

The Impact of E-Supervision Tools on Teacher Performance Feedback

¹Lovely Dail L. Batiencana, ²Marilyn S. Aparecio, ³Jimmalyn C. Pasculado, ⁴Brenda R. Pacaldo, ⁵Ma. Rebelin P. Ibañez, ⁶Marilyn M. Miranda

Cebu Technological University

¹lovelydaillayos14@gmail.com, ²marpamonroe@gmail.com, ³jimmalyn.pasculado@gmail.com,

⁴brendapacaldo33@gmail.com, ⁵marebelinibanez@gmail.com, ⁶marilynmiranda1258@gmail.com

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Corresponding Email:

lovelydaillayos14@gmail.com

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e-supervision, teacher feedback, instructional leadership, educational technology, teacher performance

Abstract. This study examines the influence of E-Supervision tools on the delivery and effectiveness of teacher performance feedback. As educational institutions transition from traditional, paper-based observation methods to digital platforms, the speed and clarity of feedback have undergone significant changes. The research investigates how digital supervision affects the timeliness of evaluator comments and the subsequent professional growth of teachers. Data were gathered through a mixed-methods approach, including surveys distributed to instructional staff and semi-structured interviews with school administrators. Initial findings suggest that while E-Supervision tools significantly reduce the "feedback lag" and increase the accessibility of records, their impact on teacher performance is moderated by the technological proficiency of the user and the quality of interpersonal communication accompanying the digital data. The study concludes with recommendations for school leaders on integrating digital supervision platforms with face-to-face coaching to ensure a holistic approach to teacher development.

Introduction

Instructional supervision is essential in school administration, focusing on improving teaching quality through continuous observation, feedback, and professional development. However, traditional face-to-face supervision often faces challenges such as administrators' heavy workloads, delayed feedback, and limited opportunities for consistent monitoring, which reduce its effectiveness.

To address these issues, e-supervision tools have emerged, enabling virtual observations, faster feedback, and systematic documentation of teacher progress. Research highlights that timely feedback—often achieved through digital platforms—enhances teachers' ability to adjust instruction more effectively. Additionally, e-supervision supports flexible and frequent monitoring while reducing teacher anxiety associated with in-person observations.

Despite these advantages, concerns remain about potential depersonalization of feedback and unequal access to technology. Factors like digital literacy, infrastructure, and institutional support significantly influence its success. Overall, e-supervision is a promising approach but should complement, not replace, human interaction in instructional supervision.

Methodology

Design

The study utilized a mixed-methods research design to comprehensively examine the impact of e-supervision tools on teacher feedback and performance. Quantitative data were collected through structured survey questionnaires

administered to instructional staff, while qualitative insights were gathered using semi-structured interviews with school administrators. Digital platforms such as Google Forms and video observation tools served as primary instruments for data collection and documentation. This design enabled the integration of numerical data and personal experiences, providing a balanced analysis of how e-supervision influences feedback timeliness and professional growth.

Environment

The study will be conducted within the Division of Cebu City, specifically targeting public/private secondary schools that have integrated digital platforms (such as Google Workspace, Microsoft Teams, or specialized observation apps) into their administrative workflow.

Why this location? This environment is chosen because it represents a "Digital Transition Zone" where traditional supervision is being replaced by electronic systems, providing a rich ground for data collection.

Respondents

The primary respondents will be 50 School Heads/Department Heads (the supervisors) and 150 Classroom Teachers in the Division of Cebu City .

Indicators	Weighted Mean	Verbal Interpretation
1. Use of Digital Observation Forms (e.g. Google Forms)	3.85	Very High
2. Use of Video conferencing for post-observation (e.g. Zoom)	3.20	High
3. Use of Cloud Storage fro E-Portfolios (e.g. Google Drive)	3.65	Very High
4. Use of Specialized Observation Apps (e.g. TeachFX)	2.10	Low
Grand Mean	3.20	High

Legend: 3.51-4.00 (Very High); 2.51-3.50 (High); 1.51-2.50 (Low); 1.00-1.50 (Very Low)

Table 1. Extent of Utilization of E-Supervision Tools

Research Instrument

The research instrument for this study consisted of a structured survey questionnaire and a semi-structured interview guide designed to capture both quantitative and qualitative data. The survey questionnaire included Likert-scale items measuring the timeliness, clarity, accessibility, and usefulness of feedback delivered through e-supervision tools, as well as teachers perceived professional growth and technological proficiency. Meanwhile, the semi-structured interview guide for school administrators focused on their experiences in using digital supervision platforms, challenges encountered, and strategies for integrating digital feedback with face-to-face coaching. These instruments ensured a comprehensive assessment of the effectiveness of e-supervision in enhancing teacher performance feedback.

Data Collection Procedure

Data gathered from the respondents, followed by a detailed analysis and interpretation. The data were collected from 50 school administrators and 150 teachers. The presentation is divided into four main sections: (1) the extent of E-Supervision tool utilization; (2) the timeliness of feedback; (3) the perceived quality of feedback; and (4) the challenges encountered during implementation.

Data Analysis

Data were analyzed using both quantitative and qualitative techniques to ensure a comprehensive interpretation of results. Survey responses were treated using descriptive statistics such as frequency, percentage, mean, and standard deviation to determine the level of timeliness, clarity, and effectiveness of feedback delivered through e-supervision tools. Inferential analysis, such as correlation, was applied to examine the relationship between e-supervision use, feedback timeliness, and teacher professional growth. Meanwhile, qualitative data from semi-structured interviews were analyzed through thematic analysis, identifying recurring patterns related to technological proficiency, communication quality, and user experiences. The integration of findings enabled the study to validate how e-supervision influences feedback delivery while highlighting key factors that affect its overall effectiveness.

Results and Discussion

Results

The results of the study indicate that the use of e-supervision tools significantly improved the timeliness and accessibility of teacher performance feedback. Teachers reported receiving faster and clearer evaluator comments compared to traditional methods, which enabled more immediate instructional adjustments and enhanced professional growth. Additionally, digital platforms allow for better documentation and tracking of feedback over time. However, the findings also revealed that the effectiveness of e-supervision varied depending on users' technological proficiency and the quality of communication between supervisors and teachers. When combined with meaningful interpersonal interaction, e-supervision proved to be a more effective and responsive approach to instructional supervision.

Discussion

This study explores how E-Supervision tools transform the delivery and effectiveness of teacher performance feedback in modern educational settings. By replacing traditional paper-based methods with digital platforms, feedback becomes faster, clearer, and more accessible, reducing delays that often hinder teacher improvement. Using surveys and interviews, the research reveals that while digital supervision enhances efficiency, its impact on teacher performance depends on users' technological skills and the quality of communication between evaluators and teachers. The findings emphasize that technology alone is insufficient; combining digital tools with meaningful face-to-face coaching creates a more balanced and effective approach to supporting teacher growth and professional development.

Conclusion and Recommendations

The study concludes that E-Supervision serves as an effective and practical solution to delays associated with traditional supervision methods, improving the efficiency and transparency of teacher evaluation processes. The use of digital tools strengthens accountability by creating accessible records of observations and feedback. However, the success of these systems is limited by gaps in infrastructure, particularly in terms of hardware availability and internet connectivity. Furthermore, the adoption of E-Supervision promotes a shift in leadership practices, as school administrators increasingly take on the role of data-driven instructional coaches. Overall, integrating technology with adequate support systems is essential for maximizing its impact on teacher development.

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.