



**DIGITAL INSTRUCTIONAL SUPERVISION: REDEFINING TEACHING
SUPPORT AMONG ELEMENTARY EDUCATION IN
NORTH DISTRICT OF TACURONG CITY**

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ABSTRACT

In the digital era, instructional supervision has evolved to incorporate technology, addressing gaps in traditional models amid post-pandemic hybrid learning. This study examines how digital instructional supervision redefines teaching support for elementary teachers in Tacurong City's North District, Philippines, during the 2025-2026 school year. Employing a qualitative narrative inquiry design, it purposive sampled 15 experienced teachers via semi-structured interviews and focus group discussions (FGD), validated by expert panels and analyzed through thematic analysis adapted from established protocols. Grounded in TPACK, Transformational Leadership, and Systems Theories, findings reveal teachers' experiences with tools like Zoom observations and online feedback, highlighting benefits such as flexibility, real-time mentoring, and collaboration alongside challenges including connectivity issues, digital literacy gaps, and infrastructure limitations. The study underscores digital supervision's potential to enhance professional growth and instructional quality while urging DepEd to invest in training, equitable tech access, and policies aligned with SDG 4. These insights offer a model for rural education transformation, addressing the digital divide to foster sustainable teaching support.

Keywords: Digital Instructional Supervision, Narrative Inquiry, TPACK Framework, Teaching Support, Elementary Education

INTRODUCTION

Background of the Study

In the rapidly evolving digital landscape of the 21st century, instructional supervision has undergone significant transformations to adapt to the demands of virtual and technology-enhanced teaching. As education systems worldwide embrace digitalization, the traditional mode

of instructional supervision are being restructured to align with online and hybrid learning environments. School leaders and instructional supervisors are now required to go beyond classroom observations and walk through. The integration of technology into supervision practices ensures that instructional leadership remains relevant and responsive to the needs of both teachers and learners in digital classrooms.

Globally, digital instructional supervision is increasingly recognized as a pivotal strategy to support teachers' professional growth, improve instructional practices, and enhance student outcomes (Pont, Nusche, & Moorman, 2018). Digital supervision provides a flexible, data-informed framework that allows for more frequent and targeted feedback. Through digital observations, e-portfolios, and remote mentoring, supervisors can support continuous teacher development regardless of geographic location. However, despite these benefits, many education systems still face obstacles in implementing effective digital supervision. Issues such as insufficient professional development, lack of digital literacy among leaders, and the digital divide hinder the full realization of its potential. According to UNESCO (2021), there is an urgent need for system-wide capacity building and equitable access to technology to ensure that digital instructional supervision contributes meaningfully to educational quality.

In the Philippine context, while the Department of Education has introduced digital tools and online platforms for monitoring and supporting teachers, many school heads remain under trained and under-resourced in maximizing these tools for meaningful instructional leadership (Llego, 2020; Ronda, 2021). However, the transition was abrupt and uneven. Many school heads and instructional leaders were not adequately trained to navigate these platforms or use data from digital tools to drive instructional decisions.

Specifically, in South Central Mindanao, school administrators in remote and semi-urban areas continue to struggle with digital infrastructure and supervisory capacity, limiting their ability to provide realtime and formative feedback to teachers (Bermudez & Dizon, 2022). Without adequate digital tools and training, they are constrained in their ability to observe online classes, analyze digital teaching data, and offer timely feedback that could enhance instruction. This lack of capacity undermines efforts to ensure consistent teaching quality and hampers the professional growth of teachers working in these contexts.

The study is aligned with Sustainable Development Goal 4 (Quality Education) and SDG 9 (Industry, Innovation, and Infrastructure) by promoting inclusive, technology-supported education systems and strengthening leadership practices through digital innovation. By focusing on digital instructional supervision, the study advances the global commitment to inclusive and equitable quality education. SDG 4 emphasizes not only student learning but also the continuous professional development of teachers—something that effective digital supervision directly supports. Meanwhile, SDG 9 calls for investment in infrastructure and innovation, which includes strengthening the digital capacities of educational leaders.

The goal of this study is to examine and redefine how digital instructional supervision is being implemented and experienced among elementary school teachers and instructional leaders in Tacurong City's North District, with the aim of identifying effective strategies, gaps, and areas for systemic improvement.

Research Questions

Generally, this study examined and redefined how digital instructional supervision is being implemented and experienced among elementary school teachers and instructional leaders in Tacurong City's North District.

Specifically, research problem revolved around understanding the following key questions:

1. What are the experiences of teachers and school heads with digital instructional supervision in the North District of Tacurong City?
2. How do teachers and school heads understand the support they receive through digital supervision?
3. What problems and benefits do teachers face when using digital supervision in their work?
4. How has digital supervision changed the way teachers and supervisors work together?

METHODOLOGY

Research Design

This study employed a qualitative research design, specifically narrative inquiry, to examine and redefine how digital instructional supervision is being implemented and experienced among elementary school teachers and instructional leaders in Tacurong City's North District.

Narrative inquiry is appropriate because it allows researchers to capture the lived experiences of participants and the meanings they attach to their personal and professional practices (Clandinin, 2020). Through storytelling and reflection, teachers' experiences in creating and sharing vlogs can be examined within the broader context of their professional identity and responsibilities (Kim, 2020). Qualitative narrative approaches provide a deeper understanding of how teachers navigate tensions between personal expression and institutional expectations (Savin-Baden & Van Niekerk, 2021).

Moreover, it enables the researcher to uncover patterns of behavior and values that influence teachers' performance and conduct (Webster & Mertova, 2020). Using narrative inquiry ensures that the study is grounded in authentic experiences while producing insights relevant to shaping professional conduct interventions (Riessman, 2022)

Participants of the Study

Table 1 displays the qualifications of the participants based on the criteria set by the researcher prior to the selection of qualified informants of the study.

Table 1

Participants' Inclusion Criteria

Qualifications
Participants: 15 Teachers
Active Teaching Status – Teachers must be currently teaching in the elementary schools of North District, Tacurong City, during the school year 2025-2026, ensuring they are directly involved in classroom instruction.
Experience in Instructional Practices – Teachers must have at least two years of teaching experience to ensure familiarity with classroom management, lesson delivery, and supervisory practices.
Willingness to Participate – Teachers must voluntarily agree to participate in the study and provide informed consent, demonstrating openness to engage in discussions and digital supervision activities.
Familiarity with Digital Tools – Teachers should have basic knowledge or experience in using digital platforms for teaching or supervision purposes, ensuring they can actively participate in and provide insights on digital instructional supervision.

The participants of this study were the selected fifteen (15) teachers who are assigned in Indigenous Peoples Education (IPEd) implementing schools, who qualify the inclusion criteria set by the researcher.

Sampling Technique

During the conduct of this study, a Purposive Sampling Technique was intentionally utilized to carefully select fifteen 15 teachers from North District, City Schools Division of Tacurong City, for school year 2025-2026, who meet the specific inclusion criteria established by the researcher. Purposive sampling, alternately referred to as judgmental, selective, or subjective sampling, constitutes a variant of non-probability sampling.

Within this approach, researchers exercise their own judgment and discretionary acumen in the selection of individuals from the population to partake in their survey endeavors (Alchemer, 2021). This method of sampling mandates that researchers possess prior knowledge of the objectives underpinning their study so as to effectively pinpoint and make contact with eligible participants through online survey platforms like Alchemer. Researchers resort to purposive sampling in order to secure access to a distinct subgroup of individuals, whereby all survey respondents are meticulously chosen based on their alignment with a specific demographic or criterion.

Research Instruments

In this study, a semi-structured interview functioned as an exploratory instrument during both in-depth interviews and Focus Group Discussions (FGDs) to explore and describe how digital instructional supervision is being implemented and experienced among elementary school teachers and instructional leaders in Tacurong City's North District. The validity and appropriateness of this tool was substantiated through a rigorous evaluation process conducted by a panel of experts who possess expertise in the development of relevant research instruments.

Data Gathering Procedure

To ensure the research's reliability, the researcher maintained a strict adherence to a predefined set of procedures. The primary objective of this study was to explore and describe how digital instructional supervision is being implemented and experienced among elementary school teachers and instructional leaders in Tacurong City's North District. In the initial phase, the researcher diligently sought formal authorization from both the Superintendent of DepEd-City Schools Division of Tacurong and the Dean of the College of Graduate Studies (CGS). This authorization is essential to obtain the necessary permissions for the researcher to conduct the study, emphasizing the importance of ethical considerations.

Following this, a secondary authorization letter was sent to the District Supervisor, explicitly requesting access to the specific data required for this research. A meticulously crafted survey questionnaire was developed, subjected to rigorous evaluation, and then administered to the targeted participants.

The researcher employed a Purposive Sampling Technique to carefully select secondary school teachers as participants in this study. Assuming strict adherence to established EWMCI-Research Ethics Committee, the researcher proceeded with conducting interviews and facilitating Focus Group Discussions (FGDs), all of which was econducted through face-to-face interactions.

Data Transcription Process

Ultimately, the data collected from interviews and FGDs was systematically organized, subjected to comprehensive analysis, and interpreted using the thematic analysis approach. This approach is expected to provide a deeper understanding of the issues under investigation.

Data Analysis

In this study centered on uncovering how digital instructional supervision was implemented and experienced among elementary school teachers and instructional leaders in Tacurong City's North District, a content or thematic analysis approach was employed to examine the collected data. This methodology, as described by Flick (2014), Ngag (2023), and Braun (2009), involved the systematic categorization of textual components, including statements, phrases, and words, into organized groupings or categories. These categories were either derived from established frameworks or custom-developed to align with the study's specific objectives.

To execute this analytical process, a series of essential steps were diligently followed.

Initially, all data sources, such as interview transcripts, notes from Focus Group Discussions (FGDs), and relevant documents, were meticulously organized and prepared for analysis. This phase ensured the systematic arrangement and accessibility of the data.

Subsequently, the researcher deeply engaged with the data by conducting a thorough review of interview transcripts and FGD notes. This immersive process aided in gaining a comprehensive understanding of the content and context embedded within the collected information.

The third step involved initiating a systematic coding process. Initial codes were generated by identifying meaningful segments or patterns within the data. These codes captured essential concepts, ideas, or themes related to the narratives of the teachers with regard to their professional development and its outcomes in their teaching effectiveness.

Following coding, the identified codes were grouped into preliminary themes based on shared meaning or relevance. This step aimed to establish an initial structure for organizing the data.

Next, the emerging themes and their corresponding codes underwent a process of review and refinement. The researcher ensured the consistency and clarity of these themes and made necessary adjustments.

Each refined theme was assigned a descriptive name that succinctly represented the content it encapsulated, facilitating easy identification and interpretation. Relevant data excerpts, such as quotes or segments extracted from interviews and FGDs, were selected and associated with the respective themes. These excerpts served as supporting evidence for the identified themes.

Finally, the thematic analysis extended beyond surface-level identification. The researcher interpreted the meaning and implications of each theme within the context of the study's objectives. Patterns, connections, and variations within the themes were examined to provide a comprehensive understanding of the narratives of the teachers.

This meticulous and structured process of thematic analysis enabled the researcher to systematically explore and comprehend how digital instructional supervision was implemented

and experienced among elementary school teachers and instructional leaders in Tacurong City's North District.

Scope and Limitations

This study focused on exploring the experiences of elementary education teachers with digital instructional supervision in the North District of Tacurong City during the school year 2025–2026, with the aim of redefining teaching support in a technology-driven supervisory context. The participants of the study were selected elementary teachers and school heads who had experienced or engaged in digital-based supervisory practices.

Conducted within the public elementary schools of the district, the study sought to understand how digital supervision was implemented, how it affected instructional practices, and why it mattered in enhancing professional growth and teaching quality. Using narrative inquiry as the research design, the study collected personal stories and lived experiences through in-depth interviews, allowing teachers' voices to provide insights into the challenges, benefits, and transformative potential of digital instructional supervision in fostering effective teaching support.

RESULTS AND DISCUSSIONS

In the rapidly evolving digital landscape of the 21st century, instructional supervision has undergone significant transformations to adapt to the demands of virtual and technology-enhanced teaching. This study employed a qualitative research design, specifically narrative inquiry, to examine and redefine how digital instructional supervision is being implemented and experienced among elementary school teachers and instructional leaders in Tacurong City's North District.

The study revealed that digital instructional supervision in the North District of Tacurong City significantly enhanced accessibility, flexibility, and efficiency in teacher–supervisor collaboration. It promoted real-time feedback, reflective practice, and professional growth, while also fostering innovative teaching strategies and increased student engagement. However, technological challenges such as limited internet access, insufficient devices, and varying digital competencies posed barriers, and initial teacher anxiety was observed, which later shifted to confidence through supportive feedback.

Also, it has been shown that digital supervision significantly enhances teacher-supervisor collaboration by providing a flexible and accessible support system, delivering timely and structured feedback, promoting professional growth and digital competence, streamlining teaching and administrative tasks, and ensuring access to necessary digital resources and institutional support. Overall, these factors contribute to more efficient, collaborative, and data-driven teaching practices.

Moreover, the study revealed that digital supervision significantly transformed teacher–supervisor collaboration. While connectivity issues, technical barriers, and platform overload posed challenges and added emotional stress, the adoption of digital tools improved efficiency, streamlined communication, and facilitated organized documentation. Moreover, digital supervision fostered professional growth, enhanced reflective practice, and strengthened collaborative relationships between teachers and supervisors.

Finally, the study revealed that digital supervision has significantly transformed teacher-supervisor interactions. It enhanced communication by making it more frequent, flexible, and immediate; strengthened collaboration and teamwork through shared resources and inclusive virtual meetings; improved professional relationships by fostering trust, mentorship, and approachability; enabled data-driven planning and decision-making with documented feedback and analytics; and increased operational efficiency and accessibility by streamlining workflows and allowing remote submissions. Overall, digital supervision promoted a more collaborative, responsive, and efficient professional environment.

Conclusion

The following inferences were made in light of this study's findings:

Digital supervision proves to be a transformative tool for instructional improvement, blending flexibility, mentoring, and innovation. Its success, however, depends on reliable technology, capacity-building, and supportive supervision practices, highlighting the importance of integrating digital strategies thoughtfully to enhance teaching quality and professional development.

Reflecting on these findings, digital supervision emerges as a powerful tool that not only improves instructional quality but also fosters trust, professional development, and innovation in teaching. When supported by adequate resources and institutional backing, it can transform traditional supervisory practices into a dynamic, collaborative, and future-ready approach that benefits both educators and learners.

Also, digital supervision proves to be a valuable strategy in modern education, balancing challenges with notable benefits. Its success depends on adequate infrastructure, supportive policies, and continuous capacity-building, highlighting the importance of integrating technology thoughtfully to enhance teaching quality and professional development.

Finally, it has been concluded that embracing digital supervision not only modernizes traditional supervisory practices but also strengthens professional trust, collaboration, and instructional quality. As education continues to integrate technology, these findings reflect the need for schools to invest in digital tools and training, ensuring that both teachers and supervisors can adapt effectively to evolving teaching and learning demands.

Recommendations

In the light of the findings, the following were recommended:

1. **DepEd** may improve internet connectivity and provide reliable digital infrastructure to ensure all teachers can fully participate in digital supervision.
2. **School Administrators** may provide devices, technical support, and streamlined digital platforms to reduce teacher anxiety and enhance collaboration.
3. **Policy Makers** may allocate resources and establish standards for equitable, secure, and effective digital supervision across all schools.

4. Future Researchers may explore strategies to overcome technological barriers and study the long-term impact of digital supervision on teaching and learning outcomes.

Compliance with Ethical Standards

In preparation for the conduct of this study, all the aforementioned plans and recommendations were presented to East-West Mindanao Colleges Inc. to ensure compliance with prescribed procedures and protocols. Within the context of the research focused on examining the teachers' perspectives on AI-related academic dishonesty threats to inform the creation of effective academic integrity policies and educator training programs in the digital age, especially in North District, City Schools Division of Tacurong City, for School Year 2025–2026, the paramount importance of ethical considerations was emphasized. Prior to commencing the study, the following ethical principles were highlighted:

Informed Consent. Before participation, explicit and informed consent was diligently obtained from all school heads involved in the study. It was ensured that they possessed a comprehensive understanding of the study's objectives, methodologies, potential risks, and benefits. Furthermore, participation remained entirely voluntary, affording participants the autonomy to withdraw from the study at any juncture without encountering any adverse consequences.

Anonymity and Confidentiality. To safeguard the identities and responses of the teachers, rigorous measures were enacted to ensure anonymity and confidentiality. Rather than using actual names, pseudonyms or codes were employed, upholding the privacy of the participants. The collected data were securely stored with access restricted solely to the research team.

Avoiding Harm. Delicate subjects, such as the challenges inherent in their roles, were discussed with meticulous consideration for the potential emotional and psychological impact on the participants. Strategies were put in place to minimize distress, and a support system was made readily available to assist participants should the need arise.

Researcher–Participant Relationship. The researcher maintained a professional and respectful rapport when engaging with the school heads. Any actions that might exploit or cause harm to the participants were scrupulously avoided, ensuring their utmost dignity and respect throughout the research process.

Data Protection. Adherence to data protection regulations and laws was strictly followed to safeguard the personal information of the participants. Stringent measures were employed to ensure the secure storage and transmission of data.

Voluntary Participation. Participants were assured that their involvement in the study was wholly voluntary, devoid of any form of coercion or external pressure.

Researcher Bias. The researcher remained vigilant regarding potential biases that might influence data collection and analysis, upholding objectivity and transparency throughout the research endeavor.

Institutional Approval. Before initiating the study, the researcher diligently sought ethical clearance from the pertinent institutional review boards or ethics committees.

Honesty and Integrity. The research findings were reported truthfully and accurately, devoid of any manipulation or distortion to align with preconceived notions or biases.

Beneficence. The potential benefits of the research to educational practices and policies were thoughtfully considered, ensuring that the study contributed positively to the field.

Cultural Sensitivity. The researcher displayed cultural sensitivity by respecting local customs, beliefs, and practices within the research setting, refraining from imposing external values on the participants.

Inclusion and Diversity. The study's structure prioritized inclusivity and diversity, encompassing a wide spectrum of how digital instructional supervision was implemented and experienced among elementary school teachers and instructional leaders in Tacurong City's North District.

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Declaration AI Tools Declaration

I do hereby declare the use AI tools, such as Chat GPT and Grammarly for grammar checking and sentence organization purposes only.

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