



**THE RELATIONSHIP BETWEEN INSTRUCTIONAL SUPERVISION
AND LEARNER-CENTERED PRACTICES OF PUBLIC JUNIOR
HIGH SCHOOL TEACHERS IN BATANGAS PROVINCE**

MONALIZA C. RAZON

University of Perpetual Help System-DALTA
monaliza.razon@deped.gov.ph

ABSTRACT

This study explored the relationship between instructional supervision and learner-centered practices among 963 public junior high school teachers in Batangas province, using a quantitative and descriptive approach. The respondents, predominantly female and aged 31-40, mostly held units toward a master's degree and had 11-20 years of service, with a notable absence in higher teaching positions.

The study found that respondents generally viewed instructional supervision positively across various dimensions, including building trust and communication, uncovering teaching practices, encouraging reflection and inquiry, collecting, and interpreting data, conducting conferences, and fostering a collaborative school climate. However, they identified areas needing improvement, such as trust-building between supervisors and teachers, fostering critical thinking, and adapting assessments to individual needs. Learner-centered practices were moderately implemented, with opportunities for enhancing respect for student opinions and promoting critical thinking. Significant differences were observed in perceptions based on demographic profiles, particularly in age, sex, educational attainment, years of service, and designation. Additionally, the study established a strong relationship between instructional

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



supervision and learner-centered practices, indicating that effective supervision can enhance learner-centered teaching approaches. Recommendations include implementing targeted professional development programs to support teachers' advancement to higher positions, strengthening weaker areas of instructional supervision, enhancing the implementation of learner-centered practices, tailoring supervision, and practices to demographic differences, and promoting the integration of instructional supervision and learner-centered practices as a standard framework in schools. This integrated approach aims to enhance educational leadership, improve instructional quality, and foster a positive, collaborative school culture, ultimately preparing students for success in a rapidly changing world.

Keywords: *instructional supervision, learner-centered practices, educational leadership*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
