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**TEACHERS' EXPERIENCES IN THE SUPERVISORY PRACTICES  
OF SCHOOL HEADS: BASES FOR INTERVENTION PROGRAM**

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**ABSTRACT**

This study investigated teachers' lived experiences with the school heads' supervisory practices at SDO Iloilo through a phenomenological approach. Data were gathered from twenty purposively selected teachers using a semi-structured interview, and responses were examined through thematic analysis. The findings revealed that teachers generally had positive experiences, highlighting collaboration, mentoring, professional growth, and constructive feedback. Challenges included high expectations, heavy workloads, limited resources, and supervisory issues. Teachers overcame these obstacles by adopting a positive outlook, carefully organizing and managing their time, working together with their peers, being resourceful, and being flexible. Based on the findings, the study suggests improving instructional leadership, bolstering development programs, supplying resources, and encouraging cooperative and adaptable supervision techniques. The study recommended an intervention program to boost teacher performance and student outcomes through professional development, supervision, recovery programs, and stakeholder engagement.

**Keywords:** *Intervention Program, School Heads, Supervisory Practices, Teachers' Experiences*

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## INTRODUCTION

It is widely recognized that strong school leadership plays a crucial role in improving both student performance and the quality of teaching. In particular, school administrators' supervisory procedures are crucial for directing instructors, giving them feedback, and encouraging their professional development. According to Ebreo (2024), the quality of instructional supervision is directly impacted by school heads' leadership self-efficacy and technological competence. This study demonstrated that school administrators are better able to support teachers' professional development and instructional practices when they are self-assured in their leadership skills and skilled at incorporating technology into supervision.

According to Mangadlao and Oropa (2025), school administrators can monitor teaching performance, coach instructors, encourage reflective practice, and increase overall instructional quality by strengthening supervisory programs through targeted instructional practices. According to their results, good supervision is a managerial and interpersonal process that calls for methodical approaches and ongoing assistance.

Teachers have a favorable opinion of school heads who exhibit good interpersonal and leadership abilities, suggesting that relational competencies have a major impact on the caliber of supervision. It was pointed out that contextual factors like workload, school resources, and teacher preparedness can affect the results of supervisory practices; therefore, these competencies might not be enough on their own to guarantee effective supervision. These results highlight the necessity for organized intervention programs that target school heads'

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competencies as well as the real-world difficulties they face in their supervisory positions

(Panol et al., 2020).

Understanding teachers' actual experiences under the supervision of their school heads becomes crucial in light of these viewpoints. Examining these experiences sheds light on how professional growth, instructional effectiveness, and the general school climate are impacted by supervisory practices. This study sought to discover challenges and best practices in supervisory practices by methodically collecting teachers lived experiences. These findings might be used as a foundation for creating a customized intervention program. This program aims to enhance the supervisory skills of school leaders while promoting collaborative, supportive, and effective instructional leadership, ultimately improving teaching practices and learning outcomes in the classroom.

## MATERIALS AND METHODS

### Research Methodology

This chapter outlines the research methodology, including the research design, study participants, data-gathering procedures, research instruments, and data analysis techniques employed. The study aimed to examine the collaborative strategies utilized by teachers in private schools for implementing school innovations, with the findings serving as a basis for developing an enhancement program within the Schools Division of Iloilo (SDO-Iloilo City).

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## Research Method

This study employed a qualitative approach, using purposive sampling to select participants who met pre-defined inclusion criteria. Data were collected through focus group discussions and semi-structured interviews, guided by an instrument developed by the researcher.

Thematic analysis (Braun, Clarke, & Hayfield, 2024) was used to analyze the transcribed data from video-recorded interviews and focus group discussions. The interviews explored participants' supervisory experiences and challenges as elementary school heads.

The researcher-made interview guide facilitated a structured yet flexible interview process, ensuring clarity for both the researcher and the respondents. The thematic analysis identified key themes and sub-themes within the data, following the established framework of Braun, Clarke, & Hayfield (2024).

## Research Design

In order to investigate participants' lived experiences with school heads' supervision techniques, this study used a phenomenological methodology. Neubauer, Witkop, and Varpio (2019) explain that phenomenology seeks to understand and describe the essence of a phenomenon as experienced by individuals, without the influence of prior assumptions or interpretations. Accordingly, this study aimed to capture teachers' experiences with the supervisory practices of school administrators. By exploring their individual experiences, the study sought to reveal the deeper meanings, difficulties, and effects connected to these practices, offering a comprehensive understanding of their function in the educational setting.

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In line with Nicholls (2019), the study stressed the significance of each participant's unique perceptions. We looked at how each participant's particular role, history, and setting influenced their experience with virtual meetings. This method made it possible for the study to identify the variety of viewpoints and the intricate elements that affected elementary school heads' supervisory experiences and difficulties.

The depth of the participants' personal experiences offered crucial insights into the importance they placed on virtual gatherings. The study employed thematic analysis to identify patterns and themes that reflected the essence of these supervisory practices, including the challenges encountered by teachers and the strategies they employed to cope with them. The study sought to shed light on instructors' perceptions of school administrators' supervisory procedures.

### Participants of the Study

A total of twenty teachers from the Schools Division Office of Iloilo (SDO-Iloilo) participated in this study. The district supervisors of the Public School District Offices gave the researcher the names of the responders who specifically came from Vista Alegre Elementary School, Bugnay Sur Elementary School, California Elementary School, San Antonio Elementary School, San Geronimo Elementary School, Rizal Primary School, Nagpana Elementary School, San Lucas Elementary School, San Francisco Elementary School, La Fortuna Elementary School, and Natividad Primary School.

In this study, a total of twenty people were taken into consideration. The subjects were chosen through the use of purposeful sampling.

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## Sampling Design

This study employed purposive sampling to select participants. It is a type of non-probability sampling in which the researcher chooses which people to include in the sample based on a number of factors, such as capacity and willingness to participate in the study or specialized knowledge of the research issue (Oliver & Jupp, 2006, as cited in Panti, 2020).

The study's participants were chosen using the inclusion criteria. These contained the following requirements: (1) participants had to be working as teachers in a public school at SDO - Iloilo; (2) they had to have personally witnessed their school head's supervisory practices during the current academic year; and (3) only one teacher per school was chosen.

## Research Instrument

The study utilized an interview guide developed by the researcher to explore teachers' experiences with the supervisory practices of school heads, with the findings serving as a basis for designing an intervention program in the Schools Division of Iloilo.

There were four documents in the instrument. (1) Participants were formally informed that they had been chosen to participate in the study through a Letter to Respondents, and anonymity was a key consideration. (2) The assent document was the document of consent to interview. It served to notify the researcher of the participants' affirmative and negative responses. The letter was closed with a signature and date attached to the name. (3) The four open-ended questions in the interview schedule were in line with the study's primary goal.

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All in-depth interviews were documented using both audio and video recording devices.”

### **Validity of the Research Instrument**

The thesis adviser evaluated the first draft of the text and presented it to a panel of specialists in the sciences, tests and measurements, and statistics for face and content validation and item inspection in order to determine the validity of the instrument. Each item was examined by the panel of experts using a variety of standards, including appropriateness, relevance, language clarity, and sentence correctness. The final edition included the adjustments, suggestions, and advice for improving the instrument.

The instrument was not put through a reliability test. Construct, face, and content validity were taken into account. As previously stated, expert validation was carried out, and recommendations were incorporated prior to data collection.

According to Fraenkel and Wallen (2003) as cited in Mensah and Osman (2022), content-related proof of validity required that the format and content be compatible with the definition of variables and the sample of the subject to be measured. This was useful for verifying the interview guide's items. The final draft took into account the panel of validators' remarks, adjustments, and recommendations on the interview guide's items.

The instrument's structure and content were designed with research ethics in mind.

### **Data Gathering Procedures**

To ensure the health and safety of all participants and research personnel, the researcher strictly adhered to government-mandated safety protocols throughout the study.

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A formal request for authorization to conduct the study was submitted to the School Superintendent of the Schools Division of Iloilo (SDO-Iloilo). Following approval, the researcher delivered the signed letter to the relevant public school district office, which helped find possible study volunteers. Purposive sampling was used by the researcher to choose participants who had direct supervisory responsibilities. The participants' pertinent experiences and perspectives on the topic were guaranteed by this focused selection.

After identifying the participants, the researcher coordinated with the district supervisors to schedule the interviews. A series of interviews were arranged by the school to get thorough and varied insights. This approach enabled the researcher to facilitate in-depth discussions, encouraging participants to share their experiences and perspectives. In order to adequately record the participants' reactions and chronicle the entire spectrum of their sentiments and ideas, interview sessions were noted. Prior to the interviews, the researcher obtained informed consent from the participants, ensuring that they fully understood the purpose of the recordings.

The researcher combined all the information gathered for analysis after performing the interviews. To find recurring themes, patterns, and important insights from the interviews, a thematic analysis approach was used, as described by Braun, Clarke, and Hayfield (2024). Through this approach, the researcher was able to systematically analyze the data and provide a detailed, in-depth account of the participants' experiences with supervisory responsibilities as primary school heads in SDO-Iloilo. The findings of this study served as the basis for

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understanding the effectiveness of these practices and identifying areas in which the intervention program could be further developed.

## Data Analyses

A group of specialists evaluated the interview guide's validity. Every comment and recommendation pertaining to the tool's validation was considered.

During the interviews, notations of interviews and conversations were transcribed. The collected data was analyzed using a thematic method. The process of exploring through a data set to find, examine, and report recurring patterns is known as thematic analysis (Braun, Clarke, & Hayfield, 2024). While this technique is used to organize and describe data, the process of selecting codes and developing themes also involves interpretation.

## RESULTS AND DISCUSSIONS

This study examined teachers' experiences with the supervisory practices of school heads in the Schools Division of Iloilo (SDO-Iloilo), using a phenomenological approach to inform the development of an intervention program.

Based on particular inclusion criteria, a purposeful sample of twenty teachers from all of the Public School District of Barotac Viejo was chosen. A verified interview schedule created by the researcher was used to gather data, which was then subjected to thematic analysis. To guide the creation of focused intervention programs for teachers and school heads, the study found recurring patterns and experiences.

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The findings of this study are presented below, organized according to the sequence of the research questions:

As a result of one-on-one interviews, teachers' experiences were positive on the supervisory practices of school heads. The majority of teachers see school heads' supervisory practices as encouraging, helpful, and motivating. Mentoring, classroom observations, cooperative activities like Learning Action Cells (LACs), and constructive criticism all aid in improving teaching methods, enhancing classroom management, and promoting professional development. Such encouraging monitoring fosters a culture of lifelong learning, increases teacher confidence, and improves instructional efficacy.

As revealed in the responses of the teachers during the interview, teachers faced challenges in the supervisory practices of school heads. High expectations, stress during assessments, intense workloads, few resources, and different supervising styles were some of the challenges teachers encounter. These difficulties can have a detrimental effect on professional growth, well-being, and instructional effectiveness, underscoring the necessity of organized, encouraging, and resource-sensitive supervisory practices.

As a result of the narratives of the themes identified in the study, teachers were able to manage challenges in the supervisory practices of school heads. Teachers used proactive techniques to deal with supervisory challenges, such as keeping an optimistic outlook, being receptive to criticism, efficiently organizing and managing their time, working with colleagues, making the most of available resources, and exhibiting adaptability and flexibility. These tactics strengthen resilience, facilitate the successful

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application of supervisory advice, and encourage ongoing professional development despite obstacles.

The intervention program's objectives are to improve learner academic recovery, teacher professional development, and instructional leadership. To improve constructive criticism, classroom observation, and cooperative supervision, it offers school heads training, mentoring, and supervisory seminars. To foster professional development, resourcefulness, and resilience, teachers are assisted through Learning Action Cell (LAC) workshops, peer mentoring, adaptive teaching techniques, and capacity-building exercises. Diagnostic tests, tailored remedial education, and contextualized learning resources help close learning gaps for students. To ensure effective implementation, the program includes stakeholder involvement, ICT and resource support, as well as emotional and motivational components. Additionally, to achieve measurable improvements in teaching practices, student outcomes, and overall school leadership effectiveness, the program is structured around systematic monitoring, evaluation, and organized implementation phases.

## CONCLUSION

The discussion of the insights is organized according to the sequence of the research questions, emphasizing the key implications of the study.

Teachers' professional development, instructional effectiveness, and motivation are greatly enhanced by positive and supportive supervisory practices, such as constructive

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feedback, mentoring, and collaborative engagement. This highlights the significant role of school heads in fostering a culture of continuous learning.

The necessity for balanced supervision and organized support mechanisms is highlighted by the fact that, despite good intentions, supervisory practices can cause stress and anxiety in instructors because of high expectations, hard workloads, limited resources, and time limits.

In order to overcome supervisory problems, teachers' resilience, adaptability, peer collaboration, and proactive professional development are crucial tactics that show how teacher agency enhances school leadership in attaining instructional progress.

The program offers a comprehensive framework that empowers school heads, teachers, and students by combining instructional leadership, professional development, and academic recovery. This promotes instructional excellence, accessible learning, and increased resilience within the school community.

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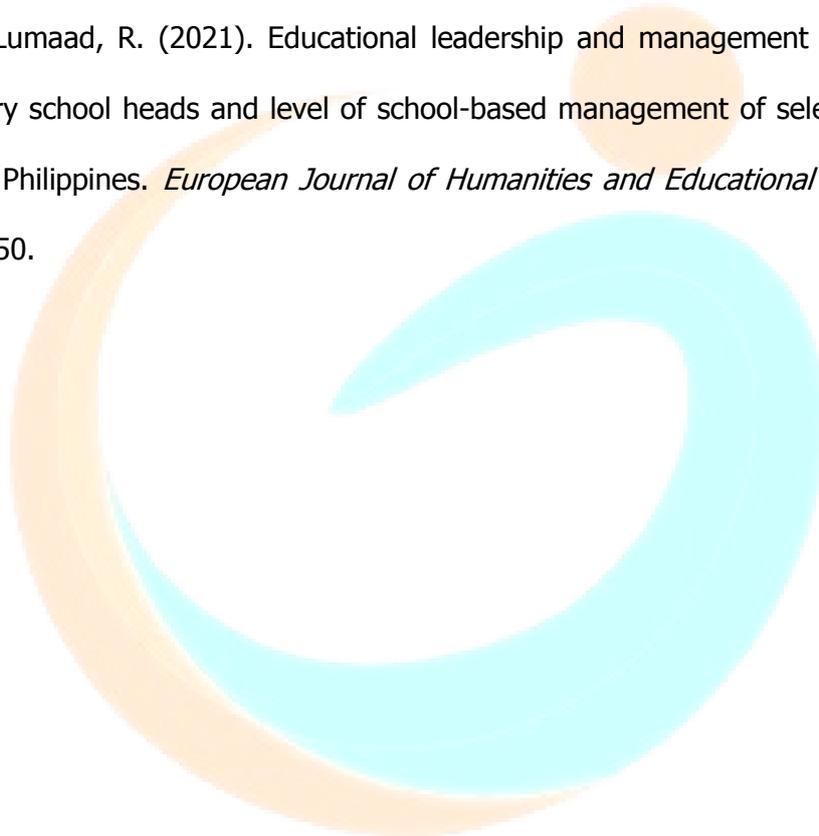
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