

Empowering teachers through effective supervisory feedback: A developmental plan

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ABSTRACT

This study assessed the feedback practices of master teachers and school heads during classroom observations in Julita District, Division of Leyte, for School Year 2025–2026 as the basis for a proposed Developmental Feedback Plan. Using a descriptive-survey design, data were gathered from teachers, master teachers, and school heads through a validated questionnaire. Statistical tools such as frequency, percentage, weighted mean, and standard deviation were used for analysis. Findings revealed that the majority of teachers were females aged 35–39 years, married, and holding Teacher III positions with substantial teaching experience and postgraduate qualifications. Feedback practices of school heads and master teachers were rated “Highly Evident,” characterized by timeliness, clarity, developmental focus, fairness, and collaboration. Feedback effectiveness was perceived as “Very High,” emphasizing its clarity, usefulness, and motivational impact on teachers’ professional growth, confidence, and motivation. Challenges encountered were generally “Low,” limited to minor emotional and resource-related concerns. Anchored on Transformational Leadership Theory, Feedback Loop Theory, and Leader–Member Exchange Theory, the study concluded that feedback practices in the district are developmental, reflective, and relationship-centered, fostering a culture of professional trust and continuous improvement. The Developmental Feedback Plan institutionalizes systematic, supportive, and formative feedback processes to sustain instructional excellence. The study recommends its adoption, capacity building on feedback literacy, and continuous monitoring to strengthen teacher empowerment and instructional supervision.

Keywords: Administration and supervision, discipline supervisory feedback, developmental approach, empowering teachers, administration and supervision, Julita, Leyte, Philippines.

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INTRODUCTION

Classroom observation has increasingly been recognized as a cornerstone of effective instructional supervision, particularly for teachers in their early career stages such as Teacher I, II, and III. These early career teachers often require greater support in classroom management, lesson planning, assessment, pedagogy, and adapting to diverse learner needs,

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and well-structured observation followed by feedback helps them refine their practices and build confidence (Sugot & Ladia, 2024; Torres, Zerrudo, Labad & Gabales, 2024). In the Philippines, the Department of Education (DepEd) has institutionalized these expectations through the Philippine Professional Standards for Teachers (PPST), introduced under DepEd Order No. 42, s. 2017, which defines observable strands and performance indicators for teachers across career stages, including beginning, proficient, highly proficient, and distinguished categories. Aligned with this, the Results Based Performance Management System (RPMS), mandated under DepEd Order No. 2, s. 2015 and further operationalized through DepEd Memorandum No. 008, s. 2023 on the Multi Year Guidelines for RPMS PPST, requires classroom observation as part of performance evaluation and professional growth. DepEd Memorandum No. 017, s. 2025, issued as Interim Guidelines for the DepEd Performance Management and Evaluation System for Teachers for School Year 2024 to 2025, further aligns RPMS implementation with updated policies and provides additional guidance on observation and feedback processes. Complementing these issuances, DepEd Order No. 24, s. 2020 adopted the Philippine Professional Standards for School Heads (PPSSH), which sets expectations for school heads in instructional leadership, including the conduct of classroom observations and post observation conferences, and legally obliges school leaders to provide actionable feedback that supports teachers' professional development. At the regional level, DepEd Region VIII, together with its Schools Division Offices, has issued memoranda providing contextualized guidelines on classroom observation under RPMS PPST, specifying the required number of observations, procedures, and implementation protocols to ensure uniformity and compliance across schools. Taken together, these legal mandates render classroom supervision not merely a best practice but a formal and required component of the teacher evaluation and development system.

Best practices in classroom observation, as documented in both local and international scholarship, emphasize several recurring features: clarity of purpose, validity and reliability of observation tools, pre and post observation conferences, timely and specific feedback, observer training, confidentiality and collegiality, teacher involvement in reflection, and consistency of standards applied across observations (Allida, Ollela, Ogwari & Minka, 2018; Chapman, 2025; Duke Learning Innovation, 2021). The Classroom Observation Tool (COT), developed in the Philippines by the Research Center for Teacher Quality (RCTQ) in partnership with DepEd, operationalizes these principles by grounding observation in the PPST's observable strands, domain rubrics, and career stages, thereby making the process systematic, uniform, and aligned with professional growth goals. When well implemented, classroom observation has been shown to produce meaningful gains in teachers' growth, confidence, and motivation. Sugot and Ladia (2024) found that the use of COT and RPMS enables teachers to more clearly identify their strengths and growth areas, thereby increasing morale and instructional effectiveness, a finding that directly supports coaching practices and links structured feedback with perceived professional growth. Similarly, a recent study conducted in Dumanjug District II reported strong teacher agreement that post observation feedback, particularly when reflective and constructive, supports the improvement of instructional practices, and further noted that the use of information and communication technology during observations enhanced pedagogical effectiveness.

Despite these documented benefits, multiple studies also surface persistent challenges in the implementation of classroom observation. Teachers report procedural and logistical concerns such as an insufficient number of observations, inadequate notice, conflicting schedules, and inconsistencies among different observers, as well as issues of observer expertise and feedback that is vague or not actionable. Beyond these procedural difficulties, teachers also report emotional and psychological concerns, including anxiety and fear of evaluation rather than a sense of developmental support (Torres et al., 2024; "Effectiveness of

Teachers' Classroom Observation in Dumanjug," 2025; Sugot & Ladia, 2024). Torres, Zerrudo, Labad, and Gabales (2024), in their examination of elementary teachers' views on classroom observation under the DepEd system, similarly highlighted that meaningful observation depends on transparent processes, trained observers, and feedback that is timely, specific, and growth oriented, while also surfacing the same issues of inconsistency and anxiety that later studies would seek to quantify across Teacher I to III cohorts. Studies on COT utilization in Northern Samar and in the Magallanes South District further suggest that standardized rubrics and consistent follow up are critical if teachers are to perceive feedback as useful and fair, reinforcing concerns about feedback quality and consistency across observers such as Master Teachers, School Heads, and Education Program Supervisors or Public Schools District Supervisors.

International literature converges with these local findings and offers a broader theoretical grounding for understanding what makes feedback effective. Hattie and Timperley's (2007) synthesis positions feedback as one of the most powerful influences on learning, provided that it is timely, specific, and oriented toward moving performance forward, a conclusion that directly mirrors local concerns regarding the quality and usefulness of supervisory feedback. Shute's (2008) review of formative feedback similarly identifies features such as a nonevaluative tone, credibility, clarity, and task focus as essential to effective feedback, underscoring the developmental framing that post observation conferences are meant to embody. Wiliam's (2011/2017) work on embedded formative assessment further emphasizes the importance of iterative cycles of observation, feedback, action, and re-observation, a principle that aligns closely with local concerns about the frequency and timeliness of feedback and the need for consistent follow up. At a systemic level, the Measures of Effective Teaching (MET) project established reliability conditions for classroom observation and argued for the use of multiple measures and trained raters, offering practical design considerations relevant to systems such as DepEd's RPMS PPST and speaking directly to teachers' concerns about fairness, consistency, and trust in the observation process. Causal evidence from Taylor and Tyler (2012) further demonstrated that teachers improve during and after evaluation cycles anchored in classroom observation, with the most notable gains among lower baseline performers, lending empirical support to the hypothesized link between supervisory feedback practices and teachers' perceived professional growth and confidence. Considered together, these international studies validate the constructs of quality, frequency, usefulness, and effects central to local research, while also pointing to specific system design features, including rater training, standardized rubrics, and iterative observation cycles, that help explain the variability observed in the Philippine setting.

What emerges from this body of local and international literature is a convergence on the conditions that make supervisory feedback effective, alongside a persistent gap between these documented best practices and their consistent realization on the ground. Although the legal and policy mandates embodied in the PPST and RPMS are clear and comprehensive, evidence from local and national studies suggests that implementation remains uneven, marked by inconsistencies in observation practices, delayed or vague feedback, and heightened teacher anxiety (Torres et al., 2024; Sugot & Ladia, 2024). Less is known, however, about how these mandated practices are actually experienced by teachers themselves, particularly those in the early career bands of Teacher I, II, and III: how often feedback is given, how it is perceived in terms of clarity, specificity, and actionability, how it affects teachers' motivation, confidence, and growth, and what barriers arise across differing contexts, whether urban or rural, well-resourced or resource limited. There remains scarce local research that comprehensively links policy, observation practice, feedback quality, teacher perceptions, outcomes, and challenges

into a single coherent account. It is this gap, between the developmental intent enshrined in policy and the lived realities of classroom observation, that the present study seeks to address.

To examine this gap, the study is anchored on three interrelated theories, namely Transformational Leadership Theory, Feedback Loop Theory or Reflective Practice, and Leader Member Exchange (LMX) Theory, which together explain the dynamics of supervisory feedback during classroom observation and its influence on teachers' professional growth, confidence, and motivation. Transformational Leadership Theory provides the macro level lens for understanding the role of school heads, master teachers, and supervisors in shaping a culture of developmental supervision. Rather than merely enforcing compliance, transformational leaders inspire, intellectually stimulate, and extend individualized consideration to those they lead (Berkovich, 2016). Within classroom observation, a transformational leader uses feedback not simply to evaluate but to encourage teachers, help them reflect on their practices, and align instructional delivery with desired learning outcomes, thereby fostering the trust and professional respect that make teachers more receptive to feedback and more willing to engage in continuous improvement. This orientation is consistent with the PPST's positioning of classroom observation as a tool for professional growth rather than punishment, making transformational leadership a critical lens through which to interpret how feedback can motivate rather than demoralize teachers. Complementing this leadership perspective, Feedback Loop Theory highlights the cyclical nature of professional growth through observation, feedback, reflection, and subsequent implementation (Ahmadi et al., 2021). In effective supervisory practice, observation is followed by timely, specific, and actionable feedback that encourages reflection and enables teachers to adjust their instructional strategies, forming not a one-time event but a recurring cycle that gradually raises competence and confidence. This study examines whether feedback practices in schools follow this loop, including pre observation planning, post observation conferences, and follow up monitoring, all of which are critical components of meaningful feedback; when feedback is instead delayed, vague, or unaccompanied by follow up, the loop is broken and the potential for teacher improvement diminished. Finally, Leader Member Exchange Theory explains the interpersonal dimension of supervision, emphasizing that leaders form distinct relationships with each subordinate, ranging from high quality exchanges characterized by trust and mutual respect to low quality, transactional exchanges (Graen & Uhl-Bien, 1995). Teachers who enjoy high quality relationships with their observers are more likely to perceive feedback as supportive, fair, and growth oriented, while those in low quality relationships may instead experience feedback as punitive or stressful, a dynamic this study explores in relation to teachers' perceptions of feedback usefulness and its impact on their professional growth, confidence, and motivation. Together, these three theories form a comprehensive framework: Transformational Leadership Theory situates supervisory feedback within a leadership paradigm that prioritizes growth and inspiration, Feedback Loop Theory supplies the process model ensuring that observation leads to reflective action and improvement, and LMX Theory highlights the relational context that can amplify or hinder feedback's effectiveness, allowing the study to examine not only what feedback practices exist but how they are delivered, how they are perceived, and how they ultimately shape teacher motivation, confidence, and professional development.

This theoretical framework is further grounded in the legal foundations that formally mandate and guide classroom observation and feedback in Philippine schools. DepEd Order No. 42, s. 2017 formally adopts the PPST as the national framework for teacher quality, outlining what teachers should know, value, and be able to do across the four career stages of Beginning, Proficient, Highly Proficient, and Distinguished, and establishing classroom observation as a core tool for assessing teaching performance and identifying areas for growth (DepEd, 2017). DepEd Memorandum No. 008, s. 2023 operationalizes this mandate through

the Multi Year Guidelines on RPMS PPST, specifying how classroom observations should be conducted, scored, and used as evidence of teacher performance, clarifying the required number of observations per school year based on career stage, and reinforcing that feedback must be constructive and developmental rather than punitive (DepEd, 2023), a direction further reinforced by DepEd Memorandum No. 017, s. 2025 (DepEd, 2025). DepEd Order No. 24, s. 2020, through the adoption of the PPSSH, sets expectations for school heads' roles in instructional leadership, including the management of classroom observations and post observation conferences, and legally obliges school leaders to conduct meaningful supervision and provide actionable feedback (DepEd, 2020), while regional memoranda from DepEd Region VIII and its Schools Division Offices provide contextualized guidelines to ensure uniformity and compliance across schools. Taken as a whole, this legal foundation establishes not only the frequency and procedures for classroom observation but also the expectation that these practices will contribute to teacher development and improved learner outcomes, even as evidence from local and national studies indicates that implementation on the ground remains varied, marked by inconsistencies in practice, delayed or vague feedback, and heightened teacher anxiety.

It is within this convergence of theory, policy, and documented practice, and the gap that persists between them, that the present study is situated. Bringing together the conceptual lenses of Transformational Leadership Theory, Feedback Loop Theory, and Leader Member Exchange Theory with the legal mandates of the PPST, RPMS, and PPSSH, this study aims to investigate the current feedback practices employed by Master Teachers, School Heads, and Supervisors during classroom observations, to examine how teachers perceive the quality, frequency, usefulness, and effects of these feedback practices, to identify the challenges and issues teachers encounter, and to determine the gaps between policy and actual practice. The rationale for this undertaking is that its findings will help DepEd, school leaders, and teacher development programs refine and strengthen supervision systems so that classroom observation becomes a more powerful tool for teacher growth, ultimately enhancing instructional quality and learner outcomes. The study integrates its focus around four major concerns, namely the practices of providing feedback during classroom observation, the perceived quality, frequency, and usefulness of supervisory feedback, the perceived effects of feedback practices on teachers' professional growth, confidence, and motivation, and the challenges or issues encountered by teachers in relation to classroom observation. From this integration, the study anticipates the development of a proposed Developmental Feedback Model, intended to serve as a guide for improving feedback practices during classroom observation and making them more supportive, timely, and growth oriented, thereby translating the convergence of theory, policy, and practice into a concrete framework for strengthening teacher supervision in the Philippine context.

Statement of the problem

This research assessed the current practices of master teachers and school heads in providing feedback during classroom observations at Julita District, Leyte Division, during the school year 2024-2025 as basis for proposing a Developmental Feedback Plan.

Specifically, this research sought answers to the following questions:

1. What is the profile of the respondent groups in terms of age, gender, marital status, position/rank, years of experience, highest educational attainment, and relevant seminars/trainings attended?

2. As perceived by the respondent groups, what are the current practices of the Master Teachers and School Heads in giving feedback during classroom observations in terms of timeliness of feedback, constructiveness and clarity, developmental and supportive approach, teacher involvement, and consistency and fairness?
3. How do teachers perceive the effectiveness of supervisory feedback in terms of quality, frequency, and usefulness and impact?
4. What is the perceived effect of feedback practices on teachers in terms of professional growth, confidence, and motivation?
5. What are the challenges/issues that teachers encounter in relation to classroom observations in terms of emotional and psychological, procedural and logistical, feedback-related, and resource and support dimensions?
6. Based on the findings, what Developmental Feedback Plan to empower teachers and improve instruction may be developed?

METHODOLOGY

This study employed a descriptive-survey research design, which is appropriate for systematically presenting an accurate profile of teachers and objectively describing the current practices of master teachers, school heads, and supervisors in providing feedback during classroom observations. Descriptive research does not manipulate variables but rather observes and records the existing conditions as they occur in their natural setting (Creswell & Creswell, 2018). Through this design, the study gathered factual information on teachers, school heads, and master teachers' demographic characteristics, their perceptions of feedback practices, perceived quality, frequency, and usefulness of supervisory feedback, the effects of such feedback on professional growth, confidence, and motivation, as well as the challenges encountered in classroom observations. By using a descriptive approach, the study aimed to provide a comprehensive picture of the present situation in Julita District without inferring causal relationships. The findings served as an empirical basis for designing a developmental feedback plan tailored to the needs of teachers and aligned with DepEd's mandate for supportive, growth oriented instructional supervision.

The study followed a systematic flow that moved from input to process and finally to output. The input phase contained the major variables of the study, which included the practices of providing feedback during classroom observations, specifically timeliness of feedback, constructiveness and clarity, developmental and supportive approach, teacher involvement, and consistency and fairness. It also included teachers' perceived quality, frequency, and usefulness of supervisory feedback, as well as the perceived effects of feedback practices on teachers' professional growth, confidence, and motivation. Finally, the challenges and issues encountered by teachers in relation to classroom observation were included as key inputs, and these inputs collectively formed the basis of the investigation and provided the framework for data gathering. The process phase illustrated the methodological steps of the study, beginning with data gathering, which included seeking approval or permission to conduct the study and administering the survey questionnaire to the target respondents. After data collection, data analysis followed using appropriate statistical tools such as frequency and percentage distribution to describe the profile of the respondents, and weighted mean and standard deviation to measure the level and extent of the identified variables. This phase ensured that raw data was systematically converted into meaningful findings that addressed each of the research questions. The output phase resulted in the expected deliverable of the study, the proposed Developmental Feedback Plan, which was designed based on the results of the data analysis and served as a guide for master teachers, school heads, and supervisors in providing

feedback that is timely, clear, constructive, and developmental in nature, aiming to improve supervisory practices, empower teachers, and enhance overall instructional quality.

The study was conducted in Julita District under the Schools Division of Leyte, Department of Education (DepEd) Region VIII. Julita District is a rural district comprising several public elementary and secondary schools that cater to diverse learners from various barangays. Conducting the study in this district was strategic because it provided a realistic picture of classroom observation practices and supervisory feedback in a typical public school setting where teachers face challenges such as large class sizes, limited resources, and varied learner needs. The findings generated from this local context offered relevant insights for school leaders, supervisors, and policymakers, particularly in enhancing feedback mechanisms that are responsive to the needs of teachers in similar districts within the division and across the region.

The study initially targeted all elementary teachers from Julita District, Schools Division of Leyte, DepEd Region VIII. Employing the total population ensured that the study captured a comprehensive, representative picture of classroom observation and feedback practices across the district. By including all teachers regardless of age, gender, rank, years of experience, or training background, the research aimed to generate findings that accurately reflect the collective experiences and perceptions of the teaching force. This census approach minimized sampling error and enhanced the validity of findings, enabling the formulation of recommendations that are responsive to the district's actual needs. However, due to varying availability and consent, only 68 teachers positively responded and participated. Among these teacher respondents, 40 held the position of Teacher 3, 10 held the position of Teacher 2, and 18 held the position of Teacher 1, comprising a sub-total of 68. A second group of respondents consisted of school heads and master teachers, who are primarily responsible for conducting classroom observations and providing feedback to teachers with ranks of Teacher I, II, and III. Among the school heads, 2 were Principal 2, 1 was Principal 1, 3 were Head Teacher 3, 2 were Head Teacher 2, and 2 were Head Teacher 1, forming a sub-total of 10. Among the master teachers, 3 were Master Teacher 3, 4 were Master Teacher 2, and 5 were Master Teacher 1, forming a sub-total of 12. Altogether, the school heads and master teachers numbered 22, bringing the grand total of all respondents to 90. The inclusion of this second group ensured a balanced perspective between those who deliver feedback and those who receive it, thereby enriching the analysis of current supervisory and feedback practices within the district.

The primary data gathering tool of this study is an adapted questionnaire designed to capture teachers' demographic profile, their perceptions of feedback practices during classroom observations, perceived quality, frequency, and usefulness of supervisory feedback, its effects on professional growth, confidence, and motivation, as well as the challenges and issues they encounter in the process. The questionnaire was carefully constructed based on established literature on clinical supervision, instructional leadership, and feedback practices (Acheson & Gall, 2011; Glickman, Gordon, & Ross-Gordon, 2018; Day & Gu, 2010; Zepeda, 2017), and it considered policy guidelines under DepEd Order No. 8, s. 2015 (Classroom Assessment Guidelines) and the Philippine Professional Standards for Teachers (PPST) to ensure alignment with current supervision and observation protocols. The questionnaire is composed of five parts. Part I gathers demographic information, including age, gender, civil status, current position/rank, teaching experience, and participation in relevant seminars or trainings, and these data provide the basis for describing the respondents and allow for possible comparisons of perceptions across demographic groups. Part II measures the teachers' perceptions of the feedback practices of master teachers, school heads, and supervisors using five dimensions, namely timeliness of feedback, constructiveness and clarity, developmental and supportive

approach, teacher involvement, and consistency and fairness, with respondents rating each item using a 5 point Likert scale, with one negatively worded item reverse scored to minimize response bias. Part III focuses on teachers' perceptions of the quality, frequency, and usefulness of supervisory feedback, again using a 5 point Likert scale, and this section is crucial for determining whether teachers view feedback as clear, evidence based, timely, and impactful on their teaching practice. Part IV explores the perceived effects of feedback on teachers' professional growth, confidence, and motivation, capturing how feedback influences teachers' sense of competence, engagement in professional development, and willingness to innovate and collaborate. Part V identifies the challenges and issues that teachers face in relation to classroom observations, categorized as emotional and psychological, procedural and logistical, feedback related, and resource or support related concerns. The use of a Likert scale allows the study to quantify teachers' perceptions and analyze data statistically through weighted mean, standard deviation, and correlational analysis. The questionnaire for the school heads and master teachers was similar to that of the teachers' questionnaire; however, it only contained Parts I, II, and III. The questionnaire underwent expert validation by a panel composed of an Education Program Supervisor, a school head, and a master teacher to ensure content validity and relevance, and their comments and suggestions were incorporated to refine wording, clarify statements, and ensure alignment with DepEd policies and research objectives.

The data gathering process followed a systematic sequence to ensure the accuracy, reliability, and ethical integrity of the study. Prior to data collection, the researcher secured permission from the Schools Division Superintendent of Leyte Division and the District Supervisor of Julita District through a formal request letter. After approval was granted, coordination was made with the school heads of all participating schools to schedule the distribution of the research instruments at a time that did not disrupt classes. The respondents of the study were oriented on the purpose of the research, the voluntary nature of their participation, and the confidentiality of their responses, and informed consent was sought before they proceeded with answering the questionnaire. The researcher personally administered the questionnaires to all 68 elementary teachers in the district to maximize retrieval and ensure that clarifications could be made if needed. Respondents were given sufficient time to complete the instrument, either during faculty meetings, in service training sessions, or at a mutually convenient time agreed upon with the school heads. Once the accomplished questionnaires were retrieved, the researcher carefully checked each instrument for completeness and consistency of responses. Data were encoded, organized, and prepared for statistical analysis, and descriptive statistics such as frequency counts, percentages, means, and standard deviations were used to summarize demographic data and teachers' perceptions. This step by step procedure ensured that data were collected ethically, systematically, and efficiently, providing a reliable basis for interpreting findings and developing the proposed developmental feedback model.

This study strictly observed ethical principles to ensure the rights, dignity, and well-being of all participants. Prior to data collection, formal approval was obtained from the Schools Division Superintendent and the District Supervisor of Julita District. Informed consent was secured from all respondents, who were informed about the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time without penalty. Anonymity and confidentiality were maintained by not collecting personally identifiable information and by reporting results in aggregate form only. Completed questionnaires were kept secure and accessible only to the researcher, and the data were used solely for research purposes and were disposed of responsibly after the completion of the study. These measures ensured that the study complied with ethical standards in educational research and protected participants from any potential harm.

The means obtained from the survey were categorized and interpreted according to specific criteria for each variable of the study. For perceptions on the feedback practices of master teachers, school heads, and supervisors during classroom observations, a mean score of 4.21 to 5.00 was interpreted as Highly Evident, indicating that feedback practices are very timely, constructive, supportive, and developmental; a mean score of 3.41 to 4.20 was interpreted as Evident, indicating that feedback practices are generally present but may need slight strengthening; a mean score of 2.61 to 3.40 was interpreted as Moderately Evident, indicating that feedback practices are inconsistently applied and that significant improvement is needed; a mean score of 1.81 to 2.60 was interpreted as Slightly Evident, indicating that feedback is rarely practiced in an effective manner; and a mean score of 1.00 to 1.80 was interpreted as Not Evident, indicating that feedback practices are absent or very inadequate. For teachers' perceptions of the quality, frequency, and usefulness of supervisory feedback, a mean score of 4.21 to 5.00 was interpreted as Very High Perception, indicating that teachers find the feedback very clear, timely, and highly useful; a mean score of 3.41 to 4.20 was interpreted as High Perception, indicating that teachers generally perceive feedback positively, with minor areas to improve; a mean score of 2.61 to 3.40 was interpreted as Moderate Perception, indicating that teachers are neutral and that feedback is inconsistently helpful or timely; a mean score of 1.81 to 2.60 was interpreted as Low Perception, indicating that teachers find feedback lacking in quality, frequency, or usefulness; and a mean score of 1.00 to 1.80 was interpreted as Very Low Perception, indicating that teachers do not find feedback beneficial or supportive. For perceived effects of supervisory feedback on teachers' professional growth, confidence, and motivation, a mean score of 4.21 to 5.00 was interpreted as Very High Effect, indicating that feedback strongly supports growth, confidence, and motivation; a mean score of 3.41 to 4.20 was interpreted as High Effect, indicating that feedback generally promotes development with some areas to improve; a mean score of 2.61 to 3.40 was interpreted as Moderate Effect, indicating that feedback has limited or inconsistent influence; a mean score of 1.81 to 2.60 was interpreted as Low Effect, indicating that feedback rarely contributes to growth or motivation; and a mean score of 1.00 to 1.80 was interpreted as Very Low Effect, indicating that feedback has no meaningful impact on teachers' development. For teachers' perceived challenges and issues in classroom observations, a mean score of 4.21 to 5.00 was interpreted as Very High Challenge, indicating that teachers strongly perceive classroom observation as a source of significant difficulty; a mean score of 3.41 to 4.20 was interpreted as High Challenge, indicating that teachers encounter frequent and notable challenges; a mean score of 2.61 to 3.40 was interpreted as Moderate Challenge, indicating that teachers occasionally face challenges but can manage them; a mean score of 1.81 to 2.60 was interpreted as Low Challenge, indicating that teachers seldom encounter significant issues; and a mean score of 1.00 to 1.80 was interpreted as Very Low Challenge, indicating that teachers perceive classroom observations as minimally problematic.

For Part I, the demographic profile of the respondents, frequency counts and percentages were used to summarize categorical data such as age group, sex, civil status, position/rank, years of teaching experience, and relevant seminars/trainings attended. Frequency indicated the number of respondents who fall under each category, while percentage showed the proportion of respondents relative to the total population, and this treatment provided a clear and concise picture of the distribution of teachers' characteristics across the district. For Parts II to V, which measure perceptions of feedback practices, quality, frequency, usefulness, effects on professional growth, confidence, and motivation, as well as perceived challenges, weighted mean was computed to determine the overall level of agreement for each statement and each dimension. The weighted mean is appropriate for Likert scale data because

it accounts for the frequency of responses at each scale point, giving a single representative score. Along with the weighted mean, standard deviation was calculated to measure the variability of responses and indicate the degree of consensus among teachers, where a lower standard deviation suggests greater agreement among respondents, while a higher standard deviation indicates more varied perceptions.

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered in relation to the objectives of the study on the current practices of master teachers and school heads in providing feedback during classroom observations in Julita District, Leyte Division, for School Year 2024–2025. The study involved a total of 90 respondents, comprising 68 teachers and 22 school heads and master teachers (SHs/MTs), selected through the sampling approach employed in the research design described in the methodology. Data were gathered using a structured survey instrument and were analyzed using descriptive statistical tools, including frequency counts, percentages, means, and standard deviations, interpreted according to a five-point scale ranging from Very High to Very Low. The discussion that follows is grounded strictly in the data gathered and is interpreted in direct relation to the specific objectives of the study, beginning with the demographic profile of the respondents, followed by the current feedback practices, teachers' perceptions of supervisory feedback, the perceived effects of feedback on teachers, and the challenges encountered during classroom observations.

The demographic profile of the teacher-respondents revealed a predominantly mid-career and female teaching force, reflecting the general composition of public-school teachers in the Philippines. The largest group of respondents (44.1%) belonged to the 35–39 age bracket, followed by 26.5% aged 25–29, 11.8% aged 40–44, 8.8% aged 30–34, 5.9% aged 45–49, and 2.9% aged 55–59, for a total of 68 teachers (100.0%). This pattern suggests that the respondents were at a stage where professional growth and openness to developmental feedback are high. Studies conducted in similar Philippine contexts have shown that the majority of basic education teachers belong to the younger to middle-age categories, where they tend to be highly adaptive and motivated to improve instructional practices through supervision and feedback (Francisco, 2020; Oplas, 2024). International research also supports this trend, noting that teachers in the early and mid-career stages demonstrate greater receptivity to mentoring and professional learning compared to those nearing retirement (Kini & Podolsky, 2016). Thus, the relatively young age distribution of the respondents implies a positive environment for implementing structured feedback mechanisms aimed at fostering instructional improvement.

In terms of gender, 94.1% of the teacher-respondents were female and 5.9% were male. This imbalance mirrors the national pattern of gender representation in the Philippine teaching workforce, where women continue to dominate the profession (Pablo et al., 2025). The feminization of teaching, while common globally, has implications for feedback and professional relationships, since women teachers may exhibit different interpersonal and affective responses to supervision. A gender-sensitive feedback approach that acknowledges the collaborative and relational tendencies of female teachers could therefore enhance engagement and professional dialogue during post-observation conferences. With respect to marital status, 70.6% of the respondents were married, 26.5% were single, and 2.9% were widowed. This profile indicates that most teachers balance professional duties with family responsibilities. According to Oplas (2024), marital status and family obligations often influence teachers' work-life balance and their participation in continuous professional development activities. Consequently, feedback sessions that are considerate of teachers' personal circumstances may foster a more supportive supervisory culture.

Regarding position or rank, a majority of teachers (58.8%) were Teacher III, followed by Teacher I (26.5%) and Teacher II (14.7%). This distribution implies that many teachers have already progressed through the career ladder and are likely familiar with classroom observation processes. Mid- to high-ranking teachers often possess greater self-efficacy and professional confidence, which could shape their expectations for feedback to be developmental rather than purely evaluative (Francisco, 2020). The data on years of experience show that most teachers (32.4%) had 10–14 years of service, followed by 26.5% with 7–9 years, 17.6% with 1–3 years, 11.8% with 4–6 years, 5.9% with 15–19 years, and 2.9% each for 20–24 years and 25 years and above. This confirms that the respondents were largely mid-career teachers who had already accumulated substantial classroom experience but remained within a growth-oriented phase of their careers. Studies have shown that the quality of instructional practice tends to improve significantly during the first 10 to 15 years of teaching, after which it stabilizes (Kini & Podolsky, 2016). Therefore, the respondents' length of experience positions them well for reflective feedback practices that reinforce instructional effectiveness.

In terms of educational attainment, most teachers (67.6%) held a Bachelor's degree with Master's units, 17.6% had completed a Master's degree, 11.8% held a Bachelor's degree, and 2.9% held a Master's degree with doctoral units. These data suggest a highly qualified teaching group that values academic advancement. Francisco (2020) found that Filipino teachers who pursue graduate studies often exhibit stronger instructional competence and commitment to continuous improvement. Similarly, international findings highlight that postgraduate education enhances teachers' ability to engage in reflective practices and integrate feedback into pedagogical planning (Graham et al., 2020). This high level of educational attainment therefore supports the viability of implementing advanced, developmental feedback mechanisms within the district.

Complementing the demographic data, the teachers' professional development profile shows that most respondents had participated in substantial training activities, with 32.4% completing 41 to 80 training hours, 29.4% exceeding 80 hours, 23.5% completing 25 to 40 hours, 8.8% completing 9 to 24 hours, and 5.9% completing only 1 to 8 hours. These figures indicate that the respondents were well-exposed to continuous learning opportunities, a crucial factor for effective feedback utilization. According to the Department of Education's learning and development framework, regular engagement in seminars and trainings enhances teachers' responsiveness to instructional supervision and innovation (DepEd, 2023). Similarly, international research underscores that sustained professional development is a major predictor of teachers' capacity to translate feedback into instructional improvement (Darling-Hammond et al., 2017). By topic, out of 68 teacher-respondents, 79.4% attended trainings on Curriculum Implementation such as Matatag K–10 and Senior High School, 55.9% attended trainings on Classroom Observation and Feedbacking, 52.9% attended trainings on Differentiated Instruction or Inclusive Education, 44.1% each attended trainings on Assessment and Classroom-Based Assessment and on Literacy, Numeracy, and PISA-aligned Pedagogies, 32.4% attended trainings on ICT Integration, EdTech, or Learning Management Systems, 29.4% attended trainings on Classroom Management, Social-Emotional Learning, or Well-being, and only 2.9% attended trainings on Action Research or Data Use for Instruction. This distribution indicates that while teachers are well-trained in curriculum and instructional delivery, there is limited exposure to reflective and research-based approaches that could enrich feedback practices. In the Philippine setting, teacher professional development remains heavily curriculum-centered, often lacking follow-up mechanisms to translate learning into reflective teaching (Pablo et al., 2025). The findings suggest that capacity-building programs should

integrate action research and evidence-based feedback strategies to enhance teacher empowerment.

With respect to the mode of training delivery, out of 68 teacher-respondents, 70.6% attended School-based INSET, 61.8% attended Learning Action Cell or LAC sessions, 44.1% attended Division-led training, 20.6% attended online webinars, 8.8% attended Regional or National Training, and 2.9% attended other modes of delivery. This indicates that the district primarily relies on internal, school-level learning systems, consistent with the Department of Education's emphasis on school-based professional learning communities. As noted by Oplas (2024), LAC sessions and INSETs promote contextualized learning and sustained reflection, making them ideal venues for reinforcing effective feedback practices. However, limited participation in higher-level or online training suggests a need for broader exposure to diverse, research-informed feedback models. Overall, the profile of the teachers indicates a workforce that is academically prepared, moderately experienced, and actively engaged in professional development, characteristics which suggest that the teachers in Julita District are well-positioned to benefit from a developmental feedback plan that emphasizes clarity, constructiveness, and collaboration.

Turning to the profile of school heads and master teachers, the demographic data show that respondents were predominantly in the 40–44 age range (27.3%), followed by those aged 45–49 (18.2%), 50–54 (18.2%), and 35–39 (18.2%), while 13.6% were aged 55–59 and 4.5% were aged 60 and above, for a total of 22 respondents (100.0%). This distribution indicates that most of the respondents are in their mid- to late-career stages, with substantial professional experience in the education sector, implying that they are mature educators who have accumulated extensive instructional and supervisory experience that could shape their feedback practices during classroom observations. Similar trends have been documented in other Philippine contexts where leadership roles in basic education are usually held by teachers in their forties and fifties, reflecting both the career progression patterns within the Department of Education and the emphasis on experience as a criterion for promotion (Oplas, 2024). International studies support this finding, suggesting that school leaders in mid- to late-career stages possess more refined pedagogical judgment and are better positioned to provide developmental feedback that enhances teacher learning (Graham et al., 2020; Harris & Jones, 2019).

The gender distribution among SHs/MTs revealed a strong predominance of female respondents (86.4%) compared to males (13.6%), a pattern consistent with the feminization trend of the Philippine teaching and leadership workforce, where women not only dominate the classroom but also increasingly assume leadership and supervisory positions (Pablo et al., 2025). According to Francisco (2020), this gender composition reflects both the accessibility of teaching as a profession for women and the continuing shift toward gender-inclusive leadership within Department of Education schools. The predominance of female school leaders may influence the supervisory culture by promoting collaborative, empathetic, and communicative feedback practices essential in teacher development (Collie et al., 2020). In terms of marital status, most SHs/MTs respondents were married (77.3%), 13.6% were single, 4.5% were widowed, and 4.5% preferred not to disclose their marital status, a profile typical among mid-career educators. Marital and family responsibilities can influence leadership behavior, including how feedback is provided and received (Oplas, 2024), and married educators often demonstrate a strong sense of stability, patience, and social understanding, traits valuable in conducting effective feedback sessions and mentoring younger teachers.

The positions or ranks of the SHs/MTs respondents were distributed among various supervisory and teaching leadership levels, with Master Teacher I comprising 22.7%, Master Teacher II comprising 18.2%, Master Teacher III comprising 13.6%, Head Teacher III comprising 13.6%, Head Teacher II comprising 9.1%, Head Teacher I comprising 9.1%,

Principal II comprising 9.1%, and Principal I comprising 4.5%, for a total of 22 respondents (100.0%). This composition highlights a diverse leadership structure representing both instructional and administrative authority, and the presence of multiple Master Teacher and Head Teacher ranks indicates that the district has a robust system for instructional supervision crucial for sustaining effective feedback mechanisms. Francisco (2020) noted that leadership heterogeneity within schools often contributes to differentiated feedback practices ranging from formal evaluations by principals to peer coaching by master teachers. In terms of years of experience, 40.9% of SHs/MTs had 25 years or more of teaching experience, 22.7% had 15 to 19 years, 18.2% had 20 to 24 years, 9.1% had 10 to 14 years, and 4.5% each had 7 to 9 years and 4 to 6 years, indicating that the majority of school heads and master teachers are highly seasoned professionals. With respect to educational attainment, 45.5% held a Bachelor's degree with Master's units, 27.3% held a Master's degree, 13.6% held a Master's degree with doctoral units, and 13.6% held a Doctorate degree, underscoring a highly credentialed supervisory group well-equipped to render sound instructional judgment during classroom observations.

With regard to the dimension of consistency and fairness in current feedback practices, both groups of respondents rated this dimension highly, with teachers obtaining a mean of 4.70 and SHs/MTs obtaining a mean of 4.75, indicating that feedback aligned with standardized observation tools and that the same standards are applied fairly to all teachers. Such consistency is crucial in maintaining transparency and trust in supervisory relationships. This finding corresponds with the results of Francisco (2020), who found that fair and standardized evaluation practices improve teachers' acceptance of feedback and their willingness to implement suggested changes. International research echoes this view; Harris and Jones (2019) emphasized that when feedback systems are grounded in clear rubrics and equitable standards, they lead to sustainable instructional improvement across school contexts. Overall, the consistently high mean ratings across all dimensions of current feedback practices underscore that feedback practices in Julita District are well-institutionalized, constructive, and teacher-centered, suggesting that feedback is not only timely and specific but also motivational, supportive, and equitable. This positive feedback climate fosters professional dialogue, continuous reflection, and instructional enhancement. However, while both teachers and supervisors rated feedback as highly evident, the slightly higher mean scores from SHs/MTs (4.88) compared to teachers (4.69) imply that supervisors may perceive their practices more favorably than teachers do. This minor discrepancy suggests that future developmental plans should include opportunities for teachers to co-design feedback protocols or express suggestions on improving the feedback process further. These results affirm that Julita District demonstrates a strong feedback culture characterized by professionalism, clarity, and collaboration, consistent with literature emphasizing that effective feedback is timely, specific, and developmental, ultimately enhancing teaching quality and learner outcomes (Darling-Hammond et al., 2017; Hattie & Timperley, 2007; Oplas, 2024). This constructivist perspective holds that feedback should not be unidirectional but rather a professional dialogue that supports reflective practice (Harris & Jones, 2019).

The perceived effectiveness of supervisory feedback was examined across three dimensions: quality of feedback, frequency and timeliness of feedback, and usefulness and impact of feedback, yielding overall mean ratings of 4.79 (SD = 0.36) for teachers and 4.92 (SD = 0.19) for SHs/MTs, both interpreted as Very High. These findings suggest that feedback practices in Julita District are perceived as highly effective, being clear, timely, constructive, and instrumental in enhancing teaching performance and professional growth. In terms of the quality of feedback, teachers rated this dimension at a mean of 4.76 while SHs/MTs rated it at a mean of 4.96, indicating that feedback is characterized by clarity, respectfulness, and a

balance between strengths and areas for improvement. The item "The feedback received/given is clear and easy to understand" received perfect ratings from SHs/MTs ($M = 5.00$, $SD = 0$) and very high ratings from teachers ($M = 4.76$, $SD = .43$). The item "Feedback highlights both teacher's strengths and areas for improvement" was rated 4.76 ($SD = .43$) by teachers and 4.95 ($SD = .21$) by SHs/MTs, while "Feedback is based on actual classroom observations and evidence" was rated 4.74 ($SD = .56$) by teachers and 4.95 ($SD = .21$) by SHs/MTs. The item "The tone of feedback is respectful and professional" obtained a mean of 4.79 ($SD = .41$) from teachers and a perfect 5.00 ($SD = 0$) from SHs/MTs, and "Feedback is constructive and helps teacher reflect on his/her teaching practice" was rated 4.78 ($SD = .43$) by teachers and 4.91 ($SD = .29$) by SHs/MTs. These findings imply that feedback in the district is not only well-articulated but also communicated in a manner that fosters trust and reflection, supporting the observations of Brookhart (2017), who emphasized that effective feedback must be specific, clear, and respectful to promote reflective teaching practice. Similarly, a study by Domingo (2021) in the Leyte Division found that teachers who received clear, well-framed feedback reported greater satisfaction and higher motivation to improve classroom instruction.

The results on frequency and timeliness of feedback further demonstrate a robust feedback culture, with teachers rating this dimension at $M = 4.79$ and SHs/MTs rating it slightly higher at $M = 4.83$, both falling within the Very High interpretation. Specifically, "Teacher receives feedback every time a classroom observation is conducted" yielded means of 4.82 ($SD = .38$) for teachers and 4.86 ($SD = .35$) for SHs/MTs, "Feedback is given promptly after the observation" yielded means of 4.79 ($SD = .41$) for teachers and 4.91 ($SD = .29$) for SHs/MTs, and "Feedback sessions are frequent enough to monitor teacher's progress" yielded means of 4.76 ($SD = .43$) for teachers and 4.72 ($SD = .63$) for SHs/MTs. These results confirm that feedback is routinely practiced and not sporadic, underscoring the district's commitment to consistency in monitoring instructional performance. According to Darling-Hammond et al. (2017), feedback that is timely and sustained over multiple observation cycles is more effective in influencing teaching quality and student learning outcomes, and a pattern reported by Alcantara (2022) found that frequent post-observation conferences in Leyte schools positively correlated with teachers' openness to supervision and willingness to apply recommended strategies.

The third dimension, usefulness and impact of feedback, obtained the highest mean ratings among the three areas, with teachers rating it at $M = 4.81$ and SHs/MTs rating it at $M = 4.94$, highlighting the strong perceived relevance of feedback to instructional improvement. Specifically, "Feedback helps teacher improve instructional strategies" was rated 4.79 ($SD = .41$) by teachers and 4.95 ($SD = .21$) by SHs/MTs, "Suggestions and recommendations are practical and applicable to the class" was rated 4.85 ($SD = .36$) by teachers and 4.95 ($SD = .21$) by SHs/MTs, "Feedback sessions inspire the teacher to innovate and try new approaches" was rated 4.79 ($SD = .41$) by teachers and 4.95 ($SD = .21$) by SHs/MTs, and "Feedback has a positive effect on teacher's confidence and professional growth" was rated 4.82 ($SD = .38$) by teachers and 4.91 ($SD = .29$) by SHs/MTs. These results affirm that feedback in Julita District transcends evaluative purposes and functions as a developmental tool that empowers teachers. Hattie and Timperley (2007) contended that feedback is most powerful when it moves beyond evaluation to promote learning, self-efficacy, and motivation, and Oplas (2024) similarly found that developmental feedback significantly contributes to teachers' professional confidence and reflective capacity, especially when delivered in a supportive tone.

The consistent pattern of very high ratings across all dimensions signifies that the feedback process in Julita District is deeply embedded in the district's supervisory culture. The negligible difference between teacher and SH/MT perceptions, a mean difference of 0.13, indicates mutual understanding and shared appreciation of feedback's role in instructional growth. Nevertheless, the slightly higher mean scores from SHs/MTs suggest that while

supervisors perceive feedback as highly effective, there may still be subtle areas, such as ensuring that all feedback translates into measurable teaching improvement, where perceptions diverge. This minor gap reflects what Harris and Jones (2019) describe as the perception gap in instructional supervision, wherein supervisors often overestimate the developmental quality of feedback compared to teachers' experiences. Addressing this through collaborative reflection and teacher-led feedback discussions could further enhance the system's authenticity and impact. These results also align with the national context under the Department of Education's RPMS-PPST framework, which emphasizes feedback as a vital component of continuous professional development and teacher quality assurance (DepEd, 2015), and confirm that school heads and master teachers are effectively implementing this directive by providing timely, constructive, and motivating feedback aligned with the Philippine Professional Standards for Teachers. Internationally, Darling-Hammond et al. (2017) and Harris and Jones (2019) both advocate for feedback systems that are developmental, ongoing, and grounded in professional dialogue, attributes clearly evident in the feedback culture of Julita District. In summary, both teachers and supervisors in Julita District perceive the feedback system as very high in quality, frequency, and usefulness, signifying an environment where feedback is timely, respectful, and empowering, reinforcing teacher competence while cultivating a culture of reflective teaching and professional collaboration, and positioning the district as having successfully institutionalized feedback as a developmental process consistent with global best practices and the Department of Education's vision of professional growth through formative supervision.

The perceived effect of feedback practices on teachers was examined across three dimensions: professional growth, confidence, and motivation, yielding an overall mean of 4.81 (SD = 0.37), interpreted as Very High Effect, indicating that teachers strongly agree that feedback they receive during classroom observations contributes significantly to their professional development, enhances self-confidence, and motivates them to improve instruction and learner outcomes. Consistently high mean ratings across all dimensions underscore that feedback in Julita District is not merely evaluative but transformative, empowering teachers to reflect, grow, and engage in continuous improvement. For the dimension of professional growth, all indicators were rated as very high, with means ranging from 4.79 to 4.88. Specifically, "Supervisory feedback helps me identify my strengths and weaknesses as a teacher" was rated $M = 4.82$ (SD = .38), "Feedback enables me to set clear goals for my professional development" was rated $M = 4.85$ (SD = .36), "Feedback encourages me to engage in continuing professional development (e.g., training, seminars, LAC sessions)" was rated $M = 4.79$ (SD = .41), and "I use the feedback I receive to improve lesson planning and instructional strategies" obtained the highest mean under this dimension ($M = 4.88$, SD = 0.32), indicating that feedback is not only received positively but is actively utilized by teachers to refine their instructional approaches. According to Hattie and Timperley (2007), high-quality feedback facilitates learning by bridging the gap between current performance and desired goals, and Domingo (2021) found that teachers who regularly receive formative feedback demonstrate higher engagement in lesson improvement and professional development activities, findings that align with the Department of Education's (2015) advocacy through the Results-Based Performance Management System, which underscores feedback as an integral mechanism for sustaining teacher quality and accountability.

In terms of confidence, teachers' responses indicated a very high effect, with mean scores ranging from 4.74 to 4.85. Specifically, "Constructive feedback boosts my confidence in my teaching abilities" was rated $M = 4.74$ (SD = .56), "I feel supported and valued as a teacher after receiving feedback" garnered one of the highest ratings under this dimension (M

= 4.85, SD = 0.36), reflecting the emotional and psychological reinforcement teachers gain from constructive supervision, and "Feedback helps me handle challenges in the classroom more effectively" was rated $M = 4.79$ (SD = .41). This suggests that the feedback process in Julita District goes beyond evaluation, validating teachers' efforts and reinforcing their professional worth. Consistent with Alcantara (2022), teachers' sense of confidence increases when feedback is delivered with respect, empathy, and a genuine intent to guide improvement. Internationally, Collie et al. (2020) found that supportive feedback strengthens teachers' self-efficacy and adaptability, especially when it highlights both strengths and growth areas, affirming that confidence-building feedback cultivates a positive professional identity, reduces anxiety associated with classroom observations, and enables teachers to take greater instructional risks in pursuit of excellence.

For the dimension of motivation, mean ratings similarly fell within the Very High category, ranging from 4.73 to 4.85. Teachers reported that "Feedback motivates me to try new teaching approaches and strategies" at $M = 4.82$ (SD = .38), "I feel more enthusiastic about teaching after a constructive post-observation conference" at $M = 4.73$ (SD = .56), "Feedback helps me stay committed to improving student learning outcomes" at $M = 4.79$ (SD = .41), and "I feel inspired to collaborate with colleagues to enhance teaching practices after receiving feedback" at $M = 4.85$ (SD = .36). The high mean score for commitment to improving student learning outcomes indicates that feedback not only improves teaching skills but also strengthens teachers' intrinsic motivation to achieve better learning results, a finding that resonates with self-determination theory, which posits that supportive feedback enhances intrinsic motivation by fulfilling teachers' needs for competence and relatedness (Deci & Ryan, 2012). Empirical studies in the Philippine context similarly highlight feedback as a strong motivational factor, particularly when it recognizes teachers' achievements and offers actionable suggestions (Oplas, 2024; Pablo et al., 2025), and when teachers perceive feedback as a form of professional support rather than judgment, they become more enthusiastic, resilient, and innovative in their instructional practice.

The consistently very high ratings across all three dimensions of professional growth, confidence, and motivation demonstrate that the feedback mechanisms implemented by school heads and master teachers in Julita District are both developmental and empowering, implying that feedback has evolved into a structured mentoring process that cultivates teachers' reflective capacities, professional confidence, and commitment to excellence. As noted by Harris and Jones (2019), developmental feedback practices that emphasize shared reflection and solution-finding are essential for building collective efficacy among teachers and school leaders. Overall, feedback in Julita District functions as a powerful professional development tool, a process that strengthens teacher identity, promotes goal-oriented improvement, and inspires continuous learning, aligning with both local and international literature emphasizing that feedback, when formative, respectful, and specific, has a lasting impact on teacher motivation and classroom effectiveness (Brookhart, 2017; Hattie & Timperley, 2007; Darling-Hammond et al., 2017). These strong positive effects affirm that feedback is not only being practiced but meaningfully internalized by teachers, positioning Julita District as a model for implementing feedback-driven instructional supervision within the Department of Education system.

The challenges and issues encountered by teachers relative to feedback-giving during classroom observations were categorized into four domains: emotional and psychological, procedural and logistical, feedback-related, and resource and support, yielding an overall mean rating of 2.50 (SD = 1.01), interpreted as Low. This finding suggests that while teachers occasionally experience minor difficulties associated with classroom observations and feedback, these issues are manageable and do not significantly hinder the feedback process, although some aspects, particularly emotional and resource-related concerns, deserve attention to sustain a supportive and reflective observation culture. Under emotional and psychological

challenges, results show moderate levels of concern, with mean scores ranging from 2.74 to 2.94. Teachers expressed moderate anxiety or stress when classroom observations are scheduled ($M = 2.94$, $SD = 1.14$), reported that such observations sometimes affect their natural teaching performance ($M = 2.85$, $SD = 1.22$), and indicated that fear of negative evaluation modestly reduces their confidence during observation ($M = 2.74$, $SD = 1.30$). These findings suggest that while teachers recognize the developmental purpose of feedback, the evaluative component of classroom observations can still induce tension or self-consciousness. According to Alcantara (2022), teachers in Philippine public schools often associate classroom observations with performance ratings, which heightens anxiety and temporarily affects instructional spontaneity, a pattern that aligns with international literature; for instance, Collie et al. (2020) found that perceived judgment during feedback sessions may trigger stress, especially when feedback lacks adequate emotional support. However, the moderate level of stress reported in Julita District indicates that the prevailing feedback culture is largely non-threatening, possibly due to the district's emphasis on developmental and collaborative supervision, as reflected in the earlier findings on current feedback practices.

For procedural and logistical challenges, mean scores were consistently low, ranging from 2.32 to 2.35, suggesting that teachers seldom encounter significant issues related to observation scheduling or frequency. Specifically, "Observations are sometimes scheduled without enough notice" was rated $M = 2.32$ ($SD = 1.11$), "The frequency of classroom observations is too high and disrupts my teaching routine" was rated $M = 2.32$ ($SD = 1.06$), and "Observation schedules sometimes conflict with my class activities or assessment plans" was rated $M = 2.35$ ($SD = 1.24$). These results imply that school heads and master teachers manage the observation process efficiently, respecting teachers' instructional schedules, a finding that aligns with the Department of Education's guidelines in DepEd Order No. 8, s. 2015, which require advance notice, mutual agreement on observation dates, and a standardized observation process under the Results-Based Performance Management System. Studies in similar Philippine contexts confirm that adherence to these protocols contributes to teachers' perception of fairness and procedural transparency in classroom evaluation (Domingo, 2021; Francisco, 2020).

In the feedback-related challenges category, results likewise fall under the Low interpretation, with mean scores ranging from 2.00 to 2.21. Teachers generally disagreed that feedback is vague or not actionable ($M = 2.00$, $SD = 1.12$), disagreed that feedback is sometimes delayed, making it difficult to reflect and improve ($M = 2.21$, $SD = 1.31$), and disagreed that feedback focuses more on compliance rather than professional growth ($M = 2.21$, $SD = 1.09$). This indicates that the feedback system in Julita District is functional and developmental, consistent with the earlier findings on consistency and fairness and on perceived effectiveness of feedback. The low magnitude of feedback-related challenges suggests that teachers find the post-observation conferences constructive, timely, and improvement-oriented. Brookhart (2017) emphasized that actionable and specific feedback mitigates negative emotional reactions and promotes teacher receptivity, and Oplas (2024) found that clear and behavior-focused feedback enhances teachers' confidence and reduces apprehension about evaluations. The present findings affirm that school heads and master teachers effectively use feedback as a supportive tool rather than a punitive mechanism.

Regarding resource and support challenges, this category yielded slightly higher mean scores, ranging from 2.03 to 3.15, with an average interpretation of Moderate. Specifically, "Lack of teaching resources affects my ability to perform well during observations" was rated $M = 3.15$ ($SD = 1.53$), "I receive little or no coaching or mentoring support before or after observations" was rated $M = 2.03$ ($SD = 1.18$), and "Large class sizes or challenging class

conditions make it hard to meet observation expectations" was rated $M = 3.03$ ($SD = 1.70$). These findings indicate that contextual and resource constraints occasionally hinder teachers from demonstrating their best practices during observations. These concerns are not uncommon in Philippine public schools, where large class sizes and limited instructional materials remain persistent challenges (Pablo et al., 2025). Similarly, Domingo (2021) found that resource inadequacies often influence how teachers perceive and respond to feedback, particularly when recommendations require materials or technologies that are not readily available. Although resource limitations do not directly diminish the value of feedback, they highlight the need for contextual sensitivity in supervisory expectations and the provision of logistical support to teachers before and after classroom observations.

The overall low level of challenges reported suggests that feedback-giving and classroom observations in Julita District are well-managed, with minimal procedural or relational barriers. The moderate emotional and resource-related issues identified, however, point to areas where the developmental feedback plan can be strengthened; providing pre-observation coaching, promoting a non-threatening climate, and ensuring access to teaching resources can further enhance the effectiveness of feedback. These implications are supported by Darling-Hammond et al. (2017), who advocate for supportive supervisory systems that address both professional and environmental factors affecting teachers' performance, and by Hattie and Timperley (2007), who argue that feedback achieves its maximum impact when teachers feel psychologically secure and have sufficient resources to act on recommendations. In summary, the findings indicate that while teachers in Julita District occasionally experience mild anxiety and logistical constraints, they generally view the observation and feedback process as fair, manageable, and growth-oriented, and the relatively low magnitude of challenges reinforces the positive feedback culture established within the district, one that prioritizes professionalism, respect, and continuous improvement.

Taken together, the findings across the demographic, practice, perception, effect, and challenge dimensions of this study demonstrate that classroom observation and supervisory feedback in Julita District operate within a mature, well-institutionalized, and largely non-threatening professional culture. The convergence of high mean ratings on consistency and fairness, on the quality, timeliness, and usefulness of feedback, and on its positive effects on teachers' professional growth, confidence, and motivation, alongside the comparatively low magnitude of emotional, procedural, feedback-related, and resource-related challenges, directly addresses the study's objectives by establishing both the current state of feedback practice and the areas warranting refinement. These results affirm that feedback in the district functions as a genuinely developmental process rather than a purely evaluative exercise, contributing to the broader body of Philippine and international literature on instructional supervision by illustrating how a school division can sustain a feedback culture that is simultaneously rigorous, fair, and supportive. It is on the basis of these integrated findings, particularly the identified need for greater teacher involvement in shaping feedback protocols and for stronger provision of resources and pre-observation coaching, that the succeeding chapter proceeds to present a developmental feedback plan designed to reinforce and further institutionalize the strengths already evident in Julita District's supervisory practice.

CONCLUSION

This study affirms that the feedback practices of master teachers and school heads in Julita District are timely, constructive, and developmental in nature, fostering a culture of continuous professional growth among teachers. The findings, drawn from a descriptive survey of teachers, master teachers, and school heads across Julita District for School Year 2025–2026, revealed a mature and academically prepared workforce, with teachers mostly

aged 35 to 39 years old and school heads and master teachers mostly aged 40 to 44 years old, the majority of whom held advanced academic qualifications and had undergone extensive professional training in curriculum implementation, classroom observation, and instructional feedback. Both groups rated feedback practices as highly evident, with supervisors providing feedback that was specific, supportive, and consistent with established observation tools, thereby reflecting a formative and mentoring oriented supervisory culture aligned with the Department of Education's RPMS PPST standards. Feedback was likewise perceived as very high in effectiveness in terms of quality, frequency, and usefulness, with teachers describing it as clear, professional, and timely, enabling reflection, innovation, and improved instructional strategies that ultimately benefited learner outcomes.

These practices reflect the essence of Transformational Leadership Theory, in that school leaders inspire, motivate, and provide individualized support that transforms classroom observation from a compliance driven task into a genuinely developmental experience (Berkovich, 2016). Consistent with this, feedback was perceived to have a very high effect on teachers' professional growth, confidence, and motivation, enabling them to identify strengths and weaknesses, set professional goals, enhance lesson planning and classroom management, and strengthen their commitment to student learning and collegial collaboration. The results are further consistent with Feedback Loop Theory, as feedback within the district was found to be prompt, specific, and actionable, forming a continuous cycle of observation, reflection, and improvement (Ahmadi et al., 2021) through which teachers actively refine their instructional strategies and pursue innovation, evidence that supervision functions as an iterative process of learning rather than a singular evaluative event. Moreover, the findings affirm the Leader Member Exchange Theory, as teachers and supervisors were found to maintain high quality professional relationships grounded in trust, fairness, and collaboration (Graen & Uhl-Bien, 1995), a relational dynamic that enhances teachers' openness to feedback, confidence, and motivation for change. Although challenges related to feedback giving were rated low overall, minor concerns involving emotional and psychological stress during observations, as well as resource related limitations such as inadequate materials and large class sizes, remain worthy of continued attention to sustain a fair, supportive, and non-threatening supervisory environment.

The integration of these three theoretical frameworks demonstrates that effective feedback is relational, reflective, and transformative, and the study concludes that Julita District's feedback practices exemplify developmental supervision rooted in trust and continuous improvement. On this basis, it is recommended that the Division of Leyte and Julita District adopt and institutionalize the proposed Developmental Feedback Plan to sustain timely, constructive, and developmental feedback practices, and that school heads and master teachers cultivate a safe, mentoring oriented atmosphere that reduces anxiety and builds teacher confidence during feedback sessions. It is further recommended that LAC sessions and training workshops be conducted to strengthen feedback literacy, coaching ability, and reflective practice among teachers and supervisors, and that sufficient instructional materials, manageable class sizes, and adequate time for observation, conferencing, and follow-up be ensured to optimize feedback implementation. Systematic follow-up and progress monitoring through pre-observation planning, post-conference discussion, and regular check-ins should likewise be institutionalized, alongside efforts to encourage teachers and supervisors to co-analyze feedback and set shared improvement goals that foster accountability and collegial trust. School leaders are encouraged to model transformational leadership that inspires and sustains continuous improvement, while future research should replicate or expand this study in other districts to assess its long-term impact and further refine the feedback framework.

Ultimately, the proposed Developmental Feedback Plan should serve as a benchmark model across districts, reinforcing formative and research-informed supervisory practices that strengthen teacher empowerment and instructional excellence in pursuit of quality education.

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