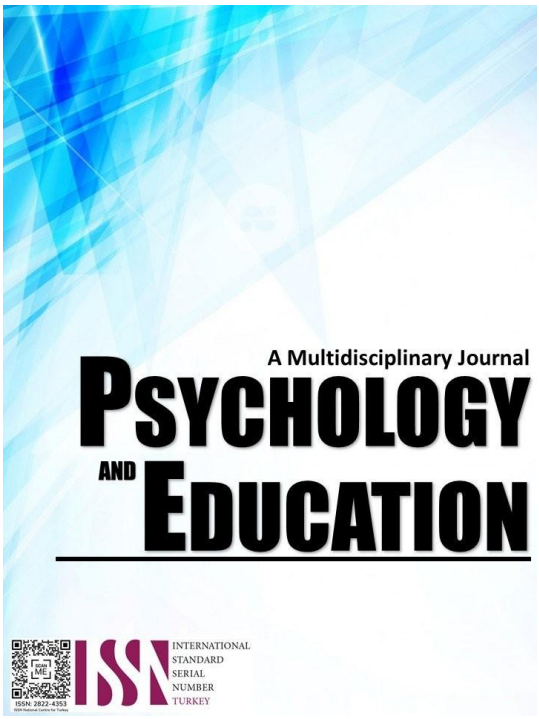
INSTRUCTIONAL SUPERVISION AND TEACHERS JOB PERFORMANCE: INSIGHTS FROM ACADEMIC HEADS



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Research Article

Instructional Supervision and Teachers Job Performance: Insights from Academic Heads

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Abstract

This study explored the lived experiences of academic heads in conducting instructional supervision and its impact on teacher job performance in selected private universities and colleges in Calamba, Laguna. Utilizing a phenomenological research design, data were collected through semi-structured interviews with eight academic heads from four higher education institutions to gain a deeper understanding of their supervisory practices, challenges, and strategies for improving instructional quality. The findings revealed that instructional supervision is perceived as a continuous and developmental process that enhances teacher effectiveness through mentoring, coaching, and constructive feedback. Academic leaders highlighted the role of professional learning communities in enhancing teaching strategies, promoting collaboration, and supporting educators in their professional development. Moreover, the study emphasized the importance of adaptive leadership—balancing structured supervision with flexibility to accommodate diverse teaching styles and faculty needs. It also underscored the significance of continuous professional development and open communication in cultivating a culture of excellence, innovation, and sustained instructional improvement.

Keywords: *instructional supervision, academic leadership, teacher job performance, professional learning communities, adaptive leadership, continuous professional development, higher education*

Introduction

Instructional supervision is critical to educational leadership because it has a direct impact on the performance of teachers and, consequently, on the achievement of students. Academic heads are crucial to this process, as they are responsible for aligning instructional practices with institutional objectives while ensuring that teachers develop professionally. Their work extends beyond classical monitoring and includes mentoring, coaching, and feedback—tasks that have a major impact on a teacher's motivation, instructional behavior, and general job performance (Glickman, Gordon, & Ross, 2019; Oredein & Obadimeji, 2022). Good supervision not only motivates teachers to meet performance expectations but also prepares them to respond to evolving educational needs. Notwithstanding the acknowledged significance of this position, the lived realities of academic heads remain inadequately researched, particularly in terms of how their everyday supervisory practices impact instructional quality (Esther et al., 2023).

In the Philippine setting—particularly in private higher education institutions in the CALABARZON Region such as Calamba, Laguna—academic heads encounter distinct challenges. These include juggling administrative responsibilities, limited resources, and rising stakeholder expectations, all while maintaining high standards of instructional delivery. According to Calano (2019), academic leaders in private institutions often operate within constrained environments that demand innovative supervision strategies to sustain instructional quality. Similarly, the study by Dizon (2020) emphasized that instructional leadership in Philippine private colleges must be adaptive, collaborative, and context-driven, especially in light of resource limitations and policy shifts.

Despite these local realities, much of the existing literature tends to generalize supervisory practices or focus on broader leadership frameworks (Morales & Atienza, 2019), often neglecting the nuanced, context-specific approaches employed by academic leaders in Philippine or Southeast Asian higher education settings. Regional studies, such as those by Kedemi (2024), also highlight that Southeast Asian academic leaders navigate unique cultural, institutional, and pedagogical challenges that differ significantly from Western models. However, these insights remain underexplored in the Philippine context.

Addressing this knowledge gap is critical. There is an urgent need to investigate the lived experiences of academic heads to better grasp how they manage instructional supervision and its immediate impact on teacher job performance. What can be learned through such an investigation can result in more context-specific interventions, professional development programs, and leadership initiatives that address the needs of both academic leaders and teachers within the local context.

This research, thus, explored the lived experiences of academic heads in performing instructional supervision and how this influences teacher job performance in private schools in Calamba, Laguna. In particular, it sought to reveal the challenges they encounter, the strategies they adopt, and the effects of their practices on instructional quality. From this perspective, the research hoped to offer localized, actionable recommendations for educational leaders, policymakers, and administrators. Ultimately, the results aim to contribute to the broader discussion on instructional leadership and inform the development of support systems that empower academic leaders to foster a culture of teaching excellence and ongoing improvement.

Research Questions

Effective instructional supervision played a crucial role in shaping teacher job performance, directly influencing the quality of education in private institutions. However, the extent to which instructional supervision impacted teacher performance remained a critical area

of inquiry, particularly within private educational institutions in Calamba, Laguna. This study aimed to investigate this relationship, offering valuable insights for educational leaders, policymakers, and administrators to enhance instructional leadership and promote professional excellence.

The Central Question

This phenomenological study aimed to explore and explain the lived experiences of academic heads in instructional supervision and its influence on teacher job performance in selected private universities and colleges in Calamba, Laguna. This study sought to address the following research questions:

Corollary Question

In this undertaking, the researcher was guided by the following corollary questions:

1. How do academic heads describe their most significant experiences in influencing teacher job performance?
2. What meanings may be formulated based on the most significant experiences of academic heads in conducting instructional supervision?
3. What themes emerged from the formulated meanings?
4. Based on the results of the study, what development programs may be implemented to address the challenges and enhance teacher job performance effectively?

Literature Review

Instructional Supervision

Instructional supervision has become a pivotal responsibility for school principals in Turkey since the 2015-2016 academic year, emphasizing their role in enhancing teaching quality. According to Deniz and Erdener (2020), 1,237 teachers across Balikesir and Bursa provinces were examined regarding the instructional supervision behaviors of their school principals. The findings revealed that the frequency of instructional supervision was notably low, indicating a gap in effective supervision practices. Teachers expressed the need for more inclusive feedback mechanisms that actively involve them in the process, promoting mutual understanding and professional growth. This highlights the necessity for a strategic reform in supervision practices to ensure meaningful engagement and support for teachers.

A similar focus on instructional supervision was observed in Tawi-Tawi, where school principals implemented intensive school-based supervision strategies. Mejia-Tiamwatt (2023) found that these strategies significantly influenced teachers' instructional delivery and classroom management. The study employed quantitative methods, revealing that creative strategies, monitoring, and evaluation were strong predictors of teacher performance. These supervisory practices fostered an environment in which teachers could excel in their academic teaching performance, ultimately enhancing student outcomes. The study highlights the importance of a comprehensive supervision framework that integrates innovative methods with consistent monitoring to enhance teacher effectiveness and student success.

Comparative Analysis of Instructional Supervision Practices

Achievement-oriented leadership is characterized by setting clear, high-performance expectations for subordinates and motivating them to achieve these goals. This leadership style, along with others such as directive, supportive, and participative leadership, has been widely studied in relation to teacher job performance. Research has demonstrated that leadership styles play a significant role in influencing teachers' job performance, with achievement-oriented leaders encouraging continuous improvement through trust in their subordinates' capabilities (Saleem et al., 2020). Additionally, studies have indicated that directive leadership, characterized by providing clear instructions and expectations, has a significant impact on teacher job performance, particularly in non-Western cultures where structured leadership is often preferred (Parveen et al., 2022). However, participative leadership, while positively associated with teacher job performance, is generally considered less effective compared to other styles, especially in settings where more hierarchical structures are in place.

Motivation is a crucial factor that underpins teacher job performance, and leadership plays a key role in fostering this motivation. The alignment of leadership style with motivational strategies can have a profound impact on teacher outcomes. Studies in various regions have demonstrated that motivation, both intrinsic and extrinsic, has a significant influence on teachers' job performance. For example, in private schools in Pakistan, factors such as emotional and moral support from school administration, along with adequate resources like rewards and salary increments, were found to enhance motivation and subsequently improve job performance (Kumari & Kumar, 2023). Furthermore, principals who adopt leadership styles that promote teachers' intrinsic motivation by offering autonomy and professional growth opportunities were seen to drive higher performance levels, underlining the importance of a motivating leadership approach in improving teaching outcomes.

Effective management strategies, such as participatory management and professional development, are crucial for enhancing teachers' job performance. Participatory management, where teachers are involved in decision-making processes, has been shown to positively

correlate with improved job performance. This approach not only boosts teacher morale but also leads to more collaborative and supportive work environments. In Nigeria, participatory management and professional development programs were found to be significantly linked to enhanced teacher performance, with the study recommending that schools increase their efforts in both areas to foster better educational outcomes (Grace et al., 2020). Similarly, in other contexts, teachers who feel more engaged in school governance and have opportunities for continuous professional development tend to exhibit higher levels of job satisfaction and performance.

Methodology

Research Design

The researcher employed a phenomenological design, which was the most appropriate approach for addressing the purpose and research questions of the study on academic heads' lived experiences in instructional supervision and teacher job performance in CALABARZON IV-A, specifically in Calamba, Laguna. Given the complex and subjective nature of the lived experiences of academic heads, a phenomenological approach provided deep insights into their perceptions and actions in instructional supervision, highlighting how these experiences shaped teacher job performance (Creswell, 2013). This design enabled the exploration of personal accounts and reflections, providing a rich, qualitative understanding of how academic heads influenced the performance of teachers in the context of Calamba, Laguna.

Utilizing a phenomenological design strengthened the results by capturing the nuances of how academic heads perceived their roles and the impact of their supervisory practices on teacher performance. The focus on personal experiences enabled a detailed exploration of the emotional, social, and professional factors that contribute to effective instructional supervision. This approach provided a clear understanding of the interplay between leadership strategies and teacher performance, which was often difficult to quantify but essential for improving educational outcomes (Moustakas, 1994).

Furthermore, the use of this design addressed the weaknesses of purely quantitative methods by emphasizing the personal and contextual factors that influenced instructional supervision. While quantitative data revealed trends and correlations, the phenomenological approach complemented these findings by providing context and meaning behind the numbers. This comprehensive understanding provided a more holistic view of how academic heads' supervisory practices affected teachers and their performance, which could not be fully captured by statistical analysis alone (Patton, 2021).

The phenomenological design provided valuable insights into the lived experiences of academic heads in instructional supervision and its influence on teacher job performance in Calamba, Laguna. The emphasis on personal experience and perception enabled a deeper understanding of the dynamics at play, ensuring that the study's findings offered practical implications for enhancing educational leadership and teacher effectiveness in the region (Van Manen, 2020).

Participants

The participants of this study consisted of academic heads and teachers from four selected private universities and colleges in Calamba, Laguna. A total of eight (8) participants were involved, with an equal distribution of two academic heads in each selected university. The academic heads were selected from each of the chosen institutions, and each institution contributed two academic heads ensuring that the study captured both the perspectives of those in leadership positions and the experiences of the teaching staff.

The study included a total sample of eight (8) participants, with an equal distribution of academic heads. This distribution reflected a balanced representation of both academic leaders and teaching staff across the selected institutions, allowing for a comprehensive exploration of their experiences and perspectives. The targeted sample size provided valuable insights while maintaining a manageable scope for data collection and analysis.

To qualify for the study, the potential co-participants met the following requirements. The co-participants of the study were eight (8) academic heads/coordinators/program chairs who held administrative roles and were responsible for overseeing academic performance, instructional supervision, and the overall academic environment within their institutions. Their experiences provided valuable insights into the dynamics of instructional supervision and its influence on teacher performance. These participants offered a leadership perspective on the effectiveness of supervision strategies, decision-making, and other factors that contributed to enhancing the academic performance of teachers.

Selecting academic heads as participants ensured a comprehensive view of both leadership and teaching experiences, allowing the study to explore the interplay between instructional supervision and teacher job performance. The diverse perspectives of both groups were instrumental in providing a well-rounded understanding of the factors that influenced educational practices in Calamba, Laguna.

Instrument

The research instrument utilized in this phenomenological study on academic heads' lived experiences in instructional supervision and its impact on teachers' job performance consisted of semi-structured interview guides. These guides were specifically designed to capture the detailed, subjective experiences of academic heads in relation to their supervisory practices and how these practices

influenced teacher job performance. Open-ended questions were employed to facilitate in-depth responses, while probing questions encouraged participants to elaborate on their experiences and perceptions. The interview guide was carefully developed to ensure alignment with the research objectives and key themes identified in the literature.

To establish the validity of the instrument, the interview guide underwent content validation by a panel of experts in educational leadership, instructional supervision, and qualitative research methodology. These experts evaluated the instrument for its relevance, clarity, and comprehensiveness in addressing the research questions. Feedback from the panel was incorporated to refine the instrument and ensure it adequately captured the experiences and perspectives of the academic heads.

Regarding reliability, the instrument was pre-tested through a pilot study involving a small sample of academic heads not included in the main study. The pilot testing served to assess the clarity of the questions, the flow of the interview, and the instrument's ability to generate data that aligned with the study's aims. Any issues or ambiguities identified during the pilot phase were addressed, and necessary adjustments were made to ensure the consistency and reliability of the instrument for the main study.

Procedure

All interviews were transcribed verbatim for clarity and documentation purposes. Approximately eight (8) hours were allocated to transcribing each interview. During the transcription process, pseudonyms were utilized to protect the identities of the participants. Each transcription included key details such as the interview date and location, the names of the interviewer and interviewee, and a glossary of acronyms. Furthermore, timestamps for final editing, proofreading, and transcription were also documented.

To ensure accuracy and address potential errors, two co-participants were invited to review and proofread each completed transcription. This step was critical for validating the content and maintaining the integrity of the data.

Once verified, the descriptive data was organized, interpreted, and analyzed. To reduce potential bias, the researcher separated personal interpretations or preconceived ideas from the raw data, ensuring that emerging theories and outcomes were grounded solely in the participants' experiences. This rigorous process ensured the reliability and validity of the study's findings.

Data Analysis

Since this study follows a qualitative research design, the data will not be analyzed through traditional statistical methods. Instead, Colaizzi's method will be employed to analyze the qualitative data that captures the significant experiences of the participants (Nguyen et al., 2023). This method is a rigorous phenomenological approach designed to uncover the essence of participants' lived experiences through systematic steps, as highlighted by Clark and LeFebvre (2022).

The process begins with familiarization, where the researcher immerses themselves in the data by repeatedly reviewing transcripts, interviews, or notes to gain a thorough understanding of the context and nuances of participants' narratives. Significant statements or excerpts that align with the study's objectives are then identified, capturing the core insights and perspectives of the academic heads.

Following this, meanings are formulated from the significant statements to extract themes and patterns inherent in the data. These meanings are then clustered into thematic groups to identify relationships and commonalities among the participants' experiences. Using these clusters, the researcher develops an exhaustive description, providing a detailed narrative that reflects the breadth and depth of the participants' lived experiences—emphasizing their insights, challenges, and perspectives relevant to the research focus.

Validation of the findings is achieved by comparing the exhaustive description with the original data to ensure accuracy and credibility. Finally, the validated analysis is refined into a holistic and comprehensive description that offers meaningful insights into the participants' experiences, thereby contributing to enhanced educational practices and informing future research directions (Colaizzi, 1978, as cited in Clark & LeFebvre, 2022). This structured approach ensures a thorough and reliable exploration of the subject matter.

Ethical Considerations

Ethical considerations guided this research, ensuring that all processes adhered to established moral principles. Confidentiality and anonymity were ensured through stripping personal identifiers from the data and restricting data accessibility to the researcher alone. The research protocol ensured informed consent, guaranteeing the study's participants adequate knowledge about the purpose, the methods involved in the study, and the opportunity to withdraw at any time without penalty. Against the backdrop of the growing application of digital instruments for data collection and storage, data privacy has become a foundation of research ethics.

Researchers are now morally required to protect sensitive data through secure data management, anonymization, and consent measures (David et al., 2020). In the local setting of the Philippines, the Data Privacy Act of 2012 and its implementing guidelines specifically stress the importance of obtaining explicit consent, protecting data, and guarding against unauthorized access (Cayanan & Serafica, 2021). Contemporary literature asserts that respecting these norms not only safeguards the dignity and confidence of the participant but also the validity of the research process itself (Mason et al., 2022).

Considering the qualitative nature of the study, which focuses on lived experiences, the researcher ensured cultural sensitivity and showed empathy in all interactions, acknowledging and respecting the participants' varied backgrounds and views. Additionally, to prevent bias and ensure objectivity, the researcher ensured transparency throughout the study by revealing any possible conflicts of

interest. Following these ethical guidelines, the research ensured high standards of integrity, accountability, and respect for all the participants involved.

Results and Discussion

This phenomenological research investigated the lived experiences of academic heads in instructional supervision and their effect on teacher job performance in selected private colleges and universities in Calamba, Laguna. Examining their perspectives, challenges, and strategies, this study aimed to gain a deeper understanding of how instructional supervision influenced teacher effectiveness. It sought to address key questions that revealed the relationship between academic leadership and teacher performance, providing valuable insights for improving educational practices.

Corollary Question 1: How do academic heads perceive their role in influencing teacher job performance?

Table 1. *Significant Experiences of Academic Heads in Influencing Teachers' Job Performance (Participant A,G,H)*

Participant	*Response*
A	Balancing these roles is challenging due to time constraints and competing priorities. However, I've learned to delegate tasks effectively, set clear schedules, and prioritize teacher support without compromising administrative duties. These experiences have strengthened my ability to multitask and provide focused guidance. One major difficulty is resistance to change. Some teachers prefer traditional methods and are hesitant to adopt new strategies. This can slow down instructional improvements, but by consistently providing support and evidence of success, I help them gradually transition to more effective teaching methods. *"Pag nahihirapan si teacher sa kanyang klase I do coach. Through coaching, co-teaching, and introducing student-centered strategies, they gradually improved. Over time, their confidence grew, and student engagement in their class significantly increased."*
G	I offer personalized mentoring, classroom observations, and constructive feedback. I also pair them with experienced colleagues for peer coaching. These efforts help them build confidence, refine their teaching strategies, and address specific areas of difficulty. *"Ang ginagawa ko madalas ay coaching, training, and feedbacking para directly influence how teachers approach their instruction. Equipping them with the right strategies and resources, I help them improve lesson delivery, student engagement, and classroom management."* One ongoing challenge is maintaining teacher motivation and engagement. To overcome this, I regularly recognize their efforts, create opportunities for professional growth, and foster a collaborative environment. These efforts have led to increased job satisfaction and improved teaching performance. Limited resources can hinder training and support initiatives. To address this, I maximize free online training, encourage peer collaboration, and seek external partnerships for professional development. These strategies help bridge resource gaps and ensure continuous learning.
H	The most influential factor para sakin is the professional development opportunities I provide. Ensuring teachers have access to continuous learning, whether through workshops, mentoring, or peer collaboration, greatly impacts their confidence and effectiveness in the classroom. My responsibility is to set clear expectations, provide guidance, and ensure that teachers adhere to institutional standards. I monitor their performance through regular evaluations, classroom observations, and one-on-one discussions, ensuring they receive the necessary support to meet job requirements. I take a patient and understanding approach, starting with open dialogue to understand their concerns. I highlight the benefits of feedback and supervision, provide concrete examples of improvement, and encourage a growth mindset. Building trust and showing support have been the most successful measures in changing their perspective.

Corollary Question 2: What meanings may be formulated based on the most significant experiences of academic heads in conducting instructional supervision?

Table 2. *Formulated Meanings and Significant Statements of Participant B, D, E on Their Experiences in Conducting Instructional Supervision*

Formulated Meanings	*Significant Experiences*
Building Trust in Supervision	I have a patient and empathetic style, beginning with open communication to learn about their concerns. I emphasize the positive aspects of feedback and supervision, offer specific examples of improvement, and promote a growth mindset. Establishing trust and demonstrating support have been the most effective interventions in altering their outlook.
Coaching to Improve Classroom Management	I used to have a teacher who was having problems with classroom management. Through coaching, co-teaching, and the implementation of student-centered approaches, they improved by stages. With the passage of time, their confidence increased, and students' participation in their class increased enormously.
Overcoming Resistance to Change	One of the big challenges is resistance to change. Some instructors have a traditional style and are reluctant to embrace new approaches. That can hold up instructional improvement, but by being persistent in support and proof of success, I encourage them to move toward better teaching methods incrementally.
Providing Personalized Support and Mentoring	I provide individualized mentoring, observations in the classroom, and positive feedback. I also assign them to work with more experienced peers for peer coaching. These measures help them gain confidence, develop their instructional strategies, and overcome particular difficulty areas.

Enhancing Teaching Practices through Supervision	My work, including coaching, training, and feedback sessions, has a direct impact on teachers' instruction methods. Preparing them with effective strategies and resources, I empower them to enhance lesson delivery, student engagement, and classroom management.
Sustaining Teacher Motivation and Engagement	One of the current challenges is teacher motivation and involvement. To combat this, I consistently acknowledge their work, provide opportunities for professional development, and encourage teamwork. These initiatives have resulted in job satisfaction and better teaching performance.
Setting Clear Expectations and Guidance	My task is to establish high expectations, guide them, and make sure that teachers maintain institution standards. I follow up on their performance through constant evaluations, classroom visits, and individual conversations, to make sure they're getting the assistance required to fulfill job demands.
Maximizing Resources for Training and Support	Restrictive resources can impede training and support programs. To overcome this, I leverage maximum free online training, foster peer collaboration, and pursue external collaborations for professional growth. These approaches bridge resource gaps and facilitate ongoing learning.
Balancing Multiple Roles and Responsibilities	Balancing these roles is challenging due to time constraints and competing priorities. However, I've learned to delegate tasks effectively, set clear schedules, and prioritize teacher support without compromising administrative duties. These experiences have strengthened my ability to multitask and provide focused guidance.
The Impact of Professional Development	The biggest impact is through the professional development opportunities I make available. Having teachers receive continuous learning opportunities in the form of workshops, mentoring, or peer collaboration has a significant effect on their confidence and performance in the classroom.

Corollary Question 3: What themes emerged from the formulated meanings?

In order to answer Corollary Question 3, the researcher grouped the constructed meanings into theme clusters. The theme clusters were the basis for structuring the emergent themes to ensure a systematic and thorough analysis. The following tables show the theme clusters with their respective emergent themes:

Table 3. *Clustered Theme and Formulated Meanings 1*

Clustered Theme	*Formulated Meaning*
Setting Clear Expectations and Guidance	Setting Clear Expectations and Guidance Establishing Clear Expectations and Providing Feedback Mentorship and Assessment for Teacher Improvement Establishing Clear Expectations and Monitoring Progress Establishing Clear Expectations and Providing Support Establishing Clear Standards and Support Mechanisms Establishing Expectations and Providing Support

Corollary Question 4: Based on the results of the study, what development programs may be implemented to address the challenges and enhance teacher job performance effectively?

The emergent development programs identified in this study align with key principles of instructional leadership and teacher professional growth. These programs are designed to address the challenges faced by academic heads in conducting instructional supervision while simultaneously enhancing teacher job performance. The decision to structure the proposed development programs around these principles is rooted in the study's objective—to provide a strategic framework for strengthening instructional supervision and fostering continuous professional development.

While the proposed programs reflect established best practices in educational leadership, such as mentorship initiatives, skills enhancement workshops, performance monitoring strategies, and teacher support systems, their specific components are informed by the clustered themes derived from the participants' lived experiences and significant statements. These themes encapsulate the unique challenges, strategies, and insights shared by academic heads, ensuring that the proposed programs are both research-based and contextually relevant.

Thus, although the development programs follow recognized educational leadership models, the detailed content and implementation strategies are deeply anchored in the actual experiences and inputs of the study's participants. This approach not only ensures alignment with established supervisory and instructional standards but also provides a targeted and practical guide for improving teacher performance and instructional quality.

Program Title: *Academic Innovation – Enhancing Teacher Job Performance through Professional Development and Industry Collaboration*

Rationale: Institutions of higher learning have a crucial role to play in equipping students with the skills required for the continuously changing job market. However, this can be achieved primarily by optimizing the performance of educators.

Educators are required to keep upgrading their competencies, teaching methods, and industry insights. With the pressures on teachers such as curriculum integration, industry demands, workload management, and pedagogical flexibility, optimizing job performance is imperative.

This initiative will enhance professional development programs for teachers by incorporating industry partnership, creative pedagogy,

and ongoing evaluation of their skills. The program will be rolled out in phases to facilitate focused interventions and quantifiable improvements.

Objectives:

1. Encourage greater collaboration between educationists and industry experts to harmonize curriculum and pedagogy with industry needs.

2. Organize training programs, workshops, and certifications in areas of innovative pedagogy, integration of technology, and evidence-based teaching practice.

3. Offer incentives, mentoring schemes, and positive work cultures to improve teachers' well-being and productivity.

4. Establish an organized feedback mechanism to monitor and enhance the effectiveness of teaching continuously.

How do academic heads perceive their role in influencing teacher job performance?

Significant Experiences of Participant A

Academic leaders are responsible for influencing teacher job performance by providing clear expectations, ongoing support, and professional development. Participant A emphasizes the importance of establishing institutional standards and providing teachers with the necessary guidance to meet these expectations. Through observations of classrooms, performance appraisals, and individual meetings, academic leaders actively track the effectiveness of instruction and offer targeted support. Their reach goes beyond oversight, because they foster a culture where teachers feel appreciated and encouraged to grow. Through systematic coaching, training, and feedback sessions, they empower teachers with high-impact instructional strategies that enhance lesson presentation, foster student participation, and improve classroom administration. In promoting a culture of learning and growth, academic leaders help teachers stay flexible and committed to their ongoing professional development.

One of the most powerful experiences in shaping teacher job performance is offering professional development opportunities that establish confidence and competency. Participant A emphasizes the effectiveness of workshops, mentoring, and peer collaboration in enhancing teachers' skills. Patience and sensitivity are essential when dealing with resistance to change, as many teachers are hesitant to adopt new teaching methodologies. Open discussions, building confidence, and constant support encourage heads of schools to understand the importance of supervision and feedback. Personal mentoring, peer coaching, and class visits also form an organized system where teachers are able to streamline their teaching methods. An example from Participant A is assisting a teacher who was not managing a class. Through co-teaching, coaching, and student-centered approaches, the teacher progressively enhanced the learning experience, establishing greater confidence and increased student participation. This experience highlights the importance of direct intervention and ongoing guidance in shaping teacher performance.

What meanings may be formulated based on the most significant experiences of academic heads in conducting instructional supervision?

Setting Clear Expectations and Guidance

The important assertion regarding setting high expectations and maintaining institutional standards highlights the crucial role leadership plays in fostering a culture of accountability and excellence in education. Through evaluation, classroom observation, and one-on-one conversations, the leader actively tracks and guides teachers, affirming the institution's commitment to upholding high-quality instruction. This aligns with the standards of instructional leadership, which place greater emphasis on continuous assessment and focused mentoring to enhance teaching effectiveness. Hallinger and Murphy (2020) state that leaders with clear expectations and guided support have a considerable impact on teacher performance and student achievement. The systematic process of follow-ups and performance evaluations ensures that instructors receive the necessary inputs and feedback to perform professionally, ultimately leading to improved institutional success.

Additionally, this formalized guidance system replicates the formative supervision model, which emphasizes ongoing professional development rather than compliance. A study conducted by Darling-Hammond and Bransford (2021) finds that instructional leaders who engage in open discussions and offer constructive feedback make the teaching staff feel encouraged rather than judged. The constant interaction between the supervisor and the teachers builds a culture of trust and professional development. Through these strategies, institutions not only maintain their academic integrity but also foster a cooperative environment that facilitates teacher commitment and teaching quality.

Enhancing Teaching Practices through Supervision

The significance of supervision in improving teaching practices is realized through the coaching, training, and feedback sessions that have a direct influence on teachers' teaching practices. This practice highlights the importance of instructional leadership in fostering ongoing improvement among teachers. By equipping instructors with effective tools and strategies, the supervisor ensures that lesson instruction, student interaction, and classroom administration are regularly refined. According to Marzano, Frontier, and Livingston (2020), effective supervision provides instructors with constructive support, enabling them to implement best practices that positively

impact students. Emphasizing professional development through guided supervision fosters an engaging and student-centered learning environment.

Additionally, supervision becomes part of reflective teaching, which involves educators examining themselves and adapting through feedback. Research by Guskey (2020) suggests that professional learning integrated into routine teaching practices has a stronger impact than single training sessions. By integrating supervision into everyday teaching routines, schools establish a sustained cycle of improvement, wherein teachers refine their approaches based on helpful feedback and observations of classroom environments. This forward-looking strategy makes professional development not a one-time event but an ongoing process integrated into the teaching culture.

The Impact of Professional Development

Professional development is essential in influencing the confidence and performance of teachers through continuous learning opportunities. The key experiences discussed highlight the importance of workshops, mentoring, and peer collaboration in fostering a culture of lifelong learning among teachers. Studies by Desimone and Garet (2021) demonstrate that comprehensive professional development initiatives lead to improved teaching practices and enhanced student achievement. Facilitating the availability of appropriate training among teachers, educational institutions promote faculty development and confirm the significance of developing pedagogical approaches.

Furthermore, the adoption of various professional development programs aligns with the principles of adult learning theory, which emphasizes the importance of practical and collaborative experiences. David (2020) asserted that adult learners, including teachers, learn most effectively through experiential, reflective, and peer-mediated learning models. By establishing an environment where teachers actively participate in professional learning communities, schools foster a culture of shared expertise and innovative teaching.

Moreover, a strategic commitment to teacher development strengthens overall educational quality and ensures the continuous improvement of instructional practices.

Building Trust in Supervision

The establishment of trust through supervision prioritizes empathy, open communication, and a growth mindset in creating a positive learning environment. Focusing on open communication and highlighting strengths, as well as areas for improvement, supervisors establish a supportive environment that encourages teachers to pursue professional growth. Tschannen-Moran and Hoy (2020) emphasize in their research that trust among teachers and supervisors increases responsiveness to feedback and fosters a climate of ongoing improvement. Teachers are more likely to adopt recommended improvements in their instruction when they receive feedback as helpful instead of as an evaluation.

Additionally, building trust in supervision is crucial for effective leadership in education. Ryan and John (2020) suggested that relational trust is essential in the success of school improvement programs. By providing positive reinforcement and personalized support, supervisors can demonstrate genuine concern for teachers' professional growth, thereby strengthening their working relationships and fostering a culture of collaboration.

Additionally, supervisors enhance instructional quality not only through ongoing communication and a focus on strength-based practices but also by uplifting teachers' morale and job satisfaction.

Providing Personal Support and Mentoring

The offer of personalized mentoring and classroom visits reinforces the value of customized professional growth in building teacher confidence and instructional ability. Through the pairing of less experienced instructors with veteran mentors, institutions make peer coaching a possibility, one that research has proven to be an extremely successful skill-building practice. As reported by Ingersoll and Strong (2021), teacher mentorship programs dramatically enhance teacher retention and effectiveness, since they establish a system of support that focuses on individual needs. Tailored advice ensures that teachers receive targeted feedback and instructional suggestions immediately relevant to their specific teaching needs.

In turn, this is consistent with Vygotsky's (1978) definition of the Zone of Proximal Development (ZPD) theory, which posits that students (and even educators) learn most from facilitated direction toward more advanced competence. Supervisors foster professional development by attending classes, providing specialized feedback, and supporting peer pairings.

The application of mentorship initiatives not only enhances the effectiveness of the teacher but also fosters an institution with a positive culture that promotes knowledge sharing and ongoing learning.

Coaching for Improve Classroom Management

The experience of coaching instructors to improve classroom management demonstrates the value of well-directed interventions in addressing instructional challenges. Through the implementation of practices such as co-teaching and student-focused approaches, teachers are supported by supervisors to refine their management styles and organize their classrooms into more structured settings. According to studies by Emmer and Evertson (2019), good classroom management is a main indicator of students' engagement and

achievement. Teachers learn effective, concrete strategies from individualized coaching that allow them to create a more positive and well-disciplined classroom climate.

Moreover, this method of coaching exemplifies the principles of experiential learning, in which educators enhance their expertise through practice and constructive feedback. Experiential learning theory, proposed by Kolb (1984), emphasizes the importance of active involvement and reflection in achieving skill improvement. Through exposing teachers to new management practices in a simulated environment, supervisors enhance the long-term performance of teaching practices. Over time, these interventions foster more confident teachers and increased student engagement, ultimately leading to a more productive learning environment.

Overcoming Resistance to Change

Resistance to change is a common issue in schools, particularly during the implementation of new teaching strategies. The process of collaborating with teachers who resist adopting new approaches underscores the importance of persistence, support, and evidence-based interventions. Studies by Fullan (2020) indicate that change efforts are most effective when supported by explicit communication, phased implementation, and concrete evidence of success. Showing the advantages of new instructional methods through data and teacher feedback, supervisors can promote phased adoption and minimize resistance.

In addition, overcoming resistance is informed by Rogers' (2003) Diffusion of Innovations theory, which explains the spread of new ideas within organizations. Initially, resistant teachers can be influenced by early adopters who illustrate the success of new methods. Through the promotion of a conducive environment and offering continuous guidance, supervisors can facilitate smoother transitions to more effective teaching practices, thereby ensuring long-term teaching improvement.

Balancing Multiple Roles and Responsibilities

Strategic management of multiple duties and roles within education involves strategic time allocation and delegation. Balancing teacher support with administrative responsibility highlights the necessity for prioritized planning and organizational structure. Evidence from research conducted by Grissom and Loeb (2019) confirms that school leaders who efficiently use their time can prioritize instructional leadership. Scheduling in advance and delegating tasks enable supervisors to ensure a balance that favors faculty growth and organizational activities.

Furthermore, this issue necessitates adaptive leadership in schools. Adaptive leaders navigate difficult challenges through collaborative relationships and empowering others to lead, as Heidi and Linda (2019) observe. Empowering teachers with capabilities to take up mentoring and peer support roles, supervisors not only lighten their own workload but also foster a more autonomous professional community.

Maximizing Resources for Training and Support

The major experience of leveraging maximum free online training, encouraging peer collaboration, and seeking external collaborations for professional development demonstrates a proactive strategy to overcome resource constraints in training and support programs. Constrained resources can frequently hinder professional development opportunities, limiting access to essential tools and skills. Nevertheless, through the use of free online training platforms, teachers and professionals can regularly update their knowledge and competencies without spending much money. Peer collaboration also enhances this strategy by fostering a culture of collective learning, where individuals learn from the knowledge and experiences of their peers. External partnerships with institutions and organizations also provide complementary training resources to ensure ongoing professional development, even in the face of budget limitations. This strategy is supported by the research of Reyes and De Guzman (2020), who highlight the importance of strategic partnerships in promoting professional development in resource-poor settings.

In addition to this, the method used showcases the foundation of the Resource-Based View (RBV) theory, which advises organizations to attain sustained success by utilizing and maximizing available resources effectively. The challenge of countering training constraints using economical methods affirms the best practices presented by Garcia and Bautista (2021), who emphasize the need for adaptive learning solutions in professional development. Through the integration of online platforms, peer learning, and external networks, the gaps in resources can be filled, and a sustainable model of skill development and knowledge gain can be established. Ultimately, this approach ensures that training and support programs remain effective and accessible, leading to long-term career growth and institutional success.

Sustaining Teacher Motivation and Engagement

The impressive experience of recognizing teachers' work, offering training possibilities, and stimulating collaboration is a model of a strategy to maintain teacher motivation and engagement. Maintaining high levels of teacher engagement and satisfaction is one of the most significant challenges in education today, as it has a direct impact on students' learning outcomes. Routinely praising their efforts, educators are made to feel appreciated and encouraged to perform at their best. Professional development activities also increase this motivation by enabling teachers to expand their capabilities, update their knowledge on new trends, and enhance their teaching practices. Teamwork building leads to teamwork, which fosters a sense of collective responsibility and creativity in the teaching process. This aligns with Self-Determination Theory (Deci & Ryan, 2020), which prioritizes the trilogy of autonomy, competence, and

relatedness as key to maintaining motivation and performance.

What themes emerged from the formulated meanings?

Setting Clear Expectations and Guidance

The clustered theme of "Setting Clear Expectations and Guidance" emphasizes the value of clearly stated academic and institutional objectives in schools. This theme encompasses setting clear expectations, providing feedback, mentorship, and evaluation for teacher development, tracking progress, and establishing clear standards and support systems. These factors contribute to a well-structured learning environment, where students and teachers are clear about their roles, responsibilities, and opportunities for growth. Structured guidance and clear expectations are necessary for developing academic achievement and professional growth.

One of the most important features of this theme is setting clear expectations and giving feedback. Clearly stated learning outcomes, institutional guidelines, and performance standards enable students and faculty to align their efforts with academic and professional objectives. Providing timely and constructive feedback enables students to identify areas for improvement while also allowing educators to refine their teaching approaches. A study by Silva et al. (2021) found that schools with organized feedback systems reported significant improvements in student engagement and learning outcomes.

Mentorship and evaluation for teacher development also significantly contribute to maintaining instructional quality. Faculty workshops, peer mentorship, and ongoing evaluations enable teachers to develop their teaching practices and align them with best practices. Lopez and Ramirez (2020) found that formalized mentorship programs led to improved teacher satisfaction and enhanced classroom performance. When teachers have consistent support and evaluation, they are better able to address learners' learning needs and accommodate changing educational requirements.

Tracking progress via data-informed evaluation enhances accountability and academic performance. Routine monitoring of student performance, teacher effectiveness, and institutional objectives enables instructors to adjust instructional strategies and provide targeted interventions where needed. A study by Chandra et al. (2022) highlighted that institutions with rigorous progress-tracking systems had increased student success rates. Academic challenges can be addressed early by identifying them, and institutions can strengthen learning outcomes through targeted support measures.

Lastly, having clear standards and support mechanisms leads to a balanced learning experience. Universities with structured support systems, including tutoring services, career guidance, and counseling services, enable students to overcome academic and personal challenges. Tanaka and Lee (2023) found that universities with robust student support networks had lower dropout rates and higher student satisfaction. Reaffirming clear expectations with proper support, schools create an environment where students and staff can thrive and succeed.

In conclusion, the topic of "Setting Clear Expectations and Guidance" highlights the importance of structured learning environments that foster accountability, promote professional development, and enhance student achievement. Through clear communication, mentorship, ongoing evaluation, and comprehensive support systems, schools can foster academic excellence and well-rounded development. These initiatives guarantee that both teachers and students are adequately prepared to meet the challenges of their academic and professional pursuits.

Based on the results of the study, what development programs may be implemented to address the challenges and enhance teacher job performance effectively?

This five-year plan ensures that teacher job performance is continuously enhanced through a comprehensive approach centered on structured professional development, industry collaboration, and systematic evaluation. Structured professional development serves as the foundation of the plan, offering annual training, specialized learning tracks, peer mentoring, and action research opportunities that promote continuous growth.

These initiatives empower teachers to refine their instructional practices, adapt to educational trends, and meet the evolving needs of their students. Industry collaboration complements this by bridging the gap between academic knowledge and real-world application. Through partnerships with various sectors, teachers gain access to updated tools, practical experiences, and curriculum support that enhance their relevance and effectiveness in the classroom. Immersion programs, guest lectures, and curriculum co-development with industry experts ensure that teaching remains aligned with workforce demands and 21st-century competencies.

Equally important is the implementation of a systematic evaluation process that supports teacher accountability and growth. Regular performance appraisals, 360-degree feedback systems, and individual development plans allow for a clear understanding of strengths and areas for improvement. These evaluations are not punitive but are instead designed to inform targeted support and provide recognition for outstanding performance. Aligning evaluation outcomes with training and career advancement opportunities, schools cultivate a culture of excellence and motivation.

Overall, this five-year strategic framework establishes a sustainable model for enhancing teacher job performance by fostering their professional development, promoting innovation, and cultivating a dynamic, collaborative learning environment.

Conclusions

Based on the insights drawn from the interviews and interactions with co-participants, instructional supervision emerged as a continuous, developmental process that enhances teaching effectiveness through mentoring, coaching, and constructive feedback. Academic administrators emphasized its interactive and collaborative nature, moving beyond one-time evaluations to promote reflective dialogue, peer mentoring, and professional learning communities. These practices supported the exchange of innovative pedagogies, addressed shared challenges, and fostered a culture of collective improvement. Adaptive leadership played a crucial role, enabling academic leaders to strike a balance between structure and flexibility while aligning supervision practices with institutional goals and faculty needs.

Key supervisory strategies included integrating technology, promoting student-centered instruction, and providing timely and constructive feedback. Challenges, such as resistance to pedagogical reforms—especially the adoption of technology—were addressed through experiential training, coaching, and a gradual implementation approach. The dual roles of academic leaders as both supervisors and administrators demanded effective time management, prioritization, and delegation. Continuous professional development through workshops, conferences, and research engagement was found vital in keeping educators updated with current best practices, while feedback mechanisms provided actionable support for ongoing improvement.

Maintaining transparent and consistent communication between academic heads and faculty members was central to building trust and promoting shared accountability. Regular dialogues and structured feedback systems ensured challenges were addressed efficiently and innovations were embraced with support. In summary, instructional supervision is best understood as a dynamic, collaborative, and transformative process—one that empowers educators, nurtures professional growth, and fosters a culture of excellence and continuous learning within the academic community.

The following recommendations are made based on the aforementioned findings and eidetic insights drawn from the co-participants' narratives:

It is recommended that academic heads adopt a developmental model of instructional supervision centered on mentoring, coaching, and constructive feedback. They should align institutional goals with diverse teaching styles using adaptive leadership approaches. Promoting open communication and providing targeted professional development opportunities is essential to strengthening teachers' instructional competence.

Teachers are encouraged to actively participate in professional learning communities and peer mentoring programs to enhance their instructional strategies. They should adopt student-centered and innovative teaching methods to enhance student engagement and improve learning outcomes. Utilizing constructive feedback and engaging in hands-on training will support their transition to pedagogical reforms, including the integration of technology.

School administrators should allocate adequate resources and institutional support for continuous faculty development through workshops, conferences, and research initiatives. Transparent communication should be promoted to cultivate a productive and collaborative supervisory environment. Implementing effective time management strategies is advised to balance supervisory and administrative responsibilities efficiently.

Higher education institutions are encouraged to establish clear standards for instructional supervision that emphasize mentorship, professional growth, and student-focused teaching. Fostering a culture of excellence and innovation is essential to delivering high-quality instruction and responding effectively to educational trends. Institutions should invest in adaptive learning technologies to enable faculty to effectively apply innovative teaching methods.

It is recommended that policymakers develop and enforce policies that support effective instructional supervision through structured mentorship, faculty training, and performance assessment. These policies should ensure sustained support for professional development initiatives. Adequate funding must be provided to maintain instructional innovations and elevate overall educational quality.

Educational technology developers are advised to continue creating tools and platforms that support instructional supervision, teacher development, and learner engagement. Incorporating features such as virtual mentoring and AI-based feedback systems can provide valuable insights for continuous improvement. Investments in inclusive and flexible technologies should be prioritized to close instructional gaps and create dynamic learning environments.

Future researchers are encouraged to examine the impact of instructional supervision on both student learning outcomes and faculty performance. Conducting comparative studies across institutions can help identify best practices and areas for enhancement. Further exploration into overcoming resistance to pedagogical change, as well as the role of communication and leadership flexibility, is recommended to improve supervisory practices.

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