

## Assessing the Instructional Supervisory Strategies Among Master Teachers for Enhancing Research Productivity Towards Supervision Skills Development Framework in the Department of Education

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### ABSTRACT

This study aimed to assess the research productivity and supervision strategies for the framework development using MASTERp. Additionally, it further identifies the perceived impediments and challenges encountered by these educators. Employing a quantitative methodology, specifically a descriptive correlational research design, the research participants were selected through randomized sampling technique. Data collection was facilitated using survey questionnaire, for the master teachers at elementary, junior high, and senior high levels within public schools in the Surigao del Norte division. The perceived need for supervision skills to enhance research productivity was rated as moderate by the participants, with mentorship and guidance, research planning and goal setting, and collaboration and networking needing attention. Supervision skills were significantly linked to research activities and initiatives, underscoring the importance of continuous professional development in improving these competencies.

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## **INTRODUCTION**

In the pursuit of excellence within the educational landscape, the Department of Education (DepEd) steadfastly champions the provision of quality education, underpinned by a curriculum that not only meets but exceeds global standards, thereby preparing learners to compete on an international arena. This ambition is realized through the meticulous formulation, execution, and continuous evaluation of academic instruction, alongside the strategic development of policies and programs tailored to elevate the educational experience. Within this context, the role of educational research emerges as a cornerstone, offering a robust foundation upon which informed decisions can be made to enhance policy and educational practices. Basilio et al. (2019) and Tolentino (2021) underscore the indispensable value of research in fostering an evidence-based approach to policy formulation and educational strategy, thereby catalyzing improvements in the quality of education provided to learners.

Amplifying the importance of research within the educational sector, the DepEd has embraced a proactive stance in encouraging educators, particularly those at the elementary and secondary levels, to engage in research activities. This initiative aligns with legislative mandates such as Republic Act 9155, which explicitly tasks the DepEd with undertaking national research endeavors (Republic Act 9155, Chapter 1, Section 7[5]). Such legislative backing further solidifies the role of research in shaping the educational landscape, prompting the department to launch various initiatives aimed at institutionalizing action research within Basic Education. These initiatives showcase a dedicated effort to cultivate a vibrant culture of research that underpins educational practice. However, the educational sector in the Philippines, much like its counterparts globally, faces unique conditions and scenarios that impact the efficacy and output of educational research. Limitations in technological proficiency and supervisory skills among master teachers have been identified as critical barriers to enhancing research productivity. These challenges are compounded by broader issues such as inadequate access to research funding and the evolving demands of a rapidly changing educational landscape. The current global context, characterized by technological advancements and the increasing importance of digital literacy, underscores the urgent need for master teachers to develop the necessary skills to navigate and leverage these changes effectively (Navidad, 2019).

In addressing these challenges, the study titled "Assessing the Instructional Supervisory Strategies among Master Teachers for Enhancing Research Productivity Towards Technological and Supervision Skills Development Framework in the Department of Education aims to delve into the complexities of enhancing research productivity through targeted skill development. By examining the specific needs and hurdles faced by master teachers in the division of Surigao del Norte, this research seeks to uncover the supervision skills needed to enhance research productivity among Master Teachers in DepEd in terms of mentorship and guidance, research planning and goal setting, research collaboration and networking, and motivation and

encouragement? Furthermore, it will also evaluate on what extent do supervisory skills influence the research productivity of Master Teachers in DepEd? The exploration of these strategies is crucial for addressing the immediate challenges faced by master teachers and holds the promise of laying a foundation for a more research-informed educational practice (Wong, 2019).

## **THEORETICAL REVIEW**

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## **METHODOLOGY**

The researcher used a descriptive correlational design to assess the significant correlation of the supervision skills towards research efficacy. The participating master teachers completed a survey questionnaire which included the Research Productivity Questionnaire. This questionnaire assessed supervisory skills needed to enhance research productivity and the level of research productivity. The study primarily focused on an independent variable: the supervision skills needed to enhance research productivity. It also explored the dependent variable, the level of research productivity.

This study was conducted in DepEd Surigao del Norte. There are 13 districts and 1 largest high school in the division. The division of Surigao del Norte is one of the 3 DepEd divisions in the province. It has a total of 201 public schools situated in the different mainland municipalities of Surigao del Norte. The participants of this study were the master teachers in the Division of Surigao del Norte. According to the Personnel Officer of the division, Surigao del Norte has 213 Master Teachers, which comprised of 129 Master Teacher in the elementary school, 65 Master Teachers in the junior high school, and 19 Master Teachers in the senior high school. The sample size was computed using the Cochran Formula. This study aimed to determine the supervision skills needed and the extent do supervision skills influence the research productivity of master teachers in the Surigao del Norte Division of the Department of Education (DepEd). The study utilized random sampling by selecting three subgroups from the participants of master teachers in the DepEd Surigao del Norte Division. The three subgroups were elementary school master teachers, junior high school master teachers, and senior high school master teachers.

The current study deployed a variety of statistical tools for the analysis and interpretation of the quantitative data collected, aimed at providing a comprehensive understanding of the investigated phenomena: Weighted Mean was employed to assess the necessary supervision abilities to boost research. Regression Analysis was utilized to quantify the impact of supervision skills on the research productivity of Master Teachers within DepEd.

## RESULTS AND DISCUSSION

### Supervision Skills Needed to Enhance Research Productivity

Table 1 presents the mean distribution of the supervision skills needed to enhance research productivity among Master Teachers in the Department of Education (DepEd), specifically focusing on mentorship and guidance. The indicators include self-assessments by individuals regarding the motivation provided by their school head and supervisors to conduct research, as well as the mentorship and guidance received from the school head, supervisors, and division research coordinator. The table provides mean scores and corresponding descriptions for each indicator.

**Table 1. Mean Distribution of the Supervision Skills Needed to Enhance Research Productivity Among Master Teachers in DepEd in Terms of Mentorship and Guidance**

INDICATORS	Mean	Description
<b>Mentorship and Guidance</b>		
1. My school head motivates me to conduct research.	3.56	Agree
2. My school head provides mentorship and guidance in research.	3.12	Neutral
3. My supervisors motivate me to conduct research.	3.17	Neutral
4. My supervisors provide mentorship and guidance in research.	3.02	Neutral
5. My division research coordinator offers excellent mentorship and guidance in research.	3.01	Neutral
	<b>Mean 3.25</b>	<b>Neutral</b>

*Legend: 4.50 – 5.00 Strongly Agree; 3.50 – 4.49 Agree; 2.50 – 3.49 Neutral; 1.50 – 2.49 Disagree; 1.00 – 1.49 Strongly Disagree*

In this finding, the highest observed mean score was 3.56, attributed to the statement "My school head motivates me to conduct research," denoting a general consensus among participants regarding the motivational support from school leadership towards research endeavors. This finding underscores the significant role that school heads play in fostering a research-conducive environment, illustrating their pivotal influence in encouraging academic inquiry among faculty members. Conversely, the lowest mean score recorded was 3.01 for "My division research coordinator offers excellent mentorship and guidance in research," reflecting a more neutral stance among respondents. This suggests that while division research coordinators are perceived to contribute to the mentorship and guidance in research, their impact is regarded as moderate, indicating potential areas for enhancement in the provision of support and guidance in research activities.

The overall mean score of 3.25 across all indicators places the general perception within the neutral category. This suggests a moderate level of satisfaction with the mentorship, guidance, and motivational support received in research-related activities. It highlights an area of opportunity for educational institutions to bolster their support systems to not only enhance research productivity but also to nurture a more vibrant research culture among Master Teachers within the Department of Education (DepEd).

Reinforcing these observations, Wong (2019) identified a significant correlation between research mentoring and the research capabilities of master teachers, emphasizing the importance of effective mentorship in elevating research standards and capabilities. Similarly, Ramos (2017) advocated for the enhancement of the research culture within schools through strategies such as collaboration, coaching, mentoring, and the integration of external expertise for technical and financial support. Furthermore, Linderholm et al. (2022) highlighted the benefits of team-based mentoring in promoting scholarly productivity, retention, and institutional socialization, which aligns with the positive impact of mentoring on research productivity as demonstrated in Hafsteinsdottir's (2017) findings, including increases in publications, grant writing, research career development, and the enhancement of leadership skills and knowledge.

These scholarly contributions underscore the vital role of mentorship and leadership in research and suggest that strengthening these aspects within educational institutions can lead to significant improvements in research productivity and culture. The overall neutral perception, as indicated by the mean score, calls for a concerted effort to enhance the mentorship and guidance framework, thereby fostering a more supportive and productive research environment for educators. Table 2 presents the mean distribution of the supervision skills needed to enhance research productivity among Master Teachers in the Department of Education (DepEd), specifically focusing on research planning and goal setting. The indicators include self-assessments by individuals regarding the valuable assistance received in research planning and goal setting from co-mentors, school head, district supervisor, learning area supervisor, and division research coordinator. The table provides mean scores and corresponding descriptions for each indicator.

For the indicator "I receive valuable assistance in research planning and goal setting from my co-mentors," the mean score is 3.23, indicating a neutral perception. On average, participants neither strongly agree nor disagree with the statement, suggesting a moderate level of perceived assistance from co-mentors in research planning and goal setting. Similarly, for "I receive valuable assistance in research planning and goal setting from our school head," the mean score is 3.20, reflecting a neutral perception. On average, participants neither strongly agree nor disagree with the statement, suggesting a moderate level of perceived assistance from school heads in research planning and goal setting.

**Table 2. Mean Distribution of the Supervision Skills Needed to Enhance Research Productivity Among Master Teachers in DepEd in Terms of Research Planning and Goal Setting**

INDICATORS	Mean	Description
<b>Research Planning and Goal Setting</b>		
1. I receive valuable assistance in research planning and goal setting from my co-mentors.	3.23	Neutral
2. I receive valuable assistance in research planning and goal setting from our school head.	3.20	Neutral
3. I receive valuable assistance in research planning and goal setting from our district supervisor.	3.08	Neutral
4. I receive valuable assistance in research planning and goal setting from our learning area supervisor.	3.01	Neutral
5. I receive valuable assistance in research planning and goal setting from our division research coordinator.	3.19	Neutral
<b>Mean</b>	<b>3.14</b>	<b>Neutral</b>

*Legend: 4.50 – 5.00 Strongly Agree; 3.50 – 4.49 Agree; 2.50 – 3.49 Neutral; 1.50 – 2.49 Disagree; 1.00 – 1.49 Strongly Disagree*

The indicator "I receive valuable assistance in research planning and goal setting from our district supervisor" has a mean score of 3.08, also indicating a neutral perception. On average, participants neither strongly agree nor disagree with the statement, suggesting a moderate level of perceived assistance from district supervisors in research planning and goal setting. Regarding "I receive valuable assistance in research planning and goal setting from our learning area supervisor," the mean score is 3.01, indicating a neutral perception. On average, participants neither strongly agree nor disagree with the statement, suggesting a moderate level of perceived assistance from learning area supervisors in research planning and goal setting.

The overall mean for all indicators is 3.14, categorizing the general perception as neutral. This suggests a moderate overall self-assessment of the supervision skills related to research planning and goal setting needed to enhance research productivity among Master Teachers in DepEd. Table 12 provides insights into individuals' self-perceived experiences with assistance in research planning and goal setting from various sources within the education system. While respondents express a neutral perception across various indicators, it indicates a balanced self-assessment of the support received in these areas. Master Teachers should be helped in managing their time through a one-year action plan and school calendar, incorporating all DepEd activities, deadlines for submission of paperwork, schedule for classroom observations, and timeline for going through the process of action research, to ensure that they have a guide on what and when to do a specific task (Enerio, 2020).

Table 3 presents the mean distribution of the supervision skills needed to enhance research productivity among Master Teachers in the Department of Education (DepEd), specifically focusing on research collaboration and networking. The indicators include self-assessments by individuals regarding the significant support received in research collaboration and networking from co-mentors, school head, district supervisor, learning area supervisor, and division research coordinator. The table provides mean scores and corresponding descriptions for each indicator.

**Table 3. Mean Distribution of the Supervision Skills Needed to Enhance Research Productivity Among Master Teachers in DepEd in Terms of Research Collaboration And Networking**

INDICATORS	Mean	Description
<b>Research Collaboration and Networking</b>		
1. I receive significant support from my co-mentors in research collaboration and networking.	2.81	Neutral
2. I receive significant support from our school head in research collaboration and networking.	3.02	Neutral
3. I receive significant support from our district in research collaboration and networking.	2.88	Neutral
4. I receive significant support from our learning area supervisor in research collaboration and networking.	2.90	Neutral
5. I receive significant support from our division research coordinator in research collaboration and networking	2.83	Neutral
	<b>Mean 2.85</b>	<b>Neutral</b>

*Legend: 4.50 – 5.00 Strongly Agree; 3.50 – 4.49 Agree; 2.50 – 3.49 Neutral; 1.50 – 2.49 Disagree; 1.00 – 1.49 Strongly Disagree*

In the analysis of perceived support for research collaboration and networking among Master Teachers in the Department of Education (DepEd), data highlights vary in terms of support from different sources within the educational system. The highest average support score was observed for "I receive significant support from our school head in research collaboration and networking," with a mean score of 3.02. This indicates a neutral stance among participants, who neither strongly agree nor disagree with experiencing significant support from school heads, suggesting a moderate level of perceived assistance in these activities. Conversely, the lowest mean score was recorded for "I receive significant support from my co-mentors in research collaboration and networking," at 2.81. This too reflects a neutral perception, yet it underscores a relatively lower level of perceived support from co-mentors in facilitating research collaboration and networking.

The overall average score across all indicators stands at 2.85, categorizing the general perception of support within the educational system as neutral. This moderate level of perceived support signals a potential area for improvement in fostering a more supportive institutional research culture. A neutral overall perception suggests that while some support mechanisms may be in place, there is room for enhancement to more effectively bolster research collaboration and networking among Master Teachers. Supportive institutional research cultures and the role of colleagues and administrators are pivotal in augmenting research productivity. Prado (2019) emphasizes that a nurturing research environment, alongside supportive colleagues and administrators, substantially contributes to enhancing employees' research productivity. Similarly, Sayao et al. (2023) argue that faculty members seek a broader spectrum of support beyond financial incentives, including a conducive work environment and opportunities for professional development. These studies reinforce the necessity for educational institutions, particularly within DepEd, to cultivate a more supportive culture for research activities.

The implications of the overall mean score suggest that while there is an acknowledgment of some level of support, there exists a substantial opportunity for educational leaders to bolster support systems. Enhancing support from co-mentors, in particular, could serve as a strategic focus area, given its lowest perceived support score. Strengthening these support mechanisms could significantly impact research productivity, fostering a more vibrant research culture within the educational sector. Table 4 presents the mean distribution of the supervision skills needed to enhance research productivity among Master Teachers in the Department of Education (DepEd), specifically focusing on motivation and encouragement. The indicators include self-assessments by individuals regarding the motivation and encouragement received in research endeavors from co-mentors, school head, district supervisor, learning area supervisor, and division research coordinator. The table provides mean scores and corresponding descriptions for each indicator.

**Table 4. Mean Distribution of the Supervision Skills Needed to Enhance Research Productivity Among Master Teachers in DepEd in Terms of Motivation and Encouragement**

INDICATORS	Mean	Description
<b>Motivation and Encouragement</b>		
1. I receive motivation and encouragement from my co-mentors in research endeavors.	3.46	Neutral
2. I receive motivation and encouragement from our school head in research endeavors.		
3. I receive motivation and encouragement from our district supervisor in research endeavors.	3.49	Neutral
4. I receive motivation and encouragement from our learning area supervisor in research endeavors.	3.23	Neutral
5. I receive motivation and encouragement from our division research coordinator in research endeavors.	3.19	Neutral
	3.41	Neutral
	<b>3.36</b>	<b>Neutral</b>
	<b>Mean</b>	

*Legend: 4.50 – 5.00 Strongly Agree; 3.50 – 4.49 Agree; 2.50 – 3.49 Neutral; 1.50 – 2.49 Disagree; 1.00 – 1.49 Strongly Disagree*

In the examination of motivation and encouragement within research endeavors among Master Teachers in the Department of Education (DepEd), our analysis reveals a nuanced landscape. The highest mean score observed was 3.49, attributed to the motivation and encouragement received from school heads. Conversely, the lowest mean score, 3.19, was associated with the encouragement from learning area supervisors. These findings suggest a slight variance in perceived support across different levels of the educational hierarchy, indicating that school heads may provide a marginally more supportive environment for research activities compared to learning area supervisors.

The implications of these findings are significant. The slightly higher mean score related to school heads implies that their role may be more pivotal in fostering an encouraging research environment. This could suggest that initiatives aimed at enhancing research motivation and productivity may benefit from a focus on strengthening the supportive role of school heads. On the other hand, the lower mean score associated with learning area supervisors highlights an area for improvement. Enhancing the capacity of learning area supervisors to motivate and encourage research endeavors could be critical in creating a more uniformly supportive research culture within educational institutions. The overall mean score of 3.36 across all indicators further underscores a neutral perception towards motivation and encouragement in research endeavors. This neutrality points towards a potential untapped opportunity to enhance research productivity through targeted interventions. Reinforcing this claim, Kornhaber et al. (2016) emphasize that the establishment of follow-up mechanisms and support systems for faculty members can significantly elevate publication outputs. Additionally, Caingcoy (2020) concludes that research capability is closely linked to the motivation of teachers to engage in research, their productivity, and the age at which they commence these rigorous activities.

Therefore, while the neutral overall mean suggests a moderate level of perceived support, it also signals the presence of room for improvement. By addressing the disparities in support perceived from different supervisory roles and harnessing the influence of school heads, educational institutions can create a more conducive environment for research. Such efforts could not only enhance motivation and encouragement but also lead to a notable increase in research productivity among Master Teachers within DepEd.

### Extent of Influence of Supervisory Skills Towards Research Productivity

The regression analysis presented in Table 5 delves into the prediction of supervisory skills among Master Teachers in the Department of Education (DepEd) based on various research productivity variables. The constant term, representing the estimated supervisory skills when all predictor variables are zero, is statistically significant with a t-value of 7.345 and a p-value of 0.000. This indicates a foundational level of supervisory skills that exists even in the absence of specific research productivity factors.

**Table 5. Regression Analysis Predicting Supervisory Skills on the Research Productivity of Master Teachers in DepEd**

Variables	B	SE	$\beta$	t	p
(Constant)	1.200	.163		7.345	.000
Publication output	-.014	.088	-.016	-.160	.873
Research funding	.100	.067	.122	1.506	.134
Research presentations	.131	.092	.153	1.427	.156
Research activities and initiatives	.251	.080	.308	3.128	.002
Professional development and training	.278	.092	.296	3.015	.003

$$R^2 = .582, F = 36.753$$

*a. Dependent Variable: Supervision Skills, \* means significant at .05 level*

Examining the predictor variables, the analysis reveals nuanced relationships between research productivity and supervisory skills. While publication output, research funding, and research presentations show weak or non-significant associations, two key variables stand out. Notably, research activities and initiatives exhibit a strong positive relationship with supervisory skills, as evidenced by a beta coefficient of 0.308 and a statistically significant p-value of 0.002. This suggests that active involvement in research-related endeavors significantly contributes to the enhancement of supervisory skills among Master Teachers.

Similarly, professional development and training also emerge as a robust predictor, with a positive beta coefficient of 0.296 and a statistically significant p-value of 0.003. This underscores the importance of ongoing training initiatives in shaping and improving the supervisory skills of Master Teachers, particularly within the context of research productivity.

The overall model statistics further strengthen the validity of the regression analysis. The R-squared value of 0.582 indicates that the model explains a substantial portion (58.2%) of the variance in supervisory skills. The F-statistic of 36.753 and its associated p-value of 0.000 affirm the statistical significance of the overall model. The findings from this regression analysis provide valuable insights for educational policymakers and administrators. The identified predictors, namely active engagement in research activities and

initiatives, as well as participation in professional development and training, can serve as focal points for targeted interventions aimed at enhancing supervisory skills among Master Teachers in DepEd. Recognizing and fostering these connections can contribute to a more effective and research-oriented educational leadership cadre within the department.

The education leaders from basic education levels could strengthen their research culture by collaborating, coaching, mentoring, consulting, and inviting experts from partner institutions and agencies for technical assistance and funding (Ramos, 2017). More so, in order to produce a good research report, a postgraduate student needs a variety of skills such as writing skills, language skills, relationship management skills and other skills (O'Neill & Gravois 2017).

## **CONCLUSIONS AND RECOMMENDATIONS**

The following conclusions are formed based on the study's findings. Motivational support from school heads is clear, yet other educational leaders provide moderate encouragement. Assistance in research planning, collaboration, and motivational support is moderately available across the education system. Supervisory skills do not directly impact research productivity levels, though they show a positive correlation with research activities, initiatives, and professional development. After the critical review and analyses of the results, the researcher highly recommends the following:

1. Enhancing engagement with peers, particularly those in the early stages of their careers, may foster a nurturing environment that supports coaching, mentoring, and increased research productivity. Master Teachers may find collaboration with the higher institutions for they have a very good research culture.
2. School leaders, including district supervisors, learning area supervisors, and division research coordinators, may not only motivate but also provide substantive support to Master Teachers. This support may include assistance in research planning, goal setting, and fostering research collaboration and networking.

## **FURTHER STUDY**

Still conducting further research to find out more about Assessing the Instructional Supervisory Strategies Among Master Teachers for Enhancing Research Productivity Towards Supervision Skills Development Framework in the Department of Education

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