



(RESEARCH ARTICLE)



Elementary Schools' Instructional Supervision in Tabaco City Division

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Abstract

This study examined instructional supervision in elementary schools within the Tabaco City Division, focusing on four key areas: classroom observation, teacher demonstration, teacher visitation, and feedback provision. It aimed to determine the extent of supervisory practices, identify challenges encountered by school heads, and propose a plan to improve supervision. A descriptive survey method was used to gather insights from forty (40) elementary school heads across various schools in the division.

The study utilized a researcher-made questionnaire and employed a survey-comparative design to gather relevant data. Participating schools included a wide range of institutions, such as Tabaco South Central Elementary School, Pawa, San Isidro, and San Vicente, ensuring diverse representation. Data analysis was conducted using frequency counts, weighted mean, and ranking, enabling a clear assessment of supervisory practices and challenges across the division.

Keywords: Instructional Supervision; Classroom Observation; Feedback; Supervisory Practices

1. Introduction

Instructional supervision is a continuous, collaborative process aimed at enhancing the quality of teaching and learning through guidance, feedback, and professional support. Globally, it is implemented by school heads to improve classroom instruction and ultimately boost student achievement. At its core, instructional supervision promotes the sharing of best practices and supports teachers in refining their instructional strategies to create more meaningful educational experiences. This process is grounded in technical assistance and sustained efforts to develop teachers professionally.

In the modern world, education plays a vital role in empowering individuals to address societal challenges and improve their communities. Instructional assessment, a key component of supervision, helps schools evaluate teaching effectiveness based on student outcomes and informs decisions on instructional improvements. By assessing strategies and fostering reflection, schools institutionalize effective practices and refine those that are less impactful. This feedback loop encourages continuous growth for both teachers and students.

In the Philippine context, instructional supervision aligns with the Department of Education's core values and is supported by Republic Act 10533, which promotes learner-centered approaches. It is recognized as a critical element of educational management that fosters collaboration and accountability among stakeholders. Through standards like the PPSSH and DepEd directives, school heads are equipped to lead supervision efforts that elevate teacher quality and learner performance. Ultimately, instructional supervision builds a culture of ongoing improvement, reflective teaching, and professional development across the education system.

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2. Materials and methods (quantitative)

The study employed a descriptive quantitative design using total enumeration of 40 elementary school heads from the Tabaco City Division as respondents. A researcher-made survey instrument was distributed to gather data on four key areas of instructional supervision: classroom observation, teacher demonstration, teacher visitation, and provision of feedback. Frequency counts and weighted means were applied to analyze the level of practice in each area and to identify the most pressing supervisory challenges.

Findings revealed a 100% implementation rate across all four areas, with classroom observation (4.96), teacher demonstration (4.95), teacher visitation (4.97), and feedback (4.99) rated as *extremely practiced*, resulting in a combined weighted mean of 4.96. These high scores indicate a strong commitment to instructional supervision among school heads. However, challenges such as negative teacher attitudes, unmanageable workloads, and lack of pedagogical training emerged as critical barriers affecting effective implementation.

To address these concerns, an instructional supervisory plan for SY 2023–2024 was developed, targeting the top-ranked problems in each area. The plan includes strategies for professional development, improved time management, stakeholder engagement, and resource support. This structured intervention aims to enhance supervision practices, reduce implementation barriers, and elevate the overall quality of teaching and learning across elementary schools in the division.

3. Results and discussions

The study revealed that instructional supervision in elementary schools within the Tabaco City Division is highly implemented, focusing on four core practices: classroom observation, teacher demonstration, teacher visitation, and provision of feedback. These practices were all rated as *extremely practiced*, reflecting the strong engagement of school heads in supporting teacher development and instructional improvement. However, despite this high level of practice, several recurring challenges were identified across each area of supervision.

Among the key problems are negative attitudes of teachers toward supervision, excessive workloads, lack of pedagogical training, time limitations, and insufficient resources and stakeholder support. These issues consistently emerged across all four supervisory areas, suggesting systemic constraints that hinder more effective supervision. To address these concerns, the researcher developed a structured instructional supervisory plan for SY 2023–2024, aiming to mitigate identified barriers and enhance the implementation of supervision practices across schools.

4. Conclusion

Instructional supervision is a vital, collaborative process that enhances teaching quality and student achievement through continuous guidance, assessment, and professional development. It promotes the sharing of best practices, informed instructional decisions, and reflective teaching, empowering educators to meet evolving educational demands. In the Philippine context, it aligns with national values and reforms such as Republic Act 10533 and the PPSSH, reinforcing its role in building teacher capacity and fostering accountability. Overall, instructional supervision serves as a cornerstone of effective educational management and sustained academic success.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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