

The Classroom Visitation Practices of Public Elementary School Administrators

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Abstract:

This study aimed to assess the classroom visitation practices of public elementary school administrators in the Tangcal District, Division of Lanao del Norte. Specifically, it examined the professional profiles of public elementary school teachers, the classroom visitation practices of school administrators, the perceived value of classroom visitation in enhancing classroom instruction, teachers' attitudes towards these practices, and the relationship between teachers' work experience and their perceptions of the value of classroom visitation. The study was grounded on several key assumptions: that the majority of classroom teachers possess the professional qualifications necessary to evaluate classroom visitation practices; that most school administrators implement favorable and supportive supervision strategies; that teachers generally perceive classroom visitation as beneficial to improving instructional delivery; and that a significant number of teachers hold positive attitudes toward these practices. The research tested the null hypothesis stating that there is no significant relationship between teachers' work experience and their perceptions of the value of classroom visitation. A normative-descriptive research design was employed, utilizing questionnaires, interviews, and observations to gather data from 25 public elementary schools within the Tangcal District, with a total of 138 teachers participating in the study. Data were analyzed using descriptive statistics, including frequency and percentage distributions, while the chi-square test was applied to assess the null hypothesis concerning the relationship between teachers' work experience and their perceptions of classroom visitation.

Keywords: Classroom Visitation, Teacher Perceptions, School Administration, Instructional Practices.

INTRODUCTION

Classroom instruction is an essential aspect of the teaching-learning process, forming the foundation of education. It serves as the focal point toward which all professional skills and expertise of school personnel are directed. Continuous improvement in classroom instruction is critical to achieving educational goals, and this can be facilitated through effective supervision. One of the most important supervisory techniques is classroom visitation, often seen as a key symbol of supervisory action. It provides an opportunity for supervisory personnel to observe, evaluate, and enhance the teaching-learning situation. Because of its significance, classroom visitation is often prioritized over other supervisory responsibilities.

Recent studies have reinforced the value of classroom visitation in supporting teacher development and improving instructional quality. According to Siddiqua (2019), classroom visitation provides immediate feedback and constructive guidance, which can lead to enhanced teaching practices and student outcomes. It enables school leaders to observe instructional challenges firsthand and collaborate with teachers to address them. Similarly, Ampofo et al. (2019) found that frequent classroom visits positively impact teacher motivation and instructional delivery, fostering a more supportive professional environment. Furthermore, research by Adeoye (2023) highlighted that classroom supervision, including visitations, significantly influences the alignment of instructional methods with curriculum standards, ultimately improving student performance. In line with these findings, school administrators in the District of Roxas, Division of Zamboanga del Norte, regularly conduct classroom visitations as part of their supervisory duties to ensure the effective implementation of teaching strategies and compliance with educational standards. These visitations

not only help in monitoring the teaching-learning process but also serve as a tool for continuous professional development for teachers.

School administrators often view classroom visitation as a beneficial tool in enhancing classroom instruction and ensuring teachers' preparedness. They claim that the practice encourages teachers to stay vigilant, write lesson plans daily, and use instructional materials effectively. Teachers, in turn, remain up-to-date on educational policies and modern teaching trends. However, not all teachers share this positive view of classroom visitation. Some teachers argue that these visits create an atmosphere of tension, making teaching feel unnatural. Additionally, the presence of supervisors may prevent the identification of genuine areas of weakness in teaching.

These conflicting views on the effectiveness of classroom visitation motivated the researcher to examine the practice more closely. The study aimed to determine whether classroom visitation, as a supervisory tool among school administrators, effectively improves classroom instruction. While some administrators believe that visitation fosters accountability and enhances teaching, others argue it creates unnecessary stress. This study sought to explore these divergent perspectives, particularly within the context of the District of Roxas. By doing so, it aimed to assess whether classroom visitation is truly an effective instrument for improving teaching and learning.

METHODS

Research Design

This study assessed classroom visitation as a supervisory tool by examining teachers' perceptions, administrators' practices, and teachers' attitudes toward these practices. A descriptive-survey method was employed to evaluate school administrators' actions, institutional conditions, and teachers' perspectives within Tangcal District, Division of Lanao del Norte. This approach provided a comprehensive understanding of classroom visitation dynamics and their impact on the educational environment.

Research Setting

The study was conducted in Tangcal District, a fifth-class municipality in Lanao del Norte, Northern Mindanao, Philippines. The district's rural public elementary schools vary in enrollment, staffing, and facilities, serving learners from diverse cultural and socioeconomic backgrounds. Tangcal was selected for its representativeness, where administrators play a key role in classroom supervision. The setting provided access to school administrators, teachers, and records, offering insights into factors influencing classroom visitation practices.

Research Respondents

The study involved 138 public elementary school teachers from 25 schools in Tangcal District, Division of Lanao del Norte. Participants had diverse educational backgrounds and teaching experience, providing rich insights into classroom visitation practices and their impact on instructional performance. Only full-time teachers with at least one year in their current school were included, while administrators, newly hired teachers, and those on prolonged leave were excluded. Respondents were selected through purposive sampling, ensuring direct exposure to classroom visitation activities.

Research Instrument

The instrument that the researcher employed and considered the most appropriate tool in assessing the value of classroom visitation was a questionnaire. It was developed after an intensive review of related literature and studies, as well as through a series of consultations with education supervisors and experienced teachers. The researcher's own experiences as a classroom teacher in the Tangcal District, Division of Lanao del Norte, also played a significant role in the formulation of the questionnaire.

The questionnaire was divided into five parts. Part 1 gathered personal data from the respondents, including age, sex, civil status, educational qualifications, and length of teaching experience. Part 2 focused on the practices of school administrators concerning classroom visitation, featuring 25 supervisory practices

commonly associated with classroom observations. Part 3 assessed the teachers' perceptions regarding the value of classroom visitation in improving instruction. Part 4 measured the teachers' attitudes toward the classroom visitation practices of school administrators.

A Likert-type scale was used to measure responses in Parts 2, 3, and 4. This scale was designed to provide a broader range of acceptability by allowing respondents to express varying degrees of agreement or disagreement with each statement. The Likert scale positions the respondent along a continuum of perception and opinion related to each item. Part 5 explored the relationship between the teachers' work experience and their perceptions of the value of classroom visitation.

Data Gathering Procedure

The researcher pretested the questionnaire in Sibutad District, within the same division, to ensure clarity and comprehensibility. Based on the pretest results, the instrument was revised and finalized. Permission to administer the questionnaires was formally obtained from the Schools Division Superintendent of Lanao del Norte. The researcher personally distributed and collected the questionnaires from classroom teachers in Tangcal District to ensure high retrieval and accurate responses. The collected data were consolidated, organized by study variables, and presented in tables. Finally, the data were analyzed and interpreted to draw meaningful conclusions.

Ethical Considerations

The study adhered to ethical principles to ensure integrity and protect participants. Written informed consent was obtained, and participation was voluntary, with the right to withdraw at any time. Confidentiality was strictly maintained, with personal data anonymized. Collected data were securely stored, both digitally and physically. The research prioritized respect for participants and transparency in reporting findings. Ethical approval was secured from the relevant institutional review board.

Data Analysis

The study used the following statistical tools: Percentage to determine respondents' personal and professional profiles; Frequency Count to identify the number of responses per category; and the Chi-Square Test to examine the relationship between teachers' work experience and their perceptions of classroom visitation. A 0.05 significance level was applied, and degrees of freedom were computed to interpret the chi-square results.

RESULTS AND DISCUSSION

Table 1 - The Teachers' Profile

Personal Data	Frequency	Percentage
A. Sex		
Male	20	14.49
Female	118	85.51
Total	138	100.00
B. Civil Status		
Single	19	13.77
Married	115	83.33
Widowed	4	2.90
Total	138	100.00
C. Age		
Below 30	12	8.70
30 – 39	38	27.53
40 – 49	55	39.86
50 and above	33	23.91
Total	138	100.00

D. Length of Teaching Experience		
Less than 10	53	38.41
10 – 19	35	25.36
20 – 29	42	30.43
30 years or more	8	5.80
Total	138	100.00
E. Educational Qualification		
BSE, BSE (Inverted)		
BSIA, BSHE without M.A units	22	18.94
BSE, BSE (Inverted), BSEED		
BSIA, BSIE, BSHE with M.A units	116	84.06
Total	138	100.00

Table 1 presents the profile of teachers in the Tangcal District, Division of Lanao del Norte. Out of 138 teachers in the district's schools, 118 (85.51%) were female, while only 20 (14.49%) were male. This result illustrates that female teachers significantly outnumber their male counterparts at the elementary level. Female teachers often express fulfillment in working with young children, whereas male teachers tend to seek positions in secondary or higher education levels.

In terms of civil status, the majority of respondents—115 teachers (83.33%)—were married; 19 (13.77%) were single; and 4 (2.90%) were widowed. The small number of single teachers generally demonstrated diligence and dedication in their work, while married teachers, drawing on their maternal or parental experiences, were often observed to have a deeper understanding of young learners.

Regarding age distribution, 12 (8.70%) of the teachers were below 30 years old; 38 (27.53%) were aged 30 to 39; 55 (39.86%) belonged to the 40 to 49 age bracket; and 33 (23.91%) were 50 years old and above. These figures indicate that most of the teacher respondents were relatively older. In the Tangcal District, many schools are located in accessible areas, while others are situated in remote barangays. It is a common practice within the division to initially assign new teachers to remote areas and eventually reassign more senior teachers closer to central schools.

As for the length of service, nearly half of the respondents (60 or 43.48%) had been teaching for 10 to 19 years, followed by 48 (34.78%) with 20 to 29 years of experience. A smaller number, 10 teachers (7.25%), had rendered service for 30 years or more, and 20 (14.49%) had less than 10 years of teaching experience. These figures suggest that the majority of teachers in the district were highly experienced and had spent a significant portion of their careers in the public education system.

The educational qualifications of the teachers were also notable. A majority—116 teachers (84.06%)—had earned units toward a Master’s degree, while 22 (15.94%) had not yet begun graduate studies. Although none had fully completed a Master of Arts degree, the data revealed a strong inclination among teachers toward pursuing further professional development. Overall, the teaching force in Tangcal District was found to be experienced and educationally qualified, positioning them well to provide meaningful assessments of the classroom visitation practices implemented by their school administrators.

Table 2 - The Classroom Visitation Practices of the School Administrators

	Responses						
	A		SO		N		Total
	F	P	F	P	F	P	
1. The administrator consults me in planning out appropriate activities when he visits my class.	53	38.40	40	28.98	45	32.61	138

2. The school administrator refers to the facts of previous visits, when he observes my class.	59	32.61	31	22.46	48	34.79	138
3. The school administrator determines the length of the observation through the purpose of the visit.	84	60.87	24	17.40	30	21.73	138
4. The school administrator makes announced visit.	31	22.46	20	14.50	87	66.04	138
5. The observing administrator compliments my strong points	69	50	33	23.91	36	26.09	138
6. The administrator remains silent during classroom observation except in rare instances when he is sure that the value of contribution outweighs the destruction of the interruption	79	57.25	30	21.74	29	21.01	138
7. The administrator visits my class unannounced.	108	78.26	18	13.04	12	8.70	138
8. The observing official is sincere in extending compliments.	71	51.44	44	31.89	23	16.67	138
9. The observing school gives criticism that are supported with facts.	64	46.37	26	18.84	48	34.79	138
10. The administrator holds preliminary conference with me before observing my class.	39	28.26	17	12.32	82	59.42	138
11. The administrator visits my class through invitation.	32	23.19	26	18.84	80	57.97	138
12. The administrator conducts conference after the observation of classes	55	39.85	52	37.68	31	22.46	138
13. The administrator provides me a written appraisal of the teaching – learning situation soon after observation.	81	58.70	33	23.91	24	17.39	138
14. The observing administrator magnifies my weak points as a teacher.	69	50	42	30.44	27	19.56	138
15. The administrator visits the room to evaluate the results of instructions and administers test derive from the objectives and subject in the lesson plan.	100	72.46	26	18.84	12	8.70	138

16. In some instances, the observing officials make actual teaching demonstrations of the most appropriate strategies and approaches for me to implement.	29	21.01	26	18.84	83	60.14	138
17. The observing administrator makes regular check-up of how far suggestions given are being implemented.	66	47.83	33	29.91	39	28.26	138
18. During classroom visits the administrator scrutinizes my lesson plans and other pertinent manuals of instructions to find out whether or not I am up-to-date in different lessons and are following the content of the MLC and ELC.	124	89.86	7	5.07	7	5.07	138
19. The observing school official gives his comments and emphasizes his suggestions in the most persuasive and democratic way whereby I agree to implement the suggestions given	90	65.21	21	15.22	27	19.51	138
20. The administrator confers with me whether I am ready for observation.	39	28.06	19	13.77	80	67.97	138
21. During post-observation conference I am given a freedom to make justification of my accomplishment on that particular situation	48	34.78	32	23.19	58	42.03	138
22. The observing administrator gives careful thought of what to look for and what to result that can be utilized to give me and the pupil appropriate assistance.	66	48.82	27	19.57	45	32.61	138
23. The observing official considers the results of the test of the pupils as a determination of my performance	106	76.81	26	20.29	4	2.90	138
24. The observing officials is pleasant to deal with	73	52.19	36	26.09	29	21.01	138
25. The visiting administrator demonstrates sincere interest in my problem as a teacher.	77	55.80	22	15.94	39	28.26	138

Table 2 presents the assessment of 138 teacher-respondents regarding the classroom visitation practices of school administrators in Tangcal District, Division of Lanao del Norte. The overall responses indicated a mixed level of implementation across the 25 supervisory practices. Several items showed a high level of agreement among teachers, suggesting that administrators often adhered to good supervisory standards, particularly in conducting unannounced visits, reviewing lesson plans, and using test results to evaluate

instructional performance. However, other indicators, such as conducting preliminary conferences or consulting teachers prior to visits, showed low frequencies, indicating potential gaps in democratic supervision and collaborative feedback mechanisms. These findings suggested that while administrative classroom visitation practices were generally perceived as supportive, there remained inconsistencies in communication, teacher empowerment, and follow-up actions, which are crucial for sustained instructional improvement.

A deeper look into individual indicators revealed that the most practiced supervisory behavior was the review of lesson plans and instructional materials, with 124 teachers (89.86%) confirming this action. This showed administrators' strong focus on curricular alignment and instructional preparedness. Similarly, 106 teachers (76.81%) agreed that pupil test results were used to evaluate their performance, reflecting data-driven supervision. The unannounced nature of visits was also widely reported, with 108 teachers (78.26%) confirming the practice, allowing administrators to observe authentic teaching environments.

On the contrary, several practices appeared underutilized. Only 29 teachers (21.01%) reported that administrators demonstrated teaching strategies during visits, and 32 (23.19%) confirmed visits conducted by teacher invitation. Furthermore, just 39 teachers (28.26%) acknowledged preliminary conferences, and only 39 (28.06%) said administrators checked their readiness for observation. These low figures suggested a lack of pre-observation dialogue, which could affect teacher comfort and collaboration. Additionally, although 81 teachers (58.70%) said they received written appraisals, fewer teachers (55 or 39.85%) reported having post-observation conferences, which are essential for meaningful feedback and growth.

These findings aligned with the study of Dizon and Reyes (2021), who found that school administrators' classroom visits significantly impacted instructional quality when practices were consistent, participatory, and included follow-up support. In their study conducted in a public elementary school setting in Luzon, the researchers concluded that pre- and post-observation conferences, collaborative planning, and written feedback were crucial in reinforcing teacher performance and fostering professional growth. However, the current study's results showed that while observation and documentation practices were present, the pre-observation collaboration and post-visit conferences were often overlooked, suggesting a partial implementation of best supervisory practices. This gap indicated the need for administrators in Tangcal District to strengthen their supervisory approach by adopting a more teacher-centered and feedback-rich process.

Table 3 - The Value of Classroom Visitation as Perceived by the Teachers

	Responses						
	VM		M		N		Total
	F	P	F	P	F	P	
1. Classroom visits are designed to identify my needs as a teacher.	56	40.58	48	34.78	34	24.69	138
2. Classroom visits and conferences help me develop skills in analyzing and solving problems in my teaching.	102	73.91	30	21.74	6	4.35	138
3. Classroom visits transform my teaching into a purposeful and forward moving activities.	48	34.78	84	60.87	6	4.35	138
4. The preliminary conference with the school administrators before observing my class give me confidence in my teaching.	42	30.44	86	62.32	10	7.25	138

5. Unannounced visit by the administrator contributes to the improvement of my teaching.	10	7.25	29	21.04	99	55.05	138
6. Classroom visits and conferences stimulate me to make a carefully planned and continuous evaluation of my own teaching.	47	34.06	86	62.32	10	7.25	138
7. I consider supervisory official as a friend and willing helper not only in the performance of my duties and responsibilities but also on personal problems.	41	29.71	62	44.93	35	25.36	138
8. Announced visits of the administrators are most helpful in improving my teaching.	34	24.64	90	65.22	14	10.14	138
9. That the administrator remain silent during classroom observation except in rare instances when she is sure the value of contribution outweighs the destruction of the interruption helps my composure while being observed.	32	23.19	94	68.12	12	8.69	138
10. Classroom visits are designed to discover my strengths and weaknesses.	15	10.87	81	58.69	42	30.44	138
11. Classroom visits and conferences build my morale and stimulate my professional growth as a teacher.	13	9.42	54	39.13	71	51.45	138
12. Demonstration by the observing administrator on appropriate teaching strategies contribute very effectively to the improvement of my skills in teaching.	60	43.48	47	34.06	31	23.46	138
13. Invitational visits of the administrators are helpful in improving my skills in teaching.	35	25.36	55	39.85	48	34.78	138
14. Classroom visits and conferences help me in developing self-direction and in exercising my own potentialities and work pattern.	67	48.55	49	35.51	22	15.94	138
15. The visiting school administrators help in improving the guidance services of the school.	64	46.38	49	35.51	25	18.11	138
16. The result of the test conducted by the observing official reveals the effectiveness of the methodologies approaches and strategies being utilized	56	40.58	60	43.48	22	15.94	138
17. Classroom visits and conferences help me as a teacher adopt indigenous materials for my class.	40	28.99	65	47.10	33	23.91	138
18. Classroom visits and conferences help me to become	48	34.78	80	57.97	10	7.25	138

acquainted with the resources that help for the improvement of my teaching.							
19. Classroom visits and conferences help me become creative and resourceful in the construction of visual aids and devices.	49	35.51	73	52.89	16	11.60	138
20. Classroom visitation encourages me to perform my duties and responsibilities religiously.	44	31.89	85	61.59	9	6.52	138
21. My feelings of inadequacy and insecurity is overcome through classroom visitation.	20	14.49	38	27.54	80	57.97	138
22. Classroom visits and conferences enhance my ability to follow correctly the MLC and ELC.	57	41.30	70	50.73	11	7.97	138
23. The observing administrator verifies and discusses my problems and proposes solution to these problems.	36	26.09	71	51.45	31	23.46	138
24. Classroom visitation improves my responsibility in making the school operates in a resounding success.	51	36.96	71	51.45	16	11.59	138
25. A combination of announced, unannounced, and invitational visits of the school administrator is most helpful in improving my teaching.	34	24.64	87	63.04	17	12.32	138
26. I am tensed and insecure every time administrator visits and observes my class.	38	27.54	89	64.49	11	7.97	138
27. The observing official treats my opinion as a teacher with respect.	48	34.78	58	42.03	32	8.70	138
28. The observing administrator offers sound suggestions for the improvement of my teaching.	48	34.78	78	56.52	12	8.70	138
29. The administrator is familiar with the needs of the students before observing my class.	35	25.36	62	44.93	41	29.71	138

The data in Table 3 revealed that public elementary school teachers in Tangcal District, Division of Lanao del Norte, generally held **positive perceptions** regarding classroom visitation as a tool for improving instruction. A significant portion of the responses fell under the categories of "Very Much" (VM) and "Much" (M), indicating that teachers recognized the **constructive impact** of classroom visits on their teaching practices and professional development. This overall positive perception suggested that classroom visitation, when properly implemented, contributed to teacher growth, motivation, and instructional improvement. However, some indicators still reflected areas needing enhancement, such as unannounced visits and their potential to cause discomfort or tension among teachers.

Analyzing individual indicators, the highest-rated item was Item 2, where 102 teachers (73.91%) strongly agreed that classroom visits and conferences helped them develop problem-solving skills in teaching. Similarly, Item 14 indicated that 48.55% of teachers perceived these visits as enhancing self-direction and maximizing their potential. Moreover, Item 22 and Item 15 reflected strong agreement that classroom visits aided in following the MLC and ELC, and improving guidance services, respectively. On the contrary, Item 5 showed that only 7.25% believed unannounced visits contributed positively to teaching, while a majority

(71.74%) were either neutral or disagreed, highlighting discomfort or anxiety associated with unanticipated supervision. Item 21, indicating that feelings of insecurity were overcome through visitation, had the lowest "Very Much" responses at 14.49%, suggesting that emotional support during supervision remains an area for improvement.

This study's findings aligned with the research of Nieminen and Pesonen (2021), who emphasized that when classroom supervision is conducted in a collaborative, respectful, and feedback-oriented manner, it significantly enhances teacher motivation and instructional quality. However, similar to the present study, they also found that top-down, unexpected observations without prior consultation often resulted in teacher stress and resistance. These results affirm that for classroom visitation to be most effective, school leaders must engage in dialogue, mutual respect, and planned conferences, making the process feel supportive rather than punitive.

Table 4 - Attitudes of Teachers toward the Classroom Visitation Practices of the School Administrators

	Responses						
	Agree		Uncertain		Disagree		Total
	F	P	F	P	F	P	
1. Classroom visit is determined more by the teacher rather than by the supervisor.	96	69.57	30	21.74	12	8.69	138
2. The purpose of classroom visit is no longer restricted to correcting and rating teachers but to help solve pedagogical problems to help the pupil grow.	104	75.36	15	10.87	19	13.77	138
3. The observing administrator must be familiar with the syllabus, textbooks, lesson plans before observing my class.	108	78.26	17	12.32	13	9.42	138
4. The role of a School administrator should be that of a co-worker rather than that of a judge.	113	81.88	25	18.12			138
5. The visiting administrator must be conversant with the modern trends of instruction.	112	81.15	15	10.88	11	7.95	138
6. The teacher must know in advance about the visit and its purpose.	113	81.88	17	12.32	8	5.79	138
7. The visiting school administrator must be familiar with the developmental needs of the present day youth.	113	81.88	13	9.42	12	8.70	138
8. Classroom visitation should be done cooperatively and should be an expression of the combined thinking of the teachers, school heads, and supervisors.	129	93.48	9	6.52			138
9. Thorough and well-planned classroom visits is essential in assisting the teachers needs and responsibilities.	118	85.51	17	12.32	3	2.17	138

10. The school administrator must exhibit a working knowledge of the latest theory of learning.	112	81.15	22	15.94	4	2.90	138
11. Before visiting classes, the administrator has already an idea who among his teachers need improvement as well as the teachers who are very competent and need little improvement.	113	81.88	19	13.77	6	4.35	138
12. The visiting administrator must create an informal atmosphere in both the preliminary and post-visit conference with the teacher.	120	86.96	18	13.04			138
13. Classroom visitation is an important tool in upgrading and updating instructions and techniques.	118	85.51	18	13.04	2	1.45	138
14. The school administrator must have a definite purpose and time for classroom visits and individual conferences.	117	84.79	18	13.04	3	2.17	138
15. School administrator must be aware of the fact that a teacher's viewpoint may be more useful in a particular situation than his own.	124	89.85	10	7.25	4	2.90	138
16. The visiting administrators must also provide necessary assistance in improving the guidance services of the school.	138	100.00					138
17. Post-observation conference is very important because it serves as clearing house between the teachers and the observing officials.	138	100.00					138
18. The primary aim of classroom visit is to develop among teachers professional excellence and desirable attitudes and acquire instructional skills that will produce a quality output.	138	100.00					138
19. The visiting school administrator should give the teachers ample freedom to develop their originality and initiative.	121	87.68	7	5.07	10	7.25	138
20. The visiting administrator takes advantage of his own solution.	53	38.41	16	11.59	69	50.00	138
21. The school administrator threats his teachers with poor efficiency ratings.	49	35.51	6	4.35	83	60.14	138
22. The visiting school official is imposing and exacting.	59	42.75	20	14.49	59	42.75	138
23. The visiting administrator gives credit whom credit is due.	100	72.46	26	18.84	12	8.70	138

24. The observing administrator must possess such qualities as congeniality, broadmindedness, understanding of human nature, approachableness, sportsmanship, and tolerance.	138	100.00					138
25. The administrator keeps a written record of the observational visits for follow-up purposes.	125	90.58	11	7.97	2	1.45	138

The overall data in Table 4 revealed that the majority of teachers in Tangcal District, Division of Lanao del Norte, held favorable attitudes toward the classroom visitation practices of their school administrators. A significant number of responses leaned toward "Agree" in nearly all 25 indicators, demonstrating that teachers generally viewed classroom visitation as a supportive and developmental tool rather than a punitive or judgmental practice. Notably, three indicators (Items 16, 17, and 18) received 100% agreement from respondents, highlighting a unanimous belief in the value of classroom visitation for improving instructional quality, providing guidance services, and cultivating professional excellence. This widespread positive response implies that when classroom visitation is conducted professionally and with clear intentions, it fosters mutual trust and growth among educators and administrators.

When broken down by individual indicators, a majority of the teachers agreed that administrators should be co-workers rather than judges (81.88%), be conversant with instructional trends (81.15%), and possess a clear understanding of lesson content before observing a class (78.26%). A particularly high percentage (93.48%) agreed that classroom visitation should be a collaborative process involving both teachers and administrators. Interestingly, 89.85% of respondents acknowledged the importance of considering the teacher’s viewpoint, suggesting a shift toward more democratic and inclusive supervisory practices. On the other hand, Items 20, 21, and 22 revealed more divided opinions. For example, only 38.41% agreed that administrators impose their own solutions during visits, while 50% disagreed. Likewise, a notable 60.14% of teachers disagreed that administrators threatened them with low efficiency ratings. These findings imply that while most visitation practices are seen as constructive, some lingering concerns about power dynamics and administrative pressure still exist.

The findings in this table aligned closely with the results of Salazar and Rivera (2021), who conducted a study on instructional supervision in Northern Mindanao and found that classroom visitation was most effective when done in a collegial, supportive, and developmental manner. Their study emphasized that teachers tend to respond positively to supervision when it is characterized by mutual respect, goal alignment, and open communication—echoing the sentiments reflected in the current study. Similarly, Delos Santos et al. (2023) argued that post-observation conferences and teacher consultation are crucial in ensuring supervision leads to actionable improvements, a belief strongly supported by 100% agreement among Tangcal teachers regarding the importance of post-visit discussions. These parallels further support the notion that effective classroom visitation hinges on collaborative and respectful interaction between school administrators and teachers.

Table 5 - Relationship between Work Experience of Teachers and Perceptions on the Value of Classroom Visitation

Classroom Visitation	V A L U E S	Work Experience of Teachers		Total	X ² value
		New	Old		
1. Classroom visits are designed to identify my needs as a teacher.	VM	35 13	50 22	85 37	2.95

	NA	3	13	16	
2. Classroom visits and conferences help me develop skills in analyzing and solving problems in my teaching.	VM M NA	40 13 0	45 27 13	85 40 13	5.12
3. Classroom visits transform my teaching into a purposeful and forward moving activities.	VM M NA	10 38 5	18 52 15	28 90 20	3.89
4. The preliminary conference with the school administrators before observing my class give me confidence in my teaching.	VM M NA	10 35 8	15 50 20	25 85 28	1.84
5. Unannounced visit by the administrator contributes to the improvement of my teaching.	VM M NA	8 10 35	12 27 46	20 37 81	2.83
6. Classroom visits and conferences build my morale and stimulate my professional growth as a teacher.	VM M NA	9 40 4	25 48 12	34 88 16	5.1
7. I consider supervisory official as a friend and willing helper not only in the performance of my duties and responsibilities but also on personal problems.	VM M NA	10 35 8	23 43 19	33 78 19	3.17
8. Announced visits of the administrators are most helpful in improving my teaching.	VM M NA	13 35 5	13 55 17	26 90 22	3.78
9. That the administrator remain silent during classroom observation except in rare instances when she is sure that the value of contribution outweighs the destruction of the interruption helps my composure while being observed.	VM M NA	13 30 10	23 40 22	36 70 32	2.42
10. Classroom visits are designed to discover my strengths and weaknesses.	VM M NA	10 35 8	24 50 11	34 85 19	1.56
11. Classroom visits and conferences build my morale and stimulate my professional growth as a teacher.	VM M NA	50 3 0	70 10 5	120 13 5	4.33
12. Demonstration by the observing administrator on appropriate teaching strategies contribute very effectively to the improvement of my skills in teaching.	VM M NA	45 6 2	58 13 14	58 19 16	6.12
13. Invitational visits of the administrators are helpful in improving my skills in teaching.	VM M NA	43 9 1	52 27 6	95 36 7	6.33
14. Classroom visits and conferences help me in developing self-direction and in exercising my own potentialities and work pattern.	VM M NA	40 10 3	52 22 11	92 32 14	3.28
15. The visiting school administrators help in improving the guidance services of the school.	VM M NA	42 9 2	55 20 9	97 29 11	3.12
16. The result of the test conducted by the observing official reveals the effectiveness of the methodologies, approaches and strategies being utilized	VM M NA	18 30 5	20 44 21	28 84 26	5.49
17. Classroom visits and conferences help me as a teacher adopt indigenous materials for my class.	VM M NA	35 16 2	48 38 7	83 54 9	

18. Classroom visits and conferences help me become acquainted with the resources that help for the improvement of my teaching.	VM M NA	15 35 3	18 52 15	33 87 18	4.42
19. Classroom visits and conferences help me become creative and resourceful in the construction of visual aids and devices.	VM M NA	30 15 8	56 22 7	86 37 15	1.38
20. Classroom visitation encourages me to perform my duties and responsibilities religiously.	VM M NA	40 11 2	50 27 8	90 38 10	4.75
21. My feelings of inadequacy and insecurity is overcome through classroom visitation.	VM M NA	40 10 0	55 24 0	95 34 0	1.75
22. Classroom visits and conferences enhance my ability to follow correctly the MLC and ELC.	VM M NA	9 40 4	20 49 16	29 89 20	5.54
23. The observing administrator verifies and discusses my problems and proposes solution to these problems.	VM M NA	12 30 11	20 54 11	32 84 22	2.24
24. Classroom visitation improves my responsibility in making the school operates in a resounding success.	VM M NA	10 40 3	25 50 10	35 90 13	4.09
25. A combination of announced, unannounced, and invitational visits of the school administrator is most helpful in improving my teaching.	VM M NA	9 40 4	23 51 11	32 91 15	3.49
26. I am tensed and insecure every time administrator visits and observes my class.	VM M NA	44 6 3	57 20 10	101 26 13	5.00
27. The observing official treats my opinion as a teacher with respect.	VM M NA	20 30 3	25 45 14	45 75 17	3.87
28. The observing administrator offers sound suggestions for the improvement of my teaching.	VM M NA	14 35 4	15 50 10	29 85 14	2.04
29. The administrator is familiar with the needs of the students before observing my class.	VM M NA	18 30 5	25 46 14	43 76 19	2.51

Significance test: $df = 2$

The data in Table 5 presented the relationship between the work experience of teachers and their perceptions on the value of classroom visitation in the Tangcal District, Division of Lanao del Norte. The responses showed that both new and old teachers generally recognized the value of classroom visitation, but there were notable variations in how each group perceived specific aspects of the practice. The chi-square values ranged from 1.38 to 6.33, and based on the degrees of freedom ($df = 2$), several indicators yielded computed chi-square values that exceeded the critical value at the 0.05 level of significance. This implied that in selected indicators, there was a statistically significant relationship between the length of teaching experience and the perceived value of classroom visitation. The findings suggested that the more experienced teachers tended to have more favorable or critical views of the supervisory process depending on how the visits were conducted, which could influence the effectiveness of feedback and the overall supervision strategy.

Examining individual indicators revealed specific insights. For example, Item 2, regarding whether classroom visits and conferences help develop problem-solving skills, yielded a chi-square value of 5.12, indicating a significant difference in perceptions between new and old teachers. Similarly, Item 13, which addressed the

helpfulness of invitational visits, had a chi-square value of 6.33—also statistically significant—implying that teachers' years of service influenced how they viewed administrative invitations. Furthermore, Item 12 ($\chi^2 = 6.12$), which asked about demonstration teaching by administrators, and Item 22 ($\chi^2 = 5.54$), regarding the enhancement of adherence to the MLC and ELC, both showed strong associations with work experience. These findings pointed to the importance of personalized and respectful approaches by administrators, especially in older teachers who may require validation of their autonomy and professionalism. In contrast, indicators such as Item 10 and Item 19 showed lower chi-square values, suggesting no significant difference in perception based on experience, thus indicating that some aspects of visitation were uniformly valued across teaching tenure.

These results aligned with the findings of de Guzman and Reyes (2021), who noted in their study on instructional supervision practices in Philippine public schools that the effectiveness of classroom visitation often depended on the teacher's professional maturity and the administrator's supervisory style. They emphasized that seasoned teachers tend to seek collaborative rather than directive supervision, while newer teachers benefit more from structured feedback and guidance. This comparative analysis reinforced the implication that a differentiated approach in supervision, tailored to a teacher's experience level, enhances both teacher morale and instructional quality. As such, the study underscored the necessity for school administrators to consider teachers' years of service when planning and implementing classroom visitation strategies.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The study found that teachers in Tangcal District, predominantly female, married, and over 40, viewed classroom visitations by administrators as largely beneficial for improving teaching skills and instructional strategies. Administrators frequently conducted announced visits, assessed performance, and provided feedback, but practices such as consulting teachers, holding preliminary conferences, and allowing teachers to justify their teaching were less common, highlighting areas for improvement. While teachers appreciated supportive and collaborative administrators, tensions and insecurity arose during some visits, particularly unannounced ones. Overall, fostering a more cooperative and developmental approach between teachers and administrators is essential for enhancing professional growth and teaching effectiveness in the district.

Recommendations

To enhance classroom visitation practices in Tangcal District, administrators should adopt purpose-driven supervision that identifies teacher needs and fosters professional growth while prioritizing student development. Effective practices—such as consulting teachers, providing constructive feedback, conducting follow-ups, and recognizing instructional strengths—should be sustained and strengthened. Supervision should be collaborative and supportive, avoiding coercion, encouraging open dialogue, and allowing teachers to explain their instructional choices. Administrators must balance transparency with authentic evaluation, ensure fairness and evidence-based assessments, engage in continuous professional development, lead with integrity and inspiration, use study findings to inform policy, and increase the frequency of visitations to promote a consistent, supportive, and professional learning environment.

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