

Teachers' Perspectives On 'Duaw Tulunghaan': A Qualitative Inquiry

Lilibet R. Rendon, Exelsis Deo A. Deloy

rendykoh16202315@gmail.com, exelsisdeoastillodeloy@gmail.com

Teacher III, Department of Education, Davao del Norte, Philippines, 8100

Master Teacher II, Department of Education, Davao del Norte, Philippines, 8100

Abstract

This study focused on the teachers' perspectives on Duaw Tulunghaan. A qualitative and phenomenological approach through in-depth interviews and focus group discussion method was used to gather the data needed. This study was gleaned through Interpretive-Practical Theory known as person centered supervision. Another theory anchored to this study was known as Critical Emancipatory Theory that encourages reflective action for both teachers and supervisors. This theory examines moral, ethical, and political dimensions embedded in the teaching practice. Another theory was the applied Science Theory or it is also associated to empirical analytical method. This theory emphasized the technical aspects during supervision. A researcher-made questionnaire, with a total of four main research questions and twelve sub-questions, was used to interview the fourteen participants. They were selected through purposive sampling technique. The data were gathered through audio recording, and were transcribed. As to the participants' perspectives, five (5) major themes emerged: improves teaching competence; assesses teachers' needs; serves as stressor or burden; evaluates strengths and weaknesses; and develops professional growth. Participants shared their experiences and four (4) major themes developed: stress in intensive preparation; stress in preparing instructional materials; apprehensions in facing higher authorities; and memorable and productive learning. In addition, participants employed different ways of coping including proper preparations; technical assistance; time management; self-motivation; positive outlook; and open-mindedness. Establish rapport between observers and teachers; be ready and prepared; inform the schedule ahead of time; sustain the implementation; provide instructional materials; and be optimistic were the suggestions of participants. This study recommended modifying or strengthening DepEd orders on Duaw Tulunghaan.

Keywords: *education, teachers' perspectives, Duaw Tulunghaan, qualitative-phenomenological, Davao del Norte, Philippines*

INTRODUCTION

Teachers are the cornerstones of any educational system. In order to enable them to perform their roles, they must be provided with ample opportunities for growth and professional development. Supervision has become an essential part of the teaching profession. All educational institutions nowadays depend greatly on supervision in order to improve the instructional practices undertaken by teachers at different educational levels. Supervision can contribute significantly to the professional development of teachers by identifying their strengths and weakness. But what are the perspectives of the teachers on this supervision most especially if surprise one.

In Turkey, Eraslan (2008) as cited by Concha, D. (2016), sought to investigate the beliefs and attitudes of prospective teachers on clinical supervision at a Turkish institution, teachers' discontentment with the lack of concern shown by their supervisors are evident. These teachers reported that their supervisors were almost always absent on the days they were supposed to be supervised. Some of the teachers stated that they had seen their supervisors only on the first and the last weeks of the course to receive and submit class observation forms. Eraslan noted that there were exceptions to the generally low ratings of supervisors by teachers. These exceptions occurred when the teachers had a supervisor who showed genuine interest and concern for helping them improve their practice. This concern manifested itself in opportunities to regularly discuss and analyze their observations with their supervisors.

In the Philippines, particularly in Atupan St., Nasipit, Agusan Del Norte, principals were those primarily in charge in teacher supervision, merging this role with their responsibility to be instructional leaders but teachers complained because some of the principals were not good in observing them. Sometimes, the observation did not focus on the instructional improvement and did not base on the teacher's professional needs (Dipaola, 2012).

Teachers from Talaingod District had their opinions on instructional supervision or Duaw Tulunghaan. Teachers had different perceptions about being supervised by principals or even supervisors. Supervision or locally known as Duaw Tulunghaan has yielded much issues about different teachers' opinion about it nowadays. Some of the teachers problems about Duaw Tulunghaan are the preparation of the best instructional materials and also the preparation of food for the visitors. One of the teachers also said that it disturbed the true essence and work of being a teacher. Teaching while being supervised also pressured the teachers in attaining the indicators.

Effective instructional supervision would reinforce and enhance teaching practices that would contribute to improve student learning and for the realization of an effective education system. Furthermore, the result of this study could be pointed as reference to the teachers, DepEd authorities and newly hired teachers, thereby making this study a document that would show societal significance.

In my search for relevant literature, there had been a studies related to clinical supervision but I found none in the local setting. Moreover, the experiences of teachers being supervised had been overlooked as there was more focus on their professional development. While there were few researches about the phenomenon internationally, there has been still insufficiency in studies conducted in local setting.

Thus, the focus of this study centered on the perceptions on Duaw Tulunghaan by teachers who experienced being supervised. This study filled the gap upon considering the contribution to be provided by the participants of the study which would be relevant to the other teachers. Found the need in pursuing this phenomenon to attain diverse perceptions of teachers who experience being supervised in Talaingod District will be brought forward.

Purpose of the Study

The purpose of this phenomenological study was to explore and understand the teachers' perspectives about instructional supervision or locally known as "Duaw Tulunghaan".

At this stage in the research, the Duaw Tulunghaan was generally defined as mentoring and coaching the teachers. It ensured the implementation of educational mission which was to provide meaningful learning experiences for students and improvement of instruction.

Research Questions

This research work sought to answer the following questions:

1. What are the perspectives of teachers on Duaw Tulunghaan?
2. What are the experiences of teachers on Duaw Tulunghaan in schools?
3. How do teachers cope with the challenges on Duaw Tulunghaan in schools?
4. What are the suggestions of teachers in relation to Duaw Tulunghaan in schools?

Theoretical Lens

The theory and idea of this study was gleaned through the Interpretive - Practical Theory. This theory is known as a person-centered supervision. This theory states that uniform answers to educational problems are difficult to apply. Supervisors are seen as a guide or facilitator during supervision while the teacher is being supervised, it is known as Collaborative Supervision. Teachers perceived that the implementation of clinical supervision in schools are solely to find teachers' weaknesses (Glanz, 1977).

Through the use of this theory, the teacher as he/she conducts his/her class, weaknesses would be identified and the supervisors would guide or facilitate the teachers and help them improve their weaknesses on skills in teaching. So, the weaknesses of the teachers would be interpreted and would be given solutions to make the teaching-learning process beneficial not only on the learners but also to the teachers as well. The key persons on this theory are the teachers who would be observed and the supervisors who do the observation.

Meanwhile, this study was also anchored on another theory which is known as Critical - Emancipatory theory that encourages reflective action for both teachers and supervisors. This theory examines moral, ethical, and political dimensions embedded in teaching practice. Teachers has a positive perception about supervision using this theory (Glanz, 1977).

Critical-Emancipatory Theory was used in this study because it encouraged reflective action on the part of both teachers and supervisors during instructional supervision. Both supervisors and teachers would have a post conference after the observation. And so, supervisors would enlighten teachers from their strengths and weaknesses regarding the techniques, teaching styles and strategies, approaches and methods that would be applicable or not applicable to used in the teaching process. Teachers would be aware and conscious on the things they need to improve more on the next schedule of school monitoring or Duaw Tulunghaan in order to strengthen the learning among students, and teachers as well in the delivery of the lesson.

Another theory was the Applied Science Theory. It is also associated to empirical-analytical method. This theory emphasizes the technical aspects during supervision. This assumes that school personnels are better positioned to oversee instructional process (Janis & Mann, 2016).

I chose this theory Applied Science Theory or Empirical-Analytical method for this emphasizes on the technical assistance during the instructional supervision or locally known as Duaw Tulunghaan that would be given by the educational leaders or supervisors to the teachers who were observed. The education leaders, supervisors or even school administrators are experts in which are in a better positioned to give comments and suggestions and teachers are expected to incorporate these suggestions for the improvement of his/her teaching performance during the teaching learning process.

Division Memorandum 390, s. 2019, stipulated that, Duaw Tulunghaan as the flagship initiative on classroom instruction would continually be implemented this school year with its noble intention of improving the competence of teachers as well as the school heads which is expected to quality learning outcome.

METHODOLOGY

This chapter presents and explains a comprehensive description as to how the study was conducted on the experiences of teachers on instructional supervision or locally known as Duaw Tulunghaan. This chapter comprises research method and design, research participants, data sources, data collection, and trustworthiness of the study, role of the researcher, ethical consideration and data analysis.

Research Design

This research used qualitative design in the form of phenomenological approach. Qualitative research according to Hammarberg et al. (2016) sought to answer questions about experience, meaning and perspective, particularly on the standpoint of the participants in the natural setting where the phenomenon exists.

Qualitative research was utilized by the researcher in this study because it is concerned with the experiences and perspectives of those teachers' who experienced being supervised on Duaw Tulunghaan in Talaingod District, Davao del Norte. It examined the participants' perspectives and situation through In-Depth Interview (IDI) and Focus Group Discussion (FGD).

This phenomenological study described the lived experiences (Creswell, 2014) of teachers on the instructional supervision or locally known as Duaw Tulunghaan. In this study, I used qualitative research employing phenomenological approach or design as I focused on the perception of the actual experiences of the teachers which is appropriate to the identified phenomenon. It focused into the perceptions of the participants who experienced being supervised. Many teachers experienced the phenomenon, through this process, the researcher conducted universal meaning and arrived at a more profound understanding of the phenomenon.

This research study concentrated on the experienced of teachers on instructional supervision or locally known as Duaw Tulunghaan. I took down notes on the responses of the participants during the conduct of this study to further add to the data supplied by the participants. They underwent individual interviews that were anchored on the research questions.

Research Participants

The participants of this study were the selected 14 teachers from Talaingod District, Davao del Norte, who experienced the phenomenon. The researcher used purposive sampling in determining the research participants.

Purposive sampling is a technique widely used in qualitative research for the identification and selection of information (Patton, 2002) as cited by Palinkas et al., 2015. This involves identifying and selecting individuals or group of individuals who are especially knowledgeable about or experienced with the phenomenon of interest (Creswell & Plano clark, 2011) as cited by Palinkas et al., 2015.

The participants were chosen provided that they are a bonafide teachers teaching in Talaingod District that experience the phenomenon. I interviewed seven (7) teachers for the Focus Group Discussion (FGD) and seven (7) teachers for the In-Depth Interview (IDI) as recommended by Creswell (2014). And this number of participants was enough to provide information with regards to the opportunity to identify, and generate the themes of the issue.

The researcher followed some criteria for the selection of the participants like the nature of the phenomenon. In this study, the participants were public elementary teachers assigned in Talaingod District, Division of Davao del Norte. Who have been teaching two (2) or more years in the service. They must have experienced the instructional supervision or Duaw Tulunghaan twice or more and lastly, the teachers have ages of 24 to 40.

Data Analysis

Data Analysis is the process of inspecting, rearranging, modifying and transforming data to extract useful information from it. Also, it is important to make sure that the data analysis is done in a responsible way (Chapman, 2018).

In qualitative research, coding is how you define what the data you are analyzing are about (Gibbs, 2018). Coding is the process of identifying a passage in the text or data items like photographs and images, searching and identifying the concepts and finding relations with them. Coding was applied in this study in order to organize, examine and analyze the data from the participant's responses who experienced being supervised on Duaw Tulunghaan in a structured way.

In this study, the researcher utilized the thematic analysis and the triangulation method in analyzing the collected data from the in-depth interview and focus group discussion. Thematic analysis, as defined by Braun and Clarke (2012) cited by Maguire & Delahunt (2017) is a method for identifying, analyzing and reporting of the patterns within the collected data. This method is widely used method of the analysis in qualitative research.

In analyzing the data, I utilized the phases of thematic analysis proposed by Braun and Clarke (2012), as cited by Maguire & Delahunt (2017). First, I familiarized the data by reading and re-reading the interview transcripts and I listened to the audio recorder where the responses of the participants were recorded.

I also transcribed the data myself, so, to help me familiarized the data easily. Then, after familiarizing the data, I began to code the data. I continued the process of coding until each interview transcript was coded. After having the generated codes, I took the lists of coded data and began clustering the codes together with the other with similar meanings or relationship to one another. After clustering, I labeled them with a particular theme.

Then, I also translated the responses of the participants gathered from the interview through the academic language. The translated data were encoded and submitted to the analyst for proper coding of essential themes and thematic statement.

Trustworthiness of the Study

According to Thomas and Silverman (2015) trustworthiness is a quality achieved in a study when the data collected is generally applicable and consistent. Data are applicable when the readers can become familiar with the study and assess whether the results will transfer to their future research study.

In this study, the researcher ensured consistency by collecting data from the participants who experienced Duaw Tulunghaan at Talaingod District, Davao del Norte. The probable explanations shared by the participants varied in one way or the other. However, at certain point they had something in common and is consistent with others' viewpoint. Answers to the questions were carefully recorded and more importantly the commonalities were considered.

When I conducted this qualitative research, I put into account the responses of my teacher participants who experienced Duaw Tulunghaan at Talaingod District, Davao del Norte and precisely considered every minute detail of the data. The transcriptions were checked and rechecked.

Lincoln and Guba (1985) as cited by Nowell, et al. (2017) suggested that trustworthiness of a research study is important to evaluating its worth. Trustworthiness involves establishing credibility, transferability, dependability and confirmability.

Credibility is the quality of being believed or accepted as true, real or honest. In a research study, credibility is an evaluation of whether or not the research findings represent a "credible" conceptual interpretation of the data drawn from the participants' original data as suggested by Lincoln and Guba (1985), cited by Nowell, et al. (2017).

Prolonged engagement, on the other hand, was utilized in this study as a technique for establishing credibility. It referred to the spending of sufficient time to understand the phenomenon of interest. This technique involved spending time observing various aspects in the setting, speaking with the participants who experienced being supervised and developing friendly environment with the members of the setting.

Triangulation of methodology involved multiple data sources in gathering and conducting the study to produce understanding. It involved the use of In-depth interview (IDI) and focus group discussion (FGD) which were used in this study. The main reason to triangulate was to help the researcher facilitate a deeper understanding. In this study, the researcher had different teacher participants who experienced being supervised on Duaw Tulunghaan for the In-Depth Interview and Focus Group Discussion and the data gathered in the IDI and FGD were being triangulated.

Moreover, Lincoln and Guba stated that member checking is the most crucial technique in establishing credibility. This is when data gathered, analyzed categories, interpretations and drawn conclusions are being tested together with the participants from whom the data were obtained.

In this study, upon the conduct of the research, the researcher let the teacher participants who experienced being supervised on Duaw Tulunghaan hear their responses from the audio recorder and reviewed their responses. Participants who experienced being supervised were also given the opportunity to correct errors on their responses.

In this study, the researcher developed rapport and trust first and explained the purposes of conducting the study before proceeding to the interview and discussion proper to the participants who experienced being supervised. I was sensitive enough to the feelings of the participants who experienced being supervised on Duaw Tulunghaan and made them comfortable with the environment.

Iterative questioning was also used in this study in order to elicit detailed data. The researcher returned to matters previously raised by the participants who are teachers who experienced being supervised on Duaw Tulunghaan and extracted related data through rephrased questions.

In addressing, further the credibility of the study, I attempted to demonstrate that a true picture of the phenomenon under scrutiny was real and authentic. To ensure the credibility of this study I followed steps.

First, I established the adoption of research methods through presenting the credibility of the experiences truthfully illustrating and knowing the facts which are phenomenon in which my participants are experiencing.

Second, I developed an early familiarity with the culture of participating teachers through designing the research procedure, and conducting an interview in which I extracted ideas on the perceptions of the participants who experienced being supervised and also how they cope with the Duaw Tulunghaan. And the data were documented through audio recording to make the data credible.

Transferability, as stated by Lincoln and Guba, (1985) is the degree to which the findings of this inquiry can be applied or transferred beyond the bounds of the project. To allow transferability, Shenton (2004) as cited by Anney (2014) suggested that the researcher must provide sufficient detail of the context of the fieldwork for a reader to be able to decide whether the prevailing environment is similar to another situation with which he or she is familiar and whether the findings can justifiably be applied to the other setting.

In addressing transferability of the study, I provided thick description and discussion allowing other researchers to make reasonable judgment about the transferability of the result from the teacher participants who experienced Duaw Tulunghaan to a different setting or context. Results of this study were recorded and arranged to make this study transferable and usable for other researchers as references.

Dependability is an assessment of the quality of the integrated processes of the data collection, data analysis and phenomenal explanation. The meeting of the dependability criterion is difficult in qualitative work, although researchers should at least strive to enable a future investigator to repeat the study (Shenton, 2004) as cited by Anney in (2014).

In addressing the dependability, I believed that this was attained through careful application of the method and the approach used. Moreover, it was also through being flexible in whatever changes that happened especially in the actual conduct of the study. In addition, I ensured that the end purpose of the study gave focus and attention in such a way that it could help in promoting greater good for the participants who experienced being supervised on Duaw Tulunghaan and for the future application of the results of the study to the context where it is applicable. After the completion of this research's data analysis, the auditor carefully examined the audit trail which consisted the transcripts, data analysis information, member checking comments and the research texts.

Confirmability according to Lincoln & Guba (1985), as cited by Pandey & Patnaik (2014) is a measure of how well the findings of the inquiry are supported by the data collected. To achieve confirmability, Shenton (2004), as cited by Anney (2014) noted that researchers must take steps to demonstrate that findings emerge from the data and not their own predispositions.

To address the issues on confirmability in this study, I saved a soft copy and hard copy of the responses of the teachers in Talaingod District, Davao del Norte as participants and who experienced being supervised on Duaw Tulunghaan wherein their identity was treated with confidentiality. I also provided them a hard copy of their responses for confirmability. I ensured that the gathered data were not influenced by biases, prejudice, and personal judgments that researcher had in relation with the topic of study. I also performed member checking where information gathered from the participants were checked, reviewed, and verified.

To further address the issues of confirmability, I relied on an independent audit of my research methods by a competent adviser (Lincoln & Guba, 1985). For this instance, I was assisted by my adviser, Dr. Exelsis Deo Deloy an expert in the field suit with wisdom and experience in qualitative research.

Ethical Consideration

The Belmont's Report 1979, as cited by Czubaruk (2019) stressed ethical principles and guidelines for the protection of human subjects of research. It has three core principles including respect for persons, beneficence, and justice.

The main concerns of this study are the individuals who are implementers, and they are also coaching and mentoring teachers. Their safety and full protection was secured. This was to preserve the trust they gave. The researcher followed the ethical standards in conducting this study guided by Belmont's Report 1979.

The first principle was respect for persons. Every individual involved in the study was treated autonomously. This principle means that informants signed an informed consent and researchers have received this informed consent from the informants before starting the investigation or the interview. Participants should be provided with understandable information and agrees voluntarily to the terms and conditions of the researcher (Czubaruk, 2019).

In this research, I gave an informed consent letter to the teacher participants who experienced being supervised on Duaw Tulunghaan and explained to them the full information about the research. And they were given comprehensible information about the flow of the investigation, both the benefits, and the burdens, and gave them the right to made the decision if they would be part of this research or not. I included the methods of the investigation to be employed, confidentiality of personal matters and the signature of the participant.

The researcher asked permission to the teacher participants who experienced being supervised on Duaw Tulunghaan for audio or video recording of the responses. I gave them the right to check and modify the transcript of their responses. Moreover, I ensured that my participants participated voluntarily.

Furthermore, according to Bryman and Bell (2007) as cited by Fabito, et. Al (2019), research participants should not be subjected to harm in any possible way. To address this, the researcher ensured that the participants who are teachers and who experienced being supervised on Duaw Tulunghaan voluntarily participated in this research study on the basis of informed consent. Respect for the dignity of research participants was prioritized. The use of offensive, discriminatory, or other unacceptable language was strictly avoided in the formulation of questionnaire or interview guide questions. Also, adequate level of confidentiality of the research data was ensured and anonymity of the individuals participated in the research have ensured. To address, the researcher assigned code names to all the participants to secure the privacy and anonymity.

Moreover, the Data Privacy of Bryman and Bell (2007), as cited by Fabito, et. Al (2019), cited the RA 10173 or the Data Privacy Act of 2002 which stated that, the state shall protect and the fundamental human right of privacy, of communication while ensuring free flow of information to promote innovation and growth. The state recognizes the vital role of information and communications technology in nation building and its inherent obligation to ensure that personal information in information and communication systems in the government and in the private sector are secured and protected.

The second principle, the principle of beneficence. This principle refers to the protection and security of the participants who experienced being supervised on Duaw Tulunghaan to minimize the possible harm in this research. Balance in terms of the burdens and benefits in the research are very important in the principle of beneficence. The research may result to friendships between the researcher and the participants or the opportunity to do well for the betterment of the society (Czubaruk, 2019).

In this research, I used coding for In-depth interview (IDI) and focus group discussion (FGD) to ensure the confidentiality of the responses and identity of my research participants. Additionally, I guaranteed that the results of this study were beneficial to my respondents. Moreover, the teacher participants were given just compensation such as tokens for making a time for the conduct of the study. The participants of this study were given notebooks, pens, food like snacks and lunch.

The third principle was the principle of justice. This principle of justice or truth refers to any balance of good over evil for self, society or the universe. It is the balance distribution of the benefits and burdens of the research to all the classifications of the involved individuals (gender, age, race, ethnicity, etc.) (Czubaruk, 2019).

In this research, the participants who are teachers and who experienced being supervised on Duaw Tulunghaan were given the freedom to express their point-of-views and opinions based of the objectives of the research, and the questions being asked to them. The participants were not forced to express all their perceptions. Hence, they were given opportunity to validate their answers by giving them a copy of their responses. By that, they have a chance to read, validate, or if possible, modify their responses if ever they have a second thoughts. As a researcher, I ensured to address, to protect the rights of the participants. To ensure the justice, the result of the study is presented to the participants.

Furthermore, research participants were treated equally regardless of experience, age, competence and even positions in the society. Each person had equal share to have a fair and just treatment.

In addition, acknowledgement of works of other authors in the study was properly observed and recognized. The researcher used APA format for referencing system in giving merits for the work of authors cited in the study. Any treachery and extravagance about the aims and objectives of the research was be avoided; maintenance of the highest level of objectivity in discussions and analysis during the research was observed. And the researcher modified any word or concept in the course of analysis of data to ensure accuracy and reliability of the result of the study. Any type of communication in relation to the research was done honesty and clarity; any type of ambiguous information as well as representation of primary data findings in a biased way was avoided.

This study looked into the perspectives of teachers' who experienced being supervised on Duaw Tulunghaan in schools. The researcher ensures that all necessary application was addressed, used, and applied on the purpose of research. As a result, researcher had a belief that focused on reaching of knowledge above personal gain and willing to make amend on the things required in the study. For this reason, the researcher had been completely honest and sincere in this study and analysis of the data from the teacher participants who experienced clinical supervision.

RESULTS

The conduct of the study generated tremendous amount of data that were indispensable on this inquiry. The data were gathered from the focus group discussion and in-depth interviews and were tape recorded to capture the sets of information. Their responses were transcribed and were carefully assessed through making meticulous process of categorization of themes. Teachers' perspectives were considered as the appropriate educational responses on the Duaw Tulunghaan in schools.

The gathered data dealt with the research questions proper of this study where the participants exposed their different perspectives, experiences, coping mechanisms and suggestions towards their experiences on Duaw Tulunghaan. The themes were from the responses of the participants; and these themes were supported, and justified by the statements of the participants. In order to answer this research question, in-depth interview, and focus group discussion were conducted.

The Perspectives of Teachers' on Duaw Tulunghaan in Schools

Duaw Tulunghaan is a process by which teachers receives individual support to enhance their instruction in order to improve education for all students. It gives teachers' a firm foundation to his/her endeavor in the field of teaching.

Four (4) emerging themes from the data collected were generated: improves teaching competence; assesses teachers' needs; serves as stressor or burden; and develops professional growth. The emerging themes were supported and justified by the participants during In - depth interview and Focus Group Discussion.

Improves Teaching Competence

Teachers play a role as the captain of their classrooms and they take every opportunity to improve their own professional practice. It was revealed in the in-depth interview and focus group discussion that teachers had improved their teaching competence because of Duaw Tulunghaan in schools.

IDI-05 stated that:

"My perspective on Duaw Tulunghaan it is the clinical supervision that guides to the teacher to improve the ability to his or her *ability in teaching*."

(My perspective on Duaw Tulunghaan, it is a clinical supervision that guides the teacher and improve his/her ability in teaching.)

IDI-06 supported that:

"For me ma'am, Duaw Tulunghaan is based on my perspective it is a clinical supervision which aims to help teachers in making their profession more *productive and effective*."

(For me ma'am, Duaw Tulunghaan is a clinical supervision that aims to help teachers in making their profession more productive and effective.)

FGD-01 added that:

"My perspective on Duaw Tulunghaan is the observer need and guide to the teacher to be, to become more skilled using their skills and improving their ability to *practice independently*."

(My perspective on Duaw Tulunghaan is that the observer needs to guide the teacher to become more skilled and improved on their ability to practice independently.)

Further, FGD-04 mentioned that:

“For me maam, Duaw Tulunghaan is administrator’s way of checking on how you teach or deliver your lessons and will give you some ideas afterwards on how to improve your way in teaching.”

(For me ma’am, Duaw Tulunghaan is administrator’s way of checking on how you teach or deliver lessons and he/she will give some ideas on how to improve your ways in teaching.)

FGD-06 also emphasized that:

“For me, “Duaw Tulunghaan” is very helpful in a part of the teacher because it helps and our way of improving ourselves in the way, how the way we deliver our topic to the students.”

(For me, Duaw Tulunghaan is very helpful to us teachers because it helps improve ourselves the way we deliver our topic to the students.)

In addition, IDI-02 stated that:

“Duaw Tulunghaan ma’am is also a way para ma improve ang mga teachers sa when it comes to teaching performance. Para sa akoo maam dako jud tabang.”

(Duaw Tulunghaan ma’am is a way to improve the teachers in their teaching performance. And for me, it is helpful.)

Similarly, IDI-04 claimed that:

“It really helped me to become effective and efficient teacher kay as baguhan sa serbisyo hmmm...

I need more kaning idea pa gyud kung on how to handle class effectively and efficiently. So, ang teacher so, kay obserbaran man ka, mohatag man gyud na silag suggestions nga ika maayo. Applying all those suggestions makatabang gyud diay nga mas ma better ka nga teacher.”

(It really helped me to become effective and efficient teacher because being new in the service, I needed more ideas how to handle class effectively and efficiently. Teacher will be observed and they will be given suggestions for betterment. Applying all those suggestions really helped you to be a better teacher.)

Moreover, IDI-05 stated that:

“Yes, it is helpful to the teacher nga mahimong effective and efficient teacher kay ang observer nagahatag man sila ug mga suggestions nga ma improve ang pagtudlo sa usa ka maestro or maestra.”

(Yes, it is helpful to the teacher to be effective and efficient because observer gives suggestions to improve your teaching.)

Lastly, IDI-07 mentioned that:

“So, ang Duaw Tulunghaan makaingon jud ko nga it helped me as a teacher and even I can say na effective and efficient kanang for me as a teacher because naga long (longing) pud ko nga all the more ma hone ko as a teacher.”

(I can say that, Duaw Tulunghaan has helped me as a teacher to become effective and efficient, and it even honed me as a teacher.)

Assesses Teachers’ Needs

Teacher need specific feedbacks which would provide them insights on where, what, and how to improve their abilities to function effectively. All professional educators should strengthen the knowledge, skills, disposition, and classroom practices to improve teaching. The participants revealed in this study that teachers’ needs were assessed.

IDI-01 stated that:

“Whenever I heard oi hala naay Duaw, pagmadunggan nako na I’ve got mixed emotions like lipay ko, lipay ko tungod kay there naa na poy other tao nga pwede mo assess or mo re-evaluate sa imohang you as a teacher.”

(Whenever I heard there is Duaw, I have mixed emotions like being delighted because there are people who will assess or re-evaluate you as a teacher.)

IDI-01 added that:

“I felt that Duaw Tulunghaan is purposeful because it aims to evaluate and it aims to assess the teachers in handling their classes ug para matabangan pud ang mga teachers sa mga kailangan nila i-develop sa ilahang klase ug sa pagpanarbaho.”

(I felt that, Duaw Tulunghaan is purposeful because it aims to assess and evaluate the teachers in handling their classes and help them to the things they need to develop in their teaching.)

IDI-04 claimed that:

“Ma assess pud nimo imong kaugalingon kung unsa ka nga maestra as of the moment. And evaluate or ma assess imong strenght, ma assess pud imong weaknesses.”

(It assesses yourself as teacher and evaluates your strengths and weaknesses.)

IDI-05 responded that:

"Duaw Tulunghaan in school is helpful to the teacher because through this "Duaw Tulunghaan" teacher needs will be assessed."

(Duaw Tulunghaan in school is helpful to the teacher because through this, teacher needs will be assessed.)

In addition, IDI-06 cited that:

"Duaw Tulunghaan is a kind of helpful monitoring since it caters teachers needs in different aspect of K-12 Curriculum ma'am."

(Duaw Tulunghaan is a helpful monitoring since it caters teachers need in different aspect of K-12 Curriculum.)

FGD-01 added that:

"I can say nga, ang Duaw Tulunghaan ma'am is okay siya, para sa akoo through this ilang program nga "Duaw Tulunghaan" ma identify ang kanang weakness ug strength sa individual teachers."

(I can say that, Duaw Tulunghaan is fine, this program identifies teachers' individual strengths and weaknesses.)

IDI-07 mentioned that:

"So, makaigon jud ko nga this Duaw Tulunghaan mao gyud ni ang pinaka main nga dapat siguro nga naa sa usa ka Division. Makita man gud sa teacher kung unsa ang mga, mga strong points niya ug weak points niya when it terms to, when it comes to teaching."

(I can say that, Duaw Tulunghaan is important in a school or Division. It will identify teachers' strong points and weak points when it comes to teaching.)

Similarly, IDI-02 claimed that:

"For me, yes maam, it is necessary kay, una para ma assess atong teaching performance, oo, sometimes ma assess pud nato atong kaugalingon pero lahi ra man jud pag naay lain nga mag tan-aw sa atoa."

(For me, it is necessary, first, to assess our teaching performance and to assess ourselves. But, its different if there will be someone observing to you.)

Moreover, IDI-04 indicated that:

"Yes, ma'am, very much necessary gyud kaayo siya. In Duaw Tulunghaan, your practices, your normal practices in school ma assess gyud siya if okay ba gyud na siya nga practices. Then, mohatag pud ang mga observer ug tabang to help teacher nga mahimong effective and efficient. Mura pud ug kaning two-way benefit ma'am nga naka learn ka from them also naka learn pud sila gikan sa imoha."

(Yes maam, it is very much necessary. In Duaw Tulunghaan, your practices, your normal practices in school will be really assessed if it is fine a practice. Then, the observers will give help to the teacher to be effective and efficient. It is somewhat a two-way benefit ma'am, you will learn from them and they will also learn from you.)

Lastly, FGD-06, mentioned that:

"For me maam, Duaw Tulunghaan is okay ra siguro kay para pud ma assess ang mga teachers in the way how they handle or teach the children."

(For me, Duaw Tulunghaan is fine to assess the teachers' way of handling or teaching the children.)

Serves as Stressor or Burden

In every work or job, one needs to deal with difficult situations and worries of the responsibilities. Despite the benefits of the supervision for the teachers it is still a responsibility or duty that they should make sure they were prepared. It is somehow a struggle they commonly face due to multiple preparation. It is revealed in the interview that teachers were anxious and stressed in preparing everything during observation.

IDI-01 stated that:

"Well, to be honest maam no, daghan jud mag ingon nga ang Duaw Tulunghaan daw maka stress, kabalo na ka sa mga maestra ma'am, pero, in a way tinood pud siya since of course magpropreparasyon man gyud tang tanan sa Duaw Tulunghaan pero at some point para sa akoo maam ha, Duaw Tulunghaan is an opportunity nga ma correct ta ug ma improve unsa ang angay natong i-improve."

So, kinahanglang ihatag nato ang best mao pud nay rason na nganong nagprepare man gyud ta kay tungod panagsa ra may nay mag observe sa atoa, so, hatag nato ang best for them also to see nga wala lang gyud ka naglingkod sa atong classroom, Makita pud nila atong performance. ”

(Well, to be honest ma'am, many said that Duaw Tulunghaan is a stress, you know the teachers' ma'am, but in a way it is true since you have to prepare everything in Duaw Tulunghaan but at some point Duaw Tulunghaan is an opportunity to correct us and improve what are the things we need to improve. So, we need to give our best, that is also the reason why we need to prepare it is because there are only few times that you will be observed. So, we will give our best for them also to see that we are not only sitting inside the classroom and let them see our performance.)

IDI-03 supported that:

“Okey maam, my perspectives sa teacher kay naa siyay good and not good outcome for me. Good in the sense na masukod gyud unsa ka hawod ni teacher sa iyahang classroom management and also masukod pud kung unsa siya ka organize sa tanan. Not good in the sense that makahatag siya ug kaguol ug kakulba sa part sa maestra labi na in preparation sa tanan na maagian ug monitoring niining Duaw Tulunghaan. ”

(My perspective is that it has good and unfavorable outcome. It is good in the sense that it will measure teachers' excellence in his/her classroom management and organization inside the classroom. It is not good in the sense that it gives worry and nervousness on the part of the teacher especially it requires preparation during monitoring or the conduct of Duaw Tulunghaan.)

IDI-04 cited that:

“Dili siya lalim nga feeling kay makulbaan jud ka labi nag kaning baguhan pa ka sa serbisyo wala pa kaayo naka undergo ug mga “Duaw”. So, naa ko s serbisyo almost three years' pa gyud so dili pa kaayo siya dugay. ”

(The feeling is quite not easy, you will be anxious being new in the service wherein I did not undergo series of Duaw because I have been three years yet in the service.)

Furthermore, IDI-03 also added that:

“It is somewhat hassle gyud siya sa akoang part ma'am since mangandam man gud jud ka for your labi instructional materials, mga strategies nga imohang gamiton. And para sa imohang lesson plan apil pud didto tanan ang mga kuan forms, everything, mga corners. Maagian man gud jud na siya sa “Duaw Tulunghaan” sa pag monitor. ”

(It is somewhat hassle on my part because I have to prepare everything more on instructional materials, the use of different strategies, lesson plans, and other school forms including corners. Everything will be included during the monitoring or Duaw Tulunghaan.)

Moreover, FGD-02 mentioned that:

“There is also the other side of it that it also gives, some anxiousness or stress sa teachers but still even though nga naa siyay negative effect or negative perception sa mga teachers.”

(It also gives some anxiety and stress to the teachers. It has negative effect or perception to the teachers.)

Lastly, FGD-02 added that:

“I observed and I heard from most of the teachers Duaw Tulunghaan only also gives burden to them since teachers are engage in multiple tasks, assignments, reports and many more.”

(I observed and heard from most of the teachers that Duaw Tulunghaan only gives burden to them since teachers are engaged in multiple tasks, assignments, reports and many more.)

Develops Professional Growth

Education is a never ending process. Through continuing education, individuals can continually improve their skills and become more proficient at their jobs. In an interview that I conducted, it was revealed that teachers have continued to grow professionally.

IDI-07 stated that:

“I believed mao man pud ang gusto gyud sa mga administrator nga kanang maka makit-an gyud ang ilahang mga teacher nga naay gyuy professional growth and even ang teaching ang ilang the way sila mag teach is kanang ah efficient and effective gyud para sa mga bata. ”

www.ijrp.org

(I believed, it is a way for the administrators to see that their teachers have grown professionally especially the way they teach for the pupils.)

Similarly, IDI-01 cited that:

"Somehow yes, because opinion and observation of others really matter especially if the opinion or the observation comes from our educational leaders, comes from our bosses. So sometimes man gud we need other people to tell us specially that we need a constant growth, we need someone to tell us nga to constantly grow professionally. So, it's really helpful."

(Opinion and observation of others really matter especially when these opinions come from our educational leaders or bosses. Sometimes, for us to grow professionally we need their opinions to constantly grow.)

Lastly, IDI-01 added that:

"Since, it is really helpful and I felt like it's necessary to have it like what I have mention it's part of our professional growth."

(Duaw Tulunghaan is really helpful and necessary because it is part of our professional growth.)

These are the perspectives of teachers' on Duaw Tulunghaan in schools.

Experiences of Teachers on "Duaw Tulunghaan"

Teachers' had different experiences encountered from different school activities especially on intrsuctional supervision or locally known as Duaw Tulunghaan. At this point, the participants were also asked about their experiences on Duaw Tulunghaan.

schools. Based on the responses, four (4) major themes developed: (1) classroom preparation; (2) stress in preparing instructional materials; (3) apprehensions in facing higher authorities; and (4) memorable and productive learning.

Classroom Preparations

Preparing or making something ready especially when you have to consider many things for instruction during supervision is dreadful. Being passionate in work makes an individual to continue what has been started and teachers involve much more than executing lesson plans. It was revealed from the gathered data in the interview that teachers had experienced intensive classroom preparations.

IDI-02 stated that:

"Actually, daghan jud ug experience ma'am sa Duaw Tulunghaan of course ang intensive preparations since everything be thoroughly checked including cleaning, dli man sa ingon maam na manglimpyo ra ta, magprepare lang ta kay tungod naay Duaw."

(Actually, there were many experiences on Duaw Tulunghaan, the intensive preparations since everything would be thoroughly checked including cleaning, did we just liked to clean but we needed to prepare because it was Duaw.)

FGD-02 supported that:

"For me ma'am, Duaw Tulunghaan in school makes us anxious since it takes time to prepare and put things in order so katong including ang classroom structure, lp's, DLL's, CG's and more."

(For me, Duaw Tulunghaan in school made us anxious since it took time to prepare and put things in order including classroom structures, lp's, DLL's, CG's, and more.)

Similarly, FGD-07 said that:

"For me ma'am, Duaw Tulunghaan in school is I feel it so pressured kasi all the good things should be done or exhibit in order to please the visitors."

(For me, Duaw Tulunghaan in school is, was so pressure because all the good things should be done and should exhibited in order to please the visitors.)

Further, IDI-03 claimed that:

"Maka stress pud siya kay daghan ka ug iconsider so pareho sa akong giingon kaganiha ang imong i-consider dili lang imohang lesson plan, ang imohang strategies, imohang activity, imohang techniques and strategies, ang classroom management nimo kay dili lang kana, apil pa imohang classroom, ang imohang surroundings, labi na parehas sa akong ma'am nga bug-at akoang mga coordinatorship so daghan kog gyud gihuna-huna nga mga coordinatorship nga which is possible gyud na maapil pud sa monitoring in Duaw Tulunghaan."

(It was stressful because you had many things to consider, so, as what I mentioned earlier, the things you considered were not only lesson plan, your strategies, your activity, your techniques and strategies, the classroom management, not only those, but your surroundings, especially with me Ma'am I had heavy coordinartoships, so, I was thinking of many coordinatorships which was possible to be included during the monitoring in Duaw Tulunghaan.)

In addition, IDI-01 affirmed that:

“Ang Duaw man gud is not just focus on the instructional supervision diba but also gina tan-aw nila ang physical facilities sa classroom, nagatan-aw sila sa forms, so didto ang challenge because kung, kung teaching lang okay ra man, kanang madala raba kunbaga, because every day we teach everyday, we make lesson plans everyday, we make instructional materials pero didtoa ka, didto ang challenge sa mga pag -apas sa trabahuon sa forms because other than teaching you have coordinators. Then, also you have your classroom nga kailangan nindot, kailangan okey sa ilahang panan-aw kanang presentable kanang not just the room but outside the room nang around the vicinity.”

(The Duaw was not just focused on the instructional supervision but also they looked at the physical facilities of the classroom, they looked for forms, so, that was the challenge because if it was merely teaching it was fine, because everyday we teach, everyday we make lesson plans, we make instructional materials, but the challenge was to be after the work for forms because aside from teaching you have coordinators. Then, also you have your classroom beautified. It must be fine in their eyes and presentable not only the room but outside the room, around the vicinity.)

Lastly, IDI-02 cited that:

“So, ang mindset man gyud nato ma’am no kay kanang since Duaw, we need to perfect everything gikan sa classroom, tong giingon na nako kaganina intensive cleaning, i-review nimo basig naa diay kay kulang na mga school forms, ang imong lesson dapat well prepared ka. So, ang challenge is kailangan of course ma busy gyud ka diba ma’am no? And then, not because, sama na sa akong giingon kaganina dili tungod molihok tungod kay naay Duaw kundili, kay gusto man ka na ihatag tanan since ma consider as special day kay naa goy mag observe sa imoha. So, mao lang to siya ang challenge is ma busy ka.”

(So, our mindset Ma’am was since Duaw, we needed to perfect everything from the classroom, as what I’ve mentioned earlier the cleaning, reviews maybe you have insufficient school forms, your lesson must be well prepared. So, the challenge was you would be of course busy, is it ma’am? And then, not because as what I have mentioned earlier not because we worked not because it was Duaw but because, you wanted to give everything since it was consider a special day because there would be somebody who would observe you. So, that was the challenge, you got busy.)

Stress in Preparing Instructional Materials

Stress is a factor that people have when they are overloaded and struggled to cope with the demand specially teachers in preparing instructional materials. The experiences of teachers were not solely relied on one factor. Based on the responses of the participants teachers experienced stress in preparing instructional materials.

IDI-05 stated that:

“Sa akong daghan kaayo ko ug na experienced like kanang kulba, stress, unya sleepless nights, kanang due to IM’s making ug himo ug lesson plan.”

(For me, I had lot of experiences like nervousness, stress, sleepless nights due to making of instructional materials and lesson plans.)

IDI-03 mentioned that:

“First pud nga challenge sa akong kay kanang in finding or searching new activities ana which is kanang mga brilliant activities that will catch the attention of my labi na ako kay Kindergarten Teacher ko so kuan kanang akong mga estudyante kinahanglan jud ug kanang catchy nga mga activities, brilliant activities. Unya challenged pud siya unsaon pag enhance sa mga materials which is pareho sa akong nga sa bukid na assign so dapat ilahang dapat maging atoang materials is contextualize siya which is kanang makarelate ang mga bata sa activities nga imohang giandam.”

(First challenge for me Ma’am was finding or searching new activities, which were brilliant activities that would catch the attention of my pupils especially that I am a Kindergarten teacher. So, my students needed a catchy activity, brilliant activities. And then, it was also a challenge how to enhance the materials in which I am a teacher assigned in the hinterland, so it was a must that our materials were contextualize so that your pupils would relate the activities that prepared.)

In addition, IDI-04 said that:

“Okay, so of course when it comes to Duaw it must be all prepared. Ang pagpangita ug strategy or best strategies for that particular lesson nga natunong anang Duaw Day kay dili man pwede

nga magbuot ka nga ay kani akoang i-lesson this day kay nag follow man ta ug curriculum, kung unsa tong atoang kaning lesson ana nga day based sa curriculum mao pud gyud imohang itudlo.”

(Okay, of course when it comes to Duaw, we needed to be all preparerd. We needed to find strategy or best strategies for that particular lesson that tell on that day of Duaw, because it was not allowed to decide what lesson to take that day because we were following a curriculum, what were our lesson that day based on the curriculum really your lesson.)

Further, IDI-07 stated that:

“So, akong mga challenges gyud first is ma challenged gyud ko emotionally. Second, is kanang ma challenged gyud ko when it comes to preparing things or materials for Duaw *Tulunghaan*.”

(So, my challenges first, was the emotional aspect. Second, I was challenged when during the preparation of things or materials for Duaw *Tulunghaan*.)

Lastly, FGD-04 stated that:

“I guess for me, the challenges you may have the idea to teach or deliver your teaching but problems *just like bringing the IM's most especially on those assigned in the hinterlands* it so hard because you will have lot of ideas that you will inject to your students, you may have all the *IM's but how are you going to bring all that IM's if the problem is the access on bringing those things*.”

(I guess, for me, the challenges, you may had all the idea to teach or deliver your teaching but the problem was bringing the IMs most especially on those assigned in the hinterlands, it was so hard because you had lot of ideas that you want to inject to your students, you may had all the IMs but how would you bring all that IMs if the problem was the acces of bringing those things.)

Apprehensions in Facing Higher Authorities

Leaders have to be aware how our actions and words can cause apprehensions to others. It was revealed in the interview that the teachers experienced apprehensions in facing the higher authorities assigned in the department.

FGD- 05 stated that:

“*For me, my experiences in Duaw Tulunghaan* in school at first, I felt nervous because kanang *kulba man gud kung naay mga EPS nga mosulod sa imohang room*.”

(For me, my experiences in Duaw *Tulunghaan* in school at first, I felt nervous when there were Education Program Supervisors inside my classroom.)

Similarly, IDI-01 said that:

“*Kulba! Mao gyud na that's my initial reaction jud kulba. Kulba in the sense na mag apas na pud ko, siyempre it's not an ordinary day in my class. I need it to prepare so mangibabaw permero ang kakulba ug kahadlok knowing na it's your bosses nga mo observe sa imoha because kanang mahadlok ka nga hala basig naay mali, hala basig unsa akong maistorya, hala basig unsa ilahang makita nga kulang*.”

(Nervous! That was my initial reaction. Nervous in the sense that iy was not an ordinary day in my class. I needed to prepare, I was nervous and afraid knowing that it was my bosses who observed me. I was afra-id maybe there was something wron, maybe on the things I said, what were the hings they were saw lacking.)

In addition, IDI-03 supported that:

“*Makakulba gyud siya ma'am in the sense nga mga PSDS, SDS, EPS ang mga mo observe sa imoha* which is imoha ganing huna-huna kay taas sila ug mga standards. Kanang basin dili gani sila satisfied sa imohang performance which is makahatag ug low self-esteem sa imoha as a teacher.”

(It wass intimidating because the people who observed you were PSDS, SDS and EPS who have higher standards for observation. And maybe they would not be satisfied by your performance which would give you low self-esteem as a teacher.)

Lastly, IDI-06 mentioned that:

“*I feel a feeling of nervousness ma'am and worry since you are I am not familiar with the assigned school head or EPS*.”

(I felt nervous ma'am and worried since I was not familiar with the assigned school head or EPS.)

Memorable and Productive Learning

www.ijrp.org

One of the major themes cited as experience Duaw *Tulunghaan* was having a memorable and productive learning. Based on the responses of the teachers it was reavealed that they had experienced a memorable and productive learning.

IDI-04 stated that:

"I have a lot of experiences during Duaw, lahi lahi man ta. End of the day makaingon gyud ka nga nice, memorable, ug productive day jud ang Duaw Day."

(I had lot of different experiences during Duaw. At the end of the day, I could say, it was nice and memorable, productive Duaw day.)

IDI-07 said that:

"Sa amoang experienced jud kay nindot kaayo ang amoang experienced or para sa akua kay memorable siya, and worth keeping siya nga experienced its because daghan kaayo kog mga na learn."

(In our experience, it was memorable experience. For me, it was a memorable and worth keeping experience because I learned so many things.)

Further, IDI-04 added that:

"So Duaw, during Duaw makaingon jud ko nga it is a nice, and memorable experiences. Also, productive day pud gyud kaayo siya kay daghan man kag makat-unan directly from the expert, katong mga nauna sa imoha, mga Principal, mga Supervisors, mga Superintendent ug kadtong mga Education Program Specialist."

(So, during Duaw I could say that, it was nice, memorable experience. Also a productive day because you learned many things directly from the expert, to those in the service ahead of you, the principals, the supervisors, the superintendent, and all those education program supervisors.)

Lastly, IDI-06 mentioned that:

"Since my experience was fulfilling and full of learning since my process observer shared some good practices which helped me in making my teaching more productive."

(My experienced was fulfilling and full of learning since my process observer shared practices which helped me in making my teaching more productive.)

These were all the responses of the participants based from the questions given. They shared the different experiences on Duaw Tulunghaan in schools.

Teachers Coping Mechanisms with the challenges on "Duaw tulunghaan"

Teachers shared their perspectives and experiences on Duaw Tulunghaan in school. At this stage, Based on the responses, four (4) major themes emerged: (1), proper preparations; (2) technical assistance; (3) time management; and (4) self-motivation. Though challenges had arisen, they exerted means and ways to face the challenges and comes a solution.

Proper Preparations

Preparation is one of the critical components of effective teaching to make you a better teacher. It was manifested in the interviews the ways done by the participants to cope with the challenges on Duaw Tulunghaan.

FGD-05 stated that:

"For me, by preparing our IM's in advanced and setting our hearts and minds positively. Although it is pressured for us but we have no choice just to follow the what the authority gave us on what our task to do."

(For me, I prepared instructional materials in advance and my heart and mind positively. Although, it was pressured for us but we had no choice but follow and did our task.)

IDI-01 said that:

"Coping mechanism, I simply get ready. I get ready, I didn't panic tong nakabalo ko nga naay Duaw. Pag ingon nila, hala! naay Duaw, I can see teachers nga hala nagpanic na, namoblema na, so I composed myself and I wala man pud tay choice but to accept and get ready for it. So, that what I did, I get ready instead of being panic, getting panic, I planned and I adhere to those plans kung unsa tong akong giplano mao to akong gihinay hinayan ug trabaho because mao man gyud na atong coping mechanism nga kailangan nato trabahuon."

(Coping mechanism, I simply got ready. I got ready, I did not panic, the time I knew there will be Duaw. When they say, there was Duaw, I saw teachers' got panic, got problematic, so I composed myself and I had no choice but to accept and get ready for it. So, that what I did, I got ready instead

of being panic, getting panic. I planned and adhered to those plans if how I planned and gradually do the task because that is my coping mechanism.)

In addition, IDI-02 – mentioned that:

“Akoa ma’am is, anamon jud ang mga trabaho para dili ka mag apas permente. So, as what I’ve said earlier be prepared always. So, kanan lang para dili ka magpanic, kay kabalo man ka nga han –ay na kay kailangan lang nimo ug kanang i-check pero naa may kulang atleast mga ginagmay na lang.”

(For me ma’am is, do gradually the task so that you would not worry after. So, as what I have said earlier, be prepared always. That’s all, so that you will not panic, because you know that everything is in place you only need to check it but if there is insufficiency atleast it is minimal.)

Further, IDI-04 cited that:

“You must be prepared every day. Make every day as Duaw Day. Kinahanglan jud nga makuan ka nga dili lang ka mag kaning mangamdang kay Duaw kundili, kinahanglan gyud ka mangandam every day, kinahanglan nimo i-think nga Duaw every day para ihatag pud nimo ang best nimo every day.”

(You must be prepared everyday and make everyday a Duaw day. It is not only that you need to prepare because it is Duaw but it is a must to be prepared everyday.)

Lastly, FGD-04 supported that:

“For me, I guess, being ready or prepared mentally, you need to be set on things that would be happening ahead of time so that atleast you are prepared though there still some pressure.”

(For me, I am ready or prepared mentally. You need to set things ahead of time though it is a pressure, atleast you are prepared.)

Technical Assistance

Technical assistance is needed done to cope with the challenges during school monitoring, it is important to strengthen and improve and address the diverse needs of the teachers. Challenges may be encountered however, seeking and asking assistance from colleagues would be helpful to cope the difficulties.

IDI-01 stated that:

“My way of coping the challenges I have experienced during Duaw is, I simply seek advices to those who are above me and who are more experienced than me kay sila kunbaga tang-an na ba, kabalo na sila sa unsa man ang angay himoon. Naka experienced na pud sila having Duaw more than sa imohang experienced, so, that’s my way of coping, I simply ask advice to them and para ma guide pud ko nila.”

(My way of coping the challenges when I had experience during Duaw was, I simply sought advices from those who are above me and had more experiences than me because they were experts already, they know already what were the things needed to do. They experienced Duaw more than I had experienced. So, that was my way of coping, I simply sought advices from them so that I could be guided.

IDI—03 supported that:

“Akoang gibuhay maam no kay kuan seek advices sa mga co-teachers unsay mga nindot buhaton kanang like for example pwede man mag meeting kamo tanan, mag sharing mo kung unsay mga nindot, mga effective na buhaton for the improvement of your activities.”

(What I did Ma’am, I sought advices from my co-teachers what were the nice things to do like for example sharing of ideas of what were the effective activities for the improvement.)

In addition, FGD-06 cited that:

“Seek advices sa mga co-teachers unsay nindot nga buhaton and mag meeting, planuhan ang kani siya Duaw Tulunghaan kay mas pag daghan ang ideas mas easy man siya buhaton.”

(I sought advices from my co –teachers about the nice things to do and have meeting, plan for Duaw Tulunghaan because the more ideas you get the easier the task to do.)

Similarly, IDI-01 said that:

"I seek opinion sa akoang mga kauban specially regarding about lesson or lesson planning. Nangutana ko sa uban if, unsa pa ba akong kulang, I consider myself still young at service because *two years' pa ko in service. So, there's so many things pa I know that still, theres so many things* that I would still need to know. The concrete measures that I did is really to seek advice to those teachers na senior sa akoo."

(I sought opinion from my colleagues specially regarding lesson or lesson planning. I asked them, if what were the things missed. I considered myself still young at the service because I have been two years in the service. So, there were many things yet that I still needed to know. The concrete measure that I did was really to sought advices to those teachers were seniors than me.)

Lastly, IDI-02 stated that:

"Naga seek ko ug opinion sa mga uban nga regarding my lesson planning, ginapa check nako sa *ilaha akong lesson plan sa kadtong mga senior senior na sa serbisyo ma'am unya mangutana ko* sa ilaha kung unsa pa akong kulang kay kinahanglan man jud ni ba kay kung obserbaran ka kay sama sa akong giingon kaganina dapat perfect or almost perfect."

(I sought opinion from my companion regarding my lesson planning, I let them check my lesson plan especially to those senior in the service and asked them if what were the things I had missed because it was needed and if you will be observed as what I had mentioned earlier it must be perfect or almost perfect.)

Time Management

Time management is the process of dividing and planning the time on such activities. Good time management allows you to accomplish task in a period of time which lets you have opportunities, lower stress, and focus. It was revealed from the data gathered in the interview that one of the teachers coping mechanisms is having the time management.

IDI-02 stated that:

"Naa kay time management *dili ka angay makulbaan kaayo sa "Duaw Tulunghaan". Kay* prepared man ka."

(When you have time management you would not really feel anxious on Duaw Tulunghaan because you are prepared.)

IDI-04 cited that:

"Kani gyud, time management kay teacher as we are daghan kaayo tag trabaho, mohimo pa tag DLL, usahay gani lesson plan pa gani ang gina required kung gusto si Principal. Unya, magtudlo pa gyud ta, maghimo pa ta ug mga reports, paper works, unya makabalo ta nga naay Duaw so kailangan jud i-budget ug maayo ang time."

(Time management is needed because teachers as we are, we have lot of work to do, do the DLL, sometimes, even the lesson plan required by the Principal. And then, we also teach, we do reports, paperworks, then, we suddenly know there would be Duaw, so, I needed really to budget the time.

Lastly, IDI-06 mentioned that:

"*The proper time management ma'am, second is the effective classroom management, pupils* discipline and varied learning activities that suit to the pupils needs."

(The proper time management Ma'am, second, was the effective classroom management, pupils discipline and varied learning activities that suited to the pupils needs.)

Self- motivation

Motivation is not a jacket to wear in the school and takes it off when we return to home, it is with us all the time. It is the invisible element of the school environment that has a significant impact on what we think, why we think, and how we feel. It was revealed in the study that teachers cope their challenges through self-motivation.

IDI-04 stated that:

"*Sa akoo ma'am is, akong gihuna-huna lang gyud is self-motivation. Ginapa motivate nako akong* kaugalingon nga this is for me, this is for my own good, para mas ma better, ma efficient nga teacher, effective nga teacher which is mao man gyud na ang goal sa every teacher nga mahimong effective, mahimong productive."

(For me Ma'am, I really think of self-motivation. I motivated myself that this was for me, www.ijrp.org for my own good, so that I would be better, an efficient, effective, and productive.)

Moreover, IDI-04 cited that:

"Be goal oriented pud kaayo Ma'am, once you have that goal oriented, naa kay target, naa kay objective."

(Be goal-oriented, once you are goal-oriented you are focused in achieving the objective.)

Similarly, IDI-04 added that:

"Concrete measures, siguro katong kuan maging self-motivated ka, maging goal-oriented ka lang jud. Kay through that mahimo jud nimo ang tanan buluhaton. Also, manage well your time, make your time valuable permente gyud kay, kay kita teachers kinahanglan man gyud na budget gyud atoang time, well manage atoang time."

(Concrete measures, maybe being self-motivated, you must be goal oriented. Because through that you would do every work. Also, manage well your time, make your time always really valuable because we teachers' it is a must to budget our time.)

Lastly, IDI-07 supported that:

"Encourage yourself, and even get along well with your peers and even sa imohang school heads."

(Encourage yourself and even get along with your peers and school heads.)

Those were the responses given by the participants during the interview based from the question given on coping the challenges.

Suggestions of Teachers in Relation to "Duaw Tulunghaan"

Teachers have shared their perspectives, experiences and coping mechanisms on the challenges encountered on Duaw Tulunghaan. Based on the responses, six (6) major themes emerged: (1) establish rapport between observers and teachers; (2) be ready and prepared; (3) inform the schedule ahead of time; (4) sustain the implementation; (5) provide instructional materials; and (6) be optimistic.

Establish Rapport Between Observers and Teachers

Rapport forms the basis of meaningful and close relationship between people. Building rapport to colleagues or workmates is establish connection with them in our professional life. However, we have thoughts that working together is sometimes harder. It was revealed in the gathered data that teachers suggested heads must establish rapport.

IDI-06 stated that:

"The process observers must be friendly, approachable and they will create rapport to the teachers to be observed by team."

(The process observers must be friendly, approachable and must create rapport to the teachers to be observed.)

Then, IDI-05 supported that:

"To the school administrators, they must be friendly in giving their insights and suggestions to the teachers and process observers must not focus only on the weaknesses of the teachers. Best practices of the teacher's must be cited to give credits to the efforts of the teachers."

(To the school administrators and process observers, they must be friendly in giving their insights and suggestions and must not only focus on the weaknesses of the teachers. For the teachers, they must give credits for their best practices and efforts.)

In addition, IDI-07 presented that:

"Sa tanang mga school heads mas maayo gud nga i-praise pud ang mga teachers man gud nga maghatag ug friendly environment or hapsay challenging man pero kana gong naa lang ang positive nga outlook kay kinahanglan pud gud na sa iyahang mga colleagues niya."

(To all school heads, it is better that you praise your teachers, to give friendly and smooth environment. It is challenging but have a positive outlook or feedback because it is needed also by colleagues.)

www.ijrp.org

Similarly, FGD-06 supported that:

“Okay, as to suggestions to school administrators siguro dapat during Duaw dapat kang para dili mahadlok ang giobserbaran ipakita pud nila ilahang aura ba nga kanang dili gani judgemental, ipakita nila murag ang ilang giobserbahan dili mahadlok tungod sa ilang aura nga ginapakita nga willing siya nga mo observe or mo assist nga dili taas iyang gina expect sa iyang gina obserbaran, para dili ma pressure.”

(Okay, as to suggestions for school administrators, maybe during Duaw it is a must, for the demonstrator not to be afraid. School administrators must show a not judgemental aura, they must show that they are willing to observe or assist, that they must not expect high from their demonstrators, so that they will not be pressure.)

Further, FGD-05 affirmed that:

“I suggest, sa observer pud na kanang be sensitive pud sa part sa teacher dapat ipairal pud nila ilahang, naa pud silay EQ nga dili lang pud unta nila gamiton ang IQ kundili pati pud ang EQ.”

(I suggest that the observers should be sensitive on the part of the teacher. They should have EQ, that they should not only use IQ but of course also their EQ.)

Moreover, FGD-03 quoted that:

“Para sa akoo ma’am, sa School Administrators dili kaayo sila mag istrikto ug mag approach pud sila sa mga teacher para dili sila nerbyuson, isto-istoryahon sa nila ang teacher bago sila mag process observe para maleft up ang teachers, dili makulbaan.”

(For me Ma’am, to school administrators do not be too strict, and be approachable to the teacher so that they will not get nervous, talk with their teachers before they will observe to lift up teachers not to be nervous.)

In addition, IDI-03 stated that:

“Sa tinood lang ma’am no, ka kanang kasagran man gud sa atoang mga mga nagaduaw sa atoa kay isog kaayo ug aura ana ba so unta dili kaayo maging tiger look ana, unta dili kaayo harsh ilahang mga comments ana para si teacher dili pud mahadlok sa ilaha kay para maka feel pud sila ay ok ra man diay maduawan, kanang okay man diay sila maam and sir nga nag observed sa akoo, ato lang mam.”

(Honestly Ma’am, usually the observers during Duaw have a strong personality or aura. So, maybe they should not have a strict look, hopefully they are not too harsh in giving their comments for the teacher. Do not be afraid to them so that you can feel comfortable during supervision, that heads are just fine to observe, that is all.)

Also, IDI-07 claimed that:

“Give a positive na vibe sa tanang mga teachers. Smile often, smile always, ana lang gud and then, i-commend ang mga teachers or maghatag ug compliments sa tanang mga teachers kung lain man ang iyahang napakita, or dili man kaayo sakto ang napakita sa maestro.”

(Give a positive vibe to all teachers. Smile often, smile always, that is all. And then, commend the teachers or give compliments even if they do not show nice things or do not act exactly as a teacher.)

Lastly, FGD-05 emphasized that:

“For me, to the program education supervisors I think for them I suggest that ambot kung ang teacher makakita ug EPS mangurog na man gud kanang ipakita lang pud unta approachable sila, friendly to the teachers kanang naa sila mag assist, ang tumong is naa sila diha to assist the teachers not to the extend nga naa sila tungod kay manghadlok sa mga teachers. So, that’s it lang dapat approachable sila.”

(For me, to the program education supervisors, I suggest that, hopefully they show kindness or that they are approachable, friendly to the teachers, that they are present only to assist. The objective is, they are there to assist the teachers not to the extent that they are present because they wanted to threaten the teachers. So, that is all, they must be approachable.)

Be Ready and Prepared

Being ready and prepared can reduce fear, anxiety, and loss. Readiness, even lessen the impact of difficulty and provide individuals with a basis of reaching higher level. We should put off procrastination, dump excuses, and be mindful with what we are doing. It was revealed in the gathered data the suggestions to teachers that should be ready and prepared.

IDI-03 supported that:

“So ang atong buhaton, maging ready na lang ta at any time para if ever maduawan ta dili na ta kaayo ma stress, ma hassle, or maguol, makulba sa mga dapat na na i-prepare. Kay kuan man kanang andam na man ka sa tanan so less kuan na siya less burden na siya if ever moaabot si Duaw sa inyuha.”

(So, what do we need to do? Be ready at any time so that if ever there will be Duaw don't be stressed, hassled, worried and nervous for the preparation because you are ready for everything so less burden if ever Duaw will visit to your school.)

IDI-02 stated that:

“Akoa ma suggest sa mga teacher's sa Duaw Tulunghaan, ana man ang trabaho dili kay motrabaho lang kay kanang naay Duaw ana, atleast ang imohang mga trabahuon han-ay na ba. Na, hinay-hinayan nimo ug buhat dili na ka mag panic.”

(I suggest to the teachers for Duaw Tulunghaan, that it is the nature of work not only because it is our job because there is Duaw atleast your tasks are in order. Do gradually the task and you will not panic.)

And IDI-03 added that:

“Mao to akong giingon kaghiha ma'am nga be always prepare, prepare na lang kung maabot man ang Duaw Tulunghaan sa ilaha para if ever maabot si Duaw Tulunghaan sa ilang school dili na kaayo sila ma pressure ug dili na kaayo ma shock sa pag prepare sa mga dapat i-prepare.”

(As what I have mentioned, be always prepared, just prepare if there will be Duaw Tulunghaan and if ever it will come in your school so that you will not be pressured and shocked in the preparation of the things needed to prepare.)

Then, IDI-07 cited that:

“I just want to suggests na kinahanglan nga dili gyud mag procrastinate. Unya and dapat na i-preapre at the first day of the school year.”

(I just want to suggest, that it is a must not to procrastinate in preparing things at the first day of the school year.)

In addition, IDI-07 emphasized that:

“So, kinahanglan gyud na iprepare tanan, ang classroom nimo i-prepare nimo, mangita kag ways para mas mahimo siyang kanang gaan sa imoha.”

(So, it is a must that you will prepare everything, your classroom and find ways to lighten your work.)

Furthermore, FGD-02 mentioned that:

“In terms or for the teachers ma'am, ang akoang ma suggest in relation sa Duaw Tulunghaan is that all teachers kay dapat from the start of the year sa school year dapat tanang forms, or mga materials na kailangan like for instance CG's, DLP's, DLL's or other materials dapat naa na siya ,ready na before magstart ang klase.”

(For the teachers, I suggest that during Duaw Tulunghaan, at the start of the school year, all school forms, materials and other documents like CG's, DLP's, DLL's should be ready and prepared.)

Similarly, FGD-02 added that:

“The best word to describe para suggest sa teacher is to prepare, be prepared kay para pag moabot na siya nga day kay dili na ta ma shock ha! Duaw na, so, mao lang jud to siya nga kanang kita tecahers be prepared always para okey lang siya.”

(The best word to describe to suggest for the teachers is to prepare, be prepared so that when the day of Duaw arrives we will not be shocked, oh! it is Duaw. That is all, that we teachers must be prepared always so that it will be okay.)

Inform the Schedule Ahead of Time

One of the major themes cited to the responses of the participants was to inform the schedule ahead of time prior to the Duaw. Thus, it helps teachers to be aware for the need to prepare long before the time. It was revealed in the study based on the data gathered were the suggestions of teachers.

IDI-03 stated that:

“Unta maam, kanang if ever mag Duaw sila labi na didto sa mga bukid na mga area magpahibalo unta sila ahead of time kanang hatagan me nila ug dako dako nga panahon ang mga taga bukid nga mga mag prepare kay dili bya pud dayon makuha ang mga materials didto kay kasagaran didto wala may mga kuryente.”

(Hoping Ma'am, if ever there will be Duaw specially those assigned in the far flung areas they should inform us ahead of time to have a longer preparation because not all the materials are readily available and aside from that there is no electricity in the area.)

FGD-03 supported that:

“Sa akola ma'am, ma suggest nako sa Duaw Tulunghaan pero kailangan pud i-inform nila ang teachers para dili sila ma stress, maka prepare gyud sila, kung pwede dugay ang pag inform para dili magdali-dali, dili magpulaw-pulaw ang mga teachers magbuhat ug IM's, LG ug CG, ug TG.”

(For me Ma'am, my suggestion for Duaw Tulunghaan, inform the teachers ahead of time to let them prepare the needed materials and documents so that teachers will not hurry, will not have sleepless nights in preparing IM's, LG's CG's and TG's.)

FGD-06 cited that:

“Before sila mag Duaw kailangan sa jud nila labi na tong naa sa bukid iinform gyud in advance kanang layo pa kung kanus-a sila magduaw para taas taas pud ang preparation sa teacher.”

(Before, they will have the Duaw, they need to inform teachers in the hinterland in advance for a longer preparation of the teachers.)

IDI-07 supported that:

“So, sa mga School Administrators, I just want to say na murag good job man pud sa ilaha. Dili sayon ilang ginahimo but then I suggest na they should have to inform the teachers well ana, murag kinahanglan gyud nga i-lay down ang murag kinahnglan gyud ang term no pero murag ahhh... need gyud siya nga ma lay down ang mga informations well, kanang para sa amoa kay kay sa bukid man me so, wala kaayo koy kanang signal so, ang amoa lang gyung hope kay among school head.”

(So, to all school administrators, good job to them. Their job is not easy but I suggest that they should inform teachers and lay down all the informations for us in the hinterland. There is no signal and our hope is only our school head.)

IDI-04 stated that:

“I suggest kung mahimo nila. I-announce nila ang Duaw ahead of time.”

(I suggest, if it is possible announce the schedule of Duaw ahead of time.)

Sustain the Impementation

Duaw Tulunghaan is important to reinforce and enhance teaching practices that will contribute to improved student and teachers learning. Thus, teachers may see instructional supervision as a means to improve the teaching and learning process. It was revealed in the study based on the gathered data that teachers suggested to continue the implementation.

IDI-01 stated that:

“As to the implementation of Duaw Tulunghaan, just continue the implementation and unta, ma reach nila ang mga others schools nga wala kayo naka experience ug Duaw because as per observation.”

(As to the implementation of Duaw Tulunghaan, just continue the implementation and hoping they will reach the schools from hinterland for teachers to experience the Duaw.)

IDI-02 supported that:

“Akoa gyung ma suggest maam no kay i-continue lang since, sa akua na gyud positive ug dako nga impact, when it comes sa akoang teaching styles and strategies.”

(I suggest to continue the implementation. For me, there has been a positive impact when it comes to my teaching styles and strategies.)

Furthermore, IDI-05 mentioned that:

“Teacher we must embrace Duaw Tulunghaan kay naan a man jud ni, so, i-embrace lang jud nato.”

(Teachers, we must embrace Duaw Tulunghaan as it is the nature of our work. So, we should embrace it.)

Moreover, IDI-06 added that:

“Accept the challenge of Duaw and be enriched with more learnings ma’am.”

(Teacher must accept the challenge of Duaw and be enriched with more learnings.)

Finally, IDI-04 cited that:

“Okay, continue to have Duaw Tulunghaan, continue to help, motivate and inspired teacher.”

(Okay, continue to have Duaw Tulunghaan, it motivated, helped and inspired teachers.)

Provide Instructional Materials

Instructional materials are important as a resources use to deliver teachers lesson effectively and to support students increase achievements. One clear concern raised that is common to the participants is the supply of instructional materials. It is one of the suggestions that teachers highlighted.

IDI-01 stated that:

“To the school administrators, one thing na kailangan sa Duaw nga nahimo pud siya nga problem is the teaching materials, and this is something nga dako ang matabang sa atoang mga School Administrators. Also, siguro lang sa School Administrators kining kung unsa tong materials intended para sa mga teachers, siguro ihatag nila.”

(To the school administrators, one thing that Duaw needs which became the problem in the teaching is the materials and it is help. Also, school administrators should give the materials intended for the teachers.)

In addition, IDI-03 cited that:

“Unta, katong sa atoang school administrator’s, mga principals, unta mag provide sila ug enough materials for teachers to attain the instruction a good quality instruction.”

(Hoping, the school administrators, principals will be provide enough materials for teachers to attain a good quality instruction.)

Moreover, IDI-04 mentioned that:

“Siyempre magpalit tag materials unya makwaan na pud atong budget so kinahnglan well provided gyud tag mga materials, mga unsay gamiton nato during sa instructions kinahnglan gyud mo support gyud pud silag mga material.”

(Of course, we buy materials and then our budget will be deducted, so, we all must well be provided of the materials, that can use during the instruction. It is a must that they will support materials.)

Be Optimistic

Optimism is important in coping challenges and difficulties specially in the teaching process or as an educator. At the same time, it helps us to see ourselves as people capable of facing conflicts and overcoming hardships. Based on the gathered responses, it was asserted teachers’ suggested that be an optimistic.

IDI-03 stated that:

“Kuan ma’am, maging open-minded na lang ta for other comments and suggestions to improve your techniques and strategies. Kay through that mas ma lessen man ang imohang burden to think that what more else can you do to improve your performance or to improve your teaching styles or teaching strategies.”

(Maybe Ma’am, be open-minded to the other comments and suggestions to improve your techniques and strategies. It lessens your burden to think that what more else can you do to improve your performance or to improve your teaching styles or teaching strategies.)

FGD-06 supported that:

“For the teacher’s ma’am, be open-minded na lang sa ilang mga comments, suggestions regarding with how you teach the children. I-accept ang ilahang, be open-minded the comments and suggestions para ma improve ang atong way of teaching.”

(For the teachers’ Ma’am, maybe, be open-minded to their comments, and suggestions regarding how to teach your children. Accept, be open-minded to the comments and suggestions to improve our way of teaching.)

Similarly, IDI-02 claimed that:

“Simply lang jud kaayo ma’am, gidawat nako ang ilang mga suggestions ug gi-apply nako siya. So, kanang ilang mga suggestions ma’am para sa akua importante jud kaayo siya para mag improve akong teaching styles and strategies.”

(Simple, I accepted the suggestions and applied them because for me, it is very important to improve my teaching styles and strategies.)

Again, IDI-02 added that:

“Simply lang jud kaayo ma’am, gidawat nako ang ilang mga suggestions ug gi-apply nako siya. So, kanang ilang mga suggestions ma’am para sa akua importante jud kaayo siya para mag improve akong teaching styles and strategies.”

(Very simple Ma’am, I accepted and applied all the suggestions for the improvement of my teaching styles and strategies.)

Moreover, IDI-05 emphasized that:

“Feedback from systematic observation can be use to improve teaching so through this program I could positively change my attitude and behavior towards pupils after receiving my feedback from the observer.”

(Feedback from systematic observation can be used to improve teaching through this program I could positively change my attitude and behavior towards pupils after receiving feedbacks from my observers.)

Further, IDI-06 mentioned that:

“It has effect to me and helped me improved in my teaching attitudes and teaching methods ma’am.”

(It has effect to me and it helped me improved my teaching attitudes and teaching methods.)

Also, IDI-07 cited that:

“Katong mga weak points nga nakalimtam ana sa during sa teaching so, akua to siyang usabon or mas i-improve pa para katong mga strategies nga ilahang gipang suggest sa imoha so, mas maayo nga imoha tong i-apply suit to siya didtoa nga strategy, so, para ma-apply pud tong mga katong ilahang mga gipang-ingon dili gyud tanan applicable.”

(I will improve those weak points during observation, I will change it for for the improvement of the strategies and apply only those applicable suggested strategies.)

Next, IDI-01 stated that:

“You know just take it positively, instead taking it it as a burden. Its main purpose is to help of you not to criticize you.”

(Just take it positively, instead of taking as a burden because its main purpose is to help you not to criticize you.)

As well as, IDI-02 supported that:

“Akong ma suggest ma’am no kay make it positive unya focus ka sa benefit sa Duaw Tulunghaan na mention na man nako kaganina na ang uban moingon nga maka stress daw. Instead of complaining ma’am, motuman na lang ta and didto ka mag focus.”

(I suggest, make it positive and focus on the benefits of Duaw Tulunghaan. Instead of complaining Ma’am, just follow and focus on it.)

Finally, IDI-07 emphasized that:

“Ang imohang coping mechanism sa imohang self kinahanglan pug gyud nimo na hatagan ang imohang mind ug positive nga outlook. Mag focus ka sa positive nga side instead of putting some negative thoughts sa imohang or entertaining negative thoughts.”

(Your coping mechanism for yourself is you need to think to have a positive outlook. Focus on the positive side instead of entertaining negative thoughts in your mind.)

Those are the experiences of the participants regarding the perspectives, experiences, coping mechanisms and suggestions of the teachers’ on Duaw Tulunghaan. Some teachers were inclined to do their duties and responsibilities to continue despite the multiple assignments carried upon the shoulder. Yet, learning to receive and ready to adapt for the increment of the knowledge especially professional growth for the teaching learning process.

DISCUSSIONS

This chapter reveals the discussion and conclusion from the results of the study. It was purposively conducted to elicit their insights on Duaw Tulunghaan and to find out what constructs they could be derived from the findings. The teachers who were chosen as the participants in this study shared their perspectives, experiences, coping mechanisms and suggestions.

Different Perspectives of Teachers’ on “Duaw Tulunghaan”

Duaw Tulunghaan is a process by which teachers receives individual support to enhance their instruction in order to improve education for all students. It gives teachers’ a firm foundation to his/her endeavor in the field of teaching.

The perspectives of teachers on Duaw Tulunghaan in school would somehow express relevance. At this point, relevant readings and propositions from different authors and specialist supported the different themes as result from the interviews about the different perspectives of teachers’ on Duaw Tulunghaan. Their perspectives come in five (5) themes: (1) improves teaching competence; (2) assess teachers’ needs; (3) serves as stressor or burden; and lastly, (4) develops professional growth.

Improves Teaching Competence

To start, the results uncovered that it improve teaching competence is one of the perspectives of the teachers on Duaw Tulunghaan. Participants of the study revealed that Duaw Tulunghaan aims to help and guide the teachers to improve his or her ability to become effective and efficient in their teaching performances. Because of Duaw Tulunghaan teachers performances were able to check. Also, the observers gave them suggestions and comments to improve more their teaching performance.

For the supervision process to be more effective, supervisors must use appropriate strategies in the supervision of teachers in order to improve their teaching performance. Allowing for variation in supervisory styles is of great importance, as it affects the supervisees’ satisfaction with the overall process (Saani, 2013 as cited by Tesema, 2014).

Also, teacher supervision has emerged as an approach to improve the effectiveness of teaching practices. The overall purpose of instructional supervision is to help teachers improve, and this improvement could be on what teachers know, the improvement of teaching skills, as well as teacher’s ability to make more informed professional decisions. This could not be possible, so, clinical supervision bloomed all over the world (Begum, 2018).

In addition, the purpose of supervision is to assist and support teachers in adapting, adopting and improving teaching practice and applying it in the classroom. Many factors may affect the quality of the supervision process; among these are the styles employed by the supervisor in the supervision process, which play pivotal roles in influencing the results of the supervision process (Lovell, 2017).

Assesses Teachers’ Needs

The next result revealed that Duaw Tulunghaan in schools aimed to assess and evaluate teachers needs in handling classes and the things they need to know in different aspects of teaching. It is one of the themes that emerged that though teachers have undergone difficulties in Duaw Tulunghaan, they were still delighted because people from the department did assessment and re-evaluation of teachers’ strengths and weaknesses.

To support the above mentioned, the supervisor assumes many roles in the educational process, the most important one being that of an informative and critical consultant with the aim of improving educational outputs, helping to fulfill teachers’ needs, and overcoming the various problems associated with classroom practices. Among the many objectives of supervision in schools, the primary ones are improving the overall performance of the school and enhancing the quality of the educational process (Tesema, 2014).

Lastly, Radi (2017) in his study suggested that there should be a discussion session between supervisor and teachers and the teachers to receive the feedback of the supervision outcomes. From these discussion, supervisors may enlighten the teachers about their weaknesses and strengths regarding techniques, methods, approaches and teaching aids used.

Serves as Stressor or Burden

The participants confessed that they had undergone difficulties in Duaw Tulunghaan. It is manifested that teachers were worried, anxious, stressed in the preparation of multiple documents, materials, preparation of physical environment of the classrooms and reports. In that sense, teachers really needed to prepare and give the best of them to have good impression.

Supervision may be seen as the process of helping, guiding, advising and stimulating growth in teachers in order to improve the quality of teaching. Teachers should demonstrate high standard of academic excellence through periodic checks to improve the quality of their work. Teachers should be guided and encourage to popularize innovative instructional processes taking appropriate steps to eliminate obstacles that may constrain their ability to adopt and acquire competencies and current ideas that will facilitate growth on the job and increased professional competencies in teaching. In preparation, teachers are stressed in every way. It is in preparing not only in the instructional side but also in preparing other things for the supervisors and other visitors, thus making it a burden for them (Obianwu, 2019).

Similarly, effective teaching, which consists of the mastery of the subject matter, instructional tools, classroom management and adequacy of supervision produces better instructional performance. During supervision, those things must be considered. Teachers tend to be stressed in preparing instructional materials during supervision unlike in ordinary day of teaching. Teachers tend to prepare intensive instructional materials not only to improve the teaching-learning process but also to entice the learners to learn easily and most of all to impress the observer. Supervision is a burden for them, additional workloads they may say. This is the reason why most of the teachers reported that they were stressed during supervision in terms of making their instructional materials (Webb, 2016).

Develops Professional Growth

Duaw Tulunghaan develops professional growth is one of the emerged themes. It is a way for the administrators to check that teachers have constantly grow professionally. They believed that opinion and suggestions helped and contributed to the teachers as part of their professional development. And so, Duaw Tulunghaan helped teachers develop more their professional competence. In addition, teachers need the suggestions and comments from our leaders in education to constantly grow professionally.

So, the clinical supervision model is another prominent model applied to the supervision process; it depends on distinct phases: pre-conference, observation, data collection, data analysis, and reflection. This model is based on effective interaction between the teacher and the supervisor in order provide teachers with feedback that is helpful in improving teachers' professional development and growth (Marques, 2015).

In addition, Principals instructional supervision focuses primarily on helping teachers reflect on their actions and promoting school improvement through professional development. Instructional supervision is based on school-based supervision from relevant staff (principals, administrators, teachers, and inspectors) in schools to provide supervision, support and continuity assessment for teachers' professional development and improvement of the teaching processes (Chen, 2018).

Experiences of Teachers on Duaw Tulunghaan in Schools

The participants experiences resulted to four (4) major themes namely: (1) classroom preparation; (2) stress in preparing instructional materials; (3) apprehensions in facing higher authorities and (4) memorable and productive learning.

Classroom Preparation

The results revealed that classroom preparation is one of the experiences of the participants in Duaw Tulunghaan. This means that, teachers were stressed and pressured to provide all the necessary documents for the monitoring and observation like school forms, lesson plans, including inside and outside classroom structures. Teachers wanted to exhibit good impressions and ensured to it that they meet their expectations.

In connection with the aboved mention, stress is a big factor that affects the time management process. The best way to address this kind of distracter is to ensure that one should do his tasks effectively and efficiently and always try to lessen the hurries of work (Khan, et al., 2016).

Similarly, supervision may be seen as the process of helping, guiding, advising and stimulating growth in teachers in order to improve the quality of teaching. Supervision involves the act of ensuring that teachers fulfil their instructional responsibilities effectively and efficiently. Teachers should demonstrate high standard of academic excellence through periodic checks to improve the quality of their work. Teachers should be guided and encourage to popularize innovative instructional processes taking appropriate steps to eliminate obstacles that may constrain their ability to adopt and acquire competencies and current ideas that will facilitate growth on the job and increased professional competencies in teaching. In preparation, teachers are stressed in every way. It is in preparing not only in the instructional side but also in preparing other things for the supervisors and other visitors (Obianwu, 2019).

Stress in Preparing Instructional Materials

Next, the results of the data gathered unveiled that stress in preparing instructional materials is also one of the experiences of the teachers on Duaw Tulunghaan. Thus, teachers were challenged to prepare best, the instructional materials to grab pupil's attention though it led to sleepless nights and difficulty to bring those materials especially to the teachers assigned in the far flung schools.

So, Adeogun (2001) as cited by Tety (2016) noted that there was a low level of instructional resources available in public schools and hence commented that public schools had acute shortages of both teaching and learning resources. He further commented that effective teaching and learning cannot occur in the classroom environment if essential instructional resources are not available. Teachers in community secondary schools most especially in rural community schools face some challenges in accessing instructional materials. One of the big challenges that teachers in community secondary schools face in accessing instructional materials is meagre funds provided by the government to community secondary schools for purchasing instructional materials. Community secondary schools depend to the large extent on the government for funding.

Moreover, effective teaching, which consists of the mastery of the subject matter, instructional tools, classroom management and adequacy of supervision produces better instructional performance. During supervision, those things must be considered. Teachers tend to be stressed in preparing instructional materials during supervision unlike in ordinary days of teaching. Teachers tend to prepare intensive instructional materials not only to improve the teaching-learning process but also to entice the

learners to learn easily and most of all to impress the observer. This is the reason why most of the teachers reported that they were stressed during supervision in terms of making their instructional materials (Webb, 2016).

Apprehensions of Facing Higher Authorities

The participants discussed that apprehensions of facing higher authorities is another experience encountered on Duaw Tulunghaan. Thus, teachers felt intimidated to educational leaders who served as the process observers because they had higher standards for observation. Despite the feeling, teachers were able to show and display what was needed and also because teachers were not familiar with the assigned education leaders as the process observers.

To ensure consistent professional growth and development of teachers, supervision must be continuous. To achieve sustainable development, supervisors must concentration on quality assurance. Despite the fact that teachers understand the importance of supervision for their professional development, they are sometimes reluctant to ask their supervisors for help or additional support, which negatively affects their professional growth (Kutsyuruba, 2003 as cited by Carr, 2016).

Similarly, Archibong (2012) echoed Wanzare (2011) as cited by Omondi (2019) that poor communication and lack of adequate communication between instructional supervisors and teachers contributes significantly to failure in instructional supervision. He further highlighted that, with poor communication between instructional supervisors and teachers, some teachers see supervision as a tool used to control and intimidate them.

Memorable and Productive Learning

Based on the participant's responses, the teachers had memorable and productive learning on Duaw Tulunghaan. This means that, even they experienced difficulties they had still memorable, worth keeping and productive Duaw like shared practices from the process observers. In Duaw Tulunghaan, they learned directly from the education experts because they had more than to share based on their experiences as classroom teachers before they became experts.

As a matter of fact, the quality of the school is dependent upon the quality of classroom instruction and the quality of instruction is dependent upon the quality of the faculty. The quality of the faculty depends upon the quality of the supervision which faculty members receive. Supervision is a means to develop teachers professionally. It increases their moral and effective teaching. During supervision, learnings are instilled both by the observer and the teacher being observed. It becomes memorable because of the learnings given by both parties (Lovell, 2017).

In addition, in terms of clinical visit, the teachers rated their supervisors sometimes on taking time to sit down with the teacher concerned to decide what will be taught prior to visit. This means that if the supervisors are performing these types of supervisory practices, their supervision instruction may be effective on the part of the teachers. During the visit, a good relationship between workmates will be developed. Good memories will be cherished while creating a good learning from each other (Ani, 2019).

Teachers Coping Mechanism with the Challenges on Duaw Tulunghaan in School

Questions were raised to derive answers on how the teachers coped with the challenges on Duaw Tulunghaan in school. Coping mechanism are the steps in maintaining the inside and outside issues that give way to lighter and ease feelings.

The participants revealed that in order for them to cope with their challenges they had shown the following mechanisms namely: (1) proper preparations, (2) technical assistance, (3) time management, (4) self-motivation, and (5) be optimistic.

Proper Preparations

Proper preparation was one of the coping mechanisms of the teachers on Duaw Tulunghaan. The participants of the study revealed that to cope with the challenges, they prepared instructional materials in advanced and set minds and hearts positively, adhered to the plans, prepared things gradually and treated everyday as Duaw day. In connection with this, one of the challenges on Duaw tulunghaan was cope through proper preparation of the teachers. Meaning at the start of the school year, documents and other school forms including classroom environment had been ready and done.

In support with the aboved mention, Romano (2014) and Okoro (2004), as cited by Mwanaki and Guantai (2018), found that instructional supervisors that identified and recommended to teachers' appropriate instructional materials that could be used to enhance the delivery of a given content improved the teacher instructional capacity. This is because effective utilization of instructional resources conveniently promotes the ability of a teacherto pass a message to learners in a manner that is accurate, proper, clear, and understandable.

Equally important, during supervision, teachers tend to be stressed in preparing instructional materials during supervision unlike in ordinary day of teaching. Teachers tend to prepare intensive instructional materials not only to improve the teaching-learning process but also to entice the learners to learn easily and most of all to impress the observer. This is the reason why most of the teachers reported that they were stressed during supervision in terms of making their instructional materials. Proper and intensive preparations are needed before supervision so that the aim of instructional supervision will help a teacher improve positively on instructional and professional growth (Webb, 2016).

Technical Assistance

The next theme emerged was the technical assistance. Technical assistance can be in the form of sharing of information, expertise, and transmission of knowledge. The participants revealed in the study that their way to cope the challenges ws to seek advices and opinions from their workmates, colleagues or co-teachers who are more experienced and been long in the service.

Glickman et al. (2014), cited by Allida et al. (2018), observed that teachers offer peer assistance to their colleagues has become formalized and well-received as a way of direct assistance to every staff member. Ladder teachers, mentor-teachers, master teachers, grade-level chairpersons, team leaders, and department heads have supplied extended responsibility in assisting colleague teachers to improve their instruction. Peer coaching is thus understood to mean the use of teachers to help other teachers through clinical supervision. This will earn great result because teachers would rather seek assistance from a colleague than the principal.

In addition, clinical supervision of teachers is a concept born in the 1960s at Harvard, and continued later on at the University of Pittsburgh. It originated in the frustration that Morris Cogan and Robert Goldhammer felt while trying to improve the instructional practices of beginning teachers. The term was borrowed from the medical profession and has since become what is used to describe the practice of experienced teachers coaching younger, inexperienced teachers, to improve their ability to teach in a classroom setting (Fiedler, 2017).

And also, the most influential determinant to student success is an effective teacher. Effective teachers are constantly engaged in understanding and deepening their pedagogical knowledge and practice with the intended goal of raising student achievement. Teaching is a complex profession that requires continuous support and ongoing deep analysis in order to see substantial change in a student's learning. Given this complexity, teachers cannot be expected to do this alone that is why clinical supervision is implementer (Crane, 2014).

Time Management

Another theme arisen from the steps to cope with the challenges to ease the feeling of difficulty was the time management. This means that, the participants revealed in the study that they divided the task appropriately, they did procrastinate, and they cherished time. Time management is one of the factor the teachers' must possess. Furthermore, every task of the teachers would be done appropriately if the time would be divided accordingly. Moreover, in doing the task or work, most importantly do not delay or procrastinate.

As Whetten (1995) cited by Khan, et al. (2016) concluded two factors, overload of work and lacking in the handling of time, are the main reasons of anxiety and depression. For avoiding the stress, turning the stuffs down and staying committed to the work are the best ways of time saving.

So, teachers' would perform with excellence if they have well-defined jobs, are capable of doing the job, know what is expected of the instructional, tools to do the job, have the necessary skills and knowledge, and receive feedback on how they perform and perceive and receive rewards for performing as desired. Teacher must manage their time in every way possible. It is for the reason that if they will not manage their time wisely, their job will be compromise. The supervisory practices of the school make a difference in relation to teacher effectiveness (Fitch, 2017).

Self-motivation

Self- motivation was another theme emerged in the participant's responses in this study. It revealed that teachers' means to cope the challenges was to encourage themselves, be goal-oriented, and got along with peers. Being self-motivated is having the desire to face or to continue despite the challenges and struggles encountered. In doing so, one can do everything.

In dealing with the above mentioned, during instructional supervision, teachers tend to be stressed a lot. Some say it is a burden for them. But supervision aims to help the teachers in the instructional aspects of their job. Supervision may be seen as the process of helping, guiding, advising and stimulating growth in teachers in order to improve the quality of teaching. Although it was deemed to be stressful and burdensome, teachers must have the driving force to motivate themselves in every way possible. Motivation that comes naturally from inner self to attain the right purpose of supervision (Hoy, 2016).

In addition, self – motivation would make the aims of instructional supervision more effective. It is for the fact that it will level up the learnings that comes from the observer. If fear and anxiety gets ahead of the teachers being observed, true learnings will not take place (Strarratt, 2019).

Suggestions of Teachers in Relation to Duaw Tulunghaan in Schools

In this section, the participants gave their suggestions and included thoughts on Duaw tulunghaan in schools. These suggestions emerged six (6) major themes: (1) establish rapport between the observers and teachers; (2) be ready and prepared; (3) inform schedule ahead of time; (4) sustain the implementation; (5) provide instructional materials; and (6) be optimistic.

Establish Rapport Between Observers and Teachers

The participants discussed that it is a must to establish rapport between observers and teachers. In other words, they must provide positive friendly environment and sensitive like approachable, and not judgemental, facilitate more on EQ than IQ. In a workplace, it is important that we must have a good relationship with our peers so that we will be comfortable and not intimidated with workmates even to the higher authorities. In other words, we must create a healthy environment for we have one common goal and that is to give the best for our pupils, and for ourselves as educators for the betterment.

In connection with the above mentioned, clinical supervision is needed in every schools. An individualized approach to teacher development creates a transformative process that provides teachers an opportunity to see their practice and their students' achievement shifting. In order for true transformation to exist the relationship between a teacher and their instructional supporters must be collaborative and reflective (Feger, et.al, 2014).

Further, pre-observation and post observation discussions between the supervisor and supervisee. these can promote teamwork and relationships among staff and management and create an environment of mutual trust, thereby, facilitating a frank exchange of ideas between teaching group. Such a relationship can provide a relaxed and supported environment where teachers have freedom of expression to psychologically prepare their students from the presence of a third party (supervisor) in their class (Chen, 2018).

Be Ready and Prepared

The study revealed that being ready and prepared is one of the suggestions of the teachers on Duaw Tulunghaan. This means that, they must be ready at any time, that they should prepare all the school forms ahead of time prior to the Duaw day. Being ready and prepared at all times will make teachers better for effective teaching.

The teachers need to prepare professional documents in advance as they are used to interact with learners effectively. The head teachers have the responsibilities to seeing to it that the teachers have adequately prepared their professional records before they engage learners in instruction process. Teacher preparation is critical to the planning of classwork and it has a net effect on the pupil's academic performance (Enzomo, et al., 2000) cited by Mbogo (2017).

Inform Schedule Ahead of Time

It was revealed that informing schedule ahead of time is one of the suggestions of the teachers on Duaw Tulunghaan in school. This implies that, authorities should lay down the informations and schedules earlier the Duaw for the teachers to be prepared. If teachers are well informed ahead of time, they will be more ready and prepared. And so, teachers will be more comfortable and they will have a possible satisfaction on things during the school monitoring or Duaw Tulunghaan.

Relating to above mentioned, authorities should set the instructional supervision into school calendar. By doing so, teachers can feel principals' attention. With the pupose of professional development of a teachers, even through peer observation, teachers can

be given the responsibility to reduce their stress so as to enable teachers to conduct professional discussions and enhance teachers' effectiveness (Chen, 2018).

And also, the formal visit is a full period announced visit that is preceded by a pre-visit conference. The teacher knows when the visit will take place and the supervisor knows what will be taught and how it will be presented when the visit takes place (Lopez, 2016).

Sustain the Implementation

Sustain the implementation is one of the emerged suggestions on Duaw Tulunghaan. This indicates that, despite of the challenges encountered of the participants, they embraced and preferred to have Duaw Tulunghaan in school for them to be enriched with more learnings. To constantly grow professionally, we needed to sustain Duaw Tulunghaan as it is giving technical assistance to the school teachers in becoming better mentors.

To ensure consistent professional growth and development of teachers, supervision must be continuous. To achieve sustainable development, supervisors must concentrate on quality assurance. Despite the fact that teachers understand the importance of supervision for their professional development, they are sometimes reluctant to ask their supervisors for help or additional support, which negatively affects their professional growth (Kutsyuruba, 2003 as cited by Carr, 2016).

In accordance with the DepEd Memorandum 390, s. 2019, Duaw Tulunghaan shall happen every Tuesday of the week and shall start June 4, 2019 therefore all district in Division of Davao del Norte shall implement Duaw Tulunghaan.

Moreover, the most influential determinant to student success is an effective teacher. Effective teachers are constantly engaged in understanding and deepening their pedagogical knowledge and practice with the intended goal of raising student achievement. Teaching is a complex profession that requires continuous support and ongoing deep analysis in order to see substantial change in a student's learning. Given this complexity, teachers cannot be expected to do this alone that is why clinical supervision is implemented (Crane, 2014).

Furthermore, to ensure consistent professional growth and development of teachers, supervision must be continuous. To achieve sustainable development, supervisors must concentrate on quality assurance. Despite the fact that teachers understand the importance of supervision for their professional development, they are sometimes reluctant to ask their supervisors for help or additional support, which negatively affects their professional growth (Kutsyuruba, 2003 as cited by Carr, 2016).

Provide Instructional Materials

Instructional material is one of the most significant resources in the delivery of the lesson. Provision instructional materials is one of the suggestions of the participants on Duaw Tulunghaan. Hence, instructional materials intended for the teachers must be provided by the school administrators to continue give better instruction for the students.

It is one thing to supply the needed instructional resources and materials but it is another to explain and demonstrate how these materials and resources can be put into a useful purpose. It may just be as useless not providing the materials if the teacher does not have any idea on how they would be utilized effective classroom management: Teacher preparation and professional development. It is one thing to supply the needed instructional resources and materials but it is another to explain and demonstrate how these materials and resources can be put into a useful purpose. It may just be as useless not providing the materials if the teacher does not have any idea on how they would be utilized. (Allida, et al. 2018).

Also, instructional supervision entails various roles and responsibilities that include technical, professional and interpersonal aspects (Weller and Weller, 2012) as cited by Mbogo Henry Mburu (2017). The head teacher as an instructional supervisor must provide all the requirements needed by teachers for proper instructional process. This includes things like instructional materials and favorable surroundings to undertake teaching and learning practices. Teaching necessitates that teachers are only supposed to have understanding and skills in a subject but also the professional proficiency in using the materials to enable them to have an impact on the conduct of pupils by use of instructional materials.

Be Optimistic

Next theme emerged was being optimistic. It is also one of the suggestions of teachers on Duaw Tulunghaan. This indicates that, they take Duaw positively and focus on the interest of the observation. Having a positive outlook means that, they stayed calm, accepted the corrections and suggestions positively, and maintained positive learning environment. Instead of complaining and entertaining negative thoughts, they focused on the benefit of Duaw Tulunghaan because the main purpose of Duaw is to help teachers not to criticize them.

So, the essential ingredients of supervision include the establishment of a healthy general supervisory climate, a special supervisory mutual support system called collegiality and a cycle of supervision comprising conferences, observations of teachers at work as well as pattern analysis. In other words, the basis of supervision is an intense, continuous, collegial relationship between supervisor and teacher with the aim of improving professional practice. This only means that a teacher must have a positive mindset about supervision. Setting aside the negative thoughts about it being a burden and a stressor to them (Strarratt, 2019).

Lastly, teachers see themselves as tools that could be closely examined to ensure that they carried out methods and procedures settled by the supervisors. Over the years, this attitude has been noted and still exists among teachers, but some teachers now see the more positive aspects of supervision. For example, in his study about the perceptions of Canadian and Ukrainian beginning high school teachers Kutsyuruba (2003) cited by (Ramin Rahmany, et al., 2014) showed that the Canadian and Ukrainian participants indicated the importance of supervision for their professional growth and future career. The participants agreed that as beginning teachers they needed to grow and improve in order to become effective teachers.

Implication for Teaching Practice

Duaw Tulunghaan was initiated and led by one of the Schools Division Superintendents. The program aims to deliver technical assistance to school teachers in discovering their methods that need improvement and molding them into becoming better mentors.

www.ijrp.org

Teachers' primary role is to deliver classroom instruction to help students in learning. The result of this study gives information to concerned offices and authorities relating to the perspectives of teachers' on Duaw Tulunghaan. This would be the

possible means to hear the grievances of the teachers to address the problem or impact of this instructional supervision to school administrators and education program supervisors.

In addition, this would open a window among teachers to continue being passionate in teaching despite of the difficulties encountered.

Teachers encountered many challenges on Duaw Tulunghaan based on the responses of the participants; one was apprehensions in facing higher authorities. It implies that DepEd- Division of Davao del Norte should organize or arrange programs, seminars, in service trainings for school administrators or even education program supervisors who are involved during observation relating to establishing rapport with peers. Somehow, Duaw Tulunghaan has good intentions and these are improving teaching competence, assessing teachers' needs, and developing professional growth of the teachers.

Classroom observation tool is a way to enhance students' outcomes and abilities by improving the quality of teachers' through feedback. Also this would help teachers identify their strengths and weaknesses. In connection with this, classroom observation tool or COT practice may sustain teachers and develop teachers' readiness for the school monitoring or for the conduct of Duaw Tulunghaan.

Moreover, one of the primary purposes of Duaw is to improve the overall school performance. The quality of the school depends on the quality of classroom instruction and the quality of classroom instruction is dependent on the quality of faculty. The quality of the faculty depends on the quality of supervision. This implies that school achievement or performance depends on supervision. Therefore, through Duaw, teachers performances would greatly affect schools achievement. And so, teachers must embrace Duaw Tulunghaan for the betterment.

Upon dealing with the Duaw Tulunghaan, possessing positive attitude among teachers developed and had improved their teaching during the monitoring or observation. As such, when positive attitude manifested when teachers are dedicated to their profession. Lastly, challenges and difficulties would be also considered as determining factor for teachers to grow professionally.

References

- Adeogun, A. A. (2001). The principal and the financial management of public secondary schools in Osu State. *Journal of Educational System and Development* <http://www.sciepub.com/reference/47791>
- Allida, V., Olela, M., Ogwari, P., & Minja, O. (2018). Best Practices in Instructional Supervision: A Study of Adventist Secondary Schools in Ranen Conference. <https://www.ueab.ac.ke/wp-content/uploads/2019/04/Vencie-Michael-Peter-Onesmo.pdf>
- Ani, C. (2019). The effect of the *traditional and modified form of Cogan's supervising approaches on pupil and teacher instructional performance*. Unpublished ph.D. Thesis. University of Nigeria, <http://jeteraps.scholarlinkresearch.com/articles/Effects%20of%20Modified%20Clinical%20Supervision.pdf>.
- Anney, V. (2014). Ensuring the quality of the findings of qualitative research: looking at trustworthiness criteria. <https://pdfs.semanticscholar.org/1419/f7b54e6b7f1215717a5056e0709f8946745b.pdf>
- Archibong, F. I. (2012). Instructional supervision in the administration of secondary education: A panacea for quality assurance. *European scientific journal*. <https://eujournal.org/index.php/esj/article/view/197>
- Ayodele, J. B., & Oyewole, B. K. (2012). Towards ensuring qualitative supervision of teaching practice in Nigerian universities for sustainable development. *OIDA International Journal of Sustainable Development*, 5(9), 87–94. <http://scholarworks.uno.edu/cgi/viewcontent.cgi?article=2006&context=td>.
- Baba, M. (2015). The tao of supervision: Taoist insights into the theory and practice of educational supervision, *Journal of curriculum and supervision*, 12(3), 193–211. <http://www.cedu.niu.edu/~fulmer/groupthink.htm>.
- Begum, T. (2018). The relationship between leadership styles, perceived control and psychological ownership (Master's thesis, University of Waikato). <http://researchcommons.waikato.ac.nz/bitstream/handle/10289/2469/thesis.pdf?sequence=1&isAllowed=y>.
- Bernard, J., & Goodyear, R. (1998). *Fundamentals of clinical supervision* (2nd ed.). <https://www.pearson.com/us/higher-education/program/Bernard-Fundamentals-of-Clinical-Supervision-6th-Edition/PGM1784649.html>
- Braun, L. A. & Clarke, V. (2012). Thematic analysis. https://www.researchgate.net/publication/269930410_Thematic_analysis
- Bryman, A. & Bell, E. (2007). Ethical considerations-research methodology. <https://research-methodology.net/research-methodology/ethical-considerations/>
- Cambridge Online Dictionary, 2019
- Carr, T. (2016). Supervision for better schools (p. 262). <http://www.collectionscanada.gc.ca/obj/s4/f2/dsk3/SSU/TCSSU09052003134303.pdf>
- Chapman, R. (2018). What is data analysis in research and how to it? https://limeproxies.com/blog/what-is-data-analysis-in-research-and-how-to-do-it/?amp_js_v=a3&_gsa=1&usqp=mq331AQCKAE%3D&aoh=15830401522735&referrer=https%3A%2F%2Fwww.google.com&tf=From%20%251%24s&share=https%3A%2F%2Flimeproxies.com%2Fblog%2Fwhat-is-data-analysis-in-research-and-how-to-do-it%2F
- Chen, C. (2018). *Facilitation of Teachers' Professional Development through Principals' Instructional Supervision and Teachers' Knowledge- Management Behaviors*. <https://www.intechopen.com/>
- Concha, D. (2006). Clinical Supervision: Case Study. <https://www.clinical/supervision/case/study/%com>
- Crane, R. (2014). Supervising practices of education supervisors and their relationship with the attitudes of high basic stage teachers towards the profession in the Capital Amman Governorate from their point of view. *International Journal of Humanities and Social Science*, 3, 223–243. <http://scholarworks.uno.edu/cgi/viewcontent.cgi?article=2006&context=td>.
- Creswell, J. (2014). *Research design: qualitative, quantitative and mixed method approaches*. 4th ed. <http://englishlangkan/produk/E%20Book%20Research%20Design%20Creswell%202014.pdf>
- Cresswell, J. W. & Plano, C. V. L. (2011). Designing and conducting mixed method research. https://scholar.google.com/scholar_lookup?title=Designing+and+conducting+mixed+method+research&author=JW+Cresswell&author=VL+Plano+Clark&publication_year=2011&
- Czubaruk, K. (2019). The belmont report: what is its and how does it relate to clinical trials. <https://www.cancersupportcommunity.org/blog/2019/10/belmont-report-what-it-and-how-does-it-relate>
- Dickson, A. (2011). The state of supervision of teaching and learning in public junior high schools in ghana: a case study of selected junior high schools in sekyere east district of ashanti region. <http://ir.knust.edu.gh/bitstream/123456789/4048/1/Final.pdf>
- Dipaola, S. J. (2012). *Instructional supervision: Applying tools and concepts* (3rd ed.). Rizal: Eye on Education.
- Division Memorandum 390, s. 2019. Duaw Tulunghaan
- Fabito, B., Ching, M. R., & Celis, N. (2018). Data privacy act of 2012: A case study approach to Philippine government agencies compliance. https://www.researchgate.net/publication/327281053d_Data_Privacy_Act_of_2012_a_Case_Study_Approach_to_Philippine_Government_Agencies_Compliance
- Feger, S. (2014). Supervisory style: Its relation to the supervisory working alliance and supervisor self-disclosure. *Counselor Education & Supervision*, 40(4), 263–265. <https://doi.org/10.1002/j.1556-6978.2001.tb01259.x>
- <http://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/5492/ABEB%20FINAL%20RESEARCH.pdf?sequence=1>
- Fiedler J. (2017). *Clinical supervision: Special methods for the supervision of teachers*. (3rd ed.). Forth Worth: Harcourt Brace Jovanovich College Publishers. <http://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/5492/ABEB%20FINAL%20RESEARC%20H.pdf?sequence=1>
- Fitch, R. M. (2017). *Modern methods in secondary education*. Holt, Rinehart and Winston. <http://sherj.smcnasipit.edu.ph/articles/Vol2wApril2016Lopez.pdf>
- Gibbs, G. R. (2018). *Analyzing qualitative data*. (2nd Ed.). University of Huddersfield. <https://uk.sagepub.com/engb/analyzingqualitativedata/book244633>
- Glanz, J. (1977). The tao of supervision: Taoist insights into the theory and practice of educational supervision, *Journal of curriculum and supervision*, 12 (3), 193–211. <http://www.cedu.niu.edu/~fulmer/groupthink.htm>

- Glanz, J., Shulman, V., & Sullivan, S. (2015). Impact of Instructional Supervision on Student Achievement: Can We Make the Connection? Paper presented at the Council of Instructional Supervision (COPIS) annual conference. <http://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/5492/ABEBE%20FINAL%20RESEARCH.pdf?sequence=1>.
- Glickmann, C., Gordon, S. P. & Gordon, J. M. (2015). Supervision of instruction: A developmental approach (3rd ed.). Allyn & Bacon. <http://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/5492/ABEBE%20FINAL%20RESEARCH.pdf?sequence=1>.
- Haliza, H. (2015). Amalan dan Keberkesanan Penyeliaan Pengajaran Di Sekolah Menengah Luar Bandar Daerah Muar. Tesis Sarjana. UTM. <http://scholarworks.uno.edu/cgi/viewcontent.cgi?article=2006&context=td>.
- Hammarberg, K., Kirkman, M. & de Lacey, S. (2016). Qualitative research methods: When to use them and how to judge them. <https://www.researchgate.net/publication/290432694>
- Hoy, D. (2016). The Impacts of Principals Leadership style on Secondary Schools in Enugu East Local Government Area. Unpublished B.ed Thesis Enugu State University of Technology. <http://jeteraps.scholarlinkresearch.com/articles/Effects%20of%20Modified%20Clinical%20Supervision.pdf>. https://www.researchgate.net/publication/324648676_THE_INFLUENCE_OF_INSTRUCTIONAL_SUPERVISION_BY_QUALITY_ASSURANCE_A_ND_STANDARDS_OFFICERS_ON_TEACHERS_INSTRUCTIONAL_COMPETENCES_IN_SCHOOLS
- Ikegbusi, N. G. (2016). The Impact of Supervision of Instruction on Teacher Effectiveness in Secondary Schools in Nigeria. <http://ijaret.com/wpcontent/themes/felicity/issues/vol3issue3/ikegbusi.pdf>
- Janis, I.L. & Mann, L. (2016). Decision making: A psychological analysis of conflict, choice, and commitment. <http://www.cedu.niu.edu/~fulmer/groupthink.htm>
- Khan, H. M. A., Faroogi, M. T. K., & Khalil, A. (2016). Exploring Relationship of Time Management with Teachers' Performance. http://pu.edu.pk/images/journal/ier/PDF-FILES/18_38_2_16.pdf
- Kutsyuruba, B. (2003). Instructional supervision: Perceptions of Canadian and Ukrainian beginning high-school teachers. <https://www.collectionscanada.gc.ca/obj/s4/f2/dsk3/SSU/TC-SSU-09052003134303.pdf>
- Lincoln, Y. S. & Guba, E. (1985). Naturalistic inquiry. https://scholar.google.com/scholar_lookup?hl=en&publication_year=1985&author=Y.+Lincoln&author=E.+G.+Guba&title=Naturalistic+inquiry
- Lopez, M. C. A. (2016). Classroom Supervisory Practices and Their Relationship to Teacher Effectiveness as Perceived by Secondary Teachers. http://sherj.smccnasipit.edu.ph/articles/Vol2_April2016/Lopez.pdf
- Lovell, H. (2017). *The relationship between supervisors' power bases and supervisory styles* (Doctoral dissertation, University of New Orleans). <http://scholarworks.uno.edu/cgi/viewcontent.cgi?article=2006&context=td>.
- Lovell, J. T. (2017). Supervision for better schools (p. 262). http://sherj.smccnasipit.edu.ph/articles/Vol2_April2016/Lopez.pdf.
- Maguire, M. & Delahunt, B. (2017): Doing a thematic analysis: A practical, step-by-step guide for teaching scholars. Retrieved from <https://ojs.aishere.org/index.php/aishere-j/article/viewFile/335/553>
- Marques, B. (2015). Instructional supervision: Perceptions of Canadian and Ukrainian beginning high-school teachers (Master's thesis, University of Saskatchewan). <http://www.collectionscanada.gc.ca/obj/s4/f2/dsk3/SSU/TCSSU09052003134303.pdf>
- Mbogo, H. M. (2017). *Influence of Head Teachers' Instructional Supervision Practices on Pupils Performance in Kenya Certificate Of Primary Education in Murang'a South Sub County Kenya*. http://erepository.uonbi.ac.ke/bitstream/handle/11295/101478/Mbogo_Influence%20of%20Head%20Teachers%E2%80%99%20Instructional%20Supervision%20Practices%20on%20Pupils%E2%80%99%20Performance%20in%20Kenya%20Certificate%20of%20Primary%20Education%20in%20Murang%E2%80%99a%20South%20Sub%20County%2C%20Kenya.pdf?sequence=1&isAllowed=y
- Medley, A. (2017). The state of supervision of teaching and learning in public junior high schools in Ghana: A case study of selected junior high schools in Sekyere East District of Ashanti Region (Master's thesis, Kwame Nkrumah University of Science and Technology). <http://ir.knust.edu.gh/bitstream/123456789/4048/1/Final.pdf>.
- Moradi, K., Sepehrifar, S., & Khadiv, T. P. (2014). Exploring Iranian EFL teachers' perceptions on supervision. Proceedings of the International Conference on Current Trends in ELT, 98, 1214–1223. <https://doi.org/10.1016/j.jsbspro.2014.03.536>. <http://files.eric.ed.gov/fulltext/ED534226.pdf>.
- Mwaniki, S. & Guantai, K. H. (2018). The influence of instructional supervision by quality assurance and standards officers of teachers instructional competencies in schools. https://www.researchgate.net/publication/324648676_THE_INFLUENCE_OF_INSTRUCTIONAL_SUPERVISION_BY_QUALITY_ASSURANCE_A_ND_STANDARDS_OFFICERS_ON_TEACHERS_INSTRUCTIONAL_COMPETENCES_IN_SCHOOLS
- Ndebele, C. (2013). Prevalent supervisory styles in primary schools in a remote rural district in Zimbabwe: Strategies for reconciling them with teacher preferred supervisory styles. Studies of Tribes and Tribals, 11(1), 55–66. <http://researchcommons.waikato.ac.nz/bitstream/handle/10289/2469/thesis.pdf?sequence=1&isAllowed=y>.
- Nowell, L., Norris, J., White, D., & Moules, N. (2018). Thematic analysis: striving to meet the trustworthiness criteria. International Journal of Qualitative Methods Volume 16, 1-13. <https://journals.sagepub.com/doi/pdf/10.1177/1609406917733847>
- Obianwu, N. (2019). The Impacts of Principals Leadership style on Secondary Schools in Enugu East Local Government Area. Unpublished B. ed Thesis Enugu State University of Technology. <http://jeteraps.scholarlinkresearch.com/articles/Effects%20of%20Modified%20Clinical%20Supervision.pdf>.
- Ogbo, R. N. (2015). Effects of modified clinical supervision on Teacher Instructional Performance. Unpublished M.Ed Thesis. Ebonyi State University, Abakaliki. <http://jeteraps.scholarlinkresearch.com/articles/Effects%20of%20Modified%20Clinical%20Supervision.pdf>.
- Omondi, E. A. (2019). Challenges of Instructional Supervision on Professional Development of Teachers in Public Secondary Schools in Nairobi and Kajiado Counties, Kenya. IOSR Journal of Humanities and Social Science (IOSR-JHSS) Volume 24, Issue 11, Series. 4 pp 52-62. <http://www.iosrjournals.org/iosrjhss/papers/Vol.%2024%20Issue11/Series-4/G2411045562.pdf>
- Palinkas, L. A., Horwitz, S. M. & Hogward, K. (2015). Purposive sampling for qualitative data collection and analysis in mixed method implementation research. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4012002/>
- Pandey, S. C. & Patnaik, S. (2014). Establishing reliability and validity in qualitative inquiry: a critical examination. https://www.researchgate.net/publication/266676584_ESTABLISHING_RELIABILITY_AND_VALIDITY_IN_QUALITATIVE_INQUIRY_A_CRITICAL_EXAMINATION
- Patton, M. Q. (2002). Qualitative research and evaluation methods. https://scholar.google.com/scholar_lookup?title=Qualitative+research+and+evaluation+methods&author=MQ+Patton&publication_year=2002&
- Ponte Verde, L. (2015). *A principal's and teachers' perceptions and understandings of instructional supervision: A Case Study of One School: Unpublished Master's thesis*, University of Sto. Tomas. <http://scholarworks.uno.edu/cgi/viewcontent.cgi?article=2006&context=td>.
- Radi, Y. (2017). Amalan penyeliaan pengajaran terhadap guru-guru sains di sekolah menengah daerah Muar, Johor. Kertas Projek Sarjana Pendidikan (Pengurusan & Pentadbiran), UTM. <http://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/5492/ABEBE%20FINAL%20RESEARCH.pdf?sequence=1>.
- Rahmany, R. R., Hasani, M. t., & Parhoodeh, K. (2014). *EFL Teachers' Attitudes towards being supervised in an EFL context*. <https://pdfs.semanticscholar.org/521e/9537997508a43996ad2d56a419fee10db988.pdf>
- Reese, Z. (2016). Writing to teach and reading to learn: A perspective on the psychology of written instruction. The psychology of teaching methods, 91-129. http://sherj.smccnasipit.edu.ph/articles/Vol2_April2016/Lopez.pdf.
- Roffman, M. S. (2017). Supervisee perceptions of supervisory focus on strengths and constructive focus on deficits: Development and validation of a measure (Unpublished doctoral dissertation). University of Maryland. <http://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/5492/ABEBE%20FINAL%20RESEARCH.pdf?sequence=1>.
- Romano, V. A., Jr. (2014). Secondary teachers' and their supervisors' perceptions of current and desired observation practices. Global Education Review. <https://files.eric.ed.gov/fulltext/EJ1055199.pdf> www.ijrp.org
- Saani, A. J. (2013). Influence on compensation and supervision on private basic school teachers work performance in Ashaiman Municipality. <https://www.semanticscholar.org/paper/influence-of-compensation-and-supervision-on-basic-Abdul-Jaleel>
- Setia, M. S. (2017). Methodologies series modules: Qualitative health research. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5572215/>

- Shenton, A. K. (2004) Strategies for ensuring trustworthiness in qualitative research projects. <https://www.semanticscholar.org/paper/Strategies-for-ensuring-trustworthiness-in-research-Shenton/cbe670d35e449ceed731466c316cd273032b28ca>
- Strarratt, G. (2019). Refocusing school leadership: Foregrounding human development throughout the work of the school. <http://jeteraps.scholarlinkresearch.com/articles/Effects%20of%20Modified%20Clinical%20Supervision.pdf>.
- Streefkerk, R. (2018). Primary vs secondary sources. <https://www.scribbr.com/citing-sources/primary-and-secondary-sources/>
- Tesema, A. (2014). The practices and challenges of school-based supervision in government secondary schools of Kamashi Zone of Benishangul Gumuz Regional State (Master's thesis, Jimma University). <http://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/5492/ABEBE%20FINAL%20RESEARCH.pdf?sequence=1>.
- The Belmont Report, 1979. https://www.hhs.gov/ohrp/sites/default/files/the-belmont-report-508c_FINAL.pdf
- Tety, J. L. (2016). Role of instructional materials in academic performance in community secondary schools in rombo district. http://repository.out.ac.tz/1829/1/DISSERTATION_JOHN_LAWRENCE_TETY_-_FINAL.pdf
- Wanzare, Z. (2011). Instructional Supervision in Public Secondary Schools in Kenya <https://journals.sagepub.com/doi/abs/10.1177/1741143211427977>
- Webb, R. B. (2016). *Making a difference: Teachers' Supervision, sense of efficacy and student achievement*. Longman Publishing Group. http://www.sherj.smccnasipit.edu.ph/articles/Vol2_April2016/Lopez.pdf.
- Webb, S. (2016). Supervisory style: Its relation to the supervisory working alliance and supervisor self-disclosure. *Counselor Education & Supervision*, 40(4), 263–265. <https://doi.org/10.1002/j.1556-6978.2001.tb01259.x> <http://www.cedu.niu.edu/~fulmer/groupthink.htm>.
- Weller, L. D. Jr. & Weller, S. J. (2002). Preparing school department heads using national standards : through the looking glass of leadership. https://books.google.com.ph/books/about/Preparing_school_department_heads_using.html?id=m3pYAAAAAJ&redir_esc=y
- Wilson, A. L. (2014). Reflections on the supervision interactions of residence life staff: The implications of racial identity on the hall director (HD)/resident assistant (RA) supervisory relationship (Doctoral dissertation, University of Texas at Austin). <https://repositories.lib.utexas.edu/bitstream/handle/2152/25229/WILSONDISSERTATION-2014.pdf?sequence=1>.