PROVISION OF INSTRUCTIONAL SUPPORT: A GROUNDED THEORY ANALYSIS IN CLINICAL SUPERVISION OF ELEMENTARY SCHOOL HEADS

Mildred V. Camporedondo[1] and Roel P. Villocino, EdD.[2]

[1] *Teacher II, New Visayas Elementary School, DepEd - Division of Davao de Oro, Philippines*
[2] *Dean of Graduate Studies, Graduate School, Assumption College of Nabunturan, Davao de Oro, Philippines*

ABSTRACT

Clinical supervision enhances the quality assurance, which leads to quality planning, organizing, controlling, coordinating and evaluating by the school managers to achieve quality education. With this, the study aimed to describe the perceptions, aspects perceive on roles, and important approaches of the Elementary School Heads in the conduct of clinical supervision among teachers which answered the three fundamental questions. The study utilized a grounded theory approach where the discovery of theory from data systematically obtained and analyzed, wherein in-depth interview was employed. Ten participants from Montevista District participated in the investigation. Essential themes were generated out from their responses to the research questions. The researcher has collected different perceptions and challenges of the School Heads in the conduct of clinical supervision. Challenges encountered were coped employing a collaborative approach and best practices implied. Furthermore, important observation and understanding gathered by the researcher about the trainings and seminars acquired by the School Heads. The study showed that as supervisees gained expertise, supervisor behavior changed along with the supervisory relationship. This model of clinical supervision, in general, identifies progressive stages of teacher growth, from novice to expert, with distinct traits and abilities at each level. A supervisee at the expert end of the developmental spectrum is probably going to use a strong sense of intuition and reflection when it comes to the counseling and supervisory process, as well as good problem-solving abilities. The process is recurring, hence, cyclical. Moreover, results of this study were useful to the Department of Education (DepEd) in the provision of instructional support among teachers specifically in intensifying the conduct of clinical supervision in schools. This study also found out teachers may worry that clinical supervision will be used as a means of evaluation rather than a tool for professional growth. This leads the researcher a conclusion that the urge to conduct more trainings and seminars in the conduct of clinical supervision, exploring effective approaches, help teachers teach effectively. School heads must be mindful of language barriers, and other factors that may impact the effectiveness of supervision for all teachers.

Keyword: *Instructional Support, Elementary School Heads, Clinical Supervision, Grounded Theory Research*

1. INTRODUCTION

1.1 The Problem and its Background

Clinical supervision enhances the quality assurance, which leads to quality planning, organizing, controlling, coordinating and evaluating by the school managers to achieve quality education. The school heads are assigned to supervise teachers' professional activities daily, and teachers have to facilitate classroom teaching and learning activities (Archibong, 2016). In the study of Nabhani et. al. (2015), found that most of the teachers had negative perceptions of clinical supervision, as it was not effectively being implemented, thus affecting teachers' professional development.

The effects of specific instructional strategies on student learning outcomes, implicitly addressing the need for more effective clinical supervision and professional development to implement these strategies effectively (Zachariah, 2019). Similarly, Fischer and Hanze (2019) demonstrated that school heads' instructional supervision in fostering engaging teaching methods and student participation enhances learning achievement. Moreover, findings of Canales and Maldonado (2018) confirmed the significant impact of school heads in shaping teacher characteristics that drive student success in core subjects. However, in the framework of the Nigerian educational system, Enaigbe (2019) identified a number of problems in the conduct of clinical supervision that restrict effective and efficient secondary education monitoring in the twenty-first century. These include a lack of resources, unstable political environments, a shortage of knowledgeable and experienced workers, poor scheduling, and subpar facilities.

In the Philippines, a DepEd Order No. 013, s. 2023 issued the enclosed adoption of the National Learning Recovery Program (NLRP). Along with the policy of DepEd and relative to the Learning Recovery Plan the DepEd conforms to the conduct of Clinical Supervision to guide its instructional leaders, school principal, master teachers, head teachers and teachers. It undergoes proper procedures to prepare all concerned with the needed materials, tools and forms to avoid conflict and misinterpretation in the conduct of instructional supervision. School instructional supervision includes the preparation of a monthly supervisory plan of head teachers and master teachers along with the annual supervisory plan of the school principal. This will be the basis in the conduct of instructional supervision and technical assistance.

In Davao De Oro Division, school heads encountered a lot of challenges in realizing effective clinical supervision system in the school. School clinical supervision under school heads tries to shape teachers' mind-set on teaching professional devotion. However, school heads have limited time spent the conduct of supervision. This is one of the key challenges of the School Heads performing multiple roles in performing administrative tasks. Another concern that hinders the School Heads in providing clinical support, is giving time to most programs of instruction and student service require some physical facilities including school buildings and grounds, equipment needed in and essential to instruction. At some point, school heads experienced lack of these resources negatively impacts on the heads of school's efficiency in supervision. And another challenge, somehow in providing clinical support of school heads, is the instructional expertise with their educational knowledge and skills tend to be obstacles for effective supervision.

1.2 Purpose of the Study

The purpose of this grounded theory research was to explore the experiences of Elementary School Heads in the conduct of clinical supervision among teachers in Montevista District, Division of Davao de Oro. Moreover, the study aimed to generate a substantive theory on clinical supervision following the Straussian grounded-theory design to guide in collecting and coding of data. In order to identify emerging categories, the elements of perception in the conduct of clinical supervision, perception of their roles and important approaches used.

1.3 Research Questions

The purpose of this study was to present a rigorous method of qualitative research that would enable a systematic collection of data, coding, and analysis of data for the purpose of generating grounded theory-theory bound to and grounded in an inductive analysis of data that would focus in the conduct of clinical supervision among elementary School Heads. Thus, this research study using in-depth interviews began with three questions designed to open an exploration that would generate substantive theory regarding the conduct of clinical supervision:

1. How do elementary School Heads describe their perceptions in the conduct of clinical supervision among teachers as instructional support?
2. What are the aspects do elementary School Heads perceive their roles as essential in the conduct of clinical supervision as instructional support?
3. What are the important approaches do elementary School Heads perceive that can be applied and shared to others in the conduct of clinical supervision as instructional support?

2. LITERATURE REVIEW

This section presents the literature, studies, and related articles and could also support the investigation of this study.

Clinical Supervision. Clinical supervision is a clerkship that was provided by Dornan et al. (2019) and has since been expanded upon based on a review of the literature. They came to the conclusion that clinicians serving in the capacities of mentors, preceptors, and supervisors assist student learning by offering affective, pedagogical, and

organizational support to students engaged in practice. They defined the clinical learning process as supported engagement in practice. Nevertheless, the authors noted that there was limited study on the interactional components of involvement and did not discuss the input of the students.

The Role of School Heads in Clinical Supervision. The conventional supervision approach used lone persons acting as supervisors, whose job it was to identify flaws in a commanding, intimidating, and non-cooperative way. There was no mention of the educational process or student accomplishments it was solely centered on teachers. The cooperation between supervisors and teachers was minimal because of the range of issues that traditional supervision brought about. According to O'Leary (2020), there has been a continuous reform agenda for the English education system in recent years. A set of initiatives and changes aimed at raising standards and assessing achievement were created in line with a new policy focus, with the declared objective of improving the caliber of instruction and learning. Consequently, classroom observation was recognized as a crucial instrument for enhancing the quality of instruction and was seen to be the main way to restore what is thought to be "core" in education.

Approaches and Strategies of School Heads in Clinical Supervision. Active supervision of teaching and learning is carried out by school administrators and teachers. According to early explanations, researchers have created an almost exclusive definition of clinical. For instance, they have defined it as in-person interactions between school administrators and teachers that involve problem-solving strategies tailored to each student and emphasize the role of teachers as change agents. Its definition, which is a face-to-face connection between supervisors and teachers in the workplace, is closely related to the previous one. Furthermore, defines it as the process of assisting educators in recognizing appropriate conduct during instruction and learning in the classroom. Despite being restricted to in-person interactions, the definitions offered have a wider connotation (Siatun et al., 2020).

3. RESEARCH METHODOLOGY

In this chapter, the research design, research participants, role of the researcher, data sources, data collection procedures, data analysis, the trustworthiness of the study, and ethical considerations are all presented.

3.1 Research Design

This study used the qualitative method, specifically the Straussian grounded-theory design and an active interviewer approach (Holstein & Gubrium, 1995) for the gathering of data. This section discusses each aspect of the research design.

Glaser and Strauss in 1967 proposed a new kind of qualitative research they called grounded-theory, the discovery of theory from data systematically obtained and analyzed. Strauss in a 1994 interview tells of meeting Glaser and their developing grounded-research theory during a study they did together in 1960 (in Legewie & Schervier-Legewie, 2004). The new method as described in their 1967 publication constituted a two-fold effort to maximize the discovery process and to generate a theory mapped closely to the data. They aimed to improve research generally by linking theory and data more thoroughly.

3.2 Research Locale

The study was conducted in Montevista District, Division of Davao de Oro, specifically in the following 10 identified schools: Alimadmad Integrated School with 16 teachers, Banagbanag Elementary School with 11 teachers, Canidkid Integrated School with 14 teachers, Linoan Elementary School with 15 teachers, Mayaon Elementary School with 10 teachers, Mayobe Elementary School with 10 teachers, New Visayas Elementary S with 20 teachers, Prosperidad Elementary School with 13 teachers , San Vicente Integrated School with16 te and Tapia Elementary School with 11 teachers in Montevista District, Davao de Oro Division.

According to the 2015 census, Montevista is a 3rd class municipality in Compostela Valley, Philippines, with a population of 43,706 people. The Municipality is bordered north by Monkayo; east by Compostela and Monkayo; south by Nabunturan; and west by Asuncion and New Corella, Davao del Norte. Caumanga is the original name of Montevista and was a peaceful haven of the Mandayan Tribe. During the Japanese occupation, Caumanga was transformed into the headquarters of the Japanese Imperial Forces, causing people to swarm there in search of safety, shelter, food, and medicine. The name "Caumanga" was changed to "San Jose" in honor of the area's patron saint, Saint Joseph the Worker, when there were more Christian settlers there in the early 1950s. However, San Jose did not become a proper town until Republic Act No. 4808 was passed on June 18, 1966. "Montevista" became the town's official name as it paints an imbued idea over a place in California, USA, which had a semblance in topography to San Jose, meaning "Mountain View." Figure 1 shows the location of the Montevista District, Davao de Oro Province, about other adjacent barangays.

3.3 Research Participants

The participants of this research were the 10 Elementary School Heads selected through purposive sampling technique. The participants selected based on the following inclusion criteria; with at least three years of experience as school head, and handling not least than 10 teachers.

These 10 Elementary School Heads were assigned to different participating schools in Montevista District, Davao de Oro: Alimadmad Integrated School, located at Barangay Concepcion, Montevista with the famous tagline "Beacon of Learners' Future". Another was Banagbanag Elementary School, located at Barangay Banagbang, Montevista which was known for the tagline "Sunriser where Great Dreams Arise". Also, Canidkid Integrated School, located at Barangay Canidkid, Montevista with the well-known tagline "Transforming Lives is our Passion". Another school was Linoan Elementary School, located at Barangay Linoan, Montevista, also known for the tagline "The Home of the Diverse Achiever". And also, Mayaon Elementary School Elementary School, located at Barangay Mayaon, Montevista known for the tagline "The Seat of Excellence in the West". It involved also Mayobe Elementary School, located at Barangay Lebanon, Montevista with the renowed tagline "The Home of Dreamers, believers and Achievers". Further, New Visayas Elementary School, located at Barangay New Visayas, Montevista with the notable tagline "The Home of the Strivers Towards Excellence". Also, Prosperidad Elementary School, located at Barangay Prosperidad, Montevista with the distinguished tagline "Foundation Stage of Prosperity". San Vicente Integrated School that was located at Barangay San Vicente, Montevista also known for the tagline "Where your Bright Future Begins" and finally Tapia Elementary School, located at Barangay Tapia, Montevista famous for their Tagline "Bridging the Gaps Towards Excellence."

3.4 Data Collection Procedure

Before conducting the study, the Research Ethics Committee (REC) examined the ethical aspect of this paper. Thus, as a researcher their approval was sought before conducting this study. After attaining the protocol's ethical approval, the researcher ensured that the steps were properly followed and hold the accountability of all the procedures and activities associated with the protocol.

Moreover, the researcher asked for permission from proper authorities that were needed prior to the gathering of data. The researcher secured an endorsement letter from the Dean of the Graduate Education and forwarded the approval to the office of the Schools Division Superintendent, requesting permission to conduct the study at Davao De Oro Division's public schools before conducting the study. The letters were both sent personally and through personal e-mail informing them of the interview, time, and platform.

Informed Consent Form was furnished to each participant from the school in which they were informed about the study's aim and key information, including the nature of their participation. However, they had the right to withdraw from participating in the study. The selection of participants was done voluntarily and without coercion. Moreover, the researcher ensured another version of the informed consent with translation for the participants to understand it well. With this, the researcher made sure that the participants' signatures were attached as confirmation of their voluntary participation, whether it's electronically, scanned, or in any other way.

Then, after the informants signed the consent letter, the researcher conducted an orientation about the proper protocol in conducting the interview through FB messenger for this was the online platform where participants could have easy access. But those who could not be able to attend the virtual meeting were informed through a phone call. Prior to the actual interview, the researcher reminded them of the place where they were most comfortable. And as the interviewer, the researcher also double-checked that devices were working in order to have a smooth flow of the interview process.

For the purpose of enriching the information, the researcher combined the interview guide questions with relevant probing inquiries. Additionally, the recorded interviews were kept in the personal e-mail and other digital drives to secure all the data taken throughout the study. The answers of the participants were carefully transcribed *verbatim* to guarantee validity and precision during the data analysis. The researcher could keep and could provide the data to other researchers, granting that it would only be used for reasonable academic purposes. These actions would be undertaken to ensure the confidentiality, privacy, and security of the participants as well as all of the data.

3.5 Data Analysis

Although Glaser and Strauss (1967) acknowledged that the formation of theory is frequently an innate tendency, they defined the purposeful generation of theory as a separate process requiring a regulated approach. This section describes coding, theory generation, and ongoing comparative analysis.

Constant Comparative Analysis. Constant comparative analysis is the term used to describe the regulated process used in Grounded Theory research for data analysis. First, this approach is analytical in that it necessitates that the researcher start meticulously examining data into minute units or indicators right away after data collection

(Strauss, 1987). Furthermore, this approach is comparative since it first compares research units, or indicators, in a methodical manner to one another and then to data gathered during the subsequent phase of data collecting. As a result, in interview research, the researcher would essentially start the analysis process during the first interview by using memo writing, and the process would continue by doing a microscopic analysis on all the data gathered.

     Coding. Corbin and Strauss (2008) recommended that open coding be used as the starting point for the research, followed by axial coding and then selective coding (Strauss, 1987; Corbin & Strauss, 1998). These three coding processes are explained in this section.

     Open Coding. Corbin and Strauss (2008) suggested that the research begin with open coding and proceed to axial coding, selective coding, and finally open coding (Strauss, 1987; Corbin & Strauss, 1998). This section explains these three coding procedures.

     Axial coding. According to Strauss (1987), the phrase "axial coding" refers to the analysis that is done "one category at a time" around the axis. He advised novice analysts to utilize a coding paradigm, which serves as a reminder to code in accordance with what he refers to as paradigm items, which include circumstances, outcomes, relationships between actors, and tactics. Further coding inside a category is called axial coding, and it involves examining paradigm circumstances as well as other subcategories that are related to the category's who, what, when, where, and why (Strauss, 1987).

     Axial coding and identification of core category. Linkages between categories will "eventually" lead to identification of the "core" category, according to Strauss (1987), who described the coding process with the addition of axial coding as increasingly dense conceptualization.

     Selective coding. The researcher can next apply selective coding, a more constrained and targeted kind of coding, after determining the primary category or variable. Strauss (1987) defined this type of coding as pertaining to coding systematically and concertedly for the core category. The core category serves as the focal point of the analysis conducted by the researcher and as a guide to further theoretical sampling and data collection. As research advances and approaches closer to theory development, selective coding increasingly takes center stage.

3.6 Trustworthiness and Credibility

     To gain trustworthiness and credibility, a conducted preliminary session was to establish a good relationship between the parties. To assure participants to share their real experiences and feelings, the said session done. The participants were oriented not to worry about their statements since everything was kept with the utmost confidentiality. The participants were encouraged to be honest during the session, and it was explained that there was no right or wrong answers. In addition, the researcher was informed the participants during the preliminary session that they could contribute ideas and share their experiences and feelings without fear of losing credibility in the eyes of their respective schools and school head. It was explained to them that voice recording only for proper documentation to ensure that every bit of information coming from them was accurately recorded.

     Furthermore, it was clear to the participants that they had the right to withdraw from the study at any point. They were also asked to be honest with their responses to achieve reliable results of this investigation.

3.7 Ethical Consideration

     As part of the technicalities of the research, all participants asked for consent and informed of the aims of this study and that no participant shall be harmed in the study. All data gathered were utilized only for the study. The researcher vowed to be objective in the conduct of the research and avoid or minimize bias or self-deception. After the researcher had selected the research participants individually, they were interviewed face to face about their views of becoming part of the research participants. In this case, they were free to accept or reject the offer.

     The researcher was also bound to confidentiality. All gathered data were subjected to labeling and coding techniques that the informants shall remain unnamed even with due consent. In this case, they were told that their names did not appear in the paper and that the researcher assigned coding as their identifier. In addition to bracketing, two of the most fundamental ethical principles applicable to research are beneficence and non-maleficence which encompass the maxim 'above all, do not harm. Freedom was exercised because if they were withdrawing their consent in the middle of the study, they could do so. Luckily, no one did, and everyone was pushed through until the end. Furthermore, the strategy for generating knowledge in qualitative research involves conversational techniques, with the unstructured interview that was identified as a valuable approach when collecting data on sensitive topics. Potential participants was informed that their involvement in the interview would last approximately one hour, and, with their consent, the interview would be recorded and be used to help collect data accurately.

     A further ethical consideration relates to the researcher's responsibility to give assurances of confidentiality and anonymity. Where anonymity is impossible-for example, in an interview-every effort is being made to ensure

that confidentiality is upheld. The researcher created a separate recordings folder and used passwords for data protection. The Belmont Report is an effort to condense the fundamental ethical precepts that the Commission identified during its deliberations. Three fundamental principles-respect for people, beneficence, and justice-among those commonly acknowledged in our cultural tradition are particularly important to research ethics involving human subjects.

The first principle, respect for persons, states that research subjects should be treated as autonomous individuals, which means they are free, independent, and able to decide for themselves as long as they are provided the knowledge they need. This idea serves as the foundation for informed consent. In this study, researcher have written consent, where the research participants were given full information about the risks and benefits and allowed to decide for themselves if they would participate. As part of the consent, she included the participant's right to withdraw from the study, the focus of the study and methods to be employed, statements surrounding confidentiality, and a signature of both the researcher and the participant. Furthermore, she ensured that the research participants would participate voluntarily or without coercion.

In this study, the coding was used to ensure the confidentiality of their responses and identity through anonymity. In addition, the researcher ensured that the research outcome would be positive and beneficial to the research participants. The last tenet of the Belmont Report is the principle of justice. All classifications of people (race, gender, ethnicity, age) should be equally subjected to the risks and benefits of research, and people should be included or excluded only for reasons that have to do with research questions or hypotheses. As suggested, researcher ensured that the research participants were equitably selected and as the researcher, principles were addressed to protect the rights of the participants are ensured. To ensure justice, the results of this study was presented to the participants.

4. RESULTS AND DISCUSSION

This chapter presents the findings to the research questions that explored the perspectives on the conduct of clinical supervision from the viewpoints of elementary School Heads. The primary focus of the investigation was on how elementary school heads perform in the conduct of clinical supervision among teachers. The research participants were selected through a random sampling conducted to the ten schools in Montevista District with 3 to 10 years' experience, handling ten teachers and above in the barangay elementary schools which is the desired number of samples for the in-depth interview.

The responses were subjected to content analysis where the themes across all responses were drawn. In keeping with the research ethics for qualitative research, codes had been used in order to conceal the identities of the research participants. The presentation of the result was done according to the order of specific research questions used in this study.

4.1 How do elementary School Heads describe their perceptions in the conduct of clinical supervision among teachers as instructional support?

This section presents the results to first major research question; 'How do elementary School Heads their perceptions in the conduct of clinical supervision among teachers? Three specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the ten research participants regarding their experiences as School Head in the conduct of clinical supervision.

4.1.1 Perceptions by School Heads of their Role in the Conduct of Clinical Supervision

The themes in this section were coming from the specific research question 1.1 'How do School Heads perceive their role in the conduct of clinical supervision?' The responses generated five themes: guiding teachers become effective, guiding teachers' appropriate materials to use, ensuring high standard of instruction, playing the role as coach and helping teachers develop teaching skills.

Guiding Teachers Become Effective. This theme constituted the role of the principal in the conduct of clinical supervision where it helps teachers develop their teaching skills and improve their classroom practices through a structured supervisory approach. This is about helping teachers identify areas for development and implement strategies to become more successful in the classroom. Informant 4 described the role as she claimed:

The conduct of clinical supervision is a great help for us School Head because it is a way of intervention to those teachers who really need kanang matutukan jud to those new teachers para maging effective sa iyahang pagtudlo.

(The implementation of clinical supervision is a great aid for us School Heads because it serves as an intervention for those teachers who truly need to be focused on, especially new teachers, to become effective in their teaching.)

Informant 6 also shared his experience lending his hands to teachers those in need to develop their way of teaching and give appropriate techniques to deliver lessons effectively. It is somehow diagnosing problems in how teachers are communicating their knowledge to students. It suggests that the supervisor is tasked with identifying any shortcomings or inefficiencies in the teaching methods employed by the teachers, with the ultimate goal of ensuring that students can learn effectively.

Para sa akoa murag doctor nga naay something dili maayo on how the teachers share their knowledge to their learners to deliver ug tarong sa mga bata. So ug naay mga panahon nga dili kaayo maayo ang pagtudlo, matabangan nato.

(For me, it's like being a doctor detecting something not quite right in how the teachers convey their knowledge to their students for effective learning. So, during times when teaching isn't quite up good in teaching, we can lend a helping hand.)

This was supported by informant 8, who contended;

The conduct of clinical supervision is a great help to us school head for me, because it is a way of intervention to those teachers who really need, who really need, kanang need gani sya nga matutukan sya sa nga administration. Sa akong pagsabot sa clinical supervision, it will be given to those teachers who are new or need intervention para mas mapaayo jud niya ang iyang pagtudlo towards her learners. Para mahimo siyang effective, ug masabtan sa mga bata.

(The implementation of clinical supervision is a great aid for us School Heads, in my opinion, because it provides a way of intervention for those teachers who truly need it, especially those who require guidance from the administration. In my understanding of clinical supervision, it will be provided to those teachers who are new or in need of intervention to truly improve their teaching towards their learners. This is to make them effective and better understood by the children.)

In addition, informant 9 said;

Me as a school head, as to clinical supervision it is really good for the teachers for those teachers that needs to be give some technical assistance and it is in line for clinical supervision kasi is having a STAR. In clinical supervision, there is a face-to-face touch of the lesson and direct agreement, the school head will not prescribe. The school head must have the task to give technical assistance to the teachers, for the teachers to improve the way of their teaching.

(As a school head, I believe that clinical supervision is highly beneficial for teachers who require technical assistance. Clinical supervision follows the STAR approach, which involves assessing the Situation, providing Task and Action during supervision, and evaluating the Result. The school head's role is to provide technical assistance to teachers, empowering them to improve their teaching methods.)

And, Informant 10 substantiated by saying;

Dako ug role ang School Head sa clinical supervision to provide support to the teachers in need sa pagdeliver sa lessons.

(The School Head plays a significant role in clinical supervision by providing support to teachers who need assistance in delivering lessons.)

Guiding Teachers Appropriate Materials to Use. School Heads give guidance to teachers in any form that could include recommending textbooks, online resources, educational tools, or supplementary materials that align with the curriculum, teaching objectives, and the needs of their students. It aims to support teachers in creating engaging and effective learning experiences for their students by providing them with resources that enhance their teaching methods and promote student understanding and achievement.

Playing the Role as Coach. Indeed, School Heads clearly communicate expectations for teaching practices, student outcomes, and professional growth in clinical supervision. Ensure that teachers understand what is expected of them and how their performance will be assessed. Informant 1 confirms;

Helping Teachers Develop Teaching Skills. School Heads emphasized the giving of ongoing feedback to teachers on their teaching practices, highlighting areas of success and areas for growth. Feedback should be specific, actionable, and supportive, focusing on helping teachers improve their instructional skills. Informant 2 narrated;

4.1.2 Experiences Encountered in the Conduct of Clinical Supervision

The themes in this section were coming from the specific research question 1.2 what are the experiences encountered by the School Head in the conduct of clinical supervision? The responses generated nine emerging themes: teacher appreciating the process, teachers getting anxious, being hesitant in giving feedback, teachers not familiar with ICT, integration exceeding time allocation, time management and teacher attitude, finding easy to address problems, inability to follow suggestions, and assistance becoming meaningful to teachers.

Teacher Appreciating the Process. School Heads observed that teachers somehow appreciate the conduct of clinical supervision. It is where they able to see feedback as valuable input for improvement rather than as criticism. School Heads encouraged teachers to approach feedback with an open mind, focusing on how they can use it to enhance their teaching skills. This was affirmed by informant 4, who said;

In my experience, I can recall that a teacher greatly appreciated the conduct wherein kanang nahayagan ang iyahang pagtudlo kung unsaon diay. Though niagi ug pre-conference but during sa class observation, diha niya nangita nga naa siyay pagkukulang sa pagdeliver towards their learners. After giving the feedback sa iyaha, during another observation naapply na niya.

(In my experience, I remember a teacher who greatly appreciated the process wherein her teaching methods were illuminated on how to improve. Although we had a pre-conference, it was during the classroom observation that she realized her shortcomings in delivering lessons to her learners. After providing feedback to her, during another observation, she was able to apply the improvements.)

For her part, informant 8 shared;

Well for me, with my experiences sa akong pag conduct ug clinical supervision. I cannot forget, kaning isa ka teacher, where she greatly, iyang na appreciate. She greatly appreciated the conduct of clinical supervision, wherein, kanang nahayagan ang iyang panghunahuna, unsaon diay, kay ang iyang pagtudlo. So, natagaan siyag another strategy kung unsaon niya pag realize sa iyang objectives of today's lesson.

(Well, in my experience with conducting clinical supervision, I cannot forget about one teacher who greatly appreciated it. She really valued the process of clinical supervision, where her thoughts on how to improve her teaching methods were illuminated. Although we had a pre-conference, she realized her Consequently, she was able to develop another strategy on how to achieve her objectives for today's lesson.)

Teachers Getting Anxious. In the conduct of clinical supervision**,** School Heads give teachers advance notice of supervision visits to allow them time to prepare mentally and emotionally. Somehow, School Heads observed that Some teachers may experience anxiety during supervision, as it can feel like a high-stakes evaluation of their performance. The Informant 1 then agreed;

Some of the teachers are nervous in presenting their lessons and of some part of their lesson plan. Usahay diha na nila mahibal an nga wala diay napresent kay nakuyawan sila.

(Some teachers feel nervous when presenting their lessons, particularly certain parts of their lesson plans. Sometimes they find out later that they missed presenting something because they were feeling nervous.)

Being Hesitant in Giving Feedbacks. Some School Heads may fear that giving feedback could lead to conflict or tension with teachers. They may worry about damaging relationships or causing resentment among teachers in the field. School heads feel pressure to conform to these norms, but somehow leading to positive outcome

Teachers Not Familiar With ICT. During the observation, some teachers observed ill-prepared to incorporate technology into their instructional practices. Older or more experienced teachers, were less familiar with technology and more resistant to use in the classroom.

Integration Exceeding Time Allocation. School Heads also experienced during clinical supervision where teachers' integration of activities exceeds the allocated time, that lead to various challenges such as incomplete lesson objectives, rushed learning experiences, and disruptions to the overall flow of instruction

Time Management and Teacher Attitude. It is somehow an issue for School Heads during the observation upon adhering to time constraints and attitude of teachers in their lesson delivery. Indeed, School Heads realized to really provide guidance on how to adjust lesson plans on the fly to accommodate unexpected interruptions or changes in pacing.

Finding It Easy to Address Problems. School heads really tried to provide regular feedback to teachers, creating an open communication channel for addressing issues as they arise during clinical supervision. They tried to become sensitive where teachers are accustomed to receiving feedback and are receptive to suggestions for improvement in addressing problems to students

Inability to Follow Suggestions. Some teachers were resistant to change and prefer to stick to familiar routines and practices as observed by the informants. They may feel comfortable with their current methods and be hesitant to adopt new suggestions, especially if they perceive them as challenging or disruptive.

Assistance Becoming Meaningful to Teachers. School Heads therefore provide personalized support that addresses the specific needs and challenges of individual teachers. Recognize that each teacher may have unique strengths, areas for growth, and learning preferences in the conduct of clinical supervision.

4.1.3 Trainings and Seminars Attended

This section presents the results to the specific research question 1.3 'What trainings and seminars you have as School Head in the conduct of clinical supervision? The following themes served as results, which were: seminar on clinical supervision, seminar on demonstration teaching, training on classroom observation, training on pedagogy and strategies, attended various seminars and leadership and management training course.

Seminar on Clinical Supervision. With the seminar given, the school head gains a deeper understanding of clinical supervision principles and practices, enabling them to provide more effective support and guidance to teachers. It provides insights into best practices for providing constructive feedback to teachers, helping the school head deliver feedback that is meaningful and actionable. Informant 2 substantiated by saying;

So far, usa pajud ang ako nga naremember nga naapilan nako nga training kanang it is all about clinical supervision ra jud.

(So far, the only training I remember participating in was focused solely on clinical supervision.)

In addition, informant 4 claimed;

I was included in the training there in Samal Island. It was a seven days training and one day ato, part of the trainings was we visited a certain school in the island and we observed teachers during their conduct of classes.

(I participated in the training on Samal Island. It was a seven-day training, and one day of it involved visiting a school on the island where we observed teachers conducting their classes.)

Getting into the specific tasks, informant 8 mentioned about they visited a certain school and be able to check lesson plan, class observation and pupils' achievement.

After I passed the NQESH exam, how many years ago. I was included in a 7day seminar/training in Samal Island. I cannot remember the title of the seminar. Unya naay isa ka day ato nga purely clinical supervision. We visited a certain school in Samal Island and we observed teachers who are conducting classes to their children or to their learners.

(After passing the NQESH exam, which was how many years ago, I participated in a 7-day seminar/training on Samal Island. I can't recall the title of the seminar. However, one day of the training was solely focused on clinical supervision. During that day, we visited a school in Samal Island and observed teachers conducting classes with their children or learners.)

Another response presented in like manner where informant 9 conveyed;

That 3-day trainings in Compostela, basta the trainer are Ma'am Maruja and Sir Allan, basta there are 3 trainers, nakalimot ko sa isa, and there is also a demonstration teaching.

(That 3-day training in Compostela, with trainers such as Ma'am Maruja and Sir Allan. There were three trainers in total, but I forgot one of their names. Additionally, there was a demonstration teaching session.)

And finally, same sentiment as informant 10 said;
Isa lang jud ang naremember na ko sa Samal Island about clinical supervision. Naexposed jud mi sa process sa pagconduct.

(I only remember one thing about clinical supervision in Samal Island. We were truly exposed to the process of conducting it.)

Seminar on Demonstration Teaching. Attending a seminar on demonstration teaching provide school heads with valuable insights and strategies for enhancing instructional leadership within their schools. School heads can use their knowledge from the seminar to support the professional growth of their teachers. They can provide targeted feedback, coaching, and resources to help teachers improve their instructional skills. Informant 1 narrated;

Training and workshop on the conduct of clinical supervision during the time of Sir Jandayan and they have their demo teaching, demo teachers to conduct. Naay teacher naa poy School Head nga magcritique then ipresent sa kadaghanan.

(During the training and workshop on the conduct of clinical supervision, led by Sir Jandayan, they included demo teaching sessions where selected teachers conducted demonstrations. There was a teacher and School Head that provided critiques, which were then presented to the audience.)

Training on Classroom Observation. Participating in training on classroom observation can be highly beneficial for school heads, as it equips them with the knowledge and skills needed to conduct effective observations of teachers' instructional practices. School heads learn effective observation techniques during training, such as active listening, focused note-taking, and systematic data collection.

Training on Pedagogy and Strategies. School heads develop enhanced instructional leadership skills through training, enabling them to provide guidance, support, and mentorship to teachers in implementing effective teaching practices. Participating in training on pedagogy and instructional strategies is invaluable for school heads, as it equips them with the knowledge and skills needed to effectively support teaching and learning within their schools.

Attended Various Seminars. Attending various seminars for clinical supervision can significantly benefit school heads by enhancing their skills and knowledge in effectively supporting teacher growth and improving instructional practices. School heads gain a deeper understanding of the principles, theories, and methodologies of clinical supervision. They learn how to implement a systematic and reflective approach to supervision that focuses on teacher development and student learning outcomes

Leadership and Management Training Course. The school heads attended training course teaches on how to develop advanced skills in conducting effective classroom observations and providing meaningful feedback to teachers. They learn how to use observation tools and protocols, collect data on teaching practices, and deliver constructive feedback that promotes teacher growth and improvement.

4.1.4 Help Trainings Provide in the Conduct of Clinical Supervision
The themes in this section were coming from the specific research question 1.4 How do the trainings help you in the conduct of clinical supervision? The responses generated three emerging themes: knowing clinical supervision processes, learning strategies to guide teachers, and gaining a clear vision about clinical supervision.

Knowing Clinical Supervision Processes. This theme constituted that the school heads undergo training to understand clinical supervision processes, as they acquire a deep understanding of how to effectively support and develop teachers. They learn how to use observation tools, protocols, and rubrics to gather meaningful data that informs instructional decision-making. Informant 1 experienced;

It gives me the ideas and the things to do, how to do the pre-conference, the post-conference and the actual clinical supervision to the teachers.

(It gives me ideas and guidance on how to conduct the pre-conference, post-conference, and actual clinical supervision with teachers.)

In addition, Informant 2 mentioned stated;
Aware pud ang teachers kung asa dapit siya medyo wala kaayo niya nasabtan ug kulang ang iyahang pagpangandam sa iyahang pagtudlo. Then another is kanang as a School Head, dili jud pud ka maghinambog nga masakitan ang imohang teacher. So dapat fully equip jud ka para ang imohang teachers maging effective pud on how to teach their learners.

(This also helps teachers become aware of areas where they may not fully understand or where their teaching preparation may be lacking. Additionally, as a School Head, you shouldn't boast or hurt your teachers' feelings. So, you need to be fully equipped to help your teachers become effective in teaching their learners.)

On the other hand, informant 5 also commented;

Dakong tabang kay tananag knowledge nako na gained maapply jud na ko sa actual.

(It was a great help because all the knowledge I gained can be applied in actual practice.)

Also, informant 6 stated;

Dako jud kaayog tabang jud kay wla man jud kabalo sa una ug unsaon. Para kabalo ta moidentify dili lang sa negative but also sa positive side sa mga teachers nga dili sakit sa inyaha pagstorya kung unsaon maimprove si teacher.

(It was really a huge help because before, we did not know how to proceed on the process. Now, we can identify not only the negative aspects but also the positive aspects of teachers without hurting their feelings, and we know how to help them improve.)

Further, informant 7 openly shared;

It is a big factor for me because during the said training, we are given an actual supervision somewhere in Peñaplata unya kulba pud kay wala ko kaila sa ilaha ug unsa akoa ikasuggest sa ilaha but that experienced helped me a lot kay gipaadto man jud mi sa school sa training.

(It is a significant factor for me because during the said training, we were given actual supervision tasks somewhere in Peñaplata. I felt nervous because I did not know them and what suggestions to give, but that experience helped me a lot because we were really sent to the school for training.)

Moreover, informant 8 revealed:

Through that training. I have gained additional inputs or clearer vision about the conduct of clinical supervision and the importance of conducting clinical supervision.

(Through that training, I gained additional insights and a clearer understanding of the process and importance of conducting clinical supervision.)

Another informant 9 also stressed:

Help to me as a school head because it adds knowledge, capacity, and it gives me confidence. And it gives me knowledge to give some technical assistance to teachers. Because if I do not have that knowledge, I cannot give some inputs to my teachers. So, if I have not attended the clinical supervision, I considered myself, that I have little inputs to give or to share to my teachers.

(It helps me as a school head because it adds knowledge, builds capacity, and boosts my confidence. It provides me with the necessary expertise to offer technical assistance to teachers. Without this knowledge, I would not be able to provide valuable input to my teachers. So, if I had not attended clinical supervision, I would have felt that I had limited contributions to offer or share with my teachers.)

And, as what informant 10 emphasized:

I understand the whole process ug ang important sa pagconduct sa clinical supervision.

(I understand the whole process and the importance of conducting clinical supervision.)

Learning Strategies to Guide Teachers. School heads possess learning strategies to guide teachers in clinical supervision, they facilitate a supportive environment where teachers can thrive and continuously improve their instructional practices.

Gaining a Clear Vision about Clinical Supervision. Engaging in different activities and programs, school heads can gain a clear vision about clinical supervision and develop the knowledge, skills, and strategies needed to effectively implement and support clinical supervision practices within their schools.

4.2 What are the aspects do elementary perceive their roles as essential in the conduct of clinical supervision as instructional support?

This section presents the results to second major research question; 'What are the aspects do elementary School Heads perceive their roles as essential in the conduct of clinical supervision? Three specific research questions were used to gather data and information for this major research question.

4.2.1 Importance of Direct Mentoring in Clinical Supervision

The themes in this section were coming from the first specific research question 2.1 'How important the School Heads' provision of direct mentoring in the conduct of clinical supervision? The responses generated four emerging themes; teachers learning from the process, enhancing ability of teachers, venue for School Heads to set the standard and creating leadership among teachers.

Teachers Learning from the Process. This is one of the experiences as observed by the School Head in the conduct of clinical supervision where clinical supervision encourages teachers to engage in self-reflection on their instructional practices. Through observations and feedback, teachers have the chance to critically assess their teaching methods, strategies, and interactions with students. Informant 3 experienced the feedbacking and assessment of strengths and weaknesses throughout the delivery. She confirmed;

Importante kaayo para right after sa clinical supervision para makabalo jud ang teachers asa dapit ang need niya iimprove sa iyahang pagtudlo. Unya makahatag pud ka ug recommendation nga suitable jud sa iyahang lesson.

(It is very important that right after clinical supervision, teachers know exactly where they need improvement in their teaching. Also, you can provide recommendations that are suitable for their lessons.)

Further, Informant 4 had this to say;
It is very much important for direct mentoring and giving interventions for awakening teachers strategies nga ma ignite iyahang pagtudlo. At the same time ang School Head magain pud ug knowledge from the teachers.

(Direct mentoring and interventions are very important for igniting teachers' strategies and improving their teaching methods. At the same time, the School Head also gains knowledge from the teachers.)

On the other hand, informant 8 stated;
It is very much important to have a clinical supervision for direct mentoring, for giving interventions, for awakening teachers' passion or teachers' strategies. Ang iyahang ma ignite ang iyahang pagka magtutudlo, mag conduct tag clinical supervision. At the same time, ang school head pud maka gained ug knowledge about her teachers.

(It is crucial to conduct clinical supervision for direct mentoring, providing interventions, and igniting teachers' passion or strategies. Through clinical supervision, we can ignite their teaching abilities. At the same time, the school head also gains knowledge about her teachers.)

Enhancing Ability of Teachers. School Heads make sure to provide teachers with regular feedback and coaching to support their development. They offer specific, actionable feedback that focuses on strengths and areas for growth, and provide guidance on implementing suggested improvements

Venue for School Heads to Set the Standard. Clinical supervision indeed serves as a venue for school heads to set and uphold standards of instructional excellence within their schools. Clinical supervision allows school heads to articulate clear expectations for teaching practices and instructional quality. By observing classrooms and providing feedback, school heads communicate the standards of excellence they expect from teachers.

Creating Leadership among Teachers. By involving teachers in the clinical supervision process, school leaders promote a sense of shared responsibility for instructional improvement. Teachers become active participants in their own professional growth and the growth of their colleagues.

4.2.2 Most Difficult Part in the Conduct of Clinical Supervision
This section presents the results to the specific question 2.2 What do you think is the most difficult part in the conduct of clinical supervision? After subjecting the responses to content analysis, the following themes were drawn: teachers hesitance for clinical supervision, consistency of teacher performance, misunderstanding on the purpose of clinical supervision, giving of comments to teachers, objective identification of strengths and weaknesses, openness to accept feedbacks and overlapping schedule of activities.
Teachers Hesitance for Clinical Supervision. School heads have observed teachers that considers clinical supervision as an evaluative process rather than a supportive one. They may fear that their performance will be judged, leading to apprehension and reluctance to participate. Informant 4 noted;
Ang lisod ani no kay magdepende jud siya sa kinaiya sa teacher. Kay naa jud mga teacher nga magdumili sa pag observe sa klasi.

(The challenging part of this is that it really depends on the personality of the teacher. Some teachers may have difficulty being observed in class.)

Also, informant 8 emphasized;

Ang lisod lang ani no kung magdepende siya sa kinaiya sa teacher. Kay kung ang teacher nay negative impact about clinical supervision, or hesitant siya o magdumili siya nga ma undergo sa clinical supervision. So far, sa mga naagian nako nga mga school, tanan man willing man jud magpa observe ang mga teachers.

(The difficulty lies in depending on the teacher's personality. If the teacher has a negative impression of clinical supervision, or if they are hesitant or reluctant to undergo it, it can be challenging. However, in my experience with the schools I've been to, all the teachers have been willing to be observed.)

Consistency of Teacher Performance. School Heads have difficulties to teachers to engage in reflective practice as part of the clinical supervision process. Provide time and space for teachers to reflect on their teaching practices, identify areas for improvement, and set goals for professional growth. Firmly, informant 5 said;

Ang pagwin sa heart sa teacher. For example, gwapo kaayo ang delivery but if walay supervision consistent ba ang performance ni teacher ug willing ang teacher modawat sa recommendations.

(Winning the teacher's heart. For example, even if the delivery is very good, if there is no consistent supervision, the teacher's performance may not improve, and the teacher must be willing to accept recommendations.)

Informant 7 stressed, she said;

So if the teacher did not master the subject matter she/he is preparing so dili jud kaayo siya ka deliver sa tarong sa iyaha lesson. And time constraints, kay sometimes naay magpatawag ug meeting ug daghan pa ipangprepare so naay mga schedule nga dili jud nimo matuman. And also, the teacher dili pud mosunod sa gikasabutan nga suggestion para matabangan sa mga needs sa delivery.

(If the teacher has not mastered the subject matter they are preparing, they may not be able to deliver their lesson effectively. There are also time constraints, as sometimes there are meetings and other tasks to prepare for, so there are schedules that cannot be met. Additionally, the teacher may not follow agreed-upon suggestions to address delivery needs.)

Misunderstanding on the Purpose of Clinical Supervision. Another challenge of School Heads is that teachers sometimes may not fully understand the role of reflective practice in clinical supervision. They may view it as a superficial exercise rather than a meaningful process for professional growth and improvement. This was raised by informant 1;

Misunderstanding the purpose of clinical supervision. The teacher may feel anxious and when there is a lack of understanding and open communication it can cause friction between School Head and the teacher.

(Misunderstanding the purpose of clinical supervision can lead to anxiety for the teacher. When there is a lack of understanding and open communication, it can cause friction between the School Head and the teacher.)

Giving of Comments to Teachers. School heads also struggle to strike the right balance between highlighting teachers' strengths and providing constructive criticism. They may worry about demoralizing teachers with too much negative feedback or undermining the importance of areas for improvement. Informant 2 shared;

The most difficult part in the conduct of clinical supervision is giving of comments to the teacher. Why because they might be hurt or masakitan sila sa imohang gisulti especially naa man uban nga dili madawat nga kana medyo dili diay haom ang strategy ang gigamit sa pagtudlo sa ilahang level. Mao jud na nga dili pud ko gusto makapasakit sa ilaha.

(The most difficult part of conducting clinical supervision is providing feedback to the teacher. This is because they might feel hurt or offended by what you say, especially when some may not readily accept that the strategy, they are using is not effective for their level of teaching. That's why I really do not want to hurt their feelings.)

Objective Identification of Strengths and Weaknesses. School heads find it challenging to balance feedback on strengths and weaknesses effectively. A struggle to provide specific and actionable feedback that helps teachers understand their strengths and areas for improvement\

Openness to Accept Feedback. School Head also struggle wherein teachers may perceive feedback as negative or focusing solely on areas for improvement, leading them to resist accepting it.

Overlapping Schedule of Activities. School heads have limited time available for conducting clinical supervision due to competing responsibilities such as administrative tasks, meetings, and other school-related activities. Clinical supervision activities may clash with school events such as assemblies or special programs, making it difficult to find suitable times for observations.

4.2.3 Effect of Challenges to Position as School Head

Presented in this section are the themes drawn from the responses to the specific question 2.3, How did the challenges affect your position as School Head in the conduct of clinical supervision? The following themes were created: opening lines of communication with teachers, equipping self with Knowledge on clinical supervision, becoming more flexible and get the trust of teachers.

Opening Lines of Communication with Teachers. School Heads create a safe and supportive environment where teachers feel comfortable expressing their thoughts, ideas, and concerns. They provide constructive feedback to teachers during clinical supervision sessions. Focus on strengths as well as areas for improvement, and offer support and resources to help teachers grow professionally. Informant 4 stated;

Kaning dapat mainform jud ang teacher about ana. Dapat clear jud ang communication klaro kay teacher dili lang sa School Head ang nga magdumala.

(Teachers should be informed about this. Communication should be clear, not just from the School Head but from everyone involved in managing the process.)

Meanwhile, informant 7 said;

The time allocation problem nga usahay ang teacher manubra sa kung unsa tong giallocate sa pagtudlo sa iyahang lesson unya makulbaan pud ang teacher. Also, lack of experience pud sila madaan man ug bag-o nga dili na sila makatuman sa obligation. And negative attitude sa teacher nga dili modawat ug suggestions and comments nga machallenge jud si School Head.

(The time allocation problem, wherein sometimes the teacher may struggle with what is allocated for teaching their lesson and the teacher may also feel anxious. Also, their lack of experience may lead to new challenges where they may not fulfill their obligations. Additionally, a negative attitude from teachers who do not accept suggestions and comments may challenge the School Head.)

This was also emphasized by informant 8;

Kaning ang challenge ani as school head, dapat ma informed nimo ang teachers about the conduct ana. So, dapat clear gyud ang school head nga mag conduct siya ana at the time aware, kung baka sa communication, dapat klaro siya towards sa teachers. Dili lang kay buotbuot lang ni principal.

(The challenge here as a school head is that you need to inform the teachers about the conduct of clinical supervision. So, the school head must be clear that they will conduct it and the teachers should be aware of it. In terms of communication, it should be clear towards the teachers. It is not just a whim of the principal.)

Similarly, informant 10 pointed out;
Naa jud proper orientation and information sa pagconduct sa clinical supervision.

(There is a proper orientation and information in the conduct of clinical supervision.)

Equipping Self with Knowledge on Clinical Supervision. Equipping school heads with knowledge on clinical supervision serves as essential for effective leadership and support of teachers. Form peer learning groups of practice with other school heads helps a lot to improve their knowledge and skills in clinical supervision

Becoming More Flexible. School Heads have common thought when it comes to clinical supervision. Indeed, the clinical supervision process to meet the specific needs of each teacher as observe by the School Heads. This might involve adjusting the frequency of observations, the focus of feedback, or the format of reflective discussions based on the teacher's experience level, subject area, or instructional context.

Get the Trust of Teachers. Throughout the conduct of clinical supervision, School Heads clearly communicate expectations, procedures, and timelines to minimize misunderstandings and foster trust. They established transparent communication channels to ensure that teachers understand the purpose, process, and goals of clinical supervision.

4.3 What are the important approaches do elementary School Heads perceive that can be applied and shared to others in the conduct of Clinical Supervision as instructional support?

The results in this section were from the responses to the specific research questions used to gather data for the 3rd major research question, 'What are the important approaches do elementary School Heads perceive that can be applied and shared to others in the conduct of clinical supervision? Three specific research questions were utilized to collect data and pieces of information.

4.3.1 Thoughts about the Challenges Encountered as School Head

The themes created in this section were from the responses to the specific research question 3.1, What can you share to others about the challenges you encountered as School Head in the conduct of clinical supervision? The themes were clarity in giving directions, need to build good relationship, not to focus on teachers' weaknesses, learn to accept own limitation, be more patient, learn to listen, importance of time management, and learn to prioritize teachers' needs.

Clarity in Giving Directions. The result showed school leadership as perceived by the research participants were to provide training sessions or workshops to familiarize teachers with the clinical supervision process and expectations. School Heads offer ongoing support, resources, and guidance to address any questions or concerns that may arise. Informant 4 narrated her view, she said;

As School Head dapat sure ang paghatag sa direction, communication. Dapat magkasinabtanay ug open lang jud sa whatever feedbacks after.

(As a School Head, ensuring clear direction and communication is crucial. There must be mutual understanding and openness to feedback afterward.)

Moreover, informant 8 added;

As school head man gud, dapat firm mangud ta no, kining klaro ang paghatag nimo sa direction. Klaro ang paghatag sa communication, unya kung mag conduct ug clinical supervision, dapat naa juy pagkasinabot jud from school head to teacher. Mao ra jud na akong ma share nga dapat magkasinabtanay nga mag conduct ana. Unya dapat open lang gyud, whatever feedback will be give onwards.

(As a school head, we should be firm in giving direction and clear in communication. When conducting clinical supervision, there should be mutual understanding between the school head and the teacher. That's all I can share, that there should be mutual understanding when conducting it. And we should be open to whatever feedback will be given afterward.)

Need to Build Good Relationship. School heads should demonstrate trustworthiness by being reliable, consistent, and transparent in their actions and communications. Encourage teachers to share their thoughts, concerns, and ideas freely, and be receptive to their feedback and input. Informant 1 emphasized;

To have the good result in the conduct of clinical supervision, we should establish good relationship and should conduct pre-conference so that we can give the teachers the advice before they are going to conduct or to present their lesson. So, your corrections are ready to be applied that lessons will be given to the teachers.

(To achieve good results in the conduct of clinical supervision, it is important to establish a good relationship and conduct a pre-conference. This allows us to provide teachers with advice before they conduct or present their lessons. This way, corrections are ready to be applied and lessons can be effectively delivered to the teachers.)

Not to Focus on Teachers' Weaknesses. As a School Head, instead of solely focusing on weaknesses, school heads should adopt a strength-based approach that recognizes and celebrates teachers' strengths, talents, and achievements. Highlighting strengths can boost teachers' confidence and motivation to continue growing professionally. Informant 2 shared;

Ang ako lang mashare sa ilaha is as a school head, we will not only focus on the weaknesses of the teacher. Dili lang na to diritsohon pag-estorya but we will do it in a positive way kay para instead matabangan sila, mastress na noon sila unya magdugang na noon ta ug problema nga dili nalang sila ganahan motudlo.

(What I want to share with them is that as a school head, we will not only focus on the weaknesses of the teacher. We would not just go straight to pointing them out, but we will do it in a positive way. This is because instead of helping them, they might get stressed and it will just add to their problems, making them not want to teach anymore.)

Learn to Accept Own Limitation. Participants revealed that recognizing one's limitations fosters humility, which is a key characteristic of effective leadership. School heads who acknowledge that they don't have all the answers are more likely to seek input from others and continuously strive to improve. Informant 3 conveyed;

Dili tanang panahon hawod ka.Dapat maaccept nimo as School Head nga naa pud mga teachers nga makahatag nga good ideas para maimprove pud ka sa mga kahibalo.

(Not all the time will you find things easy. As a School Head, you should also accept that there are teachers who can provide good ideas that can help improve your knowledge.)

Be More Patient. Giving more patience should be observe by the school heads in the process of observing teachers' lessons attentively and without rushing to judgment. Taking the time to observe thoroughly enables school heads to provide more accurate and constructive feedback. Informant 5, for her part, pointed out;

Akong ishare sa amoa part dapat naa tay taas nga pasensiya unya consistent ka sa imoha desisyon making para makakuha ta ug accurateness.

(What I want to share with our part is that we need to have patience and be consistent in our decision-making to ensure accuracy.)

Further, informant 9 explained;

Patience is the virtue and understanding the individual differences and considering that everyone is unique. Naay time nga ma stress ta, pero we are human. It's normal.

(Patience is a virtue, and understanding individual differences while recognizing that everyone is unique. There are times when we may feel stressed, but we are human, and it's normal.)

Learn to Listen. School Heads believed that by actively listening to teachers during supervision sessions, school heads gain valuable insights into their strengths, challenges, and professional development needs. Listening allows school heads to understand teachers' perspectives, experiences, and concerns.

Importance of Time Management. With the diverse roles of School Heads, they must allocate time in the conduct of clinical supervision for observations, feedback sessions, goal-setting meetings, and documentation. Effective time management ensures that these activities are planned and executed efficiently, maximizing the use of available resources

Learn to Prioritize Teachers' Needs. School Heads should prioritize every need of the teacher. This was shared coming from the participants in the conduct of clinical supervision. Some teachers may have pressing

concerns or challenges that require immediate attention. By prioritizing teachers' needs, school heads can address these issues promptly, helping teachers overcome obstacles and improve their practice more effectively

4.3.2 Advice to Other School Heads in the Conduct of Clinical Supervision

This section presents the themes for the specific question 3.2, What advice will you to other School Heads in the conduct of clinical supervision? From the responses, the following themes were drawn: equip self with necessary skills, be role model to your teachers, treat and manage well your teachers, make teachers feel comfortable, take the role as guide, be patient always, to help and assist teachers and identify potential teachers.

Equip Self with Necessary Skills. One advice identified by the research participants is that school heads should possess strong communication skills to effectively convey expectations, provide feedback, and engage in productive discussions with teachers during clinical supervision sessions. Informant 1 relayed;

As a School Head, we should serve as a model to the teachers. Help them to improve their ability in teaching. Make LAC Session, so that they will be updated and send them to seminars to enhance and capacitate their knowledge.

(As a School Head, we should serve as role models to the teachers and help them improve their teaching abilities. Organize LAC Sessions to keep them updated and send them to seminars to enhance and strengthen their knowledge.)

Further, informant 8 said;

Unya kaning, ikaw mismo nga school head, dapat equip ka ug knowledge, kay unsa man imong ikahatag kung wala kay nahibaluan, regarding anang paghimo sa lesson plan, kay naa man sa lesson plan ang mga strategies didto. Dapat kabalo ka mohatag remarks or suggestions. Unya kanang friendly pud ka sa imong mga teachers. Unya magsabot mong duha, how important nganong mag conduct ug clinical supervision.

(As a school head yourself, you should be equipped with knowledge because what can you provide if you do not know about it, especially regarding lesson planning, as strategies are included there. You should be able to give remarks or suggestions. You should also be friendly with your teachers and both of you should understand the importance of conducting clinical supervision.)

And, informant 9 confided;

First and foremost, the school head must be ready in clinical supervision kay basin malabwan pa siya sa iyang maestra. Advance mag-isip in line of work. Anyway, there is an agreement, dili kay si school head or si teacher ang magbuot, dapat magmeet sa tunga, not a prescription.

(First and foremost, the school head must be prepared for clinical supervision because they might be surpassed by their teachers. They should think ahead in their line of work. Anyway, there should be an agreement, not just the school head or the teacher having the final say; they should meet halfway, not impose decisions.)

Be Role Model to your Teachers. School heads should model professionalism in their interactions with teachers, colleagues, students, and parents. By maintaining a professional demeanor and adhering to high ethical standards, they set a positive example for teachers to follow. Informant 1 had this to say;

As a School Head, we should serve as a model to the teachers. Help them to improve their ability in teaching. Make LAC Session, so that they will be updated and send them to seminars to enhance and capacitate their knowledge.

(As a School Head, we should serve as role models to the teachers and help them improve their teaching abilities. Organize LAC Sessions to keep them updated and send them to seminars to enhance and strengthen their knowledge.)

Likewise, informant 10 shared;
Ang dapat jud maging role model sa atoang mga teachers para pud makagain pud ug respect.

(We should be role models for our teachers to earn their respect in return.)

Treat and Manage Well Your Teachers. Participants emphasized that they should treat teachers with respect, appreciation, and professionalism at all times. Recognize their dedication, expertise, and contributions to the school community, and express gratitude for their hard work and commitment. Informant 2 revealed;

Atoa lang jud itreat ang atoa mga teachers.Hatagan lang jud nato ug maayong pagdumala then if they need more additional knowledge on how to teach so ato silang hatagan ug trainings about the strategies nga fitted sa ilahang mga learners. Mag-unsa man na sige hatag ug critique but then as a school head unya you don't have any ways and means to improve their way of teaching. Tabangan lang jud sila and give importance and love to teachers.

(We should treat our teachers with care. We should provide them with good management, and if they need additional knowledge on teaching strategies suitable for their learners, we should give them training. Criticism should be constructive, and as a school head, we should find ways to help them improve their teaching methods. We should support them and show them love and appreciation.)

Make Teachers feel Comfortable. It is important to School Heads to practice active listening when teachers share their thoughts, concerns, or feedback. Demonstrate empathy, understanding, and genuine interest in their perspectives. School heads should maintain an approachable and friendly presence that encourages teachers to feel comfortable approaching them with questions, concerns, or ideas. They should be visible and accessible throughout the school day. This was pointed out by informant 3;

Kailangan jud ang teacher makafeel nga comfortable siya biskan naa ka para madeliver ug tarong ang lesson. Dapat magpakita pud ta ug maayong rapport always sa pagguide sa mga teachers.

(The teacher needs to feel comfortable even when you are present to deliver the lesson properly. We should also consistently demonstrate good rapport when guiding the teachers.)
Informant 8 admitted;

Siguro sa mga new nga mga school heads, unang-una dapat aware ta, imo nang makita sa imong mga teachers kung kinsa tong mga potential nga need e-conduct ang clinical supervision. Unya kaning, ikaw mismo nga school head, dapat equip ka ug knowledge, kay unsa man imong ikahatag kung wala kay nahibaluan, regarding anang paghimo sa lesson plan, kay naa man sa lesson plan ang mga strategies didto.

(For new school heads, first and foremost, you should be aware and observe your teachers to identify those who potentially need to undergo clinical supervision. As a school head yourself, you should be equipped with knowledge because what can you provide if you do not know about it, especially regarding lesson planning, as strategies are included there.)

Take the Role as Guide. Participants also recommend that School heads should clearly communicate expectations for teaching standards, professional conduct, and school policies. By providing clear guidance, they help teachers understand what is expected of them and how to meet those expectations effectively. This was expressed by informant 5, who said;

Sometimes based sa akoa observation, dapat igo lang jud ka mo guide para makarealize si teacher asa siya naay kakulangan based sa gipresent sa teacher. And make your teachers as priority if what are the needs of a teacher to be efficient.

(Sometimes, based on my observation, you should only guide enough for the teacher to realize where they have shortcomings based on what they presented. Make your teachers a priority and identify their needs to become more efficient.)

Be Patient Always. School Heads shared common idea, that they must extend more patience to allow school heads to support the growth and development of teachers, recognizing that professional growth takes time and effort. They understand that improvement is a gradual process and are patient as teachers work towards their goals.

To Help and Assist Teachers. As to the participants, School heads can serve as mentors and coaches to teachers, offering personalized support, feedback, and advice to help them improve their instructional practices and achieve their professional goals. By helping and assisting teachers, school heads can empower them to grow and excel in their roles.

Identify Potential Teachers. During clinical supervision sessions, school heads can observe teachers' instructional practices, classroom management techniques, and interactions with students. Look for teachers who demonstrate effective teaching strategies, engage students actively, and create a positive learning environment.

4.3.3 Recommendations for School Heads in the Conduct of Clinical Supervision

The results in this section were taken from the responses to the specific research question 3.3, What recommendations will you give to School Head in the conduct of clinical supervision, under the 3rd major research question, What are the important approaches do elements School Heads perceive that can be applied and shared to others in the conduct of clinical supervisions. The following were the themes drawn from the responses; to conduct clinical supervision, appreciate efforts of teachers, follow stages in handling clinical supervision, to collaborate with all teachers, to digest STAR and continue to acquire knowledge.

To Conduct Clinical Supervision. Responses from the participants revealed that School Heads should conduct clinical supervision to provide an opportunity for school heads to observe teachers in action, provide feedback, and support their growth and development. By conducting regular supervision sessions, school heads can identify strengths, areas for improvement, and professional learning needs among teachers. Informant 4 revealed;

Kanang para improve ug maenhance ang teaching styles the teachers so I recommend nga necessary jud nga iconduct siya sa schools.

(To improve and enhance the teaching styles of the teachers, I recommend that it is necessary to conduct it in schools.)

Similarly, informant 5 said;
Bisag kapoy kay overlapping ang activities, atoa jud pagahitaboon para maacquire ang mga skills nga maapply sa daily niya nga lessons. And also ang relationship jud nga harmonious to each other.

(Even if it is tiring due to overlapping activities, we should prioritize it to acquire skills that can be applied in our daily lessons. Also, maintaining a harmonious relationship with each other is crucial.)

Informant 6 explained;

Ipadayon ang clinical supervision labi na makita nimo ang pag improve sa teacher para for sure makatabang ta sa mga teachers ug sa mga bata.

(Continue the clinical supervision, especially when you see the improvement in the teacher, as it will surely help both the teachers and the students.)

Moreover, informant 8 stated;
Ang clinical supervision nindot man gyud nga mahitabo siya within sa eskwelahan. Para ma improve, ma enhance pa pud ang teaching style sa teacher. So, ang akong maereccommend, it is necessary to conduct clinical supervision within sa school.

(Clinical supervision is really beneficial when conducted within the school premises. This way, the teaching style of the teacher can be improved and enhanced further. So, my recommendation is that it is necessary to conduct clinical supervision within the school.)

Appreciate Efforts of Teachers. Participants shared common recommendation that School heads must offer simple expression of gratitude for their commitment to professional growth can go a long way in boosting morale. They can start by acknowledging and recognizing the dedication and hard work that teachers invest in their teaching practice. Informant 1 stated;
Appreciate their efforts and be kind in giving them your critique. There still room for improvement. Then provide them the needed materials to use as instructional materials like TV, internet connections, printers to lighten the burden of the teachers. And they can give their best also in teaching the learners and make the teaching learning process easy.

(Appreciate their efforts and be kind when providing feedback. There is always room for improvement. Then, provide them with the necessary materials as instructional aids, such as TVs, internet connections, and printers, to ease the burden on the teachers. This will enable them to give their best in teaching the learners and make the teaching-learning process easier)

Follow Stages in Handling Clinical Supervision. Another recommendation by the participants is School heads should observe teachers' instructional practices, classroom management techniques, and interactions with students during scheduled observation sessions. Indeed, showing appreciation for the efforts of teachers during clinical supervision is essential for building trust, morale, and motivation among the teaching staff. Informant 2 stressed;

Magset na ug time na mahitabo ang demo and then the post conference. Didto napud isaysay kung nameet ba niya ang inyohang gisabutan nga goal or objectives. So hapsay jud ang tanan kung ang school head and teacher naa jud harmonious relationship makab-ot jud nila ang goal in good relation man sila.

(A time is set for the demonstration, followed by the post-conference. In the post-conference, they discuss whether the goals or objectives they agreed upon were met. So, everything goes smoothly when the school head and teacher have a harmonious relationship, and they can achieve their goals since they are in good relations.)

To Provide Teachers Instructional Materials. Participants claimed that instructional supervision involves guiding and supporting teachers to improve their instructional practices and enhance student learning outcomes. Here are some comprehensive instructional materials to support teachers in the process of instructional supervision. Informant 3 explained:

Provide jud una sa mga instructional materials nga need sa teachers. Dapat pud maging comfortable siya sa iyahang klase during observation. Ug dapat imohang feedback during post conference dapat constructive. So let them feel that you are there to help and guide always.

(Definitely provide the instructional materials needed by the teachers. They should also feel comfortable in their class during observation. Your feedback during the post-conference should be constructive. Let them feel that you are always there to help and guide them.)

To Collaborate with All Teachers. Collaborating with all teachers in clinical supervision is essential for fostering a culture of professional growth, trust, and collaboration within the school community. School Heads should encourage teachers to engage in peer observations, co-planning sessions, and instructional rounds to learn from each other and share best practices.

To Digest STAR. School Heads recommend using the STAR method, school heads can effectively communicate their experiences, skills, and accomplishments in a structured and compelling way. It helps ensure that your responses are well-organized, relevant, and impactful, whether you're interviewing for a new position, presenting to stakeholders, or reflecting on your leadership experiences.

Continue to Acquire Knowledge. Another recommendation from the participants is to continue to acquire knowledge is crucial for school heads to stay current with best practices in education, leadership, and school management.

5. The Empirical Convergence Cycle Theory for Clinical Supervision

The idea that people are always evolving is the foundation of empirical convergence cycle theory of clinical supervision. The experiences of the elementary school heads have had in providing instructional support and their inherited predispositions work together to create strengths and areas for improvement. From this angle, the goal of clinical supervision is to identify and maximize the growth that will be required in the future. As a result, it is common for school heads as clinical supervisors to constantly be discovering new areas for growth in a lifelong learning process. While acknowledging these growth opportunities, elementary school heads perceive clinical supervision as guide for teachers to become effective. Besides, the entire process is empirical.

Research showed that as supervisees gained expertise, supervisor's behavior changed along with the supervisory relationship. Trends and patterns of development in supervision seemed to have a scientific foundation. This model of clinical supervision, in general, identifies progressive stages of teacher growth, from novice to expert,

with distinct traits and abilities at each level. This happens concomitant to the convergence of multifarious experience of both the elementary school heads and the teachers.

With enough exposure to clinical supervision, the supervisees may have greater skill and confidence and have mixed emotions regarding perceived independence and/or dependence on the supervisor, whereas those new in the process would be expected to have limited skills and lack confidence as counselors. A supervisee at the expert end of the developmental spectrum is probably going to use a strong sense of intuition and reflection when it comes to the counseling and supervisory process, as well as good problem-solving abilities. The process is recurring, hence, cyclical.

6. IMPLICATIONS FOR PRACTICE

Based on the findings, the following implications for practice are offered.

On Perceptions by School Heads of Their Role in the Conduct of Clinical Supervision. It can be remembered that the research participants cited the following perceptions: guiding teachers become effective, guiding teachers appropriate materials to use, ensuring high standard of instruction, playing the role as coach and helping teachers develop teaching skills. These made them realize their crucial role in clinical supervision that there is a need for them to do helping teachers identify areas for development and implement strategies to become more successful in the classroom.

On Experiences Encountered in the Conduct of Clinical Supervision. Research participants vividly shared the experiences encountered in the conduct of clinical supervision. These are the following: teacher appreciating the process, teachers getting anxious, being hesitant in giving feedback, teachers not familiar with ICT, integration exceeding time allocation, time management and teacher attitude, finding easy to address problems, inability to follow suggestions, and assistance becoming meaningful to teachers. The research participants described their role which encompasses a wide range of experiences taking into account the diverse needs of students and teachers. They were able to identify teachers' strengths and areas for improvement which will help them in creating personalized professional development plans for each teacher.

On Trainings and Seminars Attended. Participants revealed that trainings and seminars they attended were the following: seminar on clinical supervision, seminar on demonstration teaching, training on classroom observation, training on pedagogy and strategies, attended various seminars and leadership and management training course. These trainings and seminars focus specifically on the theory and practice of clinical supervision in an educational context. Participants somehow need more up to date exposures such as observation techniques, providing feedback, supporting teacher growth, and addressing challenges in supervision.

On the Help of Trainings Provided in the Conduct of Clinical Supervision. The participants' responses generated three emerging themes: knowing clinical supervision processes, learning strategies to guide teachers, and gaining a clear vision about clinical supervision. Participants revealed that through ongoing professional development and participation in trainings, school heads need to continue to refine their supervisory skills and stay abreast of innovations in the field.

On the Importance of Direct Mentoring in the Conduct of Clinical Supervision. Participants described the importance of direct mentoring in the conduct of clinical supervision these were: teachers learning from the process, enhancing ability of teachers, venue for School Heads to set the standard and creating leadership among teachers. They realized that they need to be equipped with the necessary tools and techniques to conduct meaningful classroom observations.

On the Most Difficult Part in the Conduct of Clinical Supervision. It can also be remembered that they shared challenges as experienced in the conduct of clinical supervision. These are the following: teachers hesitance for clinical supervision, consistency of teacher performance, misunderstanding on the purpose of clinical supervision, giving of comments to teachers, objective identification of strengths and weaknesses, openness to accept feedbacks and overlapping schedule of activities. They shared that some teachers were resistant or defensive when receiving feedback during clinical supervision. This somehow can evoke strong emotions from teachers and school heads alike.

On the Effect of Challenges to Position as School Head. Participants remark on opening lines of communication with teachers, equipping self with Knowledge on clinical supervision, becoming more flexible and get the trust of teachers in the conduct of clinical supervision. The participants reflected that the way a school head addresses challenges in clinical supervision can influence the retention of quality teachers. If teachers feel supported, valued, and provided with opportunities for growth, they are more likely to stay at the school. However, if challenges are not effectively addressed, it may lead to dissatisfaction and turnover among talented educators.

On Thoughts About the Challenges Encountered as School Head. Participants revealed the thought they realized about the challenges they encountered as School Head. These are the following: clarity in giving directions, need to build good relationship, not to focus on teachers' weaknesses, learn to accept own limitation, be more patient, learn to listen, importance of time management, and learn to prioritize teachers' needs. They realized that the way they address challenges in clinical supervision can have far-reaching effects on their leadership position, staff morale, teacher retention, student outcomes, community perception, and personal well-being.

On Advice for Other School Heads in the Conduct of Clinical Supervision. The emerging themes are: equip self with necessary skills, be role model to your teachers, treat and manage well your teachers, make teachers feel comfortable, take the role as guide, be patient always, to help and assist teachers and identify potential teachers. In this way, the researcher confirms that participants it's essential for school heads to prioritize self-care, seek support, and maintain a healthy work-life balance to effectively navigate these challenges.

On recommendations for School Heads in the Conduct of Clinical Supervision. These are the emerging themes, mentioned as best practices: to conduct clinical supervision, appreciate efforts of teachers, follow stages in handling clinical supervision, to provide teachers instructional materials, to collaborate with all teachers, to digest STAR and continue to acquire knowledge. It can be remembered that participants shared their suggestions to address challenges in the conduct of clinical supervision. Having this said, the study suggests that effective handling of challenges can foster a supportive and collaborative school culture where teachers feel valued and supported in their professional growth particularly in Montevista district. This may help the other teachers aware on the said processes in the conduct of clinical supervision. This study suggests that participants can share the said strategies and approaches to newly hired School Heads through training and workshops designed for the School Head. This also conveys to conduct further research to assess the effectiveness of supervision practices over time that the district and division level has implemented based on the findings of the study.

7. CONCLUSIONS

The sole purpose of this study after analyzing the gathered data is to suggest the School Heads to design an action plan for a yearly professional development focusing in the conduct of clinical supervision for all teachers in Montevista District schools.

The researcher has collected different perceptions and challenges of the School Heads in the conduct of clinical supervision. Challenges encountered were coped employing a collaborative approach and best practices implied. Furthermore, important observation and understanding gathered by the researcher about the trainings and seminars acquired by the School Heads. This can be concluded that School Heads lack of trainings and seminars on how to further enhance their skills in coaching and mentoring. They are also not really exposed to follow stages in handling clinical supervision that they might acquire from any professional development. Out from the generated results and discussions, the study introduced the empirical convergence cycle theory for clinical supervision. This model of clinical supervision, in general, identifies progressive stages of teacher growth, from novice to expert, with distinct traits and abilities at each level.

Moreover, this study also found out teachers may worry that clinical supervision will be used as a means of evaluation rather than a tool for professional growth. This leads the researcher a conclusion that the urge to conduct more trainings and seminars in the conduct of clinical supervision, exploring effective approaches, would help teachers teach effectively. School heads must be mindful of cultural differences, language barriers, and other factors that may impact the effectiveness of supervision for all teachers.

8. REFERENCES

[1]. Archibong, I. E. Clinical supervision: An essential component of professional practice, 2016.

[2]. Nabhani, M., Nicolas, M. O., Bahous, R. Teachers' and supervisors' views on clinical supervision: a case study from Lebanon. Educ. Forum, 2015.

[3]. Zachariah, W. Skills and Attributes of Instructional Supervisors: Experience from Kenya. Educational Research Review, 8, 2019

[4]. Fischer, E., Hanze, M. Back from "guide on the side" to " sage on the sage"? Effects of

teacher-guided and student-activating teaching methods on student learning in higher education. International Journal of Educational Research, 2019

[5]. Canales, A., Maldonado, L. Teacher quality and student achievement in Chile:Linking teachers' contribution and observable characteristics. International Journal   of Educational Development, 2018

[6]. Enaigbe, A. P., Strategies for improving supervisory skills for effective primary education in Nigeria. Edo Journal of Counselling, 2019

[7]. Dornan T, Conn R, Monaghan H, et al. Experience Based Learning (ExBL): clinical teaching for the twenty-first century. Med Teach. 2019;41(10):1098–1105.[PubMed] [Google Scholar], 2019

[8]. O'Leary, M., Classroom Observation: A Guide to the Effective Observation of Teaching and Learning, Routledge, England, UK, 2020

[9]. Siatun, T., The efforts of the headmaster in improving the ability of teachers to   manage the learning process through the implementation of clinical   supervision in sdn Wonorejo v/316 Surabaya, Al-Ibtidaiyah, 2020

[10]. Strauss A and Corbin J. "Grounded Theory Methodology – An Overview," In Handbook   of Qualitative Research, N. K. Denzin and Y. S. Lincoln (Eds.), Sage Publications,   Thousand Oaks, 1994, pp. 273-285.Strauss, Anselm and Juliet Corbin   (eds.). Grounded Theory in Practice.London: Sage Publications, 1997.

[11]. Holstein, J. A., Gubrium, J. F.,The active interview. Sage Publications,   Inc., 1995

[12]. Glaser, Barney G., Anselm Strauss. The Discovery of Grounded Theory: Strategies   for Qualitative Research. Chicago, IL: Aldine Publishing Co, 1967.