Received: 19 October 2026 | Revised: 5 November 2026 | Accepted: 12 November 2026

Research Article

Too Young To Lead? Think Again: Instrumental Multiple Case Analysis Of How Education Program Supervisors Enact Leadership In Region XII

Krizza Mae E. Aguirre [1] | Danilo G. Baradillo [2]

[1-2] Graduate School, University of the Immaculate Conception, Davao City, Philippines

Correspondence
Krizza Mae E. Aguirre, Master Teacher I (DepEd- SDO Tacurong), University of Immaculate Conception, Davao City, Philippines
Email:kaguirre_240000000072@uic.edu.ph

Abstract

Introduction: Education Program Supervisors (EPS) translate national policy into school-level practice in the Philippine Department of Education (DepEd). Young supervisors lead more experienced teachers and school heads, yet little is known about how they establish credibility and exercise leadership in hierarchical systems.

Objective: This study examined how young EPS in DepEd Region XII sustain leadership, navigate resistance, generational dynamics, and bureaucracy, and how their experiences compare across cases.

Methods: An instrumental multiple-case design involved five EPS appointed at age 34 or younger, each with at least three years of experience. Maximum variation sampling covered urban, rural, remote, and specialized program contexts. Data came from interviews with five supervisors, ten key informants (two per case), and Curriculum Implementation Division performance review forms. Braun and Clarke's six-phase thematic and cross-case analyses were employed.

Results: Four themes described leadership practices: instructional support, collaborative leadership, evidence-based and standards-driven practice, and credibility through competence, accountability, and continuous learning. Four others captured organizational challenges: relational credibility across generations, dialogue-based responses to resistance, policy alignment, and contextual adaptation. Practices varied by career pathway, program assignment, and geographic context.

Conclusions: Formal appointment provides positional authority, while professional legitimacy develops through competence, relationships, evidence use, and policy alignment. The study proposes the Adaptive Credibility Model of Young Educational Leadership as a provisional framework for supervisor induction and mentoring. Comparative and longitudinal studies are needed to test the model.

Keywords: adaptive leadership, education program supervisors, instructional supervision, leader age, multiple-case study, Philippines, professional legitimacy

Cite as: Aguirre, K. M., & Baradillo, D. (2026). Too Young To Lead? Think Again: Instrumental Multiple Case Analysis Of How Education Program Supervisors Enact Leadership In Region XII. Review of Economics, Accounting, Business, and Management Studies, 1(1), 87-102. https://doi.org/10.68354/743924

© The Author(s) 2026. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution License.

1. Introduction

Supervisory leadership shapes instructional quality, teacher support, and the attainment of educational standards in schools (Dayanan & Baynosa, 2025; Salva et al., 2023). In the Philippine Department of Education (DepEd), Education Program Supervisors (EPS) work at the division level. They monitor curriculum implementation, provide technical assistance to teachers and school heads, and translate national directives into local action. Their work follows the Philippine Professional Standards for Supervisors, which define domains such as curriculum and learning management, technical assistance, quality assurance, and human resource development (Department of Education, 2020).

Age shapes how followers judge leaders. Daldrop et al. (2023) found younger leaders were assigned lower leadership status than middle-aged and older leaders, a sign of age bias in leadership evaluation. A meta-analysis by Tomova Shakur et al. (2024) linked leader age with perceived leadership style and showed the relationship varies across cultures and industries. In public organizations, intergenerational differences also shape workplace relationships and performance management (Manongcarang & Guimba, 2024). For a young EPS, these dynamics carry practical weight. The supervisor holds formal authority over school heads and teachers who often have longer service and deeper administrative experience.

Philippine studies have begun to document this terrain. Mandap (2023) examined the leadership styles of a millennial school head and noted the scarcity of research on millennial school leaders. Gabriel et al. (2020) reported Filipino millennial managers used rapport, respect, reverse mentoring, delegation, and expectation management with older employees. Salva et al. (2024) documented the transition experiences of Filipino EPS, while Salva et al. (2023) compared technology-assisted and in-person supervisory challenges. At the regional level, Yasin (2025) studied differentiated supervision in mega elementary schools in Region XII, and Galope and Nalla (2026) described inequities in access, infrastructure, teacher deployment, and learning outcomes across SOCCSKSARGEN.

Three gaps follow from this literature. First, most studies examine principals or private-sector managers rather than division-level supervisors. Second, age has been studied mainly as a predictor of follower perceptions, not as a lived condition young leaders work through. Third, no study has examined how EPS appointed at 34 or younger sustain leadership and handle resistance, multigenerational relations, and bureaucratic demands in Region XII, a region with urban divisions, remote communities, and conflict-affected areas. This study addressed these gaps through an instrumental multiple-case analysis of five young EPS.

2. Materials and Methods

2.1. Research Design

The study used a qualitative instrumental multiple-case design. In an instrumental case study, the case serves as a means of understanding an issue beyond the individual case (Stake, 2006). Each EPS was studied to clarify the broader phenomenon of leadership enactment among young supervisors, not to document personal narratives alone. A case study design suits contemporary phenomena in real-life settings where the boundaries between phenomenon and context are unclear (Yin, 2018). The multiple-case structure allowed within-case analysis followed by cross-case comparison to identify convergent and divergent patterns. Each case was bounded by one EPS, the supervisory division where the EPS served, and the leadership experiences reported from appointment to the time of data collection.

2.2. Respondents and Sampling Procedure

Five EPS serving in DepEd Region XII took part, one per case unit. Maximum variation purposive sampling selected information-rich cases differing in division assignment, learning area, and leadership context (Miles et al., 2020; Palinkas et al., 2015). Inclusion criteria were: (a) current appointment as EPS in Region XII, (b) age 34 or younger at the time of appointment to the EPS

position, (c) at least three years of supervisory experience, and (d) a direct role in instructional supervision, curriculum management, or program implementation.

The age threshold follows the young adult category of 18 to 34 years (Cunningham, J., et. al., 2020). The band is a statistical rather than developmental boundary (Cox, J. M., et. al., 2023). The age-34 operationalizes "young adult" following the cited US Census category, is consistent with evidence that young leaders face legitimacy rather than competence challenges (Daldrop, C., et. al., 2025) (Umam, K., et. al., 2026), and is deliberately conservative relative to Philippine youth definitions (Valencia, M. 2023).

All five participants were male. Case 1 served in a small urban division and rose from Teacher I to EPS and later Chief EPS. Case 2 served in an urban division after work as a teacher, Teacher-in-Charge, Head Teacher, and school principal. Case 3 supervised Kindergarten, Special Needs Education, and private schools after leading a school serving Indigenous Peoples learners. Case 4 served a rural division with geographically remote and conflict-affected communities. Case 5 combined division supervision with national training and curriculum work.

Ten key informants, two per case, provided corroborating perspectives. Informants for Case 1 were a retired EPS and a school head. Case 2 informants were a school head and a teacher. Case 3 informants were two EPS, one from another division. Case 4 informants were the participant's chief and a Master Teacher. Case 5 informants were a teacher and a school head. All informants had direct professional contact with the participant as an EPS.

2.3. Research Instruments

The researcher served as the primary instrument of data collection and analysis. A semi-structured interview guide, organized around the research questions, covered career pathways, leadership practices, experiences of resistance and multigenerational relations, bureaucratic demands, and advice for new supervisors. A parallel guide was used for key informants. Expert validators reviewed both guides for clarity, relevance, and alignment with the research questions.

Documentary data came from the Office Performance Commitment and Review Forms (OPCRFs) of the Curriculum Implementation Division (CID) for 2023 to 2025, aligned with the Philippine Professional Standards for Supervisors. The OPCRFs specify key result areas, objectives, and performance criteria for instructional supervision, technical assistance, assessment, and learning resource management. Because the forms record office-level commitments and ratings, they served as evidence of the formal supervisory context, not as appraisals of individual participants.

2.4. Data Collection and Analysis

After ethics approval, permission was secured from the DepEd Regional Office XII and the Schools Division Offices concerned, including access to the OPCRFs. Participants and informants took part in in-depth semi-structured interviews, which were audio-recorded with written consent and transcribed verbatim by the researcher. Responses in Filipino, Cebuano, and Hiligaynon were translated into English with attention to preserving meaning. Field notes and analytic memos supplemented the transcripts.

Analysis followed the six phases of thematic analysis (Braun & Clarke, 2006): familiarization with the data, generation of initial codes, combining codes into candidate themes, reviewing themes, defining and naming themes, and reporting. Coding was inductive, with codes grounded in participants' accounts and organized in matrices to preserve a chain of evidence. Within-case analysis preceded cross-case analysis, which identified replicating and distinctive features across cases (Stake, 2006). The theoretical lenses informed the interpretation of themes after they were developed. Interview excerpts carry codes identifying the source, case, research question, and transcript location (for example, PO1_RQ1.S4.p1 for Participant, Case 1).

2.5 Ethical Considerations

The study received ethical clearance from the University of the Immaculate Conception Research Ethics Committee (UIC REC) before data collection. Formal permission was obtained from the DepEd Regional Office XII and the Schools Division Offices concerned.

Each participant and informant signed an informed consent form after receiving adequate time to review the study. Participation was voluntary, and participants were free to skip questions, pause, or withdraw without penalty. Because participants worked within a hierarchical organization, the study treated professional exposure as a risk. Identifying information was removed or coded, and pseudonymous codes are used throughout. Data was handled in accordance with the Data Privacy Act of 2012, stored on password-protected devices or in secured locations, and accessible only to the researcher and the adviser.

3. Results and Discussion

3.1. Profile of the Case Units

Table 1 summarizes the five cases. The participants reached supervision through different pathways and worked under different program, organizational, and geographic conditions. Three were appointed at 31 and two at 34.

Table 1. Profile and Distinctive Context of the Five Case Units

Case	Age at EPS appointment	Professional pathway	Distinctive case	Primary supervisory orientation	Context shaping leadership	Distinctive leadership pathway	Informant status in current dataset
1	31	Teacher I, science/ curriculum and division roles, EPS, Chief EPS	An unconventional rise from Teacher I to EPS and later Chief EPS	Science, curriculum implementation, policy interpretation, research, coaching and mentoring	Rapid promotion and limited formal management experience at entry to supervision	Expertise-based and participatory credibility	Two informants
2	34	Teacher I, Teacher-in-Charge, Head Teacher, School Principal, EPS	From school principal to young EPS in an urban division	Mathematics, numeracy, curriculum implementation, technical assistance and professional development	Urban division and prior school-principal experience	Learning- and evidence-oriented leadership	Two informants
3	31	Kindergarten volunteer, Teacher I, school head in an IP school, division assignment, EPS	Young EPS assigned to Kindergarten and SPED	Kindergarten, SPED, private schools and related curriculum responsibilities	Different learner and teacher needs across Kindergarten and SPED, prior IP-school leadership	Differentiated and negotiated adaptation	Two informants
4	31	Classroom teacher, Teacher-in-Charge in far-flung schools, division reading coordination, EPS	Young EPS in a rural division with remote and armed conflict-affected areas	English, reading/ literacy, journalism and division-wide program supervision	Geographic dispersion, difficult access, uneven connectivity, remote and conflict-affected communities	Diagnostic and systematic adaptation	Two informants
5	34	Teacher III, Master Teacher, school head, Assistant Principal for Academics, EPS	Young EPS whose influence extends to national training and curriculum work	Filipino/ content leadership, curriculum development, assessment, national training and local programs	Division supervision combined with national trainer/ chief trainer and curriculum-writer responsibilities	Expertise-driven, purpose-oriented, and system-facing leadership	Two informants

Note. EPS = Education Program Supervisor. OIC = Officer-in-Charge. IP = Indigenous Peoples. SNED = Special Needs Education. Each case included two key informants.

3.1.1. Within-Case Summaries

Case 1: An unconventional rise. The participant began as a science Teacher I and took on curriculum, research, and laboratory coordination early in his career. Division leaders tapped him for supervision after observing his science expertise. He served as Officer-in-Charge Science EPS at 29, moved to EPS without passing through school-management positions, and later became Chief EPS. Seasoned principals initially sought his help on content but hesitated to seek management advice. He responded by asking experienced colleagues for mentoring and by drawing former department heads

into programs as facilitators. Informants described him as a coach, a follow-through leader, and the division's "walking dictionary" on DepEd issuances (IO1B_RQ1.S4.p6-p8).

Case 2: Scaling up leadership. The participant served six years as a classroom teacher, then as Teacher-in-Charge, Head Teacher, and school principal before his appointment as EPS for Mathematics at 34. Prior headship gave him experience in staffing, program implementation, and school decision-making. As EPS, he presented himself as a learner rather than an "all-knower," consulted widely, and used results from national and division assessments to decide which schools needed intensified technical assistance. Informants described him as approachable, collaborative, and knowledgeable.

Case 3: Different needs, different ways of leading. The participant began as a kindergarten volunteer teacher, led a school serving Indigenous Peoples learners for nearly three years, and became EPS for Kindergarten, SNED, and private schools at 31. He described substantial paperwork alongside supervision. His leadership was the most differentiated of the five cases. He gave direct guidance to some teachers and invited distinguished teachers to set their own direction. Informants described him as calm, friendly, approachable, and strict about policy: "If it's not on the policy, it's not on the guidelines, then it should not be" (IO3A_RQ2.S3.p3).

Case 4: Across distance and difficult terrain. The participant served as Teacher-in-Charge in far-flung schools and as division reading coordinator before becoming EPS at 31. He supervised English, reading, and journalism in a rural division with remote and conflict-affected communities. He followed a diagnostic cycle of profiling, needs assessment, intervention, supervision, validation, and progress tracking. Informants described him as organized, strict but not bossy, and clear in his instructions. One informant noted, "He has a commanding presence and a strong voice of command" (IO4A_RQ2.S1.p8-p9).

Case 5: Beyond division borders. The participant progressed from Teacher III to Master Teacher, school head, and Assistant Principal for Academics before his appointment as EPS for Filipino at 34. He reported serving as a national chief trainer and curriculum writer, roles extending his influence beyond the division. He described credibility "grounded more in my professional credentials and demonstrated work" (PO5_RQ2.S2.p1-p3) and defined leadership as service. Informants described him as hands-on, data-driven, and principled.

3.2. Leadership Practices Sustained by Young Education Program Supervisors within DepEd Region XII.

Table 2 presents the four essential themes and their core ideas. The first four answer RQ1, and the next four answer RQ2.

Table 2. Leadership Practices Sustained by Young Education Program Supervisors within DepEd Region XII.

Essential Themes	Core Ideas
Sustaining Instructional Leadership through Technical Assistance and Professional Support	Providing needs-responsive technical assistance to teachers and school heads
	Conducting regular instructional supervision and field-based monitoring
	Coaching and mentoring teachers in content knowledge and pedagogy
	Facilitating professional development and capacity-building activities
	Clarifying curriculum expectations, standards, and implementation concerns
Practicing Collaborative and Participatory Leadership	Consulting stakeholders before arriving at decisions
	Encouraging shared participation and ownership in program implementation
	Drawing on colleagues' expertise when designing programs and interventions
	Building learning partnerships among supervisors, school heads, and teachers
	Listening to field experiences and incorporating stakeholder perspectives
Exercising Evidence-Based and Standards-Driven Leadership	Using performance indicators to identify instructional needs
	Aligning programs and interventions with DepEd standards and directives
	Conducting needs assessments to determine appropriate interventions
	Validating data and tracking learner and school progress
	Using assessment results to target schools requiring intensified support

Essential Themes	Core Ideas
Building Credibility through Competence, Accountability, and Continuous Learning	Demonstrating consistency between communicated expectations and actual practice
	Developing mastery of supervisory roles, responsibilities, policies, and programs
	Seeking guidance, mentoring, and coaching from experienced colleagues
	Engaging continuously in professional learning, training, and research
	Demonstrating accountability through monitoring, follow-through, and commitment

3.2.1. Sustaining Instructional Leadership through Technical Assistance and Professional Support

All five supervisors framed supervision as developmental rather than evaluative. Case 1 drew on his science background to coach teachers in difficult content:

> Supporting them by being their coach and being their mentor, especially those teachers who are actually challenged in terms of content and pedagogies... mentoring them, coaching them how to teach, for example, difficult topics in physics or difficult topics in chemistry. (PO1_RQ1.S4.p1)

An informant in Case 2 described feedback turned into immediate practice: "After observing my lesson, Sir [PO2] provided constructive feedback and practical strategies that I immediately applied to improve my teaching" (IO2A_RQ1.S3.p3). Case 4 described regular field visits to "listen to them, guide them, and provide clarifications" about the curriculum (PO4_RQ1.S4.p3-p5). The form of support differed by case. Case 3 varied the intensity of support with each teacher's readiness, while Case 5 extended instructional leadership into national training and curriculum development.

These findings agree with Catedral et al. (2023) and Gonio and Bauyot (2024), who linked observation, mentoring, feedback, and professional learning to improved practice. The present cases add a supervisory and age-specific layer. For young EPS, content expertise delivered through coaching became the first and most visible basis for professional acceptance.

3.2.2. Practicing Collaborative and Participatory Leadership

Participants treated consultation as a source of knowledge, not as a loss of authority. Case 1 explained: "I favor a participatory approach because everyone develops a sense of ownership when they participate in arriving at a decision or resolving an issue" (PO1_RQ1.S3.p2). He added, "we cannot have this monopoly of knowledge" (PO1_RQ1.S5.p5-p6). Case 2 framed training as mutual learning:

> I am providing technical assistance. I am your speaker now for this particular training, but it doesn't mean that I know everything. From this session, actually, you will be learning from me. In return, I will be learning from you. (PO2_RQ2.S2.p3-p4)

Case 3 invited seasoned teachers and school heads to state their needs and solutions before he gave direction. Case 5 framed collaboration as service: "You are not in the position to be served, you are there to serve society" (PO5_RQ4.S2.p2).

The pattern mirrors the collaborative structures described by Sahlin (2023) and the reverse mentoring and respect reported among Filipino millennial managers (Gabriel et al., 2020). In the present cases, participation served two ends at once. Participation improved program design, and participation allowed young supervisors to use the experience of older colleagues without surrendering supervisory responsibility.

3.2.3. Exercising Evidence-Based and Standards-Driven Leadership

Supervisors grounded decisions in performance indicators, assessment results, needs assessments, and official standards. Case 1 stated, "Performance indicators would be very, very critical, especially if we are talking about accountability" (PO1_RQ1.S4.p3). Case 2 used school results to decide where technical assistance was most needed: "The indicators tell us the extent of a school's needs, and

these give the Curriculum Implementation Division a basis for determining the technical assistance that schools require" (PO2_RQ1.S4.p7).

Case 4 described the most systematic cycle, beginning with "Need assessment for… the learners… for the teachers, and for the school heads, and for the school as a whole" and moving to intervention, supervision, data validation, and progress tracking (PO4_RQ1.S4.p4-p5). Case 5 returned training and supervision to competencies and standards: "When the data and the numbers speak, those are what I follow" (PO5_RQ1.S2.p1). An informant observed, "Before he proposes or plans a project or seminar, he has data. This may be one reason teachers find it difficult to resist the intervention" (IO5B_RQ2.S1.p22).

The OPCRFs reflected the same domains. The CID records listed key result areas on instructional supervision, assessment and intervention, contextualized learning resources, and technical assistance. In the division of Case 1, the CID received an overall rating of 4.650 in 2023 and 4.645 (Outstanding) in 2025.

The 2025 instructional supervision entry recorded 5.000 for quality, 4.000 for efficiency, and 3.000 for timeliness, a pattern showing high reported quality alongside weaker timeliness. In the division of Case 5, the OPCRF specified a locally developed learner tracker, face-to-face and virtual technical assistance sessions, and a repository of quality-assured learning resources.

The forms confirm the formal expectations surrounding supervisory work, although they do not identify outputs produced by individual participants. Consistent with Famero (2024) and Ho (2022), evidence served an instructional function. The cases suggest a second function: for young supervisors, evidence made recommendations defensible before older and more experienced personnel.

3.2.4. Building Credibility through Competence, Accountability, and Continuous Learning

Credibility grew from demonstrated practice rather than appointment. Case 1, who moved from Teacher I to EPS without intermediate management roles, sought help openly: "I really considered... asking my colleagues, those who are experienced and learned colleagues in the division to really assist, help, mentor, and coach me" (PO1_RQ1.S5.p1-p2).

Case 2 described learning as continuous: "There are still people who are better than I am... I am not resistant to asking questions or consulting others" (PO2_RQ1.S5.p1). Case 3 linked learning to the quality of support: "If I am not knowledgeable about my craft, I may have nothing useful to offer them" (PO3_RQ1.S8.p4). Case 4 summarized the lesson: "You must know your job. You must know your role... your accountability" (PO4_RQ1.S2.p18-p20).

Informants tied credibility to consistency between word and action. One said of Case 1, "When he says or recommends something, he follows through on it. He stands by what he says" (IO1A_RQ2.S2.p3). This finding extends Gonio and Bauyot (2024) and Gabriel et al. (2020).

Humility and willingness to consult did not weaken authority. In these cases, consultation helped young supervisors build the competence their age had not yet supplied. Case 5 showed a different route. His recognized expertise as a trainer and curriculum writer preceded his appointment, so credibility rested more on established reputation than on visible learning.

3.3. Ways Young Education Program Supervisors Navigate Resistance, Multigenerational Dynamics, and Bureaucratic Systems within DepEd Structures

Table 3. Ways Young Education Program Supervisors Navigate Resistance, Multigenerational Dynamics, and Bureaucratic Systems within DepEd Structures

Essential Themes	Core Ideas
Building Relational Credibility across Generations	Showing respect for older and more experienced teachers and school heads
	Listening to and learning from the experiences of seasoned colleagues

	Accepting recommendations without perceiving them as threats to authority
	Demonstrating competence and consistency to overcome age-related doubts
	Establishing trust by matching words, decisions, and actions
Transforming Resistance through Dialogue and Constructive Engagement	Listening to the reasons underlying stakeholder resistance
	Soliciting stakeholders' perspectives before prescribing solutions
	Reframing disagreements toward mutually acceptable solutions
	Providing constructive rather than punitive technical assistance
	Persistently following up until agreed policies and improvements are enacted
Navigating Bureaucracy through Policy and Standards Alignment	Reviewing DepEd orders and guidelines before making supervisory decisions
	Anchoring technical assistance in official policies and directives
	Aligning local implementation practices with prescribed standards
	Using policy knowledge to strengthen supervisory authority and credibility
	Balancing compliance requirements with contextual realities in schools
Adapting Leadership to Organizational and Contextual Demands	Adjusting communication approaches to different personalities and experience levels
	Balancing instructional supervision with extensive administrative responsibilities
	Working harmoniously with people from varied ages, backgrounds, and professional experiences
	Managing broader responsibilities as programs and supervisory assignments increase
	Exercising flexibility while maintaining accountability and organizational expectations

3.3.1. Building Relational Credibility across Generations

Supervisors worked with teachers and school heads older and more experienced than themselves. Case 1 described the clearest age-related doubt:

> Many of the superiors, like say principals... who are already seasoned principals, are actually not that confident enough of asking for technical assistance from me because I'm young...experience-wise, they have a lot of experience...however, in terms of content... they really rely on me. (PO1_RQ1.S2.p6-p11)

Others responded through respectful communication and openness. Case 2 stressed word choice: "The choice of words and statements we use with them should not be offensive. It should not be imposing" (PO2_RQ2.S2.p18). Case 4 viewed older colleagues as a resource: "They have extensive experience... What is good is that they guide you, teach you, and provide assistance" (PO4_RQ1.S2.p14-p17). For Case 5, an informant reported, "Even experienced principals continue to respect and look up to him" (IO5A_RQ2.S1.p22).

These accounts parallel Atienza (2021), Bongco and Ancho (2023), and Lazaro et al. (2024), who showed intergenerational relations depend on communication, interaction, and mutual respect. The findings also qualify the age bias reported by Daldrop et al. (2023). Age-related doubt appeared in these cases, most visibly in Case 1, yet participants described the doubt as decreasing once expertise and consistency became visible. Relational credibility was reciprocal. Young supervisors gained experiential knowledge from seniors and offered content and policy expertise in return.

3.3.2. Transforming Resistance through Dialogue and Constructive Engagement

Participants treated resistance as a problem to understand rather than a threat to suppress. Case 1 built shared understanding before rollout: "We first explain the policy to a small or core group so that there is a unified understanding and the message communicated during field implementation remains

consistent" (PO1_RQ2.S1.p9). Case 4 named the challenge as how to "transform harsh technical assistance to something that is constructive" (PO4_RQ2.S4.p13). Case 3 used persistence, negotiation, and peer influence:

> Sometimes direct technical assistance is not effective, so I provide technical assistance to a colleague who can later influence and assist the other teacher. (PO3_RQ2.S11.p4)

Case 5 represented the more assertive end of the pattern: "I would not exchange that decision simply to please top management" (PO5_RQ2.S4.p10). Resistance did not always disappear. An informant in Case 5 noted, "His point may be correct, but sometimes teachers also become tired. We communicate that reality to him as well" (IO5A_RQ3.S2.p28-p33). These responses echo the mediating role of principals described by Shaked and Schechter (2017). The present cases show constructive engagement took several forms, from explanation and consultation to persistence and principled assertion, depending on the source of resistance.

3.3.3. Navigating Bureaucracy through Policy and Standards Alignment

Participants worked through the bureaucracy rather than around the system. Case 1 stated, "We cannot shortcut because we really need to adhere with the policy" (PO1_RQ2.S3.p1-p3). Case 2 explained, "We cannot simply provide instructional support without considering the existing policies" (PO2_RQ2.S2.p33-p34). Case 3 described studying new policies with his chief before field implementation (PO3_RQ2.S7.p1), and Case 4 based all technical assistance on DepEd orders (PO4_RQ1.S4.p1-p2). Case 5 extended policy work into local initiative. He identified funding as a constraint, then lobbied the local government and other stakeholders: "I lobby the mayor and other stakeholders, and I have been able to obtain considerable support" (PO5_RQ2.S3.p6). He also sustained a Reading Academy for newly hired early-grade teachers.

Brooks and Brooks (2024) found policy enactment depends on leader, school, and community conditions. The present cases add an age-specific insight. For young supervisors, policy mastery served as both a boundary and a resource. Grounding advice in official issuances made recommendations institutionally legitimate and reduced dependence on personal authority or length of service.

3.3.4. Adapting Leadership to Organizational and Contextual Demand

Adaptation meant changing how supervisors led without changing what they aimed for. Case 3 offered the clearest example of differentiated leadership:

> Some simply want to be asked questions, some want to be observed, some are self-driven, while others need the supervisor to provide more direct support. (PO3_RQ1.S9.p2)

He also reported administrative functions "sometimes consume most of our time" (PO3_RQ2.S1.p2). Case 4 adapted to geography and connectivity. Remote schools "cannot really be visited regularly" (PO4_RQ3.S1.p3), Messenger or phone calls replaced visits where signal allowed (PO4_RQ3.S1.p1-p2), and some barangays had no signal at all (PO4_RQ3.S1.p5-p6). Case 5 adapted across local supervision, national training, curriculum work, and locally initiated programs. These findings align with Jemsy et al. (2026), who found principals in isolated schools sustained instructional purposes through flexible and resourceful leadership, and with Famero (2024) on adaptive practices under crisis. In all cases, adaptation adjusted communication, support, pacing, and resources while preserving standards and accountability.

3.4 Cross-case Analysis of Leadership Practices and Navigational Strategies of Young Education Program Supervisors

Table 4 summarizes the cross-case comparison for RQ3. All five supervisors shared an instructional orientation, collaboration, evidence and standards use, credibility building, respectful relations, constructive engagement, policy alignment, and contextual adaptation. Differences arose from

career history, program assignment, geographic context, recognized expertise, and the breadth of responsibilities.

Table 4. Cross-case Analysis of Leadership Practices and Navigational Strategies of Young Education Program Supervisors

Essential Themes	Case Units		Remarks
	Similarities	Differences	
Leadership Practices Sustained by Young Education Program…..			
Sustaining Instructional Leadership through Technical Assistance and Professional Support	Cases 1, 2, and 4		Sustain instructional leadership through regular technical assistance, monitoring, coaching, professional development, and direct support to teachers and school heads. Their practices position supervision as developmental rather than merely evaluative and connect supervisory interventions directly to instructional improvement.
		Case 3	Instructional support is more differentiated according to teachers' experience, readiness, and expressed needs. Rather than applying the same supervisory approach to everyone, the supervisor gives more direction to those requiring support while allowing more experienced and self-directed teachers greater involvement in determining their own improvement strategies
		Case 5	Instructional leadership extends beyond routine supervision toward system-level content leadership**,** demonstrated through national training, curriculum writing, and strong emphasis on content depth, competencies, and standards. This case shows instructional influence extending beyond the immediate division context
Practicing Collaborative and Participatory Leadership	Cases 1, 2, and 4		Demonstrate collaboration by consulting colleagues, incorporating stakeholder perspectives, maintaining communication with teachers and school heads, and drawing on collective expertise in implementing programs. Leadership authority is exercised through participation and professional interaction rather than unilateral decision-making
		Case 3	Collaboration is distinctly experience-responsive. The supervisor deliberately allows seasoned teachers and school heads to articulate their experiences and possible solutions before providing direction, thereby using the expertise of experienced personnel as part of the leadership process.
		Case 5	Collaboration is framed more explicitly through servant leadership and purposeful responsiveness. Leadership is understood as listening to people, identifying their needs, acting on those needs, and serving the larger educational community rather than seeking positional recognition.
Exercising Evidence-Based and Standards-Driven Leadership	Cases 1, 2, and 3		Consistently anchor supervision in standards, performance evidence, monitoring information, and official expectations. Data and prescribed standards are used to establish instructional needs, evaluate implementation, and guide technical assistance rather than relying solely on personal judgment.
		Case 4	Evidence-based leadership follows a more explicitly systematic diagnostic cycle profiling and needs assessment, intervention design, professional development, technical assistance, instructional supervision, data validation, learner-progress tracking, implementation review, and subsequent strategic planning.
		Case 5	Standards-driven leadership is characterized by particularly strong content and competency orientation. As a national

			trainer and curriculum writer, the supervisor continually returns training and implementation activities to required competencies and expected standards, emphasizing depth of content and disciplined attainment of curricular expectations.
Building Credibility through Competence, Accountability, and Continuous Learning	Cases 2, 3, and 4		Construct credibility through humility, openness to learning, consultation with more experienced colleagues, policy and program mastery, and continuous professional development. They acknowledge that young supervisors need not possess all answers and may strengthen leadership by asking questions, seeking guidance, and continuously developing professional competence.
		Case 1	Credibility is especially connected to content expertise despite limited management experience. Because the participant moved rapidly from Teacher I to EPS, seasoned school heads were initially less inclined to seek management-related assistance, yet they relied on him strongly in matters of subject-matter expertise.
		Case 5	Credibility is reinforced through recognized expertise beyond the division level, particularly through national training, curriculum development, and leadership of other instructional leaders. Expertise therefore becomes both a source of authority and a platform for wider professional influence
Ways Young Education Program Supervisors Navigate…..			
Building Relational Credibility across Generations	Cases 2, 3, and 4		Deal with more experienced personnel through respect, openness, consultation, and recognition of the value of senior colleagues' experience. Instead of using age or rank to establish authority, they build relational credibility by listening, learning, communicating, and demonstrating professional competence
		Case 1	The generational challenge is more visible because some seasoned principals were initially hesitant to request technical assistance from a younger supervisor. Credibility therefore had to be established through demonstrated expertise, particularly in content areas, alongside participatory leadership
		Case 5	Relational credibility is less centered on overcoming an explicit age deficit and more on purposeful service and professional expertise. The participant frames authority as coming from one's capacity to listen, identify needs, manage people and curriculum, and serve rather than from title or status
Transforming Resistance through Dialogue and Constructive Engagement	Cases 1, 2, and 4		Generally respond to disagreement through communication, clarification, consultation, and constructive technical assistance. They attempt to preserve professional relationships while reiterating expectations and accountability, reflecting a preference for developmental engagement over confrontational authority.
		Case 3	Resistance, particularly from seasoned teachers and school heads, is addressed through a distinctive combination of persistence and negotiation. The supervisor repeatedly returns to resistant stakeholders until the policy is embraced, while simultaneously listening to their concerns and seeking a win-win solution.
		Case 5	Resistance is navigated from a comparatively more assertive and principle-driven stance**.** The participant describes himself as willing to voice concerns strongly rather than merely agreeing with organizational preferences, suggesting that constructive leadership can also involve speaking openly when institutional or professional principles are at stake.
Navigating Bureaucracy	Cases 1, 2, 3, and 4		Navigate the DepEd bureaucracy primarily by grounding technical assistance, decisions, monitoring, and implementation

through Policy and Standards Alignment			in official orders, guidelines, standards, and issuances. Their mastery of policy serves simultaneously as a mechanism for compliance and as a source of legitimate supervisory authority
		Case 5	Bureaucratic navigation extends beyond compliance toward working within constraints while initiating locally responsive programs. Financial limitations are identified as a practical implementation challenge, yet the participant developed and sustained a Reading Academy for newly hired early-grade teachers, demonstrating initiative within structural constraints.
Adapting Leadership to Organizational and Contextual Demands	Cases 1, 2, and 4		Demonstrate adaptation through consultation, continued learning, communication across different groups, responsiveness to school needs, and adjustment to changing supervisory responsibilities. Leadership is treated as contextual rather than fixed, requiring the supervisor to modify approaches while remaining accountable to DepEd expectations
		Case 3	Adaptation is particularly pronounced in the supervisor's differentiated leadership approach. Teachers vary in whether they need questioning, observation, redirection, autonomy, or direct support, and the supervisor deliberately adjusts the degree and form of intervention accordingly
		Case 5	Adaptation occurs at a broader strategic and system-facing level, as the supervisor moves between local supervisory duties, national training, curriculum development, content leadership, and locally initiated programs. This suggests an adaptive capacity that transcends a single supervisory setting.

Three factors explain most of the variation. Career pathway shaped the initial basis of credibility. Case 1, promoted directly from Teacher I, relied on content expertise, while Case 2 drew on prior principalship. Program assignment shaped the form of support, as seen in the differentiated approach Case 3 adopted for Kindergarten and SNED. Geographic context shaped the mechanics of supervision, as in Case 4. Recognized expertise beyond the division widened the influence of Case 5.

4. Conclusion

This study examined how five young Education Program Supervisors enacted leadership within DepEd Region XII. For RQ1, the supervisors sustained leadership through developmental technical assistance, participatory decision-making, evidence and standards use, and credibility built on competence, accountability, and continuous learning. For RQ2, they navigated resistance, generational differences, and bureaucracy through respectful relations, dialogue, policy alignment, and contextual adaptation. For RQ3, similarities reflected a shared instructional purpose and institutional mandate, while differences reflected career pathway, program assignment, geographic context, and recognized expertise. For RQ4, the cases suggest formal appointment gives young supervisors authority, while legitimacy grows from repeated demonstrations of competence, respect, evidence-based judgment, and fidelity to policy.

The study contributes to the Adaptive Credibility Model of Young Educational Leadership, which joins adaptive and instructional leadership to explain how young leaders earn legitimacy within a centralized public education system. The findings do not show youth makes a leader ready, nor do they show age is irrelevant. They show age alone is insufficient for judging leadership capacity. Future research should compare EPS appointed at 35 or older with those appointed at 34 or younger, follow newly appointed EPS longitudinally, and develop and validate an instrument through exploratory and confirmatory factor analysis to test the model across settings.

5. Limitations of the Study

Several limitations affect the interpretation of the findings. First, the study involved five purposively selected supervisors in one region, so the findings support transferability through thick

description rather than statistical generalization. Second, all five participants were male, which limited insight into how gender and age interact in perceptions of young leaders. Third, the data relied largely on self-reports and recall. For Case 1, whose supervisory career spans many years, early experiences were reconstructed retrospectively, and recall and social desirability bias are possible. Fourth, the OPCRFs reflected office-level commitments and ratings, so documentary corroboration of individual practices was limited. Fifth, informants had close professional ties with participants, and their accounts were largely favorable. Sixth, the study did not include a comparison group or outcome measures, so the effectiveness of young supervisors relative to older supervisors was not assessed. Translation of local-language responses into English also carries a risk of lost nuance. Future studies should include female supervisors, individual-level documentary records, informants selected independently of participants, comparison groups, and longitudinal designs.

6. Supplementary Details

6.1. Author Contributions:

Name of Author	C	M	So	Va	Fo	I	R	D	O	E	Vi	Su	P	Fu
Krizza Mae E. Aguirre	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	
Danilo G. Baradillo	✓	✓		✓	✓					✓	✓	✓		

6.2. Funding:
This research received no external funding. All expenses associated with the conduct and completion of the study were personally financed by the author.

6.3. Institutional Review Board Statement:
The study was conducted in accordance with ethical standards for research involving human participants and was approved by the University of the Immaculate Conception Research Ethics Committee: Protocol Code GS-FB-11-25-0238 Date of Approval May 1, 2026

6.4. Informed Consent Statement:
Informed consent was obtained from all subjects involved in the study.

6.5. Acknowledgments:
It is a gift and a blessing to be at this point in my academic life and have written this dissertation. This work could not have been completed without the knowledge, time, guidance, encouragement and support of many people who gave generously. I am grateful to all of you who have been a part of this meaningful journey.

I would like to thank my dissertation adviser, Dr. Danilo G. Baradillo, for his scholarly guidance, patience, encouragement and expertise in developing this study and its completion. Through his guidance, I was able to overcome the obstacles of dissertation writing and gained a renewed sense of commitment to completing this academic journey.

I would also like to thank my dissertation panel members, Dr. Avee Joy B. Dayaganon, Dr. Sylvia J. Pidor, Dr. Porferia S. Poralan, Dr. Nelca Stephany U. Amatong and Dr. Ava Sheldin T. Guerrero for their comments, constructive suggestions, and scholarly guidance. They provided valuable advice and insight for the editing and completion of this manuscript.

I wish to express my sincere thanks to the University of the Immaculate Conception, especially the Graduate School and the Research Ethics Committee of the University, for giving me the academic and ethical direction and guidance on how to conduct this research.

I also wish to express my gratitude to the Department of Education Regional Office XII and the respective Schools Division Offices for its permission and assistance in conducting this study. My

sincere gratitude also goes to the officials, school heads and other education personnel who allowed the research process to run smoothly.

I would like to particularly express my gratitude to the Education Program Supervisors who were the case participants for this study and to their key informants. Thank you for sharing your professional stories, experiences, challenges and reflections on leadership with me. This dissertation has been made possible with your openness and willingness to share. This study was enriched by the data you provided, and by your journeys, which showed that leadership is more about competence, commitment, continuous learning and service than it is about age or position.

I would like to express my gratitude to all of my colleagues and friends who encouraged, assisted, understood and prayed throughout this process. To all who helped in ways seen and unseen, your support was a part of this accomplishment.

Words can not convey my gratitude to my family. Thank you for all your patience and sacrifices, encouragement and unconditional support during the long days and nights of completing this degree. To my husband El-j, thank you for being my partner on this journey and for supporting me as I juggled my roles as a wife, mother, educator, and doctoral student.

To my daughter Elouize Yva, you have been one of my biggest inspirations on this journey. At times, dissertation writing required time and energy that I wished I could put into spending with you instead of with work, but your smiles and laughter and presence always had me remember the reason to persevere. This accomplishment may one day serve as a reminder that one should have faith, courage, and determination to pursue one's dreams.

I would also like to express my heartfelt gratitude to Dr. Mary Jane B. Amoguis, Dean of the Graduate School of the University of the Immaculate Conception, for her leadership, guidance, and support in providing a nurturing academic environment that encouraged me to persevere and complete this doctoral journey.

Above all, I give my deepest thanks, praise, and glory to God, Who has sustained me through every difficulty, doubt, delay, and triumph. As this journey became more challenging, He continued to renew my strength and remind me that I was never walking alone. In moments when I felt lost and uncertain of the path ahead, He guided me and showed me the way. Whenever I questioned whether I would have the strength to reach the finish line, He reminded me through His unfailing grace that I could overcome every challenge. Looking back, I realize that every difficulty strengthened my faith, every delay taught me patience, and every answered prayer reminded me of His perfect timing. This dissertation is more than an academic achievement, it is a testimony of God's unfailing love, abundant grace, and faithfulness throughout my journey. To Him alone be all the glory.

All glory to God!

6.6. Conflicts of Interest:
The authors declare no conflict of interest.

6.7. Disclosure Statement:
The authors use generative AI in improving the language quality of the manuscript and generating the Adaptive Credibility Model of Young Educational Leadership.

7. References

Albiladi, W. S., Lasater, K. A., & Bengtson, E. (2020). Data use among principals and teachers: Divergent paths or common ground? Implications for the leadership preparation programs. *Journal of School Administration Research and Development, 5*(2), 63–76. https://doi.org/10.32674/jsard.v5i2.2240

Atienza, C.-G. (2021). Leadership and management in multigenerational teaching staff in the new normal: A phenomenological study. *International Journal of Management, Entrepreneurship, Social Science and Humanities, 4*(2), 52–65. https://doi.org/10.31098/ijmesh.v4i2.619

Bongco, R. T., & Ancho, I. V. (2023). Smooth intergenerational relationship building among Filipino teachers: A grounded theory. *Asia Pacific Journal of Educators and Education, 38*(1), 97–117. https://doi.org/10.21315/apjee2023.38.1.6

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Brooks, J. S., & Brooks, M. C. (2024). Hot leadership, cool leadership: How education policies are implemented (and ignored) in schools. *Educational Policy, 38*(7), 1608–1637. https://doi.org/10.1177/08959048241268309

Catedral, R. R., Datulayta, R. G., Lawan, P. B., Lumbu-an, J. D., & Carbon, R. B. (2023). Exploring the school heads working condition in supporting communities of practice (CoP) and technical assistance (TA) to teachers: A multiple case study. *International Journal of Multidisciplinary: Applied Business and Education Research, 4*(12), 4390–4407. https://doi.org/10.11594/ijmaber.04.12.19

Cox, J. M., Headley, V., & Johnson, K. (2023). Everyday Race: Millennials, Generation Z, and the Census. Sociological Inquiry. https://doi.org/10.1111/soin.12547

Cunningham, J., Vaduganathan, M., Claggett, B., Jering, K., Bhatt, A., Rosenthal, N., & Solomon, S. (2020). Clinical Outcomes in Young US Adults Hospitalized With COVID-19.. JAMA internal medicine. https://doi.org/10.1001/jamainternmed.2020.5313

Daldrop, C., Buengeler, C., & Homan, A. C. (2023). An intersectional lens on young leaders: Bias toward young women and young men in leadership positions. *Frontiers in Psychology, 14*, Article 1204547. https://doi.org/10.3389/fpsyg.2023.1204547

Daldrop, C., Homan, A., & Buengeler, C. (2025). Too young to lead? Role incongruity explains age bias against young leaders. The Leadership Quarterly. https://doi.org/10.1016/j.leaqua.2025.101878

Data Privacy Act of 2012, Republic Act No. 10173 (2012).

Dayanan, L. J., & Baynosa, B. J. (2025). Supervisory practices and challenges encountered by school heads: Implication for quality education. *Psychology and Education: A Multidisciplinary Journal, 40*(2), 150–175. https://doi.org/10.70838/pemj.400201

Department of Education. (2020). *Philippine Professional Standards for Supervisors*

Famero, A. M. (2024). Emergence of an adaptive leadership model from the collective practices of public secondary school principals during COVID-19 education crisis. *Romblon State University Research Journal, 6*(1), 38–44. https://doi.org/10.58780/rsurj.v6i1.171

Gabriel, A. G., Alcantara, G. M., & Alvarez, J. D. G. (2020). How do millennial managers lead older employees? The Philippine workplace experience. *SAGE Open, 10*(1), 1–11. https://doi.org/10.1177/2158244020914651

Galope, A. H. C., & Nalla, G. A. (2026). Bridging educational inequities in Region XII (SOCCSKSARGEN): A policy position paper on access, quality, and learning outcomes. *EPRA International Journal of Research & Development, 11*(6), 481–483. https://doi.org/10.36713/epra28560

Gonio, Y. G., & Bauyot, M. M. (2024). Delving on the experiences of educators on professional development of National Educators Academy of the Philippines: A case study. *Asian Journal of Education and Social Studies, 50*(6), 627–641. https://doi.org/10.9734/ajess/2024/v50i61437

Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education, 33*(3), 329–352. https://doi.org/10.1080/0305764032000122005

Heifetz, R. A. (1994). *Leadership without easy answers*. Harvard University Press. https://doi.org/10.4159/9780674038479

Ho, J. E. (2022). What counts? The critical role of qualitative data in teachers' decision making. *Evaluation and Program Planning, 91*, Article 102046. https://doi.org/10.1016/j.evalprogplan.2021.102046

Jemsy, S. U.-A., Castulo, N. J., Hadji, A. A., Sangkula, Z., Reyes, R. B., Ugis, P. S., Hajad, S., Dugasan, N. J., Mohammad, K., Akmad, R. A., Abbani, R. S., Sahijuan, A.-S., Tambihasan, A. M., Sabdul, A. Y., & Ondo, D. S. (2026). Adaptive instructional leadership in geographically isolated schools: Practices, challenges, and strategies of elementary school principals in Tawi-Tawi. *Frontiers in Education, 11*, Article 1785505. https://doi.org/10.3389/feduc.2026.1785505

Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice, 24*(1), 120–124. https://doi.org/10.1080/13814788.2017.1375092

Lazaro, B. L. G., de Castro, L. B., Henson, L. D., Cainglet, R. G., del Rosario, L. Z., Buhain, V. I., & Tiratira, N. L. (2024). Unveiling the lived experiences of school heads in managing intergenerational diversity among proficient teachers. *International Journal of Multidisciplinary: Applied Business and Education Research, 5*(9), 3711–3811. https://doi.org/10.11594/ijmaber.05.09.31

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE.

Mallillin, L. L. D. (2022). Adaptive theory approach in leadership: A guide to educational management system and mechanisms. *European Journal of Education Studies, 9*(7). https://doi.org/10.46827/ejes.v9i7.4356

Mandap, A. (2023). Leading the new generation: Understanding the leadership styles of a millennial school head. *Journal of Interdisciplinary Perspectives, 1*(3), 16–23. https://doi.org/10.5281/zenodo.10154522

Manongcarang, S. M. D., & Guimba, S. D. (2024). Intergenerational challenges and how they manifest in the public workforce: A basis for designing effective performance management strategies. *International Journal of Entrepreneurship and Management Practices, 7*(25), 67–87. https://doi.org/10.35631/ijemp.725007

Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE.

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research, 42*(5), 533–544. https://doi.org/10.1007/s10488-013-0528-y

Sahlin, S. (2023). Teachers making sense of principals' leadership in collaboration within and beyond school. *Scandinavian Journal of Educational Research, 67*(5), 754–774. https://doi.org/10.1080/00313831.2022.2043429

Salva, R. A., Cadavedo, L. O., Cadavedo, S. V. O., & Patinga, K. T. (2023). Technology-assisted and in-person supervisory challenges in Philippine public schools: A comparative analysis. *The New Educational Review, 72*(2), 148–158. https://doi.org/10.15804/tner.23.72.2.11

Salva, R. A., Cadavedo, L. O., Cadavedo, S. V. O., Patinga, K. T., & Cabatay, C. L. L. (2024). Beyond numbers: Unveiling the transition experiences and voices of Filipino education program supervisors. *The New Educational Review, 75*(1), 102–112. https://doi.org/10.15804/tner.2024.75.1.08

Shaked, H., & Schechter, C. (2017). School principals as mediating agents in education reforms. *School Leadership & Management, 37*(1–2), 19–37. https://doi.org/10.1080/13632434.2016.1209182

Stake, R. E. (2006). *Multiple case study analysis*. Guilford Press.

Tomova Shakur, T. K., North, M. S., Berson, Y., & Oreg, S. (2024). The age of leadership: Meta-analytic findings on the relationship between leader age and perceived leadership style and the moderating role of culture and industry type. *Personnel Psychology, 77*(4), 1403–1440. https://doi.org/10.1111/peps.12644

Umam, K., Mu'alimin, M., Machfudi, M. I., & Wahono, S. S. (2026). "Too Young to Lead?" Lived Experiences of School Improvement Leadership Among Fast-Tracked Early-Career Principals in Indonesia. Leadership and Policy in Schools. https://doi.org/10.1080/15700763.2026.2714437

Valencia, M. (2023). Partisanship and performance of youth leaders in the Philippines. HO CHI MINH CITY OPEN UNIVERSITY JOURNAL OF SCIENCE - SOCIAL SCIENCES. https://doi.org/10.46223/hcmcoujs.soci.en.13.1.2490.2023

Yasin, G. R. G. (2025). Differentiated supervision and performance of teachers and learners in mega elementary school in Region XII. *International Journal of Open-Access, Interdisciplinary & New Educational Discoveries, 4*(2), 862–872. https://doi.org/10.63498/etcor325

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE.