

Instructional Supervision and Teachers' Performance in a Public School: A Case Study

**Mark A. Amador¹, Romelo T. Velez¹, Kenneth James P. Sazon¹,
Rhea D. Vilches¹**

¹Master of Arts in Educational Management, School of Graduate Studies, Iloilo State University of Fisheries Science and Technology, Barotac Nuevo, Iloilo, Philippines

Email of Corresponding Author: mark.amador@deped.gov.ph

Publication history:

Received: July 19, 2026
Revised: August 13, 2026

Accepted: August 17, 2026
Published: August 18, 2026

International Journal of Sustainable and Integrated Studies, Vol. 1, No. 1, pp. 209–214, August 2026.

Abstract

This study examined how instructional supervision is experienced by teachers and how it influences their teaching performance in a public elementary school in Barotac Nuevo, Iloilo, Philippines. Conceptually grounded in a developmental and relational view of instructional supervision, the study employed a qualitative case study design involving five purposively selected teachers assigned to Grades 1 to 3. Data were gathered through semi-structured interviews, classroom observations using RPMS indicators, and document review of Classroom Observation Tool forms and lesson plans, and were analyzed through thematic analysis. Findings revealed that instructional supervision served as a developmental tool that strengthened instructional preparedness, classroom management, professional confidence, reflective practice, and responsiveness to learner needs. Constructive feedback, coaching, and post-observation discussions encouraged teachers to refine lesson planning, adopt differentiated and interactive strategies, and improve learner engagement. However, observation-related anxiety, heavy administrative workloads, limited time, and inconsistent or unclear feedback constrained the effectiveness of supervision. Teachers preferred collaborative, supportive, and growth-oriented supervision characterized by coaching, mentoring, peer interaction, and reflective dialogue. The study concludes that instructional supervision is most effective when implemented as a supportive, reflective, and developmental process rather than as a judgment-oriented requirement. It recommends strengthening coaching and mentoring cycles, reducing administrative workload, providing regular constructive feedback, and promoting peer supervision and Professional Learning Communities. The study aligns primarily with SDG 4 – Quality Education by supporting teacher professional development and sustained instructional quality. Its contribution to educational and institutional sustainability lies in strengthening continuous professional learning, supportive supervision, and school systems that promote sustained teaching effectiveness.

Keywords: Classroom Management; Constructive Feedback; Instructional Supervision; Professional Development; Reflective Practice; Teacher Performance

1. Introduction

Instructional supervision is an important mechanism for improving teacher performance, instructional practice, classroom management, and professional development. Its effectiveness extends beyond formal classroom observation because supervision is also a relational and developmental process that can influence teachers' confidence, motivation, reflection, and willingness to improve. However, teachers' experiences of supervision vary according to leadership style, feedback quality, workload, consistency, and the degree of

professional support provided. This study examines how teachers in a public elementary school experience instructional supervision and how these experiences shape their teaching performance. Instructional supervision plays a critical role in enhancing teacher performance, shaping instructional practices, and promoting professional growth in public schools (Glover et al., 2023; Glover et al., 2023). Beyond formal observation, supervision involves personal and professional interactions that influence teachers' confidence, motivation, and classroom effectiveness. Teachers' responses to supervision are affected by leadership style, feedback quality, workload, and consistency of support (Andal, 2024; Alfonso, 2021). The study focuses on the lived experiences of five teachers whose experiences represent interconnected dimensions of instructional supervision, including classroom observation anxiety, feedback and professional growth, administrative workload and time constraints, supportive leadership and collaboration, and inconsistent supervisory practices. These experiences demonstrate that supervision may either enhance or constrain teacher performance depending on how it is implemented and experienced within the school environment (Glover et al., 2023; Glover et al., 2023). Instructional supervision is particularly important because it can support reflective practice and continuing professional growth among teachers (Glover et al., 2023; Mok et al., 2023). For school leaders, understanding teachers' experiences can help identify weaknesses in supervisory practices and strengthen instructional leadership and coaching programs (Glover et al., 2023; Andal, 2024). At the policy level, findings may contribute to improving the implementation of the Results-Based Performance Management System–Philippine Professional Standards for Teachers (RPMS-PPST), particularly in ensuring that supervision contributes meaningfully to teacher development and student outcomes (DepEd, 2023; DepEd, 2023).

Teacher performance extends beyond numerical evaluation and may be understood as a professional experience influenced by teachers' beliefs, values, classroom contexts, and experiences. Within Philippine basic education, teacher performance is framed through the RPMS-PPST, which establishes standards for professional development across different career stages (DepEd, 2023; DepEd, 2023). Novice teachers may emphasize compliance, structured lesson delivery, and classroom control, whereas experienced teachers increasingly rely on adaptive teaching, reflective decision-making, and professional responsibility toward learners (Glover et al., 2023; Mok et al., 2023). A recurring theme in the literature is the emotional dimension of classroom observation. Teachers may experience anxiety when supervision is perceived primarily as evaluative rather than developmental (Andal, 2024; Glover et al., 2023). In Philippine public schools, such pressure may be intensified by documentation requirements and performance expectations (Andal, 2024). Feedback is another central component of effective supervision. Constructive, respectful, and timely feedback can strengthen teachers' confidence, motivation, reflection, and willingness to adopt more appropriate instructional strategies (Glover et al., 2023; Alfonso, 2021). Conversely, heavy workloads may reduce opportunities to reflect on and implement supervisory recommendations (Andal, 2024; Andal, 2024). Supportive leadership also contributes to productive supervision by developing trust, collaboration, and professional learning between teachers and supervisors (Glover et al., 2023; Glover et al., 2023). In contrast, inconsistent, irregular, or unclear feedback may weaken confidence and reduce the developmental effectiveness of supervision (Alfonso, 2021; Andal, 2024).

At the local level, the study examines five teachers from a single public elementary school and considers their individual experiences of instructional supervision, including anxiety during classroom observation, professional feedback, workload demands, collaborative leadership, and inconsistent supervisory practices. Because the study is context-specific, its findings represent the experiences and supervisory conditions of the participating teachers rather than broader educational trends. At the national level, teacher performance and supervision are situated within the Philippine RPMS-PPST framework, which provides standards and mechanisms for assessing and supporting teacher development (DepEd, 2023; DepEd, 2023). The study also responds to concerns regarding classroom observation, documentation requirements, workload, and supervisory implementation in Philippine public schools (Alfonso, 2021; Andal, 2024). At the broader level, the study is consistent with established perspectives that regard instructional supervision as a developmental process involving reflection, feedback, professional learning, and instructional improvement. These perspectives emphasize that supervision becomes more meaningful when it supports teachers rather than functioning solely as an evaluative mechanism.

The study does not explicitly identify a single formal theoretical framework. Conceptually, however, it is grounded in a developmental and relational understanding of instructional supervision in which classroom observation, constructive feedback, reflection, coaching, leadership support, and professional interaction influence teachers' instructional practices and professional growth. Within this perspective, supervision is not limited to determining teacher compliance or performance. Rather, it can facilitate reflection, instructional improvement, professional confidence, and adaptive teaching when implemented through

supportive professional relationships. This conceptual orientation is consistent with literature emphasizing developmental supervision and instructional leadership as mechanisms for strengthening teaching practice.

Although instructional supervision is widely recognized as an important component of teacher development, its effectiveness depends considerably on how teachers experience the supervisory process. The literature indicates that classroom observation anxiety, administrative demands, feedback quality, leadership support, and consistency of supervision can influence whether teachers perceive supervision as developmental or primarily evaluative. The study therefore addresses the need for context-specific qualitative understanding of how instructional supervision is experienced by teachers in Philippine public schools and how these experiences affect classroom practice and professional development (Alfonso, 2021; Andal, 2024). By focusing on teachers' lived experiences, the research provides an in-depth examination of supervisory practices within a specific school context, consistent with the purpose of qualitative inquiry (Creswell & Poth, 2023). The rationale for the study consequently lies in understanding not only whether instructional supervision is conducted but also how its implementation, feedback processes, relational characteristics, and organizational conditions influence teacher performance. Such understanding can inform more supportive, consistent, and development-oriented supervisory practices.

The study is most directly aligned with SDG 4 – Quality Education. Instructional supervision contributes to quality education by supporting teacher professional development, improving instructional practices, strengthening classroom management, and encouraging reflective and responsive teaching. The study's focus on constructive feedback, coaching, professional growth, and improved teacher performance is relevant to sustaining the quality of teaching and learning within public education. Its examination of RPMS-PPST implementation, instructional leadership, and supervisory practices also supports continuing efforts to strengthen the professional capacity of teachers and the institutional mechanisms that promote educational quality.

The study contributes primarily to educational and institutional sustainability. Educational sustainability requires continuing improvement in teaching quality, professional competence, reflective practice, and responsiveness to learner needs. By examining how supervision influences teachers' instructional decisions, confidence, classroom management, and professional development, the study provides insights into mechanisms that can support sustained teaching effectiveness. From an institutional sustainability perspective, effective supervision depends on consistent feedback, supportive leadership, manageable professional demands, and collaborative relationships between teachers and supervisors. Understanding barriers such as workload, observation anxiety, and inconsistent supervisory practices can help schools strengthen systems that support continuous professional learning rather than short-term compliance. The study is also multidisciplinary because instructional supervision intersects with educational leadership, organizational management, professional development, human behavior, and public-sector governance. Strengthening these interconnected dimensions can contribute to more resilient school systems capable of continuously supporting teachers and maintaining quality educational delivery.

2. Material and methods

2.1 Research Design

A qualitative case study design was used to explore teachers' lived experiences of instructional supervision and its impact on teaching performance. Data from interviews, observations, and document reviews were examined through thematic analysis (Byrne, 2022). The design enabled an in-depth examination of teachers' perceptions and experiences within their specific school context.

2.2 Locale of the Study

The study was conducted in a public elementary school in Barotac Nuevo, Iloilo, Philippines. The investigation focused on instructional supervision practices and teachers' experiences within this particular school setting.

2.3 Respondents of the Study

The participants consisted of five public elementary school teachers assigned to Grades 1 to 3 and with varying years of teaching experience. For confidentiality, the participants were identified as Teachers A–E. Their varied professional experiences provided different perspectives on instructional supervision, classroom practice, and professional development.

2.4 Sample and Sampling Procedure

Five teachers were purposively selected based on their capacity to provide relevant and varied experiences concerning instructional supervision. Purposive sampling was used to obtain rich, relevant, and diverse insights into the phenomenon being investigated.

2.5 Research Instrument

Data were gathered using semi-structured interviews, classroom observations, and document review. The semi-structured interviews used a guided set of questions to obtain teachers' experiences, perceptions, and reflections regarding instructional supervision while allowing further probing of emerging ideas (Creswell & Poth, 2023; Creswell & Poth, 2023). Classroom observations were conducted using RPMS indicators to examine teaching performance, instructional delivery, and classroom management systematically (DepEd, 2023; DepEd, 2023; Glover et al., 2023). Classroom Observation Tool (COT) forms and lesson plans were also reviewed to determine the alignment between documented instructional planning and observed classroom practices, strengthening the triangulation and credibility of the data (Creswell & Poth, 2023; Glover et al., 2023).

2.6 Data Gathering Procedure

Data were collected through multiple qualitative methods to ensure triangulation and comprehensive understanding. Semi-structured interviews elicited participants' experiences and perceptions of instructional supervision, while classroom observations examined their actual instructional delivery and classroom management. COT forms and lesson plans were subsequently reviewed to compare documented instructional planning with observed teaching practices. The integration of these data sources provided multiple perspectives on teachers' experiences of instructional supervision.

2.7 Data Analysis Techniques

The collected data were analyzed using thematic analysis following Braun and Clarke's (2006) procedures. The process involved familiarization with the data, initial coding, development of themes, review of themes, and refinement of thematic categories. This approach facilitated the systematic identification of recurring patterns and significant insights across the qualitative data and strengthened the rigor and credibility of the analysis (Byrne, 2022; Creswell & Poth, 2023; Byrne, 2022).

2.8 Ethical Considerations

Informed consent, confidentiality, and voluntary participation were ensured throughout the study.

3. Results and Discussion

3.1 Influence of Instructional Supervision on Teacher Performance

3.1.1 Supervision as a Developmental Tool

Teachers generally perceived instructional supervision as an opportunity for professional growth rather than merely an evaluative requirement. Constructive feedback and post-observation discussions increased their confidence, encouraged reflection, and motivated them to explore differentiated and interactive teaching strategies. Teachers also reported greater willingness to adjust their practices in response to learner needs. These experiences demonstrate that supervision becomes more effective when it emphasizes professional development through guidance and reflection rather than compliance alone. This supports literature emphasizing that developmental supervision strengthens instructional practice through guided reflection (Glover et al., 2023; Glover et al., 2023). Teachers similarly reported that supportive supervision increased motivation, confidence, and willingness to experiment with new teaching strategies.

3.1.2 Improved Instructional Preparedness

Teachers reported that supervision improved lesson preparation and alignment with curriculum expectations. Feedback encouraged them to refine lesson differentiation, integrate strategies obtained from professional training, incorporate technology, and plan activities more deliberately. Supervisory recommendations were also shared with colleagues as part of collaborative instructional improvement. These findings indicate that structured supervision can promote more intentional lesson planning and increase teachers' professional agency. Supervisory guidance encouraged teachers to connect curriculum expectations, learner differences, technology, and professional learning with classroom practice (DepEd, 2023; Castillo, 2024). This demonstrates that instructional supervision can promote careful planning and intentional teaching, supporting findings that structured guidance enhances teacher effectiveness (DepEd, 2023; Castillo, 2024).

3.1.3 Strengthened Classroom Management

Teachers indicated that supervisory feedback helped improve classroom routines, behavior management, learner engagement, and participation. They refined classroom management strategies after observations and applied approaches designed to address learners with different reading levels and instructional needs. The results suggest that classroom observation and reflective feedback can help teachers identify practical strategies for maintaining classroom order while increasing active learner participation. Findings support that reflective supervision enhances classroom management (Castillo, 2024; Castillo, 2024). These findings are consistent with research highlighting that developmental supervision can support classroom management improvements through reflective feedback and coaching (Castillo, 2024; Castillo, 2024).

3.2 Emotional Responses to Instructional Supervision

Teachers commonly experienced nervousness or anxiety during initial classroom observations. However, these emotional responses improved when supervisors provided constructive feedback and opportunities for reflective discussion. Teachers reported that supportive post-observation conversations increased their confidence, motivation, and willingness to reflect on their professional performance. These experiences highlight the importance of psychological safety in instructional supervision. When observations are accompanied by constructive and supportive interactions, initial anxiety can develop into motivation and professional learning. Teachers highlighted the importance of psychological safety and supportive supervision in fostering reflective practice (Andal, 2024; Glover et al., 2023). These experiences align with literature showing that teachers' psychological safety and supportive supervision practices are crucial for fostering openness and reflective learning (Andal, 2024; Glover et al., 2023).

3.3 Structural and Systemic Challenges Affecting Supervision

Teachers identified heavy administrative workloads, limited time for observation and reflection, and inconsistent or unclear feedback as barriers to effective supervision. Balancing teaching responsibilities with paperwork made it difficult to implement supervisory recommendations fully, while irregular feedback sometimes left teachers uncertain about which areas of performance required priority attention. These challenges indicate that the effectiveness of instructional supervision is influenced not only by the quality of feedback but also by organizational conditions within the school. Heavy workloads and inconsistent supervisory processes may restrict opportunities for reflection and sustained professional improvement, reflecting broader organizational challenges in Philippine public schools (Andal, 2024). These challenges reflect broader organizational issues in Philippine public schools, where teachers juggle instructional responsibilities alongside administrative tasks (Andal, 2024; Johnson, 2019). Inconsistent or rushed supervision may consequently reduce its impact on professional growth.

3.4 Preferred Enhancements in Instructional Supervision

Teachers preferred supervision that emphasized collaboration, coaching, mentoring, and reflective dialogue rather than judgment. They expressed interest in more opportunities for informal coaching, collaborative lesson planning, peer interaction, and meaningful post-observation discussions. Guidance-oriented supervision encouraged teachers to experiment with new methods and become more receptive to instructional improvement. These preferences demonstrate that teachers value supervision that establishes professional partnership and continuing development. Collaborative and growth-oriented approaches can strengthen trust and create greater opportunities for shared professional learning. These preferences align with best practices in instructional leadership (Glover et al., 2023; Glover et al., 2023). They further indicate that teachers value supervision that is relational, reflective, and growth-oriented, echoing best practices in instructional leadership (Glover et al., 2023; Glover et al., 2023).

3.5 Synthesis of Major Findings

Across the six themes, instructional supervision was most meaningful when it functioned as a developmental, relational, and reflective process. Constructive feedback strengthened teachers' confidence and willingness to improve, while supervisory guidance enhanced instructional preparation, classroom management, differentiated instruction, learner engagement, and professional reflection. The findings also show that the benefits of supervision depend on the conditions under which it is implemented. Supportive relationships and collaborative dialogue facilitate professional learning, whereas observation anxiety, administrative workload, limited time, and inconsistent feedback may constrain its effectiveness. Taken together, the findings indicate that instructional supervision is most effective when professional guidance is combined with emotional support, collaboration, and attention to the organizational conditions affecting teachers' work.

4. Conclusion & Recommendations

The study concludes that instructional supervision influences teachers' instructional practices, classroom management, and professional growth, particularly when it is implemented as a supportive, reflective, and developmental process. Constructive feedback, coaching, and post-observation discussions strengthen teachers' confidence, reflection, instructional strategies, and responsiveness to learner needs, while observation-related anxiety, workload pressures, time constraints, and inconsistent supervisory practices may reduce its effectiveness. Overall, supervision is most beneficial when it emphasizes professional guidance and growth rather than judgment or compliance.

Schools should strengthen coaching and mentoring cycles to provide continuing professional support (Glover et al., 2023), reduce administrative workload to allow greater attention to classroom observation and teacher development (Glover et al., 2023), institutionalize regular and constructive feedback to guide instructional improvement (Miller et al., 2025), and encourage peer supervision and Professional Learning Communities (PLCs) to promote collaborative reflection and sharing of effective practices (Mok et al., 2023).

The study was limited to five teachers from a single public elementary school; therefore, its findings reflect the specific experiences and supervisory practices of the participants rather than broader educational trends. Although generalizability is limited, the qualitative design enabled an in-depth examination of individual experiences within their particular context (Creswell & Poth, 2023).

5. Compliance with ethical standards

The authors declare no conflicts of interest related to this study. Ethical standards for human-participant research were observed by securing informed consent, ensuring voluntary participation, and maintaining the confidentiality of the five participating teachers. Participants were identified using codes to protect their identities, and the information collected was handled solely for the purposes of the study.

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