



Research Article

Leveraging Classroom Learning: Strengthening Instructional Supervision to Foster Teacher Development

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ABSTRACT



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This study aimed to investigate the instructional supervision procedures of public elementary school administrators in District, Tawi-Tawi. The study examined the demographic characteristics of the teacher, the perceived effectiveness of supervisory methods, and the perception of instructional supervision. The research employed a descriptive design-quantitative methodology using a sample of 89 educators from seven institutions. Canada and Ukraine had once employed a modified variant of the supervisory practices tool. The statistical analysis of these variables was conducted utilizing frequency counts, percentages, and mean ranges. A majority of educators concurred that formal supervision was essential, and most indicated they had received regular classroom visits from district personnel involved with the schools. A study illustrated the most prevalent way of office appraisal. The majority of instructors expressed satisfaction with the volume and quality of supervision they receive, however they were somewhat dissatisfied with the degree of organization around collective input. Educators want to engage more intimately with the supervision activities and integrate them into their planning routines. The formality of teachers' language in supervising teacher development is significant, as it facilitates discourse on the matter, including enhancing the consultations teachers participate in during supervision planning and establishing the frequency of supervision to meet individual teachers' needs effectively. Examples worthy of consideration include the gentle approach of colleague supervision and peer coaching, as well as providing teachers with tailored and individualized frequencies of supervisory experiences. This may result in professional growth and development, as well as the attainment of elevated educational goals for the pupils.

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Introduction

Teachers are pivotal in delivering quality education, particularly in a rapidly evolving learning landscape. By adapting to new challenges and embracing innovative methods, they empower students with the skills and knowledge necessary to succeed in an ever-changing world. However, instructional supervision, led by school administrators, is integral to ensuring teachers' professional growth and improving educational outcomes.

Supervision is where teachers get support, guidance, and empowerment, according to Tyagi (2010, as cited in Colebra, 2024); it is required to enhance and develop the instructional and educational process. Moreover, this is essential, as emphasized by both Kuizon and Reyes (2014), to establish effective and quality education, particularly in public elementary and secondary schools. It fosters improvements in instructional quality and students' academic performance, aligning with Babalola & Hafsatu's (2016) assertion that enhanced academic achievement is a hallmark of effective supervision.

Instructional supervision ensures educational standards are met while addressing the professional needs of teachers (Ampofo et al., 2019). Principals, as key supervisors, perform various functions, including classroom observation, monitoring lesson preparations, verifying work schemes, and ensuring punctuality (Ayeni, 2012). Despite their pivotal role, principals often struggle to fulfill supervisory duties due to overwhelming administrative responsibilities, inadequate training, and insufficient institutional support (Malunda, Musaazi, & Oonyu, 2016, as cited in Tiamwatt, 2023).

Effective supervision also promotes teacher motivation through activities such as orientation programs, lesson observations, and in-service training (Esia-Donkoh & Baffoe, 2018). However, challenges such as weak teacher-supervisor relationships, limited professional development opportunities, and financial constraints impede the effectiveness of supervision (Ankoma-Sey & Marina, 2016; Jackaria & Caballes, 2022). Moreover, inadequate mentorship, poor engagement in school rule formulation, and inconsistent funding for training programs

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negatively impact teacher performance and educational outcomes (Onyali & Akinfolarin, 2017; Tubosun & Umar, 2016).

The Department of Education has recognized the importance of professional supervision to enhance curriculum development and improve learning outcomes. Policies such as DepEd Memo No. 154, Series of 2015, were established to offer a definitive foundation for developing supervision programs (Pineda, 2016). Recent studies, such as that by Tiamwatt (2023), illustrate a significant favorable effect of intense school-based instructional monitoring on teaching performance, classroom management, and student accomplishment. The inventive techniques of principals, who meticulously oversee and assist their workers, are of paramount importance. The association between principal innovation, monitoring, and support and successful teaching, along with other positive learning outcomes, is quite significant.

A crucial feature in schools and other organizational breakthroughs appears to be the type of leaders' efforts. It also encompassed the exterior component. Prior research has established that instructional leadership is essential for managing change (Nor, 2015, et al; Jameela, 2012). When changes occur in education, instructional leadership seeks to achieve educational objectives at the school level, empowering teachers to implement school reforms and actively enhance their teaching and learning approaches. The primary function of internal instructional supervision is to enhance teacher effectiveness. Nwambam and Eze (2017) noted that interventions and support are essential for teachers to effectively implement new instructional practices; however, supervisors often lack sufficient time, hindering their ability to conduct regular instructional supervision in schools. Instructional supervision generally encompasses teacher professional development, and it is posited that the degree to which this occurs for particular teachers depends on supervisory practices and the frequency of monitoring by the supervisor.

Moreover, significant gaps remain in understanding the specific challenges and contextual factors that hinder its effectiveness, particularly in public schools. Existing studies often overlook regional and socio-economic variations in the challenges principals face, such as heavy workloads and inadequate support. Barriers to teacher professional development, including financial constraints and limited time, are well documented but lack actionable solutions. Research has also focused more on principals' perspectives, neglecting teachers' views on the alignment of supervision practices with their needs. This study addresses these gaps by looking into the perceptions of teachers of seven schools in A-District regarding the instructional supervision of the principals to improve educational quality and teacher performance. Specifically, it aims to profile the teacher respondents and assess the status of supervisory practices implemented for teachers in A-District. It seeks to evaluate teachers' perceptions of the supervisory practices and approaches used and examine their views on instructional supervision.

Theoretical Consideration

This research effort is founded on the instructional leadership approach. It pertains to the application of acquired knowledge to influence behaviors in educational settings. Instructional leadership is fundamentally linked to learning as it facilitates the process of instruction. Consequently, leadership influences educational quality by establishing a framework to elevate academic standards and a pedagogical approach for the professional development of staff alongside the learning capabilities of students. It pertains to leadership actions that guide educational personnel in instruction and associated learning. Instructional leaders affirm to educators that every student is capable of learning. Ultimately, they engage in numerous activities that enhance the teachers' skills and persuade them of the

imperative for change. The instructional leaders involved in this research project also offered technical help to enhance teacher knowledge and abilities, improved school settings to enable teachers to maximize student potential, and tailored leadership interventions to address student needs. Hallinger, Hosseingholizadeh, Hashemi, and Kouhsari (2018). Instructional leadership encompasses several definitions and methodologies employed to articulate its practical application. Aziz et al. (2017) identify several Instructional Leadership Models and Theories, including the Hallinger and Murphy Models (1985), the Weber Model (1996), the Murphy Model (1990), and the McEwan Model (2009). Hallinger and Murphy (1985) delineate the actions of officeholders designed to enhance and advance the teaching and learning processes inside the school, encompassing teachers, students, parents, school planners, school administrators, school facilities, and educational resources.

Hallinger and Murphy (1985, as cited in NG, 2019) have developed a more comprehensive model of instructional leadership that embraces three broad segments defining the school's mission, running the instructional program, and promoting positive learning in schools. All of these narrowly divided into ten instructional leadership functions, which include framing school goals, communicating around these principles, coordinating the curriculum, supervising and evaluating instruction, and monitoring student progress collectively; protecting instructional time habits; rewarding teachers; rewarding learners; promoting professional development; and maintaining high visibility. This is achieved by determining two initial tasks that rest on the principal for support in setting out the school vision according to teaching and learning processes. The second dimension consists of the three leadership tasks superintendence and evaluation, coordination of the curriculum, and monitoring student progress. The third segment participates in the first part; it relates to protection at instructional time, promoting professional development, fostering high visibility, and guaranteeing incentives for both teachers and learners.

A substantial body of work on instructional leadership identifies similar strategies and traits frequently observed in school leaders and organizations that effectively support students. These are leadership behaviors exhibited in their effective educational settings. Instructional leadership practices encompass the actions undertaken by competent school leaders in guiding their work. These encompass: explicitly defining collective expectations, carefully allocating personnel, overseeing the instructional program, and fostering a constructive school atmosphere. (Education Improvement Research Center, 2022)

One of the most influential instructional practices available to school leaders is the definition of shared expectations among all the participants (Hallinger, 2005; Robinson & Timperley 2007 as cited in Education Improvement Research Center, 2022). This gives attention to student learning, achievement, and improvement as elements to be part of school decision making and foundation of school culture. The management of a school's instructional program is focused on the alignment of school goals to and translation into classroom practice (Gumus et al. 2018): Coordinate the curriculum, monitor student progress, and supportively supervise and evaluate instruction. Resources that are aligned with teaching and learning are obtained by instructional leaders (Robinson et al. 2008). They blend an understanding of the instructional needs of a school's curriculum with an ability to target resources to meet those needs (Sebastian et al. 2019). On the other hand, key practices of efficacy for a positive school learning environment are the minimization of disruptions to instruction, promotion of professional development, provision of incentives for teachers, incentives for

students, upheld academic standards, and maintenance of the visibility of the principal in the school (Hallinger & Murphy, 1985 as cited in Education Improvement Research Center, 2022).

Education analysts and policymakers contend that instructional leadership significantly enhances the efficacy of successful schools (Hallinger, 2011 as cited in Aziz et al., 2017), with leaders' instruction informed by evidence-based research on effective schooling, transformative practices, and school improvement initiatives across various nations, which must be acknowledged for the myriad opportunities for enhancement. Principals must engage in instructional leadership to govern teachers' behavior, thereby enhancing the quality of teaching and learning through effective academic management that enables teachers to perform efficiently (Alimuiddin, 2010, as cited in Aziz et al., 2017). Azni (2015) identified a substantial positive correlation between instructional leadership and teachers' commitment to implementing school-based assessments; thus, the significance of instructional leadership can only be refuted in the presence of a negative correlation. Both perspectives regard educational change agents in schools as catalysts for enhancing student potential and performance improvement.

The value has risen due to effective organizational leadership. It is frequently seen as a crucial determinant of success. The objective of career advancement necessitates individuals to be informed about implementing modifications. Encourage individuals to assume responsibility for their actions and outcomes. The research is based on Burns's (1978, quoted in Jeffrey, 2022) Transformational Leadership Theory, which fundamentally involves leaders and workers collaborating to enhance morale and motivation. Rather than instructing their team on necessary changes, transformational leaders empower individuals to adjust their attitudes, expectations, or behaviors to achieve a common objective. In the twenty-first century, transformational leadership can enhance the capacity of school leadership to fulfill performance and accountability standards. K–12 public school principals are responsible for transforming their institutions to comply with accountability standards at local, state, and federal levels. Transformational leaders alter a school's norms and the mindsets of its staff members. Formulate a goal that is universally accepted and cultivate an environment that promotes student success. While transformational leadership does not resolve all issues, it has been endorsed by tactics employed in corporate organizations for numerous years and has also been observed in educational institutions over the past decade.

Methods

This study employed a descriptive-quantitative research approach to examine the supervisory practices of school administrators as seen by elementary school teachers in the downtown-A district. Tawi-Tawi, a province in the southernmost Philippines, is part of the Bangsamoro Autonomous Region in Muslim Mindanao. The schools in the district will be utilized as the sole participants in the sample. A-District consists of seven elementary schools: TMCS (Barangay Tubig Mampallam), LWBES (Barangay Lamion), TTPES (Barangay Tubig Tanah), NES (Barangay Nalil), PHLS (New Housing Project, Barangay Tubig Boh), SES, and SKES (both located in Barangay Simandagit, Bongao, Tawi-Tawi, Philippines). These schools fall under the direct supervision of the Ministry of Basic, Higher, and Technical Education—Schools Division of Tawi-Tawi.

In the sample study, 89 primary school teachers from A-District conducted surveys in schools. The group comprised 10 teachers from TMCS, 14 from LWBES, 11 from TTPES, 10 from NES, 10 from PHLS, 16 from SES, and 8 from SKES. The scale utilized in the study was developed from Benjamin Kutsyuruba's work (2003) and underwent translation and back-translation due

to the differing cultural contexts of Canada and Ukraine. The researcher intended to adapt the research instrument with the adviser's assistance to suit the circumstances of this investigation. The instrument comprised four sections: the first section addressed the respondents' profiles; the second section examined unit heads' perspectives on supervisory procedures; the third section pertained to gee jumpstick; and the fourth section related to supervised instruction. The content validity of the instrument was determined by expert assessment and critique based on the nature of the items. The instrument's reliability was evaluated by the split-half or test-retest approach. This study identifies a reliability index of agreement. Eight-two percent of the respondents indicated strong agreement, resulting in a reliability coefficient of 0.92, signifying a very high correlation with this measure.

The dean of Tawi-Tawi College of Technology and Oceanography, affiliated with Mindanao State University's Graduate School, granted permission to conduct the study. Upon receiving a formal authorization letter, the district supervisor of A-District Schools subsequently granted consent for the research. The study tool was sent to the school principals, who then disseminated it to the teacher respondents. The researcher administered the questionnaire personally to ensure precise data collection. The researcher obtained the completed forms from the respondents after they were allotted one or two days to complete the questionnaire. This study employed a Likert scale ranging from Strongly Disagree to Strongly Agree for the second variable, whereas the first variable was assessed on a scale from Never to Always. The appropriate statistical methods were subsequently employed to validate, structure, and examine the collected data. Moreover, the statistical analysis of the data yielded frequency counts, percentages, and averages. Consent was obtained prior to the initiation of the trial, and each participant was assigned a code to maintain confidentiality. The collected data was utilized solely for the research.

Results and Discussion

The result of this study is presented in five tables, where table 1 below shows the profiles of A-District School Teachers.

Table 1: Profiles of A-District Elementary School Teachers

Teachers' Profile		
	Frequency	Percentage
Gender		
Male	17	19.1
Female	72	80.9
Educational Attainment		
BEED, BSED, BSAded, AB, BS	46	51.7
With Masters Unit	28	31.5
MAED, MAELT, MPS, MST Math, MAAded	15	16.9
Years of Teaching Experience		
1-5 years	22	24.7
6-10 years	17	19.1
11-15 years	25	28.1
16-20 years	14	15.7
21 years & above	11	12.4

Table 1 provides a demographic profile of teachers at A-District Elementary Schools. It presents data on gender, educational attainment, and years of teaching experience. On gender, the majority (80.9%) of teachers are female, while only 19.1% are

male. This finding suggests a significant gender imbalance in the teaching workforce at this school, with a clear predominance of female teachers. Research has consistently shown a gender bias in education, with women historically being overrepresented in teaching roles, particularly at the elementary level. This can be attributed to societal expectations, cultural norms, and historical trends. While the reasons for this trend are complex, it's important to note that teacher shortages are a global issue, and some studies have shown that women are more likely to be drawn to teaching professions due to factors like work-life balance and intrinsic motivation.

Women are disproportionately represented in the educational sector of various countries. The number of females ascending to higher levels has increased: since 2015, there has been a global enhancement in gender balance at the primary, lower secondary, and upper secondary levels. Women constitute 94% of the teaching workforce at the pre-primary level. However, the representation of female educators diminishes at higher levels: 69% at elementary, 58% at lower secondary, 52% at upper secondary, and 43% in tertiary education. (UNESCO, 2023).

The majority of instructors has a bachelor's degree (51.7%), while 31.5% hold a master's degree and 16.9% have a master's degree in an applied field (MAED, MAELT, MPA, MST, Math, MAAged). A substantial proportion of teachers has doctoral degrees, reflecting a high level of educational accomplishment within the profession. Educational attainment is a critical aspect of teacher quality and productivity. Educators with advanced degrees are seen to exhibit superior pedagogical competencies, subject matter expertise, and adaptability to varied learning requirements. Palardy and Rumberger (2008, as cited in Irvine 2019) investigated three dimensions of teacher effectiveness: instructional practices, teacher attributes—including self-efficacy, attitude, and enthusiasm—and teacher background characteristics such as certification, advanced degrees, and years of experience, in relation to student learning from Grades 4 to 8 in New York City, utilizing hierarchical linear modeling. The total years of experience and certification did not substantially influence student achievement, as seen by teacher background characteristics.

The table also shows that majority of the respondents had 11-15 years of experience (28.1%) This means that the teachers are not novice and they are in the middle stage of their teaching journey. This further means that these educators had already multiple designations, had performed additional roles such as mentors to the newly hired teachers, and had a solid foundation and mastery in their field of specialization for them to be effective in their teaching. While we can say that having more years of experience is an advantage, some of the teachers had encountered stress, burn out or in stagnation if no support, motivation, reward are given in return to their hard work and multiple designations. The findings align with Ashun and Acqua's (2021) findings, which showed that the greatest percentage Ten (8.3%) of the respondents have 21 to 29 years of teaching experience, fifteen (18.8%) have 30 years or more, seventy (58.3%) have 10 to 20 years, and twenty-five (20.8%) have 0 to 9 years. This indicates that the teachers chosen for this study possess the necessary amount of social studies teaching expertise.

Numerous studies show that experience has a major influence on a teacher's efficacy, especially in the early years of their employment (e.g., Clotfelter et al., 2007 as referenced in Irvine, 2019). According to Boyd et al. (2010), development takes place throughout the first four to five years, however this is an average, and some less experienced teachers advance significantly faster than others. According to Jacob (2012), a teacher's first three years

of employment have a big influence on students' academic performance. He said, "The average teacher exhibits subpar performance in the first year, demonstrates improvement in the second year, shows marginal enhancement in the third year, and subsequently ceases to improve." According to King Rice (2010), experience has a major influence on the first few years of teaching and its benefits gradually diminish after that. Among these difficulties were juggling complex relationships with seasoned teachers, scheduling constraints, and disagreements over standards. According to the authors, a critical first step in creating induction programs that are suited to the unique needs of new teachers is to fully understand the difficulties they encounter.

Table 2: Teachers' Perceptions on the Supervisory Practices

	Frequency	Percentage
Does any of your supervisor conduct formal supervision in the classroom?		
Yes	77	86.5
NO	12	13.4
How frequent is the conduct of formal supervision?		
5 or more times per year	10	11.2
3-4 times per year	13	14.6
Twice a year	34	38.2
Once a year	20	22.5
No supervision	12	13.5
Who conducts such supervision?		
Supervisor	24	27.0
Principal	64	71.9
Head Teacher	1	1.1
Is there a regular evaluation of teaching performance?		
Yes	81	91.0
No	8	9.0
How frequent is the evaluation made?		
5 or more times per year	11	12.4
3-4 times per year	13	14.6
Twice per year	30	33.7
Once a year	27	30.3
No Conduct of Evaluation	8	9
Who conducts such evaluation?		
Supervisor	12	13.5
Principal	74	83.2
Assistant Principal	2	2.2
Head Teacher	1	1.1
Is it necessary for the supervisor to conduct classroom supervision?		
Yes	78	87.6
No	11	12.5
How frequent should it be done?		
5 or more time per year	8	8.9
3-4 times per year	20	22.5
Twice a year	46	51.7
Once a year	15	16.9
How long should the supervisor stay inside the class?		
More than one class period	16	20.5

Full class period	36	32.5
Half a class period	22	28.2
Just a few minute	15	19.2
Beginning teacher, is it necessary for a formal supervision inside his/her class?		
Yes	79	88.8
No	10	11.2
How often should supervision be done?		
5 or more times per year	15	16.9
3-4 times per year	48	53.9
Twice a year	13	14.6
Once a year	13	14.6
I perceived supervision to be		
Neutral	4	4.5
Little important	19	21.3
Highly important	66	74.2

Table 2 presents data collected from teachers regarding their perceptions of supervisory practices in their school. It explores various aspects of supervision, including its frequency, who conducts it, and the existence and frequency of performance evaluations. Key findings include:

Formal supervision. A significant majority (86.5%) of teachers report that their supervisors conduct formal supervision in the classroom. This suggests a relatively high emphasis on formal supervision within the school. The most common frequency of formal supervision is "twice a year" (38.2%), followed by "once a year" (22.5%). The high prevalence of formal supervision in this school suggests a commitment to this principle. Research suggests that the frequency of supervision should be tailored to the individual needs of teachers and the specific goals of the supervision. A moderate frequency, as indicated in the table, can provide a balance between providing support and avoiding overburdening teachers. Danquah (2019) reveals that supervision facilitates teachers' professional development in terms of adequate training and building of self-confidence which are potent tools for improved students' achievement.

A great part of school heads also spent much lesser time allocating to the supervision of lesson planning and in ensuring appropriate teaching/learning resources selection for lessons (Ampofo, et al., 2019). As indicated above, most teachers voiced a rather negative response towards receiving lesson planning supervisions from school heads because, for most, mean values in responses lay in the range 2.45 to 2.54. This means that supervision on preparation for lesson planning; such as the termly inspection of schemes of work, discussion of challenges on the preparation of schemes of work, and weekly vetting of lesson plan/notes is badly done in school heads in the study location.

This contradicts the expectations set for senior high school heads, who are urged to critically and consistently evaluate various components of the lesson plan to ensure effective instructional delivery by teachers (Mankoe, 2007 as quoted in Ampofo et al. 2019). This contradicts the G.E.S. policy on instructional supervision, which empowers school directors to routinely review the weekly lesson plans of all teachers to ensure compliance with the required G.E.S. standards, as referenced in Sekyere, 2014. Conversely, Afolabi and Lato (2008) assert that school administrators ought to assess the sufficiency and pertinence of lesson notes, the suitability and clarity of learner behavioral objectives, the selection of appropriate teaching and learning

resources, and evaluation methods, while also recommending improvements to instructional documents when feasible.

Furthermore, Osakwe (2010) asserted that a substantial correlation exists between the supervision tactics employed by school leaders and the instructional performance of instructors regarding teaching materials. Osakwe also stated that if school administrators support educators in selecting appropriate teaching and learning tools, it will favorably influence instruction by facilitating the comprehension of abstract concepts for students.

Personnel conducting supervision. Most of the formal supervision is conducted by the principal (71.9%), followed by the supervisor (27.0%). This indicates a hierarchical structure of supervision, with the principal playing a central role. Head Teacher: Only 1.1% of teachers reported that the Head Teacher conducts supervision, suggesting a less prominent role for this position in the supervisory process. The involvement of both supervisors and principals in formal supervision aligns with research advocating for a multi-layered approach to supervision, where different stakeholders contribute to the process (Stronge, 2007). The less participation of head teachers in conducting instructional supervision indicates that their task is primarily in managing the classroom and in providing support as to delivery of instruction like peer review or mentoring than supervision and monitoring to teachers.

According to Ampofo et al. (2019), school administrators managed classroom instruction and made visits. This suggests that school officials kept an eye on their teachers' instructional strategies and offered assistance as needed. The majority of teachers interviewed stated that they were encouraged to prepare their classes thoroughly as a result of the school leaders' visit. On the other hand, master instructors, who act as the school's instructional supervisors, make a concerted effort to prove their abilities and carry out their duties in managing instruction in order to improve teaching and learning (Stephent, 2018). In recent years, master teachers' roles have evolved and improved (Glading, 2017). The supervisory landscape in the education sector has changed in recent years, with master instructors playing a crucial role in instructional oversight by supporting head teachers and administrators in keeping an eye on teachers. They observe classrooms every three months, create a supervisory plan, hold pre- and post-conferences to discuss and debate instructional practices, assess teachers' performance, plan and lead training sessions, seminars, and workshops, and motivate teachers to attain the best possible performance and practices. (DepEd Memorandum No. 8 s. 2023).

Performance Evaluation. The study revealed that (71.9%) of teachers reported that there is a regular evaluation of teaching performance. This means that the school leaders performed one of their important duties and that is evaluation and monitoring. A teacher performance evaluation system's two primary objectives are to identify underperforming instructors for remediation or possible termination and to provide input on how to enhance classroom instruction (Donaldson, 2012). As part of the first objective, which is to provide teachers with feedback, formative assessment data can be collected for teacher reflection, professional development, and continuous improvement. Furthermore, summative data from the teacher performance review process helps school administrators identify and hold responsible underperforming teachers. (Danielson & McGreal, 2000 as cited in Marks, 2016).

According to Atawi (2004 as cited in Al-Tarawneh, et al. 2016), the head teacher acts as a supervisor and assessor of the teaching and learning process as well as between the instructors. This process aims to support the educator in recognizing and

comprehending the learning goals, embracing them, and striving to achieve them. To accomplish these goals, the principal of the school must evaluate the instructional process. Additionally, the way the principal handles this type of evaluation has a direct impact on the growth of teachers' occupational competence, which enhances the teaching process even more while achieving the desired results. To begin, Stroebe (2016) argues that the purpose of teacher performance evaluation was to assist educators in enhancing their teaching. More recently, it has been utilized to determine salaries, promotions, and important recruiting and firing decisions. In any case, it is important to consider whether evaluation is used to improve learning (formative evaluation) or to rate, reward, or penalize performance (summative evaluation).

Looking closely at the data, it revealed that the performance evaluation was conducted twice a year with (51.7%) by the principal (83.2%). This means that the evaluation is conducted at regular breaks which will provide opportunities for the teachers to know their strengths and weaknesses. In Tawi-Tawi, the evaluation of teachers' performance is conducted twice a year. The first evaluation is done on November and the second evaluation was done in April. This means further that the quality of teaching is regularly monitored by the principals to track if there are improvements or changes as to their teaching. The performance review and evaluation will occur at the end of the performance cycle. A one-time recalibration of office and personal goals may be allowed during the mid-year review, but only under exceptional circumstances and when the situation warrants it. At the midyear review, the rater is required to inform the ratee in writing of their performance status; if the ratee's performance is judged to be insufficient or unsatisfactory, the rater must offer coaching, feedback, and any necessary interventions. (DepEd Order No. 2, s. 2015).

Necessity of classroom supervision. The table reflects that teacher revealed that believe it is necessary for supervisors to conduct classroom supervision (87.6%) and this shall be done twice a year (51.7%) The finding implies the importance of monitoring and evaluation on the performance of teachers in the classroom and regular monitoring twice a year is sufficient enough to look into their performance. The results are similar to those of Danquah (2019), who found that most teachers have positive opinions about supervision of instruction in Ghanaian junior high schools. This is in contrast to the common belief held by some teachers that supervision is bad because supervisors have too much power over them. Additionally, the results corroborate the findings of Holland and Adams (2002, as cited in Ashun & Acquah, 2021), who emphasized that instructional supervision provided in schools does contribute to teachers' growth as educators while also allowing them to enhance their methods for greater effectiveness.

Duration of Classroom Supervision. The table also revealed that classroom supervision is conducted in the duration of "full class period" (32.5%). This implies that the school principal ensures that evaluation is conducted at the beginning of the class and guarantees that feedback and coaching is done after the teaching performance. The time is enough for the school leaders to take note of the strength and weaknesses of the teachers in the delivery of instruction focusing on the strategies utilized by the teacher, the instructional materials used, and the assessments. The oversight of teachers' instructional delivery by school administrators aligns with the findings of Malunda, Onen, Musaazi, and Oonyu (2016) about instructional supervision and the pedagogical practices of secondary school teachers in Uganda. The findings indicated that the oversight of lesson delivery by school administrators via classroom observations significantly

influenced the teaching methods of educators in Uganda's public secondary schools.

Formal supervision for beginning teachers. The table further shows that majority of the respondents (88.8%) perceived that the conduct of formal supervision for beginning teachers is necessary and such supervision shall be conducted 3-4 times per year (53.9%). This implies that the teachers believe the importance of supervision of the newly-hired teachers. Usually, the neophytes need adjustments as to the transition of their teaching journey. They also need to understand the school policies, the organizational climate and the culture, Furthermore, they need guidance as to lesson planning, instructional delivery, and establishing good rapport within the organization. The regular and frequent monitoring and supervision will greatly aid the beginning teachers in their performance.

Furthermore, the table revealed that the conduct of the supervision for beginning teachers shall be done three to four times a year. This suggests a strong emphasis on classroom observation and feedback to the newly-hired teachers to ensure that instruction is carried out as plan

According to Farinde-Wu and Fitchett (2018), instructional supervision provides teachers with direction and advice to support their engagement in self-improvement activities and develop their capacity for analysis and critical thought. Mohammed et al. (2015) noted that in order to improve their efficacy as teachers, new teachers require assistance and direction in classroom management. According to Valcour (2017), teachers need critical assistance when carrying out educational activities, regardless of their level of experience. However, a lot of effort is needed to lead teachers to excellence since the instructional supervisor needs to improve their motivational abilities. Developing motivation is a crucial supervisory duty since it has several advantages, such as improved employee engagement, happiness, and well-being, all of which boost the efficacy of instruction.

Importance of Supervision. As reflected on the table, majority of the respondents perceived instructional supervision as highly important (74.2%) This means that the teachers view on this as an important process of identifying the weakness and strengths of the teacher to ensure quality instruction to students and to improve their performances inside the classroom. This implies that the teachers believe that the supervision and evaluation is fair and transparent and is vital for receiving the needed support and guidance to achieve the institutional goals and outcomes. Sergiovanni and Starratt (2007 as cited in Ashun & Acquah, 2021) demonstrated the close relationship between instructional supervision and professional development. Instructional supervision is seen as an essential part of staff development that fosters competency and professional growth rather than as a stand-alone activity.

Moreover, the finding supports Holland and Adams (2002 as cited in Ashun & Acquah, 2021), emphasized that teachers may learn more about teaching both inside and outside of the classroom and become more successful educators with the correct kind of instructional supervision. Since improving the quality of education is the goal of instructional monitoring, teacher evaluations can serve as a catalyst to boost student achievement and teaching efficacy. Although it takes a lot of effort to implement correctly, instructional monitoring is a helpful strategy that boosts instructors' effectiveness in the classroom (Thomas, 2008). As a result, instructional supervision fosters teacher development, which benefits pupils.

Table 3: Teachers' Perception of the Supervisory Approaches

Supervisory Approaches	Weighted Mean	Qualitative Description
Clinical Supervision	3.43	Often
Peer Coaching	3.11	Occasionally
Cognitive Coaching	3.29	Occasionally
Mentoring	3.36	Occasionally
Self-Directed Development	3.62	Often
Professional Growth Plan	3.66	Often
Mean	3.41	Occasionally

Table 3 presents the perception of the respondents as to the supervisory approaches employed by the school principals. The data revealed that school leaders occasionally utilized varied supervisory approaches with the mean of 3.41. This implies that the school leaders have employed some supervisory approaches but they do not implement or utilized it regularly or consistently. This further means that the utilization of such supervisory approaches is not part of a plan but is employed based on urgency of the matter and availability of time.

Mañores & Callo (2024) assert that the demeanor of an instructional supervisor exerts a somewhat beneficial influence on teachers' motivation for their profession. To inspire teachers to exert maximum effort, a supervisor must use caution and meticulously evaluate the most effective strategy. Educators would like their professions if their supervisors understood their requirements and acknowledged factors that enhance their productivity.

Looking closely at the data, it revealed that among the supervisory approaches, peer coaching got the lowest (3.11). This means that peer coaching is less utilized by the school principals in conducting monitoring and supervision to the teachers. Furthermore, this implies that the school principals still stick to the traditional approach of supervision than the collaborative one like peer coaching.

Blase and Blase (2004 as cited in Ashun & Acquah, 2021) have shown how contemporary instructional monitoring methods can improve instruction and the educational environment as a whole. Numerous supervisory behaviors and practices have been presented by researchers, which are likely to benefit teachers, provide them with the resources they need to enhance their teaching strategies, and ultimately improve student outcomes. According to Mañores and Callo (2024), teachers are more likely to produce their best work when they are supervised by instructional supervisors, such as master teachers. Teachers are more engaged at work when master teachers promote teamwork,

lessen role isolation, and ask for assistance from others. When teachers practice skills and participate in collaborative learning, they strive to get better. Additionally, they enjoy sharing ideas and knowledge since they believe it will benefit both of them. This suggests that peer supervision's primary benefit is that it fosters teamwork and increases workers' dedication and self-assurance. Some people appear to have a gift for inspiring others and highlighting their positive traits. Consequently, it is advised that the educational system prioritize performance and supervision measures, giving instructors a range of options from which to select the one that best suits their requirements. More monitoring methods that are suited to each teacher's needs and developmental stage might be available.

Table 4 displays the respondents' views regarding instructional monitoring. According to the picture, teachers strongly agree on the majority of issues pertaining to instructional monitoring. This suggests that teachers view the importance of doing instructional supervision favorably. Fisher argues that effective oversight and monitoring are required to guarantee equitable access to high-quality educational programs for all students, irrespective of their background (2002, quoted in Daquah, 2019). The importance of a well-structured curriculum that describes how teachers can employ a range of teaching philosophies to satisfy the students' ever-evolving needs should be emphasized to all teachers by supervisors or administrators.

Teachers' viewpoints on overseeing the teaching process have a big influence, claims Anyagre (2016). Teachers who have a bad attitude toward supervision may become defensive because they think the supervisor is merely there to criticize them or to make them look like they can't handle their work. As a result, both their professional development and their pupils' academic performance will suffer. However, if teachers see monitoring as a means of improving their professional skills and raising student achievement in their classes, it will help both their professional development and their students' academic success. Following a careful examination of the data, the three items with the lowest ratings were (a) teachers and supervisors should collaborate to provide supervision; (b) all teachers can benefit from instructional supervision; and (c) teachers should participate in the planning of the supervisory process prior to supervision. received the lowest rating. The low answers to questions about collaborative supervision, the benefits of instructional supervision, and teacher involvement in planning suggest that teachers may feel left out of the supervisory process. Because they were left out of the planning process, they may feel disengaged and think that monitoring isn't always beneficial or effective. These results imply that more cooperative and participatory supervisory approaches—where teachers actively participate in goal-setting and planning—are needed to boost engagement and improve the efficacy of supervision.

Table 4: Teachers' Perceptions to Instructional Supervision

Instructional Supervision	Average Weighted Mean	Interpretation
I am convinced of the need for instructional supervision	4.34	Strongly Agree
Every teacher can benefit from instructional supervision	4.19	Agree
Supervision should be a collaborative effort between teachers and supervisor	4.19	Agree
Supervision should promote trust among teachers	4.36	Strongly Agree
Supervision should promote professional growth among teachers.	4.44	Strongly Agree
Beginning teachers should be given priority instructional Supervision.	4.34	Strongly Agree
Teachers should receive adequate supervision.	4.29	Strongly Agree

Time should be given to the implementation of any instructional supervision method.	4.28	Strongly Agree
Teachers should be involved in the planning of the supervisory process prior to supervision.	4.19	Agree
Supervision practices should consider the developmental Sta es of individual teacher.	4.27	Strongly Agree
Supervision should focus on the needs of the teacher	4.40	Strongly Agree
Mean	4.29	Strongly Agree

Embodo and Villanueva (2024) pinpointed several key themes, including the importance of supervision in enhancing teacher development and educational quality, reciprocal learning and growth, program leaders' duties in teacher supervision, resolving problems in teacher supervision, and effective communication strategies. Supervision raises the standard of instruction and learning by encouraging professional development. Supervisory positions necessitate flexible approaches and robust support systems due to their complexity. Program directors and teachers are urged to encourage open communication in order to handle issues that arise during monitoring.

Conclusion

This study concludes that there is a significant gender imbalance in the teaching workforce at this school, with a clear predominance of female teachers and the teachers who were not novice and they are in the middle stage of their teaching journey. These educators had already multiple designations, had performed additional roles such as mentors to the newly hired teachers, and had a solid foundation and mastery in their field of specialization for them to be effective in their teaching. There is also a relatively high emphasis on formal supervision within the school with the principal playing a central role and the less participation of head teachers in the conduct of the supervision. The conduct of evaluation at regular breaks provide opportunities for the teachers to know their strengths and weaknesses. Furthermore, the study gives importance of monitoring and evaluation on the performance of teachers in the classroom and regular monitoring twice a year is sufficient enough to look into their performance. This guarantees that feedback and coaching is done after the teaching performance and the time is enough for the school leaders to take note of the strength and weaknesses of the teachers in the delivery of instruction focusing on the strategies utilized by the teacher, the instructional materials used, and the assessments. In addition, the study gives emphasis on the importance of supervision of the newly-hired teachers as to classroom observation and feedback to ensure that quality instruction is carried out as planned. On the other hand, school leaders have employed some supervisory approaches but they do not implement or utilized it regularly or consistently and the school principals still stick to the traditional approach of supervision than the collaborative one like peer coaching. Lastly, the teachers have positive view regarding the importance of conducting instructional supervision and believe that the supervision and evaluation is fair and transparent and is vital for receiving the needed support and guidance to achieve the institutional goals and outcomes.

Based on the findings, this study recommends that regular supervision and evaluation may be conducted to the teachers especially to the newly-hired teachers and constant feedback shall be done to support their professional needs. Moreover, school principals may adopt various supervisory approaches especially those approaches that will foster collaboration like peer coaching

as this fosters a ore supportive and friendly supervisory environment.

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Conflict of interests:

The authors declare no conflict of interest.

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