

Supervisory Program of the Basic Education Unit of St. Paul University Philippines

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Abstract

This study aimed to assess the implementation of the Supervisory Program of the Basic Education Unit of St. Paul University Philippines. The research employed a mixed-method approach, combining quantitative and qualitative research designs. The findings indicated that the implementation of the supervisory program was generally rated as being of a “Very Great Extent” across all dimensions, including classroom observation, professional development, feedback mechanisms, mentoring and coaching, community involvement, and performance evaluation. Additionally, the extent to which the Subject Team Leaders performed their duties and responsibilities was also assessed as “Very Great

Extent.” Furthermore, the level of teacher satisfaction regarding the implementation of the Supervisory Program was rated as very high. Qualitative analysis revealed several challenges faced by participants, including a lack of support following professional development sessions, limited consideration of teachers’ opinions in the feedback process, difficulties in communicating with community members, and unclear evaluation criteria used for assessments. Based on these findings, the study proposed an enhanced supervisory program aimed at improving teaching performance and student outcomes within the Basic Education Unit of St. Paul University Philippines.

Keywords: *supervisory program, teacher supervision, educational leadership, professional development, performance evaluation*

INTRODUCTION

In the evolving landscape of education, supervision of teachers is paramount for fostering professional growth and enhancing student outcomes. Supervisory programs play a critical role in providing guidance, support, and accountability for educators, contributing to their development and the overall quality of education (Smith & Jones, 2021). Supervisory programs are the cornerstone of teacher development, yet many educators face ongoing challenges that prevent them from fully realizing their potential. Recent research underscores the importance of structured supervisory models that not only evaluate teacher performance but also emphasize collaborative professional development (Brown et al., 2022). As educational demands shift, especially in the context of post-pandemic learning environments, the need for innovative supervisory practices has become increasingly relevant (Williams & Taylor, 2023).

Moreover, the researcher conducted comprehensive study of the existing supervisory program within the Basic Education Unit. The goal was to identify areas for improvement and to develop a more supportive and dynamic supervisory program that meets the needs of all teachers. The researcher posits that a well-structured supervisory program can lead to significant positive outcomes, not only in the academic performance of teachers but also in their emotional, spiritual, and mental well-being.

The researcher greatly stands with the proposition that holistic approach to supervision is essential. This means that the program should not only focus on the academic competencies of teachers but also consider their overall well-being. By fostering a supportive and collaborative environment, the supervisory program can encourage teachers to be more engaged, compassionate, and committed to their roles. This, in turn, creates a culture of mutual support and dedication among educators, which is vital for the success of the entire educational unit.

Review of Related Literature

In many countries, supervisory programs have been created to better support teachers and improve communication after professional development sessions. For instance, research in Nigeria by Oluremi and Adeoye (2019) showed that teachers often don't get enough follow-up after training, which makes it hard for them to use new teaching strategies confidently. They recommended adding ongoing supervisory support to help teachers keep building on what they've learned.

Around the world, the way feedback is given to teachers during supervision has also come under review. In Turkey, Yildiz and Demir (2020) found that traditional feedback often leaves teachers feeling like their opinions don't matter, which can hurt their motivation. They suggested more collaborative feedback approaches that truly listen to teachers, creating a respectful and encouraging environment for professional growth. This matches findings from Brazil, where Silva and colleagues (2022) reported that involving teachers in the feedback process helped increase their engagement and made them more reflective about their teaching. Communication between teachers and their communities is another global challenge. A study in South Africa by Nkosi and Mthembu (2018) showed that when supervisors actively promote community involvement, teachers gain a better understanding of local needs and can respond more effectively. They also highlighted the importance of clear and transparent evaluation criteria to ease teachers' anxiety about performance reviews. Together, these studies from different countries highlight how supervisory programs that offer ongoing support, encourage collaborative feedback, and strengthen community connections can boost teacher satisfaction and professional growth.

Statement of the Problem

This study aimed to investigate the Implementation of Supervisory Program in the Basic Education Unit. More specifically, the study aimed to answer the following:

1. What is the extent of the implementation of the supervisory program in the Basic Education Unit as assessed by the two groups of participants in terms of the following dimensions: Classroom observation, Professional Development, Mentoring & Coaching, Feedback Mechanism, Community Involvement, and Performance Evaluation?
2. What is the level of satisfaction of the teachers in the implementation of the supervisory program?
3. What are the problems and challenges encountered by the participants in the implementation of the supervisory program?

METHODOLOGY

Research Design

The researcher employed a mixed research approach utilizing the quantitative and qualitative methods. The quantitative method specifically utilized the descriptive survey designed in gathering data on profile, extent do the Subject Team Leader (STL) perform their responsibilities, and the level of satisfaction of the teachers in the implementation of the supervisory program. The qualitative approach using thematic analysis was used to document the problems and challenges encountered in the supervisory program of the Basic Education Unit. The analysis of these problems is projected to serve as a baseline data for the proposal of and enhanced supervisory program design.

Participants of the Study

The target participants of this research are the subject team leaders who were appointed currently employed during Academic year 2024-2025 in the Basic Education Unit Department of St. Paul University Philippines, Tuguegarao City, Cagayan. Moreover, the teachers in the Elementary, Junior High School, Senior High School were also participants of the study.

Instruments

A questionnaire was designed to generate data on the participants' profile, such as age, gender, highest educational attainment, years of service, role, and the grade level taught by teachers.

The researcher utilized a researcher-designed questionnaire based on the different reviewed of related literature and studies. The questionnaire was self-made based on July 14, 2020, rm 367, s. 2020 – enhancement of the monitoring and supervision tools for curriculum implementation division chiefs, education program supervisors, public schools district supervisors, school heads, and teachers and instructional supervision monitoring and evaluation tool and forms.

The Problems and Challenges Encountered in the implementation of the Supervisory Program utilized self-made questionnaire to explore about the problem and challenges encountered by the participants along the implementation of the supervisory program. The written responses of the participants were validated through a guided interview.

Data Gathering Procedure

The researcher collected the data needed for the investigation through the following procedure:

1. First, the researcher asked permission from the Basic Education Unit principal of St. Paul University Philippines to conduct the study.
2. Before the data collection, the validity of the research tools was established, and the identification of the study participants was undertaken.
3. Informed consent from these participants was likewise sought to ensure that the study conforms to the ethical norms of research.
4. The researcher then conducted the administration of the questionnaires to the participants, obtaining the needed data.

5. The obtained quantitative data was organized through the excel spreadsheet and was subjected to statistical treatment using the SPSS.
6. Lastly, the researcher ensured data privacy by safeguarding the anonymity and confidentiality of the data, and regulating data access, data security, and data disposal.

Data Analysis

Frequency Counts and Percentage Distribution was used to elicit information about the profile of the participants. Weighted Mean and Scale Interpretation were utilized to create a specific quantification of the participants' extent of implementation of the supervisory program, extent of performance of responsibilities of the subject team leaders and level of satisfaction of the teachers in the implementation of the supervisory program. Meanwhile, mean was used to determine the participants' extent of implementation of the supervisory program, extent of performance of responsibilities of the subject team leaders and level of satisfaction of the teachers in the implementation of the supervisory program.

Table 1: Scale of Interpretation for Weighted Mean

Scale Range	Descriptive Interpretation	
3.25-4.00	Very Great Extent	Very High
2.50-3.24	Great Extent	High
1.75-2.49	Moderate Extent	Moderate
1.00-1.74	Low Extent	Low

Thematic Analysis was used to analyze the problems and challenges encountered by the participants in the implementation of the supervisory program. From the identified major themes, sub themes emerged according to necessity. Based on the themes and subthemes identified, an enhancement of the supervisory program was proposed to address the problems and challenges at stake.

RESULTS AND DISCUSSION

Table 2. Summary of Extent of Supervisory Program in the Basic Education Unit.

Dimensions	Subject Team Leaders		Teacher		Combined Mean	
	Mean	DI	Mean	DI	Mean	DI
1.Classroom Observation	3.65	VGE	3.58	VGE	3.57	VGE
2.Professional Development	3.58	VGE	3.70	VGE	3.64	VGE
3.Mentoring and Coaching	3.42	VGE	3.50	VGE	3.46	VGE
4.Feedback Mechanism	3.45	VGE	3.55	VGE	3.50	VGE

5.Community Involvement	3.46	VGE	3.63	VGE	3.55	VGE
6.Performance Evaluation	3.52	VGE	3.64	VGE	3.58	VGE
Overall Mean	3.51	VGE	3.60	VGE	3.56	VGE

As shown in the table, both groups rated all dimensions of the supervisory program as "Very Great Extent". The summary of extent of supervisory program were rated as Very Great Extent with overall mean scores of 3.51 and 3.60 respectively and with a combined mean score of 3.56 which also described as Very Great Extent. This indicates that the supervisory program has a very great extent of implementation across classroom observation, professional development, mentoring and coaching, feedback mechanism, community involvement, and performance evaluation.

Table 3. The Level of Satisfaction of the Teachers in the Implementation of the Supervisory Program.

Indicators	Mean	Descriptive Interpretation
<i>Level of Satisfaction</i>		
The classroom observations are conducted regularly.	3.49	Very High
The feedback provided after classroom observations is timely.	3.56	Very High
The feedback I receive is useful in improving my teaching practices.	3.67	Very High
Standardized observation tools and checklists are used during observations.	3.62	Very High
Classroom observations improve my teaching practices.	3.70	Very High
I participate in professional development activities.	3.60	Very High
The training programs are relevant to my teaching needs.	3.65	Very High
I apply new skills and knowledge in my classroom.	3.72	Very High
There is follow-up support available after training sessions.	3.55	Very High
Professional development activities improve student outcomes.	3.70	Very High
Performance evaluations are conducted regularly.	3.62	Very High
The criteria used for evaluations are comprehensive.	3.67	Very High
The feedback provided during evaluations is constructive.	3.64	Very High
The evaluation process is consistent and fair across different teachers.	3.67	Very High
The evaluation process contributes to professional growth.	3.64	Very High
I regularly participate in mentoring and coaching programs.	3.38	Very High
The mentoring sessions effectively address my needs.	3.53	Very High
Mentors are well-matched with mentees based on needs and expertise.	3.56	Very High
Teaching resources and best practices are effectively shared during mentoring.	3.59	Very High

Mentoring sessions improve my teaching practices.	3.59	Very High
Feedback is collected regularly from various stakeholders.	3.55	Very High
Multiple channels are available for feedback collection.	3.51	Very High
Feedback is used to improve teaching practices and policies.	3.62	Very High
The feedback process is transparent and open.	3.62	Very High
Feedback contributes to improvements in teaching and learning outcomes.	3.64	Very High
Category Mean	3.60	Very High

As shown in the table, the teachers assessed all the indicators of the supervisory program in terms of level of satisfaction of the teachers in the implementation of the supervisory program as “Very High”. The assessment of the participants in terms level of satisfaction of the teachers in the implementation of the supervisory program were rated as Very Great Extent with overall category mean of 3.60 which also described as Very Great Extent.

This implies that the teachers are satisfied with the implementation of the supervisory program. It shows that there is execution of classroom observations, promotion of professional development for teachers, a feedback mechanism is in place, mentoring and coaching are being conducted, and a system for performance evaluation is in place.

Table 4. The Extent to which the Subject Team Leaders Perform their Duties and Responsibilities

Indicators	Subject Team Leaders		Teachers		Combined Mean	
	Mean	DI	Mean	DI	Mean	DI
1.Responsible for matters pertaining to academic activities.	3.77	VGE	3.77	VGE	3.77	VGE
2.Observe classes at different grade levels.	3.54	VGE	3.64	VGE	3.59	VGE
3.Check and review the Dynamic Instructional Plans (DIPs) written by the teachers.	3.69	VGE	3.65	VGE	3.67	VGE
4.Facilitate demonstration classes to improve classroom instructions and classroom management.	3.62	VGE	3.58	VGE	3.60	VGE
5.Introduce innovative techniques in teaching and recommend up-to-date learning resources and materials.	3.31	VGE	3.63	VGE	3.47	VGE
6.Initiate the conduct of research which is relevant to the subject area.	3.00	VGE	3.58	VGE	3.29	VGE
7.Prepare and implement schedule for faculty consultation.	3.38	VGE	3.62	VGE	3.50	VGE
8.Monitor the conduct of academic classes.	3.62	VGE	3.71	VGE	3.66	VGE
9.Conduct regular area meetings.	3.46	VGE	3.69	VGE	3.58	VGE

10.Recommend seminars related to the specialization of teachers.	3.38	VGE	3.63	VGE	3.51	VGE
11.Initiate textbook recommendation.	3.54	VGE	3.70	VGE	3.62	VGE
12.Facilitate curriculum review in the area.	3.38	VGE	3.57	VGE	3.48	VGE
13.Work closely with other subject team leaders and teachers to ensure curriculum coherence.	3.62	VGE	3.71	VGE	3.66	VGE
14.Keep all pertinent records of the area up to date.	3.54	VGE	3.77	VGE	3.65	VGE
Category Mean	3.49	VGE	3.66	VGE	3.64	VGE

As shown in the table, the subject team leaders and teachers rated all the indicators of the supervisory program in terms of the extent to which the subject team leaders perform their duties and responsibilities as "Very Great Extent". The assessment of the teachers in terms of the extent does the subject team leaders perform their duties and responsibilities were rated as Very Great Extent with an overall mean score of 3.64 which also described as Very Great Extent.

This implies that according to the participants, subject team leaders have carried out their roles and responsibilities, which include guiding instructional practices, facilitating collaboration among teachers, and supporting professional development initiatives. This fulfillment of duties reflects a strong commitment to their work. Their active engagement in these responsibilities not only enhances teaching practices within the team but also contributes to a supportive

The analysis of the participants' responses to the open-ended questions regarding the problems and challenges they have encountered in the Supervisory program of Basic Education unit generated four themes which include the following: Lack of support after professional development sessions, opinions are seldom considered in the feedback process, struggle to communicate with members of the community, and teachers lack clarity regarding the evaluation criteria used for assessments.

1.Lack of Support after Professional Development Sessions

According to the participants, they observe that their experience with professional development, many said that there is lack of support from their subject team leaders after the training sessions. Some of the participants explained that there is usually no follow-up to help them sustain their enthusiasm in applying what they have acquired in the professional development session.

2.Opinions are seldom considered in the feedback process

Some participants said that when they share their opinions sometimes ignored or not taken seriously, it made them feel like their work and knowledge didn't matter. This made them feel less interested in joining discussions or taking part in professional activities. Participants also said that when teachers feel ignored, they stop speaking up, sharing new ideas, or working together to solve problems. This happens because they think their suggestions won't lead to any real changes.

3.Struggle to Communicate with Members of the Community

Many of the participants shared that they had a hard time communicating with the community. One reason was that not all community members were equally involved or interested in school matters. Some were very active, while others were not, which made it harder for teachers to connect with everyone.

Participants also said they did not receive enough training on how to talk to or work with the community. They felt unprepared and unsure of the best ways to reach out, especially when dealing with sensitive topics or solving problems together.

4. Lack of Clarity Regarding the Evaluation Criteria used for Performance Assessments.

A common challenge shared by many participants was that they did not clearly understand how their performance was being evaluated. They said that, while classroom observations were often part of the process, they were confused about how other things—like their attitude, behavior, participation in school activities, and overall contribution—were being looked at.

Conclusion

The strong implementation of the Supervisory Program by subject team leaders has significantly improved teachers' professional practices, fostering a culture of trust, growth, and enhanced teaching strategies. Teachers respond positively when leaders are supportive, present, and provide constructive feedback, which makes them feel valued and motivated to improve their instruction.

Despite these successes, challenges remain that require urgent attention. Teachers report a lack of ongoing support following professional development, leading to feelings of isolation and difficulty applying new skills. Communication barriers with the community hinder collaboration and weaken trust, limiting the school's impact. Additionally, unclear evaluation standards cause confusion about performance expectations, reducing teachers' confidence and consistency. Addressing these issues through sustained support, stronger school-community ties, and transparent evaluations is essential to ensure the Supervisory Program's long-term effectiveness and lasting benefits for teaching and learning.

Recommendation

Based on the findings of this study, several recommendations are made to enhance the Supervisory Program at St. Paul University Philippines, Basic Education Unit. The institution may use these results to set clear goals and expectations within the supervisory framework, ensuring alignment among all educational stakeholders to better promote student success. The Human Resource Director plays a crucial role in supporting faculty by addressing concerns identified in the program, fostering a more supportive work environment that encourages continuous professional growth, boosts teacher morale, and improves overall teaching quality. Additionally, the Basic Education Unit principal is encouraged to adopt the enhanced design developed to tackle the challenges encountered during the program's implementation.

Subject Team Leaders can use the study's findings to identify strengths and weaknesses in current supervisory practices, allowing them to make targeted improvements. Teachers are also advised to reflect on the results to cultivate a culture of continuous improvement and more reflective teaching practices within the school. Ultimately, students stand to benefit from these enhanced supervisory practices through better teaching quality and enriched learning environments. The researcher should take responsibility for disseminating the study's findings, particularly the enhanced supervisory program, to encourage its broader

implementation and utilization. Finally, future researchers are encouraged to conduct similar studies involving a wider range of participants to further validate and expand on these insights.

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