



INSTRUCTIONAL SUPERVISION PRACTICES AND TEACHING EFFECTIVENESS OF BACSAY ELEMENTARY SCHOOL TEACHERS

Alyssa Ashley B. Pacis¹

¹Apayao State College

kaecyvalerinecarino@gmail.com¹

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ABSTRACT

This study determined the relationship between instructional supervision practices and the teaching effectiveness of public elementary school teachers at Bacsay Elementary School in Luna District during the School Year 2025–2026. Specifically, it examined the respondents' profile, level of instructional supervision practices, level of teaching effectiveness based on Classroom Observation Data (COD) ratings, and the significant relationships among the variables. The study utilized a descriptive–correlational research design involving eight public elementary school teachers through total enumeration. Data were gathered using a validated researcher-made questionnaire and official COD ratings. Statistical tools used included frequency count, percentage, weighted mean, Shapiro–Wilk Test of Normality, and Spearman rho correlation coefficient. The findings revealed that most respondents were female, 39–45 years old, holders of master's degree, had 16 years and above teaching experience, and were mostly Teacher III. Instructional supervision practices were found to be Extensively Practiced with an overall weighted mean of 4.58. Teaching effectiveness ratings revealed that Teacher I–III and Master Teacher respondents both obtained Outstanding ratings according to their respective career stage expectations. The study further revealed that respondents' profile variables were not significantly related to instructional supervision practices. Age, sex, highest educational attainment, and length of teaching experience were likewise not significantly related to teaching effectiveness. However, position or designation showed a significant relationship with teaching effectiveness. Moreover, instructional supervision practices and teaching effectiveness were found to have no significant relationship. The study concludes that although instructional supervision was extensively practiced, teaching effectiveness may also be influenced by other professional and instructional factors beyond supervision alone

Keywords: : instructional supervision practices, teaching effectiveness, classroom observation data, public elementary school teachers, descriptive–correlational design, Luna District



I. INTRODUCTION

Education plays a vital role in social development, economic growth, and human empowerment. Globally, organizations such as United Nations Educational, Scientific and Cultural Organization and Organisation for Economic Co-operation and Development emphasize that quality education depends greatly on effective teaching and strong instructional supervision. Research shows that instructional supervision through classroom observation, feedback, mentoring, and professional support helps improve teacher competence and learner outcomes. In the Philippines, the Department of Education implements the Philippine Professional Standards for Teachers (PPST) to promote teacher quality and instructional effectiveness. However, challenges such as limited supervision, inadequate professional support, and rural school conditions continue to affect teaching performance, especially in geographically isolated areas like Apayao.

Bacsay Elementary School in Luna District reflects these challenges, where teachers manage diverse learner needs with limited access to continuous professional mentoring and supervisory support. Although instructional supervision is intended to strengthen teaching practices and align classroom performance with PPST standards, its relationship with teaching effectiveness in the school remains underexplored. Thus, this study examined the relationship between instructional supervision practices and teaching effectiveness among public elementary school teachers at Bacsay Elementary School during the School Year 2025–2026. Findings of the study are expected to provide useful insights for school heads, district supervisors, and policymakers in strengthening instructional supervision and improving teacher performance and instructional quality.

Statement of the Problem

This study aimed to determine the relationship between instructional supervision practices and the teaching effectiveness of public elementary school teachers at Bacsay Elementary School in Luna District during the School Year 2025–2026.

Specifically, the study seeks to answer the following questions:

1. What is the profile of the respondents in terms of:

- a. Age
 - b. Sex
 - c. Highest Educational Attainment
 - d. Length of Teaching Experience
 - e. Position or Designation
2. What is the level of instructional supervision practices as perceived by teachers in terms of:
 - a. Planning and Preparation
 - b. Classroom Observation and Feedback
 - c. Professional Support and Development
 - d. Evaluation and Monitoring
 3. What is the level of teaching effectiveness of public elementary school teachers based on their latest Classroom Observation Data (COD) rating:
 - a. Teacher I to III
 - b. Master Teacher I-IV
 4. Is there significant relationship between the:
 - a. Profile and instructional supervision
 - b. Profile and teaching effectiveness
 - c. Instructional Supervision and Teaching Effectiveness

Hypotheses

1. There is no significant relationship between the profile and supervision, profile and teaching effectiveness and instructional supervision and teaching effectiveness of the respondents.

Theoretical Framework

This study is anchored on several educational theories explaining how instructional supervision improves teaching effectiveness. Human Capital Theory emphasizes that teacher training and professional development enhance teacher competence and productivity. Instructional Supervision Theory and Clinical Supervision Theory describe supervision as a collaborative process involving observation, feedback, and professional support to improve instruction and teacher performance. Social Cognitive Theory highlights the role of supervision in strengthening teacher self-efficacy, while Transformational Leadership Theory emphasizes the importance of supportive and motivating school leadership. Constructive Alignment Theory further explains the need to align learning objectives, teaching



strategies, and assessment methods for effective instruction. Together, these theories provide the foundation for understanding instructional supervision as a process that supports teaching effectiveness in public elementary schools.

Research Paradigm

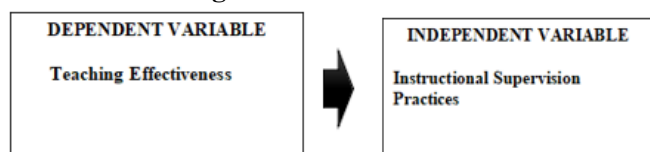


Figure 1. Paradigm of the Study

The study utilized an independent–dependent variable framework to examine the relationship between instructional supervision practices and teaching effectiveness among public elementary school teachers at Bacsay Elementary School during the School Year 2025–2026. Instructional supervision practices served as the independent variable and were assessed in terms of planning and preparation, classroom observation and feedback, professional support and development, and evaluation and monitoring. Teaching effectiveness served as the dependent variable and was measured using the teachers’ latest Classroom Observation Data (COD) ratings for Teacher I–III and Master Teacher I–IV. Using a correlational approach, the study aimed to determine whether significant relationships existed between instructional supervision practices and teaching effectiveness without establishing causation.

II. METHODOLOGY

Scope and Delimitation of the Study

The study focused on instructional supervision practices and teaching effectiveness among public elementary school teachers at Bacsay Elementary School during the School Year 2025–2026. Instructional supervision practices were examined in terms of planning and preparation, classroom observation and feedback, professional support and development, and evaluation and monitoring, while teaching effectiveness was measured using the teachers’ latest Classroom Observation Data (COD) ratings. Using a quantitative correlational research design, data were gathered through

a validated questionnaire and official COD ratings. The study was limited to teachers of Bacsay Elementary School; thus, the findings may not be generalized to all schools.

Research Design

The study employed a descriptive–correlational research design to examine instructional supervision practices and teaching effectiveness among public elementary school teachers at Bacsay Elementary School during School Year 2025–2026. The descriptive aspect of the study was used to determine the current status of teachers’ perceptions regarding instructional supervision practices, specifically in terms of planning and preparation, classroom observation and feedback, professional support and development, and evaluation and monitoring. It also assessed teaching effectiveness based on the teachers’ latest Classroom Observation Data (COD) ratings for Teacher I–III and Master Teacher I–IV.

The correlational aspect of the design allowed the researcher to determine whether significant relationships existed among teachers’ profile, instructional supervision practices, and teaching effectiveness. This design was appropriate because it examined relationships among variables in their natural setting without manipulating the study environment.

Locale of the Study

The study was conducted at Bacsay Elementary School, a public elementary school under the Department of Education Schools Division of Apayao located in Luna, Cordillera Administrative Region. The study involved eight public elementary school teachers during the School Year 2025–2026. Data on instructional supervision practices were gathered through a validated survey questionnaire, while teaching effectiveness data were obtained from the teachers’ latest Classroom Observation Data (COD) ratings. The localized scope of the study provided contextually relevant findings that may help improve instructional supervision practices and teaching effectiveness in similar educational settings.

Participants of the Study

The participants of the study consisted of all public elementary school teachers of Bacsay Elementary School under Luna District during the School Year 2025–2026. The study employed a total enumeration method, wherein



all teachers actively serving in the school were included as respondents because the teacher population was manageable in size and directly aligned with the scope of the study. This approach ensured that the data gathered accurately represented the entire teaching population of the school.

Research Instruments

The study utilized an adopted survey questionnaire and official Classroom Observation Data (COD) records to gather data from teachers of Bacsay Elementary School. The questionnaire consisted of two parts: respondents' demographic profile and instructional supervision practices, which covered planning and preparation, classroom observation and feedback, professional support and development, and evaluation and monitoring using a five-point Likert scale. Teaching effectiveness was measured through the teachers' latest COD ratings obtained from official school records. The questionnaire underwent expert validation and pilot testing, and reliability was determined using Cronbach's Alpha, with 0.80 or higher considered acceptable. The use of validated instruments and official records ensured the accuracy and reliability of the data gathered.

Data Gathering Procedure

The researcher secured permission from school authorities before conducting the study at Bacsay Elementary School. Respondents were informed about the purpose of the study, and voluntary participation and confidentiality were ensured. The researcher personally administered and retrieved the questionnaires, while teaching effectiveness data were obtained from official Classroom Observation Data (COD) records. All collected data were organized and analyzed statistically to determine the relationships among the study variables.

Statistical Treatment of Data

The study employed appropriate statistical tools to ensure the accuracy, objectivity, and meaningful interpretation of the data gathered from public elementary school teachers of Bacsay Elementary School during School Year 2025–2026. Quantitative statistical methods were used to analyze responses, summarize findings, and determine whether significant relationships existed between instructional supervision practices and teaching effectiveness.

1. Descriptive Statistics

Descriptive statistics were used to present the profile of the respondents and determine the levels of instructional supervision practices and teaching effectiveness.

Frequency and Percentage

Frequency and percentage were used to describe the distribution of respondents according to age, sex, highest educational attainment, length of teaching experience, and position or designation among teachers of Bacsay Elementary School. These statistical tools helped organize and summarize categorical data clearly and effectively, making the respondents' characteristics easier to interpret and analyze.

Weighted Mean

The weighted mean was used to determine the level of instructional supervision practices in terms of:

- a. Planning and Preparation
- b. Classroom Observation and Feedback
- c. Professional Support and Development
- d. Evaluation and Monitoring

The computed weighted means were interpreted using a descriptive equivalence scale.

Scale Range	Descriptive Interpretation
4.21 – 5.00	Extensively Practiced
3.41 – 4.20	Highly Practiced
2.61 – 3.40	Moderately Practiced
1.81 – 2.60	Slightly Practiced
1.00 – 1.80	Not Practiced

Mean Rating

The mean rating was used to determine the level of teaching effectiveness based on the respondents' latest Classroom Observation Data (COD) ratings according to:

- a. Teacher I–III
- b. Master Teacher I–IV

The computed mean ratings were interpreted using the Adjectival Rating adapted from the Philippine Professional Standards for Teachers (PPST) Classroom Observation rating interpretation.

For Teacher I-III

Mean Rating	Adjectival Rating
5.21–6.00	Outstanding (Integrating)
4.41–5.20	Very Satisfactory



	(Consolidating)
3.61–4.40	Satisfactory (Applying)
2.81–3.60	Unsatisfactory (Developing)
2.00–2.80	Poor (Organizing)

Source: Adapted from the Philippine Professional Standards for Teachers (PPST) Classroom Observation rating interpretation.

For Master Teacher I-II

Mean Rating	Adjectival Rating
7.21–8.00	Outstanding (Integrating)
6.41–7.20	Very Satisfactory (Consolidating)
5.61–6.40	Satisfactory (Applying)
4.81–5.60	Unsatisfactory (Developing)
4.00–4.80	Poor (Organizing)

Source: Adapted from the Philippine Professional Standards for Teachers (PPST) Classroom Observation rating interpretation.

2. Test of Normality

The Shapiro–Wilk Test of Normality was employed to determine whether the data were normally distributed. Normality testing is important in identifying the appropriate parametric or non-parametric statistical techniques for data analysis (Creswell & Creswell, 2018). The test was applied to the instructional supervision practices and teaching effectiveness data, and the results served as the basis for selecting the appropriate statistical treatment for correlational analysis.

3. Inferential Statistics

Since the teaching effectiveness data did not satisfy the assumption of normality, non-parametric statistical techniques were employed.

Spearman rho Correlation Coefficient

Spearman rho correlation was employed to determine the significant relationship between profile variables and instructional supervision practices, profile variables and teaching effectiveness, and instructional supervision practices and teaching effectiveness. The computed p-value was compared with the 0.05 level of significance. A p-value less than or equal to 0.05 led to the rejection of the null hypothesis; otherwise, the null hypothesis was accepted.

4. Data Processing

All data were encoded and analyzed using statistical software Jamovi. Data were checked for completeness and consistency prior to analysis. Results were presented in tables with corresponding interpretations aligned with each Statement of the Problem.

Ethical Considerations

The study followed ethical standards in educational research to protect the respondents' rights and welfare. Permission to conduct the study was secured from the Schools Division Superintendent and the school head concerned (Creswell & Creswell, 2018). Participation was voluntary, informed consent was obtained, and confidentiality and anonymity were strictly observed. All collected data were used solely for academic purposes and handled in accordance with the principles of respect, beneficence, and justice.

III. RESULTS AND DISCUSSION

1. Profile of the Respondents

Table 1. Profile of the Respondents

AGE	FREQUENCY	PERCENTAGE
25-31	1	12.50
32-38	1	12.50
39-45	4	50.00
46-52	2	25.00
SEX		
Male	1	12.50
Female	7	87.50
HIGHEST EDUCATIONAL ATTAINMENT		
Bachelor's Degree	1	12.50
With Master's Units	1	12.50
Master's Degree	5	62.50
Doctorate Degree	1	12.50
LENGTH OF TEACHING EXPERIENCE		
1-5 Years	1	12.50
11-15 Years	1	12.50
16-20 Years	3	37.50



21 and above	3	37.50
POSITION		
Teacher I	1	12.50
Teacher III	6	75.00
Master Teacher I	1	12.50
TOTAL	8	100.00

Table 1 presents the profile of the respondents from Bacsay Elementary School in terms of age, sex, educational attainment, teaching experience, and position or designation. The findings showed that most respondents were female, aged 39–45 years old, holders of a master’s degree, had 16 years and above teaching experience, and were mostly Teacher III, indicating that they were experienced and professionally established teachers.

2. Level of Instructional Supervision Practices as Perceived by Teachers

Table 2. Level of Instructional Supervision Practices

	Weighted Mean	Descriptive Interpretation
Planning and Preparation	4.68	Extensively Practiced
1. The school head assists teachers in setting clear instructional goals.	4.75	Extensively Practiced
2. Supervisory meetings help clarify lesson objectives and expected outcomes.	4.63	Extensively Practiced
3. The supervisor provides guidance in aligning lesson plans with curriculum standards.	4.75	Extensively Practiced
4. Teachers receive support in preparing instructional materials.	4.75	Extensively Practiced
5. Planning conferences are conducted before formal classroom observations.	4.63	Extensively Practiced
6. Supervisors review lesson plans and provide constructive suggestions.	4.63	Extensively Practiced

7. Instructional planning is collaboratively discussed between supervisor and teacher.	4.63	Extensively Practiced
Classroom Observation and Feedback	4.55	Extensively Practiced
1. Classroom observations are conducted regularly.	4.63	Extensively Practiced
2. Supervisors use structured tools during classroom observations.	4.63	Extensively Practiced
3. Feedback is provided promptly after classroom observations.	4.50	Extensively Practiced
4. Post-observation conferences encourage reflective discussion.	4.63	Extensively Practiced
5. Feedback focuses on improving instructional strategies.	4.63	Extensively Practiced
6. Supervisors provide specific and actionable suggestions.	4.50	Extensively Practiced
7. Observation results are discussed in a supportive and professional manner.	4.38	Extensively Practiced
Professional Support and Development	4.54	Extensively Practiced
1. The supervisor recommends relevant professional development programs.	4.21	Extensively Practiced
2. Teachers are encouraged to attend seminars and trainings.	4.63	Extensively Practiced
3. Coaching and mentoring are	4.63	Extensively Practiced



provided when needed.		
4. Supervisors assist teachers in identifying professional growth areas.	4.38	Extensively Practiced
5. Professional learning communities are supported in the school.	4.50	Extensively Practiced
6. Supervisors provide instructional resources for improvement.	4.63	Extensively Practiced
7. Teachers receive encouragement to pursue advanced studies.	4.75	Extensively Practiced
Evaluation and Monitoring	4.57	Extensively Practiced
1. Teacher performance is evaluated using clear standards.	4.63	Extensively Practiced
2. Supervisors monitor progress toward instructional goals.	4.63	Extensively Practiced
3. Evaluation results are used to improve teaching practices.	4.63	Extensively Practiced
4. Supervisors follow up on previously identified improvement areas.	4.38	Extensively Practiced
5. Monitoring instructional performance is consistent.	4.50	Extensively Practiced
6. Evaluation processes are fair and objective.	4.25	Extensively Practiced
7. Supervisory evaluation aligns with national	5.00	Extensively Practiced

professional standards.		
Overall Weighted Mean	4.58	Extensively Practiced

Table 2 shows that instructional supervision practices in Bacsay Elementary School were rated as Extensively Practiced, with an overall weighted mean of 4.58. All indicators, including planning and preparation, classroom observation and feedback, professional support and development, and evaluation and monitoring, received high ratings, indicating that school heads consistently provided supervision, coaching, feedback, and professional support to enhance teachers' instructional performance and professional growth.

3. Level of Teaching Effectiveness of Public Elementary School Teachers

Table 3. Level of Teaching Effectiveness of Public Elementary School Teachers Based on Latest Classroom Observation Data (COD) Rating

Positions	Mean Rating	Adjectival Rating
Teacher I–III	6.00	Outstanding (Integrating)
Master Teacher I–II	8.00	Outstanding (Discriminating)

Table 3 shows that teachers of Bacsay Elementary School demonstrated an Outstanding level of teaching effectiveness based on their latest Classroom Observation Data (COD) ratings. Teacher I–III obtained a mean rating of 6.00, while Master Teacher I–II obtained 8.00, both interpreted as Outstanding according to their respective career stage standards. This indicates that the respondents effectively delivered quality instruction and met professional teaching expectations.

4. Relationship Between Instructional Supervision Practices and Teaching Effectiveness

Table 4. Relationship between the Profile of the Respondents and Instructional Supervision Practices

Profile Variables	T _s -value	p-value	Interpretation
Age	-0.0373	0.9302	Not Significant



Sex	0.2489	0.5522	Not Significant
Highest Educational Attainment	0.0686	0.8718	Not Significant
Length of Teaching Experience	-0.1385	0.7436	Not Significant
Position/Designation	0.0830	0.8451	Not Significant

Table 4 showed no significant relationship between the respondents' profile variables and instructional supervision practices, as all obtained p-values greater than 0.05. This indicates that teachers had similar perceptions of instructional supervision regardless of their personal and professional characteristics, suggesting fairness and consistency in supervisory practices.

Table 5. Relationship between the Profile of the Respondents and Teaching Effectiveness

Profile Variables	r_s -value	p-value	Interpretation
Age	-0.3424	0.4065	Not Significant
Sex	0.1429	0.7358	Not Significant
Highest Educational Attainment	-0.6614	0.0741	Not Significant
Length of Teaching Experience	-0.4336	0.2832	Not Significant
Position/Designation	1.0000	<0.0001	Significant

Table 5 showed that age, sex, educational attainment, and teaching experience had no significant relationship with teaching effectiveness. However, position/designation showed a significant relationship, indicating that teachers with higher positions tended to obtain better classroom observation ratings. This suggests that teaching effectiveness may be influenced more by professional competence and instructional skills than by personal characteristics.

Table 6. Relationship between Instructional Supervision Practices and Teaching Effectiveness

Variables Correlated	Spearman rho (ρ)	p-value	Interpretation
Instructional Supervision Practices and	0.0830	0.8451	Not Significant

Teaching Effectiveness			
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Table 6 showed no significant relationship between instructional supervision practices and teaching effectiveness, as the p-value was greater than 0.05. This indicates that teaching effectiveness may be influenced more by factors such as motivation, instructional strategies, self-efficacy, and professional commitment rather than supervision alone.

IV. CONCLUSION

The study concludes that the teachers of Bacsay Elementary School were experienced, professionally qualified, and demonstrated outstanding teaching effectiveness. Instructional supervision practices were extensively implemented through consistent planning, classroom observation, professional support, and evaluation activities.

The findings further revealed that age, sex, educational attainment, and teaching experience did not significantly influence instructional supervision practices and teaching effectiveness, indicating fairness and consistency in supervision. However, position/designation showed a significant relationship with teaching effectiveness, suggesting that teachers with higher ranks tended to demonstrate stronger classroom performance.

Lastly, instructional supervision practices were not significantly related to teaching effectiveness, implying that teacher performance may also be influenced by other factors such as motivation, professional commitment, instructional strategies, and individual competencies.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. School heads may continue strengthening instructional supervision practices through regular planning, classroom observation, feedback, mentoring, and monitoring activities.
2. Teachers may continue participating in professional development activities such as graduate studies, seminars, trainings, and coaching programs to enhance teaching competence.
3. School administrators may encourage instructional collaboration, peer mentoring, and sharing of best



- practices among teachers.
4. Teachers in lower teaching ranks may be provided with additional instructional support and leadership development opportunities to improve classroom performance.
 5. Future researchers may conduct similar studies with larger samples and wider research areas for broader findings.
 6. Future studies may explore other factors influencing teaching effectiveness such as motivation, self-efficacy, instructional strategies, organizational climate, and professional commitment.

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