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INSTRUCTIONAL SUPERVISION APPROACHES AND PROFESSIONAL RESPONSIBILITIES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT
This study investigated the instructional supervision approaches and professional responsibilities of teachers in public elementary schools in Marilog District, Division of Davao City. It employed a non-experimental quantitative research design using the correlational method. The respondents were 131 teachers, identified through universal sampling. Data were analyzed using the mean and Pearson's Product Moment Correlation (r). The results showed that both the instructional supervision approaches and professional responsibilities of teachers were rated very high. Furthermore, a significant relationship was established between instructional supervision approaches and professional responsibilities of teachers in public elementary schools. Based on these findings, it is recommended that school heads continue to strengthen instructional supervision approaches and professional responsibilities, particularly in areas where lower results emerged. Greater emphasis may be given to the evaluation of academic journals, the enhancement of pedagogical approaches, and the integration of inclusive practices to more effectively assess and improve teaching performance within the standard educational setting.

KEYWORDS: *Instructional Supervision Approaches, Professional Responsibilities, Public Elementary School Teachers, Education, Philippines*

1. INTRODUCTION

Instructional supervision approaches provide a deeper understanding of the knowledge teachers must acquire, the tasks they need to accomplish, and the skills necessary to implement effective classroom practices. Becoming an instructional leader is both complex and demanding, as it requires collaboration with colleagues to enhance instructional quality. Teachers who take on this role develop a broader perspective of instructional processes and their significance in improving student learning.

In many educational systems, instructional supervision has become increasingly complex and ambiguous in recent decades. The role of teachers has gradually evolved, from functioning as master teachers, to transactional leaders, and more recently, to transformational leaders. This shift underscores the idea that meaningful improvements in education rely heavily on strengthening instructional supervision practices (Harris, 2015).

While teachers acknowledge the importance of instructional supervision, in practice, these skills are not always fully utilized, sometimes resulting in misunderstandings or conflicts. This reveals the need for clearer guidelines regarding the competencies and responsibilities required to implement effective supervision, so that teachers can deliver the highest quality of instruction (Gonzales & Rivera, 2018).

In the Philippine context, instructional supervision frameworks were introduced to guide teachers in adapting to educational reforms and to prepare them for the responsibilities of instructional leadership. These frameworks conceptualize the significance of supervision, highlight its relevance, and outline the knowledge and skills needed for teachers to become more effective leaders (Santos, 2016). Instructional supervision involves deliberate actions, either carried out by teachers or delegated to others, that aim to promote student learning. This approach emphasizes prioritizing instructional quality and transforming vision into concrete outcomes. Unlike traditional administrators who focus primarily on management, instructional leaders place learning and achievement at the center of their work (Villanueva, 2014).

Supervision also encompasses planning instructional programs, facilitating teaching and learning, evaluating classroom outcomes, and fostering professional growth through ongoing support (Del Rosario, 2017). Teachers who embrace this role redefine their function by becoming active learners within a community dedicated to educational excellence. In this sense, they work alongside colleagues to set clear objectives, establish school-wide goals, allocate resources, and provide opportunities for continuous development among students and staff (Torres, 2019).

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In Marilog District, Division of Davao City, instructional supervision and professional responsibilities are seen as part of a collaborative learning culture where education is viewed as a collective mission. This perspective represents a departure from traditional authoritarian models of supervision toward a more participatory and inspiring approach. School leaders who demonstrate enthusiasm for learning often succeed in spreading that passion throughout the school community (Domingo, 2013).

Effective instructional leaders possess qualities that bring significant benefits to their schools and communities. They set clear directions, prioritize instructional quality, and focus on practices that directly impact student achievement. Additionally, they remain aware of classroom realities and strengthen staff capacities by maximizing strengths and addressing weaknesses. Such leaders also sustain school improvement by anticipating challenges and devising solutions (Reyes, 2018).

In light of these perspectives, the researcher conducted this study to assess whether instructional supervision approaches are essential in shaping the professional responsibilities of public elementary school teachers. The outcomes of this research may provide a practical framework to guide future administrative policies and contribute to raising the quality of education.

1.1 Statement of the Problem

The purpose of this study was to determine the relationship of the instructional supervision approaches and professional responsibilities of teachers in public elementary schools in Marilog District, Division of Davao City. Specifically this study sought answers to the following questions:

1. What is the level of instructional supervision approaches of teachers in public elementary schools in terms of:
1.1 vision,
1.2 action,
1.3 supportive environment,
1.4 activities and
1.5 knowledge?

2. What is the level of the professional responsibilities of teachers in public elementary schools in terms of:
2.1 consultation,
2.2 coaching,
2.3 community practice,
2.4 lesson study,
2.5 mentoring,
2.6 reflective supervision and
2.7 technical assistance?

3. Is there relationship between instructional supervision approaches and professional responsibilities of teachers?

1.2 Hypothesis

The null hypothesis was tested in this study at 0.05 level of significance.

Ho1. There is no relationship between the level of instructional supervision approaches and professional responsibilities of teachers in public elementary schools.

2. METHODOLOGY

2.1 Research Design

This study utilized the descriptive-correlational method. This method was appropriate since the objective was to describe the present status of instructional supervision approaches and the professional responsibilities of teachers in public elementary schools, and to determine whether a significant relationship existed between these two variables. In correlation research, data are collected to establish whether a degree of relationship exists between two or more quantifiable variables (Baguio & Baguio, 2025).

The descriptive aspect of the study dealt with quantitative data regarding the phenomenon under investigation. A structured questionnaire was designed as the main instrument for gathering data, ensuring that the target respondents could provide systematic responses to the research questions. The process of data collection was conducted through the administration of this questionnaire (Pregoner, 2024). The main focus of this study was to determine the relationship between instructional supervision approaches and the professional responsibilities of teachers in public elementary schools in Marilog District, Division of Davao City.

2.2 Research Respondents

There were 131 respondents in this study, all of whom were teachers from selected public elementary schools in Marilog District, Division of Davao City. These teachers evaluated their instructional supervision approaches and professional responsibilities through the questionnaire administered to them. Only teachers who had served for at least three years in their respective schools were included as respondents. The study was conducted during the school year 2023–2024, specifically from August 2023 to March 2024. The researcher employed non-random sampling in selecting the respondents. The desired sample size was determined using maximum non-random sampling. To allow for possible non-responses, the researcher initially targeted more than 131 participants.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to gather data on instructional supervision approaches and the professional responsibilities of teachers in public elementary schools. The questionnaire was divided into two main sections, each aligned with the study's research variables. The items were carefully constructed to ensure clarity, contextual relevance, and alignment with the objectives of the study.

The first section focused on instructional supervision approaches. The items were developed based on a comprehensive review of related literature and existing frameworks on instructional

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leadership and supervision practices. To establish content validity, the questionnaire was reviewed and evaluated by experts in educational management and supervision. This section yielded a Cronbach's alpha coefficient of 0.88, indicating excellent internal consistency and reliability.

The second section assessed the professional responsibilities of teachers. Items in this section were adapted from validated instruments used in previous studies on teacher professionalism and refined to suit the context of public elementary schools in Marilog District. The internal reliability of this section was also high, with a Cronbach's alpha coefficient of 0.90. The final version of the questionnaire was found to be clear, comprehensive, and contextually appropriate, ensuring that it effectively captured the necessary data for the study.

2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division Superintendent to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses.

After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis. The following tools were utilized: mean and standard deviation, Pearson's r correlation coefficient, and multiple regression analysis.

2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tools:

Mean. This was used to determine the level of instructional supervision approaches and professional responsibilities of teachers in public elementary schools.

Pearson Product Moment Correlation or Pearson r. This was used to find out the significant relationship between level of instructional supervision approaches and professional responsibilities of teachers in public elementary schools.

3. RESULTS AND DISCUSSION

3.1 Level of Instructional Supervision Approaches of Teachers

Table 1. ***Level of Instructional Supervision Approaches of Teachers***

No.	Domains	Mean (x)	Descriptive Level
1	Vision	4.32	Very High
2	Ability to Translate Vision into Action	4.27	Very High
3	Ability to Create a Supportive Environment	4.30	Very High
4	Knowledge of School Activities	4.28	Very High
5	Action on Knowledge	4.25	Very High
	Overall	**4.28**	**Very High**

Presented in Table 1 is the level of instructional supervision approaches of teachers, based on the mean scores across five key domains: vision, ability to translate vision into action, ability to create a supportive environment, knowledge of school activities, and action on knowledge. Among the domains, vision obtained the highest mean score of 4.32, described as very high, indicating that teachers strongly demonstrated the capacity to articulate clear goals and directions for instructional improvement. This was closely followed by the ability to create a supportive environment, with a mean score of 4.30, also described as very high, suggesting that teachers consistently fostered an encouraging and collaborative atmosphere conducive to teaching and learning. The domain of knowledge of school activities registered a mean score of 4.28, likewise categorized as very high, reflecting that teachers were well-informed and actively engaged in school-based programs and undertakings. Similarly, the ability to translate vision into action garnered a mean score of 4.27, also very high, showing that teachers were capable of operationalizing instructional goals into concrete practices. Lastly, action on knowledge obtained the lowest mean score of 4.25, though still described as very high, which implies that while teachers applied their understanding of school operations effectively, this was the area with slightly less consistency compared to the other domains. Overall, the level of instructional supervision approaches of

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teachers yielded a mean score of 4.28, described as very high. This indicates that teachers in public elementary schools generally demonstrated strong and effective instructional supervision practices across all domains, with particular strength in setting and articulating vision and in building supportive environments for learning.

This finding aligns with the study of Hallinger and Murphy (2019), which emphasized that strong instructional supervision approaches involve a clear vision, effective communication, and supportive environments that enhance teacher performance. Their work highlighted that school leaders who engage in consistent supervision foster instructional practices that improve both teaching quality and student learning outcomes. Similarly, Robinson et al. (2020) found that strong supervisory approaches significantly strengthen teacher professionalism by providing structured guidance, collaborative reflection, and opportunities for professional growth. They further noted that supervision that is participatory and supportive leads to greater teacher motivation and accountability. In addition, Bush and Glover (2021) affirmed that instructional supervision is a crucial element of effective school leadership, as it ensures that teachers receive continuous feedback, technical assistance, and mentoring. Leithwood et al. (2020) also stressed that effective supervision practices contribute to sustained school improvement by building teacher capacity and promoting instructional consistency. Likewise, Day and Sammons (2016) highlighted that strong instructional supervision fosters teacher commitment and professional responsibility, which are essential in enhancing student achievement.

3.2 Level of Professional Responsibilities of Teachers

Table 2. ***Level of Professional Responsibilities of Teachers***

No.	Domains	Mean (x)	Descriptive Level
1	Consultation	4.29	Very High
2	Coaching	4.27	Very High
3	Community Practice	4.22	Very High
4	Lesson Study	4.20	Very High
5	Mentoring	4.30	Very High
6	Reflective Supervision	4.25	Very High
7	Technical Assistance	4.34	Very High
	Overall	**4.27**	**Very High**

Presented in Table 2 is the level of professional responsibilities of teachers, measured across seven domains: consultation, coaching, community practice, lesson study, mentoring, reflective supervision, and technical assistance. Among the domains, technical assistance obtained the highest mean score of 4.34, described as very high, indicating that teachers consistently extended guidance and support to their colleagues to address instructional challenges and improve teaching effectiveness. This was followed by mentoring, which registered a mean score of 4.30, also very high, suggesting that teachers actively engaged in guiding less-experienced colleagues and supported their professional growth. The domain of consultation had a mean score of 4.29, likewise described as very high, showing that teachers frequently provided expert advice and shared instructional strategies to enhance classroom practices. Meanwhile, coaching recorded a mean score of 4.27, also very high, reflecting that teachers regularly modeled effective teaching practices and provided constructive feedback to peers. Reflective supervision obtained a mean score of 4.25, described as very high, indicating that teachers engaged in reflective dialogue to improve instruction and professional practice. Similarly, community practice had a mean score of 4.22, likewise very high, which implies that teachers actively participated in school and community initiatives that support student learning. Lastly, lesson study received the lowest mean score of 4.20, though still described as very high, suggesting that while teachers collaborated on lesson planning and evaluation, this area required more consistent implementation compared to the other domains. Overall, the level of professional responsibilities of teachers yielded a mean score of 4.27, interpreted as very high. This shows that teachers in public elementary schools strongly fulfilled their professional responsibilities across all domains, with particular strength in providing technical assistance, mentoring, and consultation to enhance instructional quality.

This finding is supported by the study of Day and Gu (2015), which emphasized that strong professional responsibilities among teachers are rooted in commitment, resilience, and dedication to both students and the wider school community. Their research highlighted that teachers who demonstrate professional responsibility consistently engage in reflective practice and uphold ethical standards. Similarly, Schleicher (2018) argued that teacher professionalism requires continuous development, collaboration, and adherence to responsibilities that enhance both instructional quality and student learning. Hargreaves and Fullan (2020) further noted that professional responsibility extends beyond classroom practice, as it involves building collaborative cultures that strengthen collective efficacy and educational equity. In addition, Ingersoll et al. (2019) stressed that strong professional responsibilities are linked to teacher retention and effectiveness, as teachers who take accountability for student outcomes are more motivated to innovate and improve

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instruction. Likewise, Darling-Hammond et al. (2021) highlighted that teacher professionalism is deeply tied to social responsibility, ensuring that educators provide equitable learning opportunities and contribute to long-term school improvement.

3.3 Significant Relationship Between Instructional Supervision Approaches and Professional Responsibilities of Teachers

Table 3. ***Significant Relationship Between Instructional Supervision Approaches and Professional Responsibilities of Teachers***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Instructional Supervision Approaches **(X)**	Professional Responsibilities **(Y)**	0.85	High Correlation	0.000	Reject

Presented in Table 3 is the correlation analysis between instructional supervision approaches and professional responsibilities of teachers in public elementary schools. The computed correlation coefficient (r) is 0.85, which indicates a high degree of correlation between the two variables. The corresponding p-value of 0.000 is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between instructional supervision approaches and professional responsibilities. This finding implies that when instructional supervision approaches are effectively practiced, the professional responsibilities of teachers are likewise strengthened. It underscores the importance of strong supervisory practices in enhancing teachers' professional growth, accountability, and commitment to instructional quality in public elementary schools.

This finding is supported by the work of Glickman et al. (2018), who emphasized that effective instructional supervision directly enhances teachers' sense of professional responsibility by fostering continuous growth, accountability, and reflective practice. Similarly, Sergiovanni (2019) highlighted that when supervision is grounded in trust and collaboration, teachers are more likely to assume responsibility for their professional roles, thereby improving instructional quality and student outcomes. In addition, Robinson (2020) noted that strong supervisory approaches create a culture of shared responsibility, where teachers actively engage in mentoring, coaching, and collaborative planning, reinforcing their professional obligations both inside and beyond the classroom. Moreover, Danielson (2021) stressed that professional responsibilities are strengthened when teachers receive constructive supervision that promotes self-reflection, ethical practice, and continuous improvement. Finally, Hoy and Miskel (2022) affirmed that effective instructional leadership establishes professional norms that encourage teachers to embrace accountability, collaboration, and lifelong learning, which sustain their commitment to their responsibilities as educators.

5. CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

Firstly, the level of instructional supervision approaches among teachers is generally very high. This indicates that teachers consistently demonstrate supervisory practices such as envisioning school goals, translating vision into action, creating supportive environments, and applying their knowledge of school activities. These dimensions reflect the teachers' strong capacity to align supervision with effective instructional delivery, thereby fostering professional growth and school improvement.

Secondly, the level of professional responsibilities of teachers is also very high, as reflected in their practices of consultation, coaching, mentoring, lesson study, reflective supervision, and technical assistance. These responsibilities highlight the teachers' commitment to both individual and collective professional growth, as well as their role in sustaining effective teaching practices and community engagement. The consistently high scores across these domains suggest that teachers possess the dedication and professional maturity necessary to uphold standards of teaching excellence.

Thirdly, the study revealed a statistically significant positive relationship between instructional supervision approaches and professional responsibilities of teachers. This means that as teachers adopt stronger supervision approaches, their professional responsibilities are also enhanced. This finding underscores the interconnection between supervisory practices and professional accountability, suggesting that effective instructional supervision provides a strong foundation for teachers' sustained professional development, collaborative engagement, and reflective practice. Consequently, the null hypothesis was rejected in favor of a meaningful association between the two variables.

6. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations were proposed:

Firstly, considering the very high level of instructional supervision approaches among teachers, school leaders are encouraged to sustain and further strengthen practices that promote effective goal-setting, translation of vision into action, supportive learning environments, and sound instructional guidance. Initiatives may include providing continuous professional development on supervisory leadership, enhancing systems for monitoring and evaluating teaching practices, and fostering a culture of collaboration and shared accountability.

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These efforts may ensure that teachers consistently implement supervisory approaches that support instructional excellence.

Secondly, given the very high level of professional responsibilities demonstrated by teachers, emphasis may be placed on sustaining practices such as consultation, coaching, mentoring, lesson study, reflective supervision, and technical assistance. Schools may organize structured mentoring programs, peer coaching initiatives, and professional learning communities to help teachers further develop these responsibilities. Supporting teachers in fulfilling their professional roles not only strengthens individual growth but also fosters collective advancement within the school community.

Thirdly, in light of the significant relationship between instructional supervision approaches and professional responsibilities, school administrators are encouraged to align supervision practices with teachers' professional growth frameworks. This may involve designing mentoring and coaching systems that integrate supervisory guidance with professional accountability, as well as creating platforms for reflective discussions and collaborative problem-solving. Strengthening this alignment can foster a culture of shared responsibility, where supervision directly enhances teachers' professional competence and commitment.

Lastly, future researchers are encouraged to investigate other variables that may influence the relationship between instructional supervision approaches and professional responsibilities. Exploring factors such as institutional leadership, teacher motivation, organizational climate, and policy implementation may provide deeper insights. Further studies employing qualitative or mixed-method designs may also enrich the understanding of how supervision and professional accountability interact to shape long-term instructional effectiveness.

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