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**INSTRUCTIONAL SUPERVISORY PRIMER: ENHANCING  
TEACHERS THROUGH SUPPORTIVE INSTRUCTIONAL  
SUPERVISION IN SAINT LOUIS COLLEGE OF ELEMENTARY  
DEPARTMENT**

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**ABSTRACT**

This study explored the instructional supervision practices and experiences of elementary teachers at Saint Louis College, Basic Education Schools, Elementary Department. The goal of this study is to develop a research-based Supervisory-Primer. Anchored in a descriptive qualitative research design, the study employed semi-structured interview and focus group discussions involving fifteen participants selected through criterion sampling, including experienced teachers and academic coordinators during the academic year 2025 – 2026. Thematic analysis revealed six major themes: (1) supervision as supportive and developmental, (2) collaborative and trust-based supervision, (3) structured and differentiated observation practices, (4) focus on student learning outcomes, (5) post-observation feedback as reflective dialogue, and (6) challenges in implementation, including time constraints, administrative workload, and resistance to change. Findings indicate that instructional supervision is most effective when it is continuous, reflective, mentoring-oriented, and grounded in a professional partnership rather than compliance-based evaluation. While teachers valued formative feedback, coaching, and collaborative goal-setting, systemic barriers such as time-poverty and inconsistent supervisory practices limited the depth of professional engagement. This study concludes that a sustained, teacher-centred developmental process. In response, A supervisory Primer was developed to institutionalize structured observation cycles, mentoring programs, professional learning communities, data-

driven feedback, and collaborative decision-making aligned with national education policies and professional standards. The findings contribute to the growing body of literature advocating developmental supervision models that enhance teacher efficacy, institutional quality, and student learning outcomes. The proposed primer offers a practical framework for strengthening instructional leadership and fostering a culture of continuous professional growth within elementary settings.

**KEYWORDS:** instructional supervision, teacher professional development, formative feedback, mentoring, supervisory primer.

## INTRODUCTION

Instructional supervision plays a significant role in ensuring the quality of teaching and learning in schools. As educational institutions respond to the transforming curricular demands, instructionally effective and responsive supervision becomes more evident. Instructional supervision should not be viewed merely as a procedural or compliance-driven task, but as a developmental and relational process that supports the professional growth of the teachers and their instructional effectiveness in the classroom. Effective supervision is relational, balancing evaluative responsibilities with mentorship, constructive feedback, and professional dialogue. Supervision must be responsive to the unique needs and context of each school. By prioritizing collaboration over compliance, supervision can empower teachers, cultivate a culture of continuous improvement, and ultimately improve student learning outcomes. The perspective of instructional supervision is a systematic and collaborative process that integrates classroom observation, constructive feedback, mentoring, and professional dialogue. Instructional supervision in the country is crucial due to the ongoing reforms of the curriculum and the emphasis on student-centered pedagogies. A lot of schools faced different challenges related to teacher preparation, limited access to professional development, and uneven implementation of supervisory guidelines across the regions. In public schools, Supervisors often manage large numbers of teachers while handling administrative responsibilities, which may limit the frequency and quality of classroom observations and feedback. Private schools also face challenges such as balancing the demands of the curriculum, maintaining accreditation standards, and supporting teachers who have diverse training backgrounds. Additionally, the diversity of the socio-economic background of the students and varying resource capacities of the school require supervisors to adapt their practice to local conditions, making context-sensitive supervision essential. A

structured supervisory framework, such as supervisory primers or handbooks, can provide consistency, clarity, and guidance to supervisors, enabling them to balance evaluative and developmental roles more effectively. These frameworks not only outline procedures for classroom observation and feedback but also emphasize reflective practices, mentoring, and teacher support mechanisms. By providing clear expectations and tools, these frameworks help supervisors navigate complex school environments, address teacher needs, and ensure that professional development is purposeful and relevant. This study aligns with Sustainable Development Goal 4 (SDG 4): Quality Education, particularly target 4c, which emphasizes the importance of substantially increasing the supply of qualified teachers, including thorough professional development and training (United Nations, 2023). Target 4.c underscores that achieving inclusive and equitable education requires not only qualified teachers but also sustainable systems of support and supervision that enable teachers to develop their skills continuously. Instructional supervision directly contributes to the target of SDG 4 by providing structured guidance, mentoring, and actionable feedback that enhances the skills of teachers, foster reflective practices, and encourages the consistent application of effective instructional strategies. By examining teachers' experiences of supervision and developing a context-sensitive supervisory primer, this study promotes continuous professional growth, supports the development of highly qualified educators, and strengthens the overall quality of teaching. In doing this, it ensures that professional development is not only observations but also meaningful and aligned with teachers' instructional needs, thereby supporting the broader goals of inclusive, equitable, and high-quality education for all learners. Addressing these challenges through structured and context-sensitive supervisory practices, such as the development of a supervisory primer, is essential to improve teacher competence and instructional quality and provides the basis for this study to examine teachers' experiences and inform the formulation of a practical supervisory framework for schools.

### **Statement of the Problem**

This study aims to identify the instructional supervision practices of elementary teachers in the Basic Education Schools (BEs) of Saint Louis College San Fernando, La Union. Specifically, this study seeks to answer the following questions: 1. What are the experiences of elementary teachers with instructional supervision? 2. How do supervisors implement instructional supervision? 3. What supervisory primer can be proposed?

### **Scope and Limitations of the Study**

This study was undertaken to determine the instructional supervision practices of Saint Louis College, particularly in the Basic Education Schools (BEs), Elementary department, as input to an instructional supervisory primer. This study was conducted during the academic year 2024-2025 at the said institution. The population of the study was divided into two groups of respondents. The first group consisted of three academic coordinators, such as Special Needs Education (SNED) and Kindergarten Coordinator, the Primary Coordinator, and the Intermediate Coordinator. The second group included selected teachers from the elementary department in different clusters.

### **METHODOLOGY**

The research employed a qualitative design, specifically utilizing a descriptive research method. Through semi-structured interviews and focus group discussions, the study aims to uncover teachers' perspectives on the nature and impact of supervisory practices, the support and challenges they face, and the strategies they use to manage these experiences. The findings highlight key themes to produce a supervisory primer as a guide to future instructional supervisors. The goal of this research is to explore the instructional supervision practices of elementary teachers as a result of the supervisory primer. It aims to identify the experiences and implementation of instructional supervision of teachers in Saint Louis College, Basic Education Schools, elementary department. The study employs descriptive qualitative method. This study on the instructional supervision practices of teachers is conducted at Saint Louis College, Basic Education Schools, Elementary Department, located in San Fernando City, La Union. The school is considered suitable for the study because it is a well-established academic institution that sustains the culture of academic excellence and continuous professional development. It applies structured instructional supervision practices and has a diverse population of experienced educators, making it an ideal setting for gathering relevant and meaningful data. The institution's accessibility and the willingness of the administration to support research activities further strengthen its appropriateness as a research site. The research involves selected participants through criterion sampling who can provide valuable insights into the topic. The study was conducted over a period of one semester or five months, allowing sufficient time for participant selection, data collection, analysis, and validation of findings. This duration is appropriate to accommodate the schedules of participants and to ensure thorough and systematic data gathering.

## RESULTS AND DISCUSSION

Theme 1: Experiencing Instructional Supervision as Supportive and Developmental. Teachers consistently described instructional supervision as a supportive, nurturing, and growth-centered process rather than a mechanism for evaluation or fault-finding. Supervision was perceived as a source of professional guidance, constructive feedback, and personal encouragement. Participants shared: *“It is not about pointing out faults... It is a partnership between you as a teacher and your supervisor.”* (Pt 7) *“Through supervision, I gain insights into my strengths and areas for growth, and I feel more empowered and motivated to become a better educator.”* (Pt 4) *“Instructional supervision has significantly impacted my teaching practices and professional growth by helping me become more reflective and intentional in my approach to teaching.”* (Pt 5) These responses indicate that teachers associate supervision with professional empowerment, self-reflection, and continuous growth. Emotional support, constructive feedback, and mentorship contributed to increased confidence and motivation. Furthermore, supervision was framed as a developmental process, emphasizing the improvement of teaching strategies and student learning outcomes rather than merely compliance or evaluation. These findings align with the recent literature highlighting the transition from bureaucratic oversight to instructional leadership focused on humanistic support. Developmental supervision suggests that the school leadership model should move away from rigid, top-down evaluation rubrics, going toward a growth-coaching framework. If supervision prioritize supportive approach, it will likely lead to higher teacher morale and a culture of continuous innovation. This implies that instructional supervisors need to strengthen mentoring techniques, create opportunities for open dialogue, and ensure that focus of supervision is more on professional improvements. Conversely, failure to maintain relational quality in supervision could result in teachers returning to performative teaching practices where they focus on satisfying the observer rather than improving student outcomes.

Theme 2: Experiencing Collaborative and Trust-Based Supervision. Another prominent theme was the collaborative nature of supervision, characterized by dialogue, shared decision-making, and trust between teachers and supervisors. Teachers highlighted that supervision was most effective when supervisors acted as partners or teammates rather than authoritative figures. *“Collaborative feedback after classroom observations made me more inspired to do better.”* (Pt 1) *“Supervision is when someone guides you, gives you honest feedback, and helps you see your strengths and areas where to improve.”* (Pt 7) *“Foster a*

culture of collaboration through peer observation, mentoring programs, and professional learning communities (PLCs). Supervisors can facilitate these activities, sharing expertise and fostering a supportive environment.” (Pt 9) Teachers emphasized the importance of trust-based relationships: when supervisors listened, valued teachers’ perspectives, and engaged in open communication, supervision became meaningful and motivating. The findings support Patton’s (2002) assertion that qualitative research should explore relational dynamics. Here, collaboration and trust were central to teachers’ positive experiences, suggesting that instructional supervision extends beyond procedural observation to include social and professional support networks.

### Theme 3: Experiencing Instructional Improvement and Professional Growth

Instructional supervision was consistently linked to enhanced teaching practices, classroom management, reflective thinking, and professional identity. Teachers reported that supervision allowed them to explore new strategies, refine lesson planning, and strengthen their instructional skills. “It helped me reflect on and define my teaching practices. It has provided me with insights and strategies to address areas of improvement and encourage continuous professional development.” (Pt 1) “I discovered new strategies for making math fun and easy to understand.” (Pt 3) “Instructional supervision significantly impacted my teaching... promoting a more collaborative learning environment.” (Pt 5) “I’ve been able to tailor my development to enhance my effectiveness as both a teacher and academic coordinator.” (Pt 11)

Supervision exposed teachers to seminars, workshops, mentoring, and PLCs, which contributed to continuous professional development and career advancement. These experiences of the teachers suggest that supervision is not just about correcting the performance of the teacher, but it is a foundational element to help teachers evolve into confident, effective educators and leaders. These experiences reinforce prior research highlighting instructional supervision as a vehicle for teacher growth, reflective practice, and instructional improvement (Joyce & Showers, 2002). By connecting observations, the data support the theory that sustained instructional improvement occurs when supervision is treated as a continuous learning cycle rather than a one-time event. Teachers also highlight that the role of supervision is professional identity formation, echoing research suggesting that self-efficacy is built through guided mastery and expert feedback. The results imply that instructional supervision is most effective when designed as a supportive, continuous, and collaborative process that promotes professional growth. When teachers are positioned not

only to improve classroom instruction but also to build confidence, leadership skills, and a culture of continuous learning, ensuring long-term instructional excellence and career advancement.

#### Theme 4: Experiencing Structural and Implementation Challenges

Despite positive experiences, teachers reported structural and systemic barriers that hindered the full potential of supervision. Challenges included limited time, one-time observations, checklist-driven evaluations, lack of resources, and administrative workload. Teachers describe frustrations in details that: “They usually observe only once... Continuous support would help me grow as a teacher.” (Pt 4) “As an academic coordinator, I face challenges such as scheduling, limited time for thorough supervision, and varying levels of teacher receptiveness to feedback.” (Pt 1)

“School/department head supervision has become checklist-based rather than focusing on quality instruction.” (Pt 12)

Teachers also highlighted the need for resources and support to implement supervision effectively, indicating that structural constraints limited the sustainability of professional growth. The transition from a meaningful dialogue to a checklist-driven evaluation indicates a shift from professional development toward mere administrative survival. The existence of these barriers implies that for instructional supervision, if the responsibility remains solely on the overburdened department head and supervisors, the once-a-year observation trap will continue. To solve this, supervisors consider reallocating administrative time specifically for post-observation dialogue.

#### Theme 5: Experiencing Feedback-Related Difficulties

A recurring issue was feedback quality. Teachers reported instances of vague, inconsistent, or non-actionable feedback, which sometimes created anxiety and limited instructional improvement. “At times, the feedback given was too general... making it difficult to apply improvements effectively.” (Pt 5) “Some comments or feedback are not research-based, or suggestions were not really realistic.” (Pt 11) “Instructional supervisors should focus on giving helpful and specific feedback to teachers.” (Pt 3) Teachers emphasized that effective supervision requires clear, actionable, and context-sensitive feedback, as it directly influences their teaching practices and professional growth.

The ambiguity of feedback is reflected in recent studies emphasizing that the efficacy of supervision is contingent upon feedback specificity and clinical relevance. Insufficient

feedback provided directly undermined the effectiveness of instructional supervision and the capacity of the teachers for growth. Experiences of the teachers indicate that supervision is most impactful when feedback is specific, research-informed, and actionable, allowing teachers to implement targeted strategies. These findings imply that supervisors must prioritize clarity, contextual relevance, and dialogue in post-observation sessions. When feedback becomes a tool for professional reflection, instructional refinement, and sustained teacher development, it ultimately enhances the overall quality of instruction within the school.

Theme 6: Experiencing the Need for Continuous and Meaningful Supervision. Teachers strongly highlighted that supervision should be continuous, reflective, and context-sensitive, rather than one-time, formal evaluations. “Regular follow-up observation, not just one-time visits, is necessary.” (Pt 3) “Supervisors should listen before evaluating and provide continuous support tailored to teachers’ needs.” (Pt 11) “More regular, open conversations, not just formal observation, can support my growth better than a written report.” (Pt 8) Continuous supervision was seen as crucial for sustaining professional development, reinforcing learning, and ensuring practical application of feedback. These imply that schools should institutionalize continuous supervisory practices, including regular observations, follow-up conferences, and open communication channels. To solve this, instructional supervision becomes a long-term developmental partnership rather than a formal evaluative exercise, fostering instructional improvement and strengthening teachers' professional growth. The findings demonstrate that elementary teachers at Saint Louis College experience instructional supervision as both supportive and challenging: Instructional supervision is most effective when it adopts a supportive and developmental orientation, emphasizing reflection, mentorship, and ongoing professional dialogue rather than merely checking compliance.

### **Supervisors implement instructional supervision**

This discusses how supervisors implement instructional supervision in the Elementary Department of Saint Louis College. Theme 1: Frequency and Types of Instructional Supervision. Supervisors conduct instructional supervision regularly, with frequency depending on teacher experience. Subtheme 1.2: Informal and Formative Observations. Instructional supervisors frequently conduct informal and formative supervision to maintain a continuous improvement of the teacher in instruction. Subtheme 1.3: Summative Evaluations.

Summative evaluation serves as a formal mechanism for documenting teachers' competence to ensure adherence to the standards of the institution.

Theme 2: Approaches and Methods in Observation and Evaluation. Supervisors adopt a combination of pre- and post-observation conferences, formative assessments, and collaborative practices to evaluate teaching effectively. Subtheme 2.1: Pre-Observation Conferences. The pre-observation conference emerges as a foundational component of the supervisory cycle. It is not merely a preparatory meeting but a structured dialogue that clarifies expectations and fosters professional collaboration. Subtheme 2.2: Formative and Growth-Oriented Feedback The transition of evaluative monitoring to a model centered on professional development and continuous improvement in instructional supervision. Subtheme 2.3: Focus on Learning Outcomes. Supervisors adopts holistic approach that considers the intersection of the performance of the teacher and the engagement of the student in the success of instruction. This ensures that evaluation is not an isolated critique of a teacher's performance, but a comprehensive assessment in the classroom setting. This perspective underscores the shift toward outcome-based supervision, where the ultimate benchmark of instructional effectiveness is the comprehension and participation of the students. Subtheme 2.4: Post-Observation Feedback Sessions. Subtheme 2.5: Collaborative Approach Instructional leadership's main goal is toward a partnership model wherein the primary objective is to engage in a professional alliance with the teachers rather than receiving a top-down judgement of performance. Subtheme 3.1: Time Constraints. The identified challenges of instructional supervision in the school are the pressure of time. While supervisors recognize the value of being present in the classroom when they are needed, they often struggle to balance the duties with the heavy administrative demands of their roles. One challenge also identified in instructional supervision is the resistance of the teacher to adopt new strategies Subtheme 3.3: Parent and Community Dynamics. Instructional supervision is often complicated by external factors, especially when the goal of the school conflicts with the diverse expectations in the environment at home. The process of supervision must, therefore include sociocultural context of the students to ensure that instructional strategies remain relevant and supported outside the walls of the classroom. Subtheme 3.4: Balancing Supervision and Administrative Responsibilities Instructional supervision is pulled in too many directions, and the ability to provide high-quality support to the teachers is often compromised due to the tension between operational management and instructional leadership. Theme 4: Strategies to Enhance Instructional Supervision. To address challenges and maximize the benefits of instructional supervision, supervisors implement strategies that

promote professional growth, collaboration, and improved student learning. These strategies help create a supportive and reflective environment where teachers can apply feedback, refine their instructional practices, and engage in continuous professional development. Subtheme 4.1: Collaborative Coaching and Mentoring One effective strategy in instructional supervision is the peer support system, which allows teachers to continuously improve professionally. Subtheme 4.2: Professional Development. Structured professional development enhances teacher competence, promotes timely application of instructional strategies, and fosters long-term pedagogical growth. 4.3: Data-Driven and Goal-Oriented Feedback In modernizing instructional supervision, the shift toward objective and data-driven feedback is needed. This approach moves away from supervision of subjective opinions; instead, it uses concrete evidence to involve teachers directly in their own professional growth. This collaborative goal-setting will ensure the transformation of supervision mandates into a share's commitment to excellence. Subtheme 4.4: Teacher Collaboration in Planning. Enhancing instructional supervision involves shifting the focus from individual preparation in planning to a collective instructional design. Teachers and instructional supervisors plan together to foster an environment where expertise is shared. Participants shared his insight that: Instructional supervisors lead collaboration toward a Professional Learning Community (PLC). Through PLC, teachers work together to brainstorm and refine instructional strategies. Subtheme 4.5: Family Engagement Learning is not just in the walls of the classroom and school, but also within the family of the students. Instructional supervision extends beyond the school walls, focusing on the synergy between home and classroom. In formalizing family partnerships, supervisors ensure that the instructional goals set in school are reinforced and sustained within the community. Family engagement strengthens the continuity of the learning of the students and reinforces instructional practices. It was also suggested that when parents understand and support the goal of the school, the students will benefit from consistent guidance and expectations to gain higher achievement and better behavioral outcomes. These findings imply that instructional supervision should extend beyond the classroom to include family partnerships, ensuring that learning is supported in multiple environments. By aligning teachers, supervisors, and families around shared instructional objectives, schools can create a unified and sustainable system that maximizes student growth and success. The implementation of instructional supervision of the supervisors in the elementary department of Saint Louis College is a balance between formal and professional support. While administrative hurdles and time constraints periodically impede the depth of mentorship, the transition toward shared responsibility between

instructional supervisors and teachers, through collaborative coaching and family engagement, can drive the professional development of the teacher. Instructional supervisors prioritize open dialogue and student learning over checklist-based compliance that transforms a routine requirement into a partnership of growth to ensure that even in a heavy workload of the instructional supervisors, the focus remains on the collective success of the academic community.

## **CONCLUSIONS AND RECOMMENDATION**

The analysis of this study using descriptive qualitative data reveals that instructional supervision in the elementary department is a transitioning bureaucratic requirement into a growth-centered partnership. The researcher observes a significant alignment between teachers' expectations and supervisory intent, in which both prioritize trust, professional dialogue, and student-centered outcomes over procedural compliance. The supervisors adopt differentiated strategies, such as providing intensive scaffolding for novice teachers while maintaining constant instructional supervision through informal pop-in observations. The findings also highlight that there is a critical tension between teaching goals that focuses in the professional empowerment, improved teaching strategies, and better student engagement, and tension in daily school hurdles that includes time poverty, where limited time that leads into a rushed or one-time visits and heavy administrative requirements that pull supervisors away from direct mentoring. Additionally, teachers also encounter difficulties when feedback is too general or unrealistic, and some teachers resist change as a defense mechanism against burnout caused by added workloads. In response to these findings, a proposed instructional supervisory primer was created that serves as a practical plan to connect these ideas. By constructing a steady cycle that includes mentoring, planning together, and using clear data, the framework fills the gaps on how often and how well supervision happens. To conclude this study, when supervision is built on mutual respect and shared goals, it moves beyond just checking up on the work of the teachers; it will become a tool for long-term growth and build teacher confidence recommendations. Through the experiences and practices of teachers and instructional supervisors, the following recommendations are proposed to strengthen the instructional framework and to address the gaps identified in this study: School may formally adopt and integrate the proposed supervisory primer into the department's operational manual to transition the culture from one inspection to a professional partnership. To address the challenge of time poverty, instructional supervisors should designate specific supervision windows that allow supervisors to complete the supervisory cycle and ensure there is enough

time for a pre-observation conference through classroom visits, and immediate post-observation dialogue after the post-observation in the classroom. And supervisors also use longitudinal support to shift one-time observations into regular follow-ups that allow teachers to apply feedback and demonstrate professional growth over time. The school should foster a culture of peer mentoring and collaboration. The school should strengthen its Professional Learning Community (PLC) by pairing novice teachers with seasoned teachers by decentralizing the sources of guidance that can reduce workload on a single supervisor, and creating a safe space for pedagogical experimentation where teachers learn from each other through peer observations and shared lesson planning. The department should prioritize job embedded professional development. Aside from using a generic workshop, professional development should be directly linked to the specific needs identified during classroom observations. This will ensure that the training the teachers will receive is relevant to their daily classroom challenges and does not feel like an added task. Strengthen home-school partnership. Supervisors and teachers should work together to create a simple, effective communication strategies that engage families in the instructional process. This aligns parental expectations with school standards and ensures that learning is reinforced outside the classroom and school grounds. By adopting these evidence-based recommendations, the elementary department of Saint Louis College can effectively resolve the systemic challenges of time poverty and administrative fatigue while applying the benefits of developmental supervision. These actions collectively support the transition to a professional learning community where ongoing mentorship and shared goals drive continuous improvement. These changes will cultivate more resilient, innovative, and motivated teachers that is well equipped to meet the evolving needs of students and teachers.

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