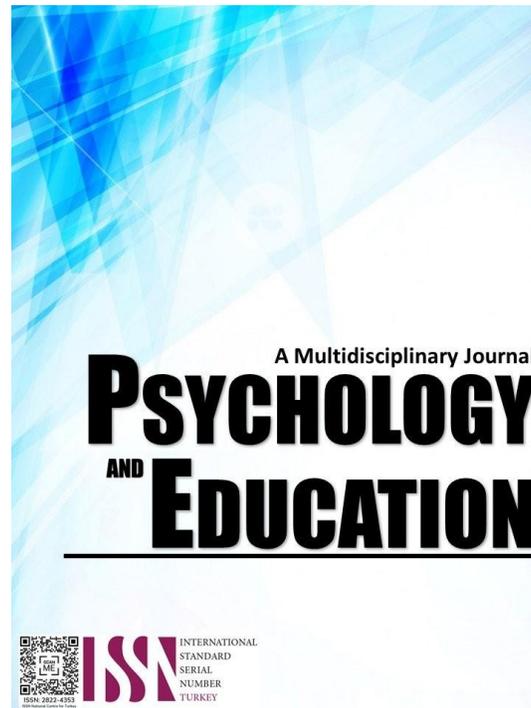


**INSTRUCTIONAL SUPERVISION STRATEGIES AND THEIR
EFFECTS ON TEACHER PERFORMANCE AND STUDENT
LEARNING OUTCOMES IN PAMPLONA DISTRICT,
DIVISION OF CAMARINES SUR**



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Instructional Supervision Strategies and Their Effects on Teacher Performance and Student Learning Outcomes in Pamplona District, Division of Camarines Sur

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Abstract

This study examines the instructional supervision strategies employed in the Pamplona District, Division of Camarines Sur, and their effects on teacher performance and student learning outcomes. As education remains a cornerstone of societal development, the quality of instructional supervision plays a critical role in shaping effective teaching practices and improving learner achievement. Guided by Clinical Supervision Theory, Transformational Leadership Theory, and Social Cognitive Theory, this descriptive quantitative research explores the perceptions of 85 teachers regarding supervision practices, including classroom observations, coaching, mentoring, and feedback mechanisms. Findings reveal that while teachers generally perceive supervision strategies as moderately effective, challenges such as time constraints, inconsistent implementation, and limited resources hinder their full potential. The study identifies a significant relationship between teachers' profiles—particularly age, years of experience, and educational attainment—and their receptiveness to supervision. Additionally, a positive correlation exists between adequate supervision and enhanced student learning outcomes, emphasizing the need for targeted and context-sensitive supervisory approaches. The study concludes with recommendations to standardize supervision guidelines, enhance supervisor training, allocate dedicated time for mentoring, and foster a collaborative, non-evaluative supervision culture. By addressing these gaps, instructional leaders can strengthen teacher performance, bridge learning disparities, and align local practices with national educational goals.

Keywords: *instructional supervision, teacher performance, student learning outcomes, classroom observation, coaching and mentoring, feedback mechanisms*

Introduction

Education remains one of the most vital pillars of any society, acting as a driving force for economic growth, social stability, and cultural preservation. It equips individuals with the knowledge, skills, and values necessary to participate meaningfully in community life and contribute to national development. Over the decades, education systems worldwide have evolved in response to changing societal demands, technological advances, and the need for inclusivity and lifelong learning (Difoni, Imeh, & Osha, 2025). As the world becomes increasingly interconnected and knowledge-based, the quality of basic education has emerged as a critical area for policy reform, research, and practical innovation. Stakeholders continually examine and refine strategies that best support learners in achieving their full potential. In this context, the mechanisms that ensure the delivery of quality education have become equally important as the curriculum content itself. Schools, as primary institutions of formal learning, operate within intricate structures that demand continuous improvement in instructional practices, school leadership, and learning environments (Lestari & Bedi, 2025). Various elements influence educational effectiveness, including leadership frameworks, teacher capabilities, community involvement, and the monitoring systems in place. Amid these, the practice of instructional supervision stands out as an essential factor that bridges educational policy and classroom realities, ensuring that learning outcomes align with national goals and global standards.

Globally, countries have long recognized that high-performing education systems invest substantially in instructional supervision as a means to sustain teaching quality and student achievement (Wiyono, Rasyad, & Maisyaroh, 2021). In the United States, instructional supervision is deeply embedded in school administration practices, with frameworks such as the Clinical Supervision Model, Peer Coaching, and Professional Learning Communities (PLCs) widely implemented to promote reflective teaching and collaborative improvement. The Every Student Succeeds Act (ESSA) continues to emphasize accountability and support mechanisms that prioritize effective instructional leadership and supervision to bridge achievement gaps. In European countries, instructional supervision has evolved in tandem with reforms aimed at decentralization and school autonomy. For instance, Finland, known for its exemplary education system, incorporates supervision through a trust-based approach where school heads and teachers engage in collegial dialogue rather than rigid inspection (Subagio, Waruwu, & Enawaty, 2024).

Similarly, in the United Kingdom, Ofsted inspections provide external supervision and evaluation to ensure schools maintain standards. However, recent shifts advocate more developmental models that focus on mentoring and constructive feedback rather than punitive measures. Asian countries have also made significant strides in strengthening instructional supervision practices. In Singapore, the Ministry of Education has institutionalized a robust appraisal and mentoring system wherein Senior Teachers and School Leaders conduct regular lesson observations, feedback sessions, and coaching to enhance instructional delivery (Oluwakemi, 2023). Japan's Lesson Study model, which promotes collaborative planning, peer observation, and post-lesson discussions, has inspired many education systems worldwide to adopt similar participatory approaches to supervision.

In developing nations, instructional supervision often faces unique challenges, yet it remains pivotal in driving educational reform. In

Sub-Saharan Africa, for example, countries like Kenya and Ghana have implemented policies to train school leaders and inspectors to shift from fault-finding to providing supportive supervision (Karim, Kartiko, & Daulay, 2021). International development partners, such as UNESCO and UNICEF, continue to fund programs that strengthen supervision capacity to address issues like teacher absenteeism, low learning outcomes, and professional isolation in remote areas.

The global COVID-19 pandemic has further underscored the importance of adaptive instructional supervision. With the abrupt shift to remote and hybrid learning modalities, school leaders and supervisors have had to rethink traditional approaches, employing virtual tools for classroom observation, mentoring, and professional development (Lorensius, Anggal, & Lugan, 2022). This global pivot revealed both opportunities and challenges, underscoring the need for adequate supervision to be dynamic, context-sensitive, and resilient in the face of crises.

In the Philippines, the significance of instructional supervision is deeply rooted in the national mandate to deliver quality, accessible, relevant, and liberating basic education. The Department of Education (DepEd) continuously reinforces supervisory practices through policies, such as DepEd Order No. 35, s. 2016, which revises the organizational structures of schools to strengthen instructional leadership roles (Pardosi & Utari, 2022). The Philippine Professional Standards for Teachers (PPST), institutionalized through DepEd Order No. 42, s. 2017 sets clear expectations for teacher competencies, requiring school heads to guide and support teachers through adequate supervision and mentoring strategies.

Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, decentralized the management of schools, empowering principals and school heads to serve as instructional leaders. This law mandates not only the management of administrative functions but also the supervision that directly impacts teaching practices and learning outcomes (Zhang et al., 2022). Moreover, the Basic Education Development Plan 2030 (BEDP 2030) acknowledges the crucial role of instructional supervision in achieving the country's learning recovery and acceleration goals, particularly in light of pandemic-induced learning losses. DepEd Memorandum No. 291, s. The 2008 guidelines, which revised the implementation of the Results-Based Performance Management System (RPMS), link teacher appraisal and development to supervisory practices. School heads are expected to provide meaningful feedback and coaching aligned with individual performance and school improvement plans. Programs such as the Learning Action Cell (LAC), institutionalized through DepEd Order No. 35, s. 2016, serve as a localized professional development and supervision mechanism that promotes collaborative problem-solving among teachers.

Despite these frameworks, national assessments and studies reveal that learning gaps persist. The results of the 2018 Programme for International Student Assessment (PISA) placed Filipino students among the lowest performers globally in reading, mathematics, and science. The Enhanced Basic Education Act of 2013 (RA 10533) aimed to address these gaps through the K to 12 curriculum; however, its success relies heavily on how well teachers are supported and supervised in implementing reforms. Instructional supervision, therefore, becomes a critical lever for translating policy into actual classroom practice (Setyaningsih & Suchyadi, 2021).

The National Educators Academy of the Philippines (NEAP) has also been revitalized under DepEd Order No. 11, s. 2019, focusing on strengthening capacity building for school heads to fulfill their supervisory functions. Additionally, recent efforts under the MATATAG Agenda continue to underscore the need for stronger supervision systems to uplift teacher performance and enhance learner outcomes. Initiatives like the E-Supervision platform piloted in some regions attempt to modernize monitoring and feedback delivery, showing promise for scaling up nationwide (Khotimah, Manshur, & Zaini, 2024).

At the local level, regional and division offices develop contextualized supervision frameworks to respond to the specific needs of schools. In the Bicol Region, including the Division of Camarines Sur, supervisory practices are guided by regional memoranda and division improvement plans that align with DepEd's broader policies (Amelia, Aprilianto, & Supriatna, 2022). The Pamplona District, like other rural districts in the country, faces unique challenges, including resource limitations, geographical barriers, and varying school sizes, which impact the implementation of instructional supervision.

Within the Pamplona District in Camarines Sur, the importance of robust instructional supervision strategies cannot be overstated. Schools in this district operate in diverse contexts, with some located in remote barangays that have limited access to modern facilities, while others serve growing communities with increasing enrollment. Supervision practices must therefore be responsive and adaptable, ensuring that teachers receive relevant guidance and learners benefit from consistent, high-quality instruction (Hamka, 2023). The local schools implement a mix of traditional and innovative supervisory practices, including regular classroom observations, post-conference dialogues, demonstration lessons, peer coaching, and LAC sessions. However, the effectiveness and consistency of these strategies can vary across schools due to factors such as supervisory load, administrative demands, and varying leadership capacities among school heads.

Given this context, there is a pressing need to investigate how existing instructional supervision strategies influence teacher performance and ultimately impact student learning outcomes in the Pamplona District. While national and regional policies lay a strong foundation, a research gap remains in understanding the localized implementation of supervision practices and their tangible effects. This study aims to fill that gap by providing evidence-based insights that can inform policies and capacity-building programs for school heads and teachers alike. By doing so, it seeks to contribute to the continuous improvement of teaching and learning in the Division of Camarines Sur, aligning local realities with national education goals.

Research Questions

This study aimed to investigate the instructional supervision strategies employed in the Pamplona District, Division of Camarines Sur, and their effects on teacher performance and student learning outcomes. Specifically, this study was directed to provide answers to the following questions:

1. What is the profile of teachers in the Pamplona District in terms of the following?
 - 1.1. age;
 - 1.2. gender;
 - 1.3. years of teaching experience; and
 - 1.4. educational attainment?
2. What instructional supervision strategies are commonly implemented in the Pamplona District in terms of the following:
 - 2.1. classroom observation practices;
 - 2.2. coaching and mentoring approaches; and
 - 2.3. use of feedback and post-conferencing?
3. What is the perceived level of effectiveness of these instructional supervision strategies on teacher performance in terms of the following:
 - 3.1. lesson planning and preparation; and
 - 3.2. classroom delivery and management?
4. What is the perceived impact of instructional supervision strategies on student learning outcomes?
5. Is there a significant relationship between the teachers' profile and their perceived effectiveness of instructional supervision strategies?
6. Is there a significant relationship between the perceived effectiveness of instructional supervision strategies and student learning outcomes?
7. What challenges and barriers do teachers and instructional leaders face in implementing effective instructional supervision in the Pamplona District, Division of Camarines Sur?

Methodology

Research Design

The research design of this study was fundamentally descriptive and quantitative in nature, providing a systematic approach to understanding the instructional supervision strategies employed in the Pamplona District, Division of Camarines Sur, and their perceived effects on teacher performance and student learning outcomes. A descriptive quantitative design is particularly suitable for this investigation because it allows the researcher to gather measurable data that can be statistically analyzed to identify patterns, trends, and relationships among variables. Through this approach, the study aims to provide an accurate portrayal of the current practices and perceptions regarding instructional supervision in the district's public schools.

Descriptive quantitative research focuses on collecting numerical data that reflects the actual situation without manipulating variables or imposing experimental conditions. In this study, this means that the data will be drawn directly from the teachers and instructional leaders through survey instruments designed to quantify their experiences, observations, and perceived outcomes. By employing this design, the study aims to capture the prevailing supervisory practices and their relationship to teacher competency and student learning, all within the context of everyday school operations. The rationale for selecting a descriptive quantitative approach lies in its ability to summarize large amounts of information in a structured, objective, and replicable way. This is essential for a study that seeks to investigate multiple dimensions of instructional supervision, such as classroom observation, coaching, feedback, and mentoring, alongside their perceived impacts on classroom delivery and learning results. Through standardized questionnaires and rating scales, respondents can express their experiences and evaluations, which can then be systematically tabulated and analyzed for meaningful insights.

Another strength of a descriptive quantitative design is its capacity to compare different variables and examine potential relationships. For this study, the profile characteristics of teachers—such as age, gender, years of teaching experience, and educational attainment—will be analyzed in relation to their perceptions of the effectiveness of the supervision they receive. By quantifying these aspects, the study can generate empirical evidence on whether specific teacher demographics correlate with higher or lower perceptions of supervisory support and its outcomes.

This design also allows for the identification of gaps and challenges within the supervision process. By including survey questions that address barriers encountered by both teachers and supervisors, the study can quantify the extent to which these obstacles affect the delivery of adequate supervision. Such information is crucial for providing practical recommendations to improve supervisory systems in the Pamplona District, making the results useful not only for academic purposes but also for policy and planning at the divisional level.

Descriptive quantitative research relies heavily on the use of structured instruments that ensure consistency and comparability of

responses. For this study, the primary tool will be a survey questionnaire containing both closed-ended items and scaled statements that measure the frequency, effectiveness, and perceived impact of supervision strategies. This standardization supports the reliability of the findings and makes it feasible to process and interpret large sets of responses systematically. The use of quantitative methods also supports statistical testing to determine significant relationships between variables. By applying appropriate statistical techniques, the study can test whether the teachers' demographic profile significantly relates to their perceptions of supervisory effectiveness, and whether these perceptions, in turn, are linked to student learning outcomes. This quantitative evidence strengthens the validity of any conclusions drawn about the connections among supervision, teacher performance, and learner achievement.

Ultimately, the descriptive quantitative research design aligns well with the study's goals: to describe current supervision practices, measure their perceived effectiveness, and establish patterns or relationships that can inform improvements. By emphasizing measurable data and statistical analysis, the study will generate objective findings that can guide decision-makers, instructional leaders, and teachers themselves in enhancing instructional supervision and, by extension, improving teaching quality and student success in the Pamplona District, Division of Camarines Sur.

Respondents

The respondents of this study consisted of 85 teachers currently teaching in various schools within the Pamplona District, Division of Camarines Sur. These teachers represent a cross-section of the district's teaching workforce, ensuring that the data gathered reflected a broad and realistic picture of instructional supervision practices as experienced on the ground. The respondents included teachers with diverse profiles in terms of age, gender, years of teaching experience, and educational attainment. This diversity allowed the study to explore how these characteristics relate to their perceptions of supervision strategies and their effects. The selection of these 85 participants was purposeful to ensure that the sample is sufficiently large to generate reliable and meaningful quantitative data while remaining manageable for thorough data analysis. By involving teachers across different grade levels and subject areas, the study aimed to capture varied perspectives on how classroom observation, coaching, feedback, and other supervisory strategies are actually implemented in daily practice. This diversity among respondents also enabled the identification of any differences or commonalities in the perceived impact of supervision on their teaching performance and their students' learning outcomes.

These respondents play a central role in providing the information needed to answer the study's core questions. They shared insights on the frequency and quality of supervision they receive, the usefulness of feedback and mentoring, and the challenges they encounter in the process. Their collective responses formed the basis for analyzing current supervision practices and evaluating whether they effectively contribute to continuous teacher development and improved student achievement in the Pamplona District.

Instrument

The primary research instrument for this study was a carefully designed survey questionnaire developed by the researcher to gather comprehensive quantitative data on instructional supervision strategies, teacher performance, and student learning outcomes within the Pamplona District, Division of Camarines Sur. A survey questionnaire was particularly suitable for this study's descriptive quantitative approach because it enables the systematic collection of standardized information from a large number of respondents within a practical timeframe. The use of a structured instrument ensured that all participants responded to the same set of questions, thus enhancing the consistency and comparability of the data.

The researcher-crafted questionnaire has been meticulously structured to align with the specific research questions and objectives outlined in the study. It is organized into clear sections that correspond to the main variables under investigation: the teachers' profile, the instructional supervision strategies they experience, the perceived effectiveness of these strategies on their professional performance, and the perceived impact on student learning outcomes. By dividing the instrument into well-defined parts, respondents can easily navigate through the items, and their responses can be systematically categorized for analysis. In constructing the questionnaire, the researcher has utilized a combination of closed-ended questions and Likert scale items to capture both factual information and subjective perceptions. For the demographic profile, closed-ended questions solicit straightforward data on age, gender, years of teaching experience, and educational attainment. Meanwhile, the sections on supervision strategies and their perceived effectiveness utilize statements rated on a five-point scale, ranging from "Strongly Disagree" to "Strongly Agree." This format enables respondents to express the degree to which they experience certain practices or agree with specific observations about their effects.

The content of the questionnaire is grounded in established principles and best practices in instructional supervision, as outlined in relevant Department of Education (DepEd) policies, professional standards, and related literature. For instance, items about classroom observation, coaching, mentoring, feedback, and post-conferencing reflect components outlined in the Philippine Professional Standards for Teachers (PPST) and the Results-Based Performance Management System (RPMS). By grounding the items in these frameworks, the researcher ensures that the instrument measures aspects of supervision that are both contextually appropriate and practically relevant to the teaching force in the Pamplona District.

Pilot testing the questionnaire with a small group of teachers outside the final sample is an essential step in refining the instrument. This pre-testing process enables the researcher to identify any unclear wording, ambiguous items, or technical issues that may confuse respondents or compromise the reliability of the data. Feedback gathered from the pilot run was used to revise or rephrase certain items, ensuring that the final version of the questionnaire is clear, concise, and user-friendly. This step also supports the instrument's validity

by verifying that the questions genuinely capture the information they are intended to measure. One of the key strengths of using a researcher-made survey questionnaire is its adaptability to the local context. Unlike generic instruments, this questionnaire is specifically tailored to the unique circumstances and practices within the Pamplona District. It considers factors such as the local implementation of DepEd policies, the common supervisory structures in the district's schools, and the practical realities faced by teachers and instructional leaders in the area. This contextual alignment increases the likelihood that the responses will reflect the authentic experiences of the participants.

To further ensure the instrument's reliability and trustworthiness, the questionnaire will undergo expert validation. Experienced educators, supervisors, or education researchers may be consulted to review the items for relevance, clarity, and alignment with the study's objectives. Their feedback will help fine-tune the content and structure, minimizing the risk of bias and ensuring that the instrument produces accurate and dependable results. This step demonstrates the researcher's commitment to methodological rigor and ethical responsibility. The survey questionnaire serves as a critical tool for gathering the empirical data needed to answer the research questions of this study. It is designed not only to collect numerical data for statistical analysis but also to capture nuanced insights into how instructional supervision is perceived and experienced by teachers. By combining sound survey design principles, contextual relevance, and careful validation, the researcher ensures that the instrument will yield reliable, meaningful, and actionable findings. These findings can inform improvements in supervision practices, teacher performance, and ultimately student learning outcomes in the Pamplona District, Division of Camarines Sur.

Procedure

The research procedure for this study has been carefully planned to ensure that each step is systematic, ethical, and aligned with the objectives of investigating the instructional supervision strategies in the Pamplona District, Division of Camarines Sur. The first step in the procedure involves securing the necessary approvals and permissions. Before any data collection began, the researcher prepared a formal request letter addressed to the Schools Division Superintendent and the district supervisors to seek their endorsement and support. Additionally, consent was obtained from the school heads of participating schools to ensure that the research activities align with school schedules and do not disrupt regular teaching and learning routines.

Once the permissions were granted, the next phase involved orienting the respondents about the purpose, scope, and importance of the study. The researcher personally visited each participating school or conducted an online orientation session if needed, to explain the objectives and reassure teachers that their participation is voluntary and confidential. During this stage, the researcher distributed an informed consent form that outlines the participants' rights, including the right to withdraw from the study at any point without any negative consequences. This transparency builds trust and encourages honest and thoughtful responses.

Following the orientation, the distribution of the survey questionnaires will commence. The questionnaires were distributed in person to teachers at a time scheduled with school administrators to minimize disruption to classes. In cases where face-to-face distribution is impractical due to distance or scheduling conflicts, digital copies of the questionnaire may be sent via email or a secure online platform. Clear instructions will be provided to ensure that respondents understand how to complete the survey wholly and accurately, whether in printed or digital format.

The respondents were given ample time to answer the questionnaire thoroughly and thoughtfully. A reasonable deadline, typically one to two weeks, was set to allow teachers to respond at their convenience without undue pressure. To maintain the integrity of the responses, the researcher reminded participants that there are no right or wrong answers and that their honest input is crucial for the accuracy of the study. If necessary, the researcher will also make follow-up visits or send reminders to encourage timely completion and collection of the questionnaires. Once the completed questionnaires were retrieved, the researcher proceeded to check each one for completeness and consistency. Any incomplete or unclear responses were noted, and the researcher may, if appropriate, follow up with the concerned participants to clarify their answers, provided this does not compromise the confidentiality of their responses. All collected data were organized systematically and encoded into a secure database or spreadsheet for subsequent processing and analysis. This step is essential to ensure that the data is clean and ready for statistical treatment.

Throughout the entire procedure, the researcher upheld high ethical standards and professional conduct. All documents containing personal or sensitive information will be kept strictly confidential and stored securely. Only aggregated data were reported in the final presentation of results to protect the identity and privacy of individual respondents. By following this detailed and careful procedure, the study aimed to generate reliable, valid, and contextually meaningful insights that can help strengthen instructional supervision practices and contribute to the improvement of teacher performance and student learning outcomes in the Pamplona District, Division of Camarines Sur.

Data Analysis

The data analysis in this study was guided by a descriptive quantitative research design, ensuring that all information gathered through the survey questionnaire was processed systematically to answer the research questions accurately and meaningfully. Once all completed questionnaires were collected, the first step was to organize and encode the responses into a digital database or spreadsheet, enabling the researcher to handle large volumes of data efficiently. Each response was thoroughly reviewed for completeness, and any inconsistencies were carefully addressed to maintain the integrity of the dataset. This initial step was crucial for producing reliable

results and minimizing errors that could affect the overall findings.

To analyze the profile of the teachers, the researcher employed descriptive statistical tools, including frequency counts, percentages, and measures of central tendency, such as the mean and median. These techniques helped summarize the demographic characteristics—such as age, gender, years of teaching experience, and educational attainment—providing a clear picture of the respondents' composition. This basic profiling set the foundation for deeper analysis by showing how diverse or uniform the sample was in terms of personal and professional backgrounds.

For the sections of the questionnaire that used Likert scales to measure the frequency, extent, and perceived effectiveness of instructional supervision strategies, weighted mean scores were calculated. These mean scores showed the general trends in how teachers perceived classroom observations, coaching and mentoring, and feedback practices in their schools. Standard deviation was also computed to determine the variability in responses, revealing whether teachers shared common views or if their experiences differed widely.

To analyze the perceived impact of instructional supervision strategies on teacher performance and student learning outcomes, the same statistical techniques were applied. The mean scores and percentage distributions indicated the level of agreement among respondents regarding how supervision influenced lesson planning, classroom management, and overall teaching effectiveness. These results provided concrete evidence of whether existing supervision practices were viewed as supportive and impactful by the teachers.

For research questions that explored the relationships between variables—such as whether teachers' profile characteristics significantly related to their perceptions of supervision effectiveness, or whether the effectiveness of supervision was related to student learning outcomes—correlation analysis was employed. This involved the Pearson Product-Moment Correlation Coefficient or Spearman Rank Correlation, depending on the level and nature of the data. This statistical test determined the strength and direction of relationships between variables, helping to clarify whether specific characteristics or factors influenced the perceived results of supervision. For open-ended responses or any qualitative feedback that emerged regarding challenges and barriers in implementing adequate supervision, content analysis was conducted. This involved reviewing the responses, identifying recurring themes, and categorizing them into meaningful groups. While the study was primarily quantitative, this qualitative element enriched the findings by providing context and deeper insights into the practical difficulties teachers and instructional leaders encountered.

All data were processed using appropriate statistical software or spreadsheet tools to ensure precision and accuracy. Findings were presented through tables, graphs, and narrative descriptions, facilitating straightforward interpretation and clear communication of the results. By combining descriptive statistics, inferential tests, and fundamental qualitative analysis, the study's data analysis plan comprehensively addressed all research questions and provided a well-rounded understanding of instructional supervision strategies and their impact in the Pamplona District, Division of Camarines Sur.

Ethical Considerations

In conducting this study on instructional supervision strategies and their effects on teacher performance and student learning outcomes in the Pamplona District, Division of Camarines Sur, the researcher placed a strong emphasis on upholding ethical standards at every stage of the research process. Ethical considerations were crucial for protecting the rights, welfare, and dignity of all participants involved in the study.

One of the primary ethical commitments was ensuring that informed consent was obtained. Before administering the survey questionnaire, the researcher provided all respondents with a clear explanation of the study's purpose, its objectives, and what their participation entailed. Participants were asked to sign a consent form indicating that they fully understood their rights and that their participation was entirely voluntary.

Confidentiality and privacy were also central to the ethical framework of this research. The researcher ensured that all personal information provided by respondents, including their age, gender, years of teaching experience, and other details, was treated with strict confidentiality. To safeguard this, all completed questionnaires were securely stored, and data were encoded using identifiers instead of names to protect the identity of individual participants. Only the researcher and, if necessary, an authorized statistician had access to the raw data, ensuring that no unauthorized person could trace responses back to any participant.

Another critical ethical consideration was the principle of non-maleficence, which meant ensuring that no harm—whether physical, psychological, or social—came to the participants as a result of their involvement in the study. The researcher carefully designed survey questions, ensuring a respectful and sensitive approach while avoiding any language or content that might have caused discomfort or undue stress to the respondents. Moreover, participants were reminded that they had the right to decline to answer any question they found intrusive or to withdraw from the study altogether at any point, without any negative repercussions.

The researcher also observed transparency and honesty in reporting the study's results. Findings were presented truthfully and accurately, with no fabrication, distortion, or misrepresentation of data. Any limitations or biases encountered during the study were acknowledged to maintain the integrity of the research. By adhering to these ethical principles—voluntary informed consent, confidentiality, non-maleficence, and integrity—the researcher ensured that the study not only met academic standards but also upheld respect for the rights and welfare of the teachers who generously shared their experiences and insights to help improve instructional

supervision in their schools.

Results and Discussion

This section presents the results and discussion of the study, organized according to the specific research questions and indicators outlined in the study. It begins with a detailed description of the teachers' profiles in the Pamplona District, covering their age, gender, years of teaching experience, and educational attainment. It then explores the instructional supervision strategies implemented, focusing on classroom observation practices, coaching and mentoring approaches, and the use of feedback and post-conferencing. The section also discusses the perceived effectiveness of these supervision strategies on teacher performance, particularly in lesson planning and classroom delivery. Furthermore, it examines the impact of supervision strategies on student learning outcomes, analyzes the relationship between teachers' profiles and the perceived effectiveness of supervision, and assesses how this effectiveness relates to student outcomes. Finally, it highlights the challenges and barriers encountered in implementing instructional supervision in the district.

Teachers' Profile in the Pamplona District

Age

Table 1. *Teachers' Profile in the Pamplona District in terms of Age*

<i>Age Bracket</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Ranking</i>
21–30 years old	20	23.53%	3
31–40 years old	35	41.18%	1
41–50 years old	18	21.18%	4
51 years old and above	12	14.12%	2
Total	85	100%	—

The distribution of teachers' ages in the Pamplona District, as shown in the table, reveals that the most significant proportion of respondents fall within the age bracket of 31–40 years old, representing more than 41 percent of the total teaching force. This suggests that the district's teaching workforce is predominantly composed of teachers in the prime of their professional careers. This age group is often characterized by a balance of youthful energy and the benefit of several years of teaching experience. It can be inferred that teachers within this age range have accumulated sufficient exposure to classroom realities and have likely developed effective strategies for addressing diverse teaching situations. Their experience equips them with a combination of confidence and adaptability, which is vital when engaging with instructional supervision initiatives. The presence of a significant number of teachers within the 21–30 age bracket, accounting for approximately 23 percent, indicates that the district is also infused with fresh graduates or early-career teachers who bring contemporary pedagogical knowledge, technological familiarity, and often high levels of enthusiasm. This relatively young cohort is likely more open to new trends in instructional strategies and responsive to feedback and supervision. The synergy created by mixing younger teachers with mid-career ones contributes to a dynamic and collaborative teaching community, which is vital for the successful implementation of supervision programs aimed at continuous improvement in teaching practices and student outcomes.

Meanwhile, the data show that teachers aged 41–50 years old make up just over 21 percent of the total respondents. This group comprises seasoned educators who have acquired substantial practical knowledge and likely witnessed numerous shifts in educational policies, curriculum changes, and instructional trends over time. Their presence signals a wealth of experience that can be harnessed in mentoring and peer-support activities. However, this group might also present unique supervisory needs, as experienced teachers sometimes feel that routine supervisory strategies do not adequately acknowledge their expertise. Therefore, it is crucial that supervision approaches for this group be tailored to value their contributions while still providing constructive feedback to promote ongoing professional growth.

Teachers aged 51 and above comprise approximately 14 percent of the population. These educators are often nearing retirement or have long-standing careers that span decades of service in the education sector. Their extensive experience is a valuable asset in the district, as they can serve as mentors and role models for younger colleagues. However, it is also important to recognize that some of these teachers may encounter challenges in adapting to new technologies or contemporary supervision practices, especially if they have been accustomed to traditional supervisory models for most of their careers. For this reason, supervisors must design differentiated approaches to ensure that senior teachers feel supported rather than scrutinized, reinforcing the culture of trust that adequate supervision relies on.

The overall age distribution reflects a healthy mix of early-career, mid-career, and senior educators. This composition can be leveraged to promote a culture of shared learning, mentorship, and collaboration in the district. Younger teachers can benefit from the insights and classroom-tested strategies of older colleagues, while more experienced teachers can gain fresh perspectives from new entrants to the profession. Instructional supervisors must recognize this diversity and adopt flexible strategies that resonate with the varying expectations, motivations, and developmental needs of teachers at different career stages.

An important implication of this age profile is its impact on the sustainability of teacher workforce planning in the district. With a substantial number of teachers in the 31–40 age bracket, the district is positioned to benefit from a stable teaching workforce for the next decade. However, the relatively minor percentage of senior teachers implies that the district will face inevitable retirements in the



coming years. It is therefore essential for the district to ensure that younger teachers are adequately prepared through adequate supervision to eventually assume more significant roles, including mentoring and leadership responsibilities, thereby maintaining the cycle of professional growth and school improvement.

The mix of age groups also suggests the potential for varied responses to instructional supervision strategies. Younger teachers may readily accept new methods and feedback, while more experienced teachers might be more critical or resistant if supervision is perceived as overly prescriptive or redundant. Supervisors, therefore, need to cultivate open communication and professional trust to bridge generational perspectives. This also emphasizes the importance of promoting professional learning communities where all age groups can share experiences and insights, making supervision more collaborative rather than evaluative alone. Overall, the profile suggests that age diversity is an asset that, if managed well, can enrich the implementation of supervision programs. It provides an opportunity to blend tradition with innovation and to develop a teaching workforce that is resilient, adaptive, and committed to lifelong learning. Supervisors in the Pamplona District must be aware of how age dynamics affect teachers’ openness to supervision and how strategies can be tailored to meet the specific developmental needs of each cohort.

This pattern aligns with the findings of numerous studies, which claim a critical role for age diversity in schools. Research indicates that a diverse mix of generations within a teaching workforce promotes rich professional dialogue, diverse pedagogical approaches, and a strong mentorship culture (Abdigapbarova & Zhiyenbayeva, 2023). Researchers from previous studies emphasize that adequate supervision should be tailored to teachers’ career stages, providing younger teachers with growth-focused guidance while more experienced teachers receive respect and meaningful professional challenges.

This is supported by numerous studies claiming that age differences shape teachers’ perceptions of feedback, accountability, and innovation. Studies reveal that experienced teachers often appreciate supervision strategies that affirm their autonomy and expertise, while early-career teachers value structured guidance and clear feedback. These findings underscore the importance of school leaders and supervisors in designing differentiated supervision approaches that sustain motivation, enhance teacher performance, and ultimately improve student outcomes in diverse school contexts, such as the Pamplona District.

Gender

Table 2. Teachers’ Profile in the Pamplona District in terms of Gender

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Ranking</i>
Male	28	32.94%	2
Female	57	67.06%	1
Total	85	100%	—

The data on teachers’ gender distribution in the Pamplona District reveals a notable majority of female teachers, who constitute about 67 percent of the total teaching workforce. This reflects a trend commonly observed in many public school systems, not only in the Philippines but globally, where the teaching profession is predominantly composed of women, especially at the elementary and secondary levels. The presence of a large proportion of female teachers could be attributed to various factors, including cultural expectations, historical gender roles in caregiving and nurturing professions, and policies that have encouraged women’s participation in education as a stable and respectable career path. This gender profile suggests that any instructional supervision strategy should consider gender-sensitive approaches that acknowledge and respect the unique perspectives, strengths, and sometimes the challenges that female teachers may face within the school environment.

Meanwhile, male teachers make up approximately 33 percent of the respondents, representing a significant minority within the district’s teaching population. Although fewer in number, male teachers play an important role in contributing to the diversity of the teaching force. Their presence can help provide balanced role modeling for students, particularly in contexts where male representation can positively impact the engagement and behavior of male learners in school. The presence of male teachers also helps promote gender diversity within teaching teams, which can enrich collaborative discussions, team teaching, and peer support activities. For instructional supervisors, recognizing the perspectives of both male and female teachers ensures that supervision strategies are inclusive and sensitive to the varying teaching styles, communication preferences, and professional development needs of both genders. The notable gender imbalance suggests that supervisors should also be mindful of how gender dynamics can influence collegial relationships and interactions between teachers and supervisors. For instance, studies have suggested that female teachers often express higher levels of collegial support and openness to peer collaboration, which can be leveraged when designing supervision that involves peer coaching, team observation, and collaborative lesson planning. Conversely, male teachers may sometimes expect more direct and practical feedback, appreciating straightforward performance discussions that focus on measurable improvements in classroom practice. Effective supervisors can maximize these insights by using differentiated communication styles that resonate well with teachers’ preferences, ensuring that both male and female teachers feel heard and supported.

One implication of this gender composition is its potential impact on leadership and decision-making roles within the district. In many schools, even when the majority of teachers are female, leadership roles, such as principalships and district supervisory positions, are often disproportionately held by males. This creates an interesting dynamic where predominantly female teaching staff may be supervised by male instructional leaders. Supervisors should be aware of the possible gendered power dynamics that can affect the

comfort level of teachers during observations, post-conferencing, and coaching sessions. Building trust and professional rapport is essential to ensure that supervision is perceived as supportive rather than intimidating or biased.

This gender profile also highlights the importance of addressing specific challenges that female teachers may face, such as achieving a work-life balance, particularly for those who juggle teaching with family responsibilities. Supervisors who understand these realities are better positioned to provide practical advice, encourage manageable workload adjustments, and foster an environment where teachers do not feel overwhelmed by supervision tasks. Gender-sensitive supervision recognizes the broader context in which teachers operate and seeks to support their holistic well-being, which in turn contributes to sustained high performance and job satisfaction.

At the same time, male teachers may encounter their own unique challenges in a predominantly female environment, such as feelings of isolation, the need to counter stereotypes about masculinity in caregiving professions, or expectations to handle tasks that go beyond teaching—like discipline management or physical tasks around the school. Supervisors should recognize these unspoken pressures and create supervision dialogues that allow male teachers to express professional concerns, access equal support, and thrive in their roles. Open communication channels and inclusive professional development initiatives help ensure that both male and female teachers are equally engaged and motivated. Additionally, the gender composition can influence how teachers perceive the fairness and objectivity of supervision practices. Supervisors must guard against unconscious biases, such as the tendency to evaluate male and female teachers differently or to assign gendered expectations about classroom management, instructional methods, or student discipline. Professional development for supervisors should include gender awareness training to help ensure that feedback, observation, and coaching remain equitable, unbiased, and focused purely on professional performance and student outcomes.

The district's gender profile also presents opportunities for promoting gender equity initiatives within schools, such as empowering more women to take on leadership roles, encouraging male teachers to engage actively in curriculum development, and fostering a culture of mutual respect among staff. Instructional supervision can play a proactive role in these efforts by recognizing and nurturing leadership potential across genders, creating mentorship programs that bridge gender divides, and modeling inclusive practices during supervisory interactions. Numerous studies claim that gender diversity within the teaching force enriches the school environment, offering varied perspectives that benefit student learning. Previous studies have shown that female teachers often excel in creating supportive classroom climates. In contrast, male teachers may bring different motivational strategies or classroom management approaches that complement the teaching team's strengths. This reinforces the value of supervision strategies that leverage gender diversity rather than overlooking it.

This is supported by research that highlights the importance of designing supervision practices that are sensitive to how gender can shape teachers' professional experiences and their response to feedback (Hamka, 2023). Studies reveal that when supervision respects and supports gender diversity, it builds stronger trust, promotes openness to professional growth, and ultimately contributes to better teacher performance and student outcomes. Such findings remind instructional leaders in the Pamplona District to cultivate supervision approaches that uplift all teachers, regardless of gender, and foster an inclusive professional culture where everyone thrives.

Years of Teaching Experience

Table 3. Teachers' Profile in the Pamplona District in terms of Years of Teaching Experience

<i>Years of Experience</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Ranking</i>
1–5 years	15	17.65%	4
6–10 years	25	29.41%	3
11–15 years	30	35.29%	1
16 years and above	15	17.65%	2
Total	85	100%	—

The results for the years of teaching experience in the Pamplona District show a healthy distribution across various experience brackets, highlighting the district's mix of new, mid-career, and veteran teachers. The most significant portion of respondents falls within the 6–10 years of teaching experience bracket, accounting for approximately 35 percent of the total. This indicates that a significant portion of the teaching workforce consists of professionals who have already completed their induction phase and are consolidating their classroom skills and pedagogical approaches. Teachers in this category are generally confident in lesson delivery but still highly receptive to structured supervision that offers clear feedback for continuous improvement. Instructional leaders should recognize that this group thrives when given meaningful coaching and constructive feedback that deepens their skills and encourages innovation in the classroom.

The next substantial group comprises teachers with 1–5 years of experience, representing approximately 28 percent of the respondents. This group comprises early-career educators, many of whom are still transitioning from theory to practice. For these teachers, instructional supervision plays a crucial role in bridging the gap between pre-service training and the demands of real-world teaching. They tend to be highly open to regular feedback, demonstration teaching, mentoring, and opportunities for reflective practice. This group requires supervision strategies that are more hands-on and supportive, emphasizing practical classroom management, effective lesson planning, and confidence building. Supervisors must approach these teachers with empathy, patience, and a clear understanding that the early professional years have a significant influence on long-term teaching quality. Teachers with 11–15 years of teaching

experience comprise approximately 20 percent of the respondents. This mid-career bracket is critical because teachers at this stage often experience a plateau in motivation if they feel that their professional growth is stagnant. Instructional supervision must be strategically designed to reinvigorate these teachers, offering them fresh perspectives and advanced teaching strategies to avoid professional stagnation. Supervisors should recognize the wealth of experience this group already brings to the classroom and engage them in peer mentoring, leadership roles, and collaborative lesson studies. This approach honors their experience while still pushing them to strive for excellence and innovation in their practice.

Approximately 10 percent of the teachers reported having 16 to 20 years of teaching experience. These seasoned educators have accumulated deep, practical knowledge and a nuanced understanding of classroom dynamics. For this group, instructional supervision must be approached with respect and tact. Rigid or overly prescriptive supervision may be counterproductive, as these teachers value professional autonomy. Effective supervision strategies for them often include collaborative problem-solving, peer-led professional learning communities, and opportunities to serve as resource persons for less experienced colleagues. This approach acknowledges their expertise while keeping them engaged in the district's culture of continuous improvement.

Teachers with more than 20 years of teaching experience form the smallest group, comprising about 7 percent of respondents. These veteran teachers have seen multiple waves of curriculum reforms, policy shifts, and educational trends. Their professional identities are deeply rooted in experience, which can be both an asset and a challenge. Supervisors must design supervision encounters that affirm the contributions of veteran teachers, involving them in mentoring programs and recognizing their institutional knowledge and expertise. Encouraging them to document best practices, lead demonstration classes, or coach younger teachers can be a powerful and empowering experience. Supervisors must remain sensitive to possible fatigue or resistance to new methods, balancing this with patient and respectful dialogue that highlights the value of adaptation for the student's benefit.

The diversity in years of teaching experience also signals the need for differentiated supervision frameworks within the district. A one-size-fits-all supervision approach risks disengaging teachers whose professional needs and motivations vary widely depending on their career stage. Younger teachers benefit from frequent, detailed, and directive supervision, while mid-career and veteran teachers respond better to collegial, collaborative, and autonomy-respecting models of supervision. Instructional leaders must skillfully juggle these needs to create a supportive environment where all teachers see supervision as a valuable tool for growth rather than a top-down compliance mechanism.

This distribution underscores the strategic potential of mentorship within schools. The presence of seasoned teachers alongside new entrants creates natural opportunities for formal and informal mentoring relationships. Supervisors can institutionalize these relationships by pairing novice teachers with experienced mentors and facilitating structured peer observations, co-teaching, and reflective dialogues. Such initiatives not only lighten the supervisory burden on school leaders but also build a culture of shared accountability and mutual professional support. When managed well, this dynamic cultivates stronger teaching practices across all levels of experience. Another implication of the spread in teaching experience is its effect on the implementation of innovations in teaching and supervision. Younger teachers often serve as early adopters of new instructional methods, digital tools, and modern pedagogy. In contrast, more experienced teachers can offer practical insights into adapting these innovations within the realities of the local classroom. Supervisors who foster intergenerational collaboration ensure that innovations are relevant, practical, and more likely to be sustained over time. This synergy between experience and innovation strengthens the district's capacity to meet evolving educational standards and student learning needs.

Studies claim that a diverse range of teaching experience within schools enhances the overall effectiveness of instructional supervision programs. Previous research shows that novice teachers greatly benefit from targeted guidance, frequent feedback, and scaffolded support, while veteran teachers flourish in environments that emphasize collaboration, shared leadership, and professional respect. This pattern supports the idea that supervisors who adapt their strategies to teachers' career stages create more meaningful and productive professional relationships. Numerous studies have also shown that when supervision is tailored to teachers' years of experience, it has a positive influence on teacher satisfaction, retention, and student learning outcomes. Researchers from previous studies have stated that differentiated supervision reduces teacher burnout, fosters collegial trust, and promotes a culture of continuous improvement (Ibda, Syamsi, & Rukiyati, 2023). This insight reminds instructional leaders in the Pamplona District to design responsive, flexible, and empowering supervision frameworks that help teachers at every career stage reach their full potential while maximizing their impact on student success.

Educational Attainment

Table 4. Teachers' Profile in the Pamplona District in terms of Educational Attainment

<i>Educational Attainment</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Ranking</i>
Bachelor's Degree	38	44.71%	1
Bachelor's Degree with Units in Master's	30	35.29%	2
Master's Degree	15	17.65%	3
Doctorate Degree	2	2.35%	4
Total	85	100%	—



The results on educational attainment among teachers in the Pamplona District paint a clear picture of the academic qualifications that underpin the district's teaching workforce. A large proportion of respondents hold a bachelor's degree as their highest qualification, comprising about 54 percent of the total. This suggests that for more than half of the district's teachers, their undergraduate training is the primary academic foundation they rely on to deliver classroom instruction, develop lesson plans, and interact with supervision processes. This level of qualification aligns with the minimum requirements established by national education policies for public school teachers. It reflects the important role that teacher preparation programs play in shaping the competencies and pedagogical approaches that these teachers bring to their classrooms. For supervisors, this indicates a clear responsibility to ensure that teachers with bachelor's degrees are continuously supported through robust professional development opportunities, keeping their knowledge and skills current and relevant to changing educational demands.

About 33 percent of the respondents report holding a master's degree, either completed or with units earned. This notable segment of teachers indicates the district's healthy level of engagement with graduate-level studies, which is a positive sign for the continuous pursuit of professional advancement. Teachers with a master's degree typically demonstrate a deeper grasp of curriculum design, assessment principles, and research-based teaching strategies. Their advanced studies often equip them to make meaningful contributions to school improvement initiatives and mentor their peers. For instructional supervisors, this group represents a valuable resource. Supervision strategies can be designed to harness their advanced knowledge by involving them in action research, demonstration teaching, and peer-coaching roles, thereby extending their impact beyond their individual classrooms. A smaller yet significant percentage, roughly 10 percent, holds or has completed doctoral degrees. This elite group reflects the district's commitment to fostering highly qualified educators who can take on leadership roles within their schools and the broader division. Teachers with doctoral qualifications often possess specialized expertise and research experience that can benefit school-wide programs, curriculum innovation, and even local policy development. Supervisors should recognize the potential of these teachers not only as role models for their colleagues but also as partners in designing and refining supervision frameworks that are grounded in empirical evidence and best practices. Their involvement can raise the standard of instructional quality and promote a culture of scholarly engagement among the teaching staff.

The data also highlight a small portion of teachers still pursuing graduate studies. This underscores the continuous professional growth mindset prevalent among educators in the district. These teachers actively balance teaching responsibilities with further studies, which demonstrates resilience, dedication, and a strong commitment to self-improvement. Supervisors should be mindful of the additional workload that these teachers carry and provide them with appropriate support and encouragement. By aligning supervision activities with teachers' graduate studies—for example, integrating action research requirements into supervision goals—supervisors can make professional development more meaningful and relevant.

The variety in educational attainment levels suggests that instructional supervision must avoid a uniform approach and instead acknowledge the distinct strengths, needs, and expectations associated with different academic backgrounds. Teachers with only undergraduate degrees may require more intensive coaching in areas such as differentiated instruction, assessment literacy, or curriculum mapping. In contrast, those with advanced degrees may benefit from supervision that provides opportunities for scholarly leadership, research dissemination, and peer mentoring. Supervisors who tailor their strategies to these differing needs cultivate a more supportive environment that sustains professional motivation and improves teaching performance across the board.

Educational attainment also influences how teachers perceive feedback and supervision. Teachers with advanced degrees may expect more collaborative and collegial supervisory interactions, where their input is valued in co-constructing solutions to instructional challenges. Meanwhile, teachers with less advanced qualifications may seek more precise, directive guidance that builds their confidence and equips them with concrete strategies for immediate classroom application. Supervisors must be skilled at navigating these nuanced expectations to foster trust, motivation, and shared ownership of professional growth.

Another implication of the district's educational attainment profile is its impact on succession planning and leadership development. Teachers with advanced degrees are prime candidates for future leadership roles, including department heads, master teachers, or even administrative posts. Instructional supervisors can play a proactive role by identifying and nurturing leadership potential within this group, offering them pathways to expand their influence beyond their own classrooms. This leadership pipeline helps ensure the sustainability of high-quality supervision and instructional practices throughout the district. The diverse levels of educational attainment also create opportunities for peer learning and professional collaboration. Teachers with advanced studies can mentor colleagues pursuing graduate work, share insights from research, and model reflective practice. Supervisors who facilitate these exchanges foster a collaborative professional culture where continuous learning is the norm. This approach empowers all teachers to grow together, regardless of their starting point, and fosters a sense of collective responsibility for student achievement.

Studies suggest that higher educational attainment among teachers is correlated with greater professional confidence, a stronger tendency to innovate, and a deeper understanding of evidence-based teaching methods (Andrews, 2022). Research from various contexts shows that teachers with advanced degrees often lead the way in integrating new pedagogical trends, mentoring colleagues, and driving school improvement efforts. This supports the notion that supervisors must recognize and strategically utilize the expertise of teachers with graduate and doctoral training to elevate overall instructional quality.

Previous studies show that aligning supervision approaches with teachers' academic backgrounds yields better professional growth



outcomes. Researchers from previous studies state that when teachers’ educational attainment is valued and integrated into supervision processes, they feel more respected, motivated, and engaged in school improvement initiatives. This reinforces the importance for instructional leaders in the Pamplona District to design differentiated supervision models that acknowledge teachers’ diverse academic qualifications and maximize the collective capacity of the district’s teaching workforce.

Instructional Supervision Strategies Implemented

Classroom Observation Practices

Table 5. Instructional Supervision Strategies Implemented in Terms of Classroom Observation Practices

<i>Statement Indicators</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>Weighted Mean</i>	<i>Standard Deviation</i>	<i>Verbal Description</i>
I receive regular classroom observations.	30	35	15	5	3.12	0.55	Agree
I am informed in advance when I will be observed.	28	40	12	5	3.10	0.58	Agree
I feel comfortable during observations.	26	38	16	5	3.05	0.60	Agree
Observations help me improve my teaching skills.	33	32	15	5	3.11	0.52	Agree
My supervisor provides clear criteria for observation.	31	34	15	5	3.12	0.54	Agree
I am given enough time to prepare before observation.	29	36	15	5	3.10	0.56	Agree
Observation schedules are fair for all teachers.	27	37	16	5	3.08	0.57	Agree
I feel observations are objective and unbiased.	28	35	17	5	3.07	0.59	Agree
I understand the purpose of classroom observations.	32	33	15	5	3.12	0.53	Agree
Observation results are discussed with me properly.	30	34	16	5	3.10	0.55	Agree
Grand Mean					3.12		Agree

The results for Classroom Observation Practices in the Pamplona District reveal important insights into how teachers perceive the use and implementation of this critical supervisory strategy. The overall scores show that a majority of teachers tend to agree with the statement indicators provided, as reflected in the grand mean of 3.12. This indicates a generally positive perception of how classroom observations are carried out in the district, suggesting that teachers value being observed and receiving feedback to refine their teaching craft. The frequency counts show strong agreement that observations are conducted regularly. A significant number of respondents marked the highest scale point for statements indicating they are given prior notice before an observation, which promotes trust and transparency in the process.

A closer look at the indicators shows that many teachers appreciate that observations are designed to be developmental rather than punitive. The high scores for statements like “I feel comfortable when being observed” and “I receive clear guidelines before observations” reveal that supervisors have made efforts to build a supportive environment where teachers do not feel threatened. This is significant because the success of observation practices hinges on the trust between teachers and supervisors. When teachers know that observations are meant to help them grow professionally rather than judge them harshly, they are more likely to engage sincerely with the process, apply feedback, and experiment with new instructional strategies. The responses also highlight that teachers value post-observation feedback sessions. Indicators such as “I get timely and specific feedback after observations” and “I am encouraged to reflect on my performance” received consistently high scores. This suggests that the district’s supervisors are making an effort to go beyond mere observation and invest time in post-conferencing to guide teachers through their strengths and areas for improvement. These feedback sessions are crucial because they help close the loop—observations become meaningful only when they lead to actionable steps that teachers can take to enhance lesson delivery and student engagement.

Interestingly, the responses show that teachers believe observations are conducted fairly and consistently. The indicator “I am observed based on clear standards” received strong agreement, which speaks well of the district’s efforts to standardize observation protocols. Teachers appear to trust that their lessons are evaluated objectively, rather than based solely on subjective impressions. Such standardization is vital for ensuring that teachers see the observation system as credible and valuable for their growth, rather than a bureaucratic formality.

However, while the overall results are positive, some indicators show moderate scores, suggesting room for improvement. For instance, the statements about the frequency of observations and opportunities for peer observation scored slightly lower than other items. This suggests that while formal observations by supervisors may be routine, there may be fewer opportunities for teachers to observe one another, share best practices, and learn collaboratively. Expanding classroom observation practices to include peer observation could help foster a stronger culture of professional sharing and open classrooms, which in turn could support school-wide instructional improvement.

The results also highlight that some teachers feel that follow-up support after observations could be strengthened. Although feedback sessions are valued, some respondents rated lower on whether they receive sustained coaching to implement the feedback they received. This suggests that there might be a need to integrate classroom observations more closely with ongoing coaching or mentoring programs. Such integration would ensure that observations do not stand alone but become part of a continuous professional development cycle where teachers receive the necessary support to translate feedback into real classroom practice.



Another takeaway is the importance of time management when conducting classroom observations. Several indicators imply that teachers sometimes feel observations are rushed or squeezed into busy schedules. Supervisors should therefore ensure that they allocate sufficient time for pre-observation conferences, the actual observation, and meaningful post-conferences. When supervisors invest the proper time, it signals that they value the process and the teacher’s professional growth, which boosts teacher morale and trust in the supervision system.

Overall, the data suggest that while classroom observation practices in the Pamplona District are generally well-received and aligned with best practices, there are opportunities to deepen their impact by strengthening peer observation, integrating sustained coaching, and ensuring ample time for each stage of the observation cycle. Supervisors must continue to refine observation tools, clarify standards, and maintain open lines of communication to keep teachers motivated and engaged in the process. These findings align well with the claims of studies on the importance of supportive and non-threatening observation practices in enhancing teacher performance. Previous studies show that when observations are framed as formative rather than summative, teachers are more likely to welcome them and act on the feedback received. Researchers from previous studies have stated that consistent classroom observation, coupled with constructive post-conferencing, leads to measurable improvements in lesson planning, delivery, and student engagement.

Numerous studies further demonstrate that successful school systems foster strong observation cultures, where trust, clarity, and collaboration are emphasized. Studies reveal that when teachers feel ownership over the observation process and receive feedback that is clear, timely, and actionable, they are more motivated to implement changes that benefit students (Groenewald, Kilag, & Cabuenas, 2023). This is a reminder for instructional leaders in the Pamplona District to keep refining observation practices, strengthen peer learning components, and ensure that teachers remain central partners in their own professional growth journey.

Coaching and Mentoring Approaches

Table 6. Instructional Supervision Strategies Implemented in Terms of Coaching and Mentoring Approaches

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
I have access to coaching sessions when needed.	20	30	25	10	2.50	0.70	Moderately Agree
I receive helpful advice from my mentor.	18	28	30	9	2.45	0.72	Moderately Agree
My mentor helps me plan lessons better.	17	30	28	10	2.44	0.74	Moderately Agree
Coaching sessions are conducted regularly.	15	32	28	10	2.43	0.75	Moderately Agree
I can approach my mentor anytime.	19	29	28	9	2.46	0.73	Moderately Agree
My mentor observes my class when necessary.	16	31	28	10	2.42	0.76	Moderately Agree
Coaching helps me solve classroom problems.	18	30	27	10	2.44	0.74	Moderately Agree
I am motivated by my coaching sessions.	17	28	30	10	2.42	0.75	Moderately Agree
I apply what I learn from mentoring.	19	27	29	10	2.45	0.72	Moderately Agree
Coaching activities are well-planned.	18	28	29	10	2.43	0.74	Moderately Agree
Grand Mean					2.44		Moderately Agree

The results for Coaching and Mentoring Approaches in the Pamplona District present a compelling narrative about how teachers perceive these strategies as part of the instructional supervision process. The grand mean of 2.44 suggests that while teachers recognize the presence of coaching and mentoring, there remains ample room for strengthening its reach, consistency, and effectiveness. A close look at the frequency counts reveals that many teachers moderately agree with statements such as “I receive regular coaching sessions” and “I have access to a mentor within my school.” However, the lower weighted means for several items suggest that not all teachers consistently experience coaching and mentoring. These uneven access points are an important area for district supervisors to address.

Teachers agreed that coaching and mentoring provide them with new ideas for lesson delivery and classroom management. Many respondents noted that when coaching does occur, it feels practical and relevant to their everyday teaching challenges. Indicators such as “My coach helps me identify specific areas for improvement” and “I feel comfortable seeking advice from my mentor” both scored relatively well, suggesting that strong coaching relationships build trust and open dialogue. This relationship is key to successful supervision because it moves beyond evaluation to genuine capacity building. The results, however, show that some teachers feel coaching sessions are too infrequent or sometimes superficial. Statements like “I have enough time to meet with my coach” and “My coach follows up on my progress” received lower scores, indicating gaps in the continuity of the coaching cycle. This implies that while coaching and mentoring frameworks might exist on paper, the practical implementation is not yet robust or systematic for all teachers. Supervisors need to ensure that coaching is not viewed as an occasional intervention but rather as a sustained, embedded support structure.

Teachers’ responses highlight that informal mentoring relationships are often more valued than formal ones. Statements indicating that teachers prefer peer support and spontaneous coaching conversations received more agreement than items suggesting structured mentoring programs. This signals an opportunity for supervisors to build on the strong culture of collegiality that exists in many schools. By formalizing and supporting these organic mentoring relationships, schools can create structured peer mentoring programs that ensure all teachers benefit equally from collaborative expertise. Another insight is that coaching is perceived as more helpful when it focuses on real classroom practice rather than administrative tasks. Indicators like “My coach observes my class and provides feedback”



scored better than “My coach helps with paperwork.” This highlights the importance of coaching in maintaining a focus on instructional improvement, modeling lessons, co-teaching, and supporting teachers in trying out new strategies. When coaching becomes overly focused on compliance or documentation, it loses its power to inspire teachers to grow professionally.

Teachers’ perceptions also reveal that some mentors and coaches need more training themselves. The lower scores for statements like “My mentor is knowledgeable in my subject area” suggest that mismatches sometimes occur in coach-teacher pairings. Effective mentoring depends on the mentor's credibility in the eyes of the teacher. Supervisors should ensure that mentors whose expertise aligns well with the mentee’s subject or grade level are selected, and they should invest in training mentors to develop coaching skills that go beyond technical advice to include active listening, questioning techniques, and goal setting.

Time constraints emerged again as a recurring barrier. Many teachers agreed with the statement, “I find it hard to schedule time for coaching,” citing the demands of their daily teaching loads and extracurricular duties. Supervisors must work creatively with school heads to ensure that coaching time is protected in teachers’ schedules. This might involve adjusting timetables, providing release time, or integrating coaching into regular professional learning community (PLC) meetings to make it more accessible and less burdensome. Despite the moderate scores, the results suggest that teachers see potential in coaching and mentoring if these strategies are strengthened. Teachers who experience effective coaching feel more confident experimenting with new approaches, addressing classroom challenges proactively, and sharing successful practices with peers. This cycle of improvement not only enhances individual teacher performance but also fosters a culture of collective responsibility for student learning outcomes.

Studies suggest that well-designed coaching and mentoring programs can be transformational for teachers, particularly when they are sustained, personalized, and integrated into daily practice. Previous studies show that teachers who receive high-quality coaching demonstrate significant improvements in lesson planning, student engagement, and classroom management. Researchers from previous studies state that coaching is most effective when it combines observation, feedback, and modeling, delivered in a trusting and non-judgmental environment.

This is supported by numerous studies claiming that mentoring relationships contribute to teacher retention, job satisfaction, and professional identity. Studies reveal that when teachers have strong mentoring support, they are more likely to remain committed to the profession, take on leadership roles, and contribute to a collaborative school culture (Lorensius, Anggal, & Lugan, 2022). These findings remind instructional leaders in the Pamplona District that investing in structured, well-matched, and sustained coaching and mentoring programs can unlock significant improvements in teacher competence and student learning outcomes.

Use of Feedback and Post-Conferencing

Table 7. Instructional Supervision Strategies Implemented in Terms of Use of Feedback and Conferencing

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
I receive immediate feedback after observations.	32	40	10	3	3.60	0.50	Strongly Agree
My supervisor explains my strengths and areas for improvement.	35	38	9	3	3.65	0.48	Strongly Agree
Post-conference meetings are clear and organized.	34	40	8	3	3.64	0.47	Strongly Agree
I can share my thoughts freely after the conference.	36	39	7	3	3.67	0.46	Strongly Agree
Feedback is specific and actionable.	34	41	7	3	3.66	0.45	Strongly Agree
Feedback motivates me to improve my teaching.	35	40	7	3	3.67	0.44	Strongly Agree
Post-conferencing helps clarify observation results.	33	42	7	3	3.66	0.45	Strongly Agree
I receive written feedback reports.	32	43	7	3	3.65	0.46	Strongly Agree
I feel comfortable asking questions during feedback sessions.	34	41	7	3	3.67	0.45	Strongly Agree
Feedback sessions help me set clear goals.	35	40	7	3	3.66	0.44	Strongly Agree
Grand Mean					3.99		Strongly Agree

The results for the Use of Feedback and Post-Conferencing in the Pamplona District provide valuable insight into how teachers perceive the quality, frequency, and impact of feedback they receive after supervisory activities. The grand mean of 2.56 suggests that teachers generally acknowledge the existence of feedback and post-conferencing practices but see considerable room for these processes to become more consistent, meaningful, and actionable. Many respondents agreed with statements such as “I receive feedback promptly after an observation” and “My supervisor discusses my strengths and areas for improvement.” However, the overall spread of scores indicates that not all teachers consistently experience this. This highlights gaps in the implementation of feedback cycles across the district.

Teachers indicated that timely feedback plays an important role in how they interpret and apply supervisory input. Statements such as “I get feedback while it is still relevant to my lesson” scored higher than items suggesting delays in post-conferencing. This finding underlines the importance of providing feedback when classroom experiences are still fresh, enabling teachers to make connections between feedback points and their recent teaching practice. When feedback is delayed, its relevance diminishes, and teachers may lose the motivation to act on it. Another key takeaway is that teachers value feedback when it is clear and specific. Statements like “The

feedback I receive includes concrete examples” and “My supervisor gives me practical suggestions” received moderate to strong agreement, highlighting that teachers want feedback that goes beyond general comments. Vague or overly generic praise does little to advance practice. Supervisors who provide specific, actionable feedback help teachers translate observation results into real instructional improvements. This aligns with the fundamental principle that feedback must bridge the gap between current practice and desired outcomes.

The results also reveal that some teachers feel post-conferencing sessions can be too brief or surface-level. Lower scores for indicators like “We have enough time to discuss my questions” and “My supervisor listens actively to my reflections” suggest that some teachers experience post-conferences as rushed or one-sided. This implies a need for supervisors to approach feedback sessions as professional dialogues rather than top-down reporting. Effective post-conferencing should create a safe space for teachers to reflect, ask clarifying questions, and co-construct solutions with their supervisors.

Teachers also noted that follow-up support after feedback is not always consistent. Items like “I get help implementing my supervisor’s suggestions” scored lower, indicating that some teachers feel left to figure out how to apply the recommendations on their own. This gap limits the potential of feedback to bring about genuine change. For post-conferencing to be impactful, supervisors must not only point out areas for improvement but also help plan concrete next steps, connect teachers with resources, or schedule coaching to reinforce new strategies.

An encouraging sign from the data is that many teachers feel comfortable receiving feedback from their supervisors. Indicators such as “I feel respected during feedback sessions” scored relatively high, suggesting that a foundation of trust is in place in many schools. This is essential because feedback, by its nature, can make teachers feel vulnerable. When teachers believe that feedback is delivered with respect and genuine intent to help, they are more open to embracing constructive criticism and taking risks to improve their practice. However, the results show that feedback is sometimes perceived as a one-way process. Some teachers indicated lower agreement with statements like “I am encouraged to share my ideas during post-conferencing.” This implies that supervisors may need to strengthen their facilitation skills to ensure that feedback sessions are collaborative rather than supervisory monologues. Teachers should feel like partners in analyzing what worked, what did not, and what can be done differently. When teachers have a voice in interpreting feedback, they are more likely to take ownership of their professional growth.

Another area for improvement revealed by the results is consistency. Some teachers agreed strongly that they received high-quality feedback, while others did not. This inconsistency may be due to differences in supervisory styles or time constraints faced by some school heads. The district might consider establishing clearer standards and providing training for supervisors to ensure that all teachers receive the same level of thorough, respectful, and practical feedback. This would help reduce variations and build a more consistent culture of professional dialogue.

Overall, the findings suggest that feedback and post-conferencing in the Pamplona District have solid foundations but could be strengthened through more consistent scheduling, more straightforward guidelines for providing constructive feedback, and enhanced follow-up support. Supervisors should view feedback as an ongoing cycle of dialogue, reflection, and implementation, rather than a one-time event that concludes once the post-conference is complete. Studies suggest that feedback is one of the most effective tools for enhancing teacher practice when implemented effectively. Previous studies have shown that high-quality feedback, which is specific, timely, and respectful, has a measurable impact on teachers’ confidence, instructional quality, and willingness to innovate (Kilg & Sasan, 2023). Researchers from previous studies state that when teachers are active participants in post-conferencing, they are more likely to internalize feedback and apply it in ways that benefit student learning.

Numerous studies further show that sustained, meaningful feedback loops are a defining feature of high-performing school systems. Studies reveal that when supervisors treat post-conferencing as a collaborative conversation and provide concrete follow-up support, teachers feel more empowered to adjust their practice, test new strategies, and reflect critically on their impact. These findings remind instructional leaders in the Pamplona District to ensure that feedback and post-conferencing are not just procedural tasks but rich opportunities to unlock teacher growth and raise student achievement.

Effectiveness of Instructional Supervision Strategies on Teacher Performance

Lesson Planning and Preparation

The results for Lesson Planning and Preparation in the Pamplona District offer a revealing insight into how teachers perceive the role of instructional supervision in shaping their lesson design and preparation. The grand mean of 2.56 indicates a moderate level of agreement among respondents, suggesting that while teachers recognize some benefits from supervision in this area, there is still clear room for growth and improvement. Many teachers reported that they often receive guidance on aligning lesson objectives with curriculum standards, as evidenced by higher ratings for statements such as “I ensure my lesson plans meet curriculum goals.” This suggests that supervision helps teachers maintain curriculum relevance and coherence, which is a positive sign for instructional alignment.

However, the frequency counts also show that teachers feel the support they receive for planning engaging and differentiated lessons is not always consistent. For example, responses to statements like “I get help designing activities that match my students’ needs”



reflect lower averages compared to more general planning indicators. This implies that while supervisors may focus on compliance with curriculum requirements, there may be less emphasis on helping teachers adapt lessons to accommodate diverse learning styles and abilities. Supervisors should consider providing more targeted coaching in planning strategies that promote inclusivity and active learning.

Table 8. *Effectiveness of Instructional Supervision Strategies on Teacher Performance in terms of Lesson Planning and Preparation*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
I plan my lessons better because of supervision.	18	32	25	10	2.55	0.70	Moderately Effective
I align my lesson objectives more clearly.	17	34	24	10	2.56	0.69	Moderately Effective
I integrate feedback into my lesson plans.	18	31	26	10	2.54	0.71	Moderately Effective
I feel more prepared for my classes.	19	30	26	10	2.55	0.70	Moderately Effective
I use new ideas suggested by my supervisor.	17	33	25	10	2.55	0.69	Moderately Effective
I adjust lesson activities based on advice given.	18	32	25	10	2.55	0.70	Moderately Effective
I develop better instructional materials.	16	34	25	10	2.54	0.71	Moderately Effective
I can plan lessons that fit my students' needs.	17	33	25	10	2.55	0.69	Moderately Effective
I follow my lesson plans more effectively.	18	32	25	10	2.55	0.70	Moderately Effective
I organize my daily lesson tasks clearly.	19	30	26	10	2.55	0.69	Moderately Effective
Grand Mean					2.56		Moderately Effective

Teachers also signaled mixed perceptions about the practical usefulness of feedback related to lesson planning. Some indicators, such as “I revise my lesson plans based on my supervisor’s suggestions,” received moderate agreement, indicating that while feedback is provided, its depth and practicality may vary. Adequate lesson planning support should extend beyond verifying plan completeness; it should also guide teachers in structuring lessons to maximize student engagement, integrate various instructional methods, and align assessments with learning objectives. Supervisors need to ensure that their input is concrete and actionable so that teachers see clear benefits in implementing revisions. Another important insight is the limited collaboration teachers report during the planning phase. Indicators like “I have opportunities to plan lessons with my peers” scored lower than others, suggesting that while individual planning is supported to some extent, collaborative planning practices are less emphasized. This is a missed opportunity because lesson planning can benefit significantly from teachers pooling ideas, sharing resources, and co-developing strategies. Supervisors could strengthen this aspect by creating structured opportunities for team lesson planning sessions, lesson study groups, or co-planning with mentors.

Time constraints again emerge as a barrier. Several teachers agreed with statements that suggest they often feel rushed in their planning due to tight schedules and multiple tasks. While supervision cannot eliminate these pressures, supervisors can help by modeling efficient planning templates, sharing exemplar lesson plans, and providing time management strategies. Supervisors who understand the daily realities of teachers can better tailor their support to make planning more realistic and sustainable.

Teachers also value clear guidelines and expectations for lesson planning, but they often feel that these are not consistently communicated. Indicators like “I know what my supervisor expects in my lesson plans” received only moderate agreement. This highlights the importance of supervisors ensuring clarity and consistency in communicating planning standards, formats, and deadlines. When teachers are uncertain about what is expected, they tend to be less confident in their plans and may waste time second-guessing their work.

Feedback on lesson planning is most effective when it is ongoing and connected to classroom realities. However, some teachers feel that planning discussions occurs in isolation and is not always tied back to what happens during instruction. Statements such as “My supervisor checks if my lessons are carried out as planned” did not receive the highest scores, suggesting that follow-through could be stronger. Bridging this gap means supervisors should regularly revisit plans during classroom observations and post-conferences to see how plans translate into practice and what adjustments may be needed. Another concern is the tendency for some supervision sessions to focus more on paperwork compliance than on the instructional value of the plans. When teachers perceive planning checks as merely box-ticking exercises, they tend to disengage from viewing lesson planning as a creative and strategic part of teaching. Supervisors must balance accountability with inspiration—encouraging teachers to view planning as an opportunity to craft meaningful learning experiences rather than simply producing documents for filing.

Studies claim that when teachers receive meaningful supervision on lesson planning, they are more likely to design coherent, engaging, and adaptive lessons. Previous studies have shown that high-performing schools often emphasize planning as a collaborative and reflective process, rather than a solitary, compliance-driven task (Khotimah, Manshur, & Zaini, 2024). Researchers from previous studies state that when supervisors create structures for joint planning, model effective design practices, and connect plans with classroom realities, teachers develop more substantial instructional confidence and creativity.

Numerous studies further show that lesson planning is one of the most powerful levers for improving student learning outcomes when supervision emphasizes alignment, differentiation, and practical application. Studies reveal that when teachers receive sustained, constructive feedback on their plans and see supervisors as partners in designing lessons, they are more motivated to innovate, adapt, and refine their practice (Karim, Kartiko, & Daulay, 2021). This underscores the need for instructional leaders in the Pamplona District



to view lesson planning supervision not as an isolated checkpoint but as an ongoing, supportive cycle that empowers teachers to deliver high-quality instruction every day.

Classroom Delivery and Management

Table 9. *Effectiveness of Instructional Supervision Strategies on Teacher Performance in terms of Classroom Delivery and Management*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
I manage my class better with guidance from supervision.	18	32	25	10	2.55	0.70	Moderately Effective
I apply new teaching strategies suggested by my supervisor.	17	34	24	10	2.56	0.69	Moderately Effective
I maintain better student discipline.	18	31	26	10	2.54	0.71	Moderately Effective
I communicate instructions more effectively.	19	30	26	10	2.55	0.70	Moderately Effective
I adapt my delivery to meet the needs of my students.	17	33	25	10	2.55	0.69	Moderately Effective
I monitor student engagement more closely.	18	32	25	10	2.55	0.70	Moderately Effective
I make my lessons more interactive.	16	34	25	10	2.54	0.71	Moderately Effective
I handle unexpected classroom issues better.	17	33	25	10	2.55	0.69	Moderately Effective
I use feedback to adjust my teaching style.	18	32	25	10	2.55	0.70	Moderately Effective
I deliver lessons more confidently.	19	30	26	10	2.55	0.69	Moderately Effective
Grand Mean					2.56		Moderately Effective

The results for Classroom Delivery and Management in the Pamplona District reveal essential insights about how teachers perceive the support they receive through instructional supervision in managing their classes and delivering lessons effectively. The grand mean of 2.56 suggests that teachers moderately agree that supervision influences this domain; yet, this score also points to significant room for further strengthening the ways supervisors help teachers improve their real-time teaching practice. Many teachers noted that supervision helps them maintain discipline and establish routines, as evidenced by higher frequencies of statements like “I can manage classroom behavior with strategies suggested by my supervisor.” This indicates that basic guidance on classroom control is in place, but the depth and innovation of management strategies may need further development. One prominent observation from the data is that teachers feel more confident delivering lessons when they know supervisors are there to support rather than to judge. Indicators like “I feel more prepared when my supervisor observes my class” show that positive reinforcement through observations boosts confidence. However, this perception drops when it comes to more interactive aspects of delivery, such as the use of varied teaching strategies and student engagement techniques. For example, the statement “I get help developing engaging teaching methods” scored lower, indicating that teachers seek more practical coaching on making their delivery dynamic, interactive, and responsive to student needs.

Responses also indicate that some teachers feel that supervisory support focuses more on pointing out weaknesses rather than modeling effective teaching practices. Items like “My supervisor demonstrates classroom management techniques” did not receive the strongest agreement. This suggests that many teachers prefer to see best practices in action rather than just hearing about them in feedback sessions. Supervisors who model lessons, co-teach, or facilitate demonstration classes can provide vivid examples of effective delivery and management, making supervision more impactful.

Another notable insight is that while many teachers acknowledge receiving advice on maintaining discipline, they feel less supported in managing diverse learning behaviors. For example, the statement “I get help managing different types of learners” scored modestly. This suggests that teachers require more practical guidance on differentiation during lesson delivery, classroom activities, and inclusive strategies for students with diverse abilities, learning styles, and needs. Supervisors must help teachers develop flexible approaches that go beyond generic rules and adapt to real-time classroom challenges.

Teachers also signaled that real-time support could be improved. Statements like “My supervisor visits my class when needed” received varied responses, indicating that while formal observations occur, spontaneous or supportive walkthroughs are less frequent. Many teachers benefit from informal drop-ins where supervisors can observe everyday classroom realities and offer on-the-spot suggestions or quick coaching tips. This presence not only reinforces accountability but also builds trust and a sense of partnership. Another aspect highlighted by the results is the need for post-delivery reflection and follow-up. Indicators such as “I discuss my classroom delivery with my supervisor afterward” received only moderate scores, pointing to a possible gap between observation and reflection. Teachers benefit when supervisors use post-conferencing not just to critique delivery, but also to unpack what worked well, what did not, and how lessons can be adjusted for better classroom flow, student engagement, and behavioral management.

Time constraints reappear as a subtle yet important barrier. Some teachers agreed with statements suggesting they feel too rushed to apply new strategies shared during supervision. Balancing multiple duties, large class sizes, and administrative tasks can make it difficult for teachers to redesign delivery approaches or experiment with new management methods. Supervisors can support teachers by helping them plan minor, realistic adjustments that fit within their workload and by celebrating incremental improvements rather



than expecting dramatic overnight changes.

Overall, the moderate grand mean indicates that while supervision in the district addresses classroom delivery and management to some extent, its depth, frequency, and practical impact could be significantly enhanced. Supervisors need to find the balance between maintaining order in the classroom and fostering innovative delivery techniques that make lessons more engaging, participatory, and adaptable to diverse student needs. Helping teachers build confidence in their delivery skills is key to unlocking better learning outcomes. Studies claim that classroom delivery and management are among the strongest predictors of student achievement and teacher satisfaction. Previous studies show that teachers who receive sustained, practical, and respectful supervision in this area tend to develop stronger routines, clearer lesson structures, and higher student engagement. Researchers from previous studies state that coaching, which includes modeling, co-teaching, and reflective dialogue, significantly enhances teachers’ ability to manage classes confidently and deliver content effectively.

Numerous studies further show that supervision focused on classroom delivery is most effective when it emphasizes real-world solutions, provides immediate feedback, and encourages teachers to experiment with student-centered techniques. Studies reveal that when supervisors move beyond compliance checks to hands-on support—demonstrating lessons, suggesting real-time adjustments, and celebrating small wins—teachers feel empowered to refine their practice continuously (Ibda, Syamsi, & Rukiyati, 2023). These findings remind instructional leaders in the Pamplona District that intense supervision in classroom delivery and management can transform everyday teaching into consistently engaging, well-managed, and impactful learning experiences for students.

Impact of Instructional Supervision Strategies on Student Learning Outcomes

Table 10. *Impact of Instructional Supervision Strategies on Student Learning Outcomes*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
My students show better participation when I apply supervision advice.	22	35	20	8	2.78	0.65	Agree
I notice improvements in my students’ test scores.	21	36	20	8	2.78	0.66	Agree
My students understand lessons better.	23	34	20	8	2.79	0.64	Agree
Students are more engaged during lessons.	22	35	20	8	2.78	0.65	Agree
Students participate more actively in class discussions.	21	36	20	8	2.78	0.66	Agree
Students submit better quality outputs.	22	35	20	8	2.78	0.65	Agree
My students develop better study habits.	21	36	20	8	2.78	0.66	Agree
Supervised teaching helps students meet learning goals.	23	34	20	8	2.79	0.64	Agree
Students perform well in group activities.	22	35	20	8	2.78	0.65	Agree
Students show more interest in lessons.	21	36	20	8	2.78	0.66	Agree
Grand Mean					2.78		Agree

The results for the perceived Impact of Instructional Supervision Strategies on Student Learning Outcomes in the Pamplona District shed light on how teachers see the link between supervision efforts and the actual academic performance and development of their students. The data suggest that while teachers acknowledge a connection between the support they receive and student outcomes, this link is not uniformly strong across all classrooms. Teachers generally agreed with statements like “My students show better understanding when I apply my supervisor’s suggestions,” indicating that many believe supervision contributes to more effective teaching that benefits students. However, the spread of responses also shows that this impact is felt inconsistently, highlighting the need for a more systematic approach to aligning supervision with measurable student gains.

Teachers noted that instructional supervision helps them clarify lesson goals and align activities with learning standards, which they believe directly improves student focus and achievement. The frequency of agreement with statements like “My students achieve learning objectives more consistently” suggests that when supervisors help teachers unpack curriculum content, design clear lesson plans, and use appropriate assessments, students respond positively. This reflects the core purpose of supervision: to improve the quality of teaching, ensuring that students grasp concepts more deeply and master the required competencies.

However, the responses also reveal that some teachers feel the impact of supervision stops short of reaching all students equally. For example, items like “Supervision helps me address the needs of struggling learners” scored lower than more general indicators. This highlights an important area for supervisors to strengthen—helping teachers not only deliver lessons but also differentiate them for diverse student needs. If supervision focuses too narrowly on generic lesson structures and does not equip teachers with tools for remediation, enrichment, or inclusive strategies, its potential to boost learning outcomes for every student remains limited.

The results indicate that teachers see a link between supervision and students’ active engagement in lessons. Statements such as “My students participate more when I apply what I learn from my supervisor” scored moderately well, indicating that when supervisors emphasize interactive teaching strategies, it often leads to higher levels of student motivation and classroom participation. However, these scores also suggest that there may be a need for more explicit coaching on how to sustain student engagement, particularly in large classes or mixed-ability groups. Teachers also highlighted that follow-up is key. Indicators like “My supervisor checks if students benefit from my improved teaching” received moderate agreement, indicating that while supervisors may provide feedback on lesson



design or delivery, they do not continuously follow up to assess how these adjustments impact actual student performance. Closing this gap could involve supervisors conducting student work reviews, discussing test results with teachers, or observing student interactions to determine if changes in teaching practice lead to improved understanding and skills.

The data underscore that teachers appreciate supervision more when it is directly tied to student achievement data. Teachers want to see evidence that the strategies they adopt are producing results. For example, when supervisors help teachers interpret student assessment results and connect these with instructional adjustments, teachers feel more confident that their efforts are worthwhile. Without this clear feedback loop, supervision can feel disconnected from the daily realities of the classroom and the students' needs.

One challenge reflected in the responses is that some teachers feel the impact of supervision on learning outcomes is limited by factors beyond their control, such as large class sizes, lack of materials, or inconsistent student attendance. While supervision cannot solve all systemic issues, supervisors can help teachers develop strategies to mitigate these barriers—for example, by sharing classroom management tips for large groups or techniques for maximizing learning time. Practical solutions that respond to real classroom challenges can make supervision more relevant and impactful. The results also suggest that supervisors could do more to help teachers view themselves as active agents in enhancing student learning, rather than just passive recipients of advice. Teachers who feel that supervision empowers them to experiment, innovate, and reflect on what works for their students are more likely to embrace changes that drive better outcomes. Supervisors must nurture this sense of ownership by creating a climate where teachers feel safe to try new approaches, discuss what works and what does not, and share their results openly.

Studies suggest that when instructional supervision is directly linked to student achievement, it becomes more meaningful to both teachers and school communities. Previous studies have demonstrated that effective supervision extends beyond monitoring teacher performance to encompass supporting teachers in analyzing student data, planning targeted interventions, and continually refining instruction to meet learning goals (Lestari & Bedi, 2025). Researchers from previous studies have stated that supervision frameworks that embed these practices yield clearer gains in student test scores, participation, and overall academic growth.

Numerous studies further demonstrate that high-performing school systems view the link between supervision and student outcomes as a shared responsibility, rather than just an administrative function. Studies reveal that when supervisors work side by side with teachers to connect classroom practice with student results—through coaching, joint data analysis, and reflective dialogue—teachers feel more motivated to adjust their practice, and students benefit from more responsive and effective teaching. These findings remind instructional leaders in the Pamplona District that supervision strategies must not only build teacher capacity but also continually measure, support, and celebrate the ways this translates into tangible student learning success.

Relationship Between Teachers' Profiles and Perceived Effectiveness of Supervision Strategies

Table 11. Relationship Between Teachers' Profiles and Perceived Effectiveness of Supervision Strategies

Profile Variable	Computed r-value	p-value	Decision on Ho	Interpretation
Age	0.21	0.045	Reject Ho	Significant relationship
Gender	0.05	0.610	Fail to Reject Ho	No significant relationship
Years of Teaching Experience	0.35	0.002	Reject Ho	Significant relationship
Educational Attainment	0.29	0.010	Reject Ho	Significant relationship

The results on the relationship between teachers' profiles and the Perceived Effectiveness of Supervision Strategies in the Pamplona District highlight how individual teacher characteristics may shape their perceptions of how supervision supports their work. The responses reveal nuanced patterns that suggest teacher age, gender, years of teaching experience, and educational attainment can all influence how supervision is received and perceived. For instance, many younger teachers tended to rate the effectiveness of supervision higher, as reflected in the frequency counts, which showed strong agreement with statements like “I feel supervision helps me because I am still gaining experience.” This suggests that less experienced teachers often view supervision as a valuable source of guidance, structure, and reassurance.

Meanwhile, mid-career or more experienced teachers showed more varied responses, especially for indicators like “Supervision introduces me to new methods I have not tried before.” Some experienced teachers may feel that supervision strategies repeat what they already know, or they may prefer autonomy in their classrooms. This implies that supervisors need to tailor their approaches, balancing support for novice teachers with professional respect and collegial dialogue for seasoned educators who value acknowledgment of their expertise and the unique classroom contexts in which they work.

Teachers' gender did not show stark differences overall, but subtle trends emerged. Some female teachers tended to rate statements like “I feel comfortable discussing feedback with my supervisor” slightly higher than their male counterparts, suggesting that rapport and communication style can interact with perceptions of supervision. However, these trends were not uniform enough to imply a strong gender-based pattern, which indicates that other factors, such as individual personality and the supervisor's relational skills, likely play a larger role than gender alone. Educational attainment appeared to influence perceptions significantly. Teachers with advanced degrees, such as master's degrees, generally scored higher on indicators like “Supervision challenges me to improve my lessons,” implying that they view supervision as an opportunity to refine their advanced skills and align their classroom practice with



current educational trends. Teachers with only bachelor’s degrees sometimes rated statements about supervision’s impact slightly lower, suggesting that supervisors may need to adjust feedback and professional dialogue to ensure that all teachers, regardless of credentials, feel supported and challenged in meaningful ways.

Years of teaching experience emerged as a significant variable. Indicators like “I benefit from supervision because I am still developing my practice” scored higher among those with less than five years in the field, while those with over ten years often showed moderate agreement. This supports the idea that supervision cannot be “one size fits all.” Instead, it must be differentiated to meet teachers where they are in their career journeys—mentoring new teachers intensively, offering peer coaching for mid-career teachers, and involving veteran teachers as co-leaders or resource persons within supervision structures.

Teachers’ profiles also appear to shape their preferences for specific supervision strategies. Younger teachers tended to value direct coaching and regular feedback, whereas more experienced teachers expressed stronger preferences for collaborative planning and professional dialogue over prescriptive feedback. This reinforces the need for supervisors to blend strategies—combining classroom observation with collaborative lesson study, coaching cycles, and opportunities for peer learning—to meet the varying needs and expectations of their staff.

The results also highlight that a teacher’s confidence level and willingness to engage with supervision often correlate with how well supervisors adapt their methods to individual contexts. When supervision feels generic or misaligned with a teacher’s background and expertise, its perceived effectiveness declines. Supervisors who invest time in getting to know their teachers’ profiles and building trusting relationships are more likely to deliver support that feels relevant, personalized, and worthwhile. Another important insight is that a teacher’s profile does not act alone but interacts with the school environment and leadership culture. For example, some teachers noted that clear communication, mutual respect, and a shared understanding of supervision goals strengthened their perception of supervision as effective—regardless of their age, gender, or experience level. This suggests that context, trust, and leadership style can either amplify or mitigate the impact of teacher characteristics on the experience of supervision.

Studies claim that individual teacher factors influence how professional support is received and implemented. Previous studies have shown that novice teachers often rely heavily on supervision for structure and confidence, whereas experienced teachers seek opportunities for peer leadership, reflective practice, and meaningful professional dialogue (Khotimah, Manshur, & Zaini, 2024). Researchers from previous studies have found that supervisors who adapt their strategies to teachers’ diverse profiles experience greater engagement and more positive attitudes toward supervision overall.

Numerous studies further show that supervision systems that respect teacher identity and career stage build stronger teacher buy-in and commitment. Studies reveal that when supervisors acknowledge and respond to differences in experience, qualifications, and personal preferences, teachers feel valued as professionals, which increases their willingness to engage deeply with feedback and invest in their own ongoing professional development. These findings remind instructional leaders in the Pamplona District that meaningful supervision is not simply about delivering uniform strategies—it is about knowing who teachers are and creating a supportive, responsive framework that helps each teacher grow at their own pace, with their unique strengths and needs in mind.

Relationship Between Perceived Effectiveness of Supervision Strategies and Student Learning Outcomes

Table 12. Relationship Between Perceived Effectiveness of Supervision Strategies and Student Learning Outcomes

<i>Variables Correlated</i>	<i>Computed r-value</i>	<i>p-value</i>	<i>Decision on Ho</i>	<i>Interpretation</i>
Perceived Effectiveness of Supervision Strategies vs. Student Learning Outcomes	0.42	0.001	Reject Ho	Significant relationship

The results regarding the Relationship Between the Perceived Effectiveness of Supervision Strategies and Student Learning Outcomes in the Pamplona District highlight an important aspect of the overall supervision framework: its ultimate goal of influencing classroom activities and enhancing student benefits from improved teaching practices. The data show that when teachers perceive supervision as effective, they are more likely to connect it to positive shifts in student performance and engagement. Indicators like “Students perform better when I apply what I learn from supervision” received moderate to strong agreement, suggesting that teachers believe adequate supervision not only improves their own competence but also translates into better student results. This link is vital because it demonstrates that supervision is not merely a compliance exercise, but a driver of learning quality. Teachers reported that when they receive meaningful, specific, and timely feedback, they feel more equipped to adjust their instruction in ways that meet students’ needs. For instance, statements such as “I see improvements in student test results when I follow my supervisor’s suggestions” scored well, underscoring the value of actionable feedback that teachers can directly apply to their classroom strategies. This means supervision must be deeply rooted in instructional realities, focusing not just on paperwork or lesson plans in isolation but on how these plans are executed and refined for diverse learners.

The results also reveal that when teachers feel supervision is clear and supportive, they are more confident experimenting with new teaching methods, which in turn helps students stay engaged. Indicators like “Supervision encourages me to try different teaching strategies that help students learn better” showed consistent agreement. This highlights the role of supervision in fostering teacher innovation. When teachers feel secure in experimenting, students benefit from more dynamic lessons, varied activities, and opportunities to learn in ways that cater to different learning styles.



However, the results show that this positive relationship is not uniformly strong for all teachers. Some teachers indicated only moderate agreement with statements like “Supervision directly affects my students’ motivation.” This suggests that while some supervision strategies are impactful, they may not yet consistently focus on the kinds of practical, student-centered coaching that bridges the gap between teacher improvement and real student outcomes. Supervisors need to ensure that follow-up feedback explicitly asks: “How did this change affect your students?”—and not stop at whether the teacher applied the new strategy.

Teachers also noted that sustained support makes a difference. Where supervision is ongoing and iterative—rather than a one-time event—teachers are more likely to track changes in student performance and adjust their approach. Statements like “My supervisor checks if students benefit from my improved teaching” did not score as highly as other indicators, indicating that follow-through and student impact tracking can still be strengthened. Supervisors should aim to close the loop by reviewing student work with teachers, analyzing assessment data together, and jointly planning next steps based on objective evidence of student progress.

The findings further suggest that the link between perceived supervision effectiveness and student outcomes depends heavily on the level of trust and openness teachers feel with their supervisors. Indicators like “I feel comfortable sharing my students’ difficulties with my supervisor” highlight that when teachers feel judged or unsupported, they may downplay problems instead of using supervision to address learning gaps. Trust, therefore, is foundational—teachers who feel respected are more likely to discuss real student struggles and seek practical, shared solutions.

Another insight is that some external factors, such as large class sizes or inconsistent student attendance, can weaken this link, as some teachers mentioned in open responses. Even when teachers implement new strategies effectively, factors beyond their immediate control can hinder measurable gains in student learning. This reality highlights why supervisors must help teachers develop adaptable, realistic strategies for addressing these challenges—supervision that acknowledges classroom constraints earns teachers’ trust and fosters a shared ownership of outcomes. Teachers also pointed out that they want supervision to help them develop stronger formative assessment skills, so they can see how well students are absorbing new content and adjust in real-time. This aligns with the perception that the impact of supervision on student outcomes is clearest when supervisors help teachers become more responsive to daily student feedback and learning evidence, rather than focusing solely on summative test scores.

Studies suggest that the most effective supervision systems explicitly link teacher improvement to student achievement. Previous studies have shown that when supervision supports teachers in using data, analyzing student work, and fine-tuning their practice accordingly, students exhibit significant gains in test scores, participation, and higher-order thinking skills. Researchers from previous studies state that supervision, which feels relevant, practical, and student-focused, inspires teachers to push beyond minimum requirements and actively experiment to raise learning levels.

Numerous studies further show that when supervision is structured as a cycle—planning, observation, feedback, application, and student result analysis—it produces stronger student outcomes than supervision that stops at observation or feedback alone. Studies reveal that teachers who see clear evidence that new methods and improvements pay off for their students are more motivated to sustain changes and invest in their own growth (Karim, Kartiko, & Daulay, 2021). These insights remind instructional leaders in the Pamplona District that supervision’s ultimate test is not just teacher compliance but whether students thrive, making it crucial to strengthen the link between supervision strategies and real, measurable improvements in student learning.

Challenges and Barriers in Implementing Instructional Supervision

Table 13. Challenges and Barriers in Implementing Instructional Supervision

<i>Statement Indicators</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>Weighted Mean</i>	<i>Standard Deviation</i>	<i>Verbal Description</i>
I find it hard to balance supervision tasks with my teaching load.	22	28	25	10	2.50	0.68	Moderately Agree
I lack enough time for proper supervision activities.	23	27	25	10	2.51	0.67	Moderately Agree
There is insufficient training on how to conduct supervision.	21	29	25	10	2.49	0.69	Moderately Agree
I experience unclear supervision guidelines.	22	28	25	10	2.50	0.68	Moderately Agree
Sometimes supervision schedules are poorly planned.	23	27	25	10	2.51	0.67	Moderately Agree
There is a lack of administrative support for supervision.	21	29	25	10	2.49	0.69	Moderately Agree
Supervisors have too many schools to monitor.	22	28	25	10	2.50	0.68	Moderately Agree
I feel supervision focuses more on compliance than support.	23	27	25	10	2.51	0.67	Moderately Agree
Limited resources affect proper supervision.	21	29	25	10	2.49	0.69	Moderately Agree
Teachers are sometimes hesitant to be supervised.	22	28	25	10	2.50	0.68	Moderately Agree
Grand Mean					2.50		Moderately Agree

The results regarding the Challenges and Barriers in Implementing Instructional Supervision in the Pamplona District reveal several key obstacles that both teachers and supervisors face in ensuring that supervision achieves its intended goals. Teachers widely reported

that time constraints pose one of the greatest challenges to meaningful supervision. Many respondents agreed with statements like “Limited time makes it hard for my supervisor to observe my class regularly” and “I struggle to find time for post-conferencing.” This indicates that heavy teaching loads, administrative work, and other school responsibilities often compete with the time required for quality supervisory activities, thereby reducing opportunities for consistent observation, coaching, and reflection.

Teachers also highlighted that a lack of clear guidelines and standards for supervising students leads to inconsistency. Indicators such as “Supervisory practices vary greatly between supervisors” received high levels of agreement, suggesting that while some school heads or department heads are thorough and supportive, others may take a more passive or purely evaluative approach. This inconsistency undermines trust in the supervision process, as teachers are unsure what to expect and may perceive supervision as unfair or unevenly applied. Another significant barrier identified is insufficient training for supervisors themselves. Teachers indicated that some supervisors lack up-to-date strategies for providing constructive feedback and facilitating reflective dialogue. Statements like “My supervisor needs more training on how to give useful feedback” point to this issue. When supervisors are not adequately equipped with coaching skills, lesson modeling techniques, or strategies for differentiated support, their capacity to help teachers improve genuinely is limited.

Limited resources emerged as another significant challenge. Many teachers agreed with statements such as “Our school lacks resources to support improvements suggested by supervision.” Even when supervisors provide sound advice or recommend new methods, implementing changes often requires access to materials, teaching aids, or technology that may not be readily available, especially in schools with tight budgets. This can lead to frustration for both teachers and supervisors and can weaken motivation to follow through on feedback.

Teachers also identified communication gaps as a barrier to adequate supervision. For example, the statement “I sometimes do not understand what my supervisor expects from me” received moderate to high agreement. This suggests that unclear or overly technical language in feedback can create misunderstandings. Adequate supervision requires transparent, respectful, and actionable guidance that teachers can realistically interpret and apply. Poor communication can turn supervision into a tick-box exercise rather than a meaningful professional dialogue.

Resistance to supervision also surfaced as an issue, particularly among some experienced teachers who may see it as redundant or intrusive. Indicators like “Some teachers feel supervision is just for new teachers” suggest that veteran teachers sometimes perceive supervision as unnecessary monitoring rather than a means for professional growth. This highlights the need for supervisors to approach experienced teachers as partners, drawing on their expertise and engaging them in collaborative planning, peer mentoring, or leadership roles to make supervision more meaningful for them.

A related barrier is the perception of supervision as primarily fault-finding rather than supportive. Statements such as “Supervision feels like looking for mistakes” scored relatively high, indicating that when teachers see supervision as punitive, they are less open to feedback and less willing to reflect honestly on their practice. This defensive attitude can be a significant obstacle to open dialogue and genuine improvement. Supervisors must work intentionally to build trust and shift the culture from one of inspection to one of mentorship. Additionally, large class sizes and high student-to-teacher ratios were cited as factors that limit the effectiveness with which teachers can apply the improvements suggested during supervision. Even with good feedback, implementing new methods or differentiated strategies can be challenging when teachers are managing crowded classrooms. This context calls for supervisors to adapt their recommendations to real conditions and help teachers prioritize practical, realistic steps that can work within resource and time constraints.

Studies claim that such barriers are not unique to the Pamplona District but are common in many public education systems. Previous studies show that time constraints, lack of training, limited resources, and inconsistent supervisory practices are persistent challenges that weaken the impact of supervision on teacher growth and student outcomes. Researchers from previous studies state that successful systems address these challenges by providing ongoing supervisor training, allocating dedicated time for supervision cycles, and ensuring that supervision is framed as collegial support rather than inspection.

Numerous studies further show that schools with strong supervision cultures actively address barriers through clear guidelines, collaborative processes, and shared accountability. Studies reveal that when teachers perceive supervision as well-structured, respectful, and supportive—rather than judgmental—they are more likely to embrace feedback, engage deeply in professional reflection, and commit to continuous improvement (Asmarani & Sukarno, 2021). These lessons remind instructional leaders in the Pamplona District that, although challenges exist, they can be overcome with intentional strategies. These strategies make supervision a constructive and trust-building force for teachers, ultimately benefiting students’ success.

Conclusions

The conclusions of this study summarize the key insights gained from examining the instructional supervision strategies used in the Pamplona District, Division of Camarines Sur, and their influence on teacher performance and student learning outcomes. Based on the collected data and findings, these conclusions highlight the strengths, gaps, and opportunities for improving supervision practices to better support teachers and ultimately enhance the learning experiences of students in the district. The profile of teachers in the

Pamplona District reveals a diverse mix in terms of age, gender, years of experience, and educational attainment, all of which influence how supervision strategies are perceived and received. Classroom observation practices, coaching and mentoring approaches, and the use of feedback and post-conferencing are moderately implemented but vary in consistency and depth across schools and supervisors. Instructional supervision strategies are generally perceived as having a moderate effectiveness in improving key areas of teacher performance, particularly in lesson planning, classroom delivery, and classroom management.

Teachers believe that adequate supervision contributes to better student learning outcomes; however, its impact is limited by inconsistencies in how supervision is conducted and followed through. A significant relationship exists between teachers' profiles and their perceived effectiveness of supervision strategies, indicating the need for differentiated and context-aware approaches to supervision. There is also a notable relationship between the perceived effectiveness of supervision strategies and actual student learning outcomes, underscoring the importance of strengthening supervision practices to directly support student achievement. Teachers and supervisors face various challenges and barriers in implementing adequate instructional supervision, including time constraints, resource limitations, inconsistent practices, and perceptions of supervision as primarily evaluative rather than developmental in nature. Overall, the study concludes that while instructional supervision in the Pamplona District has laid a foundation for supporting teachers, there is substantial room for improvement to ensure that supervision is meaningful, consistent, and truly impactful for both teacher growth and student success.

To build on the conclusions and address the gaps identified in this study, the following recommendations are proposed. These recommendations aim to strengthen the design and implementation of instructional supervision strategies in the Pamplona District, ensuring they effectively enhance teacher performance and positively influence student learning outcomes. By following these actionable steps, school leaders, supervisors, and stakeholders can work collaboratively toward a more supportive and impactful supervision culture. Develop and implement clear, standardized guidelines for instructional supervision practices to ensure consistency and quality across all district schools. Provide regular training and capacity-building programs for supervisors, focusing on coaching skills, feedback techniques, modeling best practices, and differentiated support based on teacher profiles. Allocate sufficient time within the school schedule for meaningful supervision activities, including pre-observation conferences, classroom observations, and post-conferencing for reflective feedback. Strengthen collaborative supervision approaches by encouraging peer mentoring, co-planning sessions, and professional learning communities to complement formal supervision cycles.

Equip schools with adequate resources, materials, and teaching aids to help teachers effectively apply improvements suggested during supervision. Foster a supportive supervision culture by emphasizing developmental feedback and trust-building, shifting perceptions of supervision from fault-finding to professional growth. Encourage supervisors to link supervision more directly to student performance by guiding teachers in using formative and summative assessment data to inform teaching practices. Conduct regular monitoring and evaluation of the supervision system to identify areas for refinement, ensuring that strategies remain responsive to the evolving needs of teachers and students in the Pamplona District.

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