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Instructional Supervision and Constructive Feedback Mechanisms Provided: Reinforcing Teachers' Professional Growth

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ABSTRACT

This study aimed to determine the relationship between instructional supervision and constructive feedback mechanisms and teachers' professional growth in selected Carmen III District Schools, Division of Bohol, during School Year 2026–2027, as a basis for developing a supervisory feedback strengthening plan. Using a descriptive-correlational research design, the study involved 80 teachers from three selected schools representing different school sizes. Data were collected through a validated, structured survey questionnaire and analyzed using descriptive statistics and Pearson product-moment correlation. Results revealed a high perceived implementation of instructional supervision and constructive feedback (WM = 4.54), with timeliness receiving the highest rating (WM = 4.61) and follow-up and monitoring the lowest (WM = 4.48). Teachers reported positive professional growth (WM = 4.34), particularly in professional knowledge (WM = 4.44), while career development received the lowest rating (WM = 4.19). A strong, positive, statistically significant relationship was established between supervisory feedback and professional growth ($r = 0.78$, $p = 0.001$), leading to the rejection of the null hypothesis. The findings indicate that stronger perceived supervisory feedback practices are associated with greater perceived professional growth. School heads and instructional supervisors should strengthen collaborative improvement planning, coaching, mentoring, follow-up monitoring, and career development opportunities. The study's descriptive-correlational design and limited school coverage restrict causal interpretation and generalizability. These findings provide an empirical foundation for the proposed Capacity Supervisory Feedback Strengthening Plan and support evidence-based decisions concerning school-based teacher development.

Keywords: *Career Development, Constructive Feedback, Instructional Supervision, Professional Growth, Supervisory Feedback, Teacher Development*

1. INTRODUCTION

Teacher professional development is a continuous process that strengthens instructional competence, pedagogical practices, and responsiveness to learners' changing needs. It enables educators to improve classroom management, assessment practices, technological competence, and professional engagement. Mallari (2024) emphasized that continuous professional learning equips teachers with the knowledge and skills necessary to address contemporary educational challenges and adopt innovative instructional approaches. Instructional supervision is an essential mechanism for promoting teachers' professional growth through classroom observation, mentoring, coaching, technical assistance, and constructive feedback. Musah et al. (2026) emphasized the importance of instructional supervision and professional learning communities in continuous staff development, while White and Maher (2024) identified classroom observation, personal interaction, and instructional support as common supervisory practices. Similarly, Musah et al. (2026) established that supervisory techniques and approaches influence teachers' instructional practices and learning models. Constructive supervisory feedback provides teachers with information about their instructional strengths, areas for improvement, and appropriate professional development strategies. Poulou et al. (2023) found that feedback following classroom observations supported improvements in instructional and classroom-management practices. Su and Jiang (2023) further demonstrated that positive supervisory feedback promotes performance and feedback-seeking behavior, while Parpucu and Al-Mabuk (2023) highlighted its importance in guiding professional learning. LaBrot et al. (2024) likewise emphasized the contribution of systematic instructional supervision to instructional improvement and faculty development. Effective supervision requires clear, specific, timely, supportive, and continuous feedback that encourages professional reflection and instructional improvement. Within this context, the present study examines the relationship between instructional supervision, constructive feedback mechanisms, and the professional growth of teachers in selected Carmen III District Schools, Carmen, Division of Bohol, during School Year 2026–2027. Its findings will serve as the basis for developing a supervisory feedback strengthening plan to support teachers' continuing professional development.

Research Problem

Although instructional supervision is recognized as an important component of teacher professional development, differences in the quality, timeliness, clarity, and consistency of supervisory feedback may affect its developmental value. Teachers may receive varying levels of instructional guidance, constructive recommendations, and follow-up support, potentially influencing their ability to improve professional knowledge, instructional practices, professional engagement, and career development. White and Maher (2024) emphasized that effective instructional supervision requires identifying teachers' difficulties and providing appropriate assistance through professional dialogue, feedback, self-assessment, and follow-up activities. Alba et al. (2025) identified cooperation, trust, and continuous feedback as essential supervisory practices but also recognized administrative workloads, limited time, insufficient training, and resource constraints as implementation challenges. Similarly, Plopino and Carbonell (2025) emphasized the importance of feedback, reflection, and two-way communication in instructional supervision. Espiritu and Espiritu (2025) highlighted the contribution of classroom observations, coaching, mentoring, and feedback mechanisms to teacher performance and student learning outcomes. Octobre and Andal (2025) further emphasized the developmental importance of supervisory conferences, observation, feedback, and coaching, while Macmac and Superable (2026) identified significant relationships between instructional supervision and teachers' work performance. Despite these findings, the extent to which specific supervisory feedback dimensions contribute to teachers' professional growth in the selected Carmen III District Schools requires investigation. Accordingly, the study addresses the relationship

between instructional supervision and constructive feedback mechanisms, particularly their timeliness, clarity and specificity, supportive characteristics, and follow-up procedures, and teachers' professional growth.

Assumptions of the Study

The study assumes that instructional supervision and constructive feedback are important mechanisms for strengthening teachers' professional growth. Specifically, clear, timely, objective, constructive, and supportive feedback may encourage teachers to recognize instructional strengths and weaknesses, reflect on their classroom practices, adopt appropriate teaching strategies, and participate in continuing professional development. The study further assumes that feedback becomes more effective when supervisors establish collaborative professional relationships, provide recommendations responsive to teachers' needs, and conduct systematic follow-up and monitoring. Macabuhay's (2026) study supports the relevance of collaborative clinical supervision, reflective practice, and adult learning in strengthening teachers' instructional competence. Additionally, the study recognizes that teachers' responses to feedback may vary according to their professional experiences, learning needs, and attitudes toward improvement. Bardach et al. (2024) identified positive associations between teachers' growth mindset and motivational outcomes, although some relationships were not statistically significant. Baharuddin et al. (2024) likewise examined the relationships among growth mindset, lifelong learning, continuous professional development, and instructional technology integration. The study is guided by the null hypothesis that there is no significant relationship between the effectiveness of instructional supervision and constructive feedback mechanisms and teachers' professional growth across the identified domains. This hypothesis will be examined through the study's findings rather than assumed to be true.

Objectives of the Study

The primary objective of this study is to determine the relationship between instructional supervision, constructive feedback mechanisms, and the professional growth of teachers in selected Carmen III District Schools, Carmen, Division of Bohol, during School Year 2026–2027, as a basis for developing a supervisory feedback strengthening plan. Specifically, the study aims to describe the respondents' demographic and professional profiles in terms of age, gender, civil status, highest educational attainment, years in service, relevant training courses and seminars, and number of training courses attended. It also seeks to determine the perceived level of implementation of school heads' instructional supervision and constructive feedback in terms of timeliness, clarity and specificity, constructive and supportive feedback, and follow-up and monitoring. Furthermore, the study intends to assess teachers' perceived professional growth in terms of professional knowledge, instructional improvement, professional engagement, and career development. It also aims to identify which dimensions of instructional supervision and constructive feedback significantly contribute to teachers' professional growth and determine whether a significant relationship exists between instructional supervision, constructive feedback mechanisms, and teachers' professional growth. Ultimately, the study seeks to propose a supervisory feedback enhancement plan based on its findings to strengthen instructional supervision practices and promote continuous teacher professional growth.

Conceptual and Theoretical Framework

The study is anchored in six complementary theories explaining the relationship between instructional supervision, constructive feedback, and teachers' professional growth. Clinical Supervision Theory, associated with Goldhammer (1969) and Cogan (1973), emphasizes classroom observation, professional conferencing, constructive feedback, and follow-up support as collaborative processes for instructional improvement (Octobre & Andal, 2025;

Macabuhay, 2026). Social Constructivist Theory, associated with Vygotsky (1978), highlights professional learning through interaction, mentoring, and collaboration (Banderlipe, 2022). Reflective Practice Theory, developed by Schön (1983), emphasizes critical reflection on teaching experiences to improve instructional practices (Suello, 2024). Adult Learning Theory, associated with Knowles (1980), recognizes teachers as self-directed learners who benefit from practical, experience-based professional development (Macabuhay, 2026). Growth Mindset Theory, associated with Dweck (2006), explains how effort, learning, and constructive support promote professional improvement (Bardach et al., 2024; Baharuddin et al., 2024). Feedback Intervention Theory, developed by Kluger and DeNisi (1996), emphasizes how feedback characteristics and recipients' responses influence professional performance and improvement (Levi-Nielsen et al., 2026). Guided by these theories, the study examines instructional supervision and constructive feedback through four dimensions: timeliness, clarity and specificity, constructive and supportive feedback, and follow-up and monitoring. Teachers' professional growth is assessed through professional knowledge, instructional improvement, professional engagement, and career development. The framework is further supported by Article XIV, Section 5 of the 1987 Philippine Constitution (Republic of the Philippines, 1987); Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001 (Republic of the Philippines, 2001); DepEd Order No. 35, s. 2016 (Department of Education, 2016); DepEd Order No. 42, s. 2017 (Department of Education, 2017); DepEd Order No. 24, s. 2020 (Department of Education, 2020a); DepEd Order No. 25, s. 2020 (Department of Education, 2020b); and Executive Order No. 174, s. 2022 (Office of the President of the Philippines, 2022). These policies emphasize instructional leadership, professional standards, continuing teacher development, supervisory competence, and career advancement. Collectively, the theoretical, conceptual, and policy foundations provide a basis for examining the relationship between supervisory feedback mechanisms and teachers' professional growth in the selected Carmen III District Schools.

Sustainable Development Goal and Multidisciplinary Sustainability Relevance

The study primarily supports Sustainable Development Goal 4 (Quality Education) by emphasizing instructional supervision, constructive feedback, and continuous teacher professional development as essential components of instructional improvement. Its proposed supervisory feedback strengthening plan aims to enhance mentoring, coaching, classroom observation, and professional learning practices. The study also aligns with SDG 8 (Decent Work and Economic Growth) by promoting teachers' professional competence, career development, and supportive working conditions. Furthermore, it contributes to SDG 16 (Peace, Justice and Strong Institutions) by emphasizing effective instructional leadership, accountability, and collaborative supervisory practices. From a multidisciplinary perspective, the research addresses educational sustainability through continuous instructional improvement, professional sustainability through competency development and career advancement, and institutional sustainability through systematic feedback and supportive supervision. Overall, the findings provide a basis for strengthening school-based professional development programs and promoting sustainable instructional supervision practices in the selected Carmen III District Schools.

2. METHODOLOGY

Research Design

The study utilized a descriptive-correlational research design to assess the implementation of instructional supervision and constructive feedback mechanisms and determine their relationship with teachers' professional growth. The descriptive component examined teachers' perceptions of supervisory feedback practices in terms of timeliness, clarity and specificity,

constructive and supportive feedback, and follow-up and monitoring. It also assessed professional growth in terms of professional knowledge, instructional improvement, professional engagement, and career development. The correlational component determined the significant relationship between supervisory feedback mechanisms and teachers' professional growth. Data were gathered using a structured survey questionnaire and analyzed through descriptive and correlational statistical methods. This design allowed the researcher to examine existing conditions and relationships without manipulating the study variables.

Research Locale or Study Setting

The study was conducted in selected schools of Carmen III District, Division of Bohol, Philippines. Carmen III District was established through the reorganization of the former Carmen East and Carmen West Districts to strengthen educational administration, instructional supervision, and service delivery. The district comprises nine elementary schools and three secondary schools serving learners from different communities. Among the three districts of Carmen, Carmen III District has the largest school population, teaching workforce, and geographical coverage. As a newly organized district, it implements Department of Education programs and initiatives aimed at strengthening instructional leadership, teacher development, inclusive education, and learner performance. The research covered selected elementary and secondary schools representing different school sizes within the district.

Participants or Data Sources

The study involved 80 teachers from three selected schools in Carmen III District, representing small, medium, and large school categories. Of the total respondents, 51 teachers came from a large secondary school, 22 from a medium elementary school, and seven from a small elementary school. These participants provided information regarding their experiences and perceptions of instructional supervision, constructive feedback mechanisms, and professional growth. Their demographic and professional characteristics included age, gender, civil status, highest educational attainment, years of teaching service, and participation in relevant training courses, seminars, and workshops. The respondents' perceptions served as the primary data for examining supervisory feedback practices and their relationship with professional development.

Research Instruments or Materials

The study utilized a structured survey questionnaire consisting of three parts. The first part gathered respondents' demographic and professional information, including age, gender, civil status, educational attainment, teaching experience, and relevant training and seminar participation. The second part assessed the implementation of instructional supervision and constructive feedback mechanisms. Its development was informed by Hashim et al. (2020), who developed and validated the Collegial Supervisory Practices Questionnaire for Malaysian public secondary school teachers. The present study examined four dimensions of supervisory feedback: timeliness, clarity and specificity, constructive and supportive feedback, and follow-up and monitoring. The third part of the questionnaire assessed teachers' perceived professional growth in terms of professional knowledge, instructional improvement, professional engagement, and career development. The development of this section was informed by Richter and Richter (2024), whose study, Measuring the Quality of Teacher Professional Development: A Large-Scale Validation Study of an 18-Item Instrument, provided a framework for examining the quality of teacher professional development experiences. Drawing on relevant concepts from this study, the researcher developed indicators appropriate to the objectives and context of the present investigation. These indicators were designed to assess teachers' self-reported professional growth rather than directly measure the quality of professional development

activities. The questionnaire underwent validation before administration, and responses were measured using a five-point Likert scale.

Data Gathering Procedure

The data-gathering process began with identifying the research problem and reviewing relevant literature, studies, and theoretical foundations related to instructional supervision, constructive feedback, and teachers' professional development. These informed the formulation of the research framework, questions, hypotheses, and survey questionnaire. After developing and validating the instrument, the researcher submitted a formal request to the Schools Division Superintendent of the Division of Bohol to obtain permission to conduct the study. Upon approval, the questionnaire was distributed electronically through a link provided to the selected teacher-respondents, who were given sufficient time to complete it. The completed responses were collected, organized, and submitted to a statistician for statistical processing. The results were subsequently analyzed and interpreted in consultation with the research adviser. Based on the findings, conclusions and recommendations were formulated, leading to the development of a Capacity Supervisory Feedback Strengthening Plan intended to improve supervisory feedback practices and promote teachers' professional growth.

Data Analysis

The collected data were organized and analyzed using frequency count, percentage, weighted mean, standard deviation, and Pearson product-moment correlation coefficient (r). Frequency and percentage were employed to describe the respondents' demographic and professional profiles, including age, gender, civil status, educational attainment, years of service, and training participation. The weighted mean was used to determine the perceived level of implementation of supervisory feedback mechanisms and teachers' professional growth, while standard deviation measured the variability and consistency of responses. Pearson product-moment correlation coefficient (r) was applied to determine whether a significant relationship existed between instructional supervision, constructive feedback mechanisms, and teachers' professional growth. Responses were interpreted using a five-point Likert scale, with higher ratings indicating greater implementation of supervisory feedback practices and higher levels of perceived professional growth. The statistical findings provided the basis for evaluating the research hypothesis, drawing conclusions, and formulating the proposed supervisory feedback strengthening plan.

Ethical Considerations

The study observed ethical principles throughout the research process to protect the rights and welfare of the teacher-respondents. Formal permission was obtained from the Schools Division Superintendent of the Division of Bohol before administering the research questionnaire. Participation was voluntary, and respondents were given sufficient time to complete the survey. Confidentiality and anonymity were maintained during data collection to protect participants' identities and responses. The information gathered was used for the study's research purposes, particularly in assessing instructional supervision, constructive feedback mechanisms, and teachers' professional growth. These ethical safeguards supported the responsible collection and analysis of data while respecting the privacy and voluntary participation of the respondents.

3. RESULTS AND DISCUSSION

3.1 Demographic and Professional Profiles of the Respondents

3.1.1 Age

The findings revealed that 30 teachers (37.50%) were aged 30–39, followed by 27 (33.75%) aged 40–49 and 19 (23.75%) aged 50–59. Only two respondents (2.50%) were aged 20–29, while another two (2.50%) were aged 60 and above. Teachers aged 30–49 accounted for 71.25% of the respondents. The results indicate that the teaching workforce was predominantly middle-aged, suggesting that most respondents had already gained considerable professional experience and instructional knowledge. Younger and older teachers represented relatively small proportions of the sample.

3.1.2 Gender

Of the 80 respondents, 67 (83.75%) were female, while 13 (16.25%) were male. Female teachers therefore constituted more than four-fifths of the participants. This distribution indicates that female teachers predominated in the selected schools. The considerable difference in representation should be considered when interpreting respondents' perceptions of instructional supervision, feedback, and professional development.

3.1.3 Civil Status

The findings showed that 67 respondents (84%) were married, 12 (15%) were single, and one (1%) was widowed. No respondents were separated. The results indicate that most teachers were married and may have family responsibilities alongside their professional duties. Single and widowed teachers represented only a small proportion of the respondents.

3.1.4 Highest Educational Attainment

The largest group comprised 24 teachers (30%) who had completed the academic requirements for a master's degree, followed by 23 (28.75%) with master's degree units and 22 (27.50%) holding bachelor's degrees. Eight respondents (10%) had completed a master's degree, two (2.50%) had doctoral units, and one (1.25%) held a doctoral degree. These findings demonstrate substantial participation in graduate education among respondents. Most had pursued studies beyond the bachelor's degree, reflecting engagement in professional advancement and continuing academic development.

3.1.5 Length of Service

The findings showed that 23 respondents (28.75%) had served for 6–10 years, while 21 (26.25%) had served for 21 years or more. Fourteen (17.50%) had 11–15 years of service, 10 (12.50%) had 1–5 years, eight (10%) had 16–20 years, and four (5%) had less than one year. The average length of service was 12.81 years, with a standard deviation of 7.10. The distribution reflects varied teaching experience, with many respondents having served for more than five years. The inclusion of both relatively new and highly experienced teachers provided perspectives from different stages of professional practice.

3.1.6 Training and Seminars Attended

Division-level training accounted for the largest group, with 50 respondents (63%), followed by district-level training with 15 (18%), regional-level training with eight (10%), school-level training with four (5%), and national-level training with three (4%). No respondents reported

international-level training. The results suggest that professional development opportunities were concentrated at the division level. Although respondents participated in activities at several administrative levels, exposure to national and international training was limited.

3.1.7 Number of Trainings Attended

The findings revealed that 29 teachers (36%) had attended 1–3 training activities, 22 (28%) had attended 4–6, eight (10%) had attended 7–9, and 21 (26%) had attended 10 or more. These findings indicate varying levels of participation in professional development activities. Most respondents had attended between one and six training sessions, while a substantial proportion had participated in at least 10, demonstrating differences in exposure to continuing professional learning.

3.2 Implementation of Instructional Supervision and Constructive Feedback

3.2.1 Timeliness of Feedback

The respondents strongly agreed that supervisory feedback was timely, with an overall weighted mean of 4.61 and a standard deviation of 0.55. Immediate feedback after classroom observations received the highest rating (WM = 4.73), followed by feedback provided at an appropriate time (WM = 4.63). Timely responses to instructional concerns obtained 4.59, prompt follow-up conferences 4.55, and regular and consistent feedback 4.53. All indicators were interpreted as Strongly Agree. The results indicate that school heads generally provided prompt and responsive feedback. Immediate feedback allows teachers to recall classroom experiences and identify areas for instructional improvement. Although regularity and consistency received the lowest rating, the positive assessment suggests that these practices were generally observed.

3.2.2 Clarity and Specificity of Feedback

Clarity and specificity obtained an overall weighted mean of 4.57 and a standard deviation of 0.54, interpreted as Strongly Agree. Clearly identifying areas for improvement received the highest rating (WM = 4.60). Identifying strengths, providing understandable suggestions, using actual classroom observations, and communicating expectations each received a weighted mean of 4.56. The findings suggest that teachers generally received understandable, specific, and evidence-based feedback. Clear identification of instructional strengths and areas requiring improvement helps teachers recognize professional needs and determine appropriate actions to improve classroom instruction.

3.2.3 Constructive and Supportive Feedback

Constructive and supportive feedback obtained an overall weighted mean of 4.50 and a standard deviation of 0.70, interpreted as Strongly Agree. Feedback that motivated teachers to improve instruction received the highest rating (WM = 4.54), followed by respectful delivery (WM = 4.50) and emphasis on growth rather than criticism (WM = 4.49). Feeling supported during feedback conferences received the lowest rating (WM = 4.45), interpreted as Agree. These findings indicate that supervisory feedback was generally respectful, motivational, and focused on professional development. However, the comparatively lower rating for support during feedback conferences suggests a need to strengthen collaborative discussions and create more supportive opportunities for teachers to express instructional concerns and seek guidance.

3.2.4 Follow-up and Monitoring

Follow-up and monitoring obtained an overall weighted mean of 4.48 and a standard deviation of 0.67, interpreted as Strongly Agree. Monitoring progress after feedback and recommending professional learning opportunities both received the highest weighted mean of 4.51. Coaching and mentoring obtained 4.50, while using feedback to improve instructional practices received 4.46. Collaborative discussion of improvement plans received the lowest rating (WM = 4.41), interpreted as Agree. The findings indicate that school heads generally monitored teachers' progress and provided coaching, mentoring, and professional learning opportunities. However, collaborative improvement planning was less strongly perceived, suggesting that teachers could be more actively involved in identifying improvement targets and developing professional growth strategies.

3.2.5 Overall Implementation of Instructional Supervision and Constructive Feedback

The overall implementation of instructional supervision and constructive feedback obtained a weighted mean of 4.54 and a standard deviation of 0.62, interpreted as Strongly Agree. Timeliness of feedback received the highest rating (WM = 4.61), followed by clarity and specificity (WM = 4.57), constructive and supportive feedback (WM = 4.50), and follow-up and monitoring (WM = 4.48). The results demonstrate consistently positive perceptions of supervisory feedback practices across all four dimensions. Timeliness and clarity were the strongest areas, while follow-up and monitoring received the lowest relative rating. These findings highlight the importance of sustaining prompt, specific feedback while strengthening collaborative planning and continuing supervisory support.

3.3 Teachers' Professional Growth

3.3.1 Professional Knowledge

Teachers' professional knowledge obtained an overall weighted mean of 4.44 and a standard deviation of 0.57, interpreted as Agree. Applying new teaching strategies learned from training received the highest rating (WM = 4.50), followed by continuously updating content knowledge (WM = 4.49). Reflective teaching practices obtained 4.43, seeking opportunities to improve professional competence received 4.41, and using research-based instructional approaches received the lowest rating of 4.38. The results indicate that teachers actively developed their professional knowledge, particularly by applying strategies learned from training and updating their subject expertise. However, the comparatively lower rating for research-based instructional approaches suggests a need to strengthen teachers' access to and application of educational research in classroom instruction.

3.3.2 Instructional Improvement

Instructional improvement obtained an overall weighted mean of 4.40 and a standard deviation of 0.51, interpreted as Agree. Technology integration received the highest rating (WM = 4.45), followed by improved lesson delivery (WM = 4.44) and assessment and evaluation practices (WM = 4.43). Effective use of varied teaching strategies obtained 4.36, while addressing learners' diverse needs received the lowest rating of 4.33. These findings suggest that teachers perceived improvements in their instructional practices, particularly in technology integration, lesson delivery, and assessment. Nevertheless, the relatively lower ratings for differentiated

instructional strategies and addressing learners' diverse needs indicate areas where further professional development may be beneficial.

3.3.3 Professional Engagement

Professional engagement obtained an overall weighted mean of 4.36 and a standard deviation of 0.55, interpreted as Agree. Collaboration with colleagues to improve instruction received the highest rating (WM = 4.45), followed by participation in professional learning communities (WM = 4.39) and regular attendance at seminars, workshops, and training (WM = 4.35). Sharing best practices obtained 4.31, while participation in school improvement initiatives received the lowest rating of 4.30. The results indicate that teachers engaged in collaborative professional learning and development activities. However, sharing instructional practices and participating in school improvement initiatives were less prominent. These findings suggest opportunities to strengthen teachers' involvement in school-wide professional learning and improvement activities.

3.3.4 Career Development

Career development obtained an overall weighted mean of 4.19 and a standard deviation of 0.57, interpreted as Agree. Setting professional goals and recognizing the contribution of supervisory feedback to professional growth both received the highest rating (WM = 4.30). Continuous professional development obtained 4.19, participation in leadership roles received 4.13, and pursuing graduate studies or advanced training received the lowest rating of 4.05. The findings suggest that teachers recognized the importance of career planning and supervisory feedback in their professional advancement. However, graduate studies, advanced training, and leadership participation were comparatively less prominent. As discussed in the manuscript, time, financial resources, workload, and access to learning opportunities may influence participation in advanced professional development.

3.3.5 Overall Level of Teachers' Professional Growth

The results showed positive assessments across all four dimensions of teachers' professional growth. Professional knowledge received the highest weighted mean of 4.44, followed by instructional improvement at 4.40, professional engagement at 4.36, and career development at 4.19. The consolidated results reported an overall weighted mean of 4.34 and a standard deviation of 0.55, interpreted as Agree. These findings indicate that respondents perceived professional growth in their knowledge, instructional practices, and engagement in professional learning. Career development remained the lowest-rated dimension, suggesting a need for greater attention to advanced studies, leadership opportunities, and continuing career advancement.

3.4 Relationship Between Instructional Supervision, Constructive Feedback, and Teachers' Professional Growth

The Pearson product-moment correlation analysis revealed a strong positive relationship between instructional supervision and constructive feedback mechanisms and teachers' professional growth, with a correlation coefficient of $r = 0.78$, 78 degrees of freedom, and a p-value of 0.001. Since the p-value was lower than the 0.05 significance level, the relationship was statistically significant, leading to the rejection of the null hypothesis. The findings indicate that higher perceived effectiveness of instructional supervision and constructive feedback was

associated with higher perceived professional growth among teachers. Timely, clear, constructive, and supportive feedback, together with appropriate follow-up and monitoring, was positively related to professional knowledge, instructional improvement, professional engagement, and career development. The results support the importance of strengthening supervisory feedback mechanisms as part of teachers' continuing professional development. However, the correlational findings establish an association rather than a causal effect.

3.5 Implications for Strengthening Supervisory Feedback

The findings revealed that instructional supervision and constructive feedback were positively perceived overall, with a weighted mean of 4.54, while teachers' professional growth was rated positively, with a consolidated weighted mean of 4.34. The relatively lower ratings for support during feedback conferences (WM = 4.45), collaborative improvement planning (WM = 4.41), use of research-based instructional approaches (WM = 4.38), addressing learners' diverse needs (WM = 4.33), and pursuing graduate studies or advanced training (WM = 4.05) identified areas requiring further attention. These results provide the basis for the proposed Capacity Supervisory Feedback Strengthening Plan. The plan is intended to sustain effective feedback practices while improving collaborative conferences, coaching and mentoring, follow-up monitoring, professional learning opportunities, and teacher participation in improvement planning. Strengthening these practices may help support continuous teacher development in the selected Carmen III District Schools.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concludes that instructional supervision and constructive feedback mechanisms were positively perceived by teachers in selected Carmen III District Schools, Division of Bohol, during School Year 2026–2027. The 80 teacher-respondents reported a high level of implementation across timeliness, clarity and specificity, constructive and supportive feedback, and follow-up and monitoring. Timeliness emerged as the strongest supervisory practice, while follow-up and monitoring received the lowest relative rating. Teachers also demonstrated positive professional growth, particularly in professional knowledge and instructional improvement, while career development remained the least developed area. Most importantly, the findings established a strong, positive, and statistically significant relationship between instructional supervision and constructive feedback and teachers' professional growth ($r = 0.78$, $p = 0.001$), leading to the rejection of the null hypothesis. Collectively, these findings underscore the relevance of consistent, constructive supervisory practices to teachers' continuing professional development and provide an empirical basis for strengthening supervisory feedback mechanisms within the selected schools.

Based on the findings, school heads and instructional supervisors should maintain timely, clear, specific, and constructive feedback while strengthening follow-up monitoring, coaching, mentoring, and collaborative professional development planning. Particular attention should be given to career development, which received the lowest professional growth rating, by encouraging teachers to pursue advanced studies, participate in leadership opportunities, and establish professional advancement goals. Teachers should actively participate in classroom observations, reflective discussions, and professional learning activities and apply supervisory recommendations to improve their instructional practices. Education Program Supervisors and District Supervisors should provide technical assistance, relevant training, and regular monitoring to strengthen the implementation of supervisory feedback. The Department of Education and educational policymakers should support programs that promote effective

supervision, mentoring, and continuous teacher development. The proposed Capacity Supervisory Feedback Strengthening Plan should serve as a basis for improving existing practices. Future researchers may conduct similar investigations in other districts or divisions to examine additional factors associated with teachers' professional growth.

The study was limited to 80 teacher-respondents from three selected schools in Carmen III District, Division of Bohol, during School Year 2026–2027. Its findings therefore reflect the perceptions and experiences of teachers within this specific educational setting and may not represent those of teachers in other districts or divisions. The descriptive-correlational design and structured survey questionnaire examined perceived supervisory practices, professional growth, and their statistical relationship without establishing causation. Furthermore, the analysis focused on the variables and dimensions identified in the research objectives. Future studies may include broader samples from other educational settings and examine additional factors associated with teachers' professional development.

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