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Research Article

Instructional Supervision in a State University: Needs Analysis for an Evidence-Based Mentoring Program

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ABSTRACT

The aim of this study is to determine the instructional supervision needs of college instructors in a state university. A sequential explanatory mixed methods design was used, involving 695 instructors in the quantitative phase and 10 instructional supervision experts in the qualitative phase. Based on the results of the study, college instructors indicated their need to be mentored with direct assistance, professional development, group development, curriculum development, communication skills, mastery of the subject matter, and research. These needs are essential to improving instructors' competence in delivering quality instruction. Qualitative findings further highlighted the need for evidence-based instructional supervision strategies including the need to provide opportunities for content knowledge enhancement and provision of instructional resources; engaging college instructors in capability enhancement programs; and developing instructional supervision and management practices. The results reveal gaps in both pedagogy and content expertise that affect instructional quality. The mentoring program was proposed as an evidence-based in addressing these gaps, enhancing instructors' competence, strengthening instructional supervision practices, and contributing to improved student learning outcomes through more effective teaching.

Keywords: *Competence, Evidence-based mentoring program, Instructional supervision*

Background

The professional development of teachers has become increasingly vital in response to globalization and the rapidly evolving educational landscape. As higher education institutions strive to produce globally competitive graduates, administrators and instructors are

challenged to continuously improve instructional quality. In this context, instructional supervision plays a critical role in enhancing teachers' competencies and ensuring effective teaching and learning processes.

Developing meaningful professional development programs requires a clear

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understanding of teachers' needs. In the post-pandemic educational environment, rapid technological advancements and shifting pedagogical demands have rendered some traditional teaching approaches less effective (Kack et al., 2016). Teachers differ in experience, technological readiness, and instructional skills; thus, a systematic needs analysis is necessary to identify competency gaps and design targeted interventions (Washington, 2019). Rather than relying on generalized training, institutions must align development initiatives with actual instructional needs.

Needs analysis is a foundational step in designing effective professional development programs, as it identifies skill gaps, prioritizes areas for improvement, and ensures that training is relevant and responsive (Bleich, 2018; Morrison, 2020). This approach is consistent with Knowles' theory of andragogy, which emphasizes that adult learners are self-directed and benefit from learning that is problem-centered, experience-based, and immediately applicable (Pappas, 2013; Culatta, 2023). Hence, professional development programs for teachers must be grounded in their actual instructional needs.

Instructional supervision has been widely recognized as a key factor in improving teacher performance and student achievement. Empirical studies have shown that effective supervision positively influences teachers' instructional practices, attitudes, and overall performance (Ampofo et al., 2019; Hoque et al., 2020; Ivagher, 2021). Core supervisory functions include direct assistance, group development, professional development, curriculum development, communication skills enhancement, research engagement, and subject matter mastery (Glickman et al., 2001, as cited in Chen, 2018).

Direct assistance involves continuous, individualized support through classroom observations, feedback, and reflective dialogue, enabling teachers to refine their instructional strategies (Renard, 2023). Building on this, curriculum development ensures that teaching content, materials, and learning experiences remain relevant and aligned with current educational demands (Alsubaie, 2016). In turn, research engagement promotes evidence-

based teaching practices, allowing teachers to improve instruction through systematic inquiry (Chow et al., 2015). These interconnected components demonstrate how instructional supervision supports continuous professional growth.

Furthermore, collaboration through group development fosters shared problem-solving and innovation among teachers, while effective communication skills strengthen relationships within the learning environment and enhance classroom management (Penuel et al., 2020; Sinha, 2022). Mastery of subject matter also remains essential, as it enables teachers to deliver accurate content and address students' misconceptions effectively (Kamamia et al., 2014).

In the Philippine context, the Commission on Higher Education (CHED), through Republic Act No. 7722, mandates higher education institutions to ensure quality and relevant instruction by strengthening instructional supervision (Commission on Higher Education [CHED], 2022). Deans and academic leaders are tasked with overseeing instructional practices and supporting faculty development to meet institutional and national standards.

Despite the recognized importance of instructional supervision and its implementation in the state university in Bacolor, Pampanga, a significant gap remains. While supervision practices are present, there is no established evidence-based mentoring program grounded in a systematic analysis of faculty instructional supervision needs. Existing efforts are often generalized, fragmented, and not anchored in empirical data. Moreover, there is limited documentation on how instructional supervisors design mentoring strategies or align them with faculty development needs. This absence of a structured, data-driven mentoring framework limits the effectiveness of professional development initiatives and their impact on teaching quality and student outcomes.

Anchored in social cognitive theory (Bandura, 1986), which emphasizes learning through observation and modeling, this study recognizes the role of instructional leaders as models of effective teaching practices (LaMonte, 2022; Millacci, 2021). Through guided supervision and mentoring, teachers

can adopt improved instructional strategies and enhance their professional competence.

Given these considerations, this study aims to determine the instructional supervision needs of college instructors and examine how instructional leaders' experiences shape mentoring practices. The findings serve as the basis for developing an evidence-based mentoring program designed to enhance teaching competencies and improve student learning outcomes.

Statement of the Problem

The researcher determines the instructional supervision in a state university based on the needs of college instructors with the goal of improving the quality of instruction and the teaching performance of the instructors. Specifically, this study sought answers to the research questions as follows:

1. How may the instructional supervision needs of college instructors be described in terms of:
 - 1.1 direct assistance;
 - 1.2 professional development;
 - 1.3 group development;
 - 1.4 curriculum development;
 - 1.5 communication skills;
 - 1.6 mastery of the subject matter; and
 - 1.7 research?
2. What activities/strategies can be provided by supervisors to improve the instructional capabilities of college instructors?
3. What evidence-based mentoring program may be proposed to enhance the performance of college instructors?

Methods

Research Design

This study employed a sequential explanatory mixed methods design, which integrates quantitative and qualitative approaches to provide a comprehensive understanding of a research problem (Creswell & Plano Clark, 2012). This design consists of two phases: an initial quantitative phase followed by a qualitative phase that explains and elaborates on the quantitative results (Dawadi et al., 2021).

The quantitative phase was used to identify the instructional supervision needs of college instructors, while the qualitative phase

explored the experiences of instructional leaders to provide deeper insights into the findings. This approach was selected because combining both methods yields a more complete understanding of the research problem than using a single method (Creswell, 2013).

Respondents and Participants

This study involved two groups of informants and utilized total population sampling for the quantitative phase and purposive sampling for the qualitative phase.

Quantitative Phase

Total population sampling was employed to include all college instructors at Don Honorio Ventura State University (DHVSU), Bacolor, Pampanga, from eight colleges and six extension campuses during the academic year 2022–2023. A total of 695 instructors (Instructor I–III to Assistant Professor I–IV) participated in the study.

This sampling method was selected to ensure maximum representativeness of the population. Given the manageable size of the population, including all instructors minimized sampling bias and allowed for a comprehensive assessment of instructional supervision needs across different academic units.

Qualitative Phase

For the qualitative phase, purposive sampling was used to select participants with relevant expertise in instructional supervision (Etikan et al., 2016). The participants included 10 college deans and campus directors who met the following criteria: (a) at least three years of experience in their position and (b) possession of a doctoral degree.

These participants were selected due to their direct involvement in instructional supervision and their ability to provide in-depth insights into mentoring practices and faculty development.

Research Instruments

Two types of instruments were utilized in this study: a survey questionnaire for the quantitative phase and a semi-structured interview guide for the qualitative phase.

Quantitative Instrument

A structured survey questionnaire was developed based on related literature. It consisted of two parts: (1) respondents' profile and (2) instructional supervision needs, including direct assistance, professional development, group development, curriculum development, communication skills, subject matter mastery, and research.

Content validity was established through expert evaluation, while reliability was tested through a pilot study involving 70 instructors from another state university in Region III.

Qualitative Instrument

A semi-structured interview guide was developed based on the research objectives and validated by experts to ensure clarity and relevance. The interviews focused on participants' experiences and strategies in instructional supervision and mentoring.

Data Collection

Prior to data collection, necessary permissions were secured from DHVSU officials. Informed consent was obtained from all respondents and participants.

For the quantitative phase, the researcher personally administered the survey questionnaire to ensure a high response rate. Completed questionnaires were collected, checked, and organized for analysis.

For the qualitative phase, interviews were conducted face-to-face at the participants' convenience. With consent, interviews were recorded and transcribed. Follow-up questions were asked to clarify responses and ensure depth of information.

Data Analysis

Quantitative data were analyzed using appropriate statistical tools to determine the instructional supervision needs of college instructors.

Qualitative data were analyzed using Colaizzi's phenomenological method, which involved extracting significant statements, formulating meanings, clustering themes, and

validating findings with participants to ensure accuracy and credibility.

Ethical Considerations

Ethical standards were strictly observed throughout the study. Participation was voluntary, and informed consent was obtained from all respondents. Confidentiality and anonymity were ensured by removing identifying information from all data.

In compliance with the Data Privacy Act of 2012 (Republic Act No. 10173), all data were securely stored and used solely for academic purposes. Digital files were password-protected, while physical documents were kept in a secure location. Access to data was limited to the researcher, and all data will be properly disposed of after the completion of the study.

Result and Discussion

The quantitative phase of the study includes the collection of data from questionnaires which were analyzed with the aid of statistics. The qualitative data support the findings from the analysis of the responses from the questionnaire and are integrated into the discussions.

1. Instructional Supervision Needs of College Instructors

This section of the study presents the instructional supervision needs of the respondents in seven areas which include direct assistance, professional development, group development, curriculum development, communication skills, mastery of the subject-matter, and research.

1.1 Direct Assistance

The direct assistance needs of the college instructors were determined. These are needs that focus on peer coaching, an avenue for ease of communication, mentoring between the supervisors and instructors, strengthening the weak areas identified through classroom observation and post conference, and other strategies to help the college instructors improve their teaching performance. The data on the direct assistance needs are shown in Table 1.

Table 1
Instructional Supervision on Direct Assistance

Direct Assistance I need to be provided with...	Mean	SD	Verbal Interpretation
1. an opportunity for peer coaching among colleagues;	4.03	0.91	Often
2. conducive learning environment for the conduct of classes;	4.42	0.79	Always
3. regular class observation by the supervisor with the objective of enhancing the teaching skills;	3.96	0.98	Often
4. an avenue for ease of communication (formal/informal interaction, provision of unbiased feedback); and	4.22	0.82	Always
5. a healthy dialogue between the supervisor and instructor by facilitating activities, such as fellowship and team building.	4.33	0.84	Always
Grand Mean	4.19	0.87	Often

Table 1 presents the descriptive statistics for instructional supervision regarding direct assistance. Direct assistance is the provision of personal, continuing interaction with an individual instructor to observe and support in classroom instruction. It is also designed to assist instructors in improving their instruction through classroom walk-throughs (CWT).

The table reveals that from a total population of 695, direct assistance has a grand mean of 4.19 which has a verbal interpretation of "often". It is observed that among the statements for direct assistance, respondents need a more conducive learning environment for the conduct of classes which has a mean of 4.42. Direct assistance has a standard deviation of 0.87 which is very much accepted and the values in the dataset are relatively consistent.

According to Nakpodia's (2016), instructional supervision in the modern era is focused on enhancing the teaching-learning environment for the benefit of both teachers and students. He also mentioned that a conducive and supportive learning environment aids in identifying the strengths and weaknesses of instructors. This also helps in determining follow-up activities that need to be directed at the enhancement of the identified teachers' weaknesses and in recognizing teachers who promote a friendly workplace based on their

positive human relations. Additionally, it supports teachers' self-discovery, notably in the areas of improvisation and the use of modern teaching tools as a basis for enhancing their teaching strategies. The college instructors felt that they need more coaching or training to equip them with classroom teaching techniques, especially on the use of modern educational technology.

Supervisors are supposed to evaluate the degree to which the educational objectives are being met and to gather data about the previously stated goals so that some judgment can be evaluated. The supervisor assists teachers in evaluating their classroom performance, assessing their strengths and weaknesses, and deciding how to overcome their deficiencies. Supervisors are also expected to provide a conducive and supportive learning environment for the evaluation of activities in the school by gathering all important instructional resources; coordinating with the staff members' and the local community's active participation in the evaluation of the teaching and learning processes and outcomes; examining the community relations of the schools based on the evaluation results; and making improvement to strengthen such relations (Brinker, 2015). The desired goal of observation in the classroom is to assist teachers in identifying their areas of

strength and weakness. It is not carried out because it is mandated or under the purview of the instructional supervisors' duties. In light of this, the supervisors may provide mentorship to address the problems observed in the classroom evaluation after having a thorough discussion with the teachers who were observed.

Moreover, Tucker and Stronge (2009) asserted that when evaluating teachers in the environment of instruction, supervisors should consider the context of the following: content of knowledge; verbal ability; pedagogy of knowledge; instruction that is connected to learning outcomes; monitoring of student progress based on their assessment; utilizing the meta-analysis techniques as well as data-driven information for test; and creating a conducive and supportive learning environment for the improvement of academic achievements of the students. The teachers' core responsibilities include teaching, guiding, and molding the character and competence of the students. Hence, they need to possess the

competencies required to fulfill their work responsibilities. The crucial competencies include content knowledge mastery, pedagogical skills appropriate to the learners' preferences and variabilities, and effective classroom management skills to enable teachers the use resources for the successful attainment of learning goals. Hence, instructional supervision must target the honing of teacher's skills in these areas.

1.2 Professional Development

The professional development needs of the college instructors are focused on opportunities for them to attend activities or programs that help them to improve their teaching craft. These are needs to be part of a professional organization, to experience being an assessor, evaluator or accreditor, and resource speaker, to lead or to take charge in any teacher activities, to have a regular assessment of teachers for promotions or appointments, and differentiated professional development activities.

Table 2
Instructional Supervision on Professional Development

Professional Development I need to be provided with...	Mean	SD	Verbal Interpretation
1. an opportunity to be part of a professional organization;	4.41	0.79	Always
2. an opportunity to experience being an assessor, evaluator or accreditor, and resource speaker;	4.07	0.93	Often
3. a regular assessment of teachers for promotions or appointments;	4.18	0.87	Often
4. an opportunity to lead or to take charge in any teacher activities;	4.10	0.91	Often
5. differentiated professional development activities to address career pathing, teaching styles, interests and needs, among others.	4.25	0.81	Always
Grand Mean	4.21	0.86	Always

Table 2 presents the data on instructional supervision regarding professional development. One of the forms of lifelong education is professional development through in-service training or seminar-workshops which play the essential role of education in the development of competencies. In-service training means a form of lifelong education for professional workers in education, providing them with more encouragement, the chance to enrich

their knowledge, and the opportunity to be aligned with the newest developments in the profession.

As gleaned from Table 4, instructional supervision through professional development has a grand mean of 4.21 with a verbal interpretation of "always" and supported by a standard deviation of 0.86 which is within the range of accepted deviation. Most of the respondents need to be provided with an opportunity to be

part of a professional organization as shown in the table with the highest mean of 4.41, a standard deviation of 0.79, and a verbal interpretation of “always”. They also need to be provided with differentiated professional development activities to address career pathing, teaching styles, interests and needs, among others with the highest mean of 4.25, a standard deviation of 0.81, and a verbal interpretation of “always”.

The dean and program chairs expressed that they provide support for professional development for the college instructors. This is supported by the responses below and are summed in the theme:

Extracted Theme: Improve Instructional Management and Supervision Practice

“As a supervisor, we can promote mentorship, by supporting good relationship in the workplace through networking, personal connections.” (KPa4)

“Mentoring programs in research and the latest innovations in educational technologies may be considered.” (KPa9)

“Encourage mentoring and collaboration among another faculty member.” (KPa10)

Professional and capability enhancement programs for faculty members are ways by which the KIs carry out instructional supervision. Capability enhancement programs aim to further develop the competencies of the faculty members, being the key players in the teaching-learning process through training, seminars/webinars, workshops, pursuing graduate studies, research engagement, and others (Tamban & Maningas, 2020; Institute for Effective Education, 2016). The study by Mutunga et al. (2022) revealed the need for principals to provide opportunities for capacity building for teachers as their engagement was observed to have a positive influence on teacher and student performance. This indicates that the KIs’ instructional supervision strategy to engage their respective faculty members in various capability enhancement programs is appropriate.

Additionally, linking faculty members to professional organizations and partner institutions

is deemed important based on the narratives of the KIs. Mc Sorley (2023) argues that engagement in professional organizations enables the oversight and control of professional standards and practices. Likewise, professional linkages allow for exchanges of best practices among teachers and provide support for each other. Moreover, professional linkages have the potential to encourage teachers to improve the quality of their classroom practice. Being with people from the same profession, who share many of the same interests and passions, helps motivate each other to keep improving, to enrich competencies, and to implement best practices in the classroom – improving student outcomes (Earp, 2021).

Moreover, supporting faculty in their graduate programs is viewed as an important instructional supervision strategy. Llego (2023) asserts that graduate study enhances the capabilities of educators, which has a cascading effect on the standard of instruction. Likewise, the study of Dixon and Ward (2015) revealed that teachers enrolled in master’s degrees saw the opportunity to gain knowledge and improve teaching.

The cited literature and studies support the enhancing effect of engaging in continuing professional development programs. The KIs’ strategy of highlighting the engagement in professional capability programs based on their narratives, then is appropriate and relevant. Experts stressed that teachers and other school staff must take the initiative to implement changes to professional development (Joyce & Showers, 2009). Others argued that the most successful programs are those that are directed by a clear vision that extends beyond the boundaries of specific classrooms and schools because instructors and school-based personnel often lack the competence to conceive and implement good reforms on their own (Hail & Loucks, 2008). Therefore, professional development activities, in whatever form they take, must not only be relevant to teachers but also meet their specific needs as well as their concerns in instruction.

However, based on the responses of the college instructors, they still need more professional development opportunities for them to grow in teaching and master their craft.

1.3 Group Development

The 21st Century teaching encourages collaboration and cooperation for better execution of teaching. There is an opportunity to

share experiences that make learning more meaningful. The group development needs of the teachers were identified.

Table 3

Instructional Supervision on Group Development

Group Development I need to be provided with...	Mean	SD	Verbal Interpretation
1. team building activities to promote camaraderie;	4.27	0.88	Always
2. support to collaborative work in crafting instructional materials;	4.30	0.78	Always
3. support to the collaboration of teachers in research undertaking;	4.27	0.80	Always
4. avenue for friendly group competition on extra/co-curricular activities; and	4.20	0.85	Always
5. encouragement in collaborative problem-solving among faculty.	4.30	0.80	Always
Grand Mean	4.27	0.82	Always

Table 3 shows the data of instructional supervision regarding group development. Group development is observed when decision-making occurs, and teachers collaborate to address shared instructional concerns. When a team collaborates, the members will be able to work easily and effectively in handling different educational problems or issues.

Based on the results in the table, instructional supervision concerning group development has a grand mean of 4.27 with a verbal interpretation of “always” and is supported by a standard deviation of 0.82 which indicates that the data are accepted. According to the respondents, faculty members need support and encouragement to work collaboratively in crafting instructional materials and engaging in problem-solving among faculty which has a mean of 4.30, a verbal interpretation of “always”, and is supported by a standard deviation of 0.78 and 0.80, respectively.

An important lesson from the past is that one cannot enhance schools without also enhancing the knowledge and skills of the teachers. In other words, transformation must be viewed as a personal process and administrators must be prepared to invest in the intellectual capital of individuals who work in the schools. The success of any school reform

endeavor is always dependent on the smallest unit of the organization, which in education is the classroom teacher. Teachers are the primary implementers of change, and they must be supported by supervisors and school officials (Wise, 2007). College instructors also need to be change agents, as most of their students are being prepared for the workforce by the time they graduate in a few years. Hence, instructional supervision must ensure that they are enablers of college instructors for the crucial role they play in the lives of the students. Instructional supervisors are expected to provide the instructional supervision needs of college instructors that will improve their teaching performance and lead to upgrading standard in the education system.

1.4 Curriculum Development

The role of college instructors in curriculum development is crucial. This is because curriculum development does not only pertain to the arrangement of courses to offer in a particular program or degree (Camosum College, 2023). Instead, curriculum development includes the daily lessons and activities that students must learn and be involved with for their maximum development.

Table 4
Instructional Supervision on Curriculum Development

Curriculum Development I need to be provided with...	Mean	SD	Verbal Interpretation
1. regular classroom walkthrough (CWT) / visitation by the supervisor focusing on pedagogy, assessment, and content;	4.00	0.92	Often
2. post-conference after classroom observation;	4.02	0.94	Often
3. opportunities for dialogue among instructional leaders and teachers on curriculum, teaching, and learning;	4.15	0.86	Often
4. seminars/training in crafting the objective, content, organization, and format for a curriculum; and	4.28	0.80	Always
5. support for involvement of concerned stakeholders in the development, revisits, and modification of curriculum.	4.21	0.86	Always
Grand Mean	4.13	0.88	Often

Table 4 shows the data on instructional supervision through curriculum development. In terms of curriculum development, updating and changing the lessons, schedules, and resources used in the classroom are needed to remain relevant in a continuously changing educational landscape. Choosing a content, purpose, organization, and format for a curriculum that is appropriate for students' needs is a must (Camouson College, 2023; Alvior, 2014). In this case, college instructors must develop appropriate teaching and learning plans to produce students equipped with knowledge competencies and imbued with values that will make them blend with the society.

Based on Table 4, instructional supervision regarding curriculum development has a grand mean of 4.13 with a verbal interpretation of "often" which means that all statements are visible and often observed. The grand mean is accepted and is supported by the standard deviation of 0.88 which is very close to the deviation range. It is noted that statement four which is respondents need to be provided with "seminars/training in crafting the objective, content, organizations, and format for a curriculum" obtained the highest mean of 4.28 with a verbal interpretation of "always" and is being supported by a standard deviation of 0.80.

Curriculum development is also considered the function of school supervision. Ornstein

and Hankins (2009) have mentioned that the fields of curriculum, instruction, and supervision are directly related. According to them, after the curriculum is developed, we must "look" at, and supervise, how it is presented. Supervisors transformed into curriculum experts invest enormous amounts of time in revising, clarifying, and enhancing the curriculum (Beach & Reinhartz, 2011). Individualizing instruction, modifying the curriculum, and creating new curriculum guides constitute a large portion of the improvement of the learning environment. College instructors must then be fully oriented on effective curriculum development for the benefit of their students.

The study of Beach and Reinhartz (2011) found that by becoming a stakeholder in the curriculum creation process, teachers begin to identify it as one of the essential components of the instructional lives of schools and individual classrooms. The supervisor's role in curriculum development is to encourage teacher reflection on key components and to choose relevant topics to teach and strategies for implementation. Supervisors and teachers must collaborate to understand the numerous components of planning and how they affect daily instruction and student progress. They play a vital role in effective schools where there is a strong emphasis on learning and positive student results.

1.5 Communication Skills

Communication skills are needed for effective teaching. Teachers then need to

possess effective communication skills that will enable smooth and clear classroom discussions.

Table 5
Instructional Supervision on Communication Skills

Communication Skills I need to be provided with...	Mean	SD	Verbal Interpretation
1. refresher course/training to develop teachers' written or verbal communication skills;	4.00	0.95	Often
2. an opportunity to enhance communication skills like moderator, masters of ceremony, etc.;	4.01	0.96	Often
3. an opportunity to write a narrative report of conducted activities and submit it to the office;	3.97	0.93	Often
4. an opportunity to develop the teacher's technical writing skills; and	4.07	0.91	Often
5. freedom of speech for any academic concerns (formal and informal interactions).	4.26	0.87	Always
Grand Mean	4.06	0.92	Often

Table 5 presents the data on instructional supervision regarding communication skills. According to Sinha (2022), communication skills, or the capacity to speak effectively, are essential for instructors. They must be able to communicate successfully with students, other teachers, and staff members. Teachers with strong communication skills can better understand their students and build long-lasting relationships with them.

As shown in the table for communication skills, the grand mean of 4.06 has a verbal interpretation of "often". This is accepted and is being supported by a standard deviation of 0.92, which is very close to deviation range. The provision of freedom of speech for any academic concerns (formal and informal interaction) has the highest mean of 4.26 and a standard deviation of 0.87 with a verbal interpretation of "always".

The deans and program chairs maintain that they have good communication with the college instructors. This is supported by the following responses:

"Maintain open lines of communication to understand faculty concerns and ideas; Ensuring that they have access to relevant teaching materials and technology and laboratory tools." (KPa10)

"When it comes to instruction, I have my trust and confidence in the faculty. I express my appreciation to them." (KPa3)

The two KI's underscored the significance of communication in teaching and learning. Their concepts about the value of communication find support in various studies and literature. Communication in all aspects of life is crucial in building relations, achieving goals and objectives; and enhancing commitment (Musheke & Phiri, 2021; Bucata et al., 2017; Ma, 2022). Communication is also deemed vital in the educational setting. According to Sinha (2022), one of the most important skills of educators is communication. The ability to communicate verbally and in writing is key to fostering relationships between supervisors and teachers. To build good relationships, supervisors consult with their coworkers and exchange information, suggestions, and ideas (Furst, 2021). Moreover, Hanifan (2022) argues that children can learn, grow, and thrive in a learning environment that fosters effective communication. Positive interactions between teachers and students aided through open communication, influence how students participate in class, are engaged, and eventually perform well academically.

The narratives of the KIs clearly manifest the importance of communication in improving instructional management and supervision practice. This is consistent with the study by Wardani et al. (2021) where the conclusions indicate that effective interpersonal communication and activities for academic monitoring are crucial to raising teacher performance. The findings imply the need to develop open communication between the supervisors and teachers.

Effective communication is defined as correct understanding, and it is significant for the communicator to convey their ideas in a way that the recipient can comprehend the nature and generality of the message. Teachers who have effective and good communication skills can easily establish healthy and lasting relationships with their students as they understand their students' differences. If teaching is

not viewed as being equal to the concept of communication, then at the very least, communication should be regarded as a necessary component of teaching in educational processes. Therefore, only the teachers' scientific experiences and viewpoints are ineffective in the teaching process. Without a strong rapport with each student, the teacher cannot expect to see any acquisition or behavioral change during the teaching process. Even some research studies have claimed that a teacher's communication abilities might be used to judge their effectiveness (Sinha, 2022).

1.6 Mastery of the Subject Matter

Content knowledge or mastery of the subject-matter is one of the crucial prerequisites to effective teaching. Hence, college instructors must fully grasp the competencies they need to deliver to the students.

Table 6
Instructional Supervision on Mastery of the Subject Matter

Mastery of the Subject Matter I need to be provided with...	Mean	SD	Verbal Interpretation
1. opportunity to enroll/attend classes in post-graduate studies;	4.40	0.87	Always
2. opportunity to attend seminars related to the field of specialization;	4.44	0.76	Always
3. opportunity to give educational assistance to those taking doctoral degrees;	4.30	0.98	Always
4. availability of library resources; and	4.43	0.83	Always
5. exposure activities/exchange to other institutions where he/she could enhance his/her knowledge of a specific subject, such as demo-teaching festival.	4.36	0.84	Always
Grand Mean	4.39	0.86	Always

Table 6 presents the data on instructional supervision regarding mastery of the subject matter. Mastery of subject matter is another area of teaching and learning that must also be included in instructional supervision. If teachers are proficient in the subject, they will be able to teach the knowledge and information using appropriate communication, critical thinking, and creative abilities based on the

cognitive, affective, and psychomotor domains of learning. The teacher-student relationship, which is founded on the teacher's proficiency in delivering the subject material, fully benefits the learner.

As shown in Table 6, instructional supervision on mastery of the subject matter obtained a grand mean of 4.39 with a verbal interpretation of "always" and a standard deviation of

0.86, which is within the range of accepted deviation. The provision on the opportunity to attend seminars related to the field of specialization received the highest mean of 4.44 with a standard deviation of 0.76 and has a verbal interpretation of “always”. Respondents would like to be sent to seminars to acquire more knowledge and enhance their skills in their field of specialization to become more effective and efficient in teaching the subject they handle.

The responses of the college instructors provided by the key informants comprising the college deans and campus directors of Don Honorio Ventura State University in Pampanga who have been supervising the faculty members for three years show support for the teacher’s mastery of subject-matter. This is evident in the responses below.

Extracted Theme: Provision of Knowledge and Resources for Instructions

“We directly cascade the university tools and objectives down to the knowledge down to the department level. We usually gave a little time, a little focus to those things that we might consider significant to the whole attainment of the goal and objective of the university.” (KPa1)

“First, we need to have an orientation regarding the creation of instructional materials need to know the proper procedure on how to do the correct process for IMS for instance it should be approved by the governing body/technical committee (TIMD).” (KPa6)

“We try to assist our instructors by providing them with all the instructional materials that they need in a certain or a specific subject.” (KPa2)

“They have their complete instructional materials. They have their modules because we know we prepared it for COPC. So, when it comes to instruction, I have my trust and confidence in the faculty.” (KPa3)

“Being the director of the campus, it is my duty to provide for the facilities that will aid with the instruction of our faculty. (KPa5)

Effective instruction is conceived by the participants to be one where the instructors possess the necessary knowledge of content and have instructional resources or materials that will support the delivery of the lessons to the learners. This conception or thought about what comprises effective instruction is supported by Rice and Kitchel (2016) in their study where they recommended providing opportunities for teachers, especially the novice ones to enrich their knowledge content for effective delivery of instruction. Similarly, Jeschke et al. (2021) also found in their study a difference between teachers who had training in knowledge application and those without training. The researchers recommended training in both knowledge and the ability to apply the knowledge to instructors. Likewise, the Kentucky Department of Education (2023) reiterated that one of the highly effective teaching and learning characteristics that teachers must possess is knowledge of content. The narrative response then of the supervisors’ strategy of ensuring that instructors possess knowledge of the content is well supported in previous studies.

Another strategy of the supervisors in supporting the instructors is providing them with teaching materials and resources. For the Key Informants, teaching materials are necessary aids in the effective delivery of instruction. This strategy of the KIs is well supported in the study by Frimpong (2021) where he found that students’ interaction in class was hindered by the inaccessibility and unavailability of teaching and learning materials. Additionally, Thurnira et al. (2022) found a positive and significant influence of teaching materials on the academic performance of the learners. Another experimental study by Yilma and Korur (2021), showed that students who were taught using the Advance Organizer Concept Teaching Material (ONACOM) had increased achievement and attitude levels. The findings of the present and the cited studies illuminate the significance of teaching and learning materials vis-à-vis academic performance and achievements.

The foundation of a teacher’s education is their understanding of the subject matter. The ability to master the subject matter and

recognize the connections between other subjects are two more skills that the teacher must possess. These are crucial for a teacher's professional development and rest firmly on a foundation of general education that fosters a teacher's personal development. Teachers focus on the subjects they will be teaching, which typically gives them scholarly knowledge of those areas and interacts with professional education to produce new insights and abilities for performing in a professional capacity (Shantz & Latham, 2012).

Nevertheless, the findings shown in Table 6 indicate the need for college instructors for assistance as they desire to possess mastery of their subject-matter. This is an area under instructional supervision that can be strengthened in the university.

1.7 Research

Research is one of the responsibilities of college instructors aside from teaching, extension, and production. They need to possess research skills so they can provide evidence-based teaching

Table 7
Instructional Supervision on Research

Research I need to be provided with...	Mean	SD	Verbal Interpretation
1. research capability activities specifically related to the field of specialization;	4.28	0.87	Always
2. research mentoring for the improvement of the research paper;	4.29	0.84	Always
3. research presentation opportunity (local, national, and international);	4.24	0.91	Always
4. assistance with research publication strategies; and	4.28	0.91	Always
5. financial assistance qualified for research work from the conduct of research presentation to publication.	4.33	0.93	Always
Grand Mean	4.28	0.89	Always

Table 7 shows the data on instructional supervision regarding research. When teachers use research as the basis of instruction, they become more effective in providing instruction. Evidence-based teaching practice supports meaningful teaching and learning. This is affirmed in the study by Chow et al. (2015) revealing that research helped teachers enrich knowledge, curriculum design, and develop school culture. Research on teacher education is largely focused on recognizing and resolving issues in the classroom and at the school, where emphasis is frequently placed on "reflective teaching practice" and "classroom teachers as researchers" (Burns, 2010).

Based on the findings presented in Table 7, instructional supervision regarding research obtained a grand mean of 4.28 with a verbal interpretation of "always" and a standard

deviation of 0.89, which is accepted since it is within the range of deviation.

For research work from the conduct of research presentation to publication" garnered the highest mean of 4.33 with a verbal interpretation of "always" and is supported by a standard deviation of 0.93, which is very close to the data set.

In the Philippines, conducting research has become one of the significant professional development activities or programs for teachers that was stressed by the Department of Education (DepEd) and CHED. To identify and resolve issues and concerns related to teaching and learning in their classrooms and at the school, teachers from both private and public educational institutions are urged to conduct action research. As a result, conducting research is now a requirement for teacher performance

evaluation at the end of the academic year (Ulla, 2017).

To motivate instructors to conduct research, Grima-Farrell (2017) has provided some recommendations. To boost teachers' motivation to conduct research, it is first important to consider and meet their needs. Teachers should be provided with research training and other research programs to provide them with the abilities essential to conduct research. For instructors to share their practices, abilities, and information, research collaboration should be prioritized. Finally, since

conducting research can be time-consuming and laborious, there should be robust support mechanisms among teachers and school administration.

Overall, the results demonstrate the necessity of stronger instructional monitoring for college instructors. The deans and program chairs were asked about their view of effective instructional supervision to find out if their perspectives matched that of the college instructors. The responses are summed in the theme:

Extracted Theme: Professional and Capability Enhancement Programs for College Instructors

"In creating a successful and effective learning environment as campus director, it is my crucial role to support faculty members in their instructional needs. Some of the ways to assist them: I maintain open lines of communication to understand faculty concerns and ideas, ensuring that they have access to relevant teaching materials and technology and laboratory tools; encourage mentoring and collaboration among other faculty members; provide classroom observations and give constructive feedback; and collect the students' comments during evaluation to identify areas for improvement and providing support if necessary." (KP10a)
"Mentoring programs and the latest innovations in educational technologies may be considered." (KP7b)

"Initially, we can revisit the existing supervisory mechanism for further evaluation. So that we can easily track if it is still relevant to the present situation now that there more sudden shift from the traditional to the hybrid mode. Feedback mechanism will be performance and by drafting matrix for supervisory plan/program." (KP6c)

"The university may establish more solid partnership in reputable institutions for faculty development focusing on pedagogical innovations and interventions." (KP7c)

"To enhance the instructional supervision of the university, consider implementing these suggested strategies and support: develop a comprehensive supervision framework; provide training to the instructional supervisors; promote a culture of collaboration and sharing of best practices among deans/campus directors/ chairpersons; and provide a range of professional development opportunities for the faculty members to enhance their teaching skills and knowledge. Then, monitor and evaluate the said supervision framework." (KP10c)

Developing instructional supervision and management practice is also a theme extracted from the KIs' narratives. Instructional supervision enables a collaborative professional technique for enhancing learning (Basilio & Bueno, 2021). The objective of instructional supervision is to monitor, support, and empower teachers to share with their students meaningful learning opportunities. Having instructional supervisors is crucial in teacher development since they provide feedback on a teacher's practice. The teacher gains insight into how to

improve their lessons. In the study by Maisyarah et al. (2021), the importance of instructional supervision to improve teaching effectiveness was revealed. Additionally, the study showed that teacher meetings, seminars, peer discussions, and upgrading are some of the instructional supervision methods frequently used in Indonesia and the Philippines. In both Indonesia and the Philippines, underused methods include panel discussions, supervision bulletins, and professional libraries. The findings suggested the inclusion of panel

discussions, supervision bulletins, and professional libraries.

The significance of communication in teaching and learning was underscored by Kpa10. The concept of the value of communication finds support in various studies and literature. Communication in all aspects of life is crucial in building relations, achieving goals and objectives, and enhancing commitment (Musheke & Phiri, 2021; Bucata et al., 2017; Ma, 2022). Communication is also deemed vital in the educational setting. According to Sinha (2022), one of the most important skills of educators is communication. The ability to communicate verbally and in writing is key to fostering relationships between supervisors and teachers. To build good relationships, supervisors consult with their coworkers and exchange information, ideas, and suggestions (Furst, 2021). Moreover, Hanifan (2022) argues that children can learn, grow, and thrive in a learning environment that fosters effective communication. Maintaining positive interactions between teachers and students through open communication influences students' participation in class, their engagement in the lessons, and eventually their performance academically.

Providing individual conference rooms to discuss classroom observations was asserted by KPa7. The main reason for a post-conference after classroom observation is to provide the teachers with feedback on their performance. The strengths and weaknesses of the teachers are discussed for reinforcement and refinement (Mayes, 2021). The supervisor must ensure that teachers will not feel humiliated, especially in presenting the observed weaknesses. One of the ways to do this is to hold a post-conference in a private room.

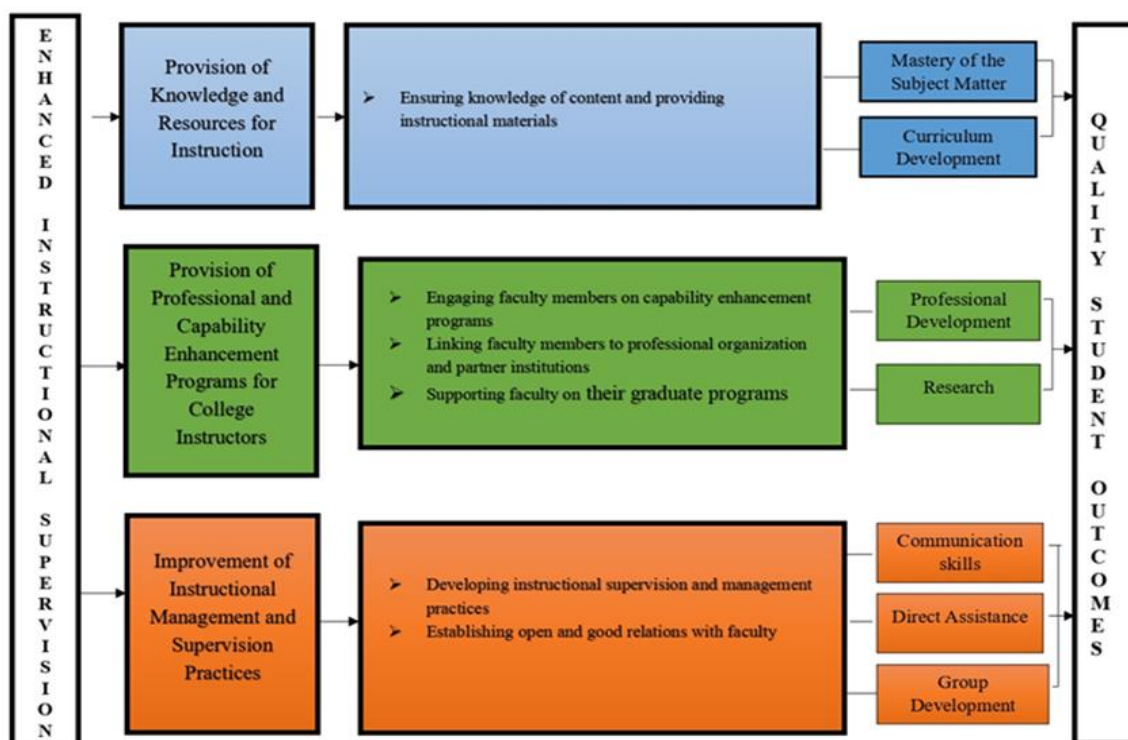
The narratives of the KIs clearly manifest the importance of communication in improving instructional management and supervision practice. This is consistent with the study by Wardani et al. (2021) where the conclusions indicate that effective interpersonal communication and activities for academic monitoring are crucial to raising teacher performance. The findings imply the need to develop open communication between the supervisors and their teachers.

Instructional supervision is viewed to have a crucial role in teaching quality. It is considered the key to success in the educational system. Ebmeier (2003) produced research that linked teacher efficacy to supervision. He defined efficacy as an individual's belief in his or her capabilities to achieve a certain end. According to his work, supervision activities that teachers felt were supportive of their roles included providing feedback, encouragement, emotional support, reinforcement, as well as modeling experiences. If more classroom observations occurred, teachers felt they had more efficacies. This is also supported by Ashun and Acquah (2021) in their study which revealed the benefits of instructional supervision. Supervisors did not provide adequate monitoring of teachers. Hence, they recommended the provision of supervisory training as well as intense workshops to increase their capacity for teacher monitoring. Also, the budget should be given to instructional supervisors to cover all expenses related that associated with overseeing teachers.

The study reveals that college instructors demonstrate high to very high instructional supervision needs across all domains. The findings suggest that instructional supervision should adopt a developmental, collaborative, and theory-driven approach, integrating mentoring, professional learning, and institutional support systems. Overall, the integration of Social Cognitive Theory and Andragogy provides a strong explanatory framework for understanding how instructional supervision can enhance teacher competence and performance.

Emergent Framework

The emergent framework of the study which was based on the quantitative data analyzed and three themes extracted from the responses of 10 key participants. Participants in the quantitative phase included the college instructors who answered the validated questionnaires. On the other hand, the immediate supervisors comprising the dean / campus directors were the participants in the qualitative phase.



The framework or model to enhance instructional supervision was based on the responses from the qualitative part and from the themes extracted in the qualitative part. The three main strategies or pillars are illustrated in emerging framework. The blue colored boxes represent the first pillar of instructional supervision, which is the provision of knowledge and resources for instruction (KRI). Instructional supervision must ensure that instructors have mastery of the content of the course they are handling. Aside from the knowledge content, instructors must also be provided with adequate instructional resources that will enable a clear presentation of lessons. Under this pillar, the college instructors' need for mastery of subject-matter and competence in curriculum development (identified from the quantitative data) are integrated. Specific programs to meet these needs are specified in the program matrix.

The second pillar represented by the green color is the provision of professional and capability enhancement programs (PCEP) for fa. As a green color represents nourishment from the provision of nature, so also should the instructors be nourished with seminars, trainings, workshops, and other opportunities for

professional growth. The identified needs from the quantitative phase which included the professional development and research capability building are also part of this pillar. The activities to address these needs are specified in the program matrix.

The third pillar is represented by a bright orange color, which brings hope and optimism to instructors because of the improved instructional management and supervision practices (IMSP). Nowadays, instructional supervision should be collaborative and optimistic. It is necessary to dispel the notion that classroom surveillance is being done for "policing" purposes. Supervisors must give teachers the impression that they are there to support them in finding areas where their lessons could be improved. To meet the needs that have been identified, the program matrix incorporates the demands for group development, communication skills improvement, and direct assistance. The KIs' feedback, which considered their actual practices for instructional supervision, gave rise to the three pillars of enhanced instructional supervision. These three pillars supported the responses of the college instructors from the questionnaire in the quantitative phase.

The provision of knowledge and resources for instruction (KRI) is regarded as a significant factor for supervisors. The instructors' mastery of the knowledge content of the courses they are handling is crucial in the delivery of quality instruction. If the instructors have inadequate mastery of the content, no matter how rich their pedagogical strategy is, successful teaching will not be achieved since students may not acquire the expected competencies. Teachers must have an in-depth understanding of what they are teaching and be able to transform their thoughts to assist students in improving meaningful cognitive maps, relating ideas to one another, and correcting mistakes in teaching students to the highest standards (University of Northern Iowa, 2023). The teachers' knowledge of their subject matter was found to have a positive influence on the learners' academic achievement in the study by Ahmed (2019). Hence, the supervisors must ensure that teachers under their supervision possess mastery of their assigned subjects.

The provision of professional and capability enhancement programs (PCEP) for college instructors is another factor in instructional supervision. Times are changing and technology is evolving. In the 21st century, the teaching profession is a substantial transformation because of numerous aspects of the emergence of digital technologies (Srinivasacharlu, 2019). This means that instructors must update themselves with the latest trends to stay relevant in the teaching field. The study by Azevedo and Duarte (2018) revealed that instructors who were being trained thought that these scientific lectures had a favorable influence on their present level of knowledge and awareness of several contemporary scientific topics as well as their teaching strategies. Thus, there is a need to ensure that opportunities are available to update instructors' pedagogical knowledge and skills. Also, instructors must pursue advanced education for them to acquire advanced competencies in both content and pedagogical knowledge.

The improvement of instructional management and supervision practices (IMSP) is the third factor in instructional supervision. The supervision, education, and equipping of instructors provide worthwhile experiences

since these are crucial in ensuring that the educational vision and mission are realized (Basilio & Bueno, 2021). Today's schools must deal with a variety of connected problems and issues around instructional oversight and assessment. To ensure that schools are producing students with the 21st-century capabilities necessary to flourish and compete in the present environment, these educational practices must be adjusted to the changing educational landscape. Therefore, instructional supervision as well as mentoring program must be effectively developed and carefully planned to support interaction that will stimulate quality improvement in the process of teaching and learning.

Conclusion

1. Instructors clearly indicated their need to be mentored with the following:

1.1 Direct Assistance

A healthy dialogue between the supervisor and instructors by facilitating activities such as fellowship and team building. This means that instructional supervision must be viewed as an enriching support for the provision of quality teaching. The goal of instructional supervision is to support instructors by providing feedback on classroom interactions and assisting them in utilizing that feedback to improve instruction. In this way, instructors grow and develop in their teaching profession.

1.2 Professional Development

Instructional supervision should be an opportunity for differentiated professional development activities to address career patterns, teaching styles, interests, and needs, among others. The advent of modern technology necessitates teaching strategies that appeal to students who are adept in technology. The way to enhance the competence of instructors in using available educational technology is by engaging in professional development activities such as training or workshops.

1.3 Group Development

Instructional supervision is viewed as an avenue for collaboration and team-building activities to promote camaraderie. Teachers may capitalize on their strengths and draw on each

other's knowledge when they collaborate. Daily learning is possible for even the most experienced educators. Teachers can share their difficulties as well as get guidance on how to achieve the best outcomes for their students when educational institutions foster collaboration between them.

1.4 Curriculum Development

Instructional supervision should support the involvement of concerned stakeholders in the development, revisiting, and modification of the curriculum. Instructors play a vital role in curriculum development. They offer invaluable support in determining learning objectives, choosing appropriate resources, and establishing effective instructional strategies for their students. In the classroom, they implement the curriculum into practice by using their skills as educators to lead conversations, present lessons, and evaluate the progress of the students.

1.5 Communication Skills

Instructional supervision should enhance the communication skills of the teachers for effective delivery of the lessons. The core of teaching is communication in all its forms: speaking, listening, reading, writing, and presenting. Proficiency in communication equips teachers to guide and mentor students entrusted to their care. Effective communication also allows instructors to collaborate well with their colleagues for reinforcements and enables a better working environment for all school stakeholders.

1.6 Mastery of the Subject Matter

Instructional supervision supports teachers' involvement in continuous professional development. If instructors possess a mastery of their subject-matter, they can navigate the lessons well and with ease with their students. In addition, mastery of the subject-matter enables the development of appropriate teaching strategies, instructional resources, and assessment techniques.

1.7 Research

The teachers' pursuit of research engagements must be supported by instructional supervision. These are deemed beneficial to the

competence of the instructors in providing quality instruction. Research helps teachers find solutions to teaching challenges that arise in the classroom. Participating in investigations supports the professional development of knowledge, abilities, and comprehension. It also introduces them to information sources and networks of support for professionals.

2. Instructional strategies mainly underscored the need to provide opportunities for content knowledge enhancement and provision of instructional resources; engaging faculty members in capability enhancement programs; and developing instructional supervision and management practices. These strategies are deemed crucial in developing effective teaching skills that will produce students with appropriate skills they need for work prospects in the future and imbued with values that will enable them to function well in the society.
3. The evidence-based mentoring program proposed in this study addresses the instructional supervision needs of college instructors. College instructors can enhance their effectiveness as educators in terms of their practice and degree of teaching knowledge both within and outside of the classroom with effective instructional supervision.

Recommendations

1. *Implementation of a Structured Faculty Mentoring Program*

Higher education institutions should establish a formal mentoring program that includes scheduled one-on-one mentoring sessions at least once per semester, peer observation and feedback mechanisms, and documentation of mentoring progress.

2. *Provision of Targeted Professional Development Activities*

Institutions should implement annual faculty development programs focusing on curriculum design, outcomes-based education, digital pedagogy, and research skills. These programs should be tailored according to faculty needs, specialization, and level of experience.

3. *Strengthening Faculty Collaboration and Group Development*

HEIs should create faculty learning communities (FLCs) organized by discipline, conduct regular team-building activities, and establish peer coaching systems to promote collaboration and sharing of best practices.

4. *Enhancement of Curriculum Development Processes*

Academic leaders should conduct annual curriculum review and enhancement workshops involving faculty and relevant stakeholders. Mentoring support should be provided to ensure alignment of learning outcomes, instructional strategies, and assessment methods.

5. *Improvement of Communication and Teaching Effectiveness*

Institutions should organize biannual seminar-workshops focusing on effective classroom communication, student engagement strategies, and instructional delivery techniques.

6. *Promotion of Subject-Matter Mastery*

HEIs should organize discipline-based mentoring clusters, support faculty participation in advanced studies or certifications, and provide access to updated teaching resources and academic references.

7. *Development of a Research Capacity Building Program*

Institutions should implement a structured research mentoring system that includes quarterly research workshops, mentoring by experienced researchers, and incentive programs for publication and conference participation.

8. *Strengthening Administrative and Policy Support*

Deans and campus directors should collaborate with Human Resource offices to integrate mentoring programs into faculty evaluation and promotion systems, allocate sufficient funding, and develop policies that recognize mentoring as an essential academic function.

9. *Future Research Directions*

Future researchers may examine the relationship between instructional supervision and teaching performance, assess the long-term impact of mentoring programs on student outcomes, and explore how faculty attitudes and beliefs influence their engagement in mentoring initiatives.

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