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**EXPERIENCES OF TEACHERS-IN-CHARGE ON INSTRUCTIONAL SUPERVISION: BASIS FOR SUPERVISORY PLAN**

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**ABSTRACT**

This study was conducted to determine the teachers-in-charge's experiences in instructional supervision as a basis for a supervisory plan. The study used a phenomenological research design under a qualitative method. The participants of the study were the ten (10) selected teachers-in-charge assigned in the schools district of Barotac Nuevo for School Year 2025-2026. The data was collected through face-to-face interviews using a semi-structured interview guide. Thematic analysis was employed to identify common themes and patterns in the responses. The participants' experiences in instructional supervision included collaboration, dual-role management, transformative leadership, and a catalyst for growth and quality. The challenges encountered were resource and role conflict, the complexity of the dual-role leadership transition, and systemic and multidimensional barriers to effective instructional leadership. Finally, the coping strategies for the challenges encountered were: collaborative, support-oriented leadership for professional growth; adaptive time management and psychological resilience; and proactive planning and supportive leadership. The study's results served as the basis for the supervisory plan.

**Keywords:** *Experiences, Teachers-In-Charge, Instructional Supervision, Supervisory Plan*

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## INTRODUCTION

### Background of the Study

Instructional supervision plays a crucial role in enhancing teaching effectiveness and student learning. In the Philippines, the Department of Education (DepEd, 2020) has institutionalized these practices through the Philippine Professional Standards for School heads, highlighting the importance of structured and ongoing instructional support in driving educational quality.

According to Shaked and Benoliel (2020), a country's supervisory procedures directly affect the quality of its educational system. Despite these revelations, there is a lack of research explicitly examining the efficacy of instructional supervision in barrio schools, indicating a knowledge gap regarding localized supervisory issues and best practices (Mangadlao & Oropa, 2025).

There are inconsistencies in supervision practices in the Philippines, leading to disparities in educational outcomes. While some schools effectively implement supervisory strategies, others struggle due to limited professional development and negative perceptions of supervision.

These include understanding how school heads can effectively balance their 70% instructional supervisory mandate with heavy administrative and managerial tasks. Many school heads devote only about 30% of their time to instruction due to administrative demands (Mangadlao & Oropa, 2025).

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School heads are confronted with multifaceted barriers, including multigrade instructional demands and administrative burdens (Bacang, Calumpang & Almagro, 2025). There is limited research on how emerging technologies can specifically support instructional supervision, particularly in blended or online delivery modes. There is a lack of culturally sensitive and context-specific supervisory practices that accommodate diverse teaching environments and background differences (Formoso, 2019).

By addressing these gaps, educational policymakers and institutions can strengthen school heads' leadership capacities, ensuring they are better equipped to manage schools effectively, promote inclusive learning environments, and contribute to long-term educational improvement, particularly in underserved areas (Bacang, Calumpang & Almagro, 2025).

In the Municipality of Barotac Nuevo, discrepancies in educational outcomes stem from inconsistent supervision practices. Even as some schools successfully implement supervisory techniques, many barangay schools continue to face difficulties, including a lack of professional development opportunities and unfavorable perceptions of supervision. Improving the district's educational quality requires addressing these problems. Research has highlighted the significance of instructional supervision in shaping educational environments (Mangadlao & Oropa, 2025).

Generally, research on instructional supervision in Philippine barangay schools is critical because these institutions often face unique geographic and resource constraints that directly affect educational quality. In many rural areas, effective supervision is the primary

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mechanism for bridging performance gaps and ensuring that national educational standards are met at the grassroots level.

## MATERIALS AND METHODS

### Research Methodology

This chapter describes the research methodology, design, study participants, data collection techniques, research instrument, and data analysis. The study's goal is to identify barangay school heads' instructional supervision techniques as a foundation for the instructional supervisory plan in the Municipality of Barotac Nuevo, Iloilo, for the school year 2025-2026.

### Research Method

The research method used in this study was qualitative, with in-depth interviews.

The goal of the descriptive research method is to methodically describe a phenomenon in its natural environment without changing any of the 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 is 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).

The interviewee and the interviewer were allowed to sit apart and consider a set of questions regarding a certain topic. Through their answers to the questions, participants'

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primary or essential opinions on a particular subject in a social context are intended to be captured.

## 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 & Spiegelberg, 2024).

## Participants of the Study

The respondents of this research were the ten (10) deliberately chosen teachers-in-charge of Barangays Acuit, Agcuyawan Calsada, Bagongbong A, Guintas, Igbong, Linao Cruz, Patag, So-ol, Tabucan, and Tubungan in the Municipality of Barotac Nuevo during the School Year 2025-2026.

The core inclusion criteria include: (1) Participants must hold an official designation as a Teacher-in-Charge and serve as the acting instructional leader in the absence of a permanent school head, (2) He or she is active in service with the Department of Education during the

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school year 2025-2026, (3) She or he has minimum length of service—often of at least three years to ensure sufficient experience with the nuances of instructional practices and leadership, (4) Participants must have direct involvement in supervisory activities, such as conducting classroom observations, providing feedback to peers, and managing professional development, and (5) a participant has an explicit willingness to participate in the study.

### 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. Purposive sampling, also called judgmental sampling, uses the researcher's judgment to select individuals, circumstances, or events that provide the most information to achieve the study's objectives. To put it another way, purposive sampling chooses units "on purpose."

### Research Instrument

The researcher's interview schedule was the research tool used in the study.

In qualitative research, an interview schedule is a planned or semi-structured guide that outlines the questions or topics the interviewer plans to cover. Its main goal is to ensure that all relevant topics are systematically covered across interviews, improving data consistency, rigor, and comparability while maintaining flexibility for in-depth investigation and adaptation to new findings (Morris, 2025).

Four of the interview questions center on the study's goal.

With participants' consent, a voice and video recorder was used to collect data.

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## Validity of the Research Instrument

A group of jurors, selected for their expertise in evaluation, research, and English proficiency, was tasked to examine each item for possible revision. Their review served as the basis for the researcher, adviser, and graduate school dean in finalizing the credibility of the interview guide.

The degree to which a study's findings, interpretations, and conclusions accurately, meaningfully, and appropriately represent the topic under investigation is known as validity. It ensures that the research instrument measures what it is intended to measure and that the results accurately depict 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).

The panel's comments, adjustments, and suggestions on the interview schedule were incorporated through the relevant Good and Scates form.

## Data Gathering Procedures

The adviser, the Graduate School Dean, the Office of the Schools Division Superintendent, the Office of the District Supervisors, school heads, and individual participants

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all gave their consent for the study to proceed. The researcher personally visited the participants' towns, schools, or other convenient locations to conduct the interview.

Participants were requested to sign a disclaimer or permission form for the study before the interview.

A voice and video recorder was available for in-depth interviews to capture the interviewee's statements accurately. After conducting several interviews, the researcher compiled all the gathered information.

### Data Analyses

Thematic analysis, a qualitative technique used to identify, evaluate, and describe recurrent patterns or themes within narrative material, 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 multigrade instructors, each written response will be closely scrutinized.

Braun and Clarke (2021) claim that theme analysis offers a flexible yet rigorous framework for analyzing qualitative data, enabling researchers to uncover 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.

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

This study adopted Braun and Clarke's 6-phase thematic analysis to identify, analyze, and interpret patterns (themes) in data. The steps are: "(1) familiarizing yourself with data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining/naming themes, and (6) producing the report."

## RESULTS AND DISCUSSIONS

This research aimed to determine the experiences of teachers-in-charge in instructional supervision as a basis for the supervisory plan in the Schools District of Barotac Nuevo during the school year 2025-2026.

The respondents of this research were the ten (10) selected teachers-in-charge of instructional supervision in the Schools District of Barotac Nuevo. The method used in this study was descriptive research 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.

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Voice and video recorders were used for data collection and documentation, with participants' consent. Such instruments 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 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.

### Experiences of Teachers-In-Charge on Instructional Supervision

Based on the study's results, teachers-in-charge's experiences in instructional supervision included collaboration, dual-role management, transformative leadership, and catalyzing growth and quality.

The challenges they encountered in instructional supervision included resource and role conflicts, the complexity of the dual-role leadership transition, and systemic and multidimensional barriers to effective instructional leadership.

Further, the coping strategies for the challenges experienced by teachers-in-charge in instructional supervision included collaborative and Support-oriented leadership for

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professional growth, adaptive time management and psychological resilience, and proactive planning and supportive leadership.

The study's output was a supervisory plan based on its results.

In the present study, teachers-in-charge (TICs)' experiences with instructional supervision reflect a complex interplay between their roles as educators and administrative leaders. The insights derived from these findings are as follows:

**Transformative Roles and Collaborative Growth.** TICs often view instructional supervision as more than a routine administrative task; they experience it as a catalyst for growth and quality through transformative leadership. By fostering a culture of collaboration, these leaders bridge the gap between teaching and management, directly influencing teacher professional development and reflective practice.

**The Burden of Dual-Role Management.** Despite the positive outcomes, TICs face significant hurdles stemming from resource and role conflicts. The complexity of the dual-role leadership transition creates unique pressure, as the demand for effective instructional leadership must be balanced with systemic barriers and multidimensional tasks. These challenges often manifest as "bottlenecks" that can undermine the overall effectiveness of the supervision process if not properly managed.

**Resilience and Proactive Coping.** To navigate these systemic obstacles, TICs employ support-oriented leadership and proactive planning. Their ability to sustain instructional quality relies heavily on adaptive time management and psychological resilience, which allow them to remain flexible while adhering to structured supervisory goals. Ultimately, a

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collaborative culture—supported by peer coaching and collective input—serves as a primary strategy for overcoming individual role strain and ensuring long-term educational excellence.

## CONCLUSION

Based on the study's findings regarding the experiences, challenges, and coping strategies of Teachers-In-Charge (TICs), the following recommendations are provided to enhance instructional supervision and leadership effectiveness:

Educational authorities and school divisions should prioritize the development of specialized induction programs and continuous professional training specifically tailored for Teachers-In-Charge. These programs should focus on equipping TICs with the necessary skills to navigate the complexity of the dual-role leadership transition, helping them balance administrative duties with classroom teaching responsibilities. By providing mentoring and coaching opportunities, schools can help TICs shift from a fault-finding to a transformative leadership approach, catalyzing growth and quality in the learning environment.

To address the systemic and multidimensional barriers identified, it is recommended that school administrators implement adaptive time management strategies and proactive planning to mitigate resource and role conflicts. Fostering a collaborative and support-oriented leadership culture can significantly reduce the psychological burden on TICs while promoting professional growth among staff. Furthermore, schools should encourage the use of reflective, context-responsive supervisory models to ensure that instructional supervision is perceived as a partnership for improvement rather than a mere evaluative requirement.

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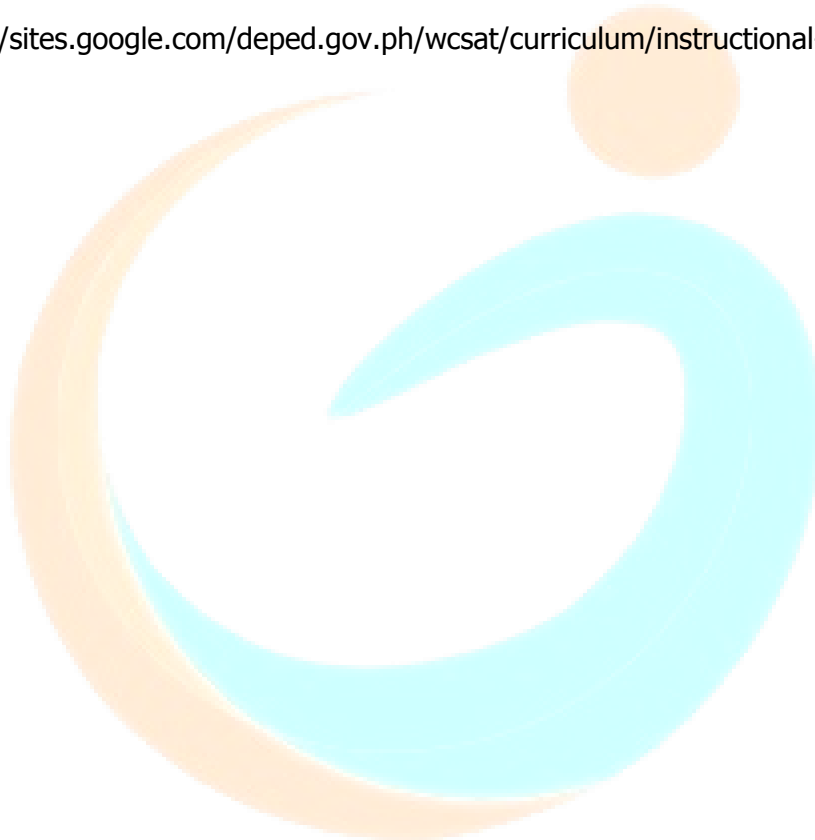


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