



**IMPLEMENTATION OF THE CONTEXTUALIZED SUPERVISORY MODEL
THROUGH OBSERVED PRACTICES AND THE TEACHERS'
PERFORMANCE IN DELIVERING INSTRUCTION**

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ABSTRACT

This study determined The Implementation of the Contextualized Supervisory Model Through Observed Practices and the Teachers' Performance in Delivering Instruction in Selected Junior High Schools. A proposed instructional supervisory plan was formulated based on the results of the study. This study utilized a descriptive-correlational research design to examine the relationship between contextualized supervisory practices of school administrators and the effectiveness of junior high school teachers in delivering instruction. The descriptive aspect of the study determined the extent to which school administrators practiced preparation and planning, classroom observation, and assessment and feedback, while also assessing the level of effectiveness of teachers in delivering instruction. The correlational aspect explored whether a significant relationship existed between the supervisory practices and teacher effectiveness. By using this design, the study aimed to provide both quantitative measures of supervision and teaching performance and to develop a practical, contextualized supervisory model based on the results.

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The Test of Relationship between Contextualized Supervisory Practices of School Administrators and Teacher Effectiveness in Delivering Instruction examined the degree of association between how school administrators conducted instructional supervision and how effectively teachers delivered instruction in the classroom. The table presented the correlation analysis using Pearson r , computed t -value, table value at the level of significance, decision on the null hypothesis, and interpretation of the relationship between the two variables. Specifically, it determined whether contextualized supervisory practices significantly influenced teacher effectiveness in instructional delivery.

The results revealed a very strong positive relationship between Contextualized Supervisory Practices of School Administrators and Teacher Effectiveness in Delivering Instruction. This indicated that as school administrators strengthened their supervisory practices—such as preparation and planning, classroom observation, and assessment and feedback—teachers also demonstrated higher levels of effectiveness in delivering instruction. The computed t -value was far greater than the critical table value at the level of significance, leading to the rejection of the null hypothesis. This confirmed that the relationship between the two variables was statistically significant.

Furthermore, the findings implied that effective and well-structured instructional supervision directly contributed to improved teaching performance. The strong positive correlation suggested that when administrators provided clear guidance, consistent classroom observation, and constructive feedback, teachers were more likely to enhance their instructional strategies, classroom management, and learner engagement. The result implied

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that strengthening supervisory practices played a crucial role in improving overall teaching quality and ensuring effective instructional delivery in classrooms.

The implications of the results showed that all variables obtained high to very high ratings, and the result implied that stronger supervisory practices were strongly associated with higher levels of teacher effectiveness in instruction. The result implied that when school leaders actively engaged in instructional supervision, teachers became more competent, confident, and effective in delivering lessons. Moreover, the result implied that improving supervisory systems enhanced teaching quality, strengthened classroom instruction, and ultimately contributed to better learning outcomes among students.

Keywords: *Implementation, Contextualized Supervisory Model, Teachers' Performance*

INTRODUCTION

The development of a contextualized supervisory model aims to improve teacher effectiveness by providing instructional supervision that is tailored to the specific needs and realities of a school. In many schools, supervision tends to focus primarily on compliance with regulations, paperwork, or performance ratings, often overlooking the core purpose of supporting teachers in improving classroom instruction. Developing a model that is contextualized ensures that supervision addresses the unique challenges faced by the school, its teachers, and its learners, rather than applying generic strategies designed for larger or

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urban institutions. This approach emphasizes mentoring, coaching, continuous feedback, and professional growth, positioning supervision as a developmental tool rather than a purely evaluative process.

In the context of Sulpa National High School, teachers face challenges in areas such as reading comprehension, scientific literacy, and the application of higher-order thinking skills. These challenges are compounded by diverse learner needs and limited resources. A contextualized supervisory model considers these realities by providing structured guidance and support that reflects the school's specific environment. Such a model can help school leaders prioritize instructional improvement strategies, align teacher support with student learning goals, and enhance the overall quality of education in a systematic and sustainable manner. By focusing on school-specific needs, the model promotes more effective teaching, improved learner outcomes, and professional growth for educators.

Lopez et al. (2022) emphasized that schools with structured, school-specific supervisory frameworks experienced higher teacher satisfaction and improved instructional delivery, particularly in resource-limited settings. These studies collectively demonstrate that a one-size-fits-all supervisory approach is less effective than models designed with local context and teacher needs in mind.

Researcher's Standpoint on Strategies to Improve Performance From a professional standpoint, implementing strategies such as structured classroom observations, targeted feedback sessions, collaborative planning, and professional development workshops can significantly enhance teacher effectiveness. The researcher believes that supervision should

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be continuous and developmental, rather than episodic or administrative. By incorporating LAC sessions, mentoring programs, and hands-on coaching, supervisors can guide teachers in practical aspects of lesson planning, instructional delivery, and student assessment. Strategies that align with the school’s vision, resources, and learner profile are expected to yield sustainable improvements in teacher performance and learner achievement.

Several challenges affect the implementation of effective supervision at Sulpa NHS. First, supervision is often inconsistent due to time constraints and workload demands, preventing regular classroom observation and follow-up. Second, teachers exhibit varying competencies; while some are confident and innovative, others require structured guidance in lesson planning, assessment, and classroom management. Third, the emphasis on RPMS compliance leads some teachers to perceive supervision as evaluative rather than developmental, which can create anxiety and reduce openness to feedback. Lastly, the school context itself—including limited teaching materials, diverse learner needs, and constrained resources—necessitates a supervisory model that is sensitive and responsive to these challenges. Without a structured framework, support for teachers may be uneven and less impactful.

The need to develop a contextualized supervisory model stems from the desire to make supervision more relevant, effective, and supportive in improving teaching quality. By aligning supervisory practices with the specific realities of Sulpa NHS, the model aims to enhance teacher performance, promote professional growth, and ultimately improve learner outcomes in critical areas such as science and literacy. Pursuing this study is essential for

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creating a sustainable framework that strengthens instructional supervision, addresses the challenges of a resource-limited school, and ensures that teacher development translates into meaningful improvements in student learning.

This study determined The Implementation Of The Contextualized Supervisory Model Through Observed Practices And The Teachers' Performance In Delivering Instruction In Selected Junior High Schools. A proposed instructional supervisory plan was formulated based on the results of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of the Contextualized Supervisory Practices of school administrators in terms of the following:
 - 1.1 Preparation and Planning;
 - 1.2 Classroom Observation; and
 - 1.3 Assessment and Feedback of Teaching Performance?
2. What is the performance of the teachers based on Classroom Observation tool?
3. Is there a significant relationship between the Contextualized Supervisory Practices of school administrators and the performance of the Junior High school teachers based on COT?
4. What Improved contextualized supervisory model can be proposed based on the findings of the study?

Statement of Hypothesis

H0 – significant relationship between the Contextualized Supervisory Practices of school administrators and the performance of the Junior High school teachers based on COT.

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METHODOLOGY

Design. This study utilized a descriptive-correlational research design to examine the relationship between contextualized supervisory practices of school administrators and the effectiveness of junior high school teachers in delivering instruction. The descriptive aspect of the study determined the extent to which school administrators practiced preparation and planning, classroom observation, and assessment and feedback, while also assessing the level of effectiveness of teachers in delivering instruction. The correlational aspect explored whether a significant relationship existed between the supervisory practices and teacher effectiveness. By using this design, the study aimed to provide both quantitative measures of supervision and teaching performance and to develop a practical, contextualized supervisory model based on the results.

The main locale of the study was in Villaba National Comprehensive High School and Sulpa National High School in the Division of Leyte. The primary instrument used in this study was a structured questionnaire designed to gather data on the Contextualized Supervisory Practices of School Administrators and the Level of Effectiveness of Junior High School Teachers in Delivering Instruction. The questionnaire was divided into two main parts:

Part I – Contextualized Supervisory Practices: This section measured the extent to which school administrators performed preparation and planning, classroom observation, and assessment and feedback. Each indicator contained five statements, rated on a Likert scale of 1 to 5, where 1 represented Strongly Disagree and 5 represented Strongly Agree.

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Part II – Teacher Effectiveness in Delivering Instruction: This section assessed teachers’ performance in lesson planning, instructional delivery, classroom management, assessment and feedback, and professional growth. Each indicator also contained five statements rated on the Likert scale of 1 to 5, following the same scale as Part I.

The instrument was validated by experts in educational supervision and research methodology to ensure content relevance, clarity, and reliability. Prior to the actual data collection, a pilot test was conducted in selected schools to test the reliability of the questionnaire, and adjustments were made based on the feedback received. The data obtained through this instrument served as the basis for analyzing the relationship between supervisory practices and teacher effectiveness, as well as for developing the proposed contextualized supervisory model.

Sampling The respondents of the study were the 54 Teachers and 2 School Heads that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. To gather the necessary data in 1 month (30 days), the researcher asked permission from the office of the Schools Division Office headed by the School Division Superintendent through a transmittal letter. The same letter content was given to the Public Schools District Supervisor, School Principal, and to the teachers under their supervision.

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The researcher distributed the survey questionnaires to the Head Teachers to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson r.

Data were collated and submitted for appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tools:

Simple Percentage and Weighted Mean – These was employed to determine the extent of Contextualized Supervisory Practices of School Administrators and the Level of Effectiveness of Junior High School Teachers in Delivering Instruction.

Pearson r Moment Correlation Coefficient – This was used to determine the significant relationship between Contextualized Supervisory Practices of School Administrators and the Effectiveness of Junior High School Teachers in Delivering Instruction.

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RESULTS AND DISCUSSION

TABLE 1

CONTEXTUALIZED SUPERVISORY PRACTICES OF SCHOOL ADMINISTRATORS

Dimension	Indicators	Weighted Mean	Interpretation
Preparation and Planning	The administrator clearly communicates the objectives of classroom supervision	4.16	High
	The administrator develops a structured schedule for classroom visits	4.03	High
	Supervisory plans align with the needs of teachers and students	4.07	High
	Teachers are informed in advance about the criteria for evaluation	4.09	High
	Preparation includes reviewing lesson plans and instructional materials	4.06	High
	Overall Mean (Preparation and Planning)	4.08	High
Classroom Observation	The administrator observes classroom instruction objectively	4.30	Very High
	Classroom visits are conducted consistently and regularly	4.29	Very High
	The administrator identifies strengths and areas for improvement during observation	4.16	High

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Dimension	Indicators	Weighted Mean	Interpretation
	Observations focus on both teaching strategies and student engagement	4.21	Very High
	The administrator maintains a professional and respectful demeanor during observation	4.22	Very High
	Overall Mean (Classroom Observation)	4.24	Very High
Assessment and Feedback	Feedback is given promptly after classroom observation	4.31	Very High
	Feedback is constructive and actionable for improving teaching	4.23	Very High
	Teachers are encouraged to reflect on their instructional practices	4.25	Very High
	The administrator uses assessment results to guide professional development	4.24	Very High
	Teacher progress is monitored and recognized over time	4.24	Very High
	Overall Mean (Assessment and Feedback)	4.25	Very High

GRAND OVERALL WEIGHTED MEAN: 4.19 → HIGH

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LEGEND (5-Point Likert Scale)

Scale Range Interpretation

4.21 – 5.00 Very High

3.26 – 4.20 High

2.51 – 3.25 Moderate

1.76 – 2.50 Low

1.00 – 1.75 Very Low

This table presents the Contextualized Supervisory Practices of School Administrators, highlighting the extent to which school leaders implement preparation and planning, classroom observation, and assessment and feedback in supporting instructional improvement. The table includes the weighted mean and interpretation for each indicator under the three major dimensions of supervisory practices. The results aimed to determine the level of implementation of contextualized supervisory practices among school administrators and how these practices contribute to improving teaching effectiveness.

The findings revealed that the Preparation and Planning dimension obtained an overall mean interpreted as High, indicating that school administrators generally practice adequate planning in conducting instructional supervision. Indicators such as clear communication of supervision objectives, structured scheduling of classroom visits, alignment of supervisory plans with teacher and learner needs, advance notice of evaluation criteria, and review of lesson plans were all rated within the high range. These results suggest that administrators

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demonstrate consistent efforts in organizing supervisory activities in a systematic and supportive manner.

In terms of Classroom Observation, the results showed a very high level of implementation. This indicates that school administrators frequently conduct classroom observations in a consistent, objective, and professional manner. The indicators show that administrators observe instruction regularly, identify strengths and areas for improvement, focus on both teaching strategies and learner engagement, and maintain professionalism during observation. These findings suggest that classroom observation is strongly implemented as a core component of instructional supervision.

Likewise, the Assessment and Feedback dimension also yielded a very high level of implementation. This implies that administrators provide timely, constructive, and actionable feedback after classroom observations, encouraging teachers to reflect on their instructional practices and improve performance. The use of assessment results to guide professional development and the continuous monitoring of teacher progress further strengthen instructional support systems. Overall, the grand mean interpreted as High implies that contextualized supervisory practices are generally well-implemented, with strong emphasis on classroom observation and feedback mechanisms. The result implies that while preparation and planning are adequately practiced, continuous enhancement is still needed to further strengthen supervisory effectiveness and ensure sustained instructional improvement across schools.

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TABLE 2

TEACHER EFFECTIVENESS IN DELIVERING INSTRUCTION

Dimension	Indicators	Weighted Mean	Interpretation
Classroom Management	Establishes clear classroom routines	4.57	Very High
	Maintains effective discipline	4.45	Very High
	Manages time and transitions well	4.48	Very High
	Overall Mean (Classroom Management)	4.50	Very High
Instructional Delivery	Communicates lesson objectives clearly	4.49	Very High
	Uses appropriate teaching strategies	4.71	Very High
	Engages students actively	4.56	Very High
	Overall Mean (Instructional Delivery)	4.59	Very High
Student Engagement	Encourages student participation	4.61	Very High
	Promotes collaborative learning	4.55	Very High
	Responds to students' needs	4.56	Very High
	Overall Mean (Student Engagement)	4.57	Very High

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Dimension	Indicators	Weighted Mean	Interpretation
Assessment and Feedback	Monitors student progress	4.61	Very High
	Provides constructive feedback	4.55	Very High
	Uses varied assessment methods	4.56	Very High
	Overall Mean (Assessment and Feedback)	4.57	Very High

GRAND OVERALL WEIGHTED MEAN: 4.56 → VERY HIGH

LEGEND (5-Point Likert Scale)

Scale Range Interpretation

- 4.21 – 5.00 Very High
- 3.26 – 4.20 High
- 2.51 – 3.25 Moderate
- 1.76 – 2.50 Low
- 1.00 – 1.75 Very Low

This table presents following the title of the table, the Teacher Effectiveness in Delivering Instruction, which examines the extent to which teachers demonstrate effective classroom management, instructional delivery, student engagement, and assessment and

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feedback practices. The data reflect how teachers implement key pedagogical competencies that directly influence the quality of instruction and learners' academic experiences in the classroom. Each indicator was rated using a weighted mean and interpreted based on a standardized scale, providing a comprehensive view of instructional effectiveness across different dimensions of teaching practice.

The results show that Classroom Management obtained an overall mean of 4.50 (Very High), indicating that teachers consistently establish clear routines, maintain discipline, and manage time and transitions effectively. Specifically, establishing clear classroom routines recorded a weighted mean of 4.57, maintaining discipline at 4.45, and managing time and transitions at 4.48, all interpreted as very high. These results suggest that teachers demonstrate strong organizational skills that contribute to a structured and orderly learning environment.

In terms of Instructional Delivery, the overall mean is 4.59 (Very High), reflecting highly effective teaching practices. Communicating lesson objectives clearly obtained a mean of 4.49, using appropriate teaching strategies recorded 4.71, and engaging students actively showed 4.56, all interpreted as very high. Meanwhile, Student Engagement also yielded a very high overall mean of 4.57, with encouraging participation (4.61), promoting collaborative learning (4.55), and responding to learners' needs (4.56) indicating that teachers actively involve learners in the teaching-learning process. Likewise, Assessment and Feedback obtained an overall mean of 4.57, with monitoring student progress (4.61), providing

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constructive feedback (4.55), and using varied assessment methods (4.56) all reflecting strong instructional assessment practices.

The implications of the results show that all indicators under Teacher Effectiveness in Delivering Instruction were rated Very High, with the overall weighted mean of 4.56, and the result implies that teachers consistently demonstrate high levels of competence in classroom management, instructional delivery, student engagement, and assessment practices. The result implies that such strong instructional performance contributes to a well-managed classroom environment, improved learner participation, and more meaningful learning outcomes. Furthermore, the result implies that teachers' effective use of strategies, feedback mechanisms, and engagement techniques strengthens the overall quality of instruction and supports learners' academic development in a structured and responsive learning environment.

TABLE III

TEST OF RELATIONSHIP BETWEEN CONTEXTUALIZED SUPERVISORY PRACTICES AND TEACHER EFFECTIVENESS IN DELIVERING INSTRUCTION

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Contextualized Supervisory Practices of School Administrators (Table 1 –	0.91	10.92	1.96	Reject Ho	Significant Relationship (Very

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Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Grand Mean = 4.19) and Teacher Effectiveness in Delivering Instruction (Table 2 – Grand Mean = 4.56)					Strong Positive Relationship)

This table presents the Test of Relationship between Contextualized Supervisory Practices of School Administrators and Teacher Effectiveness in Delivering Instruction, which examines the degree of association between how school administrators conduct instructional supervision and how effectively teachers deliver instruction in the classroom. The table presents the correlation analysis using Pearson r , computed t -value, table value at 0.05 level of significance, decision on the null hypothesis, and interpretation of the relationship between the two variables. Specifically, it aims to determine whether contextualized supervisory practices significantly influence teacher effectiveness in instructional delivery.

The results reveal a very strong positive relationship between Contextualized Supervisory Practices of School Administrators (Grand Mean = 4.19) and Teacher Effectiveness in Delivering Instruction (Grand Mean = 4.56), with a Pearson r value of 0.91. This indicates that as school administrators strengthen their supervisory practices—such as preparation and planning, classroom observation, and assessment and feedback—teachers

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also demonstrate higher levels of effectiveness in delivering instruction. The computed t-value of 10.92 is far greater than the critical table value of 1.96 at the 0.05 level of significance, leading to the rejection of the null hypothesis. This confirms that the relationship between the two variables is statistically significant.

Furthermore, the findings imply that effective and well-structured instructional supervision directly contributes to improved teaching performance. The strong positive correlation suggests that when administrators provide clear guidance, consistent classroom observation, and constructive feedback, teachers are more likely to enhance their instructional strategies, classroom management, and learner engagement. The result implies that strengthening supervisory practices plays a crucial role in improving overall teaching quality and ensuring effective instructional delivery in classrooms.

The implications of the results show that all variables obtained high to very high ratings, with Contextualized Supervisory Practices recording a grand mean of 4.19 (High) and Teacher Effectiveness in Delivering Instruction obtaining a grand mean of 4.56 (Very High), and the result implies that stronger supervisory practices are strongly associated with higher levels of teacher effectiveness in instruction. The result implies that when school leaders actively engage in instructional supervision, teachers become more competent, confident, and effective in delivering lessons. Moreover, the result implies that improving supervisory systems enhances teaching quality, strengthens classroom instruction, and ultimately contributes to better learning outcomes among students.

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Conclusion

Based on the results of this study, it can be concluded that contextualized supervisory practices of school administrators are strongly and significantly associated with teachers' effectiveness in delivering instruction. The findings clearly indicate that when instructional supervision is properly implemented through planning, classroom observation, and meaningful feedback, teachers demonstrate improved instructional delivery, better classroom management, and higher levels of professional competence. This shows that effective school leadership plays a crucial role in strengthening teaching performance and enhancing the overall quality of instruction. Ultimately, the study establishes that improving supervisory practices contributes positively to better teaching effectiveness and more effective learning environments in schools.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

The Teacher should continuously improve instructional delivery by actively engaging in reflective practice, applying feedback from classroom observations, and utilizing varied and learner-centered teaching strategies to enhance students' engagement and learning outcomes.

The Teacher should collaborate with school heads and peers in instructional planning and participate in professional development activities that strengthen pedagogical skills aligned with the contextualized supervisory model.

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The Teacher should maintain openness to supervision by actively using feedback from observation results to refine classroom management, assessment practices, and instructional techniques.

The School Heads should strengthen the implementation of the contextualized supervisory model by conducting regular, structured, and supportive classroom observations focused on instructional improvement rather than evaluation alone.

The School Heads should provide consistent, constructive, and timely feedback to teachers and ensure that supervision is aligned with teachers' needs and curriculum goals.

The School Heads should organize targeted professional development programs based on observation results to address specific instructional gaps among teachers.

The Public Schools District Supervisor should monitor and evaluate the implementation of contextualized supervisory practices across schools to ensure consistency, quality, and alignment with educational standards.

The Public Schools District Supervisor should provide technical assistance, coaching, and capacity-building programs for school heads to enhance their supervisory competencies.

The Public Schools District Supervisor should strengthen data-driven decision-making by using school-based instructional performance results to guide district-wide interventions.

The Parents should support the implementation of effective instructional practices by encouraging learners to participate actively in school activities and reinforcing learning at home.

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The Parents should maintain open communication with teachers and school administrators to support learner development and address academic concerns collaboratively.

The Parents should foster a positive learning environment at home that complements classroom instruction and supervisory improvements.

The Researchers should further examine the effectiveness of contextualized supervisory models in different educational settings to validate and expand the findings of this study.

The Researchers should develop improved measurement tools to assess supervisory practices and teacher performance more accurately.

The Researchers should explore additional variables such as learner achievement, school climate, and teacher motivation in relation to supervisory practices.

The future researchers should conduct longitudinal studies to determine the long-term impact of contextualized supervisory practices on teacher performance and student learning outcomes.

The future researchers should expand the scope of the study to include other grade levels, school types, and geographical areas for broader generalization of results.

The future researchers should explore qualitative approaches to gain deeper insights into teachers' and administrators' experiences in implementing contextualized supervisory models.

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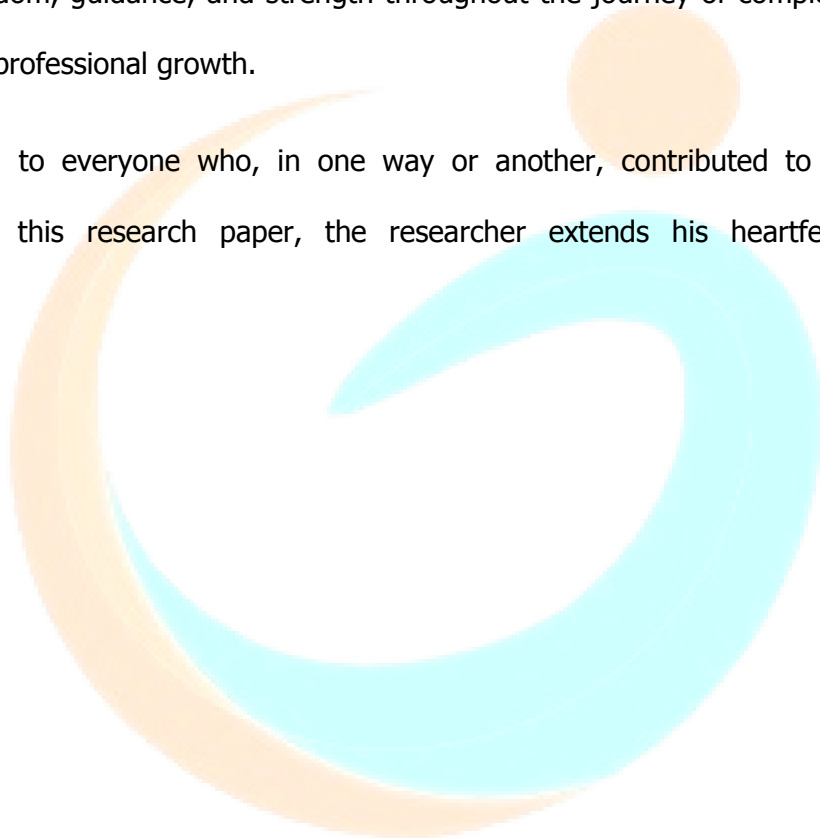
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The author was born on July 08, 1991, in Fatima, Villaba, Leyte. He earned his bachelor's degree in Secondary Education major in Biological Science from Visayas State University – Villaba Campus. He was also a church leader, an experience that helped develop his leadership, communication, and supervisory skills. This inspired him to pursue a Master of Arts in Education major in Administration and Supervision at Western Leyte College, where he is currently completing his degree. At present, he serves as a Master Teacher I in the Department of Education and teaches at Sulpa National High School. He is also the coordinator of Science and a Guidance Advocate. As an educator and youth molder, he is dedicated to fostering a positive learning environment through effective leadership, guidance, and mentorship. He continually strives to inspire learners to become responsible, competent, and values-oriented individuals who can contribute meaningfully to society.

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