



LIVED EXPERIENCES OF SCHOOL HEADS IN INSTRUCTIONAL SUPERVISION OF VALUES EDUCATION: A PHENOMENOLOGICAL STUDY

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ABSTRACT

The primary objective of this phenomenological study explore how instructional supervision can be enhanced and to understand how school leaders dynamically develop through their daily supervisory practices in the context of Values Education. This study utilized a qualitative phenomenological research design to deeply analyze the authentic lived experiences, challenges, and management strategies of school heads. The participants consisted of school heads from the Davao City Division who actively engage in supervising and mentoring teachers in Values Education. The findings revealed four major insights aligned with the research goals: school heads experience supervision as a supportive, guidance-oriented process but face operational challenges like heavy administrative workloads, limited observation time, and a severe lack of specialized instructional materials; to manage these constraints, leaders implement collaborative strategies, open communication, and flexible scheduling; navigating these supervisory duties deeply transforms their professional identity, significantly increasing administrative patience and shifting behaviors from rigid compliance checking to trust-based mentoring; and effective supervision must be continuous, flexible, and responsive to real classroom realities to reduce teacher anxiety and maximize student character growth. Based on these findings, it is recommended that school heads shift away from traditional, top-down monitoring toward supportive coaching models, and that teachers participate openly in feedback sessions without fear. Furthermore, curriculum designers must create localized materials matching the context of the Davao City Division, while human resource development personnel should institutionalize training programs on social-emotional leadership. Finally, future researchers should expand this study across the Davao Region to statistically measure coaching impacts.

KEYWORDS: *Instructional Supervision, Values Education, School Heads, Phenomenological Study, Davao City Division*

I. INTRODUCTION

This study was situated in schools where Values Education is implemented as part of the curriculum in the basic education program, focusing on the lived experiences of school heads as they engage in instructional supervision. It specifically explored how school heads experience, interpret, and carry out instructional supervisory practices in supporting the teaching of Values Education.

Although instructional supervision is intended to enhance teaching effectiveness, a persistent problem exists in the context of Values Education. The instructional supervisory practices of school heads are often not sufficiently contextualized, consistent, or values-oriented to fully support the teaching of values as lived, internalized, and practiced concepts rather than merely as cognitive content. This situation raises concerns about how school heads navigate their supervisory roles in relation to the unique demands of Values Education.

Internationally, instructional supervision and teaching effectiveness have surfaced both opportunities and challenges for supervisors. In Nigeria, for example, Ayeni and Akomolafe (2022) found a significant positive relationship between school-based instructional supervision in culture and values classes and teachers' instructional tasks in public secondary schools in Ondo State. Similarly, Setyati and Niron (2025) in Indonesia reported that school heads' supervision significantly influenced teacher performance in the Islamic values subject (Setyati & Niron, 2025). This concept points to a growing international interest in how supervision relates to teaching effectiveness, but they also hint at contextual variances, particularly in how values-oriented teaching is supported.

In Sweden and Turkey, the management of Values Education presents challenges for school heads as they oversee instructional practices that are often grounded in a traditional approach centered on the transmission of accepted moral norms. School heads are tasked with guiding teachers in shaping students to become respectful, disciplined, and kind individuals; however, a key difficulty arises in ensuring that this process goes beyond mere transmission of values. In many cases, instructional supervision tends to reinforce a model where teachers act as moral exemplars whose behavior is expected to shape learners through imitation rather than through critical discussion and reflective engagement (Thornberg & Oğuz, 2013).

Turning to the Philippine context, several issues draw attention to supervisory practices in diverse regions. In Camarines Norte, Dacer et al. (2025) found a significant correlation between the extent of instructional supervision and teacher job satisfaction in public high schools. In Region XI, Sanchez and Lugo (2025) explored how instructional supervision assists teachers' teaching proficiency in public elementary schools. Collectively, these show that supervision is being practiced and studied in the Philippines, though there is limited emphasis on values education specifically.



In the Davao Region, particularly in clusters Cluster 9 in Davao City, the lived experiences of school heads in instructional supervision of values education remain under-explored. For instance, Sanchez and Lugo (2025) examined instructional supervision and ICT integration among elementary teachers in Region XI, but did not foreground values education. Similarly, other studies have focused on supervision and teacher efficacy or job satisfaction rather than specifically on how supervision engages with teaching values. Thus, there is a gap concerning how school heads and teachers in Davao City experience instructional supervision in the context of Values Education and how that supervision influences teaching..

Given these international and local explorations, a clear research gap emerges while instructional supervision has been linked to teacher performance, efficacy, and satisfaction; fewer studies illuminate how the practice of supervision of school heads, and how those lived experiences influence teaching effectiveness in that specific domain, in the context of Davao City Division. It is urgently necessary to examine these lived experiences because values education is foundational to holistic learner development and schooling. This study offers an understanding of supervisory practices in values education and provides actionable insights for enhancing teacher support, supervisory and training.

Statement of the Problem

1. How do school heads describe their experiences and challenges in conducting instructional supervision in Values Education?
2. How do school heads manage the challenges they encountered in instructional supervision in the context of Values Education?
3. How do these lived experiences shape their professional growth and mentoring behaviors in Values Education?
4. What insights can be drawn from their experiences to improve instructional supervision practices and enhance the teaching of Values Education?

Objectives of the Study

This study sought to understand the lived experiences of school heads regarding instructional supervision in Values Education. Specifically, this study is guided by the following objectives:

1. Explore the lived experiences of school heads in managing the instructional supervision of Values Education in their schools.
2. Describe how school heads implement, monitor, and support teachers in the delivery of Values Education instruction.
3. Identify the challenges and difficulties encountered by school heads in supervising the teaching of Values Education, particularly in relation to its moral, ethical, and affective dimensions.
4. Examine how school heads interpret and make meaning of their supervisory experiences in relation to improving teaching effectiveness in Values Education.
5. Generate insights that may inform the enhancement of instructional supervision practices in Values Education within the context of schools in Davao City.

Significance of the Study

This study is significant as it provides valuable insights into the lived experiences of school heads as they perform their role as instructional supervisors within the context of Values Education. By uncovering their authentic experiences, challenges, and strategies, the research contributes to a deeper understanding of how instructional supervision influences the teaching effectiveness of teachers handling the Values Education subject. Moreover, the findings may assist teachers in recognizing the importance of supervision as a supportive, cordial, and developmental process that enhances pedagogical competence and strengthens their commitment to values education instruction. In the same way, school heads may benefit from the results as these can serve as a reflective tool for improving their supervisory practices, leadership approaches in teaching and learning, and mentoring strategies toward fostering a more effective and learner-centered school environment. Likewise, the study may provide curriculum designers and human resource development personnel with empirical bases for formulating programs, workshops, and policies that promote effective supervision, professional growth, and the integration of core values into instructional frameworks.

Finally, the study may serve as a meaningful reference for future researchers who wish to explore further the dimensions of instructional supervision, leadership, and Values Education, thereby enriching the growing body of knowledge on instructional supervision.

Scope and Limitations of the Study

This study focused on exploring the lived experiences of school heads in managing instructional supervision in Values Education within selected public secondary schools in Cluster 9, Division of Davao City. Specifically, it examined how school heads implement, monitor, and provide technical assistance to teachers in the delivery of Values Education instruction, the challenges they encounter in supervising the subject, and the ways these experiences influence their professional growth and mentoring practices. The study also sought to generate insights that may help improve instructional supervision practices of school heads in Values Education.



The participants of the study were limited to school heads, such as principals and head teachers, who are directly involved in instructional supervision in their respective schools. The study concentrated only on the teaching of Values Education for Grades 7–12 of the K to 12 curriculum. Furthermore, the study employed a qualitative phenomenological approach to capture and interpret the participants' lived experiences through their narratives and reflections.

The findings of this study were limited to the experiences and perspectives shared by the participants within the identified locale and may not be generalized to all school heads of other clusters or schools in other divisions or regions. I considered only the responses of the respondents in IDI and FGD separately. In addition, the study focused solely on instructional supervision in the context of Values Education and did not include other learning areas or variables such as students' academic performance or teachers' quantitative evaluation results in their Individual Performance Commitment and Review (IPCR).

Theoretical Framework

This study is anchored on the premise that instructional supervision in Values Education is both a pedagogical and moral endeavor, where school heads act as facilitators of teacher development and stewards of moral and ethical instruction. The framework integrates Instructional Leadership Theory (Hallinger & Murphy, 1985), Culturally Responsive Teaching Theory (Gay, 2018), and Reflective Practice Theory (Schön, 1983) to explain how school heads' lived experiences influence their supervisory approaches, professional growth, and mentoring behaviors.

The Instructional Leadership Theory of Hallinger and Murphy (1985) posits that school heads play a central role in shaping teaching and learning through curriculum implementation, classroom observation, and teacher support. In the context of Values Education, instructional supervision extends beyond managerial oversight to mentoring teachers in facilitating moral reasoning, ethical dialogue, and character formation. Through classroom observation, feedback, and modeling best practices, school heads influence both teacher performance and student outcomes.

Another theory supporting the study is the Culturally Responsive Teaching Theory of Gay (2018), which emphasizes that instruction and supervision must be grounded in learners' cultural and community contexts. In supervising Values Education, school heads integrate local narratives, community-relevant examples, and culturally grounded ethical practices. This theory supports the idea that effective supervision requires responsiveness to teacher readiness, classroom culture, and socio-cultural dynamics.

This study is also anchored to the Reflective Practice Theory of Schön (1983), which highlights the moral and professional dimensions of supervision. Through systematic reflection on classroom observations, mentoring, and feedback provision, school heads develop their instructional leadership skills, ethical reasoning, and problem-solving capacities. Reflective practice enables school heads to adapt strategies to overcome challenges such as time constraints, limited resources, and variable teacher readiness.

II. METHODOLOGY

Research Design

This study employed a qualitative phenomenological design to gain a deeper understanding of the lived experiences of school heads in conducting instructional supervision in Values Education. Phenomenology is appropriate for this study because it allowed me to focus on the essence of their supervisory experiences and to describe how they perceive, navigate, and make sense of their roles in guiding and supporting teachers in terms of instruction.

Through this design, I collected rich, narrative accounts that revealed the challenges, strategies, and insights of school heads as they carry out instructional supervision in Values Education. I conducted in-depth, semi-structured interviews to gather data that illuminated both the opportunities and complexities of managing and supporting teaching–learning processes in their respective schools.

Participants

The participants of this study were the ten (10) public secondary school principals in Cluster 9, Division of Davao City, Region XI, during the Academic Year 2025–2026. The number of participants was consistent with the accepted range for phenomenological research, which is 5–25 participants, according to Creswell (2014). Specifically, seven (7) school heads participated in the in-depth interview (IDI), while three (3) school heads participated in the focus group discussion (FGD). In this study, School Heads A, B, C, and D, who are all females, have 5 years of experience in instructional supervision, and they are handling 2 Values Education teachers in their schools, while School Heads E, F, G, and H are all males and have 3 years of experience in supervision and handle at least 5 Values Education teachers. In addition, School Heads I and J have more than 10 years of experience in supervision.

Research Instrument

In this phenomenological study, I utilized a validated interview guide as the primary research instrument to gather rich and descriptive accounts of the lived experiences of school heads. Specifically, I employed a semi-structured in-depth interview (IDI) guide designed to elicit detailed narratives regarding the participants' experiences, challenges, and meaning-making processes related to instructional supervision within their respective contexts.



The interview guide consisted of broad and open-ended questions that enabled participants to freely express their thoughts, perceptions, and experiences. The questions were organized according to key themes aligned with the objectives of the study; however, the wording and sequence remained flexible to accommodate the natural flow of the interview process. This flexibility allowed me to ask follow-up, probing, and clarifying questions whenever necessary to obtain deeper insights into the participants' lived experiences.

Data Gathering Procedure

This research followed a series of procedures that served as my guide in completing the study. I sought an endorsement from the Dean of the Graduate School to conduct the study. Upon approval, I was endorsed by the Schools Division Superintendent of the Division of Davao City to conduct the study among public secondary school heads in Cluster 9 during the School Year 2025–2026. After the approval of the request, I personally coordinated with the school heads regarding the conduct of the study.

Upon the approval of the interview protocol, I selected the participants through *total enumeration sampling*, a technique in which all qualified members of the identified population were included in the study. The participants were selected based on the established inclusion criteria, specifically, school heads who had at least three (3) years of administrative experience and had attended training related to the Revised K to 10 Curriculum for school heads.

Data Analysis

Thematic Content Analysis was used in this study. This qualitative analytical approach was utilized to examine narrative data by identifying recurring ideas, concepts, and meanings expressed by the participants. It involved a careful reading and re-reading of the data to uncover significant patterns that represented how the participants understood and experienced the phenomenon under investigation. This method was appropriate for phenomenological research because it enabled the researcher to capture and describe the essence of the participants' lived experiences.

III. RESULTS AND DISCUSSION

Lived Experiences of School Heads in Managing the Instructional Supervision of Values Education

Figure 1 presents the themes of the lived experiences of school heads in managing the instructional supervision in Values Education. The first theme that surfaced is *instructional supervision as guidance, mentorship, & support*. This theme has three core ideas: school heads guide and mentor teachers; feedback and technical assistance improve teaching practices, and active listening strengthens supervision. Instructional supervision in

Values Education is primarily experienced by school heads as a guidance-oriented, mentoring, and supportive process, rather than a purely evaluative task. The core ideas emphasize that supervision strengthens teacher development through mentoring, enhances instructional practices through feedback and technical assistance, and strengthens supervision through active listening and collaborative reflection. This was strongly reflected in the narratives of the participants who described instructional supervision as an experience that requires patience, constructive feedback, and active listening, stating:

"I assist teachers with patience, constructive criticism, and active listening... it is important to develop trust with educators." (IDI-SH1).

The task is okay. It's light and easy. The task is fulfilling because it allows observation of teachers' strengths and weaknesses while providing "technical assistance and advice" when needed (IDI-SH2).

"Kindness and clear advice motivated the teachers to do and accomplish the task." (IDI-SH4).

This highlights supervision as a relational process anchored on trust-building. Meanwhile, a participant emphasized that supervision goes beyond monitoring, focusing instead on guiding teachers to become effective facilitators of values formation by identifying strengths and providing direction for improvement.

These findings align with Lopez (2025) and Ramirez and Okabe (2025), who conceptualized instructional supervision as a collaborative and developmental process involving mentoring, observation, and feedback rather than inspection alone. Likewise, Kim and Abdullah (2018) emphasized that supervision follows a structured cycle of pre-observation, observation, reflection, and feedback. The data suggest that in Values Education, supervision becomes more meaningful when school heads function as mentors who facilitate teacher reflection and continuous improvement rather than merely evaluators of performance.

The second theme is *challenges in time, resources, and workload*. This theme has 3 core ideas: limited time affects classroom observations, lack of resources hinders values education implementation, and administrative workload creates scheduling difficulties.

The second emerging theme highlights the challenges encountered by school heads in terms of time constraints, limited resources, and heavy administrative workload in conducting instructional supervision in Values Education. The participants emphasized that the demands of administrative responsibilities often reduced the time available for classroom observations, mentoring, and follow-up supervision. In addition, the lack of instructional materials and the increasing number of teachers to supervise created further difficulties in effectively implementing instructional supervision. These findings suggest that supervisory responsibilities in Values Education are often constrained by systemic and organizational limitations within the school setting.



One of the core ideas identified in this theme was the difficulty in managing time for classroom observations due to workload demands. School heads expressed that scheduling observations became challenging because they had to accommodate the availability of teachers while balancing numerous administrative tasks.

"Scheduling the observation is challenging because there are a lot of teachers in the school." (IDI-SH2)

"Limited time mentoring and coaching due to administrative tasks. There are times that the focus is on my concerns with the school governance." (FGD-SH8)

It can be said that time constraints became one of the major barriers in instructional supervision. This indicates that school heads experienced tension between their instructional leadership role and managerial responsibilities. This finding supports the study of Santos and Villareal (2025), who emphasized that heavy administrative workload and time constraints often limit the frequency and quality of instructional supervision conducted by school leaders.

Another core idea focused on the lack of instructional resources in Values Education. Participants described how limited teaching materials affected both teachers' instructional delivery and the supervisory process. A participant narrated that (FGD-SH9):

"Another experience I had in terms of instructional supervision in the Values Education subject is that there is a lack of instructional materials for Values Education." (FGD-SH9)

indicating that teachers and school heads struggled to support meaningful and engaging instruction because of insufficient resources, such as instructional materials for Values Education. This finding aligns with Diaz (2025), who argued that inadequate instructional materials and limited institutional support hinder the effective implementation of instructional supervision and teacher assistance programs.

The third core idea centered on how school heads listen to teachers. Despite the difficulties encountered, participants shared that they continued providing guidance, technical assistance, and encouragement to teachers. The participants explained:

"I address these challenges by providing helpful guidance, communicating frequently, and encouraging educators to share ideas." (IDI-SH1)

"Through communication with my teachers, I was able to listen to their needs. After expressing the sides, we were able to come up with training and collaboration." (IDI-SH7)

These experiences reflect the importance of collaborative and supportive supervision in overcoming workplace constraints. This finding supports Lopez (2025) and Ramirez and Okabe (2025), who described instructional supervision as a collaborative and developmental process that involves mentoring, feedback, and professional support to improve instructional practices.

The third emerging theme reveals the *difficulty in teaching and assessing Values Education*. This theme also has 3 core ideas: values are difficult to measure, teachers struggle to connect lessons to real-life situations, and memorization and lecture lessen engagement.

The participants explained that Values Education differs from other academic subjects because values are internal, behavioral, and difficult to measure objectively. They also observed that some teachers relied heavily on memorization and lecture-based approaches, which reduced students' engagement and limited the internalization of values in real-life situations. These experiences demonstrate the complexity of supervising a subject that focuses on moral formation, character development, and behavioral change.

One core idea identified in this theme was the difficulty of measuring values learning outcomes. School heads emphasized that assessing values is more complicated compared to evaluating academic performance because values are reflected through behavior and attitudes rather than written outputs alone. As expressed by the participants,

"Values are difficult to measure because they are behavioral. I let them follow the policies on assessment" (IDI-SH7)

"The teachers said that grading in Values Education or GMRC is difficult. I told them that they can be objective by strictly following the DepEd Order on the assessment of learning. This will serve as their guide to ensure proper and fair grading." (IDI-SH5)

It was difficult to determine whether students truly internalized the lesson because teachers sometimes focused only on completing lessons quickly. These findings imply that school heads struggled to develop appropriate ways of evaluating learners' values formation. This supports the argument of Lickona (1991), who emphasized that effective supervision in Values Education requires formative and reflective approaches that assess moral reasoning, character practice, and ethical understanding rather than relying solely on traditional testing methods. Another core idea centered on teachers' difficulty in connecting values lessons to real-life situations. Participants noted that some teachers found it challenging to make Values Education lessons meaningful, practical, and relatable to students' everyday experiences. SH4 shared that:

"One of the challenges is helping teachers explain values in a way that students can understand and apply in real life." (IDI-SH4)



This finding suggests that school heads perceived the need for instructional strategies that encourage reflection, contextualization, and authentic application of values. The finding is consistent with Harper (2025), who stressed that Values Education becomes more effective when learners are actively engaged in reflective discussions and real-life moral situations rather than passive learning activities.

The third core idea referred to the overreliance on memorization and lecture methods in Values Education instruction. Participants observed that some teachers tended to focus on definitions and lecture-based discussions, resulting in less meaningful learning experiences for students. Participants stated that:

"Teachers sometimes focus on memorization instead of internalization." (IDI-SH5)

"Some teachers rely on lectures, making students less engaged." (FGD-SH8)

These narratives indicate that traditional teaching approaches may limit students' active participation and deeper understanding of values concepts. This finding supports Lovat et al. (2010), who explained that Values Education is often treated as a lower-priority subject, leading some teachers to adopt routine and less interactive teaching strategies instead of reflective and learner-centered approaches.

The fourth emerging theme is addressing sensitive topics and diverse student backgrounds. This theme has three core ideas: teachers feel challenged in handling sensitive issues, student backgrounds affect participation and learning, and social influences affect students' values formation. This theme highlights the experiences encountered by school heads and teachers in addressing sensitive issues and managing diverse student backgrounds in Values Education. The participants explained that Values Education often involves discussions related to personal beliefs, moral dilemmas, family situations, and social influences, which may create discomfort and difficulty among teachers and learners. Furthermore, differences in students' backgrounds and experiences affected classroom participation, engagement, and values formation.

One core idea identified in this theme was the difficulty teachers experienced in discussing sensitive and controversial topics. Participants shared that teachers sometimes felt anxious when facilitating discussions involving moral issues, personal beliefs, and socially sensitive concerns. As stated by IDI-SH3,

"Teachers feel anxious about how to address controversial and sensitive issues." (IDI-SH3)

Teachers found it difficult "to discuss sensitive topics carefully." (IDI-SH3)

These findings indicate that supervising Values Education requires school heads to guide teachers not only in instructional delivery but also in managing emotionally and socially delicate classroom situations. This finding supports the study of Thornberg and Oguz (2013), who emphasized that Values Education supervision involves balancing character formation with reflective and dialogical teaching approaches, particularly when handling sensitive moral discussions.

Another core idea focused on the influence of students' backgrounds and experiences on learning participation. Participants observed that family situations, personal experiences, and emotional conditions affected students' willingness to participate in Values Education activities. FGD-SH 9 explained that:

"Some students are less active due to family background and experiences." (FGD-SH9)

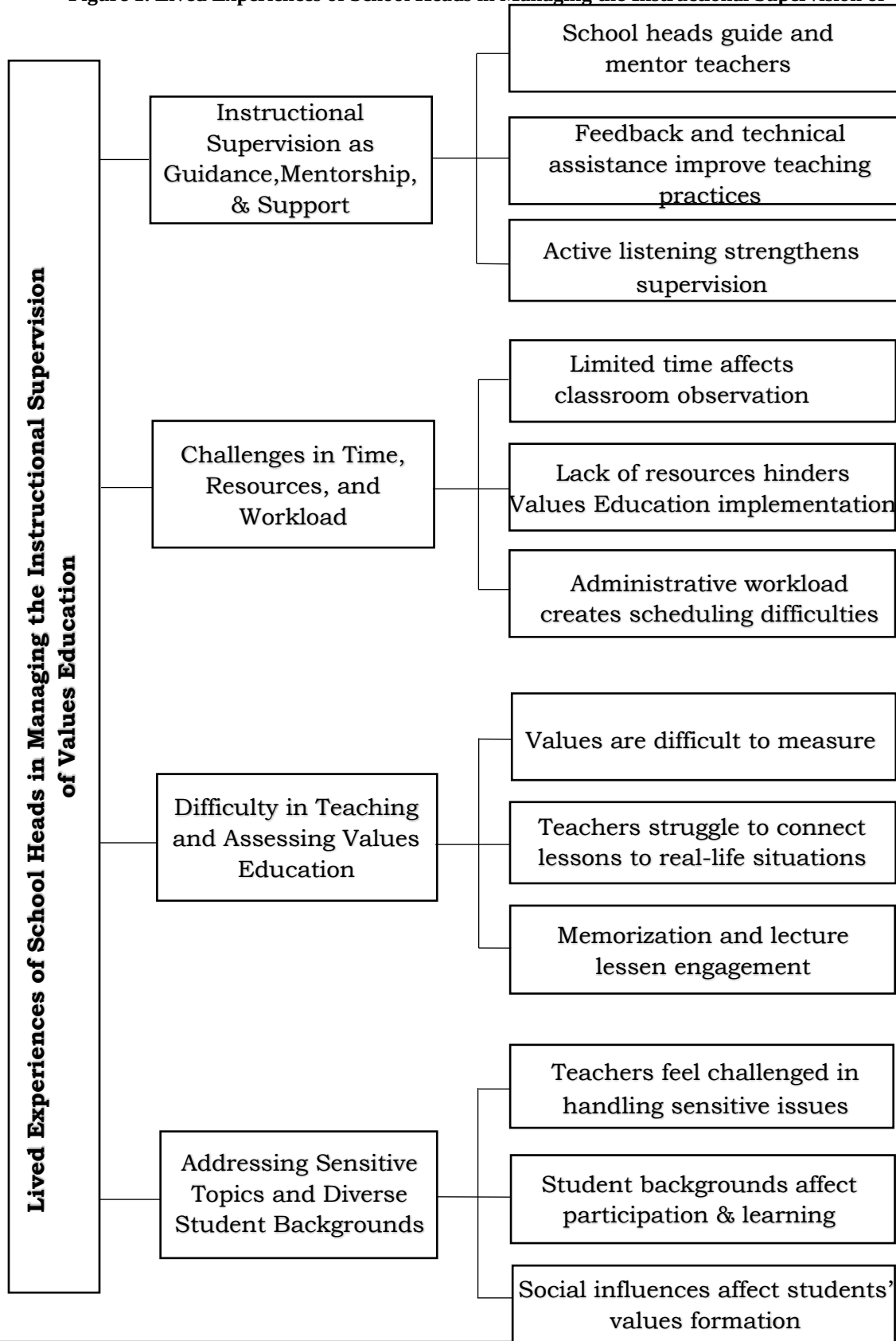
This finding suggests that school heads recognized the importance of understanding learners' contexts in delivering effective Values Education instruction. This supports Wong and Herrera (2025), who argued that culturally responsive supervision is necessary in values-oriented classrooms because students' social and cultural experiences significantly shape their understanding of values and moral issues.

The third core idea referred to the strong influence of social media and external environments on students' values formation. Participants expressed concern regarding the increasing exposure of learners to online content and social influences that may affect their attitudes, behaviors, and beliefs. FGD-SH 10 stated that "Students are highly exposed to social media influences." This finding implies that school heads viewed Values Education as increasingly challenging in a modern environment where students encounter conflicting messages from digital platforms and society. This supports Harper (2025), who explained that contemporary Values Education must address the realities of media influence and social change by promoting reflective thinking, ethical awareness, and critical discussion among learners.

The findings reveal that school heads experienced challenges in supervising Values Education because of sensitive classroom discussions, diverse learner backgrounds, and strong social influences affecting students' values formation. Despite these difficulties, the participants recognized the importance of supportive, reflective, and context-sensitive supervisory practices in helping teachers effectively manage Values Education instruction.



Figure 1. Lived Experiences of School Heads in Managing the Instructional Supervision of Values Education



**Management of Challenges in Instructional Supervision in Values Education**

Figure 2 outlines four key themes regarding the management of challenges in instructional supervision within Values Education, drawing on rich insights and narratives from school heads of Cluster 9, Schools Division of Davao City.

First, the theme of *collaboration, communication, and professional learning activities* highlights the three core ideas: school heads use coaching and mentoring to guide teachers, supportive feedback improves instructional practice, and reflective and empathetic conversations build teacher confidence.

The proactive role of school heads in guiding teachers through direct support and fostering open dialogue greatly affects their level of motivation. According to the participants,

"I use supportive feedback. That's why, I look at the capabilities of the Values Education teachers. Many of them are not majors in this subject, so they need Technical Assistance." (IDI-SH6)

"My strategy is mentoring, collaboration and sharing of strategies during meetings and conferences." (FGD-SH8)

"I use supportive feedback, coaching, and regular discussion with teachers." (IDI-SH1)

This approach aligns with the contemporary understanding that instructional supervision has evolved from a compliance-oriented activity to a more collaborative and development-focused practice aimed at enhancing both teachers' instructional performance and students' learning (Lopez, 2020; Manuel & Foster, 2021). School heads employ coaching and mentoring, providing supportive feedback to enhance instructional practice. This emphasis on communication also helps build teacher confidence through reflective and empathetic conversations. Such practices directly address the need for reflective and relational supervision approaches when dealing with subjects like Values Education (Mendoza, 2023; Usman & Reyes, 2022).

The second theme, *collaboration and shared practices for instructional improvement*, focuses on collective efforts among educators to enhance teaching effectiveness, serving as a strategic response to resource and time constraints. This theme has 3 core ideas: teachers are encouraged to share strategies and practices; LAC sessions and meetings promote collaboration; and teamwork strengthens instructional supervision.

This involves actively encouraging teachers to share effective strategies and practices, with formal mechanisms such as Learning Action Cell (LAC) sessions and meetings fostering teamwork and strengthening overall instructional supervision. Participant confirmed this through their statements:

"We conduct LAC sessions so teachers can learn strategies in teaching Values Education." (IDI-SH 5).

"For me, I also link myself to other school heads. I observe how they provide technical assistance to their teachers. Yes, for Values Education, it's really difficult because many of our teachers, in the first place, are not majors in VE." (IDI-SH7)

"Teamwork and continuous communication between teachers and administrators are important. This strengthens collaboration for achievement. It would be good if this could be strengthened among us school heads." (FGD-SH10)

These approaches are consistent with the literature, noting that school heads actively engage teachers in professional learning communities, collaborative expertise conferences, and lesson study groups, which allows supervision and mentoring to continue even when direct observation is limited" (Kim & Santos, 2021). The importance of collective effort and mutual support in improving pedagogy is further underscored by the viewpoint and experiences of the school heads doing actual instructional supervision in Values Education.

The third theme: *classroom observation, monitoring, and flexible supervision approaches* are central to this management, emphasizing direct engagement with teaching practice and adaptable methods. The theme has three core ideas, and these are: classroom observation is central to supervision; feedback conferences and monitoring guide improvement; and supervisory approaches are adjusted (e.g., one-on-one coaching) based on needs. The participants shared:

"Teamwork and continuous communication between teachers and administrators are important; we should strengthen this among school heads." (FGD-SH10)

"I manage scheduling with a calendar for observations and technical assistance—extend patience." (IDI-SH2)

"I keep open communication through classroom observations and post-conferences." (IDI-SH3)

"Instead of formal observation, we did one-on-one coaching with practical suggestions." (IDI-SH8)

From their narratives, it can be said that direct classroom observation forms a core component, followed by feedback conferences and monitoring that drive improvement, reflecting the evolution of supervision that emphasizes classroom observation, mentoring, feedback provision, and facilitation of professional development (Ramirez & Yu, 2023). A school head highlighted the practical aspect by saying,

"I address scheduling by putting a calendar for observations and technical assistance" (IDI-SH 2),



directly combating the challenge of time constraints that often limit the number of classroom visits (Santos & Villareal, 2026; Brooks, 2019). Crucially, supervisory methods are adapted based on individual teacher needs, sometimes shifting from formal observations to more tailored interventions, as seen in the statement:

"Instead of formal observation, we had one-on-one coaching with practical suggestions" (FGD-SH8).

This flexibility mirrors the adoption of deliberate strategies that extend beyond conventional instructional supervision (De Vera, 2024), including technological innovations like virtual classroom observations, recorded lesson reviews, and asynchronous feedback mechanisms, which help overcome time and logistical constraints (Prasetyo & Lin, 2021; Gatchalian, 2023).

Finally, the fourth theme: *adaptive, experience-based, and values-driven decision making* underpins these three core ideas: daily experiences shape supervisory decisions; school heads adjust strategies based on teacher needs; and values like patience, integrity, and understanding guide actions. Along this theme and core ideas, I jotted down some of the significant narratives shared by the participants:

"There is a need to consider the needs of the teachers in making decisions." (IDI-SH4)

"Extend patience."

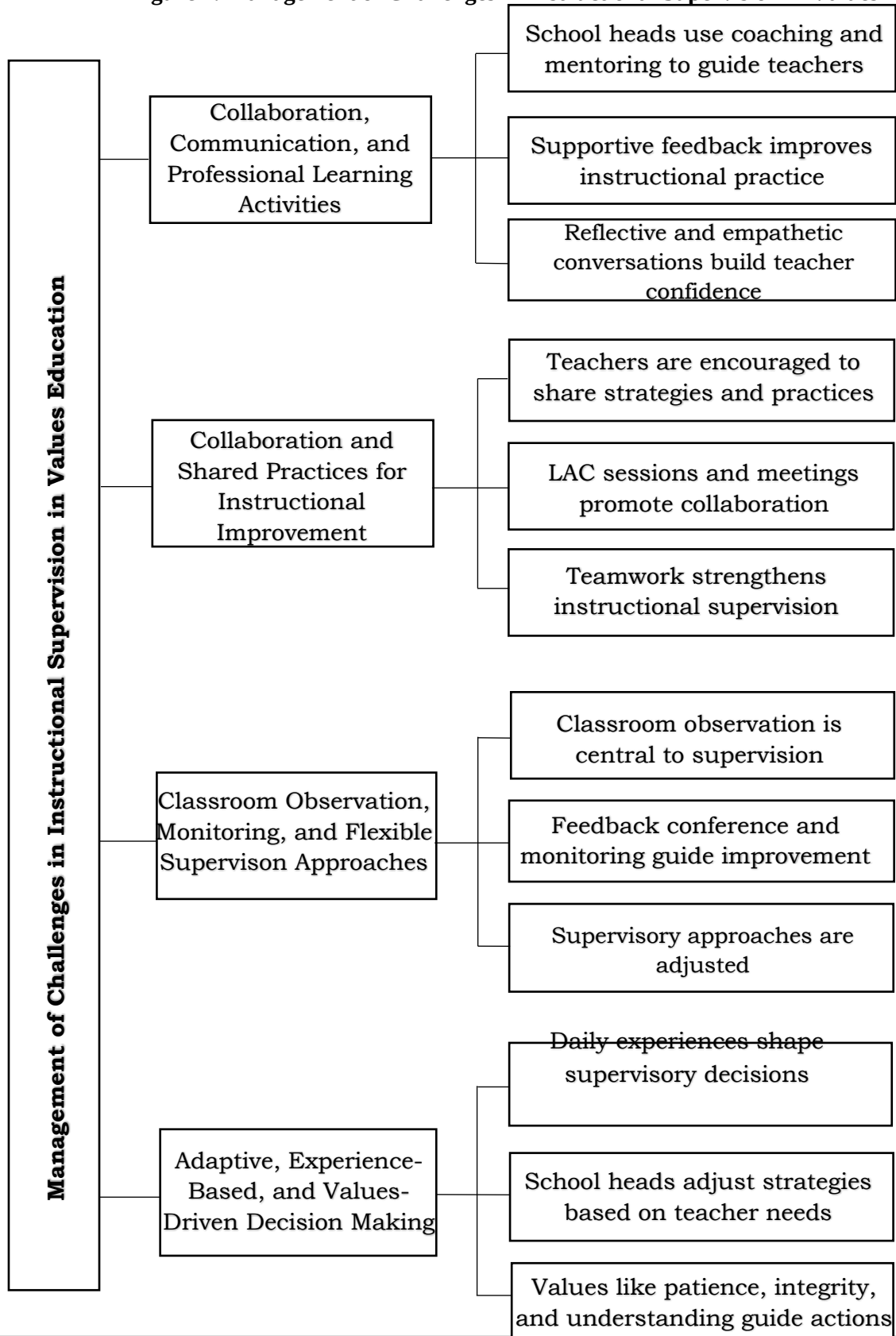
"The teachers' situation needs to be considered when providing Technical Assistance." (FGD-SH10)

Supervisory decisions are shaped by daily experiences, and strategies are adjusted to suit specific teacher requirements based on a clear understanding that there is a need to consider the needs of the teachers in making decisions. This aligns with the understanding that supervising Values Education requires attention not only to content delivery but also to the facilitation of moral reasoning, ethical dialogue, and character practice (Mendoza, 2023; Usman & Reyes, 2022). Underlying these actions are core values such as patience, integrity, and understanding, which guide the school heads in their interactions and decision-making, underscoring the empathy and situational awareness involved in their instructional leadership. This demonstrates the substantial emotional and moral weight of instructional supervision in this area, confirming that balancing accountability with care, navigating teacher resistance, readiness, and addressing ethical tensions demands reflective practice and resilience (Ibrahim, 2022; Serrano, 2025).

In essence, the table illustrates a supervisory model that is supportive, collaborative, adaptable, and rooted in strong ethical principles, moving beyond traditional inspection towards a developmental partnership with teachers, often by employing collaborative strategies, culturally responsive approaches, technological adaptation, and reflective, morally grounded instructional leadership practices. This emphasizes a humane, context-sensitive approach to supervision in Values Education. For the secondary school heads in Cluster 9 of the DepEd Davao City Division, this means shifting from rigid, old-school inspection to a supportive and collaborative partnership with teachers.



Figure 2. Management of Challenges in Instructional Supervision in Values Education



**Insights from the Experiences to Improve Instructional Supervision Practices and Enhance the Teaching of Values Education**

Figure 3 presents the qualitative findings on how instructional supervision can be enhanced within the context of Values Education, categorizing the lived experiences of school heads into four major emerging themes, supported by core ideas and significant narratives. By cross-referencing these themes with the primary interview transcripts and existing literature, a comprehensive narrative emerges regarding how school leaders develop through the act of supervision.

The first theme, *professional growth through instructional supervision*, has three core ideas: enhanced leadership skills; improved decision-making and communication; and deepened instructional understanding.

It is noted that there is a crucial shift away from traditional, disciplinary evaluation toward a supportive, development-oriented approach designed to enhance leadership skills, improve decision-making, and deepen instructional understanding. This aligns directly with the transcripts where school heads emphasize that instructional supervision has aided their development as school principals, widening their horizons and strengthening their problem-solving capacities. This is strongly supported by the participants' narratives, which indicate that:

"The support of the school head is necessary in the teaching and learning process. In my opinion, I have always believed that instructional supervision that is supportive rather than evaluative is more successful". (IDI-SH1).

"When I started as a school head, what I held onto was the idea that supervision works best when you are supportive and reflective at the same time." (IDI-SH6).

These sentiments are echoed in the transcript by participants noting that teachers thrive when they feel encouraged, rather than condemned, contrasting with historical instances where teachers suffered due to the bossy nature of some school heads. Ultimately, as noted in the findings from the participant who shared that:

"Teachers are more motivated when they feel supported and guided, not just evaluated." (IDI-SH7)

proving that a reflective, development-centered environment actively fosters professional growth. This finding is heavily backed by the literature, which notes that repeated engagement in classroom observation, feedback provision, and mentoring cultivates essential skills in reflective practice, problem-solving, and ethical decision-making, directly molding the professional identity and capacity of instructional leaders (Lopez, 2020; Manuel & Foster, 2021). Furthermore, literature confirms that navigating supervisory challenges and reflecting upon them directly influences how school heads develop through the years as instructional leaders (Serrano, 2025; Ibrahim, 2022).

The second theme focuses on *role modeling and values internalization*, which centers on three interconnected core ideas: leaders model core values, "walk the talk" builds credibility, and influenced teachers' and learners' behavior. This theme emphasizes the foundational interpersonal and relational dynamics of instructional supervision, highlighting that establishing mutual respect, open communication, and active listening to teachers' everyday instructional hurdles is imperative to strengthening systemic collaboration and creating a nurturing school environment. In the transcripts, school heads explain that working closely with teachers in the context of Values Education directly refined their strategic capacities to communicate and solve conflicts. This is explicitly demonstrated through the declarative reflections of the participants, where they emphasized that, as school leaders, they must conscientiously establish transparency, noting that:

"School leaders should build trust and offer practical guidance" because trust and proper guidance from leadership help strengthen the relationship between teachers and administrators. In this way, teachers become more comfortable sharing their concerns, challenges, and ideas for improving instruction. Practical guidance also helps teachers become more confident and effective in performing their duties inside the classroom. Through this, a supportive and collaborative school environment is created where teachers feel valued, motivated, and empowered to improve their professional practice." (IDI-SH1).

Listening to the teachers' challenges and offering practical advice encourages them." (IDI-SH3)

"To fully accomplish their tasks, which ultimately confirms that "open communication and good relationships make supervision more successful." (IDI-SH4)

This aligns with the observation that open relational dynamic bridges supervisory gaps. This is also true, as reflected by a participant:

"In my experience as a school head, instructional supervision has had a significant influence on my growth... I became more aware of the ethics and importance of being a good role model for teachers and students" (FGD-SH8).

This finding strongly aligns with the literature, which states that mentoring in Values Education extends far beyond standard instructional guidance; it is fundamentally about relational and moral leadership where supervisors must actively navigate emotional tasks, display ethical reasoning, and build deep relational skills. Consequently, professional growth and mentoring behaviors become deeply intertwined through this reflective engagement with supervisory experiences.



The third theme, *empathy and supportive mentoring*, is driven by three core ideas: school heads should model the values they teach, teachers should demonstrate discipline and professionalism, and values are strengthened through positive example and classroom management.

This phase of instructional oversight directly addresses the unique moral demands of Values Education by establishing that school leaders and teachers must personally embody the principles they teach. The transcripts indicate that when school leaders maintain an empathetic lens, they better comprehend classroom struggles and shift supervision away from bureaucratic checking into developmental coaching. School heads observed that personal integrity is non-negotiable, declaring that they must:

"Walk the talk... as a school head, you should also follow and fulfill it." (IDI-SH5).

"No matter what subject you are teaching, you still have to prepare, be disciplined, and manage your classroom well." (IDI-SH2)

This expectation extends directly to the instructional arena. Leaders recognize that operational accountability is contagious, reiterating that:

"School leaders should model the values that we want to see in teachers and students." (FGD-SH8).

This is echoed in focus group testimonies emphasizing internal transformation:

"I learned to embody integrity, respect, and accountability in the daily management of the school."

Because of this, my relationship with the teachers also improved, and the school culture became more positive." (FGD-SH8).

The literature explicitly corroborates this finding, emphasizing that supervisors must act as role models and co-learners alongside teachers. By providing healthy feedback and modeling ethical and moral reasoning during critical decision-making, school heads successfully facilitate the structural discussions necessary for teachers to confidently integrate values into daily instruction across multiple learning areas.

This underscores the critical role of school leaders in building a positive culture through ethical role modeling and genuine care. As Goleman (1995), Salovey and Mayer (1990), and Mayer and Salovey (1997) emphasize, effective leadership relies heavily on emotional and social intelligence to connect with others and manage organizations. Research shows that school heads who practice empathy and supportive mentoring create a high-trust environment where teachers feel safe to reflect on and improve their teaching. When principals switch from being rigid compliance monitors to supportive mentors, they boost teachers' classroom management skills and professionalism. Furthermore, studies on value-focused leadership confirm that for students to internalize core values, administrators must "walk the talk" and model the exact moral principles they expect from teachers. By balancing personal accountability with empathetic coaching, supervisors create a nurturing, values-driven environment that supports student growth and school performance.

These findings are strongly backed by literature showing that modern instructional supervision has shifted from a compliance checklist to a collaborative, growth-focused practice aimed at improving both teaching and learning (Lopez, 2020; Manuel & Foster, 2021). Within Values Education, this process holds deep emotional and moral weight, meaning that balancing administrative duties with genuine care, dealing with teacher resistance, and handling ethical tensions requires constant reflection and resilience from school leaders (Ibrahim, 2022; Serrano, 2025). Ultimately, bringing an empathetic lens into feedback sessions allows school heads to balance official demands with classroom realities, which reduces resistance, builds teaching capacity, and fosters a values-driven environment that positively shapes student outcomes.

The fourth theme outlines the *development of patience and communication skills*, framing instructional supervision through three core ideas: continuous mentoring and coaching improve instruction, collaboration and teamwork strengthen Values Education, and reflective and holistic supervision supports learner development. This theme positions supervision as a continuous, dynamic process rather than a sporadic, threatening administrative event. Across the interview transcripts, almost every school head noted that facing real-world supervisory challenges taught them to become significantly more patient, adaptable, and communicative when teachers struggle to engage students. The participants noted that supervision must be structurally supportive to bear fruit, stating that:

"Mentoring should be ongoing, flexible, and focused on real classroom needs" (IDI-SH1).

Effective instructional supervision in Values Education requires empathy, teamwork, and consistency" (FGD-SH9),

"Showing that "supervision should focus not only on monitoring teachers but also on mentoring and professional growth" (FGD-SH10).

This adaptive communication was highlighted in the focus groups:

"Instructional supervision helped broaden my capacity as a leader in appreciating the moral and ethical aspects of education. During observation and feedback sessions, I was given the opportunity to reflect on my decisions and how they affected others. I became more sensitive to the needs of teachers and students, and I learned to uphold compassion, discipline, and fairness in leadership. Because of this, I became a more effective school leader in promoting values education." (FGD-SH9).



This paradigm is strongly validated by the literature, which notes that school heads who face and reflect on classroom observation dynamics often adopt more collaborative, empathetic, and culturally responsive approaches. Furthermore, the literature establishes that supervision is most effective when it incorporates reflective dialogue, problem-solving, and a clear balance of accountability, which ultimately adapts to diverse teacher needs, fosters teacher confidence, and sustains long-term instructional improvements in the Basic Education curriculum. This growth in patience and communication is strongly backed by literature highlighting the operational struggles school leaders face when delivering instructional feedback. Research emphasizes that modern school heads are frequently stretched thin by heavy administrative workloads and severe time limitations, which heavily restrict their opportunities to provide immediate, deep, and meaningful coaching (Santos & Villareal, 2026; Brooks, 2019).

Furthermore, a lack of targeted instructional materials & limited access to professional training programs hinders a leader's initial ability to guide teachers effectively (De Leon, 2025). Overcoming these operational constraints requires school heads to actively develop immense patience, moving away from quick administrative evaluations toward persistent, trust-based coaching relationships (Ramirez & Yu, 2023). Furthermore, effective instructional supervision requires continuous professional learning and reflective practice to address the diverse needs of teachers and learners. Through sustained support and collaborative engagement, school leaders can foster a culture of instructional improvement that promotes both teacher effectiveness and student achievement.

Ultimately, by embracing open communication and collaborative problem-solving during supervision sessions, school leaders can successfully overcome resource limitations, reduce teacher anxiety, and build a cohesive educational community capable of supporting holistic learner growth.

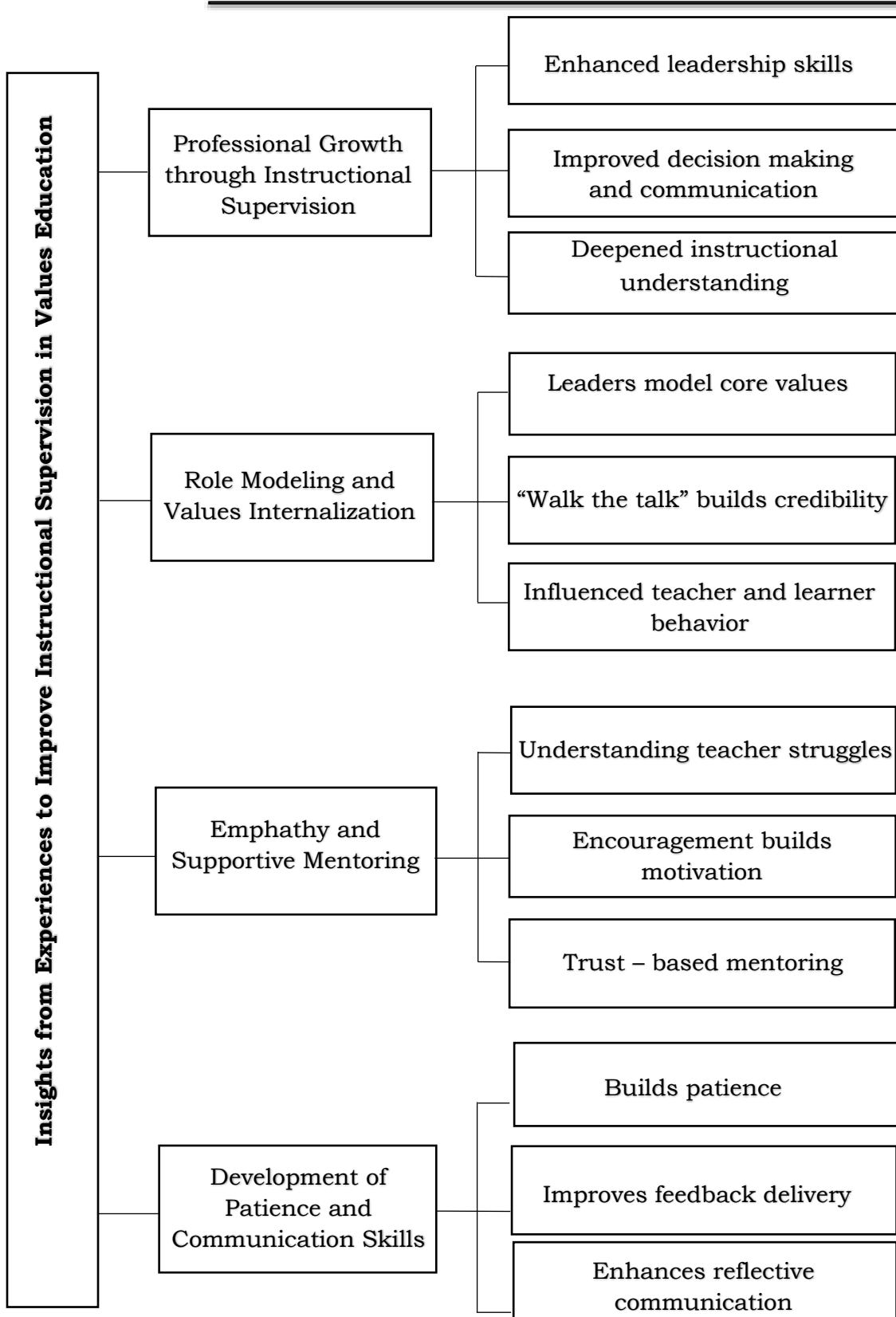


Figure 3. Insights from Experiences to Improve Instructional Supervision in Values Education



Insights Drawn from School Heads' Experiences to Improve Instructional Supervision Practices and Enhance Values Education Teaching

Figure 4 outlines the key insights and breakthroughs gained from the lived experiences of school heads regarding how to improve supervision in values education instruction. This discussion explores the findings across four main themes: supportive supervision, open communication, professional modeling, and continuous mentoring. By connecting the core ideas, direct narratives, and related literature, this section highlights how school heads' experiences help in improving instructional supervision practices in values education teaching

The first major finding centers on the theme: *supportive and reflective instructional supervision*, which operates on the core ideas that supervision is far more effective when it is supportive rather than purely evaluative, and that mentoring, empathy, and reflection are the primary drivers of teacher growth. In addition, it is also highlighted that teachers are motivated when they are guided and understood. The transcripts heavily substantiate this from the statement of the participant, saying that:

"Instructional supervision must be inherently supportive, rather than just evaluative. Recognizing teachers' small victories and small wins is essential for their motivation." (IDI-SH1)

These statements inspire values education teachers to improve their teaching of the subject. Similarly, it is noted that instructional supervision yields the best results when administrators focus on supporting teachers rather than evaluating them. A participant stated:

"You must be seen supporting teachers, not just evaluating them. They need to be understood and encouraged so that they feel lighter." (IDI-SH3)

The above statement pointed out that when teachers feel they experience a lighter feeling, it directly motivates them to teach their students properly. Another statement reinforced this approach by adding that supervision achieves its potential, a participant said:

"When we really understand teachers and students and guide them in a positive way, they become motivated to do their tasks." (IDI-SH4)

This qualitative finding is strongly supported by literature, which emphasizes that school heads who combine instructional guidance with mentoring behaviors foster not only teacher competence but also moral and ethical awareness among educators, directly benefiting student learning in Values Education (Mendoza, 2023; Harper, 2019). Furthermore, reflective practice and open professional dialogue among teachers assist school heads in identifying gaps in instructional delivery, allowing them to adapt culturally relevant strategies and provide targeted

support to teachers struggling to integrate values into their daily lessons (Serrano, 2025; Ibrahim, 2022).

The second finding details the theme: *building positive relationships and open communication*, which is built on the core ideas: that trust and open communication optimize supervision, listening to teachers' challenges strengthens collaboration, and positive relationships cultivate a nurturing school culture. In the interviews, participants highlighted that:

"School Heads need to build trust, then offer practical guidance to the teachers." (IDI-SH3)

"Caring and a positive school environment," tied together with open communication and good relationships, make supervision more meaningful and successful. (IDI-SH4)

The responses of the participants emphasized that effective instructional supervision is grounded in trust, open communication, and practical support from school heads. The participants highlighted that administrators should not only monitor teachers' performance but also actively listen to the challenges teachers encounter in instruction and provide constructive, usable, and timely guidance. Moreover, the findings suggested that a caring and positive school environment, coupled with strong interpersonal relationships between school heads and teachers, contributed to more successful supervision practices. These insights implied that supportive leadership and empathetic communication played a significant role in enhancing teachers' confidence, collaboration, and overall instructional effectiveness.

This finding aligns with the broader educational literature, which asserts that adopting a holistic and relational approach to supervision is paramount. Studies conducted within the Philippine public-school context confirm that effective instructional supervision practices by school heads have a significant, positive relationship with teachers' efficacy, particularly in the vital area of developing self and others (Mijares & Oco, 2026). This body of research underscores that when supervisors prioritize trust and open dialogue, they effectively sustain the teachers' overall professional competence and instructional confidence (Mijares & Oco, 2026).

The third finding focuses on the theme: *modeling values and professional behavior*, driven by the core ideas that school heads must visibly model the values they preach, teachers must exhibit strict discipline and professionalism, and values are ultimately reinforced through positive examples. This is captured directly and bluntly by the participants as they said that:

"Walk the talk. In other words, before you teach your teachers, you must first practice what you preach because your actions are clearly seen by others. A leader should not merely lecture about values and principles but must actively demonstrate and embody those traits." (IDI-SH5).



Concurrently, a participant said and explained that this expectation of professionalism applies universally across the board, noting that:

"Regardless of the subject matter or learning areas, whether it is "Values Education, Language, Aral Pan, or whatever, an educator must consistently display "the proper attitude and behavior of a teacher, the discipline." (IDI-SH4).

This finding is validated by literature highlighting the significant role school heads play in strengthening localized instructional practices and teacher performance through modeled behavior, establishing a blueprint that improves instructional quality and builds an environment where moral and ethical awareness can naturally thrive among faculty and students alike (Mendoza, 2023; Harper, 2019).

The fourth theme: continuous mentoring, collaboration, and holistic development, outlines the core ideas that mentoring must be continuous, collaboration strengthens Values Education, and reflective, holistic supervision directly supports learner development. The raw transcript from notes that to effectively improve teacher self-esteem and student learning, mentoring cannot be a rigid or static event, participants shared:

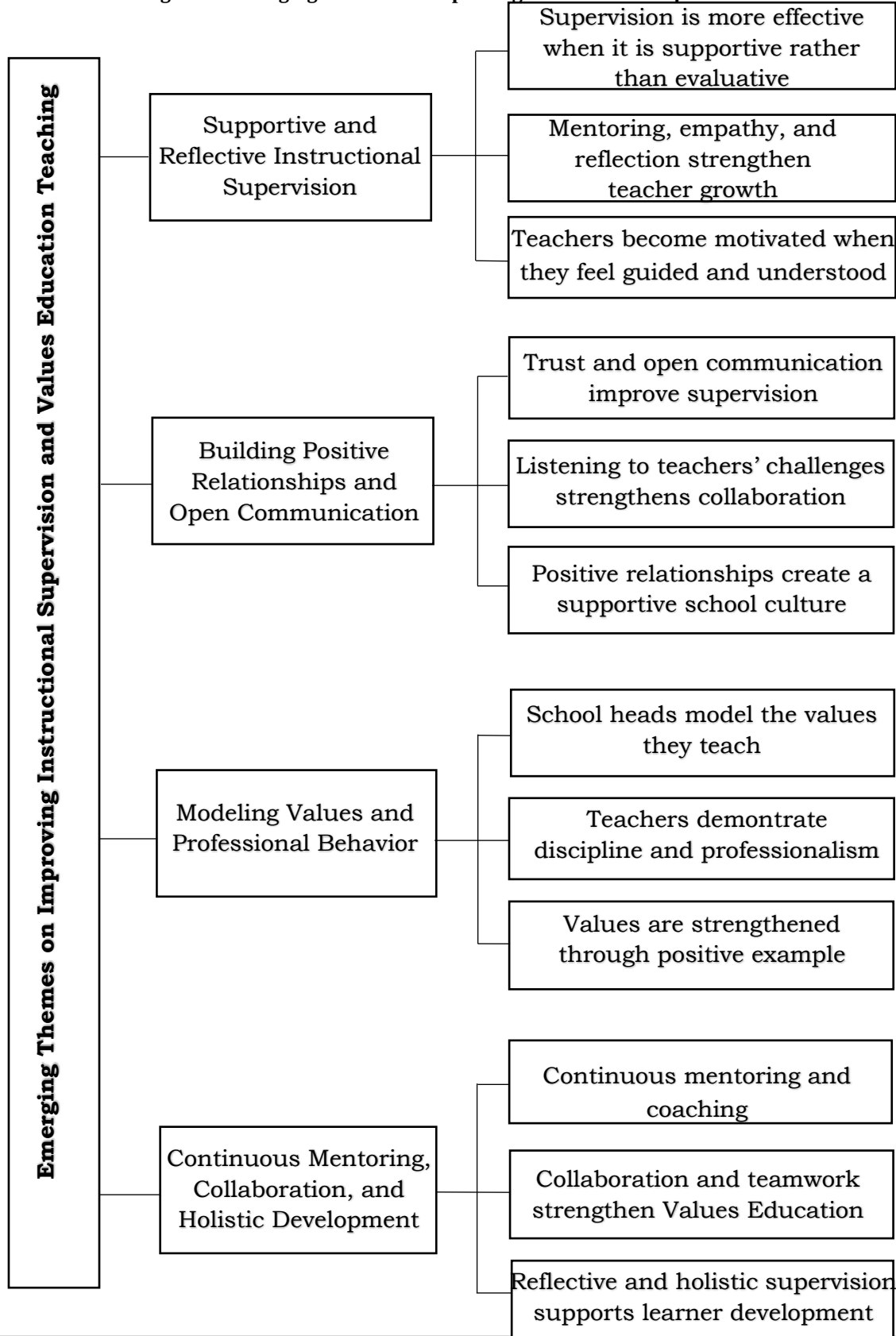
"Mentoring should be ongoing, flexible, and focused on real classroom needs." (IDI-SH1)

Maintaining continuous and consistent mentoring and coaching, along with a positive environment, successfully helps students learn important life lessons. (IDI-SH4)

This finding is firmly backed by modern educational research, which suggests that technological innovations and flexible methodologies provide vital new avenues for improving supervision. Specifically, literature shows that school heads who adopt modern mentoring practices such as virtual coaching, recorded lesson reviews, and asynchronous feedback can extend essential mentoring beyond traditional time and space constraints (Prasetyo & Lin, 2021; Gatchalian, 2023). These continuous and flexible coaching approaches allow for data-driven reflection on instructional quality and teacher performance, which ultimately informs the design of more cohesive and effective Values Education programs (Prasetyo & Lin, 2021; Gatchalian, 2023).



Figure 4. Emerging Themes on Improving Instructional Supervision and Values Education Teaching





Implications

The findings of this qualitative study offer important insights to the concerned institutions:

1. The findings imply that when instructional supervision is treated purely as a top-down compliance mechanism, it builds an atmosphere of anxiety and professional isolation among teachers. Shifting the paradigm toward supportive mentoring transforms school culture, allowing teachers to openly reflect and share their ideas and opinions on their teaching shortcomings and comfortably seek guidance from their school heads.
2. The operational struggles cited by participants, such as heavy administrative loads and time scarcity, imply that without structured relief or automated administrative workflows, school heads risk reducing instructional supervision to a superficial checklist activity. This compromises the qualitative and spiritual depth required when supervising a character-driven subject like Values Education.
3. There is a strong implication that leadership development in values instruction is fundamentally top-down. A school head cannot effectively cultivate discipline, accountability, and empathy among faculty members without first modeling and internalizing those exact principles. True professional growth within a school environment is achieved through reciprocal modeling.
4. Traditional, static models of observation are insufficient for modern educational demands. The insights imply that sustaining high teacher performance and maximizing student character outcomes require institutional frameworks that explicitly decouple supervision from operational threats, ensuring coaching is embedded continuously into weekly school routines.

Recommendations

Based on the findings and implications, the following are offered for consideration:

1. School heads may shift away from traditional compliance monitoring and focus on supportive, developmental coaching models. Prioritize informal mentoring and compassionate feedback sessions over scary, one-time official evaluations while modeling core values in daily school management.
2. Teachers handling Values Education view instructional supervision as a helpful, collaborative tool to improve teaching skills rather than an administrative threat. They can share your classroom challenges, teaching struggles, and learning material gaps openly and without fear during feedback sessions with their school heads. With this, they shall partner closely with the school heads to build better classroom management habits and strengthen commitment to teaching.
3. Curriculum experts, like the Education Program Supervisors, may create localized instructional guides, teaching frameworks, and comprehensive learning resources that match the cultural context of the Davao City Division to fix the lack of materials. They can design as well academic materials that are simple and practical for local teachers to weave core values into daily lesson deliveries.
4. The Human Resource Development Unit may use this study as a guide to create targeted training programs, division-wide seminars, and workshops that promote professional growth among school heads.
5. Future researchers may use this study as an academic reference to explore deeper parts of instructional leadership, teacher performance, and instruction, particularly in Values Education. They may expand this study by conducting mixed-methods or quantitative research in other divisions of the Davao Region or local private schools to statistically measure how supportive coaching directly impacts student character growth.

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