in various school-related events, initiatives, and tasks beyond their core teaching responsibilities. According to Abdulla Al Kaabi (2015) the measures of enthusiasm for school-related events are passion for education or the strong and genuine enthusiasm, dedication, and commitment that teachers have toward the process of teaching and learning; commitment to student success or the teacher's unwavering dedication to the academic, personal, and overall well-being of their students; resourcefulness or the teachers' ability to creatively and effectively find and utilize a wide range of educational resources, strategies, and solutions to address challenges and enhance the learning experience for their students; and role modelling or the practice of educators

demonstrating positive behaviors, values, attitudes, and ethical standards to their students through their own actions and choices.

1.3 Statement of the Problem

The primary aimed of this study was to evaluate which domains of teaching personnel supervision significantly influence the enthusiasm for school-related events of teachers in Panabo South 1 District, Panabo City. Specifically, this study seek to answer the following questions:

1. What is the extent of teaching personnel supervision in terms of:
 - 1.1 inclusive decision making;
 - 1.2 fair evaluation;
 - 1.3 alignment with ethical standards; and
 - 1.4 community engagement?
2. What is the extent of enthusiasm for school-related events in terms of:
 - 2.1 passion for education;
 - 2.2 commitment to student success;
 - 2.3 resourcefulness; and
 - 2.4 role modelling?
3. Is there a significant relationship between teaching personnel supervision and enthusiasm for school-related events of teachers in Panabo South 1 District, Panabo City?
4. Which among the domains of teaching personnel supervision significantly influence the enthusiasm for school-related events of teachers in Panabo South 1 District, Panabo City?

1.4 Hypothesis

The following null hypotheses were tested at 0.05 level of significance:

- H01: There is no significant relationship between teaching personnel supervision and enthusiasm for school-related events of teachers in Panabo South 1 District, Panabo City.
- H02: None of the domains of teaching personnel supervision significantly influence the enthusiasm for school-related events of teachers in Panabo South 1 District, Panabo City.

The study would benefit the following organizations and individuals:

Department of Education. Research in this area provides DepEd with valuable insights into the factors that influence teacher enthusiasm and engagement in school-related events. This knowledge can inform the development of policies and guidelines aimed at enhancing teacher participation in extracurricular activities. More so, policies based on research findings can contribute to improved education quality by fostering a more vibrant and engaging school environment. Increased teacher enthusiasm can positively impact students' academic performance and overall school experience.

School Principals. Principals can benefit from understanding how supervision practices influence teacher enthusiasm. This knowledge enables them to adapt their leadership styles and practices to create a supportive and motivating school climate. Adding more, research findings can help principals foster a positive school culture that values and recognizes teachers' contributions to school-related events. This, in turn, can lead to higher levels of staff morale and job satisfaction.

Teachers. Teachers can use research insights to advocate for professional development opportunities related to extracurricular activities. They can seek roles that align with their interests and strengths, fostering personal and career growth. Moreover, understanding the factors that boost enthusiasm can lead to increased job satisfaction. Teachers who are actively engaged in school-related events often report higher levels of job satisfaction and a greater sense of fulfillment.

Future Researchers. Studies in this area contribute to the body of educational research, providing a deeper understanding of the dynamics between supervision, teacher enthusiasm, and student outcomes. In addition, research findings may identify gaps in knowledge and open doors for further investigation, stimulating more research on teacher

motivation, leadership, and school culture.

For more comprehensive understanding, the following terms were defined operationally:

Teaching Personnel Supervision. It is conceptually defined as the process of overseeing and managing educators, teachers, and other instructional staff in an educational institution. In this study refers to the independent variable being described in terms of inclusive decision making; fair evaluation; alignment with ethical standards; and community engagement.

Enthusiasm for School-Related Events. It is conceptually defined as the degree of enthusiasm, engagement, and active participation demonstrated by educators in various school-related events, initiatives, and tasks beyond their core teaching responsibilities. In this study refers to the dependent variable being describe in terms of the following indicators: passion for education; commitment to student success; resourcefulness; and role modelling.

2. Method

This section contains the research design, research respondents, research instrument, data gathering procedure, and data analysis.

2.1 Research Design

In this study, the researcher utilized quantitative descriptive-correlational technique of research to gather data ideas, facts and information related to the teaching personnel supervision and teachers' enthusiasm for school-related events. Bryman and Bell (2015) described quantitative research as a research method that focuses on the objective measurement and analysis of numerical data to draw conclusions and make inferences about a specific population or phenomenon. This approach employs systematic and structured data collection techniques, such as surveys, experiments, or statistical analysis of existing datasets, to gather numerical data that can be quantified and statistically analyzed. The findings from quantitative research aim to provide a deeper understanding of patterns, relationships, and trends within the data.

Meanwhile, descriptive correlational research according to Gay et al. (2019) as an approach that involves observing and measuring two or more variables without manipulating them. It aims to describe the relationship or association between variables as they naturally occur. This approach focuses on understanding the strength and direction of the relationship between variables, often using statistical measures such as correlation coefficients. In a descriptive correlational study, researchers collect data on variables of interest and analyze them to identify patterns, trends, or associations. The goal is to gain a deeper understanding of how the variables relate to each other in a specific population or context. More so, this approach is particularly useful when exploring complex phenomena or when causality cannot be established due to ethical or practical limitations. Particularly, the study focused on determining which domains of teaching personnel supervision significantly influence teachers' enthusiasm for school-related events.

2.2 Research Respondents

The respondents of the study were the elementary school teachers in Panabo South 1 District, Panabo City. In this study, the 190 respondents were selected through stratified random sampling technique. Stratified random sampling according to Leedy and Ormrod (2018) is a probabilistic sampling technique used in research to select a representative sample from a population by dividing it into subgroups or strata based on certain characteristics. Within each stratum, a random sample is drawn, and these samples are combined to create the final representative sample for the study. This method ensures that each subgroup is adequately represented in the sample, allowing for more accurate generalizations and inferences to be made about the entire population.

Moreover, the primary consideration of this study was to select respondents who can provide information to achieve the purpose of this study. Hence, only those permanent-regular elementary school teachers in Panabo South 1 District in Panabo City, those who are not subjected to any administrative or criminal complaints, and those who voluntarily signed the ICF were given the survey questionnaires. Moreover, the study was delimited only to the nature of the problem based on the research questions and thus it did not consider the gender and socio-economic status of the teachers.

2.3 Research Instrument

The study employed the questionnaires adapted from different studies and was modified to fit the context of the respondents of this study. The instrument was divided into two parts. The scaling was done by having one-half of the value of 5 as average cut-off point or the fair level, with a uniform interval of 0.80. Before the administration of the instrument, it was subject for validation of three experts, and was revised according to their expert comments.

The first part of the instrument concerned about the teaching personnel supervision which was conceptualized by Demo et al. (2012). The questionnaire was consists of four domains namely: inclusive decision making; fair evaluation; alignment with ethical standards; and community engagement. The new scale acquired a Cronbach alpha value of 0.954 described as excellent and interpreted as highly reliable (refer to appendix B). The researcher modified the questionnaire by grouping all the items each dimension under each domain. In the manner of answering the questionnaire, the items the respondents made use the 5-Likert scale. As a guide in determining the extent of teaching personnel supervision, the researcher made use of the range of means, description and interpretation as presented below:

<i>Range of Mean</i>	<i>Descriptive Level</i>	<i>Interpretation</i>
4.20 - 5.00	Very Extensive	The teaching personnel supervision is always observed.
3.40 – 4.19	Extensive	The teaching personnel supervision is oftentimes observed.
2.60 – 3.39	Moderately Extensive	The teaching personnel supervision is sometimes observed.
1.80 – 2.59	Less Extensive	The teaching personnel supervision is seldom observed.
1.00 – 1.79	Not Extensive	The teaching personnel supervision is never observed.

The second part of the instrument was about the teachers' enthusiasm for school-related events which was intellectualized by Abdulla Al Kaabi (2015), and divided among four domains namely: passion for education; commitment to student success; resourcefulness; and role modelling. The new scale acquired a Cronbach alpha value of 0.946 described as excellent and interpreted as highly reliable (refer to appendix B). The researcher modified the questionnaire by grouping all the items each dimension under each domain. In the manner of answering the questionnaire, the items the respondents made use the 5-Likert scale. As a guide in determining the extent of teachers' enthusiasm for school-related events, the researcher made use of the range of means, description and interpretation as presented below:

<i>Range of Mean</i>	<i>Descriptive Level</i>	<i>Interpretation</i>
4.20 - 5.00	Very Extensive	The teachers' enthusiasm for school-related events is always manifested.
3.40 – 4.19	Extensive	The teachers' enthusiasm for school-related events is oftentimes manifested.
2.60 – 3.39	Moderately Extensive	The teachers' enthusiasm for school-related events is sometimes manifested.
1.80 – 2.59	Less Extensive	The teachers' enthusiasm for school-related events is seldom manifested.
1.00 – 1.79	Not Extensive	The teachers' enthusiasm for school-related events is never manifested.

2.5 Data Gathering Procedure

This phenomenological investigation involved ten (10) secondary teachers from the North District, Division of Panabo City. All 10 participants were interviewed in-depth virtually (IDI). This research aligned with the perspective that involving 3 to 10 individuals was sufficient to saturate the information for conducting this qualitative inquiry. This perspective had been presented by Creswell et al. (2018), who supported the number of participants in this study.

To enable the participants in this study to make their selections, the purposive sampling technique was employed. As per Creswell (2017), purposive sampling was a non-probability sampling method chosen based on the characteristics of a community and the research objectives. Using purposive sampling, I selected the individuals who participated in the research and were interviewed for the study.

The participants were chosen based on the following criteria: (a) they had to be secondary teachers affiliated with a public school in the North District of the Division of Panabo City; (b) they needed to have at least one (1) year of service; (c) they had to be willing to share their experiences in the study.

On the contrary, the following were the exclusion criteria: (a) secondary teachers with less than one year of teaching experience; and (b) secondary teachers outside of the North District, Division of Panabo City. Furthermore, I adhered strictly to the criteria established for selecting research participants and ensured that they represented diversity in terms of gender, age, status, and school category.

Furthermore, the interview schedule, along with the time and location, was communicated to the participants. Recognizing the importance of their accessibility and willingness to participate, the ability to explicitly, expressively, and reflectively communicate their experiences and perspectives was deemed morally significant (Bernard, 2002). Similarly, fostering a candid and open exchange of information helped mitigate biases and threats to the validity of this study.

2.6 Ethical Consideration

The researcher observed promptly the protocols deemed necessary as the standard guidelines in carrying out the research study following the study protocol assessments criteria, particularly in managing the population and data. The researcher provide a clear and comprehensive information about the study to potential respondents. This information include the purpose of the research, the procedures involved, potential risks and benefits, confidentiality measures, the voluntary nature of participation, and contact information of the researchers.

Informed Consent. The researcher provided the respondents with written informed consent form that summarizes the study details in layman's terms. The ICF clearly state that participation is voluntary and that respondents have the right to withdraw at any time without penalty. Respondents were given a copy of the signed form for their records.

It was made clear that involvement of respondents in the study is voluntary. If ever they would refuse to participate, they were not forced by the researcher. Besides, the researcher was cautious to assure the respondents' psychological well-being. A written permission from the respondents were secured from them. The researcher informed the respondents that the study aimed to conduct a study on the factors that hinder/promote the teachers' enthusiasm for school-related events in relation to teaching personnel supervision, and may contribute to the enhancement.

Vulnerability of Research Participants. The respondents of the study are the pupils and considered to be vulnerable since all of them are not in legal age, and, they are considered highly vulnerable in the psychological aspect. The researcher emphasized that the survey was set at the respondents' convenience. Also, the researcher protected the confidentiality of the information disclosed.

Privacy and Confidentiality. This study observed the data Privacy Act of 2012 wherein the researcher assured that the data cannot be traced back to the participants which were the real source of information, to protect the identities of the respondents. Moreover, the researcher assured that no personal data would be shared without the consent of the participants. Thus, to ensure that no personal data would be exposed, the access was limited to the researcher alone. To protect the privacy of the respondents, it was assured that the researcher is the only person that could access the survey results. After the necessary data was collected, the researcher permanently deleted all the online survey result to assure that data cannot be traced back to the respondents who were the real source of information.

Risk, Benefits and Safety - In administering the survey questionnaires, the researcher fully disclosed to the respondents the nature of their participation and explained thoroughly and properly the purpose and benefits of the study as well as the confidentiality of their responses as stated in the survey questionnaire. The respondents, without restrictions will be able to ask questions related to the study. Further, the researcher ensured that the respondents were not be subjected to harm in any ways whatsoever. Moreover, the questionnaire and interview guide that were used in this study did not contain any degrading or unacceptable statements offensive to the respondents of the study.

Likewise, this study is designed purely to collect academic information related to the study and they were not asked with personal information. To minimize inconvenience, the researcher made sure that the respondents were given ample time to answer the survey questionnaire online. The respondents were given freedom not to answer questions which made them feel any psychological and emotional distress and they would be free to withdraw as a respondent of the study if they would feel that they cannot discuss the information that being asked from them. The researcher valued their participation and placed their welfare as the highest priority during the course of the study.

Justice. To avoid impartiality in choosing the respondents, the researcher regarded all respondents equal regardless if they would be respondent in the survey. The researcher did not prejudice in choosing the respondents of the study. Anybody who fitted the qualifications of being permanent-regular in the purposively selected schools. During the conduct of the study, the researcher made certain to respect the respondents by interrupting as little time as possible to the routine of the respondents. To compensate for the time spent during data gathering, the researcher gave tokens of appreciation to the respondents. This token was an assortment of souvenir. The tokens were sent via courier, and these was sealed carefully in a package. Also, each token were sanitized before having it sent to your doorstep.

Transparency. To provide transparency in this study, any type of communication in relation to the research was done with honesty and transparency. To safeguard the welfare of the participants, the researcher properly implemented the methods that are discussed to use in this study. All the necessary documents that supported the data analysis was included. Importantly, the researcher described the extent of the involvement of the respondents in this study and shared how the researcher-maintained objectivity in analyzing data and presentation of the results of the study.

Qualification of the Researcher. The researcher ensured that the responses of the respondents were not influence by any other factor like the conflict of interest. The findings of the study could be accessed by the respondents and parents, and school administrators of the participating schools because the information would be made available as long as they followed proper protocol to protect the anonymity of the respondents. The researcher also acknowledged the effort of every person who contributed to the success of the study, the Division of Panabo City was given a furnished copy of the results of the research so it can be accessed by the respondents and be used for learning and further study.

Adequacy of Facilities. The researcher engaged the respondents in a conducive environment and learning materials which were ample and available in the conduct of the study and was done within the time set by the researcher. The accuracy of gathering data from the respondents was ensured by encoding properly the ratings of the respondents during the day when the researcher was not too tired to do them to avoid errors in encoding. Also, the analysis and results gathered were proficient and aligned that serves as a primary basis for adequacy.

Community Involvement. It was a good practice to have community involvement during every phase of research from planning to reporting. Hence, the researcher planned to share the findings generated with the community, and community involvement was accorded with primacy in making decisions about the research agenda, appropriate method to apply in their context, and use of the results or findings. The findings of this study will then be shared back with the community through gatherings, fora, and conferences.

2.7 Data Analysis

The following were the statistical tools utilized by the researcher in processing the gathered data:

Mean. This was useful in characterizing the teaching personnel supervision and enthusiasm for school-related events of teachers in Panabo South 1 District, Panabo City. This was use to supply the answer for objectives 1 and 2.

Pearson Product Moment Correlation. It was used in this study to asses the significant relationship between teaching personnel supervision and enthusiasm for school-related events of teachers in Panabo South 1 District, Panabo City variables. It is a statistical measure of the strength of a linear relationship between paired data. In a sample it is usually denoted by r . This was use to supply the answer for objective 3.

Linear Regression. It was applied to evaluate the significance on the influence of teaching personnel supervision on the enthusiasm for school-related events of teachers in Panabo South 1 District, Panabo City. This was use to supply the answer for

objective 4.

3. Results and Discussion

This chapter presents the results generated from the data gathered. It is sequenced based on the objectives of the study as presented in the first chapter. Thus, it presents the extents of teaching personnel supervision and enthusiasm for school-related events of teachers in Panabo South 1 District, Panabo City; the significant relationship between teaching personnel supervision and enthusiasm for school-related events of teachers in Panabo South 1 District, Panabo City; and the influence of teaching personnel supervision on the enthusiasm for school-related events of teachers in Panabo South 1 District, Panabo City.

Teaching Personnel Supervision

Inclusive Decision Making. Table 1 shows that this domain was assessed by the respondents as extensive with a category mean of 3.42, interpreted as oftentimes observed by the elementary school teachers in Panabo South 1 District, Panabo City. The result means that the process of involving various stakeholders, including teachers, staff, parents, students, and community members, in the decision-making processes related to school policies, programs, and initiatives is oftentimes observed by the teachers. This supports the idea of Sherman (2018) that involving stakeholders in decision-making enhances transparency and accountability. People are more likely to support decisions when they have had a role in shaping them.

Table 1. Teaching Personnel Supervision in Terms of Inclusive Decision Making

Statement	Mean	Descriptive Rating
1. The school head involve all stakeholders in decision-making processes.	3.33	Moderately Extensive
2. The school head seek input from teachers and staff when making important decisions.	3.65	Extensive
3. Inclusive decision-making promotes a sense of belonging in the school community.	3.22	Moderately Extensive
4. The school head use data to inform their decision-making processes.	3.88	Extensive
5. Decision-making practices in our school is transparent and well-communicated.	3.04	Moderately Extensive
Mean	3.42	Extensive

The mean rating of the different items ranges from 3.04 to 3.88. On one hand, the item “Decision-making practices in our school is transparent and well-communicated” has a mean rating of 3.04, described as moderately extensive and interpreted as sometimes observed by the respondents. On the other hand, the item “The school head use data to inform their decision-making processes” reflects a mean of 3.88 described as extensive and interpreted as oftentimes observed by the teachers. According to Vijayabanu (2017), diverse input can lead to more robust problem-solving. When multiple viewpoints are considered, decisions are more likely to address complex challenges effectively.

Fair Evaluation. Results on table 2 shows that teaching personnel supervision in terms of fair evaluation got a moderately extensive category mean rating of 3.32 which means that this is sometimes observed by the elementary school teachers in Panabo South 1 District, Panabo City. This implies that the systematic and equitable assessment of a school leader's performance and leadership qualities is sometimes observed. This is similar to Chege's (2016) findings that constructive feedback provided through fair evaluations helps school heads identify areas for improvement and professional development. This, in turn, can lead to enhanced leadership skills and practices. Vincent and Joseph (2015) noted that fair evaluations can help identify resource needs within the school and guide the allocation of resources to support teaching and learning practices.

Table 2. Teaching Personnel Supervision in Terms of Fair Evaluation

Statement	Mean	Descriptive Rating
1. School head use standardized criteria for teacher evaluations.	3.17	Moderately Extensive
2. Evaluation processes is consistent for all teachers.	3.19	Moderately Extensive
3. Teachers receive feedback on their evaluations in a timely manner.	3.51	Extensive
4. Teachers have opportunities to self-assess their performance.	3.34	Moderately Extensive
5. Evaluation results inform professional development plans.	3.41	Extensive
Mean	3.32	Moderately Extensive

The mean rating of the different items ranges from 3.17 to 3.51. The item “School head use standardized criteria for teacher evaluations” reflects a mean rating of 3.17 described as moderately extensive and interpreted as item sometimes observed. Meanwhile, the item “Teachers receive feedback on their evaluations in a timely manner” shows a rating of 3.51, described as extensive and interpreted as item oftentimes observed by the respondents. According to Papay and Kraft (2015), fair evaluations recognize and celebrate the achievements and contributions of school leaders. Positive recognition can motivate and inspire continued excellence. Thus, fair evaluations of school heads can indirectly lead to improved educational practices within the school, as effective leadership is a crucial factor in supporting teaching and learning.

Alignment with Ethical Standards. Specifically, teaching personnel supervision in terms of alignment with ethical standards acquired a category mean of 3.35 described as moderately extensive and interpreted as sometimes observed by the respondent. This implies that the adherence to a set of ethical principles and values in their leadership roles within educational institutions is sometimes observed in Panabo South 1 District, Panabo City. The result supports the idea of Bogatova (2017) that school heads who align with ethical standards serve as role models for students and staff. They demonstrate the importance of ethical decision-making and behavior in education.

Table 3. Teaching Personnel Supervision in Terms of Alignment with Ethical Standards

Statement	Mean	Descriptive Rating
1. School heads align their actions with ethical standards.	3.31	Moderately Extensive
2. It is important for school heads to model ethical behavior for the school community.	3.56	Extensive
3. School heads prioritize fairness and integrity in all their actions.	3.38	Moderately Extensive
4. School heads should ensure that their decisions align with legal and moral principles.	3.09	Moderately Extensive
5. School heads address ethical violations promptly and decisively.	3.43	Extensive
Mean	3.35	Moderately Extensive

The table further reveals that the mean rating of the items ranges from 3.09 to 3.56. It is noteworthy that item “School heads should ensure that their decisions align with legal and moral principles” has a mean rating of 3.09 described as moderately extensive and interpreted as item sometimes observed, while, the item “It is important for school heads to model ethical behavior for the school community” has a mean rating of 3.56, described as extensive and interpreted as item oftentimes observed by the teachers. This is congruent to Hodges’ (2015) findings that ethical leadership practices promote transparency in decision-making and communication. School heads are open and honest about their actions and decisions, leading to a more

informed and engaged school community. As noted by Herlambang (2013), ethical leaders are vigilant in protecting the rights and well-being of students and staff. They uphold legal and ethical standards related to privacy, confidentiality, and due process.

Community Engagement. Table 4 shows that this domain was assessed by the respondents as extensive with a category mean of 3.36, interpreted as sometimes observed by the elementary school teachers in Panabo South 1 District, Panabo City. This implies that the active involvement of various community stakeholders in the decision-making processes, programs, and initiatives of the school is sometimes observed. This is congruent to Miller’s (2018) assertion that community input can lead to the development of new programs and initiatives that meet the specific needs and interests of the community.

The mean rating of the different items ranges from 3.11 to 3.56. On one hand, the item “It is important for school heads to attend community events and meetings” has a mean rating of 3.11, described as moderately extensive and interpreted as sometimes observed by the respondents. On the other hand, the item “School heads actively engage with the local community” reflects a mean of 3.56 described as extensive and interpreted as oftentimes observed by the elementary school teachers in Panabo South 1 District, Panabo City. According to Mukeshimana (2016), engaging with the community can lead to resource sharing, such as access to facilities, materials, or expertise from local businesses and organizations. These resources can enhance educational practices. Kambuga (2017) viewed that effective community engagement practices can enhance the school's public image and reputation, making it an attractive choice for students and families.

Lastly, Table 5 shows the summary on teaching personnel supervision in Panabo South 1 District, Panabo City. It shows that the overall mean of teaching personnel supervision is 3.36 which is described as moderately extensive and interpreted as sometimes observed. This means that the process of overseeing and managing educators, teachers, and other instructional staff in an educational institution is sometimes observed. This supports the findings of Armstrong and Brown (2019) that supervision ensures that teaching practices align with the institution's curriculum goals and standards. This alignment helps maintain consistency and coherence in what is taught across classrooms and grade levels. As mentioned by Shaukat et al. (2015), educators under high levels of supervision may be more open to trying innovative teaching methods and technologies. Supervisors can encourage the integration of new educational practices that align with the institution's goals.

Table 5. Summary District, Panabo City

Indicators	Mean	Descriptive Equivalent
Inclusive Decision Making	3.42	Extensive
Fair Evaluation	3.32	Moderately Extensive
Alignment with Ethiccal Standards	3.35	Moderately Extensive
Community Engagement	3.36	Moderately Extensive
Overall	3.36	Moderately Extensive

Teaching personnel supervision in terms of inclusive decision making acquired the highest mean score of 3.42 described as extensive and interpreted as oftentimes observed, while, teaching personnel supervision in terms of fair evaluation got the lowest mean score of 3.32 described as moderately extensive and interpreted as sometimes observed by the teachers in Panabo South 1 District, Panabo City. According to Vincent and Joseph (2015), teaching personnel supervision helps in the efficient

allocation of resources. By identifying areas where additional support or resources may be needed, supervision can inform decisions about staffing, training, and resource allocation.

Enthusiasm for School-Related Events

Passion for Education. Table 6 shows that enthusiasm for school-related events in terms of passion for education was described as moderately extensive with a category mean of 2.96. This means that the teachers' deep love for education, a belief in its transformative power, and a desire to inspire and empower students to reach their full potential is sometimes manifested. This supports Ahuja and Gupta's (2018) assertion that a passionate teacher can create a positive classroom environment where students feel valued, supported, and encouraged. This climate can contribute to better behavior, cooperation, and overall well-being among students.

Table 6. Teachers' Enthusiasm for School-Related Events in Terms of Passion for Education

Statement	Mean	Descriptive Rating
1. Demonstrating passion by actively seeking professional development opportunities.	2.97	Moderately Extensive
2. Participating in extracurricular activities with students.	3.01	Moderately Extensive
3. Expressing my love for teaching by consistently preparing engaging lessons.	3.44	Extensive
4. Being willing to take on additional responsibilities.	2.66	Moderately Extensive
5. Staying updated on educational trends.	2.71	Moderately Extensive
Mean	2.96	Moderately Extensive

The mean rating of the different items ranges from 2.66 to 3.44. The item "Being willing to take on additional responsibilities" shows a mean rating of 2.66, described as moderately extensive and interpreted as this item sometimes manifested among teachers. Further, the item "Expressing my love for teaching by consistently preparing engaging lessons" has a mean rating of 3.44, described as extensive and interpreted as this item oftentimes manifested among teachers in Panabo South 1 District, Panabo City. According to Balakrishnan et al. (2013), teachers' passion can inspire and motivate students to set higher goals, work harder, and persevere in the face of challenges. When students see that their teachers genuinely care about their success, they are more likely to be motivated to excel.

Commitment to Student Success. This domain in enthusiasm for school-related events in terms of commitment to student success as shown in Table 7 reflects as moderately extensive category mean of 3.04 which means that it is sometimes manifested in Panabo South 1 District, Panabo City. This means that the sense of responsibility and a willingness to go above and beyond to ensure that every student reaches their full potential and achieves success in their educational journey is sometimes manifested. This is congruent to the view of Mwesiga and Oquendo (2019) that teachers with commitment to student success tailor their instruction to meet the individual needs and learning styles of each student. They differentiate instruction, provide extra support when necessary, and challenge advanced learners.

Table 7. Teachers' Enthusiasm for School-Related Events in Terms of Commitment to Student Success

Statement	Mean	Descriptive Rating
1. Providing extra help to learners when needed.	2.98	Moderately Extensive
2. Setting high expectations for all students.	2.99	Moderately Extensive
3. Fostering a supportive classroom environment for learners.	3.01	Moderately Extensive
4. Advocating for resources and support for struggling learners.	3.43	Extensive
5. Being consistently available for learners outside of class hours.	2.81	Moderately Extensive
Mean	3.04	Moderately Extensive

Notably, the mean ratings of the different items range from 2.81 to 3.43. The table further reveals that the item "Being consistently available for learners outside of class hours" has a mean rating of 2.81 described as moderately extensive and interpreted as item sometimes manifested by the respondents. Meanwhile, the item "Advocating for resources and support for struggling learners" has mean rating of 3.43 described as extensive and interpreted as oftentimes manifested by the teachers in Panabo South 1 District, Panabo City. According to Kalai (2021), teachers who are deeply committed to student success provide continuous motivation and encouragement. They praise students for their efforts, celebrate their achievements, and offer constructive feedback to help them grow. Bibiso et al. (2018) noted committed teachers set high expectations for their students, believing in their potential to excel. This belief can inspire students to work harder and strive for academic excellence.

Resourcefulness. This domain of enthusiasm for school-related events as shown in Table 8 has a category mean of 3.31 described as moderately extensive and interpreted that this domain is sometimes manifested in Panabo South 1 District, Panabo City. This means that teachers' ability to creatively and effectively find and utilize a wide range of educational resources, strategies, and solutions to address challenges and enhance the learning experience for their students is sometimes manifested. This supports the view of Bucud, (2017) that resourceful teachers can adapt their teaching methods and materials to meet the diverse needs, learning styles, and abilities of their students. They ensure that every student has access to quality education. Adding more, the result agrees with Zadjia and Gamage's (2010) conclusion that they leverage technology as a teaching tool, incorporating digital resources, online platforms, and educational apps to enhance instruction and engage students in meaningful ways. According to Akram (2011), these teachers model problem-solving skills for their students.

Table 8. Teachers' Enthusiasm for School-Related Events in Terms of Resourcefulness

Statement	Mean	Descriptive Rating
1. Adapting to changing classroom situations creatively.	3.32	Moderately Extensive
2. Using technology in my lessons effectively.	3.35	Moderately Extensive
3. Finding innovative solutions to classroom challenges.	3.39	Moderately Extensive
4. Finding alternative teaching strategies to reach all learners.	3.38	Moderately Extensive
5. Utilizing available community resources in my teaching.	3.09	Moderately Extensive
Mean	3.31	Moderately Extensive

Adding on, the mean ratings of the different items range from 3.09 to 3.39. Specifically, the item "Utilizing available community resources in my teaching" has a mean rating of 3.09 described as moderately extensive and interpreted as item

sometimes manifested by the elementary school teachers. The item “Finding innovative solutions to classroom challenges” reflects a mean rating of 3.39 described as moderately extensive and interpreted as item sometimes manifested. This supports the idea of Wanjala and Wanjala (2017) that resourceful teachers are flexible in adapting their lesson plans based on student feedback, performance data, or unexpected classroom situations, ensuring that learning remains dynamic and relevant. According to Iwu and Iwu (2013), resourceful teachers are sensitive to cultural and inclusive considerations, adapting their teaching to respect diverse backgrounds, experiences, and perspectives among students.

Role Modelling. This domain as shown in Table 9 has a category mean of 3.47 described as extensive and interpreted that this domain of enthusiasm for school-related events is oftentimes manifested by the teachers in Panabo South 1 District, Panabo City. This implies that the practice of educators demonstrating positive behaviors, values, attitudes, and ethical standards to their students through their own actions and choices is oftentimes manifested. This supports Shukla’s (2014) proposition that high-level role modeling by teachers helps foster positive character development in students. When students witness teachers exhibiting qualities such as honesty, integrity, kindness, and respect, they are more likely to internalize these values and incorporate them into their own lives.

Adding on, the mean ratings of the different items range from 3.29 to 3.88. Specifically, the item “Exhibiting consistent punctuality and attendance” has a mean rating of 3.29 described as moderately extensive and interpreted as item sometimes manifested by the teachers. The item “Taking responsibility for their actions and decisions” reflects a mean rating of 3.88 described as extensive and interpreted as item oftentimes manifested by the teachers in Panabo South 1 District, Panabo City. The result agrees with Biesta’s (2017) conclusion that teachers who demonstrate a passion for learning and a strong work ethic inspire students to take their studies seriously. According to Gladstone and Cimpian (2021), when students see their teachers enthusiastic about their subjects and invested in their own professional growth, they are more likely to become motivated learners.

Lastly as shown in the Table 10 is the summary of enthusiasm for school-related events in Panabo South 1 District, Panabo City. As shown in the table, conscientiousness of teachers obtained an overall mean score of 3.20 with a descriptive rating of moderately extensive and interpreted as sometimes manifested by the elementary school teachers. This means that teachers’ willingness to contribute to the school community’s development, growth, and overall success by getting involved in extracurricular activities, committees, professional development, and other school-related endeavors is sometimes manifested. This is congruent to Oswald’s (2014) idea that teachers who take an active enthusiasm for school-related events contribute to the creation of a positive and vibrant school culture. Their enthusiasm and involvement can inspire a sense of belonging and community among students, parents, and fellow staff members.

Table 10. Summary
Panabo South 1 District, Panabo City

Indicators	Mean	Descriptive Equivalent
Passion for Education	2.96	Moderately Extensive
Commitment to Student Success	3.04	Moderately Extensive
Resourcefulness	3.31	Moderately Extensive
Role Modelling	3.47	Extensive
Overall	3.20	Moderately Extensive

Adding more, results on Table 10 show that enthusiasm for school-related events in terms of role modellingg acquired the highest mean score of 3.47 described as extensive and interpreted as oftentimes manifested, while, enthusiasm for school-related events in terms of passion for education acquire the lowest mean score of 2.96 described as moderately extensive and interpreted as sometimes manifested by the teachers in Panabo South 1 District, Panabo City. According to Cabardo (2016), enthusiasm may prompt teachers to seek opportunities for professional growth and development. School leaders can support this by providing resources, training, and workshops that help teachers enhance their skills and knowledge related to organizing and participating in school events.

Relationship Between Teaching Personnel Supervision and Teachers’ Enthusiasm for School-Related Events in Panabo South 1 District, Panabo City

The results on the analysis on the relationship between teaching personnel supervision and teachers’ enthusiasm for school-related events in Panabo South 1 District in Panabo City are presented. Bivariate correlation analysis using Pearson Product Moment Correlation was utilized to determine the relationship between the variables mentioned. Table 11 shows that teaching personnel supervision has a significant positive relationship with teachers’ enthusiasm for school-related events with a p-value of .000 that is less than .05 level of significance (two-tailed) ($r = .468, p < 0.05$). It means that as the extent of teaching personnel supervision improved, teachers’ enthusiasm for school-related events also significantly improved. More so, result on the table shows that inclusive decision making; fair evaluation; alignment with ethical standards; and community engagement significantly correlated with teachers’ enthusiasm for school-related events as evident on correlation coefficient value of 0.374, 0.212, 0.234 and 0.293, respectively. Thus, this lead to the rejection of null hypothesis of no significant relationship between teaching personnel supervision and teachers’ enthusiasm for school-related events in Panabo South 1 District in Panabo City.

Table 11. Relationship Between Teaching Personnel Supervision and Teachers’ Enthusiasm for School-Related Events in Panabo South 1 District, Panabo City

Teaching Personnel Supervision	Enthusiasm for School-Related Events		
	r-value	p-value	Decision
Inclusive Decision Making	0.374*	0.000	Reject H_0
Fair Evaluation	0.212*	0.003	Reject H_0
Alignment with Ethiccal Standards	0.234*	0.001	Reject H_0
Community Engagement	0.293*	0.000	Reject H_0
Overall Teaching Personnel Supervision	0.468*	0.000	Reject H_0

*Significant @ $p < 0.05$

Legend: Perfect Correlation for $r = 1.00$; Strong Correlation for $0.7 \leq r < 1.00$; Moderate Correlation for $0.3 \leq r < 0.7$; Weak Correlation for $0.3 > r > 0.00$; No Correlation for $r = 0.00$

The result corroborates with Murphy’s et al. (2013) findings that when teachers enthusiastically engage in extracurricular activities and events, they often build stronger relationships with students outside of the regular classroom setting. This can lead to better communication, trust, and rapport between teachers and students, which can ultimately enhance the effectiveness of teaching and learning. Adding more, this is congruent to Dös and Savaş’ (2015) assertion that enthusiastic teachers often inspire greater student engagement in school-related events. When students see their educators excited about participating in activities such as clubs, sports, academic competitions, and cultural events, they are more likely to get involved themselves.

Influence of Teaching Personnel Supervision on Teachers’ Enthusiasm for School-Related Events in Panabo South 1 District, Panabo City

The significance on the influence of teaching personnel supervision on teachers' enthusiasm for school-related events in Panabo South 1 District, Panabo City was analyzed using linear regression analysis. The Table 12 shows that when teaching personnel supervision in terms of inclusive decision making; fair evaluation; alignment with ethical standards; and community engagement are considered as predictors of teachers' enthusiasm for school-related events, the model is significant as evident on F-value of 11.965 with $p < 0.05$. It is therefore stated that teaching personnel supervision significantly predicts teachers' enthusiasm for school-related events. Meanwhile, the computed adjusted R² value of 0.186 indicates that teaching personnel supervision has contributed significantly in the variability of teachers' enthusiasm for school-related events by 18.60% from the total variability. Therefore, the difference of 81.40% was credited to other factors not covered in this study.

In addition, table shows that there are domains of teaching personnel supervision that significantly influence the teachers' enthusiasm for school-related events in Panabo South 1 District, Panabo City. This table indicates that inclusive decision making and community engagement are significant when considered. This means that the extent of teachers' enthusiasm for school-related events increases by 0.301 and 0.250 for each unit increase in teaching personnel supervision. Thus, this leads to the rejection of null hypothesis that none of the domains of teaching personnel supervision significantly influence the teachers' enthusiasm for school-related events in Panabo South 1 District, Panabo City.

Affirming that teachers' enthusiasm for school-related events is a function of teaching personnel supervision in Panabo South 1 District in Panabo City, the finding is in agreement with the proposition of Ambali et al. (2011) that school heads should communicate clear expectations to teachers regarding their roles, responsibilities, and performance standards. When teachers know what is expected of them, they are more likely to engage in school activities with a sense of purpose and direction. Lastly, the result corroborates with Transformational Leadership Theory by Burns (1978) which posits that the ability of leaders to inspire and motivate their followers through a shared vision, intellectual stimulation, individualized consideration, and idealized influence. Transformational leaders may inspire teachers to actively engage in extracurricular activities and motivate them to go beyond their regular duties. According to Boey (2010), school leaders can provide opportunities for ongoing professional development and growth. When teachers have access to training, workshops, and resources to enhance their skills and knowledge, they are more likely to feel valued and motivated to participate in school activities.

4. Conclusions and Recommendations

This part of the paper presents the conclusion and recommendation of the researcher. The discussion is supported by the literature presented in the first chapters and the conclusion is in accordance with statements of the problem presented in this study.

Findings

The primary objective of this study was to evaluate which domains of teaching personnel supervision significantly influence the teachers' enthusiasm for school-related events utilizing non-experimental quantitative design using descriptive-correlation technique. The researcher selected the 190 elementary school teachers in Panabo South 1 District, Panabo City as the respondents through stratified random sampling method. The researcher made use of modified and enhanced adapted survey questionnaires which was pilot tested in a nearby school to ensure high reliability and internal consistency of the items in the

instrument.

Teaching personnel supervision in Panabo South 1 District in Panabo City got an overall mean of 3.36 with moderately extensive descriptive rating. Also, teaching personnel supervision in terms of inclusive decision making; fair evaluation; alignment with ethical standards; and community engagement obtained the mean scores of 3.42, 3.32, 3.35, and 3.36, respectively.

Teachers' enthusiasm for school-related events in Panabo South 1 District, Panabo City was rated as moderately extensive. Also, teachers' enthusiasm for school-related events in terms of passion for education; commitment to student success; and resourcefulness were rated as moderately extensive, while, teachers' enthusiasm for school-related events in terms of role modelling was rated as extensive.

Teaching personnel supervision has a significant positive relationship with the teachers' enthusiasm for school-related events in Panabo South 1 District, Panabo City. Meanwhile, teaching personnel supervision in terms of inclusive decision making; fair evaluation; alignment with ethical standards; and community engagement were found to be significantly correlated with teachers' enthusiasm for school-related events in Panabo South 1 District in Panabo City.

Teaching personnel supervision in terms of inclusive decision making and community engagement significantly influence the teachers' enthusiasm for school-related events in Panabo South 1 District in Panabo City. This indicated that leadership attitude of school heads have contributed significantly to the variability of teachers' enthusiasm for school-related events in Panabo South 1 District in Panabo City.

Conclusions

Based on the findings of this study several conclusions were generated:

Teaching personnel supervision in Panabo South 1 District in Panabo City was rated as moderately extensive. Teaching personnel supervision in terms of fair evaluation; alignment with ethical standards; and community engagement obtained moderately extensive ratings, while, teaching personnel supervision in terms of inclusive decision making got an extensive rating. This means that the process of overseeing and managing educators, teachers, and other instructional staff in an educational institution is sometimes observed.

Teachers' enthusiasm for school-related events in Panabo South 1 District in Panabo City was rated as moderately extensive. Meanwhile, teachers' enthusiasm for school-related events in terms of passion for education; commitment to student success; and resourcefulness obtained moderately extensive ratings, while, teachers' enthusiasm for school-related events in terms of passion for education got an extensive rating. This means that teachers' willingness to contribute to the school community's development, growth, and overall success by getting involved in extracurricular activities, committees, professional development, and other school-related endeavors is sometimes manifested.

Teaching personnel supervision has a significant positive relationship with the teachers' enthusiasm for school-related events in Panabo South 1 District in Panabo City. This means that as the extent of teaching personnel supervision improved, teachers' enthusiasm for school-related events also significantly improved. This means that when teachers enthusiastically engage in extracurricular activities and events, they often build stronger relationships with students outside of the regular classroom setting.

Teaching personnel supervision in terms of inclusive decision making and community engagement significantly influence the teachers' enthusiasm for school-related events in Panabo South 1 District in Panabo City. This affirmed that teachers' enthusiasm for school-related events is a function of teaching personnel supervision. This denotes that when teachers know what is expected of them, they are more likely to engage in school activities with a sense of purpose and direction.

Recommendations

The Department of education (DepEd) must establish recognition and incentive programs to acknowledge and reward teachers who actively participate in school-related events and contribute to a positive school atmosphere. DepEd may also advocate for policies that provide teachers with reasonable workloads and time for involvement in extracurricular and school-related activities.

School heads must foster a positive and inclusive school culture that values teacher enthusiasm and participation in school-related events, recognizing the benefits for both educators and learners. Moreover, school heads must regularly reflect on their leadership style and attitudes. Seek feedback from teachers and colleagues to understand how their behavior affects teacher conscientiousness.

Teachers must actively engage in school-related events, extracurricular activities, and initiatives, recognizing the positive impact of involvement on the school community and learners. Adding more, they must collaborate with colleagues and school leaders to plan and organize school-related events, leveraging collective expertise and enthusiasm.

Future researchers must conduct research on the relationship between teacher enthusiasm, school-related events, and student outcomes to provide evidence-based insights into the benefits of teacher involvement. Researchers must identify and disseminate best practices in teacher supervision and support that enhance teacher enthusiasm and participation in school events.

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