A Qualitative Study on Curriculum Supervision and Learning Modalities in the Time of Pandemic: Basis on the Proposed Innovative Supervisory Framework

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Abstract: A Qualitative Study on Curriculum Supervision and Learning Modalities in the Time of Pandemic: Basis on the Proposed Innovative Supervisory Framework. **Objective:** This study examines the challenges posed by the pandemic to instructional leaders and their ability to supervise teachers, focusing on the university context. **Methods:** Using a phenomenological approach, 6 instructional leaders were interviewed through a face-to-face questionnaire to uncover the supervision models, processes of supervising teachers, different learning modalities, and supervisory framework. **Findings:** The results revealed that the synchronous class was most effective among the three modalities used: synchronous, asynchronous, and modular. Furthermore, a differentiated supervision model was constructed based on the practices of instructional leaders, and a framework was proposed for use in other schools. **Conclusion:** The implications of this research are that instructional leaders should be aware of the various supervision models, processes, and learning modalities available in order to effectively respond to and cope with the crisis. Additionally, other schools can employ alternative supervision models by investigating the characteristics that affect supervision.

Keywords: leadership, curriculum supervision, new normal education, phenomenological research.

Abstrak: Kajian Kualitatif Supervisi Kurikulum dan Modalitas Pembelajaran di Masa Pandemi: Landasan Usulan Kerangka Pengawasan Inovatif. *Tujuan: Penelitian ini mengkaji tantangan yang ditimbulkan oleh pandemi terhadap para pimpinan institusi pendidikan dan kemampuan mereka untuk mengawasi guru, dengan fokus pada konteks universitas. Metode: Menggunakan pendekatan fenomenologis, 6 pimpinan institusi pendidikan diwawancarai melalui kuesioner tatap muka untuk mengungkap model supervisi, proses supervisi guru, modalitas pembelajaran yang berbeda, dan kerangka kerja supervisi. Temuan: Hasil menunjukkan bahwa kelas sinkron paling efektif di antara tiga modalitas yang digunakan: sinkron, asinkron, dan modular. Selain itu, model supervisi yang dibedakan dibangun berdasarkan praktik para pemimpin instruksional, dan sebuah kerangka diusulkan untuk digunakan di sekolah lain. Kesimpulan: Implikasi dari penelitian ini adalah bahwa pemimpin instruksional harus menyadari berbagai model supervisi, proses, dan modalitas pembelajaran yang tersedia untuk menanggapi dan mengatasi krisis secara efektif. Selain itu, sekolah lain dapat menggunakan model supervisi alternatif dengan menyelidiki karakteristik yang mempengaruhi supervisi.*

Kata kunci: kepemimpinan, supervisi kurikulum, pendidikan normal baru, penelitian fenomenologi.

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■ **INTRODUCTION**

The discovered virus in the year 2019 affects millions of people that turned the world upside down. People experienced drastic change in our so called "Normal Living" in all aspects like education, business, travel, leisure and even social interactions around the world. Coronavirus disease (Covid-19) is a global epidemic that results psychological stress in all people across the globe (Lu, Wang, Lin, & Li, 2020). In addition, covid-19 pandemic affects different people in different ways especially the education system not only in the Philippines but also across the globe. The pandemic has a pros and cons that need to consider of everyone. In the view of other countries in education, it is a mind twirling on how they respond on this crisis. Daniel (2020) labeled the COVID-19 pandemic as a huge challenge to education system. In addition, as learning continues, education institutions started to reopen classes. Practices, policies, and distance learning are the initial actions in education. They strict implementing wearing mask, faces shield as well as social distancing.

This crisis serves as a huge challenge in all academic officials on how they respond and cope up in this situation. The outbreak increased the gaps in the education sector globally (Onyema, Eucheria, Obafemi, Sen, Atonye, Sharma, & Alsayed, 2020). It created educational disruptions, experienced struggles in the impact of covid-19 as well as the global health concern that attested very problematic to manage. As cases of covid-19 rise inevitably, there are a lot of surveys happened before the opening class of the academic year 2020-2021 and this serves as a basis of initial action in coronavirus pandemic.

Meanwhile, curriculum supervision was a process that should be followed base on the stipulated rules to address the needs of the teachers (Eshun, Bordoh, & Kofie, 2015). Instructional leaders must ensure that the implementor of curriculum comply to the requirements given to attain its purpose. Likewise, curriculum supervision must not limited to the teaching-learning process in the classroom setting but also in the real-world application. And the effectiveness of curriculum supervision is not only to the supervisors but also to the supervisees for the reason of giving feedback (Cobbold, Kofie, Bordoh, & Eshun, 2015). The application of given feedback helps the supervisees or the faculty to improve their way of teaching in any forms of supervision.

The Commission on Higher Education have an adjustment of learning in formal education. This also affects the school calendar activities and the teaching modalities. Academic institutions practices are also affected of this pandemic. In addition, the Laguna State Polytechnic University together with CHED has initiatives to guarantee the continuity of learning and the delivery of instructions with quality services in higher education. LSPU has approved Learning Continuity Plan by the LSPU Board of Regents. It includes the adaptation of flexible teaching and learning. Instructional leaders along the lines of deans, associate deans, program coordinators and Curriculum, Instruction Development and Quality Assurance (CIDQA) director who are responsible in the supervision of the implementation of curriculum. They are facing various challenges amidst this pandemic and Laguna State Polytechnic University together with the Commission on Higher Education (CHED) are supporting flexible learning as part of the New Normal Education.

However, this is the time to test their abilities in leadership on how they handle this situation. This research will highlight the transformational practices of the instructional leaders in the Laguna State Polytechnic University System. Moreover, the researcher wants to know the various strategies and practices used in curriculum

supervision in the old normal, determine the challenges experienced of school leaders and identify the strategies they employed in the faculty as they supervised the implementation of curriculum in this time of pandemic. The results of the study will be the basis of the proposed supervisory framework and the discussion of this paper may use of as a guidance of other school leaders in different state universities and colleges in the entire country. The difficulties that leaders are having connecting and communicating with their students as well as with the community must be kept in mind (Mette, 2020).

Research Questions
This study deal on the instructional leaders in the Laguna State Polytechnic University System who monitored the curriculum supervision in this

time of pandemic. Their contribution is inevitable in the success of the institution as it surpasses the ordeal of the COVID -19 pandemic.

Specifically, it will seek answer to the following questions;
1. What are the purpose and procedures of different supervision models?
2. How did the instructional leaders supervise the teachers in the time of pandemic?
3. What are various learning modalities employed during pandemic?
4. What are the strengths and weaknesses of various learning modalities utilized in the time of pandemic?
5. What innovative supervisory framework can be proposed based on the result of addressing the challenges in curriculum supervision and learning modalities?
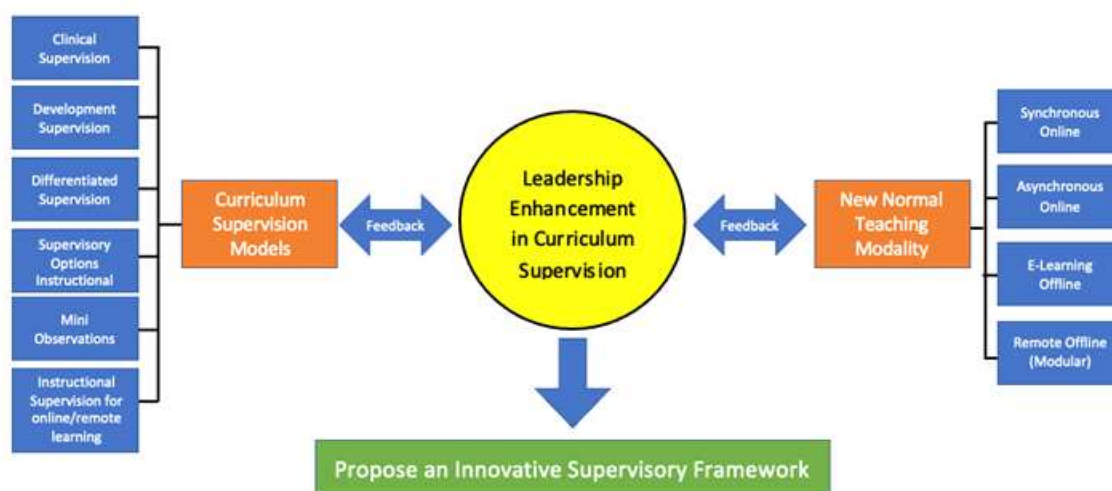

Figure 1. Conceptual framework

The conceptual framework revealed the interrelationships of the variables, which reflects the research's main purpose and serve as the foundation for descriptions and further discussion of the leadership enhancement in curriculum supervision. It showed the interrelationship of the curriculum supervision models and the teaching modality in the time of pandemic. There are various types of models that need to consider of an

instructional leaders in implementing the curriculum supervision which includes clinical, developmental, differentiated, supervisory options instructional, mini-observations, and instructional supervision for online/remote learning. Likewise, the teaching modality in the pandemic employed by the Laguna State Polytechnic University (LSPU) has 4 which includes; synchronous online, asynchronous online, e-

learning offline, and remote offline (modular). These modality were included in Board of Regents (BOR) approved LSPU Learning Continuity Plan with cooperation with the Commission on Higher Education. In line with this, addressing the various indicators would help to improve the instructional leaders' abilities and skills of handling their faculty to have an effective and efficient learning outcomes not only for faculty, teachers, students, and leaders but also for the entire stakeholders of the University. This may result in a innovative supervisory framework of the instructional leaders for their faculty.

Related Literature

Curriculum is a set of subjects to be taught in both universities and colleges (Ornstein, 1987). This is generally defined as the holistic development of the students as part in educational process as they enrolled in school. It is also about the sequence of instructions to be delivered in all learners. The term supervision is vital text in social work teachers as well as the students, it is also specifying the work place, functions, and trials encountered in supervision as a practice in workplace (Kadushin & Harkness, 2014). It means that supervision is the same as organizational behavior system that communicates school leaders and its subordinates. The main purpose of this was to have quality education for students due to the fact that supervision monitors the actions of all subordinates.

The investigation of the influence of head teachers in the instructional supervision in terms of supervising the implementation of syllabus content (Murithi, 2012). It presented that it is important to engage the school leaders in observation of teacher's performance in classroom setting. Kusumawati (2016) discussed that giving technical assistance to all teachers in delivering the instructions is a coaching activity. School leaders must support all the resources needed of their teachers, even appreciation or moral support will do to become motivated in doing their tasks.

Cahapay (2020) discussed that blended learning headed by the use of instructional technologies which was used in this modern era as part of communication. This serve as an avenue to continue the process of learning in this time of pandemic. Technology has a big role in implementing the instruction today. Now, the new normal education, it must continue and provide quality education despite of this pandemic by planning and implanting on what we called "the new normal education policy" (Tria,2020). This is to respond on the existing issues and problems encountered across the globe. Synchronous, Asynchronous, E-Learning offline, and Remote offline (modular) are the modalities that can use by the Higher Education Institutions both public and private in delivering instructions.

■ METHODS
Research Design

This study employed a qualitative method in nature and using phenomenological approach. Individuals' lived experiences considered as qualitative research as the respondents presented their attitudes, feelings, ideas, insights and perceptions (Prosek & Gibson, 2021).

Research Participants

This study utilized purposive sampling since the respondents were identified which may include the deans and/or associate deans or with a total of 6 instructional leaders.

Instrumentation

The researcher employed a self-made interview guide as the tool for this investigation. The interview guide is a non-test instrument that compose of 10 items that checked by the three field experts to ensure that the scope of the research will cover and for the reliability ang validity of the questionnaire. Indeed, interviews

provide information regarding the experiences and viewpoints of respondents concerning a specific topic (DeJonckheere & Vaughn, 2019). Before the study is performed, the questionnaire will be pilot-tested to detect any flaws, limits, or other difficulties in the design of the questionnaire and to allow the researcher to make the appropriate revisions. A pilot test must be conducted with persons whose interests are similar to those of the main study's participants. The pilot test would also assist researchers in refining the study topics described in the next part (Turner III & Hagstrom-Schmidt, 2022).

Data Gathering and Procedure

Researcher conducted a face-to-face interview in instructional leaders of LSPU to generate answer from the guide questions. The questions translated in the vernacular to let the respondents answers also in vernacular so that the respondents better shared their experiences and can articulate their thoughts on the questions. Interviews is important as a structured conversation where the interviewer asks questions to the interviewee and provide answers which was essential on the reliability of the research paper. In the field of qualitative research, face-to-face interviews have long been the dominant interview technique (Adhabi & Anozie, 2017). In addition, the researcher used data triangulation in validating the data from the respondents, the researcher gathered the respondents to present the data. This was a cross verification from different sources of information to test the consistency of results obtained in focus group discussions. Data triangulation helps to reduce bias and allows researchers to gain a more comprehensive understanding of a topic. It also helps to verify the findings of a study, as the same results are found across different data sources. This process is important in any research study as it helps to ensure accuracy and reliability of the findings.

Ethical Considerations

The data that gathered from the respondents of this research was subjected to confidentiality most especially the procedure of conducting interview. It was clearly stated to the respondents that all the information obtained to them will rest assured confidential. The researcher also seeks consent letter from the University approved by the campus director and the respondents for the conduct of the study. Ethical considerations upon making research will not only mean winning the trust and confidence of the respondents, this will also reflect the credibility of the researcher and the study as well.

■ RESULTS AND DISCUSSION

The table 1 shows the purpose and process of different supervision models. These models are having their strengths and weaknesses based on the procedures and other factors as they use in supervising their teachers in teaching and learning process.

Table 1. Supervision models

Model	Purpose	Process or Procedures
Clinical Supervision • Scientific • Accountable • Artistic	•Effective way to improve teaching •Establish harmonious relationship between supervisors and supervisees •Planning the observation strategy •Analyzing the observational data for improvement teachers	1.Pre-Observation (Planning Conference) 2.Classroom Observation/ Data Collection 3.Analysis/ Strategy

	•Both beneficiary of personal growth and personal development •Systematize the teaching practice with regular feedback and observation to strengthen the interaction between parties •Standardization of the teaching practice and all its components	4.Post-Observation Conference (feedback) 5.Post-Conference Analysis(evaluation)
Developmental Supervision	• Develop the level of abstraction of every teacher • Increase self-direction • Solve instructional problem	• Phase 1: Diagnostic -Identify the Level of Abstraction • Phase 2: Tactical -Directive approach -Collaborative Approach -Non-Directive Approach • Phase 3: Strategic -Stimulating problem-solving abilities
Differentiated Supervision • Clinical Supervision • Cooperative Professional Development • Self-directed Development • Administrative Monitoring	• It gives choices to the teachers. • Systematic evaluation of teacher performance • Standard supervisory practice is inadequate and ineffective • Neither feasible nor necessary to provide clinical supervision to all teachers • Teachers have different growth needs and learning style	• Information and Input 1.planning 2.implementation 3.menting 4.evaluationg the project • Program Planning • Implementation and Evaluation
Supervisory Options Instructional Leaders (SOIL)	• encourages the instructional leader to utilize a variety of supervisory models by an instructional leader with particular teaching situations and teacher readiness levels. • accommodate the teacher • instructional leader must be able to recognize the teacher's level of development and adjust the supervisory approach accordingly	• Structured Level- it consists of clinical and conceptual supervision. • Moderately Structured Level- it is more on flexible supervisory approaches. It recommends the developmental and contextual supervision. • Relatively Unstructured Level-

Mini Observations: A new system for Instructional Supervision	• To maximize the time of the supervisors to observe all teachers in particular school.	1.Supervisors gets into the classroom unannounced and sees the teaching process with 5 to less than 10 minutes. 2.Supervisors note the key points from the observation. 3.Supervisors conduct face to face conference (feedback) to the teachers to identify their strengths and weaknesses that needs improvement.
Instructional Supervision for online/remote learning	• Respond to the global pandemic • Alternative delivery mode of instruction	• Timing/Transition • Addressing the needs • Maintaining communication, contact, and relationships • Celebrating successes • Planning for next steps

These supervision models have their own strengths and limitations based on the existing literature and practices of the supervisors. The clinical supervision encourage reflective practice, provide quality feedback, deliver positive and nurturing relationship, promote interactive and collaboration, and solve the problems and learn from the problems but it is time- consuming, only applicable for small group teachers, can controlled the process and can focus on the teacher's behavior not to the classroom environment (Gursoy et al., 2016; Bulunz et al., 2014; Veloo et al., 2013). In terms of developmental supervision, it develops the teacher's decision-making, improve of problem-solving skills, and can engage in other supervision models, however, it has a complexity levels of abstraction (Glickman & Gordon, 1987).

Furthermore, the differentiated supervision model responds individual needs of teachers by giving them a choice of supervisory mode. It gives positive impact on teachers' perceptions of school climate. Both instructional leaders and teachers can manage their time. Nevertheless, It requires active leadership skilled and committed administrators and supervisors (Glatthorn, 1984).

Consequently, the Supervisory Options Instructional Leaders (SOIL) have also strengths; teachers can supervise in accordance to their competence, teachers are part of the supervisory process that provides opportunities for both parties to be actively engaged in educational development, teachers can supervise in accordance to their competence, teachers are part of the supervisory process that provides opportunities for both parties to be actively

engaged in educational development, and some possible rewards of employing more teacher-driven types of supervision. It can has reflection opportunities for the teacher to measure growth over time, flexibility for the instructional leader, collaboration opportunities for the instructional leader and teacher, and job satisfaction. In spite of these strengths, instructional leaders tend to explore a variety of approaches to aide in the development of All types of teachers and result of incorporating more teacher driven models of supervision could be; colleagues criticizing work ethic, losing identity of a job title, teachers' not fulfilling their responsibilities, and accountability for teaching performance (Fritz, & Miller, 2003).

Moreover, the mini observations is now a new system for Instructional supervision. It may cover all the classroom in a day (depends the number of teachers), can check the actual happening in classroom or actual scenario, focus on the SOTEL (Safety, Objective, Teaching, Engagement, Learning), and it is applicable for all teachers. But it tends to be biased, unreliable, it doesn't use a tool instead a mental checklist and contingent on knowledge of curriculum and standards (Campbell 2013; Marshall, 2013). Likewise, instructional supervision for online/ remote learning shows the importance of all stakeholders, improve online and learning strategies, and engage in the scholar-practitioner model of critical reflection and analysis. There are also a lot of limitations particularly in gaps in the knowledge of technology, lack of evaluation techniques and technological resources, capability in creating and maintaining support systems (Brock et al., 2021; Loose & Ryan, 2020; Huang et al., 2020).

Practices of Instructional Leaders in Curriculum Supervision Employed in the Time of Pandemic

There are many ways that the instructional leaders do in the pandemic time to be able to continue the learning of the students and supervise the faculty in delivering instructions. Based on the responses of the research participants, the feedback of the students helps them to monitor their teachers and make necessary actions to solve the problem or even appreciate their teachers, class monitoring both synchronous and asynchronous classes, they empower their people, used variety of online platforms, ways in classroom observations, and regular faculty meeting to talk about the significant and essential concern in their teaching and their lives as well.

Feedback of the Students

Most of the respondents agreed that feedback of the students are essential to validate the actions of their teachers. They have a reports regarding on what the teacher is doing and they will validate from the students. They personally asked students and validate it. They shared that they asked students if they learned from their teachers' discussion and learned from the activities that they are done.

D3 declared that *"...the students' feedback is the way you ask them if they learned from their teachers during the pandemic, Both online and Asynchronous"*. In addition to the statements of D3, D2 added that *"... I have a validator. Our validators are students. Every end of the semester or before the end of the semester, I call them up. All the presidents, including me, have a group chats in messenger"*. D5 added that he was asking feedback to the students. And that's when he discovered that there was actually a teacher who didn't really teach. Likewise, the actions that they do was to talk and call attention of their teachers. It also affect the workloads for the next semester which was agreed by D2 and D5. As D3 declared *"...from feedback through to students to teachers, I talk to the faculty first then the second time after I talk and it's the same, usually I reduce the load or I transfer them to another college"*.

The statements show that feedback of the students are essential to validate the actions of their teachers (Sadler, 2014). It is necessary to ask the students if they learned from their teachers' discussion and learned from the activities that they are done (Hwang et al., 2015). It is important to ask feedback from the students to be able to identify the good teachers from the bad ones. The feedbacks from the students emphasize that the actions of their teachers affect the workloads for the next semester (Kale & Gow, 2012). Thus, feedback from the students is important for the leaders to be able to validate the actions of the teachers and to make sure that the workloads are reasonable and manageable for the next semester.

Class Monitoring

In class monitoring, the evidences of the instructional leaders are the submitted accomplishments reports of their teachers, the narrative reports, and other school requirements as they check it. *D6 articulated that "... the teachers submitted their weekly accomplishment report, there is also have a narrative report and exams so we have monitoring".*

In terms of monitoring in their classroom, D1 mentioned that she get the google classroom link of her teachers was invited as co-teacher so not necessarily to check really but inform them that she was aware on they are doing in their teaching. The researcher asked her if she look at the google classroom when it is posted? And she replied *"...yes and they have that posting".* D4 agreed to what D1 mentioned as he stated that *"...the process is that you ask for the google classroom links of the faculty and randomly check their google classrooms because you all have a copy of the links".*

Further, D3 articulated that meeting is a big help for him so that he can monitor, ask them one-on-one and know their teachings practices.

It is clear that class monitoring is a way for instructional leaders to check the accomplishments of their teachers (Marshall, 2013). It involves getting the Google classroom links of teachers and randomly checking their classrooms to ensure that they are following the school's guidelines (Gentrup et al., 2020). It also involves meeting with the teachers one-on-one to get an understanding of their teaching practices. Class monitoring is an important part of ensuring that teachers are meeting the expectations of the school and that students are receiving a high quality education (Darling-Hammond, 2014; Coggshall et al., 2012).

People Empowerment

Two of research participants that they empowered their colleagues as they trust them and believed on their capabilities. They both people oriented in terms of leadership.

D2 shared that *"...I give power to people, I keep on giving choices to our faculty members with regards to what they want".* She believed that faculty members are a professional people and she gave her trust to the faculty. You give honor and dignity when faculty do their work at their best and at their own ways. D1 also mentioned that *"... you really trust your team that they will do their work".*

People empowerment is an approach to leadership which encourages the involvement and active participation of people in decision-making (Dooris & Heritage, 2013). It is a leadership style that encourages everyone to take on responsibilities and use their talents to contribute to the success of an organization (Cismas et al., 2016). People empowerment can also be seen as a way to foster collaboration, innovation, and creativity among employees (Zhang & Zhou, 2014). In the statements of the research participants, it can be seen that they both believed in the capabilities of their colleagues and trusted them to do their work. They also allowed their

employees to make their own decisions and have the freedom to exercise their own ideas and talents. This form of leadership encourages people to take on responsibilities and be actively involved in decision-making. People empowerment also helps to create a sense of ownership in the organization, as employees feel that their contributions are valued and appreciated. Overall, people empowerment is an effective approach to leadership that can help organizations to become more successful (Ciulla, 2020).

Online Platforms

They all agreed that they used various platforms in delivering instructions to the students. Most of them employed google meet and zoom while other also tried Microsoft teams. They mentioned that *"... D4: Zoom then Google meet"*. D5 said that *"... I'm directly from teaching and I have experimented with different platforms like google meet"*. D6 added that *"... Google Meet has arrived and also Zoom. In addition, there are people entering the school, those teachers who have already had time although not required. So it's not difficult for me because I see them how to teach online because they are here at school"*. On the other hand, D1 made instructions to her faculty as they need to post their materials and vivid instructions to their students when the pandemic lockdown started.

The statements suggest that during the pandemic, teachers were utilizing different online platforms to deliver instructions to their students (Bdair, 2021; Hassan et al., 2020). The platforms they used were Google Meet, Zoom, and Microsoft Teams. The participants also discussed how they were teaching their students online and they agreed that they had to post materials and vivid instructions to their students (Ohsato et al., 2022). This shows that online platforms are beneficial tools, particularly during the pandemic,

to communicate and deliver instructions to students (Coman et al., 2020).

Classroom Observation

All of the respondents have their own ways to conduct their classroom observations and they used the ISO forms as D3 reiterated. Some of them personally conduct classroom observation (D1,D4) and the others designate their program coordinators (D2,D5,). In providing comments and suggestions, they have written reports in their evaluation tool which is ISO forms, they give direct comments and some are more recommendation. They also conducted post evaluation saying what their personal assessment of the strength and weaknesses of the teachers and conducted once in every semester (D3 & D4). D4 articulated that *"...assuming it is 46 teachers, we will see that in the next semester, in our second observation that there is a change taking place"*. The amount of time has a big impact on the number of faculty to be observed. One of the stragies is monitoring, the teachers signed in the monitoring sheet if they are teaching at that time.

D3 reiterated that *"...the strategy I made was the program coordinators and I observed the key faculty through online platforms. Then the faculty observed by the program coordinators because I can't do everything"*. D6 shared that she together with her program coordinator supervised the faculty as she stated that *"...we do classroom observation"*. She added that they not give feedback from that moment and they have a one-on-one meeting if there is a concern with the faculty in classroom observation. D5 also articulated that *"... There were a lot of loopholes because I had a lot of work at that time, we did multitasking, classroom observation was minimal. Coordinators do classroom observation, I delegate someone who can look at the faculties and even face to face the faculties*

are delegated". D5 get the write ups from the program coordinators as the results of the classroom observations.

Moreover, in providing comments and suggestions, it is evident that the respondents their ways how to handle their teachers in giving feedback to them. D1 is more straightforward and direct to the point as she mentioned that *"...I am straightforward and I'm direct to the point, I don't really have any sugar coating"*. All the concerns will discuss and she is very genuine to tell them directly what is needed even the good side are also articulated. On the other hand, D2 is more on recommendatory way to her teachers. She stated thar *"...I am more on recommendatory way, I observe but first I will see what is the positive side of this faculty and then, only then will I recommend"*. She also added that her all regular faculty are all competitive. D5 agreed to D2, he used general approach in giving comments in the meeting. He did not pinpointing nor mentioned it. In addition, D3 is giving written reports from program coordinators using ISO forms and D4 didn't have an open forum, they write comments and suggestions to the faculty in the evaluation tool for the teacher. The IPCR of the faculty that does not teach and complies with the requirements (instructions extents then that of research) will affect as well the teaching load particularly the part-time instructors,. The observation has an impact on the renewal of the part time faculty (D4).

It is clear that the respondents have their own strategies and ways on how to conduct their classroom observation and provide feedback to the faculty (Oleson & Hora, 2014). They used ISO forms and direct comments and recommendation to their faculty. They also used monitoring sheet and post evaluation to assess the strength and weaknesses of the teachers (Gadusova et al., 2018). Furthermore, they have also discussed the impact of classroom observation to the renewal of the part-time instructors.

Faculty Meeting

All the respondents also conducted the regular online meeting with their teachers to discuss everyone's concerns and issues in their work. As D5 shared that he held a virtual meeting with the faculty to tackle the teaching process.

D3 shared their one of the best practices as he stated that *"...we did online kamustahan, that's where our focus there is to ask what is the condition of the whole family, when the family has a problem it affects the ability to teach, I was able to make adjustments to the faculty concerns, you have the heart for the faculty"*. In addition, D3 conducted meeting in every opening of the school year or semester to converse the submission of their Self-paced Learning Module (SLM), syllabus and other school requirements. This is the way that he can check what they talked about in classroom observation.

The faculty meeting seems to be an important tool for the respondents in order to address the issues and concerns of their faculty members (Clark et al., 2013). It allows them to discuss the topics that are important to them and come up with solutions that are tailored to the specific needs of the faculty. Furthermore, it enables them to monitor the performance of their faculty members and make adjustments if needed (Johnstone & Soares, 2014). Through this meeting, the instructional leaders can ensure that the teaching process is going smoothly and that all their faculty members are equipped with the necessary knowledge and skills for their work.

Teaching Effectiveness

The result of teaching effectiveness is also their basis to supervise the numerous teachers in their teaching. They also have a good practices if the teachers have a excellent

evaluation and good comments from their students. D1 stated that *"... I normally post it informally without formal awarding, but every semester there is a surprise memo indicating the most effective teacher. There is one regular teacher, there is part time and there is GEC teacher. It is students choice because it is the results of teaching effectiveness".* In addition, D3 reiterated that *"...the office of CID (Curriculum and Instruction Development) facilitates teaching effectiveness".* Curriculum instruction office is concerned with teaching effectiveness result so they don't have capable to manipulate the results. However, there still teacher who didn't teach their students and their actions was to call the attention and talked about the instances (D4).

These statements suggest that teaching effectiveness is assessed by the Curriculum and Instruction Development office, and the results are based on student feedback (Aquino & Chavez, 2022). The office is careful to evaluate teachers fairly and not manipulate the results. However, if a teacher is not performing up to standards, the office may call them out and address the issue. This ensures that teachers are held accountable for their performance and that students are getting the best education possible.

Learning Modalities and its Strenghts and Weaknesses Utilized in the Time of Pandemic Towards the Effectiveness

The university gave four learning modalities in the learning continuity plan approved by the Board of Regents or what they called BOR, however, only 2 of it are usually used by the teachers; the synchronous and asynchronous and a little percent of modular if needed.

Synchronous Class

All of the research participants really chose synchronous. They encourage their teachers and students to use it and its about 90 percent or 95 percent of the teachers and students used synchronous (D2). They are also exposed to the expected technology that they will get in the industry (D1 & D2).

D2 stated that *"...we claim, we assured and we are sure that we delivered quality education through synchronous, we have magna cum laude graduates and we have the skills. I really saluted the faculty and the students. The synchronous modality, the students are monitored and not only knowledge is developed in them but also skills because it is very evident in the outputs".*

There is interactions with students (D4) as he assured that they work synchronously together. It seems that it is face to face, the students is better at talking in an online setting so that is more effective. D5 reiterated that *"...students really prefer the faculty is really the one who teaches them, they don't like that they just watch YouTube. we should prefer the synchronous one. That's what the students is looking for, that the teacher is there to guide when there is a question".* This statement was agreed by Almuusharraf and Kharo (2020) that students learn in online modality particularly in the time of pandemic. He also added that according to the feedbacks of the students, they prefer the synchronous even in the faculty that is also what they want and it depends on the subjects they teach. The synchronous is important (D4 & D1).

Most of them agreed that in the time of pandemic, synchronous class is the most effective way to deliver instructions. It has interaction with the students (D1 & D4), the delivery of lesson is faster (D2), they can see each other by opening their cameras and feel the eagerness to learn (D3), teachers are well capable of using technology (D5), and time management as they are always on time and easy to access the

activities (D6). Synchronous class are very accessible.

There are also a lot of weaknesses in utilizing the synchronous learning modalities as it happened abruptly because of Covid 19. The uncontrollable internet connection (D1, D4, & D5). The weak point is beyond the control of the teachers. If someone lost power or lost load for data to cover with the duration of the lecture (D1 & D3) and other factors like rain and storms (D6), it's beyond the control. In addition, the students who turn off the camera because it looks like they are not listening. In addition, D5 confirmed that the students' discipline, ethics, etiquette during synchronous did not go well because they are making fun of some teachers. They are commenting negatively, teachers can't control the students because they are only facing the computer. D4 detailed also that the weaknesses of the online class is that not all of the students are monitored by teachers. The class was maybe attended by the students but there was no presence. The teachers also don't really check the students' skills of the students in virtual settings.

Synchronous classes provide a lot of advantages to teaching and learning especially during the time of Covid 19 (Almahasees et al., 2021). However, there are also some weaknesses to this setting (Hartwell, 2017). It is important to be aware of these weaknesses and to be proactive in addressing them in order to ensure that students receive the best possible learning experience.

Asynchronous Class

Asynchronous classes is the 2nd options of the instructional leaders particularly D1, D3, D4 and D6 who are the participants of this study. This is use if the weather is not so good that affect the internet connections of everyone. D3 mentioned that *"...for asynchronous, it is employed because of the weather situation or there were students who requested an additional extension to their deadline for submission to Google classroom"*. While D5 utilize asynchronous when there is assignments, and when there is research. D4 added that in asynchronous class, when you have links given to the students and this is the follow up on their activities, so it is a big help for them.

In terms of asynchronous the advantage was it serve as a breaker in fatigue in online class (D1), some students can finish their work assignments on their own (D2). D2 shared that asynchronous class use if they really don't have anything options to conduct synchronous class. They can at least record it and put it in their classroom. They can watch it at any convenient time, that still seems to be asynchronous in a way that it is applicable in their industry. Communication is very important.

Conversely, the low point of asynchronous was if the students do really understand asynchronous (D2). The teachers are just giving a link of the activity and it is up to the students to do it or not (D4). In addition, the negative side is sometimes the students does not immediately do the assignment. Their time commitment cannot be given immediately, depending on the motivation of the students. D4 stated that *"...we are not sure if the students who is asynchronous is doing it or not because we really have a lot of workloads or number of units being taught by the teachers. So it is difficult to assess all the students"*. D5 agreed that it takes time to respond and return the activities of the students.

Nonetheless, the students' feedback when asynchronous class was conducted, the teacher has difficulty returning the output. However, D5 claimed that *"...the student will raise queries 12 midnight based on the faculty"*. It is beyond working hours and the teachers have their

personal life as well as they mentioned. But in the case of D6, she stated that *"...we don't know if the activity is still being checked by the teacher and eventually the teacher is becoming increasingly lazy especially if there are many activities that need to be checked"*. She don't know if the teacher has correctly assessed all the students' activities. She don't know if the teacher is still concerned about learning of their students. Teachers can just give the activity for the day, just to pass the hours. And this is the sad thing if the job is not done right.

Asynchronous learning is a way to conduct remote learning, particularly when there are technical difficulties or when the weather is not good (Karalis & Raiko, 2020). It enables the students to do the tasks on their own, depending on their motivation (Konecki, 2020). However, there are advantages and disadvantages to this approach, such as the difficulty of assessing the students' results and the possibility of the teacher becoming lazy. It is important that the teacher remains vigilant in monitoring the progress of the students and ensure that they are engaged in learning (Barkley & Major, 2020).

Modular Class

They used the modular as learning modality in a little percent (D2). D3 stated that *"...we have not introduced a module because firstly our modules are not approved by the proper office so they cannot be released"*. In addition, D5 detailed that *"...when someone requests to do modular, we really know the status of the students before approving it but we discourage modular"*. D1 indicated that there is also modular, but after the whole year maybe, they encourage the students don't do modular as a learning modality.

D2 added that he modular has also strength, it is giving a tangible needs of the students.

However, the low point of utilizing module was reiterated by D1, D2, and D6. D2 questioned if the students really did you understand the self-learning module made and gave by their teachers. There is no interaction between the teachers and students (D1). D1 and D6 were not a fan of modular class.

The statements of Modular Class indicate that there is a lack of enthusiasm for this type of learning modality. The participants have mentioned the lack of interaction between the teacher and the students, which could lead to a low understanding of the materials (Gula, 2022). Additionally, the lack of approval from the proper office could be a hindrance to the utilization of the modular (Guiamalon, 2021). Furthermore, there is a discouragement from using modular class as a learning modality.

Proposed Innovative Supervisory Framework

Standards for supervision provide teachers and the institutions with a basis for mutual understanding, and are used as tools to facilitate communication, measurement, commerce and manufacturing. It is everywhere and play an important role in the community. In addition, supervision will help instructional leaders, faculty and students to improve the delivery of instructions and provide holistic learning environment among all parties. This also improve the professional growth and personal development of leaders of instructions and faculty for providing holistic learners to become productive citizen in the future. This is also an avenue to work collegially and collaboratively with each other to enhance problem solving abilities.

This framework was based on the different practices of the instructional leaders and various significant factors affecting their supervision. They participate in the interviews
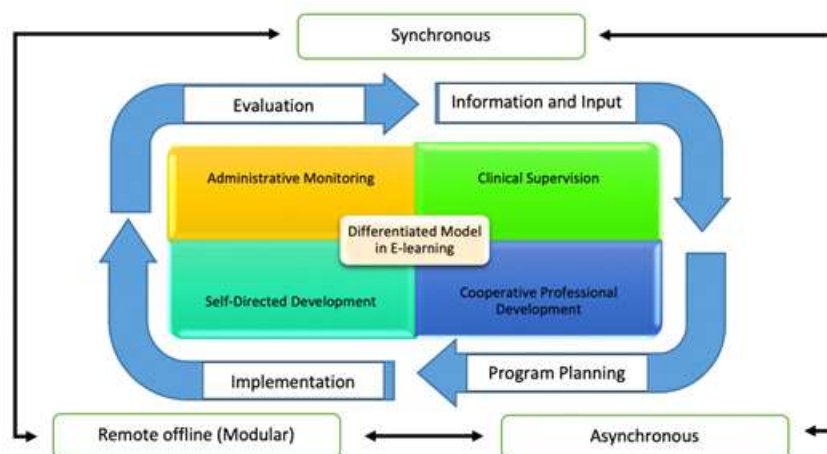
Figure 2. Differentiated model in e-learning framework

which shows that the time is a primary reason affects in supervising their teachers and their outputs. Differentiated model by Glatthorn (1984) was reiterated by D2 while D4 used clinical supervision but it takes time to finish the numerous teachers in a semester. The proposed framework consists of clinical supervision, cooperative professional development, self-directed development and administrative monitoring. The instructional leaders can maximize their time in conducting supervision that didn't sacrifice the quality of teaching of their teachers in any kind of learning modalities offer by the university.

The purpose of this structure was to provide instructional leaders with options. It provides a methodical assessment of teacher performance. It has an acceptable and effective standard supervision procedure. Teachers have varying learning styles and development needs, but it is neither practicable nor necessary to give clinical supervision to all educators. As a result of their sense of ownership and responsibility, they contribute information and input throughout the planning process. Implementation and assessment play an important role in appraising the supervision process as a whole. This framework responds to the unique needs of teachers by providing

them with a selection of supervision modes. It has a favorable effect on how teachers perceive the school climate. Both instructional leaders and teachers are adept at time management. However, it demands qualified and motivated instructional leaders with an active leadership style.

■ **CONCLUSIONS**

In this study, it discussed the different supervision models that can used by the instructional leaders in supervising their faculty in curriculum implementation. It stated the processes and purposes of each model and even the strengths and limitations that could help instructional leaders, administrative officials and supervisors to decide what model can use based on the needs and other factors to consider of their schools. Likewise

Curriculum supervision practices employed by instructional leaders during pandemic outbreaks illustrates by the respondents as they shared their experiences. In the midst of a pandemic, instructional leaders can maintain the education of their students and manage the delivery of teaching in a variety of methods. The feedback of the students appears to help instructional leaders to oversee their teachers, take the necessary

actions to resolve the issue, recognize their teachers, class monitoring, empowerment of their people, used a variety of online platforms, methods in classroom observations, and regular faculty meetings to discuss the significant and essential concerns in their teaching and lives as well.

The learning modalities also explored by the researcher together with its strengths and weaknesses used during the pandemic in relation to the effectiveness. The respondents used synchronous, asynchronous, and a little percent of modular. These learning modalities are based on the learning continuity plan established by the Board of Regents, or BOR. The respondents shared the most effective among the itemized modality is the synchronous class. It includes contact with the students, quicker lesson delivery, they can view one another by exposing their selves in cameras and feel the excitement to learn and engage, teachers are adept with technology and time management since they are always on schedule and are able to access the tasks. Synchronous classes are readily available. However, there also a weaknesses of using it including unpredictable internet connection, power loss or data loss, rain and storms, the number of students cannot be monitored. The asynchronous and modular have also strengths and weaknesses as discussed.

The proposed framework was based on differentiated supervision model which was based on the practices of the instructional leaders who are the respondents of the present. The factors and ways they expressed in supervising their faculty can help in having enough time to conduct supervision to everyone of them. The purpose, procedure, strengths and limitation was discussed by the researcher.

Based on the given results, the recommendations by the researcher are hereby as follows; use the proposed framework based on differentiated supervision model as the respondents shared the practices where they belong to a large group of teachers. The other schools can use other supervision models by looking on the process, procedures, strengths and weaknesses of the supervision models explored by the researcher. In terms of the modalities, synchronous is the most effective but consider the location of the students, conveniece of internet connection, availability of resources, and weather. Otherwise, use the other learning modality available in your school. For the future researcher, the same context can be explored using quantitative method. It can also use other school setting and respondents.

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