



DEVELOPMENT AND EVALUATION OF A WEB-BASED INSTRUCTIONAL SUPERVISION MANAGEMENT SYSTEM FOR CLASSROOM OBSERVATION AND FEEDBACK

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ABSTRACT

This study developed and evaluated a Web-Based Instructional Supervision Management System designed to support and enhance the instructional supervision practices of Saint Paul's School of Ormoc Foundation, Inc., particularly the classroom observation and feedback process. The development of the system was anchored on the challenges and needs identified among academic supervisors, academic coordinators, and teachers in the implementation of the existing instructional supervision practices. Using a descriptive-evaluative research design, data were gathered through interviews, document review, and survey questionnaires involving the intended users of the system. The information obtained from these sources provided a clear basis for identifying the essential features, functionalities, and processes that the system needed to address, particularly in terms of organizing supervision-related tasks, facilitating classroom observation, documenting observations, managing feedback, and improving communication among instructional personnel. The evaluation further revealed that the developed system was highly acceptable to its intended

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users and demonstrated strong overall system success, indicating that it was functional, responsive, user-friendly, and aligned with the requirements of instructional supervision. More importantly, the implementation of the Web-Based Instructional Supervision Management System resulted in a substantial improvement in the classroom observation and feedback process, demonstrating that the system contributed positively to the efficiency, organization, and effectiveness of instructional supervision. The findings indicate that the system provided a more systematic and streamlined approach to conducting classroom observations and delivering feedback, while also supporting better documentation, accessibility, coordination, and monitoring of supervision activities. Overall, the study establishes that the Web-Based Instructional Supervision Management System is a useful, effective, and responsive technological intervention that can strengthen instructional supervision practices and contribute to continuous improvement in teaching and learning within the institution.

Keywords: *Development & Evaluation, Web-Based Instructional Supervision Management System, CO*

INTRODUCTION

A Web-Based Instructional Supervision Management System is a digital tool designed to help schools make instructional supervision more organized, accessible, and responsive to the needs of academic supervisors and teachers. The system provides an efficient way to organize supervision by helping academic supervisors manage classroom observation and communicate feedback to teachers. It makes accessing supervision-related resources easy

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without delay, provided that the supervisors or teachers are connected to the school network.

More importantly, it makes the supervision process more responsive by helping academic supervisors easily identify the areas of instructional practices that need immediate support, while allowing teachers to monitor feedback that guides their improvement.

According to Rugaiyah et al. (2019), web-based supervision is important in schools because, through this platform, teachers can communicate the challenges they encounter in the teaching and learning process. Academic supervisors, on the other hand, can review these concerns and provide feedback and guidance to teachers in addressing the challenges. They further explained that the feedback from academic supervisors contributes to teacher development by supporting improvements in classroom practices and the teaching and learning process.

The development of this web-based system was considered important in this study because improving the quality of education remains a continuing concern for every educational institution. Through the system, the management of instructional supervision activities, specifically classroom observation and communication of feedback, can become more efficient. The system can help teachers reflect on their teaching, address instructional concerns, and improve classroom teaching strategies. As teachers improve their classroom and instructional practices, the teaching and learning process also improves, which contributes to the achievement of quality education. This relationship shows that teachers need appropriate and continuous support to improve their professional growth and development.

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To ensure that all teachers receive the appropriate professional learning and support, instructional supervision should be properly implemented in schools. Instructional supervision is a structured process of providing teachers with professional guidance and support to improve classroom instruction and the overall teaching and learning process. This process focuses on helping teachers reflect on their teaching and strengthen their skills to improve the quality of instruction, rather than simply checking and monitoring them.

Saint Paul's School of Ormoc Foundation, Inc., is a private educational institution that aims to provide quality education to all its learners. The school offers basic education from preschool to junior high school. At present, the school lacks a structured mechanism for instructional supervision, particularly for classroom observation and communicating feedback to teachers on their performance and classroom practices. The academic supervisors responsible for instructional supervision faced several challenges. Aside from their supervisory duties, they also need to attend their classes and perform other school-related responsibilities, which often results in inconsistent supervision, delayed feedback, lack of follow-up support, and difficulty in monitoring teachers' progress. Since there is no established framework for instructional supervision, each department has developed and uses its own manual approach for observing classes, documenting their observation results, and providing feedback to teachers.

Given these challenges, the study sought to enhance the existing instructional supervision practices by making the process more structured, centralized, efficient, and responsive to the needs of the supervisors and teachers. This study developed and evaluated

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a Web-based Instructional Supervision Management System for classroom observation and feedback process. The developed system was designed to provide an efficient platform for managing instructional supervision, including organizing supervision activities, managing classroom observation results, tracking the progress of teachers, and communicating feedback. This study involved both the development and evaluation of the system because developing a system alone may not support instructional supervision. It needs to be evaluated to determine whether the system is functional, usable, acceptable, and useful to its intended users.

This study aimed to develop and evaluate a Web-Based Instructional Supervision Management System for Saint Paul's School of Ormoc Foundation, Inc. The results of the study served as the basis for proposing measures to improve and support the instructional supervision practices in the school, particularly the classroom observation and feedback process.

Specifically, this study sought to answer the following questions:

1. How may the Web-Based Instructional Supervision Management System be developed to support the classroom observation and feedback?
2. How do the intended users evaluate the developed Web-Based Instructional Supervision Management System in terms of user acceptance, specifically its
 - 2.1 perceived usefulness; and
 - 2.2 perceived ease of use?

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3. How do the intended users evaluate the developed Web-Based Instructional Supervision Management System in terms of system success, specifically its:

- 3.1 system quality;
- 3.2 information quality;
- 3.3 service quality;
- 3.4 intention to use;
- 3.5 user satisfaction; and
- 3.6 perceived benefits?

4. What is the level of classroom observation and feedback process effectiveness before and after the use of the Web-Based Instructional Supervision Management System in terms of:

- 4.1 scheduling classroom observations;
- 4.2 documentation and organization of observation records;
- 4.3 communication of feedback;
- 4.4 accessibility of observation results and feedback; and
- 4.5 creation of supervision reports.

5. Is there a significant difference in the level of effectiveness of the classroom observation and feedback process before and after the implementation of the developed Web-Based Instructional Supervision Management System?

6. What supervisory programs may be developed to improve the utilization of the Web-Based Instructional Supervision Management System?

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Statement of the Null Hypothesis

H₀: There is no significant difference in the level of effectiveness of the classroom observation and feedback process before and after the implementation of the developed Web-Based Instructional Supervision Management System.

METHODOLOGY

Design. This study developed and evaluated a Web-Based Instructional Supervision Management System to address the existing instructional supervision practices and challenges encountered by academic supervisors, academic coordinators, and teachers of Saint Paul's School of Ormoc Foundation, Inc. Consistent with the Descriptive-Evaluative Research Design, the study first described the prevailing instructional supervision practices, particularly the classroom observation and feedback process, and identified the difficulties and needs experienced by the intended users. Data obtained through interviews, document review, and survey questionnaires provided a comprehensive understanding of the existing processes, including the way classroom observations were conducted, documented, monitored, and followed up through feedback. The findings indicated the need for a more organized, accessible, systematic, and technology-supported approach to instructional supervision, particularly in managing observation records, facilitating feedback, improving communication, and monitoring supervision activities. These identified conditions and user requirements

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served as the basis for determining the appropriate features and functionalities to be incorporated into the Web-Based Instructional Supervision Management System.

The evaluative component of the study focused on determining the quality, acceptability, functionality, usefulness, and effectiveness of the developed system from the perspective of its intended users. The evaluation findings demonstrated a very high level of user acceptance and overall system success, indicating that the system was responsive to the identified needs and capable of supporting the major processes involved in instructional supervision. The system provided a more systematic and efficient means of managing classroom observation and feedback by facilitating the organization of supervision-related information, documentation of observations, provision of feedback, and monitoring of instructional supervision activities. The evaluation also showed that the classroom observation and feedback process improved substantially following the use of the developed system, with the statistical analysis confirming that the improvement was significant. This finding provides empirical evidence that the system did not merely serve as a digital repository of supervision-related information but functioned as an intervention that enhanced the implementation of key instructional supervision practices.

Taken as a whole, the descriptive findings established the actual conditions, practices, challenges, and needs within the school's instructional supervision process, while the evaluative findings provided evidence regarding the capability and effectiveness of the developed system in responding to those identified conditions. The integration of these two components demonstrates the appropriateness of the Descriptive-Evaluative Research Design

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for the study, as the research moved from understanding the existing instructional supervision context to developing and systematically evaluating a technological solution based on the identified needs. Overall, the findings suggest that the Web-Based Instructional Supervision Management System is a functional, acceptable, useful, and effective tool for strengthening instructional supervision practices, particularly classroom observation and feedback, while providing the school with a more systematic and technology-supported mechanism for promoting continuous improvement in instructional supervision.

The main locale of the study was in Saint Paul's School of Ormoc Foundation, Inc. in the Schools Division of Ormoc City. The researcher utilized a semi-structured interview guide, a document review checklist, and structured questionnaires to gather the necessary data and answer the specific questions of this study. The interview and checklist were used to determine the system requirements and necessary features and functionalities of the Web-Based Instructional Supervision Management System. The structured questionnaire consisted of two types: the Classroom Observation and Feedback Process Effectiveness Questionnaire and the System Evaluation Questionnaire. The Classroom Observation and Feedback Process Questionnaire was used to determine the level of effectiveness of the classroom observation and feedback process before and after the implementation of the developed system. On the other hand, the System Evaluation Questionnaire was used to evaluate the developed system in terms of user acceptance and system success.

Sampling. The respondents of the study were the 37 teachers which were composed of 8 Preschool, 17 Grade School and 12 Junior High School teachers that were involved in this

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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. The study followed a structured procedure from data collection, development, evaluation, and analysis to ensure that the system was developed in accordance with the needs of the intended users.

The researcher first secured permission from the school director to conduct the study. After approval was granted, the researcher prepared the necessary instruments and forms for data collection. All the researcher-made instruments were tested for validity and reliability. For the validity test, the instruments were submitted to department heads to ensure clarity, relevance, and alignment with the specific questions. All the comments and suggestions from the validator were incorporated into the instruments before their administration. To test the reliability, the researcher conducted a pilot test of the instruments with the teachers who were not included among the actual respondents. The results of the pilot test were analyzed using Cronbach's alpha to determine the internal consistency of the instruments. The Classroom Observation and Feedback Process Effectiveness Questionnaire obtained a Cronbach's alpha value of .89, the System Evaluation Questionnaire in terms of User Acceptance obtained a Cronbach's alpha value of .85, and the System Evaluation Questionnaire in terms of System Success obtained a Cronbach's alpha value of .97. These results showed that all instruments obtained acceptable reliability values and were considered suitable for use in the actual study.

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After the research instruments had been tested and confirmed to be valid and reliable for use, the researcher met with participants by department to distribute the informed consent form and explain the purpose of the study, the procedures to follow, and other relevant information. After the participant signed the consent form, the researcher began the first phase of data collection, which served as the basis for developing the Web-Based Instructional Supervision Management System.

After successfully completing the system development phase, the researcher presented the prototype to the intended users for testing and evaluation. After the intended users had used the system, the researcher proceeded to the second phase of data collection by distributing the Classroom Observation and Feedback Process Effectiveness Questionnaire to determine the level of effectiveness of the observation and feedback process after the implementation of the system. Finally, the researcher administered the System Evaluation Questionnaire, which focused on user acceptance and system success. The results of the system evaluation were analyzed and interpreted and used as the basis for improving the developed system.

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.

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

A thematic analysis was used to analyze the responses to the open-ended questionnaire. After reading the answers of the respondents on the challenges they experienced with the existing instructional supervision practices in their department, the responses were grouped and organized into common themes, which served as the basis for the development of the proposed Web-Based Instructional Supervision Management System.

The quantitative data were analyzed using descriptive statistics, specifically the weighted mean. The weighted mean was used to determine the level of effectiveness of the classroom observation and feedback process and the respondents' evaluation of the developed system. The paired sample t-test was used to determine whether there was a significant difference between the level of effectiveness of the classroom observation and feedback process before and after the implementation of the developed system.

RESULTS AND DISCUSSION

DEVELOPMENT OF THE WEB-BASED INSTRUCTIONAL SUPERVISION MANAGEMENT SYSTEM

To determine the System Requirements Specification (SRS) for the Web-based Instructional Supervision Management System, the researcher interviewed the department academic supervisors and coordinators who were directly involved in instructional supervision regarding the challenges they experienced in their existing instructional supervision practices, particularly classroom observation and the feedback process.

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TABLE 1

**THEMATIC ANALYSIS OF THE CHALLENGES IN THE EXISTING INSTRUCTIONAL
SUPERVISION PRACTICES**

Theme	Finding	Supporting Verbatim Statement
Scheduling classroom observation	Classroom observation scheduling is done manually. Schedules are communicated through meetings, personal reminders, or bulletin board postings. Some schedules are not followed because of other responsibilities and forgetfulness.	"...I will just inform the teachers, but sometimes makalimot ko or makalimot ang teachers" — P1 "...many times I cannot follow my classroom observation since I have limited time, and makalimot jud ko usahay" — P2 "...during our meeting, she will announce the schedule, ang problem lang kay sometime dili ma follow" — P3 "...I posted in the bulletin board in the faculty, and I personally inform the teachers" — P4
Documentation and organization of	Observation records are mostly prepared and	"...from preparing schedules, recording classroom observations,

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Theme	Finding	Supporting Verbatim Statement
observation records	organized manually. The format used across departments is different. Records are organized into folders and kept inside the cabinets.	and making reports, I used paper and pen" — P1 "...I organized the records manually ang grouped them in different folders" — P1 "...currently wala jud uniform format na gigamit ang school for classroom observation and giving of feedback" — P2 "...we combine the paper and pen and digital records" — P4
Communication of feedback	The feedback is not always communicated consistently after classroom observation. Sometimes feedback is delayed or skipped due to limited time and other school-related tasks. Most of the time, feedback is given verbally to teachers.	"...there were instances na I observed classes, pero wala na naku na tagaan ug feedback ang mga teachers since I'm busy" — P1 "...I admit teachers also do not receive feedback on their teaching

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Theme	Finding	Supporting Verbatim Statement
		practices consistently kay busy jud ko" — P2 "...if maka hatag man gani ko ug feedback, it is informal, I just talk to the teachers" — P2 "...communicating the feedback is sometimes a challenge" — P4
Accessibility of observation results and feedback	Teachers have limited access to their observation results and feedback. Some results are given as hard copies, while other records are stored in folders or cabinets. Retrieving and viewing of records can be time-consuming for both supervisors and teachers.	"...time-consuming lang if I need to manually retrieve the results of the observation" — P1 "...sometimes I give only teachers a hard copy of the results of the classroom observations" — P1 "...currently, if teachers want to view their records, I will just let them see it" — P2

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Theme	Finding	Supporting Verbatim Statement
		"...time-consuming for me as well as for the teachers" — P2 "...currently the records are stored in the cabinet" — P4
Creation of supervision reports	Reports are usually encoded manually. All departments do not have a uniform format for supervision reports. Due to time constraints, some supervision reports are not prepared regularly.	"...encoded them in MS Word to make it more presentable" — P1 "...time-consuming kay if there are changes I need to reencode it and reprint it" — P1 "...we don't have a uniform format with other grade levels" — P1 "...ang pinaka challenge for me is the creation of supervision reports since we have no format" — P2

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Theme	Finding	Supporting Verbatim Statement
		"... walay supervision reports, unless the school director will require her to submit" — P3

Table 1, Thematic Analysis of the Challenges in the Existing Instructional Supervision Practices, presents the major challenges identified through the interviews and document review regarding the existing instructional supervision practices at Saint Paul's School of Ormoc Foundation, Inc. The thematic analysis generated five major areas of concern: scheduling classroom observation, documentation and organization of observation records, communication of feedback, accessibility of observation results and feedback, and creation of supervision reports. The findings show that classroom observation scheduling is primarily conducted through manual means, including meetings, personal reminders, and bulletin board postings, which may result in missed or delayed observations because of forgetfulness, competing responsibilities, and limited time. Similarly, observation records are largely prepared, organized, and stored manually, with varying formats across departments and the use of folders, cabinets, and a combination of paper-based and digital records. These practices indicate that the existing supervision process lacks a centralized and standardized mechanism for managing observation-related information. The findings further reveal that feedback is not consistently communicated after classroom observations because of workload and competing school responsibilities, while feedback, when provided, is often delivered informally and verbally. Teachers also have limited and sometimes inconvenient access to their observation

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results because records are commonly maintained as hard copies or stored in physical folders and cabinets. Moreover, the preparation of supervision reports is largely manual, with no uniform format across departments, and some reports are not regularly prepared unless specifically required. Overall, the findings demonstrate that the existing instructional supervision process is characterized by manual, fragmented, and time-consuming procedures that may affect the consistency, accessibility, efficiency, and continuity of classroom observation and feedback.

The results imply that the existing instructional supervision practices require a systematic, centralized, standardized, and technology-supported mechanism that can directly address the identified operational challenges. The difficulties in scheduling imply the need for a mechanism that can organize observation schedules and facilitate timely monitoring of planned classroom observations. The manual preparation and storage of records imply the need for centralized electronic documentation that can standardize formats, reduce duplication, and facilitate efficient retrieval and organization of observation data. The inconsistent communication of feedback implies the need for a structured mechanism that can support timely documentation and delivery of feedback to teachers, while the limited accessibility of observation results implies the importance of providing authorized users with convenient access to relevant supervision records. Likewise, the challenges in preparing supervision reports imply the need for standardized and more efficient reporting procedures that can reduce repetitive encoding, reprinting, and other manual tasks. Taken collectively, the results imply that the existing challenges are interconnected and may affect the

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effectiveness of the overall supervision process; hence, the development of the Web-Based Instructional Supervision Management System is justified as a responsive intervention designed to address the identified needs. Since the table presents qualitative thematic findings rather than numerical data, an overall average rating cannot appropriately be computed from the results presented.

Barredo (2021) examined instructional supervision practices, approaches, and styles in Augustinian schools and used the findings as a basis for developing a supervisory manual. The study demonstrated the importance of examining existing supervisory practices and identifying areas for improvement before developing an intervention responsive to the needs of supervisors and teachers. These studies support the present findings by establishing that effective instructional supervision requires organized processes, appropriate support mechanisms, and interventions responsive to actual supervisory conditions. While the cited local study addressed identified needs through a supervisory manual, the present study responds to similar concerns through a web-based management system intended to improve scheduling, documentation, accessibility, feedback communication, and reporting.

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TABLE 2

**FINDINGS FROM THE REVIEW OF EXISTING INSTRUCTIONAL
SUPERVISION DOCUMENTS**

Document Reviewed	Findings
Classroom Observation Schedules	Classroom observations are printed manually, announced during meetings, posted on the bulletin board, or reminded verbally.
Classroom Observation Forms	Different uniform format across grade levels. Observation forms are mostly paper-based and kept inside the cabinets.
Observation Results	Observation results are created manually and kept inside the cabinet.
Feedback	Some feedback is printed and given to the teachers, while others are communicated verbally.
Supervision Reports	No uniform format across grade levels. Creating reports is time-consuming because it is done manually.

Table 2, Document Reviewed and Findings, presents the results of the review of existing instructional supervision documents and practices at Saint Paul's School of Ormoc Foundation, Inc. The review revealed that classroom observation schedules are primarily managed through manual processes, such as printed schedules, announcements during meetings, bulletin board postings, and verbal reminders. Classroom observation forms also vary across grade levels and are predominantly paper-based and stored in cabinets. Similarly, observation results are manually prepared and physically filed, while feedback is provided through either printed documents or verbal communication. The review further showed that

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supervision reports do not follow a uniform format across grade levels and require considerable time and effort because of manual preparation. Overall, the findings indicate that the existing instructional supervision documentation system is largely paper-based, decentralized, and non-standardized, resulting in difficulties in organizing, accessing, updating, and managing supervision records efficiently. These findings further support the need for a centralized and standardized web-based system that can streamline classroom observation scheduling, documentation, feedback, record management, and supervision reporting.

Wiyono et al. (2021) examined the use of Information and Communication Technology (ICT) in the implementation of instructional supervision and its effect on the quality of teachers' instructional processes. The study emphasized that ICT can support instructional supervision by improving the management and implementation of supervisory activities, facilitating the collection and processing of supervision-related information, and providing more efficient mechanisms for monitoring and providing feedback to teachers.

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TABLE 3

THE CORE SYSTEM REQUIREMENTS AND MODULES OF THE PROPOSED WEB-BASED INSTRUCTIONAL SUPERVISION MANAGEMENT SYSTEM

Area	System Requirement	Module
Scheduling Classroom Observations	The system shall allow academic supervisors to create, update, and monitor classroom observation schedules in one platform.	Classroom Observation Scheduling Module with calendar view and notification/reminder feature.
Documentation and organization of observation records	The system shall provide a digital and centralized storage of classroom observation records using a uniform format.	Digital Observation Records Module with standardized observation forms, searchable records, and secure storage.
Communication of feedback	The system shall allow academic supervisors to document and communicate feedback to teachers after classroom observation.	Feedback Management Module where supervisors can encode and easily manage their feedback to teachers.
Accessibility of observation results and feedback	The system shall allow teachers to access their observation results and	Teacher Access Portal where teachers can view observation results, feedback,

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Area	System Requirement	Module
	feedback anytime through their own user account.	recommendations, and progress records.
Creation of supervision reports	The system shall generate supervision reports automatically based on encoded observation and feedback data.	Report Generation Module with printable reports, downloadable files, and summary reports.

Table 3, System Requirements and Corresponding Modules of the Web-Based Instructional Supervision Management System, presents the specific system requirements identified from the challenges found in the existing instructional supervision practices. The requirements were translated into corresponding modules designed to address the needs of academic supervisors and teachers. The system includes a Classroom Observation Scheduling Module to organize and monitor observation schedules with calendar and reminder features; a Digital Observation Records Module to provide centralized, standardized, searchable, and secure storage of observation records; and a Feedback Management Module to facilitate the documentation and communication of feedback following classroom observations. A Teacher Access Portal is also provided to allow teachers to conveniently view their observation results, feedback, recommendations, and progress records through their individual accounts. Finally, the Report Generation Module is designed to automate the preparation of supervision reports using encoded observation and feedback data, including printable, downloadable, and

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summary reports. Overall, the table demonstrates that each system requirement was directly aligned with an identified challenge in the existing supervision process, ensuring that the developed system is responsive, functional, and capable of improving the efficiency, accessibility, organization, and consistency of instructional supervision practices.

TABLE 4

ADDITIONAL SYSTEM REQUIREMENTS AND MODULES OF THE PROPOSED WEB-BASED INSTRUCTIONAL SUPERVISION MANAGEMENT SYSTEM

Area	System Requirement	Module
Dashboard	The system shall provide users with an overview of relevant classroom observations, activities, feedback, and supervision records based on their assigned roles.	Dashboard Module with summary cards, recent activities, observations, notifications, and graphical presentation of supervision data.
Action Planning	The system shall allow academic supervisors and teachers to create, document, monitor, and update action plans based on classroom observation findings and recommendations.	Action Plan Module with SMART goal, success indicator, completion date, and status.
Professional Development	The system shall allow academic supervisors to record, recommend, and monitor professional development	Professional Development Module with training recommendations and activity schedules.

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Area	System Requirement	Module
	activities that address the identified needs of teachers.	
User Management	The system shall allow authorized administrators to create and manage user accounts and assign appropriate roles and access permissions.	User Management Module with account creation, role assignment, account activation or deactivation, password management, and access control.
School Setup	The system shall allow authorized administrators to configure and update essential school information.	School Setup Module for managing school information, departments, grade levels, subjects, school years, and other system settings.
System Logs	The system shall maintain a record of important user activities and system transactions for monitoring, accountability, and security purposes.	System Logs Module with records of user logins and significant system activities.
SMS Notification	The system shall send timely SMS notifications and reminders regarding classroom observation schedules and other relevant activities.	SMS Notification Module with automated reminders.
AI Assistance	The system shall provide AI-assisted support in preparing observation comments, feedback, recommendations, and summaries based on the data entered.	AI Assistance Module for generating suggested comments and summaries while allowing users to review and revise the generated content before saving.

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The development of the Web-Based Instructional Supervision Management System followed a structured process to ensure that the system addressed the needs and challenges of academic supervisors and teachers. Figure 1 presents the stages followed during the system development process.

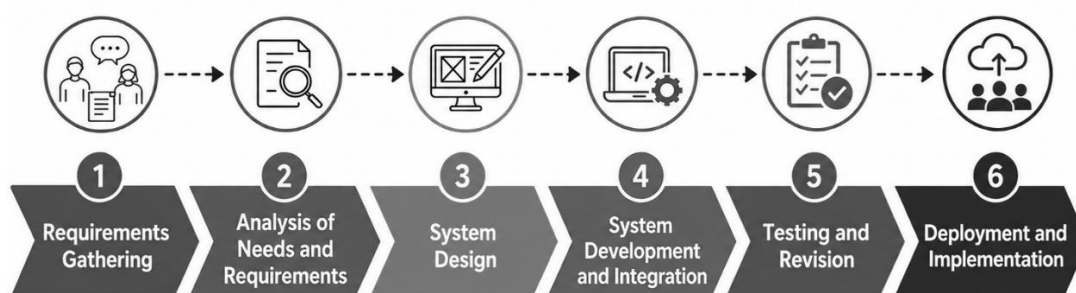


Figure 1. The system development process of the Web-Based Instructional Supervision Management System.

The process began with **Requirements Gathering**, during which the researcher interviewed department heads and reviewed the documents used in the existing instructional supervision practices. This stage was important because it guided the researcher in identifying the common challenges, existing practices, and needs related to instructional supervision. The findings of the interviews and document review served as the basis for the second stage, the **Analysis of Needs and Requirements**. Through this analysis, the necessary system requirements, modules, and features were identified.

The third stage was the **System Design**, during which the researcher planned the system structure, specifically the database, user interface, system roles, and access

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permissions. This stage provided a clear guide for organizing the system and determining how users would interact with it. After reviewing the system design, the researcher proceeded to **System Development and Integration**, where modules and features were developed and connected within a single web-based platform.

Testing and Revisions were conducted after system development and integration, during which the different modules and features were checked to determine whether they met the identified requirements. This stage was important to ensure that the system is functional and reliable before its implementation.

The final stage was Deployment and Implementation, during which the system was uploaded online to make it available for actual use by the intended users. User accounts and access permissions were configured, and intended users were oriented on the proper use of the system.

EVALUATION OF THE DEVELOPED SYSTEM IN TERMS OF USER ACCEPTANCE

User acceptance is an important aspect of software development because it reflects how the intended users perceive the usefulness and ease of use of a developed system. In this study, user acceptance was evaluated to determine whether the developed system is helpful in supporting the classroom observation and feedback process and whether it can be used conveniently by its intended users. Table 6 presents the extent of user acceptance of the developed system.

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TABLE 5

**THE EXTENT OF USER ACCEPTANCE OF THE WEB-BASED INSTRUCTIONAL
SUPERVISION MANAGEMENT SYSTEM**

No.	Statement (Indicator /Theme)	Weighted Mean	Interpretation
Perceived Usefulness			
1	The system enhances my effectiveness in supervision tasks.	4.89	Strongly Agree (Very High Acceptance)
2	The system improves the quality of instructional supervision.	4.92	Strongly Agree (Very High Acceptance)
3	The system increases productivity in supervision management.	4.84	Strongly Agree (Very High Acceptance)
4	The system is useful in achieving supervision objectives.	4.86	Strongly Agree (Very High Acceptance)
Perceived Ease of Use			
5	The system is easy to learn and navigate.	4.78	Strongly Agree (Very High Acceptance)
6	The system is user-friendly and simple to operate.	4.76	Strongly Agree (Very High Acceptance)
7	The system allows efficient completion of supervision tasks.	4.84	Strongly Agree (Very High Acceptance)
8	The system is flexible and adaptable to user needs.	4.81	Strongly Agree (Very High Acceptance)
Overall Weighted Mean		4.84	Strongly Agree (Very High User Acceptance)

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LEGEND (5-POINT LIKERT SCALE)

- 4.26 – 5.00 = Strongly Agree (Very High Acceptance)
- 3.26 – 4.25 = Agree (High Acceptance)
- 2.51 – 3.25 = Sometimes / Neutral (Moderate Acceptance)
- 1.76 – 2.50 = Rarely / Disagree (Low Acceptance)
- 1.00 – 1.75 = Never / Strongly Disagree (Very Low Acceptance)

As shown in Table 5, the intended users demonstrated a very high level of acceptance of the Web-Based Instructional Supervision Management System. Under Perceived Usefulness, all statements obtained a weighted mean within the range of 4.26 to 5.00 and were interpreted as "Strongly Agree." The statement "The system improves the quality of instructional supervision." received the highest weighted mean of 4.92. The results show that the intended users viewed the developed system as useful for conducting instructional supervision.

Similar results were observed for Perceived Ease of Use, where all statements were rated within the range of 4.26 to 5.00 and were interpreted as "Strongly Agree." The statement "The system allows efficient completion of supervision tasks" received the highest weighted mean of 4.84. This suggests that the intended users found the system easy and convenient to use in performing supervision-related tasks.

The system obtained an overall weighted mean of 4.84, interpreted as "Strongly Agree," indicating a very high level of user acceptance. The consistently high ratings for both

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Perceived Usefulness and Perceived Ease of Use suggest that the intended users considered the developed system useful and manageable in supporting the classroom observation and feedback process. The results further indicate that the developed system can support a more organized, accessible, and efficient approach to managing instructional supervision in school.

EVALUATION OF THE DEVELOPED SYSTEM IN TERMS OF SYSTEM SUCCESS

The system success of the Web-Based Instructional Supervision Management System was evaluated in terms of system quality, information quality, service quality, intention to use, user satisfaction, and perceived benefits. This evaluation is important because it helps the researcher determine whether the developed system meets the needs of the intended users and whether it can contribute to a more organized, accessible, and efficient instructional supervision process.

TABLE 6

THE EXTENT OF SYSTEM SUCCESS OF THE WEB-BASED INSTRUCTIONAL SUPERVISION MANAGEMENT SYSTEM

No.	Statement (Indicator /Theme)	Weighted Mean	Interpretation
System Quality			
1	The system is reliable and functions consistently.	4.89	Strongly Agree (Very High Success)

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No.	Statement (Indicator /Theme)	Weighted Mean	Interpretation
2	The system provides accurate outputs.	4.87	Strongly Agree (Very High Success)
3	The system is responsive and efficient.	4.84	Strongly Agree (Very High Success)
4	The system is secure and dependable.	4.86	Strongly Agree (Very High Success)
Information Quality			
5	The system provides relevant information.	4.84	Strongly Agree (Very High Success)
6	The system delivers timely information.	4.82	Strongly Agree (Very High Success)
7	The system produces clear and understandable information.	4.86	Strongly Agree (Very High Success)
8	The system provides complete and comprehensive information.	4.84	Strongly Agree (Very High Success)
Service Quality			
9	Technical support is responsive and helpful.	4.72	Strongly Agree (Very High Success)
10	Assistance is available when needed.	4.70	Strongly Agree (Very High Success)
11	Support staff is knowledgeable and competent.	4.74	Strongly Agree (Very High Success)

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No.	Statement (Indicator /Theme)	Weighted Mean	Interpretation
12	Service delivery meets user expectations.	4.71	Strongly Agree (Very High Success)
Intention to Use			
13	I intend to continue using the system.	4.89	Strongly Agree (Very High Success)
14	I will recommend the system to others.	4.87	Strongly Agree (Very High Success)
15	I plan to use the system regularly.	4.86	Strongly Agree (Very High Success)
16	I will rely on the system for supervision tasks.	4.88	Strongly Agree (Very High Success)
User Satisfaction			
17	I am satisfied with the system's performance.	4.82	Strongly Agree (Very High Success)
18	The system meets my expectations.	4.80	Strongly Agree (Very High Success)
19	The system is enjoyable to use.	4.78	Strongly Agree (Very High Success)
20	Overall, I am satisfied with the system.	4.81	Strongly Agree (Very High Success)
Perceived Benefits			
21	The system improves efficiency in supervision.	4.87	Strongly Agree (Very High Success)

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No.	Statement (Indicator /Theme)	Weighted Mean	Interpretation
22	The system enhances instructional supervision practices.	4.85	Strongly Agree (Very High Success)
23	The system contributes to better decision-making.	4.83	Strongly Agree (Very High Success)
24	The system provides overall benefits to the school.	4.86	Strongly Agree (Very High Success)
Overall Weighted Mean		4.83	Strongly Agree (Very High System Success)

LEGEND (5-POINT LIKERT SCALE)

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- 3.26 – 4.25 = Agree (High Success)
- 2.51 – 3.25 = Sometimes/Neutral (Moderate Success)
- 1.76 – 2.50 = Rarely/Disagree (Low Success)
- 1.00 – 1.75 = Never/Strongly Disagree (Very Low Success)

In terms of System Quality, the statement "The system is reliable and functions consistently" obtained the highest weighted mean of 4.89 with an interpretation of "Strongly Agree." In terms of Information Quality, the statement "The system produces clear and understandable information" obtained the highest weighted mean of 4.86 with an interpretation of "Strongly Agree."

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For Service Quality, the statement "Support staff is knowledgeable and competent" obtained the highest weighted mean of 4.74 with a verbal interpretation of "Strongly Agree". In terms of Intention of Use, the statement "I intend to continue using the system" obtained the highest weighted mean of 4.89 with an interpretation of "Strongly Agree". In terms of User Satisfaction, the statement "I am satisfied with the system's performance" obtained the highest weighted mean of 4.82 with an interpretation of "Strongly Agree". Lastly, in terms of Perceived Benefits, the statement "The system improves efficiency in supervision" obtained the highest weighted mean of 4.87 with an interpretation of "Strongly Agree".

The high ratings and the overall weighted mean of 4.83, with an interpretation of "Strongly Agree," indicate that the intended users highly valued the system's reliability, clarity of information, available support, intention for continued use, satisfactory performance, and contribution to efficiency. These findings imply that the Web-Based Instructional Supervision Management System has the potential to support instructional supervision activities, particularly the classroom observation and feedback process, by making them more organized, accessible, and efficient.

LEVEL OF EFFECTIVENESS OF CLASSROOM OBSERVATION AND FEEDBACK BEFORE AND AFTER THE USE OF THE SYSTEM

The level of effectiveness of the current classroom observation and feedback process was assessed before the implementation of the developed system. This assessment provided the baseline data needed to describe the existing process and served as the basis for

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comparison with the results obtained after the system was implemented. The comparison was used to determine whether there is an improvement in instructional supervision after using the system. Table 8 presents the level of effectiveness of the classroom observation and feedback process before the implementation of the Web-Based Instructional Supervision Management System.

TABLE 7
THE LEVEL OF EFFECTIVENESS OF CLASSROOM OBSERVATION AND FEEDBACK
PROCESS BEFORE THE IMPLEMENTATION OF THE WEB-BASED INSTRUCTIONAL
SUPERVISION MANAGEMENT SYSTEM

No.	Statement (Indicator /Theme)	Weighted Mean	Interpretation
A. Scheduling Classroom Observations			
1	Classroom observations are scheduled regularly.	1.58	Strongly Disagree (Low Effectiveness)
2	Observation schedules are communicated clearly.	1.62	Strongly Disagree (Low Effectiveness)
3	Observation schedules are followed consistently.	1.54	Strongly Disagree (Low Effectiveness)
4	Observation schedules are flexible to accommodate teachers.	1.67	Strongly Disagree (Low Effectiveness)
B. Documentation and Organization of Observation Records			

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No.	Statement (Indicator /Theme)	Weighted Mean	Interpretation
5	Observation records are properly documented.	2.42	Disagree (Moderate Effectiveness)
6	Records are organized systematically.	2.38	Disagree (Moderate Effectiveness)
7	Records are accessible when needed.	2.46	Disagree (Moderate Effectiveness)
8	Documentation supports instructional supervision.	2.50	Disagree (Moderate Effectiveness)
C. Communication of Feedback			
9	Feedback is communicated clearly.	2.54	Disagree (Moderate Effectiveness)
10	Feedback is constructive and helpful.	2.58	Disagree (Moderate Effectiveness)
11	Feedback is timely.	2.46	Disagree (Moderate Effectiveness)
12	Feedback supports instructional improvement.	2.62	Disagree (Moderate Effectiveness)
D. Accessibility of Observation Results and Feedback			
13	Observation results are accessible to teachers.	2.71	Disagree (Moderate Effectiveness)
14	Results are shared promptly.	2.67	Disagree (Moderate Effectiveness)
15	Results are easy to interpret.	2.62	Disagree (Moderate Effectiveness)

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No.	Statement (Indicator /Theme)	Weighted Mean	Interpretation
16	Results are used to guide teaching practices.	2.75	Disagree (Moderate Effectiveness)
E. Creation of Supervision Reports			
17	Supervision reports are prepared regularly.	1.92	Strongly Disagree (Low Effectiveness)
18	Reports are comprehensive.	2.00	Strongly Disagree (Low Effectiveness)
19	Reports are submitted on time.	1.96	Strongly Disagree (Low Effectiveness)
20	Reports are used for instructional decision making.	2.04	Strongly Disagree (Low Effectiveness)
Overall Weighted Mean		2.24	Strongly Disagree (Low Effectiveness)

LEGEND (5 POINT LIKERT SCALE)

- 4.26 – 5.00 = Strongly Agree (Very High Effectiveness)
- 3.26 – 4.25 = Agree (High Effectiveness)
- 2.51 – 3.25 = Disagree (Moderate Effectiveness)
- 1.76 – 2.50 = Strongly Disagree (Low Effectiveness)
- 1.00 – 1.75 = Very Strongly Disagree (Very Low Effectiveness)

The results presented in Table 7 revealed that the existing classroom observation and feedback process had a low level of effectiveness before the implementation of the Web-

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Based Instructional Supervision Management System.

In terms of the Scheduling Classroom Observations, all statements received ratings ranging from 1.76-2.50 and were interpreted as "Strongly Disagree." The statement "Observation schedules are followed consistently," obtained the lowest weighted mean of 1.54. For Documentation and Organization of Observation Records, all statements received ratings ranging from 2.51 to 3.25 and were interpreted as "Disagree." The statement "Records are organized systematically" obtained the lowest weighted mean of 2.38. Similarly, under Communication of Feedback, all statements obtained values ranging from 2.51 to 3.25 and were interpreted as "Disagree." The statement "Feedback is timely" obtained the lowest weighted mean of 2.46.

For Accessibility of Observation Results and Feedback, all statements obtained values ranging from 2.52 to 3.25 and were interpreted as "Disagree." Among the statements, the statement "Results are easy to interpret" received the lowest weighted mean of 2.62. Lastly, under Creation of Supervision Reports, all statements obtained ratings ranging from 1.76 to 2.50 and were interpreted as "Strongly Disagree." The statement "Supervision reports are prepared regularly" had the lowest weighted mean of 1.92.

Overall, the classroom observation and feedback process obtained a weighted mean of 2.24, with an interpretation of "Strongly Disagree." This result indicated a low level of effectiveness in the existing process before the implementation of the developed system. The findings showed weaknesses in the scheduling of classroom observation, management of observation records, communication of feedback, accessibility of results, and preparation of

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supervision reports. These results provided further support for the need for a more organized and structured approach to managing the classroom observation and feedback process across departments.

The effectiveness of the classroom observation and feedback process was assessed after the implementation of the Web-Based Instructional Supervision Management System to determine whether improvements occurred and to identify areas that still required further enhancement. The results provided a basis for evaluating how well the developed system supported the instructional supervision of the school. Table 9 presents the level of effectiveness of the classroom observation and feedback process after the implementation of the Web-Based Instructional Supervision Management System.

TABLE 8

**LEVEL OF EFFECTIVENESS OF CLASSROOM OBSERVATION AND FEEDBACK
AFTER WEB-BASED INSTRUCTIONAL SUPERVISION MANAGEMENT SYSTEM
IMPLEMENTATION**

No.	Statement (Indicator /Theme)	Weighted Mean	Interpretation
Scheduling Classroom Observations			
1	Classroom observations are scheduled regularly.	4.95	Strongly Agree (Very High Effectiveness)
2	Observation schedules are communicated clearly.	4.92	Strongly Agree (Very High Effectiveness)

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No.	Statement (Indicator /Theme)	Weighted Mean	Interpretation
3	Observation schedules are followed consistently.	4.89	Strongly Agree (Very High Effectiveness)
4	Observation schedules are flexible to accommodate teachers.	4.90	Strongly Agree (Very High Effectiveness)
Documentation and Organization of Observation Records			
5	Observation records are properly documented.	4.72	Strongly Agree (Very High Effectiveness)
6	Records are organized systematically.	4.74	Strongly Agree (Very High Effectiveness)
7	Records are accessible when needed.	4.76	Strongly Agree (Very High Effectiveness)
8	Documentation supports instructional supervision.	4.75	Strongly Agree (Very High Effectiveness)
Communication of Feedback			
9	Feedback is communicated clearly.	4.80	Strongly Agree (Very High Effectiveness)
10	Feedback is constructive and helpful.	4.78	Strongly Agree (Very High Effectiveness)
11	Feedback is timely.	4.76	Strongly Agree (Very High Effectiveness)
12	Feedback supports instructional improvement.	4.79	Strongly Agree (Very High Effectiveness)
Accessibility of Observation Results and Feedback			

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No.	Statement (Indicator /Theme)	Weighted Mean	Interpretation
13	Observation results are accessible to teachers.	4.85	Strongly Agree (Very High Effectiveness)
14	Results are shared promptly.	4.82	Strongly Agree (Very High Effectiveness)
15	Results are easy to interpret.	4.80	Strongly Agree (Very High Effectiveness)
16	Results are used to guide teaching practices.	4.83	Strongly Agree (Very High Effectiveness)
Creation of Supervision Reports			
17	Supervision reports are prepared regularly.	4.88	Strongly Agree (Very High Effectiveness)
18	Reports are comprehensive.	4.86	Strongly Agree (Very High Effectiveness)
19	Reports are submitted on time.	4.84	Strongly Agree (Very High Effectiveness)
20	Reports are used for instructional decision making.	4.87	Strongly Agree (Very High Effectiveness)
Overall Weighted Mean		4.82	Strongly Agree (Very High Effectiveness)

The results presented in Table 8 revealed that the classroom observation and feedback process was rated as very highly effective after the implementation of the Web-Based Instructional Supervision Management System. All statements across all the different indicators obtained the weighted mean within the range of 4.26 – 5.00 and were interpreted as "Strongly Agree."

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In terms of Scheduling Classroom Observations, the statement "Classroom observations are scheduled regularly" obtained the highest weighted mean of 4.95. For Documentation and Organization of Observation Records, the statement "Records are accessible when needed" received the highest weighted mean of 4.76, with a verbal interpretation of "Strongly Agree." Under Communication of Feedback, the statement "Feedback is communicated clearly" received the highest weighted mean of 4.80.

For Accessibility of Observation Results and Feedback, the statement "Observation results are accessible to teachers" received the highest weighted mean of 4.85. Lastly, under Creation of Supervision Reports, the statement "Supervision reports are prepared regularly" obtained the highest weighted mean of 4.88.

The overall weighted mean of 4.82, interpreted as "Strongly Agree," indicated a very high level of effectiveness of the classroom observation and feedback process after the implementation of the developed system. The consistently high ratings across the five indicators show that the process was carried out effectively. These findings indicate that the developed system supported a more organized, accessible, and efficient approach to managing classroom observation and feedback activities.

SIGNIFICANT DIFFERENCE IN CLASSROOM OBSERVATION AND FEEDBACK

PROCESS BEFORE AND AFTER SYSTEM IMPLEMENTATION

Determining whether there is a significant difference before and after the implementation of the Web-Based Instructional Supervision Management System provided

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evidence of whether the developed system contributed to changes in the effectiveness of instructional supervision practices, particularly the classroom observation and feedback process. Table 10 presents the test of significant difference in the classroom observation and feedback process before and after the implementation of the system.

TABLE 9

**TEST OF DIFFERENCE BETWEEN CLASSROOM OBSERVATION AND FEEDBACK
BEFORE AND AFTER WEB-BASED INSTRUCTIONAL SUPERVISION MANAGEMENT
SYSTEM IMPLEMENTATION**

Variables Compared	Mean	Mean Difference	t Computed	t Critical (0.05, df=19)	p Value	Decision on Ho	Interpretation
Before ISMS (Table 8) vs. After ISMS (Table 9)	2.24 vs. 4.82	2.58	15.36	2.09	< 0.001	Reject Ho	Significant Difference

Table 9 presents the difference in the level of effectiveness of the classroom observation and feedback process before and after the implementation of the developed system. As shown in Table 10, before implementation, the process obtained a mean of 2.24

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while after implementation, the mean increased to 4.82, resulting in a mean difference of 2.58. This result showed that the classroom observation and feedback process received a higher effectiveness rating after the implementation of the Web-Based Instructional Supervision Management System.

The paired-sample t-test yielded a computed t-value of 15.36, which was greater than the critical t-value of 2.09 at the 0.05 level of significance. The analysis also obtained a p-value of less than 0.001, which was lower than the 0.05 level of significance. Therefore, the null hypothesis was rejected.

These results revealed a statistically significant difference in the level of effectiveness of the classroom observation and feedback process before and after the implementation of the Web-Based Instructional Supervision Management System. The higher mean obtained after implementation indicated that the classroom observation and feedback process was more effective following the use of the Web-Based Instructional Supervision Management System.

CONCLUSION

Based on the findings, the study concludes that the Web-Based Instructional Supervision Management System is a useful and effective tool for improving the instructional supervision practices of the school, particularly the classroom observation and feedback process. This conclusion is supported by the results that the developed system obtained very high user acceptance in terms of perceived usefulness and perceived ease of use, and very high system success in terms of system quality, service quality, intention to use, user

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satisfaction, and perceived benefits. Furthermore, the test of difference showed a statistically significant increase in the effectiveness of the classroom observation and feedback process after the implementation of the developed system.

RECOMMENDATIONS

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

The school should integrate the Web-Based Instructional Supervision Management System into its regular instructional supervision practices, starting in the second semester, to strengthen the classroom observation and feedback process and support more efficient instructional supervision practices.

The academic supervisors and coordinators should consistently use the system when conducting instructional supervision to ensure that supervision activities are properly scheduled, documented, monitored, and followed up.

Teachers should regularly access the system and review the observation results and feedback to understand their strengths, areas of improvement, and the support needed to improve their teaching practices.

The supervisory program should be implemented and followed before the full implementation of the system to prepare the intended users and ensure the proper use of the system.

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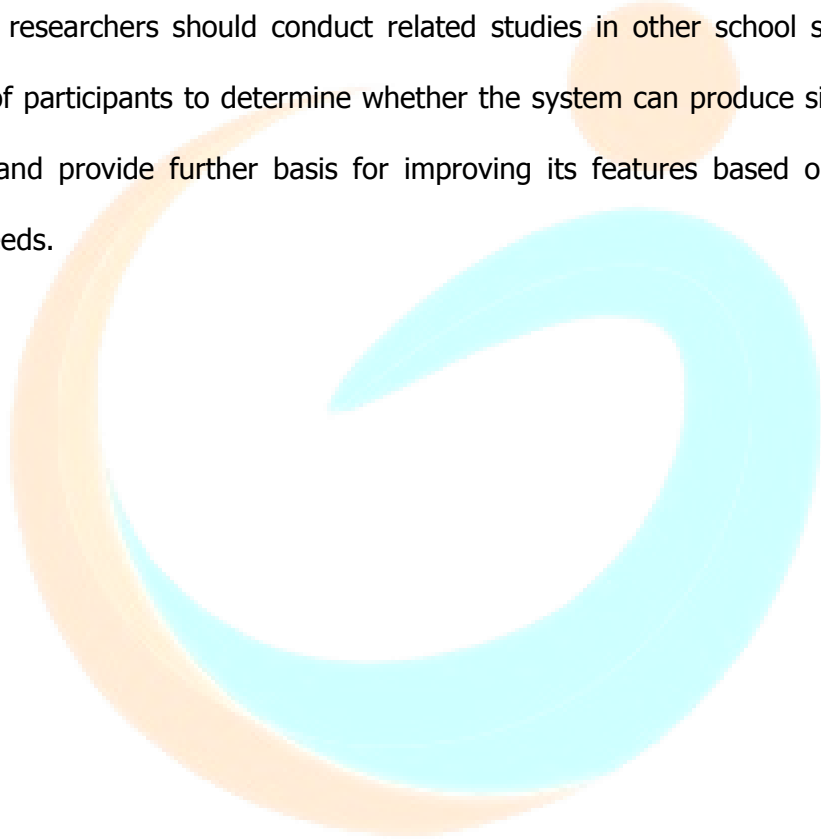
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A designated technical support should be assigned to assist and address the technical concerns of the intended users.

The researcher should conduct periodic evaluation of the system to identify the areas that need enhancements.

Future researchers should conduct related studies in other school settings, with a larger group of participants to determine whether the system can produce similar results in other school and provide further basis for improving its features based on the different supervision needs.



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The author was born on February 8, 1980, in Ormoc City, Leyte, Philippines. He graduated with a Bachelor of Science in Computer Science from Saint Peter's College in 2000 and later completed his Master in Information Technology (MIT) at Asian Development Foundation College in 2011. With his professional career largely centered on education, he pursued professional education units to strengthen his qualifications as an educator and successfully passed the Licensure Examination for Teachers (LET) in 2017. Throughout his years in the academic field, he has gained extensive experience in both information technology education and academic supervision, having served as a Computer Teacher, ICT Head, and Senior High School Academic Supervisor. His supervisory roles provided him with significant exposure to educational management, leadership, and supervision, including the coordination of academic programs, monitoring instructional practices, and supporting teachers and school activities. To further enhance his knowledge and competence in educational leadership, he is currently

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completing his Master of Arts in Education, major in Administration and Supervision, at Western Leyte College of Ormoc City.

He is currently serving as a Junior High School Academic Supervisor, a position he has held since 2023. In this capacity, he provides academic leadership, oversees and monitors instructional programs, supports teachers in improving their teaching practices, and assists in ensuring the effective implementation of school policies and academic activities. Alongside his work in education, he also serves as a Software Development Team Lead, where he applies his background in information technology together with his skills in leadership, team coordination, project planning, and management. His combined experiences in education, information technology, academic supervision, and project management continue to strengthen his commitment to effective leadership, innovation, and professional growth.

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