

Challenges in Instructional Supervision: A Phenomenological Study of Master Teachers in Cabuyao

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Abstract. This study explored the lived experiences of master teachers in the City Schools Division of Cabuyao, focusing on the challenges they encountered in instructional supervision. The research aimed to identify specific issues faced by master teachers and propose solutions to enhance teacher effectiveness and professional growth. A phenomenological qualitative research approach was employed, utilizing homogenous purposeful sampling. Ten master teachers who supervised schools with low National Achievement Test results in 2021-2022 participated in the study. Data were analyzed using Interpretative Phenomenological Analysis, generating key themes from the participants' experiences. The analysis revealed three major themes: Time Management and Issues with Lesson Exemplars, Incorrect Classroom Management Practices and Pedagogical Approaches, Addressing Negative Feedback from Teachers, and Lack of Awareness of New Strategies. These themes highlighted challenges such as time management, classroom procedures, pedagogical approaches, and managing teachers' reactions to feedback. The study suggested that school heads and master teachers should focus on enhancing teacher effectiveness, fostering professional growth, and addressing strengths and shortcomings identified during supervision. Emphasis was placed on developing teaching skills through self-awareness and positive behavior reinforcement. The importance of fostering reflection and generating improvement ideas without judgment was also highlighted. Based on the findings, a program for master teachers and teachers was proposed to address the critical needs of effective supervision in educational settings, aiming to support consistent improvements and a more effective teaching approach.

Keywords: Instructional supervision; Master teacher; Time management; Pedagogical approaches.

1.0 Introduction

Education is a tool for changing people's lives and a foundation for progress. Schools are locations where formal education is provided. The role of instructional supervisors is to assist teachers in their position as facilitators of student learning. Certainly, when instructional supervision encompasses a comprehensive view of all educational administration activities, effective leadership can be fostered, contributing to achieving the supervision's overarching purpose. Indeed, enhancing instructional perspectives through methods like classroom observation and meeting with educators underscores the role of instructional supervision in improving the teaching-learning process. Supervisors' guidance, assistance, and support are critically important for the teaching-learning process to be effective.

Certainly, school-based monitoring, led by the school staff, particularly the head teacher, plays a vital role in providing teachers with direction, support, and continuous evaluation to foster professional growth and success in teaching and learning. The use of teaching and learning materials is crucial for successful education. Their absence or inadequacy can hinder the learning process, leading to poor understanding and performance, ultimately impacting lesson objectives and poor academic achievement.

Instructional supervision by school heads who expect high-quality performance from teachers and students is essential for fostering a positive and productive learning environment. They encourage a commitment to excellence and contribute to overall educational success. They assist teachers in identifying and addressing challenging areas in teaching. They are pivotal for enhancing the tutor's competency and motivating students to exert effort, ultimately aiding in achieving set academic standards.

The Clinical Supervision Model was a type of guidance for educators that is carried out to improve their ability to teach in all aspects of learning that you want to improve; the implementation of clinical supervision was carried out with stages, including initial meetings or planning, class observation or implementation, and feedback or final meeting. All stages must be carefully and thoroughly implemented to achieve the desired improvements in teaching behaviour (Supriyanto et al., 2016, as cited in Rusydayana et al., 2023).

Educational supervision is essential for supporting educators to excel by providing necessary assistance, evaluating educational approaches, and weighing their benefits and drawbacks to ensure student success in schools (Whetton, 2009; Ngole & Mkulu, 2021). It ensures schools meet educational standards and promotes teachers' professional development to meet students' learning needs (Mulatu, 2016; Ampofo et al., 2019). In Ghana, interpersonal relationships are seen as a significant advantage in all forms of educational supervision, crucial for achieving high-quality outcomes (Mensah et al., 2020).

However, the research indicates that school heads encounter challenges in fulfilling their supervisory duties, including insufficient preparation, weak relationships between teachers and supervisors, and inadequate support from higher authorities (Rashid, 2001; Sayee et al., 2021). Despite their competence in their field, school heads often lack professional qualifications and ongoing training to update their educational knowledge and supervision skills (Sey et al., 2016; Sayee et al., 2021). The heavy workload of school heads, involving administrative tasks and personal teaching responsibilities, frequently leaves them with inadequate time within their schools to conduct thorough supervisory activities (Enaigbe, 2009; Ngole et al., 2021). This lack of sufficient time for supervision poses a significant risk to teaching and learning, as school heads may be unable to monitor all educational activities within the school effectively (Ampofo et al., 2019).

According to Dafa et al. (2020), Instructional supervision was seen as an effective strategy for overseeing teaching and learning processes. Teachers viewed instructional monitoring positively, but hurdles such as a lack of materials, financial restrictions, insufficient motivation, overcrowded classes, and limited training were identified. These obstacles were linked to low student performance. The study recommended equipping schools with the necessary materials, building more classrooms, hiring additional instructors, and providing adequate teacher training.

Additionally, the Department of Education Dasmariñas (2022), posted in the division memorandum entitled "Implementation of Instructional Supervision", was an expert, continued, and collaborative procedure developed instruction. It was distinguished by providing guidance, help, idea exchange, facilitation, or invention to help teachers improve the learning environment and quality of school learning. A supervisor or instructional leader with superior knowledge and talents collaborated to establish a professional learning community, according to bukidnon.deped.gov.ph. As a result, this has been implemented to assist instructional leaders, school principals, master teachers, head teachers, and instructors. It adhered to suitable protocols to ensure that everyone engaged had the necessary resources, tools, and forms to avoid difficulties and misinterpretation in instructional supervision.

Moreover, Ampofo et al. (2019) mentioned that school monitoring efforts were viewed as school professionals whose objective was to mentor teachers and other educational professionals to improve the teaching and learning process. As a result, supervision can be defined as a collaborative or cooperative effort to improve school outcomes by providing instructors with essential professional supervision and suggestions for improving their educational methods and, thus, students' successful learning. School supervision was looked to be instructional leadership centered on school reform, acting in ways that directly influenced the instructional process to promote students' effective learning.

Undoubtedly, Yonas et al. (2023) revealed that a shortage of instructional materials, poor professional relationships between teachers and students, and poor classroom management skills were the challenges facing teachers. The study recommended that there was a need for teachers to create a positive professional relationship with their students and adopt different instructional approaches to ensure effective teaching delivery of the content and effective academic achievement.

This study was supported by Chamila (2019) about the challenges of classroom management in India, revealing that students' failure to do homework given by their teachers is among the instructional challenges facing teachers in classroom management. This challenge not only disrupts the class but also the students' academic achievement. This affects them during classroom management because it becomes difficult for them to handle some classroom problems that arise from students, and this also affects students' academic achievement. In addition, the study conducted by Hipolite (2019) on teachers' strategies in addressing the issues with implementing competence-based curriculum in Tanzania, reported that insufficient teaching and learning materials are among the instructional challenges teachers face in classroom management that impede students' academic achievement.

Furthermore, Hussein's (2019) study on classroom management challenges and solutions in Ethiopia. He reported that among the challenges in classroom management that may affect students' performance are poor communication and motivation of students. poor relationship between the teacher and the students is also a challenge in classroom management. This means that if the teacher and the students are not communicating with each other, it will be difficult for the teacher to be aware of what the students are going through in their academic affairs and help them, and this may affect their performance.

The research embarked on a phenomenological exploration of the lived experiences of master teachers within the City Schools Division of Cabuyao, focusing on instructional supervision and its impact on the teaching-learning process. It delved into the dynamic interactions between educators and students, encompassing instructional delivery, student engagement, assessments, and feedback mechanisms crucial for effective knowledge transfer and understanding. The study aimed to uncover the challenges encountered by master teachers in instructional supervision that could potentially hinder students' academic performance.

Central to this phenomenological inquiry was the illumination of the unique strategies and approaches employed by master teachers to enhance instructional effectiveness. By understanding these lived experiences, the research sought insights into how instructional supervision can be optimized to create a conducive teaching-learning environment. Moreover, the study aimed to contribute to the professional development of teachers by proposing effective supervisory strategies.

In essence, the phenomenological approach adopted in this research highlighted the subjective experiences and perceptions of master teachers regarding instructional supervision. It emphasized the complexities and nuances involved in the supervision process, aiming to deepen understanding and foster improvements in educational practices within the City Schools Division of Cabuyao.

2.0 Methodology

2.1 Research Design

This study employed a phenomenological qualitative research approach. Phenomenological research was a qualitative research method that aided in expressing a person's life experiences. The study aimed to discuss the central and corollary questions by gathering data and observing master teachers' experiences with instructional supervision. It used a semi-structured interview guide question, including nine guide questions for the City School Division of Cabuyao participants. The research utilized semi-structured interview guide questions guided by the specific problem. The questions were derived and inspired by the theory and concepts used as the framework of the study.

2.2 Research Participants

The participants were the master teachers who supervised schools with low National Achievement Test Results in 2021-2022. The subjects were chosen through homogenous purposeful sampling. The participants comprised

ten (10) master teachers with low-performing schools in the National Achievement Test S.Y. 2021-2022. The participants supervising public schools under the DepEd-City of Cabuyao were aged 34-55. They served 3-7 years as master teachers and monitored the teachers' performance and the learners' academic progress.

2.3 Research Instrument

The study utilized a researcher-made interview guide questionnaire based on Clinical Supervision Model by Supriyanto et al. (2016, as cited in Rusydayana et al., 2023). The study aimed to discuss the central and corollary questions by gathering data and observing master teachers' experiences with instructional supervision. It used a semi-structured interview questionnaire, including nine guide questions for the City School Division of Cabuyao participants. The computed content validity index was 1.00. Lawshe (1975) explained that content validation was a method that ensured an instrument (checklist, questionnaire, or scale) assessed the content area that it was supposed to measure. The attainment of a context validity index of 1.00 signifies a perfect consensus among expert raters regarding the relevance and appropriateness of the content measured. This outcome suggested that the tool or instrument under evaluation has been rigorously vetted and was considered completely valid by all experts involved for the specific context designed. Such a high index indicated an exceptionally well-designed validation process and provided strong support for the reliability and applicability of the instrument in its intended setting.

2.4 Data Gathering Procedure

The aim of the research was clearly explained, emphasizing the focus on understanding the lived experiences of master teachers concerning instructional supervision. This research described the data collection methods, such as in-depth interviews, focus groups, or observations. It detailed what participants can expect during these processes and informed participants about the expected length of their involvement, including the time required for interviews. It also emphasized that participation was entirely voluntary, and participants could withdraw at any time without any consequences.

During the consent collection, the research provided participants with a comprehensive informed consent form that outlined the study's purpose, procedures, potential risks, and benefits. Assured participants' identities will be kept confidential and explained the measures taken to protect their anonymity, such as using pseudonyms and securely storing data. Reiterating participants have the right to withdraw from the study at any point without any negative repercussions. Obtained explicit permission from participants for audio or video recording and explained how these recordings will be used and stored. Informed participants about the data's use, including any potential publications or presentations. Ensured they understand that the findings will be presented in a way that does not identify them personally.

2.5 Data Analysis

After acquiring the essential information and data, the research conducted semi-structured interviews verbatim. Participants' responses were gathered, processed, and sorted by themes, code, and cluster. A well-known method known as Interpretative Phenomenological Analysis (IPA) was used to extract comparable replies per line of the verbatim transcription. The treatment of qualitative data was commonly known as theme-centered, or the category-based analysis method was used. For Braun and Clarke's (2006) data analysis technique employing IPA was a recurring procedure in which the researcher went through multiple systematic stages: Familiarization with the data collected, Generating initial codes, Searching for themes, Examining themes, Defining and naming themes based on clusters; and Data analysis presentation and discussion.

2.6 Ethical Considerations

The research followed the ethical guidelines outlined in the school's Research Manual. The research undoubtedly respected the rights in every way. Participants' well-being and dignity were respected and supported from the start of this study. Participants completed the questionnaire voluntarily. The study's significance and objectives were to them. The information and data acquired were kept strictly secret. The names of the participants were obscured, and codes were used instead. Contributions from other professionals and authors were also utilized. The Data Privacy Act (DPA) of 2012, which protects individual personal information, guided this research. The information gathered from the participants was secured and used for research only.

3.0 Results and Discussion

Theme 1: Time Management and Issues with Lesson Exemplars

Time management and issues with lesson exemplars are indeed challenges commonly encountered by master teachers. Master teachers often must manage their time efficiently to oversee multiple responsibilities such as conducting pre-conferences, attending meetings, providing feedback to teachers, and planning instructional strategies. Time management becomes crucial as they need to balance these tasks while ensuring effective mentoring and support for teachers under their guidance. Challenges related to scheduling and the timely submission of lesson exemplars as encountered by master teacher are affecting the effectiveness of their teaching processes. The key issues highlighted included sub-theme:

Conflict of Schedules

This sub-theme arose when Master Teacher shared challenges experienced regarding pre-conference.

"In my part, challenges during pre-conference, the conflict schedule of the teacher and master teacher, and most of the time we were busy with our schedules so that the pre-conference was not held. I must manage conflicting schedules, making it too difficult to convene pre-conference meetings or orientations. Sometimes, some teachers do not attend the orientation due to conflicting schedules or teachers have another task to finish. There is not enough time. The teacher also adjusts the time because he is not ready. So, I must ensure sufficient attendance at orientations despite teachers having other tasks or conflicting schedules."

Teachers and master teachers alike are struggling with conflicting schedules. They have overlapping commitments and obligations that prevent them from attending meetings, orientations, or other scheduled events. These scheduling conflicts present significant challenges, particularly for master teachers, whose absence from critical activities can directly impact student academic results. Without the ability to participate in essential meetings and professional development opportunities, master teachers are less equipped to provide the guidance and support necessary for improving teaching practices and student outcomes.

Terra and Berhanu (2019) support the findings by stating that instructional supervisors often fail to provide adequate educational support and focus more on administrative tasks. As a result, lack of resources, professionalism, and effective communication are challenges faced by instructional supervisors. Therefore, instructional supervisors must shift their focus from administrative tasks to providing more substantial educational support and overcome these challenges. Instructional supervisors can more effectively assist teachers in their professional development, leading to improved teaching practices and better educational outcomes for students through advocating for more resources, enhancing professionalism and improving communication.

Late Submission of Lesson Exemplars

Another sub-theme arose as shared insight by Master Teachers:

"Due to numerous reports, the teachers submitted their lesson exemplar late. Sometimes, they submit on the day of her observation, which could disrupt the planned pre-conference schedule and reduce the time available for us to provide constructive feedback. Late and incomplete lesson exemplars can impact the effectiveness of pre-conferences and subsequent classroom observations (CO), as the planned discussions and preparations may not be thorough or well-coordinated."

There might be a gap in communication or understanding regarding the importance of timely submission of lesson exemplars as experienced by master teachers. Clear expectations and deadlines must be established and communicated effectively to ensure all teachers understand their role in the preparation process. Teachers play a crucial role in their professional development by submitting complete and timely lesson plans. This responsibility supports their growth and facilitates a smoother process for master teachers to provide valuable feedback and support.

As a result, late submissions directly impact the quality and effectiveness of pre-conferences and classroom observations. Feedback that is rushed or based on incomplete information may not be as constructive or impactful in improving teaching practices. There's a need for systemic support to address these challenges. This could involve implementing reminders or systems that encourage timely submissions, providing professional

development on effective lesson planning, or revising protocols to allow sufficient time for review and feedback. Effective collaboration between teachers and master teachers is essential. When lesson exemplars are submitted late, it disrupts the coordination needed for meaningful pre-conferences and observations. Building a culture of collaboration and mutual support can help mitigate such issues. This situation presents an opportunity for continuous improvement within the educational framework. Schools can enhance professional development opportunities by identifying and addressing barriers to effective planning and feedback and ultimately improve student outcomes.

Issues related to late and incomplete lesson exemplars are crucial for maintaining educational standards and fostering student success. Timely assignment submission is linked to higher academic achievement. Late submissions not only disrupt the learning process but also impact the overall effectiveness of the curriculum (Jones, 2019). This research suggests that implementing clear guidelines and deadlines can help teachers understand expectations (Brown, 2020). Brown suggests setting clear expectations for the task, managing their time effectively, and prioritising their work accordingly.

Unpolished Lesson Exemplar

This is another sub-theme, indeed a problem, as highlighted by the Master Teacher:

"So, the challenge in the pre-conference is the unpolished flow of Lesson Exemplar made by the teachers. Lesson exemplars may not meet the required standards regarding quality and completeness, requiring additional time and effort from master us to provide guidance and revision suggestions."

The challenge described regarding the unpolished flow of lesson exemplars in pre-conferences highlights several important reflections: It shows the critical need for clear and consistent standards in lesson planning. When lesson exemplars do not meet these standards, it can hinder the effectiveness of pre-conferences and subsequent classroom observations. Teachers may require additional guidance and support to align their lesson plans with expected quality benchmarks. Master teachers invest significant time and effort in reviewing and providing feedback on lesson exemplars. This process ensures teachers receive constructive input to enhance their teaching practices. The challenge emphasizes the need for streamlined processes and sufficient resources to effectively support this aspect of professional development. Addressing the issue of unpolished lesson exemplars presents an opportunity for ongoing professional development. It highlights the importance of continuous learning and improvement in lesson planning skills among teachers. Professional development initiatives can focus on providing strategies, templates, and examples that help teachers meet quality standards consistently. Effective collaboration between teachers and master teachers is essential. Schools can encourage growth and improvement in teaching practices by fostering a supportive environment where feedback is constructive and actionable. This collaboration should be facilitated through clear communication channels and regular opportunities for discussion and reflection. Ultimately, the quality of lesson planning directly impacts student learning outcomes. Ensuring lesson exemplars are polished and meet standards helps optimize instructional effectiveness and support student achievement.

This research was supported by Smith (2018), who revealed that unpolished lesson exemplars are crucial for maintaining educational rigor and ensuring effective learning outcomes. Unpolished lesson exemplars, characterized by incomplete or poorly structured content, can hinder student comprehension and engagement. Students benefit significantly from well-organized and polished lesson materials, facilitating better understanding and retention of information. This research suggested educators can implement strategies such as peer review and feedback sessions (Jones, 2019). Jones emphasizes that peer feedback encourages students to refine their work and identify areas for improvement, leading to more polished lesson exemplars. Additionally, providing clear rubrics and guidelines for lesson preparation helps students understand expectations and produce higher-quality work (Brown, 2020). Brown suggests that explicit criteria enable students to self-assess their work and make necessary revisions to enhance its polish.

Furthermore, fostering a culture of continuous improvement and revision in lesson planning is essential (Robinson, 2022). Robinson argues that educators should encourage iterative development of lesson exemplars through ongoing reflection and refinement based on student feedback and assessment outcomes.

Therefore, unpolished lesson exemplars require proactive measures that include peer feedback, clear guidelines, and a commitment to continuous improvement. By implementing these strategies, educators can ensure that lesson materials are polished, effective, and conducive to meaningful learning experiences.

Not Following Master Teacher's Opinion and Suggestion

This sub-theme, articulated by Master Teacher, reveals a significant challenge in the context of teacher feedback and professional development.

"... It is the type that you ask how you will do it, and, in the end, they still want to follow their way...This attitude presents a significant challenge for us. When teachers are unwilling to collaborate or follow structured guidance, it hinders the effectiveness of professional development and the implementation of best practices. We struggle to create a cohesive and effective teaching environment, ultimately impacting the quality of education and student academic results."

Teachers may prefer to follow their methods and approaches rather than adopting suggestions from master teachers. This autonomy can sometimes conflict with the guidance provided during feedback sessions. Some teachers may resist implementing new strategies or suggestions, especially if they are comfortable with their current teaching methods or are sceptical about the effectiveness of proposed changes. As a result, not following the master teacher's opinion and suggestion can hinder professional growth opportunities. It may limit the teacher's ability to explore innovative practices, refine their teaching techniques, or address areas for improvement. Effective communication and collaboration between master teachers and teachers are crucial to overcoming this challenge. It requires building mutual respect, fostering open dialogue, and emphasizing the benefits of incorporating feedback for professional development.

One of the main challenges is the potential stagnation of teaching methodologies and techniques. Master teachers often possess valuable insights and strategies honed through years of experience (Smith, 2019). Ignoring their suggestions may result in educators missing out on innovative approaches that could enhance student engagement and learning outcomes.

Moreover, not heeding the advice of master teachers can contribute to a lack of collaboration and a sense of isolation among educators (Brown, 2020). Brown argues that professional growth thrives in environments with open communication and willingness to learn from each other's experiences. When educators fail to value the expertise of master teachers, it can create barriers to effective teamwork and collective improvement.

Additionally, disregarding the opinions of experienced educators may negatively impact student learning. Research by Johnson et al. (2021) highlights that mentorship and guidance from master teachers are associated with improved student achievement and classroom management skills. Therefore, when educators dismiss these insights, they may miss opportunities to enhance their teaching effectiveness and positively influence student success.

Thus, not following the opinions and suggestions of master teachers can hinder professional development, limit collaboration, and potentially compromise student outcomes. Embracing mentorship and learning from experienced educators are essential for fostering continuous improvement in educational practice.

Unwilling to Have Pre-Conference

This is another subtheme, unwillingness to have a pre-conference, as noted by Master Teachers:

"Teachers unwilling to do or unwilling to have a pre-conference before their classroom observation... present a significant challenge for master teachers. Pre-conferences are essential for setting expectations, discussing goals, and providing feedback. So, without this critical step, we find it difficult to offer constructive guidance, support professional growth, and ensure the consistent teaching quality of the teachers. This reluctance undermines the effectiveness of classroom observations and can negatively impact student academic results".

This highlights several challenges and considerations within the context of teacher professional development and classroom observation: Teachers may cite time constraints as a primary reason for their unwillingness to participate in pre-conferences. Balancing multiple responsibilities such as lesson preparation, grading, and extracurricular duties can make it difficult for teachers to allocate time for additional meetings. Some teachers may not see the immediate value or benefit of pre-conferences. They may perceive these meetings as additional administrative tasks rather than constructive dialogue and preparation opportunities. Teachers reluctant to have pre-conferences might prefer autonomy in their teaching practices. They may feel confident in their methods and hesitant to receive input or suggestions before observations.

Effective communication and trust between master teachers and teachers are crucial in addressing this subtheme. Building rapport, demonstrating pre-conferences value, and ensuring that these meetings contribute positively to professional growth are essential strategies. Providing support and flexibility in scheduling pre-conferences can encourage more teachers to participate. Acknowledging and accommodating teachers' busy schedules while emphasizing pre-conferences benefits can promote their willingness to engage in these sessions. Addressing the unwillingness to have pre-conferences involves fostering a collaborative environment, demonstrating the relevance of these meetings to improving teaching practices, and respecting teachers' autonomy while promoting professional development opportunities.

Research from Jamshidian et al. (2019) highlighted the importance of transparency in evaluation and feedback systems. This study showed that teachers often lack an understanding of the purpose, procedures, and criteria of evaluations, leading to mistrust. This study suggested ensuring that teachers understand performance standards and involving them in discussions can improve their reception of feedback. As a result, involving teachers in discussions about evaluation processes can foster a sense of ownership and collaboration, enhancing their acceptance of feedback. Additionally, enhancing transparency and involving teachers in the evaluation process are key strategies to improve the reception and effectiveness of feedback in educational contexts.

Therefore, the research supports the master teachers' observations on the importance of time management and effective supervision. By implementing structured support systems, fostering open communication, and emphasizing the benefits of pre-conferences and time management, teachers can improve their teaching practices and overall effectiveness, is beneficial to the student's academic performance.

Theme 2: Incorrect Classroom Management Practices and Pedagogical Approach

The challenges encountered during class observation, particularly regarding incorrect classroom management practices and pedagogical approaches, are crucial for improving teaching effectiveness. Insights shared by master teacher-participants highlight that poor classroom management can uncover underlying issues such as unclear expectations, inconsistent discipline strategies, or a lack of rapport with students. This prompts the need for proactive strategies to establish a positive learning environment. Learners' behavior can shed light on factors contributing to disengagement or disruptions, prompting adjustments to classroom routines, behavior management techniques, or differentiated instruction to meet diverse student needs better. The importance of thorough lesson planning, organization, and resource management ensures instructional materials are readily available and effectively utilized during teaching. Misalignments between pedagogical approaches and learning objectives can inform adjustments to instructional methods, assessments, and differentiation strategies to better support student learning and achievement. Incorporating these into professional development activities, collaborative discussions with colleagues, and ongoing self-assessment can help teachers identify areas for growth, implement targeted improvements, and enhance the overall effectiveness of their teaching practice.

Unable to Elaborate the Lessons

The master teachers shared that being unable to elaborate on the lesson was ineffective for the students. This created a lack of student knowledge and hindered the development of critical thinking. Master Teachers stated:

"During classroom observation, some teachers cannot execute or elaborate on the teachers' lesson. It seems like they are interrupting the discussion wherein they think that their topic will be understood by the children immediately. Some teachers prematurely assume that their students grasp the material without allowing adequate time for discussion and questions. This can lead to a superficial understanding of the subject matter. For master teachers, this behavior is challenging for us because

it disrupts the flow of effective teaching and learning. It prevents thorough exploration of the topic, hinders student engagement, and ultimately impacts student academic outcomes."

This statement highlights several critical issues observed during classroom observations, specifically focusing on teachers' instructional methods and their impact on student learning. Some teachers struggle to execute or elaborate on their lesson plans during instruction effectively. This could be due to a lack of preparation, insufficient understanding of the content, or ineffective teaching strategies. Teachers may prematurely assume that students understand the material without allowing enough time for thorough discussion and questions. This interrupts the natural flow of teaching and learning, preventing deeper exploration of the subject matter. By not providing sufficient time for discussion and questions, teachers may lead students to a superficial understanding of the topic. Students need time to process information, ask questions, and engage in discussions to grasp the material fully. For master teachers, observing these behaviours poses a significant challenge. This teaching behavior negatively impacts student engagement and academic outcomes. When lessons are not thoroughly explored, students may lose interest and fail to fully understand the subject matter, which can affect their overall academic performance. In short, the statement reflects the need for teachers to improve their lesson execution by allowing adequate time for discussion, addressing student questions, and ensuring a thorough exploration of topics. For master teachers, addressing these challenges is crucial to enhance teaching effectiveness and support better student engagement and learning outcomes.

Elaborating effectively on lessons presents numerous challenges that impact teaching quality and student learning outcomes. Educators often struggle to break down complex content into understandable parts, resulting in unclear explanations and hindering student comprehension. Additionally, lacking diverse pedagogical strategies tailored to different learning styles (Brown, 2019) limits engagement and depth of understanding.

Time constraints further exacerbate these challenges, as educators may feel pressured to cover the curriculum quickly at the expense of thorough elaboration (Smith, 2020). Novice teachers may lack confidence and experience in selecting appropriate teaching methods that promote deeper understanding (Robinson, 2021).

Moreover, maintaining student engagement throughout lessons requires dynamic and interactive approaches (Johnson et al., 2019), which can be challenging to integrate consistently. Overcoming these challenges necessitates ongoing professional development and mentorship to enhance educators' ability to elaborate on lessons effectively, ultimately improving educational experiences for all students.

The study supported by Francisco and Celon (2020) emphasizes the importance of effective instructional practices in enhancing student academic performance. It suggests that regular teacher assessments and training are crucial in meeting professional needs and improving the quality of instruction provided to students. This underscores the significance of ongoing professional development for educators to adapt and excel in their roles, ultimately benefiting student learning outcomes.

Poor Classroom Management and Learner's Behavior

The challenges encountered during class observation are classroom management and class discipline are another sub-theme that arose from the statement of Master Teachers:

"Behavior of learners which is unnecessary. Disruptive actions, off-task behaviors, and general inattentiveness divert attention from instruction and hinder the learning process."

These testimonials consistently highlight that disruptive behavior negatively impacts both teaching and learning. Studies have shown that effective classroom management is crucial for creating a conducive learning environment, and any unnecessary behavior from learners can significantly detract from instructional time, reduce student engagement, and lower academic achievement. Master teachers face challenges in addressing these behaviors during observations, as they must provide constructive feedback and strategies for improvement while managing the immediate classroom dynamics. As a result, without effective classroom management, maintaining discipline becomes a continuous struggle, leading to a decrease in overall educational quality and student performance.

As a result, a lack of implementation can demotivate master teachers, making them feel that their efforts are futile and undervalued. Consequently, they may be less inclined to invest time and energy into mentoring, which is crucial for fostering an environment of continuous improvement. The ripple effect is clear: Without the adoption of effective strategies, teachers' ability to manage classrooms diminishes, leading to more frequent disruptive behaviours and ultimately hindering students' academic performance. Therefore, ensuring that feedback from master teachers is implemented is vital for addressing the classroom management challenges highlighted in the research. It supports teachers' professional growth and enhances the learning environment, directly impacting student achievement.

The research findings support these observations by Saddadar et al. (2023) that classroom management involves overcoming major, environmental, and minor challenges. Effective strategies include good lesson plans and subject mastery. Similarly, Karasova and Nehyba's (2023) study emphasized that disruptive behaviour reduces academic engagement time and lowers students' academic performance, highlighting the need for effective classroom management. Mahvar et al. (2019) also focused on conflict management strategies for dealing with disruptive behaviors, emphasizing cooperative and problem-solving strategies over avoidance and punishment. Effective communication and varied teaching methods were recommended to manage classroom behavior.

Given this context, when teachers do not implement suggestions and comments from master teachers during observations, these challenges are exacerbated. Master teachers provide feedback to enhance classroom management and instructional strategies, aiming to address major and minor challenges identified by Saddadar et al. (2023). If these recommendations are not adopted, teachers may struggle with managing large class sizes, environmental issues, and other obstacles, leading to persistent classroom disruptions and reduced academic engagement time, as Karasova and Nehyba (2023) noted. Failing to implement effective conflict management strategies, as recommended by Mahvar et al. (2019), can have broad repercussions on both individual students and the overall educational environment.

Unprepared Materials and Incorrect Use of Pedagogical Approach

This is another sub-theme from the testimonies of the master. The teacher unprepared materials and did not properly use appropriate work for different pedagogies as the Master Teacher stated:

"Some teachers are unprepared with appropriate teaching and learning materials. Teachers who lack appropriate teaching materials may struggle to engage students effectively. They might resort to improvised or less effective teaching methods, leading to less structured lessons and lower learning outcomes. Materials being used by the teachers are often not suitable for the learners. When materials are unsuitable for learners' needs and abilities, students may find it difficult to comprehend and apply the concepts being taught. This can hinder their learning progress and motivation. Teachers have insufficient use of visual aids, which can limit students' ability to visualize abstract concepts and processes, hindering their understanding and retention. Some teachers frequently misuse pedagogical approaches, with incorrect methods being applied to classroom activities. Incorrect application of teaching methods can result in ineffective learning experiences. Students may not grasp concepts as intended or may develop misconceptions."

These challenges required support and intervention from educational leaders, such as master teachers, to ensure that teachers receive adequate training, access to appropriate resources, and guidance in applying effective pedagogical strategies. Improving these areas can positively impact teaching quality, student engagement, and overall learning outcomes in the classroom.

This result was supported by Gezahegn et al. (2019) and Logeswari et al. (2020), both emphasized the importance of ongoing pedagogical support for teachers to improve their teaching abilities and knowledge. This support helps teachers respond to instructional challenges effectively and improves student outcomes. Omogi (2019) found that instructional monitoring by head teachers improves teaching approaches and academic performance. Regular classroom observation and feedback were crucial for identifying strengths and weaknesses in teaching. Similarly, Zadock's (2023) study stressed the need for frequent and collaborative instructional supervision to enhance teaching skills.

Hence, the Clinical Supervision Theory of Butterworth (2022) emphasizes its role in providing structured professional support, reflection, and learning opportunities to foster individual development. In contrast, Nurcholiq (2018, as cited in Sari et al., 2023) posits that academic or teaching supervision encompasses a broader spectrum of educational oversight while integrating the fundamental principles of clinical supervision. Academic supervision extends beyond teaching effectiveness to encompass a wider educational context, whereas clinical supervision specifically targets enhancing teaching effectiveness and professional growth through structured support and feedback mechanisms.

Additionally, Alfian et al. (2019) highlight that supervision models based on clinical approaches, adhering to established principles, significantly enhance the managerial competencies of school principals. Conversely, Ghavifekr et al. (2019) explore the impact of clinical administration supervision on teacher effectiveness, revealing its positive effects on various aspects, such as developing and delivering lesson plans, improving questioning techniques, increasing student engagement, and enhancing classroom management skills.

Theme 3: Addressing Negative Feedback from the Teachers and Lack of Awareness of New Strategies

Teachers often react negatively to feedback during conferences, feeling defensive, criticized, or demotivated, particularly if the feedback is perceived as overly critical or judgmental. This can hinder constructive dialogue, strain relationships, and erode trust between administrators and teachers. When feedback contradicts their beliefs or established practices, teachers may resist or dismiss it, especially if they lack awareness of new instructional strategies or pedagogical approaches.

Research from Jamshidian et al. (2019) highlighted the importance of transparency in evaluation and feedback systems. Teachers often lack understanding of evaluations' purpose, procedures, and criteria, leading to mistrust. Ensuring teachers understand performance standards and involve them in discussions can improve their reception of feedback.

To address these issues, it is crucial to ensure that teachers clearly understand the performance standards against which they are being evaluated. This involves transparently communicating the purpose, procedures, and evaluation criteria. As a result, involving teachers in discussions about evaluation processes can foster a sense of ownership and collaboration, enhancing their acceptance of feedback. Additionally, enhancing transparency and involving teachers in the evaluation process are key strategies highlighted by Jamshidian et al. to improve the reception and effectiveness of feedback in educational contexts.

Teacher's Denial of Some Observations

This sub-theme was drawn from a master teacher's interview about the challenges encountered after classroom observation. Master Teacher divulged:

"To me, usually, the master teacher is hesitant to directly tell the result of her teacher's observation because we are avoiding hurting the teachers' feelings. We all know that giving honest feedback helps a teacher grow in teaching. However, not all teachers know how to receive criticism, especially if the comments are unfavorable. This hesitation is due to the fear of damaging professional relationships and friendships. We see teachers' denial of some observations. They were not admitted by the teachers".

This statement highlights the complex interplay between the need for honest feedback and the emotional and relational challenges of delivering it. The key issues include the importance of constructive criticism and some teachers' difficulty in these dynamics of professional relationships and teacher development. Teachers deny the observations made by master teachers and miss valuable opportunities for self-improvement. Constructive feedback is essential for identifying areas needing development and implementing strategies to enhance teaching effectiveness. As a result, teachers' refusal to accept feedback can lead to continued use of ineffective teaching practices. This, in turn, impacts students' learning experiences and outcomes as the necessary improvements in instructional methods are not made. Additionally, denial of feedback can erode a school's culture of continuous improvement. It sets a precedent that constructive criticism is not valued or acted upon, which can discourage a growth mindset among staff. Teachers who deny observations may be experiencing defensiveness or fear of

failure. This can lead to increased stress and anxiety, potentially affecting their overall well-being and job satisfaction.

This result poses significant challenges to professional development and instructional improvement. When educators reject feedback from observations, they miss critical opportunities for growth and reflection on their teaching. This resistance can stem from various factors, including fear of criticism, lack of trust in evaluators, or perceived threats to their professional autonomy (Johnson & Brown, 2019). Consequently, this denial can create a barrier to adopting new strategies to enhance student learning outcomes and classroom management (Anderson, 2020). Additionally, it may foster a culture of stagnation and defensiveness rather than continuous improvement and collaboration (Robinson, 2021). This result requires building a supportive and trust-based evaluation process that emphasizes constructive feedback and professional growth.

Unaware of New Strategies

This sub-theme was often seen among long-serving teachers who could not accept new teaching methods, preferring their strategies. Master Teacher has highlighted this issue:

"Because the master teacher is unaware of the strategies sought during observations."

This situation presents several challenges. When a master teacher is not fully aware of the specific strategies emphasized in current observations, it creates a gap in guidance and support for the teachers. Master Teacher is crucial in helping teachers develop and refine their teaching practices. If they are not informed about the latest strategies and expectations, they cannot provide effective feedback or model the desired behaviors. For master teachers, this disconnect can lead to frustration and confusion. They may feel unsupported and uncertain about how to meet the new expectations. This lack of clear guidance can hinder their professional growth and diminish their confidence in implementing innovative teaching methods. As a result, this situation can negatively impact academic performance. Teachers who do not receive proper mentoring and support are less likely to adopt effective instructional strategies, which directly affects student learning outcomes. Students may not engage as deeply with the material, and their academic progress could suffer. Therefore, ensuring that master teachers are well-informed and aligned with current observation criteria is essential. It enables them to provide meaningful support to teachers, fostering an environment where continuous improvement is possible and positively impacting student achievement.

In their study, Heyi et al. (2020) revealed that effective instructional supervision faces challenges due to insufficiently trained supervisors and limited resources as well as Kurka and Berhanu (2019), teachers have a negative attitude toward school-based instructional supervision due to perceived incompetence of supervisors and inadequate supervision methods. According to the authors, effective instructional supervision requires collaboration, mentoring, and professional development. This research is supported by Coimbra et al. (2020). Pedagogical supervision promotes collaboration, peer observation, and professional development, leading to improved teaching practices. Democratic management practices and collaborative work are essential for continuous teacher education.

Lack of Motivation

This is another sub-theme arises from the statement of the Master Teacher:

"Our motivation for the teachers may be lacking because we did not see her implement the suggestions and comments during our initial observation."

This situation poses a significant challenge for master teachers and can have a detrimental impact on academic performance. When master teachers provide feedback and suggestions, they expect to see these recommendations implemented in subsequent observations. If this does not happen, several issues arise. Master teachers invest time and effort into providing constructive feedback to improve teaching practices. When their suggestions are not followed, it can lead to frustration and a sense that their expertise is not valued. This lack of implementation suggests either a disconnect in communication or a resistance to change on the part of the observed teacher. The absence of observable changes in teaching practices can demotivate master teachers. Their role involves fostering

a culture of continuous improvement. Seeing no progress despite their guidance can diminish their enthusiasm and commitment to mentoring. This demotivation can reduce the quality of support they provide to other teachers, creating a ripple effect across the educational environment. When suggestions for improvement are ignored, suboptimal teaching methods may persist. This stagnation can lead to less effective instruction, directly affecting student outcomes. As a result, students may not receive the full benefits of best practices in education, leading to lower engagement, understanding, and academic achievement. Therefore, the failure to implement feedback from master teachers challenges the mentors and has far-reaching implications for academic performance. Educational institutions must ensure that feedback mechanisms are effective and teachers are encouraged and supported in applying constructive suggestions. This approach promotes a culture of continuous improvement, benefiting both teachers and students.

This result presents significant challenges that adversely affect teaching quality and student outcomes. When teachers are demotivated, their enthusiasm and effectiveness in the classroom diminish, leading to less engaging and dynamic lessons (Smith, 2019). This lack of motivation can stem from various factors, including inadequate compensation, insufficient professional development opportunities, and a lack of recognition or support from the administration (Johnson & Brown, 2020). Demotivated teachers are also more likely to experience burnout, which can result in higher absenteeism and turnover rates, further disrupting the learning environment. Additionally, low motivation can hinder collaboration and innovation within teaching teams, stifling the potential for shared growth and improved instructional practices (Robinson, 2021). Therefore, these challenges require a multifaceted approach that includes improving working conditions, offering ongoing professional development, and fostering a supportive and appreciative school culture.

4.0 Conclusion

The following reflections have been reached based on the findings of the study that have already been mentioned:

- a) The challenges identified – time conflict, delays in lesson exemplar submissions, lack of pre-conference interactions, and unpolished lesson plans – highlight the need for better time management, structured support, and adherence to feedback in lesson planning. These issues underline the importance of pre-conference sessions for quality assurance and the role of supervisors in providing tailored support to teachers. This work advances the field by emphasizing the critical impact of effective time allocation and collaboration on lesson plan quality. It suggests that personalized supervisory support can enhance teaching practices and outcomes. Future studies should explore strategies for improving time management, structured professional development, and the effectiveness of supervisory models in supporting teacher growth and lesson planning.
- b) Master teachers observed significant challenges such as poor classroom management, inadequate pedagogical approaches, and inadequate preparation. Unprepared teaching aids and disorganized group activities led to student confusion and negative behavior. The teacher's lack of effective behavioral strategies and class discipline further exacerbated these issues. Addressing these challenges is crucial for improving classroom engagement and management. Future efforts should enhance teacher preparation and training in classroom management techniques. Future studies could explore effective classroom management strategies to address behavioral issues and enhance student engagement. Research could also compare pedagogical approaches and evaluate comprehensive professional development programs to improve teacher preparation and instructional quality.
- c) During post-conferences, master teachers faced challenges such as addressing negative feedback and a lack of awareness of new strategies among teachers. Many teachers resisted negative feedback, leading some master teachers to avoid giving it to prevent hurt feelings. Despite this, some master teachers persisted in offering feedback, although they recognized a need for better strategies to motivate and encourage teachers to accept and implement suggestions. Addressing these challenges is essential for fostering professional growth and improving teaching practices. Future studies should explore effective methods for delivering constructive feedback, enhancing teacher awareness of new strategies, and motivating teachers to act on feedback. Additionally, research could focus on training programs for master teachers to handle post-conference challenges and the impact of these interventions on teacher performance and student outcomes.
- d) Because of this study, a suggested initiative involves establishing a program designed to enhance performance by providing guidance, resources, and feedback to individuals or teams, fostering growth,

and achieving exceptional results in the testing process. It's a structured approach to elevating performance and outcomes.

- e) This study provides a significant foundation for further studies. These findings and insights serve as a springboard or reference point for subsequent research efforts. This study adds to the existing body of knowledge and equips future researchers with the tools, insights, and inspiration necessary to conduct their own investigations, thereby advancing the field.

5.0 Contributions of Authors

This is a single-author paper; the author's specific contributions can be stated as follows:

The author conceived the study's idea, designed the research program, conducted the analysis, and was responsible for writing and revising the manuscript. This included developing the SUPPORT program framework, reviewing relevant literature, collecting and analyzing data, and drafting, editing, and finalizing the manuscript for publication.

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7.0 Conflict of Interests

The authors declare no conflicts of interest about the publication of this paper.

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