

**EXPERIENCES OF SCHOOL HEADS IN CONDUCTING INSTRUCTIONAL
SUPERVISION: A PHENOMENOLOGICAL STUDY**

A Thesis Presented
to the Faculty of the Graduate School
Misamis University
Ozamiz City

In Partial Fulfilment
of the Requirements for the Degree
Master of Arts in Education
Major in Educational Management

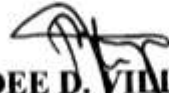
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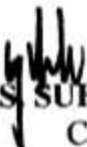
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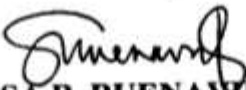
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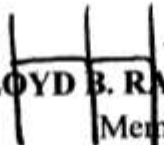
This thesis entitled, **“EXPERIENCES OF SCHOOL HEADS IN CONDUCTING INSTRUCTIONAL SUPERVISION: A PHENOMENOLOGICAL STUDY,”** prepared and submitted by **Metzie P. Jamisola** in partial fulfillment of the requirements for the degree of **Master of Arts in Education major in Educational Management**, has been examined and is recommended for acceptance and approval for Oral Examination.


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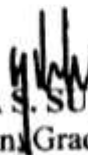

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Metzie

DEDICATION

This research output is dedicated to
Our Almighty God who always showers His blessings to me; My
loving mother and sister who understand and patiently support
my professional undertaking;
My partner and children,
who never fail to inspire and bring me joy every day
to finish this thesis; and
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of this research.

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ABSTRACT

School heads play a significant role in ensuring that classroom teachers deliver quality education to achieve the target learning outcomes for learners. This study explored school heads' experiences in conducting instructional supervision. It was conducted in the District of Calamba, Division of Misamis Occidental. The study used the phenomenological research design. Ten school heads were selected as participants through a purposive sampling technique. An Interview Guide was used to gather data through interviews. Colaizzi's method of analysis (1978) was employed to analyze the gathered data. The study yielded the following themes: providing instructional supervision as a developmental and support process for teachers; facing multifaceted challenges in instructional supervision; adopting supervisory strategies and responsive practices; and fostering continuous development and sustained instructional effectiveness. The conduct of instructional supervision by school heads entails a clear understanding of its purpose and a readiness to respond proactively to the challenges teachers face to ensure the sustainability and empowerment of teachers in the teaching profession. It is recommended that school heads continue to perform the supervisory function in accordance with academic standards and in consideration of the welfare and interests of teachers and learners alike.

Keywords: *challenges, practices, supervision, school heads, teachers*

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Chapter 1

INTRODUCTION

Rationale of the Study

As the primary supervisors of instruction in schools, school heads have a crucial role in determining students' academic success. The process of enhancing teaching and learning in schools is monitored, assessed, and coordinated using expert knowledge and experience (Ngole & Mkulu, 2021). It is crucial for school administrators to equip themselves with the skills and abilities to manage their institutions and ensure that students receive a high-quality education, as they are accountable for the overall operations of their schools (Peregrino et al., 2021). Highly successful school administrators accomplish this by encouraging teamwork, aiding educators, and involving parents as partners in enhancing student learning. To achieve the long-desired worldwide goal of high-quality, lifelong learners, school heads are expected to apply a wide range of competencies in performing tasks (Dellomas & Deri, 2022).

To ensure that the school provides a high-quality education, school administrators are essential. They oversee and direct high-quality teaching methods in their roles as managers, facilitators, and educational leaders. It is the responsibility of school administrators to make sure that everything is in order and that everyone in the school works productively, efficiently, and cooperatively. Peregrino et al. (2021) claimed that excellent educators who focus their work on learning, teaching, and ongoing school improvement are also effective school leaders. To successfully navigate the complex obligations of school heads, critical leadership abilities are essential. Strategic vision,

effective communication, skillful decision-making, teamwork, and flexibility in response to changing educational environments are among these competencies (Ambon et al., 2025).

The teacher is one of the most important factors that affects how well students learn. Therefore, increasing teacher competency is essential to raising student achievement. Instructional supervision is the primary means to increase teacher competency (Maisyaroh et al., 2021). Effective instructional supervision improves instructors' performance in their regular teaching duties, which raises school productivity (Catherine & Andala, 2024). The core of instructional supervision is regular and continuous observation of classrooms and the teaching-learning process (Arsad et al., 2025).

Schools must pay close attention to instructional monitoring to develop better teaching-learning practices that lead to more effective education. These processes should continue to be cooperative and democratic. The results of the monitoring process are influenced by the teachers' attitudes about it (Bernahu, 2024). It is required of educational institutions to develop graduates with twenty-first-century skills, which are fundamental abilities such as problem-solving, critical thinking, teamwork, and digital literacy. Therefore, educational institutions must establish a learning environment that will support students' development of these competencies (Basilio & Bueno, 2021).

The improvement in student learning outcomes is a sign of higher educational quality. Enhancing procedures and student learning outcomes is the first step in raising educational standards. The instructor is a key element of the learning system that influences student learning outcomes (Wiyono et al., 2021). Teaching performance, academic achievement, and instructional delivery are all significantly affected by school principals' intensive instructional supervision, including assistance and support, creative strategies, monitoring, and evaluation, both collectively and individually (Mejia-Tiamwatt, 2021).

Teachers must generate students who are well-informed, and this depends on how well they teach. Teachers must therefore be highly motivated and well-trained. Teachers' performance would improve with any rise in motivation. Teachers in schools are not entirely autonomous; head teachers must supervise them and provide guidance to improve performance (Ahmed et al., 2021). Principals take action and have conversations to raise the standard of instruction (Arshad et al., 2025).

As educators, teachers play a significant part in determining whether educational objectives are successfully met. Teachers must continue to improve their performance and professionalism, as schools place a high priority on teacher competence (Wardani et al., 2021). However, a qualitative study disclosed that supervision was viewed by both inexperienced and seasoned educators as bureaucratic, fault-seeking, confidence minimizing, and having little to no educational value. Regarding the qualities of a successful supervisory act, they also had similar views. Supervision was considered beneficial only for inexperienced teachers; as they gained experience, it became unnecessary (Estaji & Ghasvand, 2022).

Republic Act No. 9155, also referred to as the Governance of Basic Education Act of 2001, requires school administrators to have the power, accountability, and responsibility to oversee all school operations (Department of Education, 2023). As a result, they need to be excellent at instructional supervision, which is crucial for monitoring, assessing, and assisting teachers (Go & Rey, 2024). Teachers' meetings, trainings, peer talks, seminars, and upgrading programs are the most popular supervision strategies in Indonesia, whereas seminars, lesson study, self-evaluation, peer discussions, and teachers' meetings are the most popular in the Philippines (Maisyaroh et al., 2021).

Teachers who receive instructional supervision are better able to design lesson plans, employ a variety of teaching techniques, and perform better in the classroom. To ensure instructors' professional development, instructional supervisors should continue to provide feedback and make recommendations to enhance the timely supervision process (Mwakajitu & Lekule, 2022). A study disclosed that each school principal had implemented intensive school-based instructional supervision, including monitoring, evaluation, innovative approaches, and assistance and support (Mejia-Tiamwatt, 2023). However, a separate study conducted in Nigeria found that instructional supervisors are not fulfilling their duties, which include regularly visiting classrooms and monitoring instructors' logbooks and teaching methods (Ubogu, 2024).

A study conducted in Pakistan claimed that principals engage in dialogue and take action to raise the standard of instruction. After documenting their observations, they monitor the problems facing their teaching personnel. Teachers who perform well are acknowledged and rewarded (Arsad et al., 2025). A study in Uganda revealed that ambitious targets are a challenge for instructional supervisors. They are overburdened and experience mediocrity; instructional supervisors lack financial incentives; some instructors refuse to acknowledge their limitations; supervisors face difficulties due to teachers' lack of time; and some supervisors are limited in their ability to provide services (Catherine & Andala, 2024).

Many studies have examined instructional supervision and its effects on teacher performance using quantitative or mixed-method approaches. However, there is still a limited number of qualitative research that fully captures the lived experiences and personal meanings of school heads when conducting supervision. This methodological gap underscores the need for a phenomenological approach to reveal school heads' complex

feelings, perspectives, and coping mechanisms in managing their supervisory responsibilities. The study offers a more thorough understanding of how school heads carry out instructional supervision by focusing on their subjective experiences and on classroom practices, professional development, and the motivation of the teachers under their supervision.

This study aimed to understand what school heads experienced when they closely supervised teachers in their respective schools. It looked into their personal and professional narratives as school heads, what the experience meant to them, the problems they faced, and how they navigated them. By listening to school heads and focusing on their voices, the study aimed to provide practical ideas that could make instructional supervision more meaningful and useful. It also explored how school heads experienced and carried out instructional supervision for teachers in need of scaffolding to improve teaching practices and learner outcomes.

This phenomenological study holds deep significance because it gives voice to the often-unheard emotional and professional experiences of school heads who provide intensive instructional supervision to teachers, particularly those who need close supervision. While supervision is designed to support and enhance teaching, the reality of closely observing and evaluating teachers' performance in the classroom may require school heads' determination and resilience. Thus, classroom teachers may then realize the essence of what their school heads provide for them.

Moreover, by documenting school heads' actual experiences, the results may assist school administrators in understanding their experiences when providing instructional supervision. It may lead to the development of professional events, such as seminars, that help school administrators carry out their duties more effectively. To influence teachers not

only as professionals but also as individuals on a very personal journey of learning and self-discovery as educators, school administrators can gain a deeper understanding of the complexities and demands of supervisory roles.

Theoretical Framework

This phenomenological study was anchored on the Humanistic Theory of Carl Rogers (1951) and the Constructivist Theory of Lev Vygotsky (1930).

Rogers first presented his Humanistic Theory in 1951. According to the study, teachers, like everyone else, do best in settings that promote psychological safety, empathy, and respect - conditions that are frequently questioned or strengthened through instructional monitoring. The theory places a strong emphasis on the value of empathy, unconditional positive regard, and each person's potential for self-actualization.

Because it is grounded in the notion that people flourish in settings where they feel appreciated, understood, and supported, Carl Rogers' Humanistic Theory is highly relevant to this research. This idea sheds light on how school administrators impact or influence the teachers under their supervision in the context of instructional supervision. Rogers' focus on psychological safety and empathy aligns with the study's objective of examining school administrators' actual experiences supervising instructors who may require monitoring and guidance to enhance their teaching abilities. By using this idea, the study is better able to decipher the subtle emotional undertones and introspective thoughts that surface from the accounts of school heads.

Principal supervision in Indonesian vocational high schools (SMKs) often remains administrative and compliance-oriented, limiting teacher development and fostering a disempowering educational environment. This study reconceptualizes supervision through

a humanistic lens, emphasizing empowerment over control, based on Carl Rogers' personcentered philosophy. Findings highlight the centrality of principal personality and a supportive school climate in empowering teachers (Gunadi et al., 2025).

Furthermore, Lev Vygotsky's Constructivist Theory, especially the sociocultural viewpoint, describes how people build knowledge through directed learning, cultural resources, and social interaction. Because it emphasizes the importance of guided support in helping people realize their potential, Vygotsky's Zone of Proximal Development (ZPD) concept is particularly pertinent relevant. Vygotsky's constructivist theory is equally important because it offers a framework for understanding how instructors learn and grow through social interaction and guided support. Feedback, mentoring, and group reflection are common components of instructional supervision and essential to Vygotsky's Zone of Proximal Development (ZPD) theory. This idea clarifies how supervision can act as a scaffold for professional development, enabling educators to push their limits with the assistance of more experienced individuals.

When applied to instructional supervision, this theory clarifies how school administrators can support teachers in developing their professional identities and expertise through discussion, feedback, and group reflection. To accomplish the goal of these conversations, school administrators may need to observe subtle interactions between teachers in certain situations. Vygotsky's theories of scaffolding and the Zone of Proximal Development (ZPD) are used to differentiated instruction in this study. It demonstrates how student outcomes are improved by customizing learning experiences to individual readiness and social interaction. Anchored on the Vygotsky's Zone of Proximal Development (ZPD) (1930), the study by Gading (2024) stressed that school administrators are given the responsibility of keeping an eye on the teaching-learning process to guarantee its efficacy.

By routine observation, evaluation, and comments, they can pinpoint areas that need work and give teachers focused assistance.

Conceptual Framework

This qualitative study identified the following theme clusters as findings of the study: providing instructional supervision as a developmental and support process for teachers; dealing with multifaceted challenges in instructional supervision; embracing adaptive and collaborative leadership practices in addressing instructional supervision challenges; and viewing instructional supervision as a transformative, collaborative, and developmental leadership practice.

Providing Instructional Supervision as a Developmental and Support Process for Teachers. Through ongoing coaching, assessment, and professional development, educational supervision is essential in helping instructors perform better. As supervisors, principals are expected to serve as advisors and facilitators who understand teachers' needs and offer constructive criticism for development (Desrianti & Asmendri, 2024). Like other institutions, educational institutions rely heavily on the efficiency of their human resources, among other elements that are crucial to achieving institutional objectives. Positive learning outcomes in schools are facilitated by the caliber of teachers employed by a particular educational system (Oluwakemi, 2023). A democratic and welcoming environment that guarantees teacher-supervisor participation in decision-making and a professional working relationship must be developed within institutions for supervision to have pedagogical value. If they wish to make positive changes, all parties involved must reevaluate the supervision issue and treat it more seriously by allocating enough funds and time (Estaji & Ghiasvand, 2022).

Addressing Multifaceted Challenges in Instructional Supervision. Providing prompt, helpful criticism is essential for instructors' professional growth and, in turn, improves students' educational experiences (He et al., 2024). However, instructional supervisors faced various challenges that affected the effective implementation of supervision. These were problems in selecting and assigning the right persons as instructional supervisors, lack of supervision manuals, lack of adequate budget, facilities and materials, resistance of teachers to supervision due to lack of awareness of the importance of supervision, excessive workloads of principals, and lack of right training for supervisors (Terra et al., 2019). Persistent systemic barriers, including overstretched capacities, resource deficits, overloaded\ work demands, and disengaged stakeholders, constrain administrators' supervisory effectiveness (Arif et al., 2023). A qualitative study highlighted instructional supervision challenges, including time management, classroom procedures, pedagogical approaches, and teacher responses to feedback (Andal, 2024).

Teacher training has grown crucial in today's cutthroat world, particularly to meet the evolving needs of the teaching profession. Additionally, it is essential since it raises teachers' standards so they can adapt to the evolving nature of the field. However, there are not many qualified teachers available, and those that are not deterred for various reasons. Children's academic achievement has traditionally been regarded as a gauge of teachers' effectiveness; however, this often leads to children's subpar academic performance. As a result, stakeholders are constantly criticizing how well teachers do their jobs (Oluwakemi, 2023). Supervisors can acquire the necessary instructional competence through training. Supervisors use this knowledge to help instructors become more effective by providing teachers with assistance and training through seminars and workshops following their

training (Mwakajitu & Lekule, 2022). As they gained experience, teachers' perceptions of the school's supporting environment improved (Kilag et al., 2023).

Adopting Supervisory Strategies and Responsive Practices in Instructional Supervision. Supervision is one way to determine which areas teachers need training in. Supervisors can reassure teachers that they are capable of carrying out their teaching tasks, encourage them to develop their abilities, and support them to give genuine attention to their duties and obligations. This enables supervisors to monitor instruction and promote instructor motivation. Teachers nevertheless need oversight from multiple sources, even if they are deemed capable of carrying out their duties in line with the qualifications they held before being appointed (Oluwakemi, 2023). School principals have an equally important, though more indirect, influence on the educational environment, even though teachers are on the front lines of delivering instruction. Through their instructional leadership practices, principals play a critical role in guaranteeing that teachers receive adequate professional development support and that effective instructional strategies are implemented in the classroom (He et al., 2024).

School supervisors use the following strategies to practice effective supervision for the four types of instructors: instruction for lazy teachers, consultation for unfocused teachers, involvement for storytelling teachers, and delegation for professional teachers. If the four methods and behaviors for teachers' character development are applied in supervisory practice, the intended results will be achieved (Prasetia et al., 2022). Supervisory tactics that model effective teaching techniques, provide constructive feedback, and provide a collaborative learning environment enhance teachers' job effectiveness (Difoni et al., 2025).

Fostering Continuous Development and Sustained Instructional Effectiveness.

Quality supervision is necessary to oversee, counsel, assist, and guide teachers to obtain quality teachers, which is essential for quality teaching. Teachers advance professionally after receiving multiple supervisions (Mwakajitu & Lekule, 2022). Teachers can refresh their knowledge and skills through instructional supervision, which helps them adapt to new ways of teaching. Improving teaching and learning outcomes is the main goal of these tactics. Effective time management in schools is ensured by regular, timely supervision of teachers, combined with professional assistance, which not only reduces instructional time waste but also encourages the timely execution of their obligations (Difoni et al., 2025).

Next page shows the Schematic Diagram of the Study.

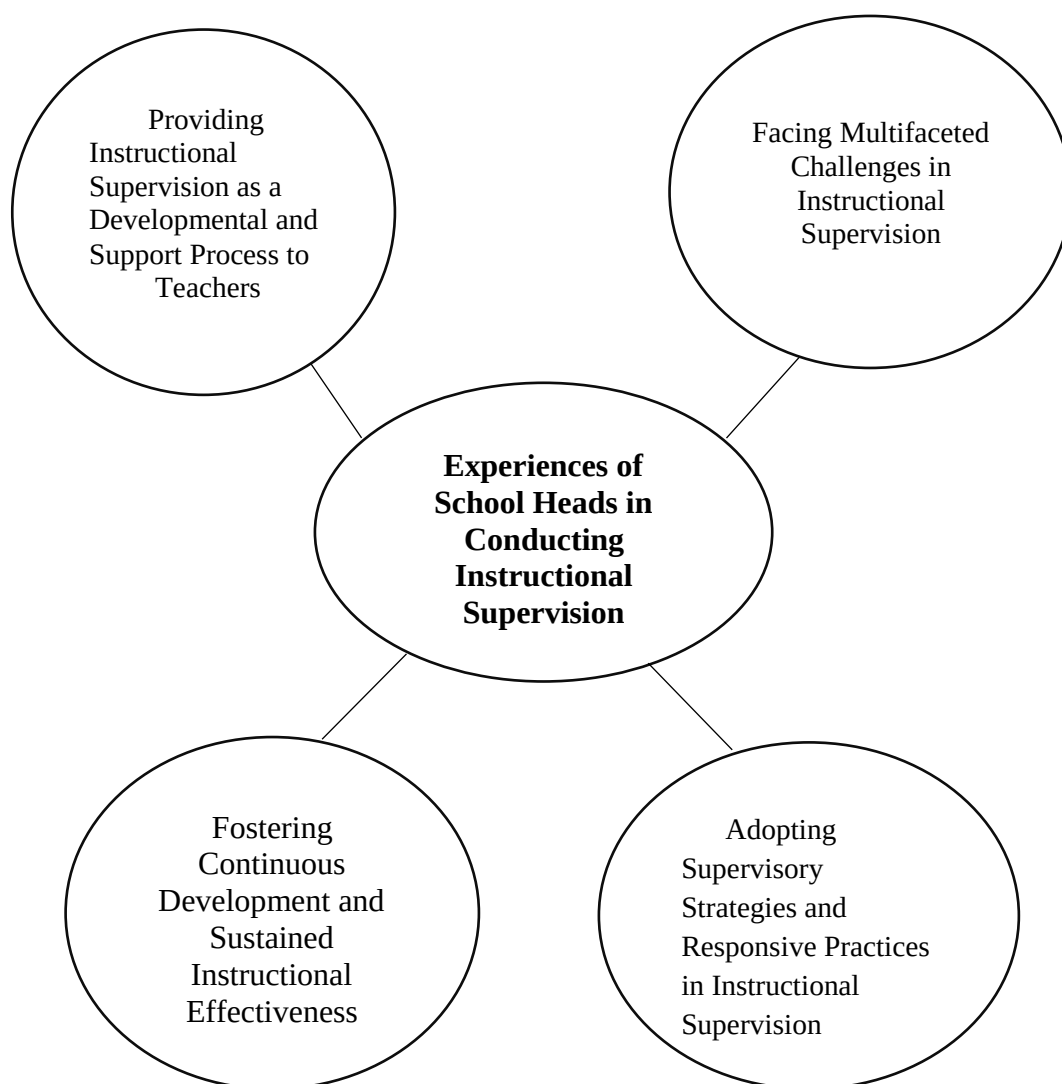


Figure 1. Schematic Diagram of the Study

Statement of the Problem

This study explored the experiences of school heads in conducting instructional supervision. It was conducted in the District of Calamba, Division of Misamis Occidental.

This study sought answers to the following research questions:

1. What are the experiences of school heads in conducting instructional supervision?
2. What challenges do school heads encounter in the process of supervising instruction?
3. How do school heads cope with or address the challenges they face during instructional supervision?
4. What meanings and insights do school heads derive from their experiences in conducting instructional supervision?

Chapter 2

RESEARCH METHODOLOGY

Design

The study utilized a descriptive phenomenological design by Edmund Husserl (1913). Phenomenology is a research design that describes the common meaning of the lived experiences of several individuals about a particular phenomenon (Webb & Welsh, 2019). This design was considered suitable for the study, as it provides a deep exploration of school heads' experiences while performing instructional supervision.

Setting

The study was conducted in selected elementary schools in Calamba District, Division of Misamis Occidental. This municipality is known as the Journalism Capital of Misamis Occidental, where learners reach the National Schools Press. The Municipal LGU extends evident support to all the projects and programs of the Department of Education. However, a number of teachers in the District have been observed demonstrating teaching practices that require close supervision by their school heads.

Participants

The participants of this study were ten school heads working in public elementary schools in Calamba District, Division of Misamis Occidental. Data saturation was the basis of the actual number of participants. The participants were identified through the purposive sampling technique. The following were the inclusion criteria in selecting the participants: 1) school heads for at least 2 years; 2) experienced giving follow-up instructional supervision to teachers; and 3) gave consent to participate in the study.

Instrument

The study used a semi-structured Interview Guide to allow the participants to share their thoughts, feelings, and personal stories in a conversational yet focused manner. The guide questions were reviewed by experts in the field. Pilot interviews were conducted to establish reliability of the instrument in gathering the data. The Opening Question focused on the participants' perceptions of the importance of instructional supervision. The Core Questions focused on the participants' lived experiences, challenges, coping mechanisms, and reflections related to providing instructional supervision to selected elementary teachers. The Exit Question focused on the participants' insights related to the phenomenon being explored.

Data Gathering Procedure

Before gathering the data, the researcher sought permission from the Dean of the Graduate School of Misamis University and the Schools Superintendent of the Division of Misamis Occidental for the conduct the study. After approval was obtained, the researcher informed the District Supervisors regarding the study. After obtaining the necessary approvals, the researcher prepared the consent form for the school heads as the actual participants. The data gathering was conducted only within the school premises. The researcher personally conducted the interviews among the participants. The answers were handled with confidentiality. The answers were recorded properly and analyzed to find patterns and meanings. The data gathered were transcribed for analysis and interpretation. The draft of the manuscript was presented to the participants for validation purposes.

Ethical Considerations

The paper was reviewed by the Misamis University Research Ethics Committee before data collection. The researcher asked participants to take part voluntarily to ensure the study's ethical conduct. The participants were informed that they would not be harmed in any way. Respect was prioritized for the dignity of the participants. The security of participants' information, the confidentiality of study data, and the anonymity of research participants were guaranteed. Moreover, deception and exaggeration regarding the research's aims and objectives were avoided. Affiliations in any form, sources of funding, as well as any possible conflicts of interest, were declared. Finally, all communication about the research was conducted with honesty and transparency, and any misleading information and misinterpretations of primary data findings were avoided. The interviews were conducted outside school hours and at the venues as preferred by the participants.

The researcher asked the participants to sign the Informed Consent Form as proof of their voluntary participation, with the assurance that only the researcher would have access to the research data. They were also informed that they could withdraw from participation at any point in the study. They were assured that the research data would be discarded six months after the research findings would be presented to the Thesis Committee.

Data Analysis

The study used Colaizzi's method of phenomenological analysis to explore participants' lived experiences related to the phenomenon under investigation. This method involves the following steps:

Making sense of or acquiring a feeling for the protocol. The first step in Colaizzi's (1978) data analysis method involves acquiring a deep understanding of the research protocol. The researcher reviewed the study's protocols for clarity and consistency, accurately transcribed the interview data, and checked the transcripts to ensure alignment with the interview content. This process ensured that no alterations or inconsistencies occurred. To protect confidentiality, participant names were replaced with unique response numbers, maintaining anonymity and privacy.

Extracting Significant Statements. The second step involves extracting significant statements (SS) from the transcriptions. The researcher identified phrases or sentences directly related to the phenomenon (Colaizzi, 1978) and selected the most relevant ones that capture participants' experiences. These statements were organized in a table and coded consecutively (e.g., SS1-SS111) for clear identification and organization. The researcher carefully selected meaningful quotes and moments from the school heads' narratives that reflected their experiences with instructional supervision, thoughtfully organizing them to begin making sense of what they shared.

Formulation of Meanings. After extracting the significant statements (SS), the researcher formulated meanings (FM) to ensure fidelity to participants' original intentions and avoid misinterpretations. Each meaning was checked for consistency and accuracy. Following Colaizzi's (1978) guidelines, the researcher aimed to uncover deeper meanings and multiple perspectives, ensuring a direct connection to the data. To ensure validity, the researcher regularly consulted with her adviser. After formulating the meanings, they were organized into thematic clusters reflecting key patterns across the data. The researcher examined each meaningful statement to explore what it revealed about the school heads' experiences in providing instructional supervision to elementary classroom teachers.

Organizing the Cluster Themes. The next step involves organizing the formulated meanings into cluster themes. The researcher re-read the transcripts, reviewed the significant statements (SS) and formulated meanings (FM), and identified key themes. Similar meanings were grouped into cohesive clusters, each representing a central aspect of participants' experiences. The researcher consulted with the adviser to validate and refine the themes, ensuring they accurately reflected the participants' lived experiences and provided insight into the study's central issues. The researcher brought together similar insights and ideas, grouped them into themes that reflected the shared struggles and experiences of the school heads.

Integration of Results and Exhaustive Description. The fifth and sixth steps of Colaizzi's method involved integrating the results into a comprehensive description of the phenomenon. The researcher synthesized the theme clusters and their meanings into a coherent narrative, carefully reviewing the data to ensure that all aspects were captured. This process aimed to identify the phenomenon's fundamental structure, providing a detailed account of participants' challenges and experiences in instructional supervision. The researcher synthesized the clustered themes into an exhaustive description capturing the essence of the school heads' emotional, social, and personal experiences with instructional behavior.

Validation. The final step in Colaizzi's method involves validating the findings. To ensure the accuracy and authenticity of the results, the researcher returned to the participants to validate the descriptive findings. Participants were given a copy of the detailed description and asked to confirm whether it accurately reflected their experiences and challenges while providing instructional supervision. The researcher allowed participants to review the findings and offered feedback. All participants had the chance to

verify whether the exhaustive description aligns with their personal experiences. After the participants confirmed the accuracy of the findings, the researcher finalized the analysis, ensuring that the results are valid and grounded in the participants' actual experiences.

Chapter 3

RESULTS AND DISCUSSION

This study explored the experiences of school heads in conducting instructional supervision. The following is the demographic profile of the participants: Participant 1: 55 years old, female, 17 years as School Head, School Principal I; Participant 2: 53 years old, female, 14 years as School Head, School Principal – I; Participant 3: 42 years old, male, 3 years as a School Head, Head Teacher-2; Participant 4: 50 years old, female, 3 years as a School Head, Head Teacher-I; Participant 5: 54 years old, female, 10 years as a School Head, School Principal I; Participant 6: 50 years old, female, 1 year as School Head, School Head; Participant 7: 40 years old, female, 2 years as School Head, Head Teacher II; Participant 8: 56 years old, female, 14 years as a School Head, School Principal-I; Participant 9: 59 years old, female, 5 years & 8 months as School Head, School Principal; Participant 10: 61 years old, female, 19 years as a School Head, Head Teacher III.

Colaizzi's Seven-Step Method of Data Analysis

1. *Making sense or acquiring a feeling for the protocol.* Before conducting the data analysis, the protocols formulated for this study were properly reviewed. The data were transcribed from the interviews, and the transcripts were reviewed several times to ensure consistency between the transcript and the recorded interview. This process involved ensuring that what the participants wanted to convey was not lost during the transcription. The participants, as school heads, could speak English, being teachers themselves. Hence, the interviews were done in English, and the participants used the same

language in their responses. The written transcriptions of the participants did not include their names to protect privacy and confidentiality.

2. *Extracting Significant Statements.* The next step was lifting the significant statements from the transcriptions. Relevant statements were identified and extracted from each participant's transcript, according to the phenomenon under investigation. The significant statements were presented in a table format to align with the transcription of the participants' feelings or information. Each transcription was analyzed after each interview, and the Significant Statement [SS] was used as a code or number, consecutively, for participants 1 to 10. A total of 111 Significant Statements [SS] were extracted from the ten participants of the study.

3. *Formulation of Meanings.* After extracting the significant statements from the transcription, the researcher's next step was to get the Formulated Meanings [FMs] taken from the Significant Statements. Since the formulation of FMs was intricate, the researcher ensured that she did not deviate from the intended meanings to meanings unrelated to the study. Therefore, the researcher always checked and verified the Significant Statements for accuracy and consistency of the formulated FMs. The FMs were numbered from 1 to 111. According to Colaizzi (1978), in finding these Formulated Meanings, the researcher had to discover and illuminate the hidden meanings, considering the various contexts and horizons of the phenomenon described in the original transcript. To ensure it was always guided and focused on formulating FMs, the researcher submitted it to her adviser for validation. After all the FMs were formulated, the researcher then created the theme clusters from the formulated meanings.

4. *Organizing the cluster of themes.* The next step was to organize the cluster themes from the Formulated Meanings. This was achieved by re-reading the transcripts

and reviewing the Significant Statements (SS). It meant focusing on the statements made by the research participants during the interview process. Thus, at this end, the Formulated Meanings (FM) were derived. It meant that from the Significant Statements (SS) as extension (particular), the Formulated Meaning (FM) was taken as a comprehension (universal idea) from the extension. The researcher consulted her adviser regarding the Formulated Meanings, Themes, and Theme Clusters. The following are the Theme Clusters and corresponding themes identified in the study:

Theme Cluster 1: Providing Instructional Supervision as a Developmental
and Support Process to Teachers

Theme 1: Instructional impact

Theme 2: Professional Support and Leadership

Theme Cluster 2: Addressing Multifaceted Challenges in Instructional Supervision

Theme 1: Time Constraints

Theme 2: Teacher Resistance

Theme 3: Teacher Anxiety

Theme 4: Feedback Hesitancy

Theme 5: Artificial Teaching

Theme 6: Teacher Mindset

Theme Cluster 3: Adopting Supervisory Strategies and Responsive Practices in
Instructional Supervision

Theme 1: Reflective Coping and Coaching

Theme 2: Collaborative Approach/Support

Theme 3: Trust Building

Theme 4: Evidence-Based feedback

Theme 5: Strategic Supervision

Theme Cluster 4: Fostering Continuous Development and Sustained Instructional Effectiveness

Theme 1: Continuous Development

Theme 2: Supportive Environment

Theme 3: Teacher Empowerment

5-6. Integration of Results and Exhaustive Description.

Providing Instructional Supervision as Developmental and Support Process to Teachers

Providing instructional supervision as a developmental and support process emphasizes the role of school heads as facilitators of teacher growth rather than mere evaluators of performance. In this approach, supervision focuses on guiding teachers through constructive feedback, continuous coaching, and reflective practice, helping them refine their instructional strategies over time. It fosters a positive and collaborative environment in which teachers feel supported and motivated to enhance their teaching for the benefit of learners. When school heads focus on teachers' strengths while addressing areas for improvement, this may encourage teachers to seek professional learning and exposure to develop greater confidence in themselves and their teaching performance. Looking at supervision as a development process fosters continuous professional development geared toward achieving the desired student learning outcomes. Two subthemes were identified: instructional impact and professional support and leadership.

Instructional Impact. Through systematic classroom observations, constructive feedback, and continuous support, school heads help teachers refine their instructional strategies, strengthen content delivery, and address learners' diverse needs. Instructional

supervision promotes reflective practice, encouraging teachers to assess and improve their own teaching methods. It also ensures that classroom instruction aligns with curriculum standards and learning objectives.

Three of the participants gave the following statements:

“Instructional supervision is very important because it directly influence the quality of teaching and learning in the school.” (P1)

“Instructional supervision is critically important in education, acting as a backbone for school improvement. I bridge the gap between teacher performance and learner outcomes.” (P3)

“We can identify the strengths and areas for development.” (P8)

Participant 1 emphasized that instructional supervision directly influences the quality of classroom instruction and student learning. School heads can help the teachers identify the areas in their teaching that need improvement. For Participant 3, instructional supervision serves as a compass for teachers' teaching effectiveness, with feedback that can be given leading to improved teaching and better student outcomes. On the other hand, Participant 8 claimed that supervision involves recognizing the teachers' strengths and identifying weaknesses that require scaffolding. In this vein, the diagnostic function of supervision is demonstrated and designed to assist teachers in improving their teaching competence.

Professional Support and Leadership. School heads provide assistance, guidance, and capacity-building opportunities to help teachers improve their instructional practices and professional growth. The supervision conducted may not regard the evaluation results as an indication of the actual level of teachers' teaching competence, but rather as a forum for professional feedback. Some teachers may need guidance and support to improve their teaching skills, and school heads can be valuable for professional scaffolding. The

constructive feedback provided during the post-observation conference can be a valuable opportunity for teachers willing to improve their teaching competence.

The following statements were given by two of the participants:

“Through instructional supervision I am able to provide teachers with guidance and feedback, and support that improve instructional practices.” (P1)

“I help teachers refine classroom management and assessment strategies.” (P8)

Participant 1 emphasized that instructional supervision serves as a platform for providing teachers with guidance, feedback, and support that directly contribute to improving their instructional practices. This suggests that supervision is not merely evaluative but developmental. Teachers can assist them in improving professionally and becoming more effective in teaching learners. Participant 8 highlighted the importance of guiding teachers on how to manage their classes more effectively and conduct appropriate assessment strategies to facilitate the teaching-learning process. School heads can strengthen their teachers' instructional competence by specifically identifying the aspects of teaching that need proactive attention.

Moreover, school heads or instructional coaches work collaboratively with teachers. They need to analyze learner needs, assessment data, and classroom practices to determine how instruction can be adjusted to better support students. Instead of directing teachers on what to do, coaches facilitate reflection, ask guiding questions, and help teachers identify strategies that promote active engagement, understanding, and achievement among learners.

The following statement was given by one of the participants:

“I have profoundly shaped a perspective that prioritizes learners-centered approaches fostering active exploration and real-life application to boost engagement and retention.” (P6)

Participant 6 highlighted a strong realization shaped by instructional supervision, emphasizing a shift toward a learner-centered approach in teaching. It shows that through professional experiences, school heads gain a deeper understanding of the importance of prioritizing learners' active participation in the teaching-learning process. By fostering active exploration, students are encouraged to engage in hands-on, inquiry-based, and meaningful learning experiences that connect classroom lessons to real-life situations. This approach enhances learner engagement, motivation, and knowledge retention because students can construct understanding through experience and application.

Participant 9 gave the following statement:

“As a school principal, instructional supervision is more than management; it is the lifeblood of effective school leadership. Guiding instruction is not simply an obligation; it is the defining responsibility of a principal.” (P9)

The statement above emphasized the central and transformative role of instructional supervision in school leadership. It highlights that supervision is not merely an administrative or managerial task to be performed as part of a school head's responsibilities. It is the driving force behind the school's overall effectiveness, as demonstrated by teachers' teaching performance. The participant underscored that guiding teaching and learning is essential to ensuring school success and improving learner outcomes. With the evident instructional leadership of the school heads, who go beyond routine obligations, they serve as a valuable resource for classroom teachers to enhance their teaching competence.

Education is a tool for changing people's lives and a foundation for progress. Schools are locations where formal education is provided. The role of instructional supervisors is to assist teachers in their position as facilitators of student learning. Certainly, when instructional supervision encompasses a comprehensive view of all educational

administrative activities, effective leadership can be fostered, thereby contributing to the supervision's overarching purpose. Indeed, enhancing instructional perspectives through methods such as classroom observation and meetings with educators underscores the role of instructional supervision in improving the teaching-learning process. Supervisors' guidance, assistance, and support are critical to the effectiveness of the teaching-learning process (Andal, 2024). School supervisory services are supposed to contribute to the creation of a unified, standardized, high-quality school system. This implies that school supervisors are expected to undertake three sets of tasks, including support, evaluation, and liaison at schools to achieve the supposed unified and standardized school system. School supervisors must be able to facilitate both vertical and horizontal communications. They are expected to promote vertical communication, informing schools about policies and rules and the ministry about the needs and realities in schools, and to facilitate horizontal interactions and networking between schools (Abera, 2020). A study found instructional leadership a significant predictor of teacher professional development (He et al., 2024).

Carl Rogers' Humanistic Theory emphasizes personal growth, self-actualization, and the importance of supportive relationships, which closely aligns with school heads' experiences in instructional supervision. In this context, instructional supervision reflects its impact by creating environments in which both teachers and learners can reach their full potential, consistent with Rogers' belief in facilitating growth rather than controlling behavior. The provision of professional support through guidance, feedback, and encouragement reflects the humanistic principle of unconditional positive regard, helping teachers feel valued and motivated to improve. Similarly, learner-centered coaching and a learner-centered approach resonate with Rogers' advocacy for student-centered education, where active participation and meaningful learning experiences are prioritized.

Instructional supervision is most effective when it is framed as a continuous, supportive, and growth-oriented practice that enhances both teacher competence and learner achievement. The themes of instructional impact, professional support, learnercentered coaching, and leadership role collectively suggest that school heads play a pivotal role in shaping instructional quality by providing constructive feedback, mentoring teachers, and guiding instructional decisions that are grounded in learners' needs. This approach shifts supervision from a purely evaluative function to a developmental process that strengthens teaching practices, fosters collaboration, and promotes reflective teaching.

Facing Multifaceted Challenges in Instructional Supervision

The theme reflects the complex, interconnected challenges school heads face in carrying out effective supervision. These challenges include time constraints due to heavy administrative workloads and the competing responsibilities of school heads. There are also issues related to teacher competence and instructional readiness, which may indicate educators' anxiety, reluctance toward supervision, and unwillingness to accept feedback. Thus, school heads are confronted with several concerns they need to grapple with, and sometimes, simultaneously. The following sub-themes were identified: time constraints, teacher resistance, teacher anxiety, feedback hesitancy, artificial teaching, and teacher mindset.

Time Constraints. The participants highlighted how competing demands hinder effective supervision, as school heads are often overwhelmed by administrative workloads, mandatory seminars and training sessions, and various division-, district-, and schoolrelated activities that consume much of their time. These multiple responsibilities

limit their ability to conduct regular, focused, high-quality classroom observations and meaningful pre- and post-conferences with teachers.

The following statements were given by three of the participants:

“One of the common challenges I face is limited time due to administrative workload, seminars and training, and other related division / district and school activities.” (P1)

“Many times that the scheduled IS would not be pushed through because I had a higher office callings like seminars, meeting and the teachers preparedness were affected especially when short notices of postponement happened.” (P2)

“Common challenges include teacher anxiety, time constraints, diverse teacher competence, communication barriers, limited resources, and weak follow-up.” (P3)

The participants emphasized that heavy administrative workloads, seminars, meetings, and other school-related responsibilities often limited the time available to conduct instructional supervision. These competing demands not only delayed or canceled scheduled observations but also disrupted teachers' preparedness, especially when changes occurred on short notice. As conveyed by Participant 1, one had to handle multiple tasks and work-related activities, which limited the time available to supervise teachers. For Participant 2, the scheduled instructional supervision was canceled due to unexpected demands from higher offices, compromising the teachers' preparation. On the other hand, Participant 3 conveyed challenges related to how teachers' teaching skills, with others showing anxiety regarding the conduct of supervision. Other concerns included the scarcity of school resources and communication issues.

Teacher Resistance. This theme involves fear of evaluation, which emerges as a major barrier. Resistance is often compounded by workload pressures. As expressed by Participant 3 and 10, teachers may become hesitant, defensive, or uncooperative when they

associate supervision with performance ratings rather than professional growth. This resistance is further intensified by contextual pressures such as heavy workloads and limited time.

The following statements were given by two participants:

“One major challenge I encountered was teacher resistance due to fear of evaluation.” (P3)

“Limited time, heavy administrative work and teachers resistance or anxiety towards supervision.” (P10)

When teachers are already burdened with numerous responsibilities, supervision may be viewed as an added stressor rather than a supportive opportunity, leading to avoidance behaviors such as postponing observations or disengaging from feedback. Consequently, this resistance not only affects teachers' openness during supervision but also limits the effectiveness of instructional support, as genuine reflection and improvement are less likely to occur in an environment where fear and pressure dominate.

Teacher Anxiety. This theme underscores the emotional dimension of instructional supervision, in which teachers often experience pressure and self-doubt during observation. The presence of a school head can heighten performance-related stress and fear of not meeting expectations. This anxiety is further aggravated when supervision is not conducted as scheduled, prolonging teachers' apprehension about the possible outcome and the consequent feedback from the school heads.

The following statements were given by three of the participants:

“During instructional supervision, teachers are anxious that they may not perform quality teaching.” (P6)

“Poorly conducted IS can create anxiety for teachers.” (P8)

“Some teachers may feel apprehensive about supervision; resource constraints and balancing encouragement with accountability add complexity.” (P9)

Participant 6 emphasized that teachers often experience anxiety during supervision with their school heads giving them the results of the evaluations. The teachers are expected to demonstrate their best skills, which puts pressure on them to teach as expected. This may affect the teacher's delivery of instruction and, in turn, their natural classroom performance. Participant 8 pointed out that when instructional supervision is poorly conducted, as a result of postponement, teachers are observed at short notice of the final schedules. Such can intensify teachers' anxiety. Participant 9 conveyed that teachers may feel apprehensive about being supervised, leaving school heads torn between serving as a source of encouragement and as a source of stress while acting as an evaluator of teaching performance.

Feedback Hesitancy. This challenge, encountered by school heads, often occurs when teachers feel anxious, defensive, or uncertain about how feedback will affect their performance rating or professional standing. This hesitancy may also arise from unclear communication, a lack of trust in the supervisor, previous negative experiences, or a misunderstanding of the purpose of feedback as judgment rather than support. As a result, teachers may avoid reflecting on or implementing suggested improvements, hindering their professional growth and instructional development. Three participants gave the following statements:

“Hesitant to accept feedback.” (P4)

“This challenge exists because she did not apply the technical assistance being provided during the pre-conference.” (P5)

“I encountered situation where a teacher misunderstood feedback and felt discourage requiring clarification and support.” (P10)

Participant 4 pointed out the teacher's hesitation to accept feedback, which may stem from fear of criticism, lack of confidence, or a misunderstanding of the purpose of supervision. Participant 5 pointed out that difficulties arise when teachers do not apply the technical assistance provided during pre-conference sessions, suggesting a gap between supervisory guidance and classroom implementation that can hinder instructional improvement. Participant 10 cited situations in which feedback was misunderstood, leading to discouragement and a need for further clarification and emotional support.

Artificial Teaching. This condition often occurs when teaching is done merely for compliance, observation, or performance - such as when a teacher delivers a scripted or overly rehearsed lesson during evaluation rather than facilitating meaningful learning. In some contexts, it may also refer to an overreliance on technology or automated tools that reduces real interaction, critical thinking, and student engagement.

Two participants stated:

“During a scheduled classroom observation, a teacher became visible anxious and altered their usual teaching strategy.” (P3)

“Teachers and learners behavior change during Instructional Supervision... it’s no longer the real scenario.” (P8)

The two participants claimed that during instructional supervision, the teachers would change their teaching methods. Teachers and students demonstrate a different teaching-learning presentation. They feel obligated to act differently to meet the perceived expectations, resulting in performances that do not accurately reflect everyday teaching and learning conditions. Such an unnatural way of classroom interaction can limit the validity of observations and obscure genuine instructional needs.

Teacher Mindset. This mindset refers to the set of beliefs, attitudes, and perceptions that teachers hold about teaching, learning, and their own abilities as educators. It influences how they approach instruction, respond to challenges, accept feedback, and support student learning. For example, a teacher with a growth mindset believes that skills and abilities can be developed through effort, reflection, and continuous learning, making them more open to improvement and innovation.

The study identified this as a critical internal factor affecting teacher improvement, as observed during instructional supervision. This resistance to change stems from teachers' beliefs that their abilities and practices are already sufficient or unchangeable. This belief limits their willingness to reflect, accept feedback, and implement suggested improvements, thereby hindering the effectiveness of supervision efforts. Instead of viewing feedback as a pathway to growth, teachers with a fixed mindset may perceive it as criticism, leading to defensiveness or disengagement.

The following statements were given by two of the participants:

“The attitude of teachers, fixed mindset, will not do revisions of LPs as agreed.”
(P4)

“Some teachers have fixed mindset... even if how many times I will provide technical assistance but still as if nothing happens.” (P8)

Participant 4 noted that some teachers resist change by refusing to revise lesson plans even after agreements are made, indicating a lack of openness to improvement and feedback. Participant 8 emphasized that despite repeated technical assistance and support from the school head, some teachers show little to no improvement, suggesting that their fixed mindset prevents them from applying new learning or modifying their instructional practices.

Multiple obligations, a lack of qualifications, teachers' negative attitudes toward monitoring, inadequate training for school directors and a high number of instructors, and poor communication skills were among the challenges this study identified. School boards must relieve school heads of certain duties (Chiwamba & Kigobe, 2022). A study revealed that head teachers faced moderate challenges in key areas such as a lack of teaching staff, low teacher motivation and cooperation, an overloaded curriculum, high student absenteeism, and declining parental respect. In contrast, issues such as facilities, teacher workloads, and transfers were less of an obstacle. Persistent systemic barriers related to overstretched capacities, resource deficits, overloaded work demands, and disengaged stakeholders constrain administrators' supervision effectiveness (Arif et al., 2023).

Another study highlighted challenges such as time management, classroom procedures, pedagogical approaches, and the management of teachers' reactions to feedback (Andal, 2024). A study found that while instructional supervision promotes effective classroom instruction, improves learning outcomes among pupils/students, and helps teachers cover the scheme of work, head teachers faced challenges such as heavy work overload, lack of funding/resources, and negative attitudes among teachers (Kubura, 2022).

Effective instructional supervision requires school heads to employ intentional, adaptive, and relationship-centered strategies that promote teacher growth and improve instructional quality. The themes of reflective coping and coaching, collaborative approach/support, trust-building, evidence-based feedback, strategic supervision, and teacher empowerment collectively suggest that supervision is most effective when grounded in reflection, open communication, and professional partnership. This approach emphasizes the importance of building trust, using objective, data-informed feedback, and

applying strategic, well-planned supervisory actions that respond to teachers' needs and classroom realities.

Adopting Supervisory Strategies and Responsive Practices in Instructional Supervision

The theme highlights how school heads respond to the complexities of instructional supervision by adopting flexible, responsive, and partnership-oriented leadership approaches. Instead of viewing instructional supervision solely as teacher evaluation, they may foster open communication to build trust and support shared decision-making, thereby supporting teachers. School heads can actively involve teachers in reflective dialogue and problem-solving processes, making supervision a collaborative effort toward improvement for learners' benefit. The following sub-themes were identified: reflective coping and coaching, collaborative support/approach, trust building, evidence-based feedback, and strategic supervision.

Reflective coping and coaching. School heads encounter issues and concerns during instructional supervision. They need to be keen on examining their experiences and challenges to identify areas for improvement, not only for teachers but also for themselves as administrators. Instead of reacting impulsively to difficulties - such as students' reliance on artificial intelligence in writing - teachers engage in self-reflection, evaluating what strategies work, what needs adjustment, and how their beliefs about teaching and learning may evolve. Through this ongoing reflection, they develop more effective, flexible approaches, such as redesigning writing tasks, promoting critical thinking, and guiding ethical use of technology. Reflective coping highlights the importance of awareness, continuous learning, and intentional decision-making as teachers navigate complex educational changes.

The following statements were given by four of the participants of the study:

“When I encountered challenges in supervising instruction, I respond by maintaining a supportive, collaborative and solution-focused approach.” (P3)

“I respond by being calm, reflective and being flexible and focused to improving learning outcomes.” (P4)

“Be calm and listen to the teacher. Orient also the teachers of the tool so that they would really know how you rated him or her and by then they could realize and reflect their teaching also.” (P5)

“I respond by communicating openly, listening to teachers’ concerns, and providing constructive and supportive feedback.” (P10)

Participant 3 emphasized a collaborative and solution-focused approach, showing that effective supervision involves working with teachers rather than imposing authority. Similarly, Participant 4 underscored the importance of staying calm, reflective, and flexible, suggesting that thoughtful self-regulation helps leaders respond more effectively to complex situations while keeping student learning as the priority. Participant 5 highlighted the value of active listening and clear orientation, noting that transparency in evaluation processes encourages teachers to reflect on and improve their own practices. Lastly, Participant10 reinforced open communication and constructive feedback as essential strategies for building trust and fostering professional growth. Taken together, these statements demonstrate that successful coping involves emotional control, reflective thinking, and strong interpersonal communication to support teachers and enhance instructional outcomes.

Collaborative support/approach. School heads and teachers need to work together to address challenges and improve instructional practices. Rather than relying on top-down decision-making, this approach values shared responsibility, open communication, and mutual support in achieving common educational goals. Through collaboration, school

heads and teachers can share ideas, reflect on their practices, and co-develop strategies that enhance student learning, particularly in complex areas such as teaching writing in the age of artificial intelligence. Effective problem-solving and professional growth are strengthened when individuals engage in dialogue, provide constructive feedback, and build a supportive learning community grounded in trust and cooperation.

Four participants gave the following statements:

“Collaborative, reflective and focused on learners needs.” (P4)

“I adapt a structured collaborative approach focus on problem solving, relationship building and continuous improvement.” (P8)

“This collaborative approach empowers teachers and creates meaningful learning experiences for learners.” (P9)

“Collaborative Pre and Post observation conferences and focus on strengths before addressing areas for improvement.” (P10)

Participant 4 emphasized that collaboration should be grounded in reflection and centered on learners’ needs, showing that teamwork is most effective when it directly supports student outcomes. Participant 8 expanded on this by describing a structured form of collaboration that prioritizes problem-solving, relationship-building, and continuous improvement, indicating that collaboration is not merely interaction but a purposeful, ongoing process. Participant 9 pointed out that such an approach empowers teachers, giving them a sense of ownership and confidence, which in turn leads to more meaningful and engaging learning experiences for students. Finally, Participant 10 highlighted practical implementation through pre- and post-observation conferences, where collaboration is used to provide balanced feedback - recognizing strengths first before addressing areas for growth.

Trust building. School heads and teachers need to establish trust between them. It is a crucial leadership practice that fosters a positive, productive, and growth-oriented school environment. It involves establishing open and honest communication, showing respect for teachers' professional judgment, and consistently demonstrating fairness, transparency, and integrity in decision-making. When school heads actively listen to teachers' concerns, provide constructive and supportive feedback, and involve them in collaborative processes, they foster a sense of psychological safety in which teachers feel valued and heard. Trust is further strengthened when leaders follow through on commitments, recognize teachers' efforts, and approach supervision as a partnership rather than an evaluation. By building trust, school heads encourage teacher engagement, openness to feedback, and willingness to innovate, ultimately leading to improved instructional practices and better learning outcomes for students.

Participants 3, 6, 7, and 8 gave the following statements:

"Build trust, provide clear feedback, follow up consistently, adapt to teacher needs, and celebrate improvements to foster a culture of continuous learning." (P3)

"When facing challenges, I initiated open dialog to build trust and reframe supervision as collaborative support rather than criticism." (P6)

"Building connection to my teachers. By strengthening relationship and improve instructional practices and enhances the overall quality of teaching and learning." (P7)

"Target the root cause and find solution. Build trust and maintain respect." (P8)

Participant 3 highlighted a comprehensive and structured approach to supervision. It emphasizes that effective supervision is not a one-time event but an ongoing process that involves clarity, responsiveness, and recognition of progress. By adapting to teachers' needs and acknowledging their improvements, school heads help create a positive

environment that motivates teachers to continue growing. On the other hand, Participant 6 underscored the importance of communication in reducing resistance and anxiety. Open dialogue allows teachers to express concerns and understand that supervision is intended to support rather than judge them. Supervision is viewed as a shared process that encourages cooperation and openness to feedback.

For Participant 7, the school head emphasized the role of relationships in supervision. Establishing strong connections with teachers fosters mutual respect and trust, which are essential for effective collaboration. When teachers feel valued and supported, they are more likely to engage in reflective practices and improve their instructional methods, ultimately benefiting student learning. Lastly, Participant 8 reflected a problemsolving orientation grounded in professionalism and empathy. Instead of addressing surface-level issues, school heads focus on identifying underlying problems and working collaboratively with teachers to develop appropriate solutions. Maintaining trust and respect throughout this process ensures that teachers remain receptive and committed to improvement.

Evidence-based feedback. School heads need to provide teachers with clear, objective, and specific feedback grounded in actual classroom observations, student outputs, and measurable teaching practices rather than personal opinions or assumptions. This type of feedback focuses on concrete evidence such as observed instructional strategies, student engagement levels, and assessment results to highlight both strengths and areas for improvement. By using data and observable facts, school heads ensure that feedback is fair, transparent, and credible, which helps build trust and encourages teachers to reflect on their practice.

Participants 1 and 2 gave the following statements:

“I focus on strengths before area for improvement and align feedback with professional standards.” (P1)

“Focus on instructional improvement with data-driven discussion ensuring alignment to standards.” (P6)

Participant 1 highlighted a balanced approach by focusing first on teachers’ strengths and then on areas for improvement, which helps build confidence and openness to feedback while ensuring that comments are anchored in professional standards to maintain fairness and consistency. Participant 6 underscored the use of data-driven discussions, indicating that feedback should be grounded in observable evidence such as classroom performance and student outcomes, and aligned with established standards. These statements show that effective supervision is not based on subjective judgment but on objective, structured, and supportive feedback that promotes continuous instructional improvement and professional growth.

Strategic Supervision. School heads need a well-planned approach to monitoring and improving teaching and learning, aligned with the school’s goals and standards. Rather than conducting routine or isolated classroom observations, the school head uses data, clear objectives, and long-term priorities to guide supervision practices. This includes identifying specific areas for instructional improvement, using evidence-based feedback, supporting teachers through coaching and professional development, and ensuring that all supervisory actions contribute to better learner outcomes.

Two participants gave the following statements:

“To make Instructional Supervision more effective despite difficulties, enhance the process of pre-conference to set collaborative goals. Have profoundly shaped a perspective that prioritizes learners-centered approaches fostering active exploration and real life application to boost engagement and retention.” (P6)

“Challenges can be addressed through strategic planning and leadership. By scheduling regular but manageable classroom visits, fostering a culture of trust where supervision is seen as developmental, and providing differentiated feedback tailored to each teacher’s strengths and needs, principals can turn supervision into a growth opportunity.” (P9)

Participant 6 conveyed the importance of pre-conference to ensure that teachers are informed of instructional goals geared toward learners’ academic advancement. Providing feedback after classroom observations helps teachers become aware of their strengths and limitations, enabling them to address areas for improvement. As Participant 9 conveyed, strategic supervision also involves being proactive, adaptable, and collaborative. They need to engage teachers in reflective dialogue and continuous improvement so that supervision becomes a meaningful process that drives sustained educational quality rather than just compliance.

Effective supervision practices for the four teachers’ characteristics are carried out through the approach and behavior of school supervisors, using instructions (for lazy teachers), consultation (for unfocused teachers), participation (for narrator teachers), and delegation (for professional teachers). By applying the four strategies and behaviors for teachers’ character development in supervision practice, supervision will achieve the expected results (Prasetia et al., 2022). A study found that providing timely feedback is crucial for effective instructional supervision, especially for new and less experienced teachers. The findings emphasize the need to foster an environment of collaboration and idea-sharing among educators, thereby enhancing the collective problem-solving capacity within the school community (Kiilu et al., 2023). A study revealed a statistically significant relationship between principals’ classroom visitation and demonstration strategies and teachers’ job performance. These supervisory approaches provide constructive feedback, model effective instructional techniques, and foster a collaborative

teaching environment, which enhances teachers' job performance. By offering timely and constructive feedback, they can help teachers identify strengths, address weaknesses, and refine instructional techniques, thereby improving job performance (Difoni et al., 2025).

Lev Vygotsky's constructivist theory (1930) supports the claim that adopting supervisory strategies and responsive practices lies in its emphasis on social interaction, guided learning, and the role of support in developing competence. In instructional supervision, school heads apply this theory by engaging teachers in collaborative dialogue, coaching, and reflective practices that mirror the Zone of Proximal Development, where individuals learn best with appropriate guidance and support.

Through strategies such as mentoring, pre- and post-conferences, and feedback sessions, school heads scaffold teachers' professional growth. The teachers are given assistance from their current level of practice to a higher level of instructional effectiveness. This approach also supports responsive practices, as supervision is adjusted based on teachers' needs, experiences, and readiness to improve.

Fostering Continuous Development and Sustained Instructional Effectiveness

The theme underscores the evolving perspective of school heads that supervision is not merely a procedural or evaluative task but a powerful means of fostering meaningful change in teaching and learning. It highlights how supervision becomes transformative when it is grounded in trust, shared responsibility, and continuous professional growth, enabling teachers to reflect, improve, and innovate in their practice. Through collaborative engagement, school heads and teachers work as partners in a learning community, emphasizing open dialogue, mutual respect, and collective problem-solving. Moreover, by adopting a developmental orientation, supervision prioritizes guidance, evidence-based feedback, and learner-centered improvement, ultimately contributing to enhanced

instructional quality and better educational outcomes. The following sub-themes were identified: continuous development, supportive environment, and teacher empowerment.

Continuous Development. School heads can provide support to teachers in improving their instructional competencies through regular observation, feedback, coaching, and professional development activities. It emphasizes that supervision is not a one-time evaluation but a continuous cycle of planning, implementation, reflection, and refinement of teaching practices. Through this process, teachers are guided to enhance their instructional strategies, address learning gaps, and adapt to emerging educational needs, leading to continuous improvement in teaching quality.

The following statements were given by three of the participants:

“These experiences have taught me that teaching and learning are continuous processes that require support, reflection, and collaboration.” (P1)

“Effective teaching is a continuous learning process.” (P4)

“These experiences help me realize that teaching and learning improve best through continued support, collaboration and reflection.” (P10)

These statements above collectively emphasize the theme of continuous development in teaching and learning as understood through instructional supervision. Participant 1 highlighted that teaching and learning are ongoing processes that require consistent support, reflection, and collaboration, suggesting that improvement is achieved through shared efforts and thoughtful practice. Similarly, Participant 4 asserted that effective teaching is not static but involves continuous learning, in which teachers must constantly refine their skills and adapt to changing learner needs. Participant 10 recognized that meaningful improvement occurs when teachers are supported, engage in collaborative practices, and reflect on their experiences.

Supportive Environment. Instructional supervision needs to foster a school culture in which teachers feel respected, valued, and safe engaging in professional dialogue about their teaching practices. School heads foster this environment by using collaborative supervision approaches, providing constructive and non-threatening feedback, and encouraging open communication during pre- and post-observation conferences. This supportive climate promotes trust, reduces anxiety during evaluations, and encourages teachers to be more receptive to guidance and willing to improve their instructional practices.

Four participants gave the following statements:

“Instructional Supervision showed me that learning improves when teachers feel supported rather than judged.” (P3)

“Building trust and elevating learning outcomes.” (P6)

“I would like to share to my fellow school heads that we should strongly build harmonious relationship with teachers so that they may no longer anxious during IS.” (P7)

“These experiences have shaped my perspective that teaching and learning flourish most in an environment of care, collaboration, and support.” (P9)

Participant 3 emphasized that learning improves when supervision is perceived as supportive rather than judgmental, underscoring the importance of shifting from an evaluative to a developmental approach. Participant 6 reinforced this by linking trustbuilding directly to improved learning outcomes, suggesting that positive relationships between school heads and teachers enhance instructional effectiveness. Participant 7 stressed the need to establish harmonious relationships to reduce teachers’ anxiety during instructional supervision, indicating that emotional safety is crucial for genuine engagement and improvement. Participant 9 further expanded on this idea, recognizing that

teaching and learning thrive in an environment characterized by care, collaboration, and support.

Teacher empowerment. School heads need to give teachers the authority, confidence, and support to actively participate in decision-making, instructional improvement, and professional growth. Instead of being seen only as subjects of evaluation, teachers are treated as partners in the teaching and learning process, where their insights, experiences, and expertise are valued. Participants 1, 7, and 9 gave the following statements:

“I would encourage fellow school heads to view instructional supervision as a tool for empowerment rather than evaluation alone.” (P1)

“Let us make IS a teacher-friendly manner. Allow them to feel comfort during the IS process.” (P7)

“I would provide immediate guidance and practical strategies for teachers, while the school ensures their needs are met through resources, classroom improvements, adviser adjustments, and caring follow-up monitoring.” (P9)

Participant 1 highlighted the need for school heads to reframe instructional supervision as a tool for empowering teachers - helping them build confidence, improve their practice, and take ownership of their professional growth instead of merely assessing their performance. Participant 7 underscored the importance of creating a teacher-friendly, comfortable environment during supervision, suggesting that reducing fear and anxiety enables teachers to be more open, reflective, and receptive to feedback. Participant 9 highlighted a responsive and holistic approach to instructional supervision that integrates both professional guidance and systemic support. It emphasizes that effective supervision goes beyond feedback, providing teachers with immediate, practical strategies they can apply in the classroom to improve instruction.

Effective instructional leadership and supervision focused on continuously improving teaching practices remain vital for enhancing educational quality, implementing reforms, and raising student achievement (Samford, 2022). School heads and master teachers should focus on enhancing teacher effectiveness, fostering professional growth, and addressing strengths and shortcomings identified during supervision. Emphasis needs to be placed on developing teaching skills through self-awareness and positive behavior reinforcement (Andal, 2024). The results of a study raise teachers' and supervisors' awareness by familiarizing them with complementary and influential methods of giving supervisory feedback, encouraging them to use different reflective practices to make supervision tied to one's professional growth, and urging them to establish a collaborative environment in their institutes which is receptive to instructional feedback (Estaji & Ghiasvand, 2022).

A key to creating a positive learning environment in the classroom is encouraging workgroups, especially by building good relationships with the principal. How frequently teachers must deal with unruly and aggressive students has largely defined the obstacles in teaching. A teacher's perception of the supportive environment at school improved as he or she gained experience (Kilag et al., 2023). Principals' supervisory methods, especially classroom visiting and demonstration techniques, are critical in improving teachers' job performance, according to a study that found a statistically significant correlation. These tactics support professional development and enhance student learning outcomes by offering constructive criticism, modeling successful teaching methods, and cultivating a cooperative learning environment (Difoni et al., 2025).

The Humanistic Theory by Carl Rogers provides an anchor for the study, fostering continuous development and sustained instructional effectiveness, with an emphasis on

personal growth, self-reflection, and the holistic development of teachers as individuals. From the perspective of school heads, applying humanistic principles in instructional supervision means fostering a supportive, empathetic environment where teachers feel valued, respected, and motivated to improve. By focusing on teachers' needs, interests, and potential, school leaders encourage intrinsic motivation, openness to feedback, and a willingness to engage in continuous professional learning.

Exhaustive Description

The school heads perceive instructional supervision primarily as a developmental and supportive process rather than a purely evaluative function. Through giving guidance, feedback, and instructional support, they actively assist teachers in improving classroom practices by offering constructive, standards-based feedback and practical suggestions tailored to teachers' needs. Supervision is further enriched through coaching and mentoring for teacher improvement, in which school heads provide sustained professional support, guiding teachers to reflect on their practices and gradually enhance their instructional competence.

Moreover, engaging teachers through collaborative processes highlights the importance of shared dialogue, particularly during pre- and post-observation conferences, where teachers are treated as partners in the improvement process. This collaborative engagement fosters ownership, openness, and professional growth. In addition, school heads acknowledge the realities of classroom practice, where supervision extends beyond

formal observation to include immediate responses to classroom dynamics, learner needs, and instructional challenges. Altogether, this cluster underscores supervision as an ongoing, supportive, and context-responsive process aimed at empowering teachers and improving instruction.

The study also captured the complex and interconnected challenges school heads encounter in implementing instructional supervision. A significant concern is managing time constraints and administrative workload, where competing responsibilities such as meetings, reports, and trainings limit the time available for meaningful classroom observation and follow-up. Alongside this, addressing teacher competence and instructional readiness reflects difficulties in supporting teachers who may lack content mastery, struggle with lesson planning, or demonstrate limited preparedness for instruction.

Another layer of challenge involves addressing teacher attitudes, resistance, and emotional barriers, in which anxiety, fear of evaluation, and reluctance to accept feedback affect teachers' openness to supervision. These emotional responses sometimes lead to altered teaching behaviors or resistance to participation. Additionally, school heads must navigate systemic, process, and contextual challenges, including inconsistent supervision processes, resource limitations, scheduling conflicts, and contextual disruptions such as student behavior. Collectively, these challenges illustrate that instructional supervision is not a straightforward task, but a multifaceted endeavor influenced by organizational, interpersonal, and contextual factors.

In response to the identified challenges, school heads demonstrate adaptive and collaborative leadership practices that enable them to sustain effective supervision. Central to this is establishing open communication and trust-building practices, in which school

heads prioritize listening, transparency, and reassurance to reduce teacher anxiety and foster a positive supervisory climate. This is complemented by coaching, mentoring, and teacher development strategies, which provide structured, continuous support tailored to individual teachers' needs.

Adopting collaborative and participatory supervision approaches emphasizes shared responsibility in the supervision process and encourages teacher involvement in reflection, goal-setting, and decision-making. This participatory approach enhances engagement and professional accountability. School heads also exhibit strategic, reflective, and problem-solving approaches to supervision, in which they analyze challenges, adapt strategies, and implement solutions such as flexible scheduling, the use of digital tools, and differentiated supervision techniques. These practices reflect a responsive and proactive leadership style that transforms challenges into opportunities for improvement.

The study also highlights the deeper meanings and insights school heads have derived from their experiences, portraying instructional supervision as a transformative leadership practice. School heads emphasize taking supervision as a supportive, developmental, and non-evaluative process, reinforcing the idea that supervision should nurture growth rather than instill fear or compliance. Integral to this is establishing trust, relationships, and collaborative professional engagement, where strong interpersonal connections create a safe environment for reflection, feedback, and professional dialogue. Additionally, school heads recognize that instructional supervision is a core leadership responsibility and professional obligation, acknowledging its central role in improving teaching quality and learner outcomes. This sense of responsibility drives them to remain committed to meaningful and authentic supervisory practices. Finally, adopting a learnercentered, reflective, and evidence-based improvement orientation highlights the

ultimate goal of supervision - to enhance student learning through data-informed decisions, reflective teaching practices, and continuous instructional improvement.

7: Validation

Colaizzi's data analysis process ended with the validation of findings. It was attained by referring back to the participants, who had to confirm the accuracy of the descriptive findings or the full description of their experiences, which was anchored on the actual results. As part of the validation process, the participants were provided with a copy of the comprehensive description to review and confirm whether the manuscript was based on their actual experiences. After reading the study's findings, the researcher's interpretation, and discussion, the participants concurred that everything written was consistent with their claims.

Chapter 4

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**Summary**

This study explored the experiences of school heads in conducting instructional supervision. This study sought answers to the following research questions: 1) What are the experiences of school heads in conducting instructional supervision? 2) What challenges do school heads encounter in the process of supervising instruction? 3) How do school heads cope with or address the challenges they face during instructional supervision? 4) What meanings and insights do school heads derive from their experiences in conducting instructional supervision?

The study was conducted in the District of Calamba, Division of Misamis Occidental. There were 10 school heads as the participants identified through purposive sampling. An Interview Guide was used in gathering the data that were analyzed using Colaizzi's (1978) method.

Findings

The following are the findings of the study:

1. *Providing Instructional Supervision as a Developmental and Support Process to Teachers.* This theme highlights instructional supervision as a supportive, growth oriented process that focuses on coaching, mentoring, and the continuous professional development of teachers rather than on evaluation alone.
2. *Facing Multifaceted Challenges in Instructional Supervision.* This theme describes the various time-related, instructional, emotional, and systemic challenges school heads encounter during supervision that affect the effective implementation of supervision.

3. *Adopting Supervisory Strategies and Responsive Practices in Instructional Supervision.* This theme emphasizes how school heads respond to supervision challenges by adopting flexible, collaborative, and solution-focused leadership strategies that strengthen teacher engagement and improvement.

4. *Fostering Continuous Development and Sustained Instructional Effectiveness.* This theme reflects the belief that instructional supervision is a transformative leadership responsibility that promotes collaboration, trust, and continuous improvement in teaching and learning.

Conclusions

Based on the findings of the study, the following are the conclusions:

1. The instructional supervision provided by school heads to classroom teachers may serve as valuable input for teachers' professional development, wherein feedback from classroom observations provides support for teachers in developing better teaching competencies.

2. The conduct of instructional supervision by school heads entails facing proactively various challenges, given the multifaceted roles that school administrators handle in the school setting.

3. School heads meet the various challenges they encounter in instructional supervision through adaptive and collaborative leadership approaches that encourage flexibility, problem-solving, and active teacher involvement.

4. School heads consider instructional supervision as a continuous professional process that requires collaboration and genuine understanding for teachers to

develop professionally and demonstrate the desired teaching competencies for an effective teaching-learning process.

Recommendations

Based on the findings and conclusions of the study, the following are the recommendations:

1. School heads strengthen instructional supervision by prioritizing coaching, mentoring, and sustained professional development to support teachers' continuous growth.
2. School heads observe specific schedules for instructional supervision, allocate resources, and systemic support mechanisms to effectively address the multifaceted challenges in instructional supervision.
3. School heads sustain adaptive and collaborative supervisory practices that promote flexibility, shared decision-making, and solution-focused engagement with teachers.
4. Classroom teachers work together with their school heads for effective and sustainable instructional feedback that serves as a venue for professional growth and empowerment.
5. Future researchers conduct further studies on instructional supervision, specifically focusing on the factors contributing to the challenges encountered by the school heads.

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Appendix A

INTERVIEW GUIDE**Demographic Profile**

- Age:_____
- Sex:_____
- Years of Service as a School Head:_____
- Rank: _____

Opening Question:

- How important do you think is instructional supervision?

Core Questions:

1. What have you experienced in instructional supervision?
2. What difficulties or challenges do you commonly face when conducting instructional supervision to teachers?
3. What specific incident have you encountered as a major challenge during instructional supervision?
4. When you face challenges in supervising instruction, how do you usually respond or deal with them?
5. What strategies or practices have you developed to make instructional supervision more effective despite the difficulties?
6. How have these experiences influenced your perspective about teaching and learning?

Exit Question:

- What insights would you like to share with your fellow school heads about providing instructional supervision to teachers?

Appendix B

TRANSCRIPTIONS

Participant 1: 55 years old, female, 17 years as School Head, School Principal I.

Instructional Supervision is very important because it directly influences the quality of teaching and learning in the school. Through instructional supervision I am able to provide teachers with guidance and feedback, and support that improve instructional practices. One of the common challenges I face is limited time due to administrative workload, seminars and training, and other related division / district and school activities. Supervising a teacher who is not well-prepared and not mastered with the lesson and even not preparing instructional materials. I respond by maintaining open communication and a supportive approach. I use coaching and mentoring strategies to help teachers reflect on their practices and gradually improve their teaching. I practice collaborative supervision by involving all teachers in post-observation conferences. I focus on strengths before area for improvement and align feedback with professional standards. These experiences have taught me that teaching and learning are continuous processes that require support, reflection, and collaboration. I have learned that effective supervision is not about authority but about partnership, empathy, and shared responsibility for student success. I would encourage fellow school heads to view instructional supervision as a tool for empowerment rather than evaluation alone. Building trust, being consistent, and providing constructive feedback are essential.

Participant 2: 53 years old, female, 14 years as School Head, School Principal – I.

It is a random venue where the school head can be made aware how teachers deal with their day to day classroom instruction. Pre-observation delegation solely entrusted to Master Teachers resulting to not match with the Technical assistance extended versus the expected outcome of the indicators. Time element on the actual Instructional Supervision schedule. There were teachers who had difficulty grasping the expected revisions of their Lesson Plans. Time element is the greatest challenge I encountered in conducting IS. Many times that the scheduled IS will not be pushed through because I had higher offices call about seminars, meeting and the teachers preparedness were affected especially when short notices of postponement happened. When resorted to making the teacher record/video the teaching episode just to push through the schedule, viewing the said video in an uninterrupted mode is also a challenge because it could not be denied that while viewing, other equally important concerns came up in the office. No servant can serve two masters so they say. I usually deal with challenges by being in the moment. Once the challenge is already felt/observed, I first identify what the challenge is and recognize its existence, other than making outright justifications. Then I proceed to asking how I could possibly ease out or solve the difficulty like postponement of schedule, resorting to video the lesson delivery, etc. Then I write down the possible options to solve the challenge. Finally, I make self-evaluation on what went well/wrong with the chosen challenge response option for

future reference while taking into consideration the teachers experiences during the process. Honestly, I have not developed any practice or strategy to make IS more effective despite challenges. But hopefully, I can do some things I have in mind into practice or strategy like allocating a dedicated time during enrolment/Brigada Eskwela period to hold the pre-observation schedule as part 1 with the Master Teachers so that we can be on the same grounds with what we want to happen during the actual IS. By so doing, the teachers will have an undivided attention to the lesson plan preparation and hopefully come up with a more thought of Lesson Plan. By the time the actual IS will be scheduled, the Master teacher can do the pre-observation as part 2 with focus on revisions that would cater the kind of learners she is assigned to. No answer because I will still apply the practice I have thought of. IS is a very important business in my existence as a school head. That is why, I really spend quality time to study my lessons on how I can extend whatever help I can extend to my fellow teachers to make their teaching experiences more effective and meaningful to the learners. I take the role as an instructional supervisor seriously other than making table observations with comments that are copied from whatever sources that do that do not fit the actual scenario while conducting the IS just to comply with the expected paper work or report. By so doing, I remain adhering to the main message of the keynote speaker during my college graduation- be true to the meaning of your position title in the future.

Participant 3: 42 years old, male, 3 years as a School Head, Head Teacher-2.

Instructional Supervision is critically important in education, acting as a backbone for school improvement. I bridge the gap between teacher performance and learner learning outcomes. Common challenges include teacher anxiety, time constraints, diverse teacher competence, communication barriers, limited resources, and weak follow-up. One major challenge I encountered during instructional supervision was teacher resistance due to fear of evaluation. During a scheduled classroom observation, a teacher became visible anxious and altered their usual teaching strategy. After the class, the teacher expressed concern that the observation might negatively affect their performance rating. Because of this fear, the teacher was not fully receptive to the feedback provided during the post conference. This incident made instructional supervision difficult because the focus shifted from professional growth to self-protection. It highlighted the need to clearly communicate the instructional supervision is meant to support and improve teaching practices rather than to find faults. When I encountered challenges in supervising instruction, I respond by maintaining a supportive, collaborative and solution-focused approach. I begin by listening carefully to the teachers concerns and clarifying that instructional supervision is intended to help improve teaching practices rather than to criticize performance. Establishing trust and open communication is my first priority. I make instructional supervision more effective by building trust, conducting pre-observation conferences, providing timely and constructive feedback, differentiating supervision, and ensuring consistent follow up through coaching and LAC sessions. These experiences have significantly shaped my perspective on teaching and learning. I have come to understand that effective teaching is not about perfection but continuous growth, and that teachers, like learners, need guidance, encouragement and opportunities to reflect on their practice. Instructional Supervision

showed me that learning improves when teachers feel supported rather than judged. Ultimately, instructional supervision deepened my understanding that teaching and learning are shared responsibilities. When school leaders act as instructional coaches and partners, teachers become more reflective, confident, and effective-resulting in a more positive and learner-centered classroom environment. Instructional Supervision works best when it is supportive, evidence-based and collaborative. Build trust, provide clear feedback, follow up consistently, adapt to teacher needs, and celebrate improvements to foster a culture of continuous learning.

Participant 4: 50 years old, female, 3 years as a School Head, Head Teacher-I.

Instructional Supervision is very important to improve teaching and learning continuously. The attitude of teachers, fixed mindset, will not do revisions of LPs as agreed. Teachers resistance on classroom observation. Teachers are hesitant to accept feedback. I respond by being calm, reflective and being flexible and focused to improving learning outcomes. Practical and teacher centered strategy, build trust and rapport. Set clear expectations. Effective teaching is a continuous learning process. Relationship and trust are crucial to learning Collaborative, reflective and focused on learners needs. Build trust before expecting improvement, focus on coaching rather than inspection. Be consistent and keep learners learning at the center.

Participant 5: 54 years old, female, 10 years as a School Head, School Principal I.

Instructional Supervision is very important for the success of educational system to our teachers most importantly to our learners. When it comes to curriculum implementation. It is very useful to have instructional supervision so that we can determine the particular need of the teachers and learners as well. One of the challenges I face when conducting instructional supervision is the limited time because of many administrative tasks and also seminars and training. Overlapping also of schedules. Teacher's readiness also because some teachers in their schedule date are not ready and ask for any considerations. They refused to be observed and asked for postponement. We can't push through if they are not ready. In this present school I don't have any challenges yet, because I am still new but in my previous school, I encountered one. That was during giving a rating after instructional supervision. She complained about the rating I gave her. She was not satisfied. She wanted clarification and justification of the rating. This challenge existed because she did not apply the technical assistance being provided during the pre-conference. Rushed observation also was not really advisable because of the time constraint. Be calm and listen to the teacher. Orient also the teachers of the tool so that they would really know how you rated him or her and by then they could realize and reflect their teaching also. School Learning Action Cell is a best venue for enhancing learning especially after periodic exam wherein there is a test item analysis in which we are going to know what went wrong in our teaching. And also this will be the time where we can identify the needs of the teachers. There should be collaborative working with all the teachers to find a solution. One on one with the teacher especially in finding what competency is difficult for him or her so that I as the school head would know what I technical assistance. Heart to heart talk with the teacher but the problem is there are teachers who are in denial of their weaknesses. They thought they are smarter than me but I have to be calm and ensure that the purpose of Instructional

Supervision would not be compromised. I am strict and firm but has a heart to the teachers. It's a matter of building trust so that we can come up with best outcome. As what I have said a while ago, Culture of trust and collaboration because if there has no teamwork its useless. It's not easy to lead and manage people. As a school head is not a joke, it's not easy. All the blames are yours. Even you are good there are still comments against you. Open communication is important. I am always telling the teachers that whatever you want to say to me, just tell me straight .don't say it to others because if you just hide it. We have to working as one to one direction to realize our vision. My insight is we have to focus on learners learning as the shared goal. Our learners are the center of education. We have to navigate challenges. As school head, we must see to it that providing feedback to teachers must be evidence-based.

Participant 6: 50 years old, female, 1 year as School Head, School Head

Instructional Supervision is critically important in education because it directly enhances teaching quality. I provide targeted feedback to educators and thrive improvement to learner learning outcome. I have profoundly shaped a perspective that prioritizes learnerscentered approaches fostering active exploration and real life application to boost engagement and retention. Common challenges in conducting Instructional Supervision include heavy administrative workloads that limit time for classroom observation. During an instructional Supervision, teachers are anxious that they may no longer perform quality teaching. When facing challenges, I initiated open dialog to build trust and reframe supervision as collaborative support rather that criticism. To make Instructional Supervision more effective despite difficulties, enhance the process of pre-conference to set collaborative goals. Have profoundly shaped a perspective that prioritizes learnerscentered approaches fostering active exploration and real life application to boost engagement and retention. School heads must prioritize regular Instructional Supervision and non- judgmental feedback to foster teacher growth and reflective practices creating a collaborative culture. Focus on instructional improvement with data driven discussion ensuring alignment of standards. Building trust and elevating learning outcomes.

Participant 7: 40 years old, female, 2 years as School Head, Head Teacher II.

Instructional Supervision is very important because it supports professional development, identify teachers strengths and areas for improvement. Allowing for targeted training, mentoring and continuous learning. The very common difficulty or challenge is that the conflict of schedule due to seminars and trainings of school heads. There were already dates but cant be pushed through because of some higher callings. For me it was only minor challenges, wherein I experienced during IS was the teacher was delivering her lesson, and some pupils misbehave, the teacher was disrupted. I usually take it in a positive way, in a friendly manner by maintaining a positive attitude. If I have something to say, I will say it in a constructive criticism. Identify areas for improvement and work collaboratively with teachers to find best solution. Building connection to my teachers. By strengthening relationship and improve instructional practices and enhances the overall quality of teaching and learning. I would like to share to my fellow school heads that we should strongly build harmonious relationship with teachers so that they may no longer anxious

during IS. An open communication especially during the pre-observation. We must also give honest reflection on what you had observed during IS. Let us make IS a teacherfriendly manner. Allow them to feel comfort during the IS process.

Participant 8: 56 years old, female, 14 years as a School Head, School Principal-I.

For me, Instructional Supervision is fundamentally important to educational quality and learners success It provides teachers with specific actionable feedback on their pedagogical practices. During IS we can see the teachers' action on how he or she delivered the lesson. We can identify the strengths and areas for development. I help teachers refine classroom management and assessment strategies. Creates opportunities for reflective practices and professional growth. We can also create a culture for continuous improvement, but if conducted poorly, can create anxiety in the part of the teachers. Trust and resistance. There are teachers who don't want to be observed Teachers perceive supervision as evaluation especially those who have previous negative experience on IS. They misinterpreted IS because they see it as evaluative not a supportive one. Previous negative experiences of IS can create barriers to openness. Fear of Criticism leads teachers to present performance lesson rather than authentic teaching. It's just like they are teaching artificially for compliance only because they are afraid to be criticized. I would tell them that I will not give negative criticism. Insufficient Time due to heavy administrative works. Some schedules are not follow due to seminars, meetings and trainings. Teachers and learners behavior change during Instructional Supervision, this what I mean by the word artificial, because as I conducted IS, I observed that they its no longer the real scenario. Major challenge is the continuous using of outdated ineffective teaching method that are leading to poor learners learning outcome. Some teachers are fixed mindset especially the old ones, even if how many times I will provide technical assistance but still as if nothing happens. I adapt a structured collaborative approach focus on problem solving, relationship building and continuous improvement. Target the root cause and find solution. Build trust and maintain respect. Monitor progress and celebrate improvement. Collaborative, Group focused approach, shift from evaluative to developmental supervision. Establish regular two communication channel-pre and post. Make use of digital tools to record his/her lesson if ever I may not be around. Offer flexible scheduling to consider the emotional aspect of teachers. Prioritize learning by fostering a culture of trust. My first statement that I want to say is, start with relationship not rules. Build trust because once we have that, everything follows, supervision succeed when built with trust. Take time to understand each teacher's strength, challenges and career goals.

Participant 9: 59 years old, female, 5 years & 8 months as School Head, School Principal.

As a school principal, instructional supervision is more than management—it is the lifeblood of effective school leadership, and guiding instruction is not simply an obligation; it is the defining responsibility of a principal. As a school principal, instructional supervision is essential yet often challenging. Limited time, large teaching staff, and diverse instructional approaches can make consistent monitoring difficult, while some teachers may feel apprehensive about supervision. Resource constraints and the need to balance encouragement with accountability also add complexity. Challenges can be

addressed through strategic planning and leadership. By scheduling regular but manageable classroom visits, fostering a culture of trust where supervision is seen as developmental, and providing differentiated feedback tailored to each teacher's strengths and needs, principals can turn supervision into a growth opportunity. Leveraging available resources creatively, encouraging peer collaboration, and remaining sensitive to cultural and contextual factors further strengthen the process. Ultimately, effective instructional supervision is not just about identifying challenges—it is about transforming them into pathways for teacher growth and student success. One major challenge I encountered during instructional supervision was observing a class where most of the students were non-readers and classroom behavior was difficult to manage. The teacher struggled to balance maintaining discipline with addressing fundamental literacy gaps. This became a turning point for me as a school principal, as I had to step in and provide immediate support to help the teacher sustain effective classroom management while fostering an environment where learning could be experienced with joy and meaning. I provide immediate guidance and practical strategies for teachers, while the school ensures their needs are met through resources, classroom improvements, adviser adjustments, and caring follow-up monitoring. This collaborative approach transforms challenges into opportunities for growth and creates joyful, meaningful learning experiences for students. Despite the difficulties, I make instructional supervision effective by working closely with teachers. I provide immediate guidance and mentoring while ensuring teachers' needs are met through school support such as TV sets, classroom improvements, adviser adjustments, and caring follow-up monitoring. This collaborative approach empowers teachers and creates meaningful learning experiences for learners. These experiences have shaped my perspective that teaching and learning flourish most in an environment of care, collaboration, and support. One key insight I would share with fellow school heads is that instructional supervision should be viewed not merely as monitoring but as a partnership built on care, collaboration, and support. Challenges such as managing difficult classroom behavior or addressing literacy gaps become opportunities for growth when work together. Providing immediate guidance, mentoring, and practical strategies must go hand in hand with concrete school support—such as instructional tools, classroom improvements, adviser adjustments, and consistent monitoring carried out with genuine concern. When supervision uplifts rather than burdens, it empowers teachers to sustain effective practices and creates an environment where students experience education with joy, meaning, and hope. Let us always strive to be channels of guidance and encouragement, fostering growth and inspiration in both teachers and learners.

Participant 10: 61 years old, female, 19 years as a School Head, Head Teacher III.

Instructional Supervision is very important because it helps improve teaching practices and ensures quality learning for learners. Limited time, heavy administrative work and teachers resistance or anxiety towards supervision. I encountered situation where a teacher misunderstood feedback and felt discourage requiring clarification and support. I respond by communicating openly, listening to teachers concerns and providing constructive and supportive feedback. Collaborative Pre and Post observation conferences and focus on strengths before addressing areas for improvement. These experiences help me realize that

teaching and learning improve best through continued support, collaboration and reflection. Instructional Supervision should be supportive and developmental focusing on helping teacher grow rather than evaluating them negatively.

Appendix C

SIGNIFICANT STATEMENTS AND FORMULATED MEANINGS

Significant Statements	Formulated Meanings (FMs)
Instructional supervision is very important because it directly influence the quality of teaching and learning in the school. (SS 1)	Instructional supervision influences teaching and learning quality. (FM 1)
Through instructional supervision I am able to provide teachers with guidance and feedback, and support that improve instructional practices. (SS 2)	Teachers receive guidance, feedback, and support from supervision. (FM 2)
One common challenge is limited time due to administrative workload, seminars, training, and other school or district activities.(SS 3)	Limited time constrains effective supervision. (FM 3)
Supervising teachers who are not wellprepared, lack lesson mastery, and do not prepare instructional materials.(SS 4)	Some teachers demonstrate inadequate preparation and mastery.(FM 4)
I respond by maintaining open communication and a supportive approach. (SS 5)	Supervision is conducted through open and supportive communication. (FM 5)
I use coaching and mentoring strategies to help teachers reflect and gradually improve their teaching.(SS 6)	Coaching and mentoring promote reflection and growth. (FM 6)
I practice collaborative supervision by involving teachers in post-observation conferences.(SS 7)	Supervision includes teacher collaboration. (FM 7)
I focus on strengths before areas for improvement and align feedback with professional standards. (SS 8)	Feedback is strengths-based and standards-aligned. (FM 8)
Teaching and learning are continuous processes requiring support, reflection, and collaboration. (SS 9)	Teaching and learning are ongoing and collaborative. (FM 9)
Effective supervision is not about authority but about partnership, empathy, and shared responsibility for student success. (SS 10)	Supervision is relational rather than authoritative. (FM 10)
I would encourage fellow school heads to view instructional supervision as a tool for empowerment rather than evaluation alone. (SS 11)	Supervision functions as empowerment. (FM 11)

Building trust, being consistent, and providing constructive feedback are essential. (SS 12)	Trust, consistency, and constructive feedback are key elements. (FM 12)
Instructional supervision sometimes occurs in random venues where the school head becomes aware of teachers' daily instruction. (SS 13)	Supervision happens in inconsistent or unstructured settings. (FM 13)
Pre-observation is delegated solely to Master Teachers, causing mismatch between technical assistance and expected indicators. (SS 14)	Delegation leads to misalignment of supervision outcomes. (FM 14)
Many times that the scheduled IS will not be pushed through because I had a higher office callings like seminars, meeting and the teachers preparedness were affected especially when short notices of postponement happened. (SS 15)	Time limits supervision scheduling. (FM 15)
Some teachers struggle to grasp expected lesson plan revisions. (SS 16)	Teachers have difficulty understanding revisions. (FM 16)
Scheduled supervision is often postponed due to seminars, meetings, and higher-office demands, affecting preparedness. (SS 17)	Administrative demands interrupt supervision. (FM 17)
Video-recorded teaching is used, but uninterrupted viewing is difficult because of other office concerns.(SS 18)	Alternative supervision is disrupted by workload. (FM 18)
Challenges are addressed by identifying problems, exploring solutions, listing options, and self-evaluating outcomes. (SS 19)	A reflective process guides responses to challenges. (FM 19)
No formal strategy exists yet, but plans include allocating dedicated pre-observation time during enrollment or Brigada Eskwela. (SS 20)	Structured planning is envisioned to improve supervision. (FM 20)
Master Teachers may conduct focused preobservation revisions suited to learner needs. (SS 21)	Collaborative preparation is proposed. (FM 21)
Instructional supervision is a vital responsibility of the school head.(SS 22)	Supervision is central to the leadership role. (FM 22)
The school head studies lessons carefully to provide meaningful support to teachers and learners.(SS 23)	Intentional preparation supports supervision. (FM 23)

Genuine supervision is preferred over compliance-based observation comments. (SS 24)	Authentic practice is valued over paperwork compliance. (FM 24)
Remaining true to the meaning of one's professional position guides practice. (SS 25)	Professional integrity directs leadership. Integrity (FM25)
Instructional supervision is critically important in education, acting as a backbone for school improvement. I bridge the gap	Instructional supervision connects teacher performance to learner outcomes and supports school improvement. (FM 26)

between teacher performance and learner outcomes. (SS 26)	
Common challenges include teacher anxiety, time constraints, diverse teacher competence, communication barriers, limited resources, and weak follow-up. (SS 27)	Instructional supervision is challenged by multiple factors including teacher anxiety, time, and resources. (FM 27)
One major challenge I encountered was teacher resistance due to fear of evaluation. (SS 28)	Teacher fear of evaluation affects supervision effectiveness. (FM 28)
During a scheduled classroom observation, a teacher became visibly anxious and altered their usual teaching strategy. (SS 29)	Teacher anxiety changes usual instructional behavior. (FM 29)
After the class, the teacher expressed concern that the observation might negatively affect their performance rating. (SS 30)	Fear of negative evaluation reduces receptivity to feedback. (FM 30)
Because of this fear, the teacher was not fully receptive to feedback during the postconference.(SS 31)	Fear shifts focus from growth to selfprotection. (FM 31)
Instructional supervision is meant to support and improve teaching practices rather than to find faults. (SS 32)	Clear communication emphasizes support over criticism. (FM 32)
I respond by maintaining a supportive, collaborative, and solution-focused approach. (SS 33)	Supervision requires collaboration and problem-solving. (FM 33)
I begin by listening carefully to teachers' concerns and clarifying supervision is intended to help, not criticize. (SS 34)	Active listening and reassurance guide effective supervision. (FM 34)
Establishing trust and open communication is my first priority.. (SS35)	Trust and open communication are essential. (FM 35)

I make supervision more effective by building trust, conducting pre-observation conferences, providing timely and constructive feedback, differentiating supervision, and ensuring consistent follow-up through coaching and LAC sessions. (SS36)	Structured, supportive, and consistent supervision improves effectiveness. (FM 36)
Effective teaching is not about perfection but continuous growth, and teachers need guidance, encouragement, and opportunities to reflect on their practice. (SS 37)	Teaching and learning require continuous reflection and support. (FM 37)
Instructional Supervision showed me that learning improves when teachers feel supported rather than judged. (SS 38)	Supportive supervision enhances teacher learning. (FM 38)
Teaching and learning are shared responsibilities, and school leaders as coaches help teachers become reflective, confident, and effective. (SS 39)	Instructional leadership as coaching promotes teacher growth and learnercentered classrooms. (FM 39)

Instructional supervision works best when it is supportive, evidence-based, and collaborative; build trust, provide clear feedback, follow up consistently, adapt to teacher needs, and celebrate improvements. (SS 40)	Supervision requires trust, evidence, collaboration, and recognition of progress. (FM 40)
Instructional Supervision is very important to improve teaching and learning continuously. (SS 41)	Instructional supervision enhances continuous teaching and learning. (FM41)
The attitude of teachers, fixed mindset, will not do revisions of LPs as agreed. (SS 42)	Teacher resistance due to fixed mindset affects lesson plan revisions. (FM42)
Teachers are hesitant to accept feedback. (SS 43)	Teachers struggle to accept feedback. (FM43)
I respond by being calm, reflective, flexible, and focused on improving learning outcomes. (SS 44)	Calm, reflective, and flexible approach used to overcome. (FM44)
Practical and teacher-centered strategy, build trust and rapport. Set clear expectations. (SS 45)	Teacher-centered strategies with trust and clear expectations support learning. (FM45)
Effective teaching is a continuous learning process. (SS 46)	Teaching requires ongoing learning. (FM 46)
Relationship and trust are crucial to learning. (SS 47)	Trust and relationships support effective learning. (FM47)

Collaborative, reflective, and focused on learners' needs. (SS 48)	Supervision emphasizes collaboration and learner focus. (FM48)
Build trust before expecting improvement; focus on coaching rather than inspection. Be consistent and keep learners learning at the center. (SS 49)	Coaching with trust and consistency promotes learner-centered improvement. (FM49)
Instructional Supervision is very important for teacher and learner success, especially for curriculum implementation. (SS 50)	Supervision supports teacher and learner success in curriculum implementation. (FM50)
Challenges include limited time, administrative tasks, overlapping schedules, and teacher unreadiness. (SS 51)	Time and teacher readiness affect supervision scheduling. (FM51)
Teachers sometimes refuse observation or ask for postponement. (SS 52)	Teacher unwillingness delays supervision. (FM52)
Teacher complaints about ratings due to not applying technical assistance during preconference. (SS53)	Lack of prior application affects teacher satisfaction. (FM53)
Be calm and listen to the teacher. Orient also the teachers of the tool so that they would really know how you rated him or her and by then they could realize and reflect their teaching also. (SS54)	Calm listening, orientation, and reflection improve supervision. (FM54)

Use SLAC sessions and collaborative work to identify teacher needs and improve teaching. (SS55)	Collaborative review and SLAC support instructional improvement.
Heart-to-heart talks; build trust even with teachers in denial of weaknesses. (SS56)	Trust-building is key to overcoming denial and resistance. (FM56)
Focus on learners as the shared goal; evidence-based feedback is essential. (SS57)	Learner-centered focus and evidencebased feedback guide supervision. (FM57)
Open communication is important; teachers should speak directly to promote teamwork. (SS58)	Open and direct communication fosters collaboration. (FM58)
Instructional Supervision is critically important because it enhances teaching quality, provides targeted feedback, and improves learner outcomes. (SS59)	Instructional supervision improves teaching and learning outcomes. (FM59)
Common challenges include heavy administrative workloads that limit time for classroom observation. (SS 60)	Administrative workload limits effective supervision. (FM60)

During instructional supervision, teachers are anxious that they may not perform quality teaching. (SS 61)	Teacher anxiety affects classroom performance during supervision. (FM61)
When facing challenges, I initiate open dialogue to build trust and reframe supervision as collaborative support rather than criticism. (SS 62)	Trust-building and collaboration reframe supervision. (FM 62)
To make supervision more effective despite difficulties, enhance pre-conference to set collaborative goals. (SS 63)	Pre-conferences with collaborative goals improve supervision effectiveness. (FM63)
I have profoundly shaped a perspective that prioritizes learners-centered approaches fostering active exploration and real life application to boost engagement and retention. (SS64)	Learner-centered strategies enhance engagement and retention. (FM64)
School heads must prioritize regular supervision and non-judgmental feedback to foster teacher growth and reflective practices. (SS65)	Consistent, supportive supervision encourages reflection and teacher growth. (FM65)
Focus on instructional improvement with data-driven discussion ensuring alignment to standards. (SS66)	Data-informed feedback aligns teaching with standards. (FM66)
Building trust and elevating learning outcomes. (SS67)	Trust and instructional quality are central goals. (FM67)
Instructional Supervision is very important because it supports professional development, identifies teachers' strengths and areas for	Supervision supports professional growth and targeted teacher development. (FM68)
improvement, and allows targeted training, mentoring, and continuous learning. (SS68)	
The very common difficulty or challenge is conflict of schedule due to seminars and trainings of school heads. (SS69)	Schedule conflicts affect the ability to conduct supervision. (FM69)
For me it was only minor challenges, wherein I experienced during IS was the teacher was delivering her lesson, and some pupils misbehave, the teacher was disrupted. (SS70)	Classroom disruptions challenge instructional supervision. (FM70)

When I encountered challenges in supervising instruction, I respond by maintaining a supportive, collaborative and solution-focused approach. (SS71)	Positive attitude and constructive feedback guide responses to challenges. (FM71)
Identify areas for improvement and work collaboratively with teachers to find best solutions. (SS72)	Collaboration identifies and addresses teacher improvement needs. (FM72)
Building connection to teachers strengthens relationships, improves instructional practices, and enhances teaching and learning quality. (SS73)	Strong relationships improve teaching quality. (FM73)
Build harmonious relationships to reduce teacher anxiety during IS. (SS74)	Teacher comfort and reduced anxiety improve supervision receptivity. (FM74)
Open communication during pre-observation and honest reflections after observations. (SS75)	Pre-observation communication and post-observation feedback enhance supervision. (FM75)
Make IS teacher-friendly to allow them to feel comfortable during the process. (SS76)	Teacher-friendly supervision encourages openness and engagement. (FM76)
We can identify the strengths and areas for development. (SS 77)	Supervision improves educational quality and learner outcomes. (FM77)
It provides teachers with specific actionable feedback on their pedagogical practices. (SS78)	Supervision gives actionable feedback for teaching improvement. (FM78)
During IS, we can see how teachers deliver lessons and identify strengths and areas for development. (SS79)	Observation helps identify teacher strengths and areas to improve. (FM79)
I help teachers refine classroom management and assessment strategies. (SS80)	Supervision improves classroom management and assessment. (FM80)
Creates opportunities for reflective practices and professional growth. (SS81)	Reflection and professional growth are promoted through supervision. (FM81)
Poorly conducted IS can create anxiety for teachers. (SS82)	Inadequate supervision induces teacher anxiety. (FM82)
Some teachers resist observation or perceive IS as evaluative due to previous negative experiences. (SS83)	Teacher resistance is influenced by past negative experiences. (FM83)

Fear of criticism leads teachers to teach artificially for compliance rather than authentically. (SS84)	Fear causes teachers to act artificially during supervision. (FM84)
Insufficient time due to heavy administrative workload and schedule conflicts. (SS85)	Time and workload limit supervision. (FM85)
Teachers and learners' behavior change during Instructional Supervision, this what I mean by the word artificial, because as I conducted IS, I observed that they it's no longer the real scenario. (SS86)	Instruction and learning may appear unnatural under observation. (FM86)
Continuous use of outdated teaching methods leads to poor learner outcomes; fixed mindset limits improvement despite technical assistance. (SS87)	Teacher mindset and outdated practices hinder learning outcomes. (FM87)
I adapt a structured, collaborative approach focusing on problem-solving, relationship building, and continuous improvement. (SS88)	Structured collaboration addresses root problems and fosters improvement. (FM88)
Target root causes, build trust and respect, monitor progress, and celebrate improvements. (SS89)	Trust, respect, and recognition sustain instructional improvement. (FM89)
Collaborative, group-focused approach; shift supervision from evaluative to developmental. (SS90)	Supervision emphasizes development over evaluation. (FM90)
Establish regular pre- and postcommunication; use digital tools; offer flexible scheduling. (SS91)	Communication, technology, and flexibility improve supervision effectiveness. (FM91)
Prioritize learning by fostering a culture of trust; start with relationships, understand teachers' strengths, challenges, and goals. (SS92)	Relationship-centered supervision ensures success and teacher growth. (FM92)
Instructional supervision is the lifeblood of school leadership and a defining responsibility of principals. (SS93)	Supervision is central to school leadership and guiding instruction. (FM93)
Instructional supervision is essential but challenging due to limited time, large staff, and diverse instructional approaches. (SS94)	Time, staff size, and diversity create supervision challenges. (FM94)
Some teachers may feel apprehensive about supervision; resource constraints and balancing encouragement with accountability add complexity. (SS95)	Teacher apprehension and resource limitations complicate supervision. (FM95)

Challenges can be addressed through strategic planning and leadership. By scheduling regular but manageable classroom visits, fostering a culture of trust where supervision is seen as developmental, and providing differentiated feedback tailored to each teacher's strengths and needs, principals can turn supervision into a growth opportunity. (SS96)	Strategic planning and trust-based developmental supervision improve effectiveness. (FM96)
Leveraging resources creatively, encouraging peer collaboration, and remaining sensitive to cultural/contextual factors strengthen supervision. (SS97)	Collaboration, resourcefulness, and cultural sensitivity enhance supervision. (FM97)
Observing a class with non-readers and difficult behavior required immediate support for the teacher to manage discipline and literacy gaps. (SS98)	Direct support is needed for challenging classroom situations. (FM98)
I provide immediate guidance and practical strategies for teachers, while the school ensures their needs are met through resources, classroom improvements, adviser adjustments, and caring follow-up monitoring. (SS99)	Guidance, mentoring, and school support empower teachers. (FM99)
Collaborative approaches turn challenges into growth opportunities and meaningful learning experiences for students. (SS100)	Collaboration transforms challenges into teacher and learner growth. (FM100)
Teaching and learning flourish most in an environment of care, collaboration, and support. (SS101)	Care and support foster effective teaching and learning. (FM101)
Instructional supervision should be viewed as a partnership built on care, collaboration, and support. (SS102)	Supervision functions as a developmental partnership. (FM102)
Providing immediate guidance, mentoring, and practical strategies must go hand in hand with concrete school support—such as instructional tools, classroom improvements, adviser adjustments, and consistent monitoring carried out with genuine concern. (SS103)	Integrated support sustains teacher effectiveness. (FM103)
When supervision uplifts rather than burdens, it empowers teachers and creates joyful, meaningful learning experiences. (SS104)	Positive, empowering supervision enhances teacher and learner outcomes. (FM104)

Instructional Supervision is very important because it helps improve teaching practices and ensures quality learning for learners. (SS105)	Supervision enhances teaching and learning quality. (FM105)
Limited time, heavy administrative work, and teacher resistance or anxiety toward supervision. (SS106)	Time constraints, workload, and teacher apprehension hinder supervision. (FM106)
A teacher misunderstood feedback and felt discouraged, requiring clarification and support. (SS107)	Miscommunication can cause teacher discouragement and need for support. (FM107)
I respond by communicating openly, listening to teachers' concerns, and providing constructive and supportive feedback. (SS108)	Open communication and supportive feedback guide supervision. (FM108)
Collaborative pre- and post-observation conferences, focusing on strengths before areas for improvement. (SS109)	Collaboration and strengths-based feedback improve supervision. (FM109)
These experiences help me realize that teaching and learning improve best through continued support, collaboration, and reflection. (SS110)	Continuous support, collaboration, and reflection enhance teaching. (FM110)
Instructional Supervision should be supportive and developmental, focusing on teacher growth rather than negative evaluation. (SS111)	Supervision should prioritize teacher growth over punitive evaluation. (FM111)

Appendix D



MISAMIS UNIVERSITY
Ozamiz City
Graduate School



INFORMED CONSENT FORM

Researcher/Investigator: Metzie P. Jamisola

Course: MAEd- Educational Management

College: Graduate School Email / Contact

Number:

Thesis Title: **EXPERIENCES OF SCHOOL HEADS IN CONDUCTING
 INSTRUCTIONAL SUPERVISION: A PHENOMENOLOGICAL STUDY**

PART I. INFORMATION SHEET

Introduction

Good day! I am Metzie P. Jamisola the principal researcher/investigator of the study entitled “**EXPERIENCES OF SCHOOL HEADS IN CONDUCTING INSTRUCTIONAL SUPERVISION: A PHENOMENOLOGICAL STUDY.**” I am a graduate student under the program Master of Arts in Education Major in Educational Management at Misamis University in Ozamiz City. I am to conduct the research with you as participant. In this vein, I am respectfully seeking your **voluntary participation**, being qualified to give your informed consent to take part in this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the interview, you will be asked to affix your name and signature on this form for which you will be given a copy.

Purpose	The purpose of this study is to explore the experiences of school heads in providing instructional supervision to classroom teachers. It aimed to gain a holistic understanding as to the importance of instructional supervision and how it can be delivered proactively to teachers.
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Type of Research Intervention	This study will be conducted through interviews. The gathering of data will be conducted in person.
Selection of Participants	The selection of the participants is based on the following inclusion criteria: 1) school heads for at least 2 years; 2) experienced giving follow-up instructional supervision to teachers; and 3) gave consent to participate in the study.
Voluntary Participation	Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. You are free to decide if you will take part or not. If you decide to participate, you are free not to answer any questions that you do not prefer to answer.
Procedure	The participants will be given ample time when to undertake the interview. The interviews will be undertaken once or several times when necessary. The researcher will transcribe the interviews to be used for the analysis of the data. The information and data provided by you as a participant will be utilized for this study alone and will be treated with the utmost confidentiality.
Duration	The gathering of data through the interview will last for 45 minutes to 1 hour.

Risks and Discomforts	The participants will be protected from physical, social, or economic risks. In case the items in the survey instrument are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose.
Benefits	This study will enable you to shed light or provide understanding about teachers experiences beyond instructional functions. Thus, your responses shall be highly valued being deemed important in the field of education.
Reimbursements	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study. However, personal protective

	equipment (PPE) like face masks, alcohol and face shields may be provided during the gathering of the research data.
Confidentiality of Data	Only the researcher will have access to the information and responses of the participants. The personal identifying information of the participants will only be used for research analysis and will be treated with the utmost confidentiality. During the study, all data will be kept in a locked, secure filing cabinet, of which will be discarded 6 months after the publication of the results.
Sharing of Findings	The results of this study will be presented during the thesis/dissertation final defense of the researcher. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the respondents will remain confidential. A printed copy of the completed study will be provided to the participants.
Rights to Refuse or Withdraw	You are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation.

Who to Contact	Should there be any queries as a parent, you can contact the researcher through the following details: Name of the Researcher :_____ Cellphone Number/s: e-mail ad: STATEMENT BY THE RESEARCHER I will read the Information sheet to the potential participant. With the best of my ability, I make sure that the participant will understand the interview questions and that possible follow-up interviews may be undertaken. I can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. I can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary.
	A copy of this Informed Consent Form will be provided to the participant. Print Name of Researcher:

PART II. CERTIFICATE OF CONSENT
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This research entitled “Experiences of School Heads in Conducting Instructional Supervision” by Metzie P. Jamisola, with the aim of gathering information and data pertaining to school heads’ experiences related to instructional supervision, has been presented and explained to me clearly. Since the study involves school heads, I am chosen as one of the participants.

I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant in this study.

Print Name of Participant: _____

Signature of Participant: _____ **Date:**

[MM/DD/YYYY]_____

CURRICULUM VITAE

PERSONAL DATA

Name	:	Metzie P. Jamisola
Age	:	44 years old
Birthdate	:	February 16, 1981
Civil Status	:	Widowed
Religion	:	Seventh –Day Adventist
Home Address	:	P-3, Southwestern Poblacion, Calamba, Misamis Occidental
Parents	:	Mr. and Mrs. Gaudencio B. Pananglitan (father deceased)
Spouse	:	Marvin V. Jamisola (Deceased)
Children	:	Vinzievine Niña P. Jamisola Vinz Louise P. Jamisola

EDUCATION

Graduate	:	Master of Arts in Education Major in Educational Management Misamis University, Ozamiz City May 2026
College	:	Bachelor in Elementary Education Major in English Misamis University Ozamiz City March 2002
Secondary	:	Liberation Institute Calamba, Misamis Occidental March 1998
Elementary	:	Southwestern Poblacion Elementary School Calamba, Misamis Occidental

March 1994

PROFESSIONAL ELIGIBILITY : Professional Teacher -Elementary Level
November 2002

WORK EXPERIENCES

June 2025 to Present	:	Head Teacher –III Calamba District Calamba, Misamis Occidental
October 2021- May 2025	:	Head Teacher –III Baliangao District Baliangao, Misamis Occidental
June 2012- September 2021	:	Head Teacher-II Baliangao District Baliangao, Misamis Occidental
September 2009- December 2012	:	Head teacher-I Baliangao District Baliangao, Misamis Occidental
June 2008- August 2009	:	Teacher III Baliangao District Baliangao, Misamis Occidental
August 2005- May 2008	:	Teacher 1 Baliangao District Baliangao, Misamis Occidental al

SEMINARS/TRAINING ATTENDED

- Training on School Head’s Target Setting and Commitment and Interim Guidelines for OPCRF
January 27-29, 2025
- Orientation on the Administration of Phil-IRI for SY 2024-2025
October 12, 2025
- 1st Division Reading Expo and Capacity Building and Recognition of School leaders
December 10-11, 2024
- Upskilling of School Heads in the Management of School Learning Resources
October 28-29, 2024
- Contingency Planning Workshops on DRRM in Schools October 10-16, 2024
- Division Rol-out of Instructional Leadership Training (ILT)

August 12-16, 2024

- Division Training of School Leaders on the MATATAG Curriculum
July 10-15, 2024
- Regional Assembly of Educational Leaders
June 10-12, 2024
- Capacity Building of Instructional Leaders on Instructional Supervision
December 11-13, 2023
- International Training and Seminar for Teachers and School Administrators
May 15-18, 2023



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CERTIFIED: ISO 21001:2018 Educational Organizations Management System by DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

CERTIFICATION ON PLAGIARISM SCANNING

This is to certify that the thesis/dissertation paper of **METZIE P. JAMISOLA** entitled **EXPERIENCES OF SCHOOL HEADS IN CONDUCTING INSTRUCTIONAL SUPERVISION: A PHENOMENOLOGICAL STUDY** has undergone a content checking on plagiarism on **June 2, 2026** and that the plagiarism score/similarity index is **25%**.

Issued this 23rd day of June, 2026 at Misamis University, Ozamiz City.

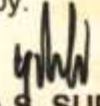
Signed:


RUSSEL P. GALINDO

Person Conducting the Plagiarism Test

Date: 06/24/2026

Attested by:


CYNTHIA S. SUPERABLE, Ed.D., DScN.

Dean, Graduate School

Date: 06/24/2026

SSS ID No. 08-792000-8

SUBSCRIBED AND SWORN to before me this ____ day of JUN 30 2026 2026 at Ozamiz City, Philippines.

Doc. No: 159
Page No: 33
Book No: VI
Series of: 2026


ATTY. RABIN DRANATH S. POLITO

Notarial Commission No. 2025-02

Notary Public for Ozamis City and Clarin

Until 31 December 2026

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