

# Assessment of Instructional Supervision Level of Pre-Service Teachers in Learning Delivery

Maria Elena B. Plopino, Sonia S. Carbonell

Mabini Colleges, Incorporated, Daet, Camarines Norte

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## ABSTRACT

This study investigated the extent of implementation of instructional supervision to pre-service teachers with their cooperating teachers in Capalonga District during practice teaching this school year 2024-2025. Specifically, it discovered the extent of instructional supervision given to pre-service teachers by their cooperating teachers in terms of setting clear expectations, modeling effective practices, feedback and reflection, mentorship and support, and collaboration. It also presented the support and services to pre-service teachers and cooperating teachers, as well as the challenges they met during the implementation of the instructional supervision. The researcher employed a purposive sampling technique with seventy-five (75) pre-service teachers and thirty-three (33) cooperating teachers with a total of one hundred eight (108) respondents from Capalonga District. This study used a researcher-made survey questionnaire organized into three parts: extent of instructional supervision, supports and services, and challenges and utilized Statistical Package for Social Sciences (SPSS) Version 21 for all descriptive and inferential statistics computations. The findings revealed that the extent of implementation of instructional supervision in terms of setting clear expectations, modeling effective practices, feedback and reflection, mentorship and support, and collaboration were very high. The cooperating teachers and pre-service teachers are partially given support and services that greatly affect the implementation of instructional supervision during practice teaching. Cooperating teachers often encountered the challenge of conflicting priorities and responsibilities, while pre-service teachers frequently encountered the challenge of self-efficacy and confidence. Also, a significant relationship (less than 0.01 significant level ( $p$ -values<.01), was found between the extent of implementation of instructional supervision and support and services for pre-service teachers. Based on these results, the study proposes a training program enhancing the implementation of instructional supervision and reinforces the awareness of TEI, cooperating schools, the community, and other stakeholders regarding the support and services given to pre-service teachers and cooperating teachers. This study contributed to understanding the dynamics of the extent of instructional supervision and support and services to pre-service teachers and cooperating teachers, providing insights into potential interventions to enhance both.

**Keywords:** Instructional supervision, pre-service teachers, cooperating teachers, delivery of learning services, practice teaching

## INTRODUCTION

A teaching career is a lifelong journey. Teacher education in the Philippines continues throughout the educational system, from entry to formal education to retirement. It is designed to ensure that educators are well-prepared to meet the diverse needs of students and contribute to the development of the nation's educational system.

According to Wu and Li (2023), pre-service teachers are being encouraged to develop a broad understanding of global issues, cultural diversity, and the world's interconnectedness. This includes learning about different cultures, languages, and global challenges.

Moreover, various higher education institutions nationwide offer teacher education programs. The most common degrees include Bachelor of Elementary Education and Bachelor of Secondary Education, and specializations are available in various subjects such as Math, Science, English, and more. The teacher education curriculum

includes general education subjects, professional education courses, and specialization courses. It also includes practice teaching, in which students acquire hands-on experience in real-world classrooms. In addition, the pre-service teacher education preparation emphasizes the map of teacher education programs.

According to the Philippine Statistics Authority (2024), there are 466,243 college students enrolled at more than 1,207 Teacher Education Institutions nationwide, and 28.6% have reached or completed college, with 8.7% graduates and 18.6% undergraduates. Meanwhile, 0.8% of college students reached or completed the post-baccalaureate level, and more females attained higher levels of education than males, with 1.06% compared to 0.78% of males.

Further, R.A. No. 11713 or the "Excellence in Teacher Education Act" wherein it designates public and private Teacher Education Institutions (TEIs) as Teacher Education-COEs based on criteria such as faculty qualifications, curriculum quality, and research output and are tasked with conducting innovative pre-service and in-service teacher education programs, including alternative delivery methods, to ensure access to education and the development of quality teachers.

Moreover, RM 499, or the joint CHED and DepEd Order s. 2021, provides students with actual learning experiences to observe, verify, reflect on, and practice the different components of the teaching-learning processes in various authentic school settings. Such experiences, which are built around mentoring, will begin with field observation and gradually intensify into participation until students undertake practice teaching. In the Teacher Education Development Map, the pre-service teacher education must have an early immersion in instructional supervision experiences before they are employed in the workplace (in-service).

Likewise, DepEd Order No. 42 s. 2017 formalized the adoption of the Philippine Professional Standards for Teachers (PPST) as the framework for teacher quality in the country. It outlines four career stages for teachers: Beginning, Proficient, Highly Proficient, and Distinguished. Each stage provides specific expectations and indicators for what teachers should know and be able to do, reflecting a progression in their teaching practice. Pre-service teachers belong to the beginning stage, wherein teachers are recognized for meeting the qualifications required for entry into the teaching profession. In contrast, cooperating teachers belong to a proficient stage, wherein teachers who have demonstrated competence in the standards can apply their knowledge, skills, and values in classroom practice.

However, pre-service teacher education faces several challenges that can impact the quality of training these future teachers receive. One of those challenges they encountered was inadequate mentoring and support. They often lack proper mentorship and support from experienced teachers, which is crucial for their professional growth. Hence, this study aimed to determine the extent of implementation of instructional supervision for the pre-service teachers of Capalonga College Inc. in Capalonga District. Furthermore, determining the instructional supervision in pre-service teacher education involves evaluating how effectively cooperating teachers guide and support pre-service teachers during their practice teaching.

The Instructional Leadership Theory by John Hattie (2003) refers to a form of leadership that focuses on managing teaching and learning activities within educational institutions, aligning instructional and managerial roles with personal values to enhance student learning outcomes. This situates the present study in essence, considering that there must be an effect on cooperating teachers, especially the instructional leadership that they experienced from their school heads, and that affects the implementation of instructional supervision to the pre-service teachers.

Few studies on instructional supervision prove similar within the frame of the current investigation. The present study is similar to the studies of Cabanlit (2019), Concepcion and Labitad (2024), Daracan (2023), Matias (2023), and Mislang-Sison and Junio (2019) in its objective to assess the extent of instructional supervision given to the pre-service teachers with their respective cooperating teachers. It differs, however, because the mentioned studies also focused on teachers' demographic characteristics and MT's level of supervisory skills. Furthermore, the present study mainly focuses on the extent of instructional supervision, support and services given by stakeholders, and challenges encountered by the pre-service teachers and cooperating teachers during practice teaching.

Hence, this study determined the extent of implementation of instructional supervision to pre-service teachers with their cooperating teachers in Capalonga District during practice teaching this school year 2024-2025. Specifically, this study answered the following questions: 1) What is the extent of implementation of instructional supervision to pre-service teachers given by the cooperating teachers in terms of; setting clear expectations, modeling effective practices, feedback and reflection, mentorship and support, and collaboration? 2) What are the supports and services given to the pre-service teachers and cooperating teachers in learning delivery in terms of; financial, health and wellness, resources, and professional development? 3) Is there a significant relationship between the extent of implementation of instructional supervision and the support and services given to pre-service teachers and their cooperating teachers? 4) What are the challenges encountered by the pre-service teachers and cooperating teachers during the implementation of instructional supervision? 5) Is there a significant agreement on the challenges encountered by the pre-service teachers and cooperating teachers in the implementation of instructional supervision? 6) Based on the findings, what intervention may be proposed to improve instructional supervision of pre-service teachers and their cooperating teachers in the delivery of learning services?

## METHODOLOGY

This study used a quantitative method with a descriptive-correlational research design. It also aimed to accurately stand for the extent of instructional supervision given to the pre-service teachers by their cooperating teachers in terms of setting clear expectations, modeling effective practices, feedback and reflection, mentorship and support, and collaboration. It also presented the support and services to pre-service teachers and cooperating teachers, as well as the challenges they met during the implementation of the instructional supervision. Additionally, the study included a correlational design to explore the relationship between the pre-service teachers and cooperating teachers' extent of instructional supervision in practice teaching. The responses obtained, such as support and services provided for the pre-service and cooperating teachers, and the challenges they encountered during the implementation of the instructional supervision, are statistically treated using the weighted mean.

### Population, Sample Size, and Sampling Technique

The researcher collected data from the seventy-five (75) pre-service teachers of Capalonga College Incorporated, wherein there are thirty-seven (37) BSEd and thirty-eight (38) BEEd pre-service teachers from the College of Education during their practice teaching this school year 2024-2025 and thirty-three (33) cooperating teachers from 4 (four) public elementary and secondary schools in Capalonga District with a total of 108 respondents. The researcher used purposive sampling because these respondents were chosen and are involved in implementing instructional supervision during practice teaching.

### Data Gathering Procedure

The researcher first sought the approval of the School Division Superintendent, College President, PSDS, and school heads to collect data from the pre-service teachers and cooperating teachers in the Capalonga District. Likewise, the researcher also distributed letters of request, conducted a conference meeting with the respondents, and oriented them about the objectives and purposes of their involvement in the research. Hence, the respondents who participated in this study are assured that the Data Privacy Act would protect their interests and welfare.

Also, this study used a researcher-made survey questionnaire organized into three parts: extent of instructional supervision, supports and services, and challenges. Moreover, five (5) content experts validated it, including three (3) master teachers and two (2) school heads outside the Capalonga District. Furthermore, it has undergone a dry run of forty (40) non-respondents of Daet North District in Camarines Norte. It was also subjected to a Cronbach alpha for reliability test, which yielded 0.81 (pre-service teachers) and 0.83 (cooperating teachers), which was interpreted as better reliability, meaning there is an internal consistency in the indicators provided in the survey questionnaire.

After the researcher secured approval and addressed the ethical aspects of the study. The survey questionnaires are distributed and rated by the pre-service teachers and cooperating teachers during the implementation of

instructional supervision. However, their positions/designations are disclosed to classify their responses. Also, the researcher secured a confidentiality agreement signed by the respondents who engaged in the present study. This was done under the ethical guidelines of protecting the privacy of the respondents, in the school year 2024-2025.

Moreover, the data gathered by the researcher is collated, tabulated, interpreted, and analyzed. This was done to arrive at sound findings that finally determined the acceptability of enhancing instructional supervision practices in terms of the indicators mentioned. Furthermore, the respondents' real identities are concealed, and codes are utilized in handling the responses. The respondents' names are withheld.

### Statistical Treatment of Data

Data tabulation and analysis were conducted using Microsoft Excel and the software Statistical Package for Social Sciences (SPSS) Version 21 for all descriptive and inferential statistics computations. This study utilized descriptive and correlational statistics to determine the extent of implementation of instructional supervision of pre-service teachers and cooperating teachers in Capalonga District. Specifically, the weighted mean is used for the statistical treatment of the extent of implementation of instructional supervision to pre-service teachers by the cooperating teachers, supports and services given by the stakeholders, and the challenges encountered by the pre-service teachers and cooperating teachers during the implementation of instructional supervision.

Meanwhile, Pearson's Correlation Coefficient (Pearson's  $r$ ) was used to treat the significant relationship between the extent of implementation of instructional supervision and the support and services given by stakeholders to pre-service teachers.

Likewise, Kendall's Coefficient of Concordance was applied to the significant agreement between the extent of instructional supervision implementation and the challenges the pre-service teachers encountered.

## RESULTS AND DISCUSSIONS

### A. Extent of Implementation Instructional Supervision of Pre-Service Teachers and Cooperating Teachers

This study determined the extent of implementation of instructional supervision to pre-service teachers and cooperating teachers in terms of setting clear expectations, modeling effective practices, feedback and reflection, mentorship and support, and collaboration, the respondents rated some indicators.

**1) Setting Clear Expectations:** As shown in Table 2, it has an overall weighted mean of 4.76, interpreted to a very great extent.

Table II extent of Implementation of Instructional Supervision to Pre-Service Teachers Along Setting Clear Expectations as Cooperating Teacher

Indicators	Weighted Mean	Interpretation
1. The cooperating teacher notifies the pre-service teacher before the lesson observation.	4.70	VGE
2. The cooperating teacher plans with the pre-service teacher for the lesson observation.	4.79	VGE
3. The cooperating teacher reviews the pre-service teacher's lesson plans before the classroom observation.	4.79	VGE
4. The cooperating teacher discussed and agreed on the aims of supervision with the pre-service teacher.	4.76	VGE
Overall Weighted Mean	4.76	VGE

### Rating Scale: Descriptive Interpretation

4.20-5.00 - Very Great Extent (VGE)

3.40-4.19 - Great Extent (GE)

2.60-3.39 - Moderate Extent (ME)

1.80-2.59 - Some Extent (SE)

1.00-1.79 - Not at All (NAA)

The results show that cooperating teachers demonstrated the highest extent of instructional supervision along setting clear expectations during practice teaching in indicators 2 and 3 wherein the cooperating teacher plans with the pre-service teacher for the lesson observation. The cooperating teacher reviews the pre-service teacher's lesson plans before the classroom observation, with a weighted mean of 4.79 interpreted as very great extent. However, indicator 1, wherein the cooperating teacher notifies the pre-service teacher before the le

sson observation, got the lowest weighted mean of 4.70, interpreted as a very great extent. The results indicate consistency in instructional supervision and ensure effective learning delivery and a successful teaching experience for pre-service teachers. This result was confirmed by Mok and Staub (2021), who found that cooperating teachers' or supervisors' cognitive modeling of lesson planning and teaching practices was a significant moderator.

Table III extent Of Implementation of Instructional Supervision to Pre-Service Teachers Along Setting Clear Expectations

Indicators	Weighted Mean	Interpretation
1. The pre-service teacher prepares a developmentally sequenced teaching and learning process to meet curriculum requirements.	4.39	VGE
2. The pre-service teacher identifies learning outcomes that are aligned with learning competencies.	4.55	VGE
3. The pre-service teacher demonstrates knowledge in implementing relevant and responsive learning programs.	4.39	VGE
4. The pre-service teacher shows skill in the selection, development, and use of a variety of teaching and learning resources, including ICT, to address learning goals.	4.43	VGE
Overall Weighted Mean	4.44	VGE

### Rating Scale: Descriptive Interpretation

4.20-5.00 - Very Great Extent (VGE)

3.40-4.19 - Great Extent (GE)

2.60-3.39 - Moderate Extent (ME)

1.80-2.59 - Some Extent (SE)

1.00-1.79 - Not at All (NAA)

As shown in Table 3, it has an overall weighted mean of 4.44, interpreted as a very great extent. The results show that pre-service teachers demonstrated the highest extent of instructional supervision in indicator 2,



wherein the pre-service teacher identifies learning outcomes aligned with learning competencies, with a weighted mean of 4.55, interpreted as a very great extent. However, indicators 1 and 3, wherein the pre-service teacher prepares a developmentally sequenced teaching-learning process to meet curriculum requirements, and the pre-service teacher demonstrates knowledge in implementing relevant and responsive learning programs, got the lowest weighted mean of 4.39, interpreted as a very great extent. The pre-service teachers are well-supported in preparing and delivering effective instruction aligned with curriculum requirements and standards and setting clear expectations. This result was corroborated by Mislant-Sison and Junio (2019), who found that instructional supervision established a positive correlation with content knowledge and pedagogy, while the learning environment, school leadership, and management operations established a positive correlation with the learning environment, diversity of learners, and curriculum and planning.

**2) Modeling Effective Practices.** Table 4 shows the extent of implementation of instructional supervision in terms of modeling effective practices by cooperating teachers, with an overall weighted mean of 4.66, interpreted as a very great extent. The results show that cooperating teachers demonstrated the highest extent of instructional supervision in indicator 3, wherein they encourage pre-service teachers to maximize the use of possible resources available in their school, with a weighted mean of 4.88 interpreted as a great extent. However, indicator 2, wherein the cooperating teacher never interrupts a lesson to correct the pre-service teacher, got the lowest weighted mean of 4.52, interpreted as a very great extent.

TABLE IV Extent of Implementation of Instructional Supervision to Pre-Service Teachers Along modelling Effective Practices as Cooperating Teacher

Indicators	Weighted Mean	Interpretation
1. The cooperating teacher regularly observes the way that the pre-service teacher teaches learners.	4.58	VGE
2. The cooperating teacher never interrupts a lesson to correct the pre-service teacher.	4.52	VGE
3. The cooperating teachers encourage pre-service teachers to maximize the use of possible resources that are available in their schools.	4.88	VGE
Overall Weighted Mean	4.66	VGE

Rating Scale: Descriptive Interpretation

4.20-5.00 - Very Great Extent (VGE)

3.40-4.19 - Great Extent (GE)

2.60-3.39 - Moderate Extent (ME)

1.80-2.59 - Some Extent (SE)

1.00-1.79 - Not at All (NAA)

Cooperating teachers actively demonstrate and promote best teaching practices, providing strong guidance and mentorship to pre-service teachers. This result was confirmed by Matias (2023), who revealed that master teachers are highly proficient in curriculum and planning, assessment and reporting skills, community linkages, professional engagement skills, personal growth, and professional development skills.

Table 5 shows that the extent of implementation of instructional supervision in supporting pre-service teachers in modeling effective practices, with an overall weighted mean of 4.21, is interpreted as a very great extent. The results show that pre-service teachers proved the highest extent of instructional supervision in indicator 3, wherein the pre-service teacher shows skill in the positive use of ICT to facilitate the teaching and learning

process, with a weighted mean of 4.38, interpreted as a very great extent. However, indicator 2, wherein the pre-service teacher demonstrates an understanding of research-based knowledge and principles of teaching and learning, got the lowest weighted mean of 4.03, interpreted as a great extent. The pre-service teachers developed effective teaching skills by observing and emulating experienced educators during their field study observations, which helped them to create a positive and productive learning environment. This implies a strong willingness to incorporate technology seamlessly into the classroom environment.

TABLE V Extent Of Implementation Of Instructional Supervision To Pre-Service Teachers Along Modelling Effective Practices

Indicators	Weighted Mean	Interpretation
1. The pre-service teacher demonstrates content knowledge and its application within and/or across curriculum teaching areas.	4.30	VGE
2. The pre-service teacher demonstrates an understanding of research-based knowledge and principles of teaching and learning.	4.03	GE
3. The pre-service teacher shows skill in the positive use of ICT to facilitate the teaching and learning process.	4.38	VGE
4. The pre-service teacher demonstrates knowledge of teaching strategies that promote literacy and numeracy skills.	4.18	GE
5. The pre-service teacher applies teaching strategies that develop critical and creative thinking and/or other higher-order thinking skills.	4.17	GE
6. The pre-service teacher demonstrates an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement, and achievement.	4.23	VGE
Overall Weighted Mean	4.21	VGE

Rating Scale: Descriptive Interpretation

4.20-5.00 - Very Great Extent (VGE)

3.40-4.19 - Great Extent (GE)

2.60-3.39 - Moderate Extent (ME)

1.80-2.59 - Some Extent (SE)

1.00-1.79 - Not at All (NAA)

This result was corroborated by Misleng-Sison and Junio (2019), who revealed that instructional supervision positively correlated with content knowledge and pedagogy.

**3) Feedback and Reflection:** Table 6 shows the extent of implementation of instructional supervision in providing feedback and encouraging reflection among pre-service teachers by cooperating teachers, which is, to a great extent, with an overall weighted mean of 4.61. The results show that cooperating teachers demonstrated the highest extent of instructional supervision in indicator 1, wherein the cooperating teachers establish an open, two-way communication with the pre-service teacher, with a weighted mean of 4.79, interpreted as a very great extent. However, indicator 4, wherein the cooperating teacher presented the tools of observation and brought the printed copy for evaluation, got the lowest weighted mean of 4.42, interpreted as a very great extent.

**TABLE VI** Extent Of Implementation Of Instructional Supervision To Pre-Service Teachers Along Feedback And Reflection As Cooperating Teacher

Indicators	Weighted Mean	Interpretation
1. The cooperating teacher establishes an open, two-way communication with the pre-service teacher.	4.79	VGE
2. The cooperating teacher takes note of the best practices of the pre-service teacher, such as methodology and strategies in teaching the students.	4.58	VGE
3. The cooperating teacher provides a desirable manner in giving feedback to the pre-service teacher.	4.64	VGE
4. The cooperating teacher presented the tools of observation and brought the printed copy for evaluation.	4.42	VGE
5. The cooperating teacher checked the way the pre-service teacher gave feedback on the student's responses.	4.73	VGE
6. The cooperating teacher conducts private meetings with the pre-service teacher to discuss the observations and data analysis about the pre-service teacher's objectives.	4.52	VGE
Overall Weighted Mean	4.61	VGE

Rating Scale: Descriptive Interpretation

4.20-5.00 - Very Great Extent (VGE)

3.40-4.19 - Great Extent (GE)

2.60-3.39 - Moderate Extent (ME)

1.80-2.59 - Some Extent (SE)

1.00-1.79 - Not at All (NAA)

Feedback is an essential formative assessment practice that has the potential to influence students' learning and achievement positively. A study by Ropohl and Ronnebeck (2024) points out that only a few pre-service teachers could correctly judge students' current levels of achievement and provide feedback that is expected to be effective.

Table 7 shows that the extent of implementation of instructional supervision in supporting pre-service teachers, along with feedback and reflection, is interpreted as great, with an overall weighted mean of 4.17. The results show that pre-service teachers demonstrated the greatest extent of instructional supervision in indicator four wherein the pre-service teacher demonstrates knowledge of the design, selection, organization, and use of diagnostic, formative, and summative assessment strategies consistent with curriculum requirements, with a weighted mean of 4.31, interpreted as a very great extent. However, indicator 5, wherein the pre-service teacher demonstrates familiarity with a range of strategies for communicating learners' needs, progress, and achievement, got the lowest weighted mean of 4.08, interpreted as a great extent.

**TABLE VII** Extent Of Implementation Of Instructional Supervision To Pre-Service Teachers Along Feedback And Reflection

Indicators	Weighted Mean	Interpretation
1. The pre-service teacher demonstrates an understanding of the role of assessment data as feedback in teaching and learning practices	4.16	GE



and programs.		
2. The pre-service teacher demonstrates knowledge of providing timely, accurate, and constructive feedback to improve learner performance.	4.21	VGE
3. The pre-service teacher demonstrates knowledge of monitoring and evaluation of learner progress and achievement using learner attainment.	4.17	GE
4. The pre-service teacher demonstrates knowledge of the design, selection, organization, and use of diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.	4.31	VGE
5. The pre-service teacher demonstrates familiarity with a range of strategies for communicating the learner's needs, progress, and achievement.	4.08	GE
6. The pre-service teacher demonstrates an understanding of how professional reflection and learning can be used to improve practice.	4.09	GE
Overall Weighted Mean	4.17	GE

#### Rating Scale: Descriptive Interpretation

4.20-5.00 - Very Great Extent (VGE)

3.40-4.19 - Great Extent (GE)

2.60-3.39 - Moderate Extent (ME)

1.80-2.59 - Some Extent (SE)

1.00-1.79 - Not at All (NAA)

While pre-service teachers demonstrate competence in feedback and reflection practices, there are still some areas and room for further growth and improvement. This implies that consistently encouraging pre-service teachers to reflect on their teaching and cooperating with teachers helps them develop the habit of critical self-reflection. This was conformed by Guzman (2023), who suggested providing scaffolding in teaching approaches, communication, and promoting good relationships with peers, supervisors, and students, including instructional materials development, values integration, and the like.

**4) Mentorship and Support.** Table 8 shows the extent to which cooperating teachers implement instructional supervision in providing mentorship and support to pre-service teachers, with an overall weighted mean of 4.51, interpreted as a great extent. The results show that cooperating teachers demonstrated the greatest extent of instructional supervision in indicator 2, wherein the cooperating teacher assists the pre-service teachers in lesson planning, with a weighted mean of 4.82, interpreted as a very great extent.

TABLE VIII Extent Of Implementation Of Instructional Supervision To Pre-Service Teachers Along Mentorship And Support As Cooperating Teacher

Indicators	Weighted Mean	Interpretation
1. The cooperating teachers conduct induction training for pre-service teachers.	3.97	GE
2. The cooperating teacher assists the pre-service teachers in lesson planning.	4.82	VGE

3. The cooperating teacher assists pre-service teachers in developing/selecting instructional materials.	4.58	VGE
4. The cooperating teacher facilitates the availability of instructional materials and encourages pre-service teachers to use them appropriately.	4.55	VGE
5. The cooperating teacher designs appropriate interventions to minimize the weaknesses of pre-service teachers in the classroom.	4.39	VGE
6. The cooperating teacher implements the provision of proper mentoring for pre-service teachers to ensure good performance.	4.73	VGE
Overall Weighted Mean	4.51	VGE

#### Rating Scale: Descriptive Interpretation

4.20-5.00 - Very Great Extent (VGE)

3.40-4.19 - Great Extent (GE)

2.60-3.39 - Moderate Extent (ME)

1.80-2.59 - Some Extent (SE)

1.00-1.79 - Not at All (NAA)

However, indicator 1, wherein the cooperating teacher conducts induction training for pre-service teachers, got the lowest weighted mean of 3.97, interpreted as a great extent. This indicates that cooperating teachers are not fully committed to providing mentorship and support to pre-service teachers, offering a wide range of knowledge to enhance teaching skills and professional development. The study by Gumilet et al. (2021) confirmed that when the deans, supervising instructors, school principals, and cooperating teachers manifest an exceptional level of field practice in student teaching, all the dimensions of field practice are highly practiced.

Table 9 shows that the extent of implementation of instructional supervision in terms of mentorship and support for pre-service teachers is a very great extent, with an overall weighted mean of 4.43, interpreted as a very great extent. The results show that pre-service teachers demonstrated the greatest extent of instructional supervision in indicator 5, wherein the pre-service teacher asks for proper mentoring from his/her cooperating teachers to ensure good performance with a weighted mean of 4.55, interpreted as a great extent. This indicates that pre-service teachers actively engage in mentorship opportunities and always seek support from their cooperating teachers for their professional growth and skill development. However, indicator 2, wherein the pre-service teacher seeks assistance in developing/selecting instructional materials for his/her lessons, got the lowest weighted mean of 4.26, interpreted as a very great extent. This indicates that pre-service teachers may not fully influence their cooperating teachers' extensive expertise and guidance in developing instructional materials. This observation raises important questions about the potential gaps in collaborative practice, suggesting that pre-service teachers might lack initiative or confidence in seeking support. The study by Alam et al. (2021) confirmed that low support and morale inspection, rather than academic supervision, lack of dedication and professionalism, etc., are the main issues of academic supervision that hamper the quality of primary education in Bangladesh.

TABLE IX Extent Of Implementation Of Instructional Supervision To Pre-Service Teachers Along Mentorship And Support

Indicators	Weighted Mean	Interpretation
1. The pre-service teacher participates during the induction training for practice teaching.	4.47	VGE

2. The pre-service teacher seeks assistance in developing /selecting instructional materials for his/her lessons.	4.26	VGE
3. The pre-service teacher seeks advice concerning strategies to enrich teaching practice.	4.36	VGE
4. The pre-service teachers are free to use the facilities of the school for activities related to teaching.	4.49	VGE
5. The pre-service teacher asks for proper mentoring from his/her cooperating teachers to ensure good performance.	4.55	VGE
Overall Weighted Mean	4.43	VGE

#### Rating Scale: Descriptive Interpretation

4.20-5.00 - Very Great Extent (VGE)

3.40-4.19 - Great Extent (GE)

2.60-3.39 - Moderate Extent (ME)

1.80-2.59 - Some Extent (SE)

1.00-1.79 - Not at All (NAA)

**10) Collaboration:** Table 10 shows that the extent of implementation of instructional supervision in terms of collaboration between cooperating teachers and pre-service teachers is very great, with an overall weighted mean of 4.42. The results show that cooperating teachers demonstrated the highest extent of instructional supervision in indicator one, wherein there is mutual trust and respect between the pre-service teacher and cooperating teacher, with a weighted mean of 4.79, interpreted as a very great extent. However, indicator 4, wherein the cooperating teacher provides seminars/workshops and other forms of pedagogical development programs for pre-service teachers, got the lowest weighted mean score of 3.67, interpreted as a great extent. This indicates that cooperating teachers foster a collaborative and supportive environment that enhances pre-service teachers' professional growth and development. Collaboration between cooperating teachers and pre-service teachers can help foster the development of Professional Learning Communities (PLCs). This result was corroborated by Cabanlit (2019), who emphasized that the examination of the ability of cooperating teachers to effectively mentor and manage pre-service teachers has been recognized as a vital component in teacher education programs.

TABLE X Extent Of Implementation Of Instructional Supervision To Pre-Service Teachers Along Collaboration As Cooperating Teacher

Indicators	Weighted Mean	Interpretation
1. There is a mutual trust and respect between the pre-service teacher and cooperating teacher.	4.79	VGE
2. The cooperating teacher requests feedback from the pre-service teacher as to how effective the supervision cycle has been and how to improve the next supervision cycle.	4.39	VGE
3. The cooperating teacher gives opportunities to pre-service teachers for their professional growth.	4.73	VGE
4. The cooperating teacher provides seminar/workshops and other forms of pedagogical development programs for pre-service teachers.	3.67	GE

5. The cooperating teacher advised on strategies that build relationships with parents/guardians and the wider community.	4.56	VGE
Overall Weighted Mean	4.42	VGE

#### Rating Scale: Descriptive Interpretation

4.20-5.00 - Very Great Extent (VGE)

3.40-4.19 - Great Extent (GE)

2.60-3.39 - Moderate Extent (ME)

1.80-2.59 - Some Extent (SE)

1.00-1.79 - Not at All (NAA)

Table 11 shows that the extent to which instructional supervision is implemented in fostering collaboration among pre-service teachers is very high, with an overall weighted mean of 4.35. The results show that pre-service teachers demonstrated the highest extent of instructional supervision in indicator 1, wherein there is mutual trust and respect between the pre-service teachers and cooperating teachers, with a weighted mean of 4.68, interpreted as a very great extent. This indicates that pre-service teachers actively engage in collaborative practices and demonstrate a strong understanding of the importance of working within school and community settings.

However, indicator 5, wherein the pre-service teacher seeks advice concerning strategies that build relationships with parents/guardians and the wider community, got the lowest weighted mean of 4.18, interpreted as a great extent. This probably means that pre-service teachers would like to improve their lack of practical experience to effectively engage families, particularly in diverse or sensitive contexts requiring a distinct approach. In contrast, Basilio and Bueno (2021) refuted that investigation of the current issues and concerns in instructional supervision and assessment showed a need for collaboration and trust-based supervision.

TABLE XI Extent Of Implementation Of Instructional Supervision To Pre-Service Teachers Along Collaboration

Indicators	Weighted Mean	Interpretation
1. There is mutual trust and respect between the pre-service teachers and cooperating teachers.	4.68	VGE
2. The pre-service teacher demonstrates an understanding of knowledge of learning environments that are responsive to community contexts.	4.26	VGE
3. The pre-service teacher demonstrates knowledge and understanding of school policies and procedures to foster harmonious relationships with the wider school community.	4.39	VGE
4. The pre-service teacher seeks opportunities to establish professional links with peers and cooperating teachers.	4.36	VGE
5. The pre-service teacher seeks advice concerning strategies that build relationships with parents/guardians and the wider community.	4.18	GE
6. The pre-service teacher demonstrates motivation to realize professional development goals based on the Philippine Professional Standards for Teachers	4.25	VGE
Overall Weighted Mean	4.35	VGE

### Rating Scale: Descriptive Interpretation

4.20-5.00 - Very Great Extent (VGE)

3.40-4.19 - Great Extent (GE)

2.60-3.39 - Moderate Extent (ME)

1.80-2.59 - Some Extent (SE)

1.00-1.79 - Not at All (NAA)

### B. Supports and Services given to the Pre-Service Teachers and Cooperating Teachers in Learning Delivery

To measure the extent of implementation of instructional supervision to pre-service teachers and cooperating teachers in terms of financial, health and wellness, resources, and professional development, respondents rated some indicators. The weighted mean for each statement indicates the level of support and services, with a higher mean indicating a higher level of support and services. The corresponding tables present the weighted mean and interpretation for each indicator and the average weighted mean and interpretation to describe the level of support and services given to the pre-service teachers and cooperating teachers in learning delivery.

**1) Financial:** As shown in Table 12, the level of financial support and services given to the cooperating teachers in learning delivery has an overall weighted mean of 3.20, interpreted as neutral. The results show that cooperating teachers demonstrated the highest level of financial support in indicator 3, wherein the financial support provided by different stakeholders acknowledges the value of the cooperating teacher's time and expertise, with a weighted mean of 3.27 interpreted as neutral. However, indicator 2, wherein the cooperating teacher has access to funding for professional development opportunities related to mentoring, got the lowest weighted mean of 3.15, interpreted as neutral. It indicates that cooperating teachers are partially given financial support during practice teaching. The inadequate financial support and services for cooperating teachers in learning delivery have serious implications for teacher preparation, the effectiveness of mentorship, and the overall educational experience for pre-service teachers. The study of Baluyos et al. (2024) confirms that recognizing and rewarding the contributions of cooperating teachers is essential, boosting morale and acknowledging their part in shaping the next generation of teachers.

TABLE XII Financial Support And Services Are Given To The Cooperating Teachers In Learning Delivery

Indicators	Weighted Mean	Interpretation
1. The cooperating teacher receives a sufficient incentive for mentoring pre-service teachers.	3.18	N
2. The cooperating teacher has access to funding for professional development opportunities related to mentoring.	3.15	N
3. The financial support provided by different stakeholders acknowledges the value of the cooperating teacher's time and expertise.	3.27	N
Overall Weighted Mean	3.20	N

### Rating Scale: Descriptive Interpretation

4.20-5.00 - Strongly Agree (SA)

3.40-4.19 - Agree (A)

2.60-3.39 - Neutral (N)



1.80-2.59 - Disagree (D)

1.00-1.79 - Strongly Disagree (SD)

As shown in Table 13, the level of financial support and services given to the pre-service teachers in learning delivery has an overall weighted mean of 3.25, interpreted as neutral. The results show that cooperating teachers demonstrated the highest level of financial support in indicator 3 wherein the financial support provided during teaching allows the pre-service teacher to focus on teaching responsibilities without financial stress, with a weighted mean of 3.36, interpreted as neutral. However, indicator 4, wherein the pre-service teacher receives a sufficient allowance to cover living expenses during practice teaching, got the lowest weighted mean of 3.13, interpreted as neutral. It indicates that pre-service teachers are partially given financial support during practice teaching. Further, the study by Napanoy et al. (2021) conformed that pre-service teachers encounter slight difficulty in the seven support areas: administrative support, cooperating teachers, student supervisors, peers, students, related tasks, and learning environment.

TABLE XIII Financial Support And Services Given To The Pre-Service Teachers In Learning Delivery

Indicators	Weighted Mean	Interpretation
1. The pre-service teacher is satisfied with the financial assistance provided during practice teaching.	3.35	N
2. The pre-service teacher has access to timely reimbursement for teaching-related expenses incurred during practice teaching.	3.17	N
3. The financial support provided during practice teaching allows the pre-service teacher to focus on teaching responsibilities without financial stress.	3.36	N
4. The pre-service teacher receives a sufficient allowance to cover living expenses during practice teaching.	3.13	N
Overall Weighted Mean	3.25	N

Rating Scale: Descriptive Interpretation

4.20-5.00 - Strongly Agree (SA)

3.40-4.19 - Agree (A)

2.60-3.39 - Neutral (N)

1.80-2.59 - Disagree (D)

1.00-1.79 - Strongly Disagree (SD)

**2) Health and Wellness:** As shown in Table 14, the level of health and wellness support and services given to the cooperating teachers in learning delivery has an overall weighted mean of 4.02, interpreted as agree. The results show that cooperating teachers demonstrated the highest level of health and wellness support in indicator 1 wherein the school promotes a healthy work-life balance for cooperating teachers, with a weighted mean of 4.36 interpreted as strongly agree. However, indicator 3, wherein the school provides physical health and wellness resources for the cooperating teachers, e.g., fitness programs, health snacks, etc., got the lowest weighted mean of 3.61, interpreted as agree. It indicates that cooperating teachers are given adequate health and wellness support during practice teaching. Further, cooperating teachers require health and wellness assistance to preserve their physical and emotional well-being, manage their classrooms efficiently, and provide high-quality mentoring to pre-service teachers.

TABLE XIV Health And Wellness Support Given To The Cooperating Teachers In Learning Delivery

Indicators	Weighted Mean	Interpretation
1. The school promotes a healthy work-life balance for cooperating teachers.	4.36	SA
2. The cooperating teacher receives adequate support for managing stress and burnout related to mentoring.	3.88	A
3. The school provides resources for physical health and wellness for the cooperating teachers (e.g., fitness programs, healthy snacks, etc.)	3.61	A
4. The cooperating teacher feels supported in prioritizing self-care and well-being as a mentor.	4.21	SA
Overall Weighted Mean	4.02	A

Rating Scale: Descriptive Interpretation

4.20-5.00 - Strongly Agree (SA)

3.40-4.19 - Agree (A)

2.60-3.39 - Neutral (N)

1.80-2.59 - Disagree (D)

1.00-1.79 - Strongly Disagree (SD)

As shown in Table 15, the level of health and wellness support and services given to the pre-service teachers in learning delivery has an overall weighted mean of 3.60, interpreted as agree. The results show that pre-service teachers demonstrated the highest level of health and wellness support in indicator two, wherein the pre-service teacher maintains a healthy work-life balance during practice teaching, with a weighted mean of 3.74 interpreted as agree. However, indicator 4, wherein the pre-service teacher has access to counseling or mental health resources when needed, got the lowest weighted mean of 3.48, interpreted as agree.

It indicates that pre-service teachers are given adequate health and wellness support during practice teaching. This further implies peer support groups where student-teachers can share experiences and reduce feelings of isolation, mentoring groups from their cooperating teachers, and flexible scheduling, which are being exercised by TEIs, and some TEIs provide limited insurance coverage during the practicum. Moreover, Zito et al. (2024) conformed that for teacher education to include preparation on stress management, self-care, mindfulness, and effective communication to best support PSTs, teacher preparation programs should consider implementing stress management within the curricula.

TABLE XV health and wellness support given to the pre-service teachers in learning delivery

Indicators	Weighted Mean	Interpretation
1. The pre-service teacher can access adequate health services and insurance during practice teaching.	3.51	A
2. The pre-service teacher maintains a healthy work-life balance during practice teaching.	3.74	A
3. The pre-service teacher feels supported in managing his/her physical and mental health during practice teaching.	3.68	A

4. The pre-service teacher can access counseling or mental health resources when needed.	3.48	A
Overall Weighted Mean	3.60	A

Rating Scale: Descriptive Interpretation

4.20-5.00 - Strongly Agree (SA)

3.40-4.19 - Agree (A)

2.60-3.39 - Neutral (N)

1.80-2.59 - Disagree (D)

1.00-1.79 - Strongly Disagree (SD)

**3)Resources:** As shown in Table 16, the level of support services and resources given to the cooperating teachers in learning delivery has an overall weighted mean of 4.20, interpreted as agree. The results show that cooperating teachers demonstrated the highest level of resource support in indicator 1 wherein the cooperating teacher has access to relevant and up-to-date teaching materials and resources, e.g., textbooks, technology, learning modules, supplementary materials, etc., with a weighted mean of 4.36 interpreted as strongly agree. However, indicator 4 wherein the school facilities and research resources are accessible and supportive for cooperating teachers got the lowest weighted mean of 4.09, interpreted as agree. It indicates that cooperating teachers are given adequate resources and support during practice teaching. It implies that when cooperating teachers are provided with adequate support and resources, they are more likely to feel confident in their ability to deliver effective lessons. The study of Baluyos et al. (2024) corroborated that to have an enriched mentorship experience, cooperating teachers advocate for enhanced access to resources and support for innovative teaching and emphasize the necessity of ensuring that cooperating teachers have access to adequate resources and support, underlining the importance of empowering them to implement innovative teaching methods.

TABLE XVI support and services given to the cooperating teachers in learning delivery along resources

Indicators	Weighted Mean	Interpretation
1. The cooperating teacher can access relevant and up-to-date teaching materials and resources (e.g., textbooks, technology, learning modules, supplementary materials, etc.)	4.36	SA
2. The school provides adequate technology and digital tools for teaching and mentoring for cooperating teachers.	4.18	A
3. The cooperating teacher has sufficient access to professional development opportunities and workshops.	4.18	A
4. The school facilities and research resources are accessible and supportive for cooperating teachers.	4.09	A
Overall Weighted Mean	4.20	A

Rating Scale: Descriptive Interpretation

4.20-5.00 - Strongly Agree (SA)

3.40-4.19 - Agree (A)

2.60-3.39 - Neutral (N)

1.80-2.59 - Disagree (D)

1.00-1.79 - Strongly Disagree (SD)

As shown in Table 17, the level of support services and resources given to the pre-service teachers in learning delivery has an overall weighted mean of 4.18, interpreted as agree. The results show that pre-service teachers demonstrated the highest level of health and wellness support in indicator 1 wherein the pre-service teacher has access to relevant and up-to-date educational resources, e.g., textbooks, technology, learning modules, supplementary materials, etc., with a weighted mean of 4.32 interpreted as strongly agree. However, indicator 3 wherein the internet and digital resources are reliable and accessible for pre-service teachers got the lowest weighted mean of 3.87, which is interpreted as agree. It indicates that pre-service teachers are given adequate resources and support during practice teaching. Resources support for pre-service teachers is essential to ensure they have the tools, materials, and infrastructure to effectively learn and practice teaching skills. The findings were conformed by Nesbitt et al. (2022) that cooperating teachers advocate for the mentorship environment and emphasize the importance of providing pre-service teachers with ample resources. This includes access to teaching materials, curriculum guides, and educational technologies, fostering a comprehensive learning experience.

TABLE XVII support and services given to the pre-service teachers in learning delivery along resources

Indicators	Weighted Mean	Interpretation
1. The pre-service teacher can access relevant and up-to-date educational resources (e.g., textbooks, technology, learning modules, supplementary materials, etc.)	4.32	SA
2. The school facilities (e.g., classrooms, libraries, ICT room, etc.) are accessible and well-maintained for pre-service teachers.	4.29	SA
3. The Internet and digital resources are reliable and accessible for pre-service teachers.	3.87	A
4. The pre-service teacher has access to the necessary materials or equipment for teaching.	4.23	SA
Overall Weighted Mean	4.18	A

Rating Scale: Descriptive Interpretation

4.20-5.00 - Strongly Agree (SA)

3.40-4.19 - Agree (A)

2.60-3.39 - Neutral (N)

1.80-2.59 - Disagree (D)

1.00-1.79 - Strongly Disagree (SD)

**4) Professional Development:** As shown in Table 18, the level of support and services along professional development given to cooperating teachers in learning delivery has an overall weighted mean of 4.30, interpreted as strongly agree. The results show that cooperating teachers demonstrated the highest level of professional development support in indicator 1 wherein the cooperating teacher has opportunities for peer mentoring and collaboration with other cooperating teachers, with a weighted mean of 4.64, interpreted as strongly agree.

**TABLE XVIII** support and services given to cooperating teachers in learning delivery along professional development

Indicators	Weighted Mean	Interpretation
1. The cooperating teacher has opportunities for peer mentoring and collaboration with other cooperating teachers.	4.64	SA
2. The cooperating teacher receives regular feedback and coaching on my teaching and mentoring practices.	4.36	SA
3. The school provides relevant and engaging professional development, workshops, and training for cooperating teachers.	4.24	SA
4. The cooperating teacher can access mentorship programs and induction support for new cooperating teachers.	3.94	A
Overall Weighted Mean	4.30	SA

#### Rating Scale: Descriptive Interpretation

4.20-5.00 - Strongly Agree (SA)

3.40-4.19 - Agree (A)

2.60-3.39 - Neutral (N)

1.80-2.59 - Disagree (D)

1.00-1.79 - Strongly Disagree (SD)

However, indicator 4 wherein the cooperating teacher can access mentorship programs and induction support for new cooperating teachers got the lowest weighted mean of 3.94, interpreted as agree. It indicates cooperating teachers receive full support, services, and professional development during practice teaching. This implies that when cooperating teachers have access to professional development opportunities tailored to their specific needs, such as subject-specific workshops, classroom management training, etc., they can enhance areas of their practice that may need improvement. The finding was conformed by Schwan et al. (2020) that mentorship programs extend beyond education into professional development, enhancing employee engagement and fostering personal and professional growth.

As shown in Table 19, the level of support and services along professional development given to the pre-service teachers in learning delivery has an overall weighted mean of 4.31, interpreted as strongly agree. The results show that pre-service teachers demonstrated the highest level of professional development support in indicator 3 wherein the pre-service teacher has opportunities for peer support and collaboration with fellow pre-service teachers, with a weighted mean of 4.43 interpreted as strongly agree. However, indicators 1 and 2 wherein the training and workshops provided enhance the teaching skills and knowledge of the pre-service teacher and the pre-service teacher receives regular and constructive feedback on his/her teaching practices got the lowest weighted mean of 4.26 interpreted as strongly agree. It indicates that pre-service teachers are given full support and services along with professional development during practice teaching. Bessette and Bennett (2021) conformed that to enhance mentorship; cooperating teachers stress the significance of strong support systems.

**TABLE XIX** Support and Services Given to Pre-Service Teachers in Learning Delivery Along Professional Development

Indicators	Weighted Mean	Interpretation
1. The training and workshops provided enhance the teaching skills and knowledge of the pre-service teacher.	4.26	SA



2. The pre-service teacher receives regular and constructive feedback on his/her teaching practices.	4.26	SA
3. The pre-service teacher has opportunities for peer support and collaboration with fellow pre-service teachers.	4.43	SA
4. The pre-service teachers have access to resources and support for continuing professional development.	4.29	SA
Overall Weighted Mean	4.31	SA

Rating Scale: Descriptive Interpretation

4.20-5.00 - Strongly Agree (SA)

3.40-4.19 - Agree (A)

2.60-3.39 - Neutral (N)

1.80-2.59 - Disagree (D)

1.00-1.79 - Strongly Disagree (SD)

### C. Relationship between the Extent of Implementation of Instructional Supervision and the Support and Services given to Pre-service Teachers and their Cooperating Teachers

To gain further understanding of the extent of implementation of instructional supervision and the support and services given to pre-service teachers and their cooperating teachers, Pearson's Product-Moment Correlation ( $r$ ) was utilized to establish the significant relationship between these variables. Table 20 showed the Test for Significant Relationship between Implementing Instructional Supervision and Support Services for Pre-service Teachers. The table further reveals that the  $p$ -values obtained are all less than 0.01 significant level ( $p$ -values<.01), which indicates that the results are unlikely due to random chance. This leads to the rejection of the null hypothesis.

As shown in Table 20, setting clear expectations correlates significantly with financial ( $r=.379$ ,  $p$ -value=.001), health and wellness ( $r=.361$ ,  $p$ -value=.001), resources ( $r=.392$ ,  $p$ -value=.001), and professional development ( $r=.431$ ,  $p$ -value=.000) outcomes. This indicates that when clear expectations are set, like planning the observation schedule and reviewing the outcome of the execution of the plan, pre-service teachers experience better financial, wellness, resource, and professional development outcomes. Llagas et al. (2016) conformed with these findings that teachers should be clinically prepared by integrating content, pedagogy, and professional coursework around the core clinical experiences.

Additionally, there is also a significant relationship between modeling effective practices with financial ( $r=.362$ ,  $p$ -value=.001), health and wellness ( $r=.446$ ,  $p$ -value=.000), resources ( $r=.379$ ,  $p$ -value=.001) and professional development ( $r=.497$ ,  $p$ -value=.000). This implies that cooperating teachers who demonstrate best practices, particularly encouraging them to maximize the use of possible resources that are available in the school provide stronger support to pre-service teachers across all aspects. This was confirmed by Mok and Staub (2021), who emphasized that cooperating teachers' or supervisors' cognitive modeling of lesson planning and teaching practices was a significant moderator.

Moreover, feedback and reflection have a strong relationship with financial ( $r=.361$ ,  $p$ -value=.001), health and wellness ( $r=.538$ ,  $p$ -value=.000), resources ( $r=.380$ ,  $p$ -value=.001), and professional development ( $r=.500$ ,  $p$ -value=.000). The highest correlation is with health and wellness ( $r=.538$ ), meaning that constructive feedback mechanisms may be linked to better emotional, psychological, and physical well-being for pre-service teachers for they establish an open, two-way communication with the pre-service teachers. Also, in the same manner, pre-service teachers who demonstrate openness to their learners, specifically in strategizing diagnostic,

formative, and summative assessment consistent with the curriculum requirements, earn trust from the learners. Gurkan (2018) corroborated these findings by saying that giving feedback to student teachers is crucial for their professional teacher development.

Furthermore, mentoring and support significantly correlated with financial ( $r=.439$ ,  $p\text{-value}=.000$ ), health and wellness ( $r=.481$ ,  $p\text{-value}=.000$ ), resources ( $r=.475$ ,  $p\text{-value}=.000$ ), and professional development ( $r=.521$ ,  $p\text{-value}=.000$ ). The strongest relationship is seen with professional development ( $r=.521$ ), highlighting that strong mentorship contributes significantly to professional growth for they are guided in lesson planning, selecting instructional materials and its availability. Their support, mean a lot to the pre-service teachers. Their morale and well-being are being elated; thus they felt inspired and motivated. This refutes Mok and Staub's (2021) findings, which showed a small and significant overall effect of coaching, mentoring, or supervision on instructional skills.

Lastly, unlike the other instructional supervision aspects, collaboration does not significantly correlate with financial support ( $r=.252$ ,  $p\text{-value}=.029$ ). However, it is significantly correlated with health and wellness ( $r=.377$ ,  $p\text{-value}=.001$ ), resources ( $r=.472$ ,  $p\text{-value}=.000$ ), and professional development ( $r=.596$ ,  $p\text{-value}=.000$ ). The strongest correlation is with professional development (.596), suggesting collaboration is crucial in helping pre-service teachers grow professionally, for they established mutual trust and respect that build relationships not only good for the learners, but it radiates to their external stakeholders such as parents/guardians and community. The study of Cabanlit (2019) aligned with the idea that the ability of cooperating teachers to handle pre-service teachers is viewed as a critical collaborating role in teacher education programs. Also, Basilio and Bueno (2021) conformed that there is a need for a collaborative and trust-based type of supervision.

TABLE XX Test For Significant Relationship Between The Implementation Of Instructional Supervision And Support Services For Pre-Service Teachers

Instructional Supervision	Support Services							
	Financial		Health and Wellness		Resources		Professional Development	
	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>R</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>
Setting Clear Expectation	.379**	.001	.361**	.001	.392**	.001	.431**	.000
Modelling Effectiveness	.362**	.001	.446**	.000	.379**	.001	.497**	.000
Feedback and Reflection	.361**	.001	.538**	.000	.380**	.001	.500**	.000
Mentoring and Support	.439**	.000	.481**	.000	.475**	.000	.521**	.000
Collaboration	.252*	.029	.377**	.001	.472**	.000	.596**	.000

\*\* Correlation is significant @ .01 level

\* Correlation is significant @ .05 level

Further, similar results were observed after testing the hypothesis on the relationship between the implementation of instructional supervision and support services for cooperating teachers. Table 21 showed the Test for Significant Relationship between the Implementation of Instructional Supervision and Support Services for Cooperating Teachers. There is a positive significant relationship that exist between the variables considered for the cooperating teachers, meaning as the instructional leadership along setting clear expectations, modelling effective practices, mentoring and support and collaboration increases, the support services in terms of financial, health and wellness, resources and professional development also increases. It can be observed that the p-values are less than 0.05 and 0.01 ( $p\text{-values}<.01$  and  $p\text{-values}<.05$ ) which suggest that the results are unlikely to be due to random chance. Hence, the null hypothesis will be rejected.

As shown in Table 21, setting clear expectations correlates significantly with financial ( $r=.415$ ,  $p\text{-value}=.016$ ),

health and wellness ( $r=.502$ ,  $p\text{-value}=.003$ ), resources ( $r=.527$ ,  $p\text{-value}=.002$ ), and professional development ( $r=.593$ ,  $p\text{-value}=.000$ ) outcomes. The strongest relationship is with professional development, meaning that when cooperating teachers set clear expectations, pre-service teachers receive better professional learning opportunities. This indicates that cooperating teachers hold a crucial role in molding the practical learning experiences of pre-service teachers. Llagas et al. (2016) conformed that teachers should be clinically prepared by integrating content, pedagogy, and professional coursework around the core clinical experiences.

Additionally, there is also a significant relationship between modeling effective practices with financial ( $r=.619$ ,  $p\text{-value}=.000$ ), health and wellness ( $r=.557$ ,  $p\text{-value}=.001$ ), resources ( $r=.579$ ,  $p\text{-value}=.000$ ) and professional development ( $r=.634$ ,  $p\text{-value}=.000$ ). Professional development has the strongest relationship, indicating that when cooperating teachers model effective teaching, pre-service teachers benefit most in terms of career growth. This means that educational institutions must prioritize the careful selection and comprehensive training of cooperating teachers who consistently exemplify high-quality, evidence-based teaching practices. This was confirmed by Mok and Staub (2021), who emphasized that cooperating teachers' or supervisors' cognitive modeling of lesson planning and teaching practices was a significant moderator.

Moreover, feedback and reflection have a strong relationship with financial ( $r=.462$ ,  $p\text{-value}=.007$ ), health and wellness ( $r=.594$ ,  $p\text{-value}=.000$ ), resources ( $r=.515$ ,  $p\text{-value}=.002$ ), and professional development ( $r=.723$ ,  $p\text{-value}=.000$ ). The highest correlation is with professional development ( $r=.723$ ), meaning that structured feedback from cooperating teachers is crucial in helping pre-service teachers grow in their field. This indicates that teacher education programs must thoughtfully incorporate structured and effective feedback mechanisms into their practicum or internship components. Gurkan (2018) corroborated that giving feedback to student teachers is crucial for their professional teacher development.

Furthermore, mentoring and support significantly correlated with financial ( $r=.601$ ,  $p\text{-value}=.000$ ), health and wellness ( $r=.735$ ,  $p\text{-value}=.000$ ), resources ( $r=.690$ ,  $p\text{-value}=.000$ ), and professional development ( $r=.796$ ,  $p\text{-value}=.000$ ). The strongest relationship is with professional development, implying that cooperating teachers who gave proper mentoring and support results to pre-service teacher's significant career growth opportunities. On the contrary, this was refuted by Mok and Staub (2021) findings, which showed a small and significant overall effect of coaching, mentoring, or supervision on instructional skills.

Lastly, unlike the other instructional supervision aspects, collaboration significantly correlate with financial support ( $r=.748$ ,  $p\text{-value}=.000$ ), health and wellness ( $r=.805$ ,  $p\text{-value}=.000$ ), resources ( $r=.715$ ,  $p\text{-value}=.000$ ), and professional development ( $r=.857$ ,  $p\text{-value}=.000$ ). Professional development again shows the strongest relationship (.857), suggesting that collaboration among teachers contributes significantly to pre-service teachers' learning. This implies that when educators collaborate—sharing their most effective practices, co-designing lessons, and engaging in thoughtful, reflective discussions—they cultivate a richer and more supportive learning environment for pre-service teachers. The study of Cabanlit (2019) aligned with the idea that the ability of cooperating teachers to handle pre-service teachers is viewed as a critical collaborative role in teacher education programs. Also, Basilio and Bueno (2021) conformed that there is a need for a collaborative and trust-based type of supervision. Collaboration between pre-service teachers, cooperating teachers, and institutions can provide a more comprehensive and practical learning experience.

TABLE XXI Test For Significant Relationship Between The Implementation Of Instructional Supervision And Support Services For Cooperating Teachers

Instructional Supervision	Support Services							
	Financial		Health and Wellness		Resources		Professional Development	
	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>R</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>
Setting Clear Expectation	.415*	.016	.502**	.003	.527**	.002	.593**	.000
Modelling Effective Practices	.619**	.000	.557**	.001	.579**	.000	.634**	.000

Feedback and Reflection	.462**	.007	.594**	.000	.515**	.002	.723**	.000
Mentoring and Support	.601**	.000	.735**	.000	.690**	.000	.796**	.000
Collaboration	.748**	.000	.805**	.000	.715**	.000	.857**	.000

\*Correlation is significant @ 0.05 level

\*\*Correlation is Significant @ 0.01 level

#### D. Challenges Encountered by the Pre-Service Teachers and Cooperating Teachers during the Implementation of Instructional Supervision

To determine the most frequent challenge the cooperating teachers encountered while implementing instructional supervision in practice teaching at Capalonga, Camarines Norte, they rated nine challenges using a scale of 1-10. As shown in Table 21, most respondents ranked challenge 2 (conflicting priorities and responsibilities), with a mean rank of 79, as the most frequently encountered challenge. This implies that conflicting priorities and various responsibilities can significantly undermine the effectiveness of mentoring student teachers.

Meanwhile, challenge 7 (limited opportunities for professional development), with a mean rank of 185, is the least encountered challenge by cooperating teachers in implementing instructional supervision. It implies that cooperating teachers typically benefit from ample training, workshops, and learning opportunities. This highlights their institutions' or divisions' commitment to fostering a culture of continuous professional development. Such support empowers educators with the skills and knowledge necessary for effective mentoring and enriches their teaching strategies, ultimately leading to a more impactful learning experience for their students.

Thus, Daracan (2023) conformed to the findings and recommended that it be included in DepEd's management plan to enhance teachers' professional growth through Professional Learning Communities (PLC).

TABLE XXI Challenges Encountered By Cooperating Teachers In The Implementation Of Instructional Supervision

	Indicators	Sum of Rank	Rank
1	Providing constructive feedback and criticism	134	3.5
2	Conflicting priorities and responsibilities	79	1
3	Limited support and resources	134	3.5
4	Building trust and rapport with pre-service teachers	158	6
5	Inadequate time spent on supervision	175	7
6	Inadequate training and orientation	152	5
7	Limited opportunities for professional development	185	8
8	Negative attitude of pre-service teachers toward instructional supervision	132	2
9	Others, please specify	288	9

Furthermore, to determine the most frequent challenge the pre-service teachers encountered during the implementation of instructional supervision in their practice teaching at Capalonga, Camarines Norte, they rated 10 challenges using rank 1-10. As shown in Table 22, most of the respondents ranked challenge 4 (low self-efficacy and confidence), with a mean rank of 184, as the most frequently encountered challenge during their practice teaching. This is expected to be a novice teacher, just like a pre-service teacher, who still lacks self-efficacy and confidence, can profoundly obstruct a pre-service teacher's ability to effectively manage a

classroom, implement diverse instructional strategies, and foster student engagement.

Meanwhile, challenge 6 (negative attitude of cooperating teachers toward supervision), with a mean rank of 580, was the least encountered challenge they experienced during practice teaching. This implies that although the cooperating teacher's negative attitude can foster an unwelcoming atmosphere, it is often deemed the least challenging scenario for a pre-service teacher. This was confirmed by Alam et al. (2021), who revealed that low support and morale, rather than academic supervision, lack of dedication, and professionalism, are the main issues of academic supervision, rather than hampering the quality of education.

TABLE XXII Challenges Encountered By Pre-Service Teachers In The Implementation Of Instructional Supervision

	Indicators	Sum of Rank	Ranking
1	Coping with criticism and feedback	328	3
2	Limited teaching experience and practice	356	4
3	Poor communication skills and classroom management	389	5
4	Low self-efficacy and confidence	184	1
5	Inadequate time spent on instructional supervision	444	6
6	Negative attitude of cooperating teachers toward supervision	580	9
7	Managing time and prioritizing tasks	224	2
8	Inadequate training and orientation	494	8
9	Limited opportunities for professional development	470	7
10	Others, please specify	656	10

#### E. Agreement on the Challenges Encountered by the Pre-service Teachers and Cooperating Teachers in the Implementation of Instructional Supervision

Kendall's Coefficient of Concordance (W) was computed to assess agreement on instructional supervision challenges among pre-service and cooperating teachers. As shown in Table 23, the results indicated a moderate level of agreement for both groups: for pre-service teachers ( $W=.424$ ,  $p < .01$ ) and for cooperating teachers ( $W=.422$ ,  $p < .01$ ). These findings suggest that while both groups perceive the challenges similarly, there remains variability in their rankings. This suggests that cooperating schools and educational institutions may need to allocate more resources to support instructional supervision, such as funding for mentoring programs.

TABLE XXIII Agreement On The Challenges Encountered By The Pre-Service Teachers And Cooperating Teachers In Implementation Of Instructional Supervision

	(W)	p-value	Interpretation
Pre-service Teachers	0.424*	0.00	Moderate Agreement
Cooperating Teachers	0.422*	0.00	Moderate Agreement

\*Significant agreement@ 0.01

These results were confirmed by Napanoy et al. (2021), which reveals that the pre-service teachers encounter slight difficulties in the seven support areas: administrative support, cooperating teachers, student supervisors, peers, students, related tasks, and learning environment and showed that problems encountered by pre-service teachers vary in each field of specialization. Collantes (2021) further corroborated that the problems encountered by student teachers include cooperating teachers not holding regular class observations, noisy and talkative



students, student's difficulty in expressing themselves in English, too many assignments given by school administrators and student teaching supervisors, uncooperative fellow pre-service teachers and lack of time and resources in preparing instructional materials.

## **F. Proposed Intervention to Improve Instructional Supervision of Pre-service Teachers in the Delivery of Learning Services**

Considering the findings, training proposals (see Appendix J and K) under DepEd Order No. 42 (2017) or Philippine Professional Standards for Teachers (PPST) designed for pre-service teachers and cooperating teachers, was formed to address the gaps in the implementation of instructional supervision during practice teaching. It aims to enhance the instructional supervision skills of educators working with pre-service teachers. Participants will explore best practices, strategies, and tools to support and evaluate pre-service teachers effectively. It covers discussions such as understanding the role and responsibilities of instructional supervisors, developing skills in observing, evaluating, and providing feedback to pre-service teachers, learning strategies for promoting reflective practice and self-assessment, familiarizing themselves with assessment tools and techniques, and maximizing supports and services for pre-service teachers and cooperating teachers.

Further, the training proposals were validated and approved by the College President of Capalonga College Inc. and Assistant Schools Division Superintendent in the Division of Camarines Norte to implement for the pre-service teachers and cooperating teachers in Capalonga District.

## **CONCLUSIONS**

The conclusions drawn from the study's findings are as follows; (1) The respondents rated very high across all indicators of the extent of implementation of instructional supervision in terms of setting clear expectations, modeling effective practices, feedback and reflection, mentorship and support, and collaboration. This indicates consistency in the practice of instructional supervision. (2) The cooperating and pre-service teachers are partially given support and services that greatly affect the implementation of instructional supervision during practice teaching. (3) A significant relationship was found between the extent of implementation of instructional supervision and support and services for pre-service teachers. This indicates that pre-service teachers who receive strong instructional supervision tend to receive help from better financial, health, resources, and professional development support. (4) Cooperating teachers often encountered the challenge of conflicting priorities and responsibilities, while pre-service teachers frequently encountered the challenge of low self-efficacy and confidence. (5) The challenges encountered by the pre-service teachers and cooperating teachers in implementing instructional supervision are significantly agreed upon. This suggests that while both groups perceive the challenges similarly, their rankings remain variable. (6) The proposed training program can enhance the implementation of instructional supervision and reinforce the awareness of Teacher Education Institutions (TEIs), cooperating schools, the community, and other stakeholders regarding the supports and services that should be given to pre-service teachers and cooperating teachers during practice teaching.

## **RECOMMENDATIONS**

Based on the conclusions, the following recommendations are proposed: (1) Teacher Education Institutions (TEIs) and Cooperating schools may continuously organize seminars and workshops on the salient features of extent of implementation of instructional supervision to reinforce pre-service teachers' and cooperating teachers' awareness of these practices. (2) Teacher Education Institutions (TEIs) and Cooperating schools are encouraged to further strengthen the implementation by developing a monitoring and evaluation system to regularly assess the implementation of instructional supervision and identify areas that need improvements. (3) Since the study found that cooperating teachers and pre-service teachers are partially given support and services during practice teaching, the Teacher Education Institutions and cooperating schools may develop programs to help sustain this aspect. (4) Schools may also utilize the training program designed for implementing instructional supervision to address gaps in this practice's implementation. (5) Schools may also develop and establish policies and guidelines for instructional supervision that outlines roles, responsibilities and expectations for pre-service teachers and cooperating teachers. (6) Future researchers is encouraged to explore the impact of the proposed intervention on the awareness and implementation of instructional supervision to pre-service teachers and cooperating teachers.

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