



**SCHOOL HEADS' INSTRUCTIONAL SUPERVISION PRACTICES:
BASIS FOR ENHANCEMENT PROGRAM**

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ABSTRACT

This study explored school heads' experiences in carrying out instructional supervision to develop a supervisory plan. Ten head teachers from the Barotac Nuevo school district participated in the study, which used a qualitative phenomenological design for the 2025–2026 school year. Thematic analysis was applied to identify recurring themes in their responses. Findings revealed that instructional supervision practices centered on collaborative professional growth, assurance of instructional quality, and comprehensive supervision. These were implemented through professional training, clear goal-setting, and fostering collaboration. Challenges encountered included insufficient instructional resources, time limitations, and logistical constraints. To address these, school heads adopted coping strategies such as peer mentoring, collaborative support, and structured leadership approaches.

Keywords: *Experiences, School Heads, Implementation, Instructional Supervision, Supervisory Plan*

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INTRODUCTION

School heads are key persons who will ensure the actual delivery of the MATATAG curriculum. Their understanding of this curriculum would be very important in order to cultivate an innovative learning environment that strives for academic excellence. Thus, school heads are now encouraged to take a more instructional approach by directly engaging in managing the school curriculum, guiding teachers, and making data-driven decisions (Po, 2025). Despite the new curriculum's advantages, school heads still face many obstacles. Ensuring that all teachers meet the necessary standards for its implementation is one of the most difficult tasks.

Globally, the importance of instructional supervision has increased due to several urgent issues. First, teacher shortages and insufficient professional development reduce classroom effectiveness (UNESCO, 2021). Second, learning loss resulting from extended school closures during the COVID-19 pandemic remains a serious problem, underscoring the need for effective pedagogical leadership to restore high-quality learning settings (Fullan, 2020). Third, as the need for inclusive and equitable education grows, school administrators must adapt teaching strategies to the demands of a diverse student body (Fullan, 2020). These difficulties highlight the necessity for instructional leaders to promote teaching excellence through vision, direction, and capacity-building.

Similar issues are reflected in the Philippine educational system. Problems persist despite the Enhanced Basic Education Act and the implementation of improvements under the MATATAG Agenda. First, school heads' capacity to effectively influence classroom instruction

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is limited by a lack of comprehensive training and coaching in instructional supervision (SEAMEO INNOTECH, 2021). Second, many school administrators are overworked and have little time for teacher mentoring and classroom observation (DepEd, 2022). Third, instructional innovation and long-term teacher growth are hampered by gaps in professional learning communities and support networks (Magno, 2023). The practice and support of instructional leadership across the nation's many school contexts need to be reexamined in light of these national challenges.

These national issues manifest in the Municipality of Barotac Nuevo through more specific, context-specific methods. Educators in the district recount diverse experiences with school leaders, ranging from strong collaboration and instructional guidance to minimal involvement and limited feedback on teaching concerns. Programs for developing leaders are often unavailable in rural and isolated schools, resulting in inadequate instructional leadership and uneven teaching practices.

These challenges underscore the importance of examining how teachers experience and respond to instructional leadership within their schools. Taken together, local, national, and global issues reveal a significant gap in understanding the everyday realities of leadership from the viewpoint of educators. While leadership models and policies exist, their practical application—especially in disadvantaged and rural contexts—remains uncertain.

Expectations and practical realities underscore the need to examine how teachers, who are on the front lines of education, experience, understand, and adapt to instructional leadership.

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This study seeks to address the identified gap by examining and interpreting the experiences of school administrators in carrying out instructional supervision within Barotac Nuevo, Iloilo.

MATERIALS AND METHODS

Research Methodology

This chapter outlines the research methodology, including the design, participants, data collection procedures, instruments, and analytical methods. The study seeks to identify the challenges DepEd school heads face in implementing instructional supervision during the post-pandemic recovery in Barotac Nuevo, Iloilo, for the school year 2025–2026.

Research Method

This study employed a qualitative research method, using in-depth interviews as the primary data collection tool.

The descriptive approach was adopted to systematically capture and explain the phenomenon within its natural setting, without manipulating any variables. Elliott (2025) states that it seeks to accurately depict present circumstances, relationships, or practices within educational settings so that scholars can comprehend trends, patterns, and the consequences of practice. This method was especially helpful for educational research that aims to record and examine actual behaviors, events, or perceptions without altering the settings in which they occur (Elliott, 2025).

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The interviewee and the interviewer were given the opportunity to sit apart and consider a set of questions regarding a certain topic. Through their answers to the questions, the participants' primary or essential opinions on a particular topic in a social setting were to be ascertained.

Research Design

The study used a phenomenological research design. Phenomenology is one philosophical approach to qualitative research. Phenomenology seeks to understand how others perceive the world and how this view may diverge from commonly held ideas by focusing on an individual's subjective interpretations of their experiences. In several fields, including psychology, sociology, and social work, phenomenology involves interviewing subjects to understand their perspectives.

The study of consciousness structures as experienced firsthand is the main emphasis of phenomenology. Investigating and describing events as they are consciously experienced without turning to ideas about their causal explanations or being swayed by unexamined prejudices is the main goal of phenomenology (Biemel and Spiegelberg, 2024).

Participants of the Study

The study utilized the twelve (10) elementary school heads currently serving within the Municipality of Barotac Nuevo for the School Year 2025–2026. Utilizing a purposive sampling technique, the selection specifically includes the administrative leaders from the barangays of Lico-an, Palaciawan, Agcuyawan Pulo, Salihid, Bunca, Sohoton, Talisay, Tinorian, Tiwi, and Monpon.

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The participants were chosen for their direct involvement and specialized oversight of the elementary institutions in these areas, ensuring that the data gathered reflect the specific pedagogical and administrative realities of these diverse local contexts.

Sampling Design

The study employed a purposeful sampling design. Nikolopoulou (2023) defines purposeful sampling as a collection of non-probability sampling methods where units are chosen based on the qualities you require in your sample. In other words, purposive sampling chooses units "on purpose."

This sampling method, also known as judgmental sampling, which relies on the researcher's judgment, is used to strategically select the people, situations, or occurrences that offer the most information to meet the study's goals.

Research Instrument

The primary tool for this research was a researcher-developed interview schedule, designed as a semi-structured guide to facilitate systematic yet flexible data collection. According to Morris (2025), this tool serves as a roadmap that ensures all pertinent themes are addressed, thereby enhancing the rigor, consistency, and comparability of the data across different participants. While the schedule provides a stable framework, its semi-structured nature allows the researcher to pivot based on emerging insights, ensuring a deep exploration of the participants' lived experiences. The core of the instrument consists of three targeted questions specifically aligned with the study's primary objectives to maintain topical focus. To ensure an accurate and verbatim capture of these dialogues, the researcher employs

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both voice and video recording devices, contingent upon participants' explicit informed consent. This multimodal recording approach not only preserves the nuances of verbal responses but also enables analysis of non-verbal cues, providing a comprehensive dataset for subsequent qualitative analysis.

Validity of the Research Instrument

A panel of jurors, selected for their expertise in research, testing, assessment, and English, was tasked with validating each interview question. This review and modification process was completed before the researcher, adviser, and Graduate School Dean confirmed the validity of the interview schedule.

The degree to which a study's findings, interpretations, and conclusions accurately, meaningfully, and appropriately represent the topic under investigation is known as validity. Validity ensures the tool measures what it should and that results reliably reflect reality. To ensure that every item truly reflects the construction being studied, the instrument's questions and structure must align with the study's established variables and objectives to establish content validity. To determine whether the items are pertinent, understandable, and reflective of the concepts under study, this process often involves expert assessment.

Researchers improve the precision and use of data gathered in relation to the research goal by ensuring that the instrument's structure and content align with the study's framework (Creswell & Creswell, 2023).

Panel feedback was applied to the interview schedule using the Good and Scates form.

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Data Gathering Procedures

To carry out the study, the researcher sought permission from the adviser, the Graduate School Dean, the Schools Division Superintendent, the District Supervisors, the school heads, and the individual participants.

Interviews were conducted in person at schools, communities, or other convenient venues. Prior to the interviews, participants were asked to sign a consent form.

For in-depth interviews, both voice and video recorders were used to capture responses accurately, and the researcher consolidated all data after completing the series of interviews.

Data Analysis

A qualitative technique used to identify, evaluate, and describe recurrent patterns or themes within narrative material is known as thematic analysis, which was applied to the information gathered during the interview schedule. By using this method, the researcher can gain important insights into the difficulties and coping mechanisms educators face when teaching reading in multigrade classes in island schools.

To identify emergent themes in behavior, communication, decision-making, motivation, and support among multi-grade instructors, each written response was closely scrutinized.

Braun and Clarke (2023) claim that theme analysis offers six steps for analyzing results and provides an exacting framework for examining qualitative data, enabling researchers to

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find both explicit and hidden meanings in participant narratives. It is especially appropriate for educational research seeking to understand intricate organizational and social dynamics.

According to Nowell et al. (2021), theme analysis ensures systematic data coding and interpretation, thereby improving transparency and credibility in qualitative research.

RESULTS AND DISCUSSIONS

This study aimed to determine school heads' experiences in implementing instructional supervision as a basis for an intervention plan in the Municipality of Barotac Nuevo within the school year 2025-2026.

The participants of this study were the ten (10) selected school heads in the Schools District of Barotac Nuevo. The method used in this study was descriptive, with in-depth interviews. The interviewer was allowed to sit at a substantial distance and reflect on a set of questions about a specific topic. Through their answers to the questions, participants' primary or essential opinions on a particular topic in a social setting are sought after.

Phenomenology was employed in the study as part of qualitative research. A researcher-created interview schedule with a primary focus on the study's goal served as the research tool in this investigation.

Voice and video recorders were used to collect data with participants' consent. Such tools were used for analysis, including the field notes taken during the interview.

The adviser and a panel of jurors reviewed and modified each item before deciding if the researcher's interview plan was legitimate. The researcher received permission to perform

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the study from the adviser, the Graduate School Dean, school administrators, and, most importantly, each participant. To conduct the in-person interview, the researcher personally traveled to the neighborhood, school, or other location that was convenient for the participants.

The researcher combined the information gathered following the interviews. A thematic approach was used to analyze the collected data.

Based on the study's results, school heads' practices in instructional supervision included collaborative professional growth, ensuring quality instruction, and comprehensive instructional supervision.

As for how the school heads practiced instructional supervision, they focused on professional growth, clear goal-setting, and fostering collaboration.

As to their challenges encountered, they were inadequate instructional materials, time constraints, lack of resources, and perpetual logistical barriers. On the other hand, their coping strategies included resource optimization, peer mentorship, collaborative support, and systematic leadership.

However, their coping strategies were peer mentorship, collaborative support, and systematic leadership.

The study's output was an intervention plan based on its results.

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Conclusion

School heads practice instructional supervision as a developmental, continuous process. It is not a one-time evaluation but a series of "best practices" aimed at fostering collaborative professional growth through consistent and supportive oversight. By focusing on systematic monitoring and professional support, leaders create a sense of collaborative accountability that directly enhances the quality of teaching and learning. These experiences highlight that effective supervision is comprehensive and developmental, moving beyond checking boxes to actively nurturing teacher potential and student success.

School leaders play a vital role in shaping the quality of teaching and learning within their institutions. Instructional leadership has long been acknowledged as one of the most significant influences on educational outcomes and school climate. It is defined as the ability to guide and support teachers in developing effective classroom practices, encompassing a set of beliefs and strategies aimed at fostering strong teaching and learning environments.

Despite strong intentions, school heads frequently face demands and the need for instructional leadership. Chronic resource deficits and significant time constraints often hinder their ability to provide deep pedagogical support, as administrative responsibilities burden them. Furthermore, leaders must navigate perceptual and logistical barriers, such as teacher resistance to change or traditional mindsets. These systemic and interpersonal barriers—ranging from complex employee dynamics to limited autonomy—can stifle even the most dedicated efforts to improve classroom instruction.

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To mitigate these hurdles, school heads adopt an efficiency-driven approach through resource optimization and peer mentorship. By using strategies such as Learning Action Cells (LAC) and "monitoring by walking" (MOWA), they foster collaborative support and systematic organization even under tight schedules. A supportive, systematic leadership approach—including providing constructive feedback and technical assistance—helps build trust with teachers. These adaptive strategies allow school heads to maintain their focus on instructional quality while managing the diverse pressures of school administration.

The study's output, as a basis for an enhancement program, is often aligned with standards that focus on strengthening instructional leadership, strategic planning, and community partnerships. It provides school heads with mentors and new school heads.

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