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DEANS AS INSTRUCTIONAL LEADERS: NAVIGATING CHALLENGES AND SUPERVISORY PRACTICES DURING TRANSITIONS IN HIGHER EDUCATION

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ABSTRACT

In instructional leadership in higher education institutions (HEIs), the supervision of faculty is a key concern. The researchers examine the challenges faced by deans in supervising their faculty throughout the transition period from online learning to face-to-face. In order to offer a teaching supervision framework, it was additionally important to determine the mechanisms to supervise the faculty's instructional practices. The researchers conducted qualitative research using a phenomenological approach, and the participants consisted of six deans' experiences of supervision in both online and face-to-face classes. The instrument employed was a validated interview guide, and an interview was conducted to elicit responses. The findings highlight the importance of systematic classroom observations, monitoring tools, and feedback mechanisms to enhance teaching quality. Delegating program coordinators for instructional supervision ensures comprehensive faculty monitoring, particularly in institutions with a large number of instructors. Additionally, faculty development programs, peer mentoring, and recognition initiatives contribute to continuous professional growth and instructional improvement. This study also demonstrates the need for clear policies on faculty evaluation and the integration of digital tools to streamline supervision processes. Fostering a culture of collaboration and shared accountability enhances problem-solving and teaching effectiveness. These findings demonstrate that a well-structured teaching supervision framework not only improves faculty performance but also enriches student learning experiences, ultimately contributing to the holistic academic excellence.

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1. INTRODUCTION

Educational supervision required several facets of leadership, this includes identification, supervision, teacher abilities, student performance, school effectiveness, and practical expertise (Yunus et al., 2012). In 1996, the National Education Act or NEA discussed that the execution of instructions towards learning as well as teaching supervision in institutions is to guarantee quality education. Thus, supervising teachers in an institution is the greatest approach for determining the efficacy of teaching (Darishah et al., 2017). In addition, the implementation of pedagogical supervision inside the classroom has become a designed to improve the teaching competency of teachers and students' academic performance (Khun-Inkeeree, 2019). Leaders can effectively gain information and enhance student learning through collaborative supervision practices that integrate curriculum creation, professional growth, action research, and group development. The evidence strongly supports this approach across multiple studies. Identified seven effective leadership practices, including transformational and collaborative leadership, which directly impact teacher development and student outcomes (Escobido et al., 2024). Emphasizes that supervisory leadership is a collaborative process building trust and supporting teacher growth (Zepeda et al., 2020). Reinforces that the core connection across professional responsibilities is student learning, achieved through curriculum development, teaching, and assessment. By facilitating teacher teams and creating opportunities for dialogue, leaders can systematically improve educational outcomes (Gordon et al., 2020).

The teacher development model is centered on total quality control, which oversees and regulates the quality of the entire educational structure (Anggraeni et.al, 2023). The methods used include direction, training, task assignment, habituation, supervision, and a humanistic approach. Learning effectiveness is validated through the continuous commitment of teaching staff. The directive supervision approach is effective in developing teachers. By providing clear guidance and instructions, supervisors can help teachers understand appropriate teaching expectations and offer direct feedback related to their performance (Yulianto et al., 2023).

The University's vision and mission statements ensure its alignment to various frameworks such as Sustainable Development Goals (SDGs); ASEAN Qualification Framework; President's Socio-Economic Agenda; Philippine Development Plan. Part of these frameworks pointing out to one thing, and that is to give quality education for the students. Achieving quality education is not only about teaching or learning but it also involves the skills of leaders in supervising their teachers (Pambudi, 2019). As a leader, supervision of teachers is a challenge but it is more challenging when learning environment shift from one mode to another (i.e., from face to face to online or vice versa) (Rusdiana et al., 2020). Leaders should have the flexibility in monitoring or supervising their teachers as learning environment shift from one mode to another, and this need an accurate tool to assess the teachers' performances. The accuracy of measuring the performance of their teachers could be in questions when mechanism or tool are not reliable (Altinok, 2024). Failing to do so have a ripple effect on the goals and objectives of the University, as Hamzah (2013) stated that the quality of supervision practice is a key factor in determining school success.

Currently, the participant Higher Education Institution (HEI) is following the blended approach in teaching the online and onsite (face to face) delivery. During face-to-face classes, deans have their monitoring tool to supervise their faculty daily. They have window observation and daily log book. While during online class, the faculty should have to send photos of their class while they teaching and send it to the group chat (GC) which created for monitoring purposes only. Faculty provide the link of the g-meet to the dean in order to join and observe the class in random. Both in online or in face-to-face class, the faculty will be rated by the dean and students through the teaching effectiveness instrument during midterm and final term. These practices however are not clearly reflected in the institutional learning continuity plan, there is no standard procedure in assessing the performance of faculty when there is a shifting of delivery of teaching and learning.

This study aims to develop a standard procedure for teaching supervision when transition or shift of teaching and learning delivery occur, through examining the difficulties faced by the deans in monitoring or supervising their teachers throughout the transition phase. It also intends to investigate the deans' various practices in supervision and the teachers' instructional materials use during those periods.

Below is a framework for standard process for teaching supervision. The framework shows the indirect relationship of the variables in teaching supervision that wanted to explore by the researchers to come up in the standard process of teaching supervision in the HEI.

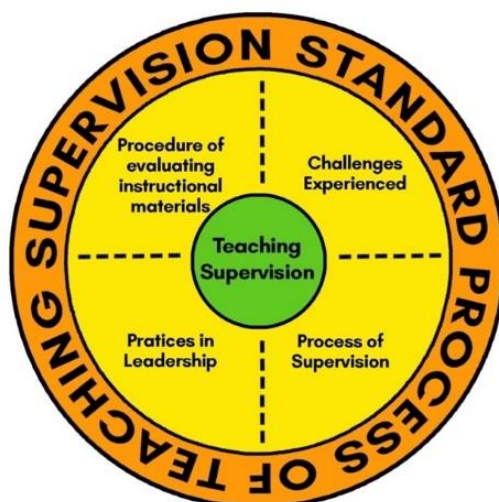


Fig. 1 – Conceptual Framework

The framework shows the indirect relationship of the variables in teaching supervision that wanted to explore by the researchers to come up in the standard process of teaching supervision framework in the HEIs. The researchers aim to discover the challenges experienced by the deans in the transition period from online learning of the students to face-to-face class. Determining the mechanisms of the deans in supervising their faculty members in delivering instructions. The processes of practicing their leadership and evaluating instructional materials made by their faculty.

While we focus on the teaching supervision in online class during pandemic, there were numerous studies that talked about online class that documented for decades (Farley 2010) where teaching supervision is part of that. Fadhilah and Hamzah (2022) depicts that facilitating instructional supervision needs standardize performance criteria and supervisory practices in an online environment. While Stoian, et al. (2022) emphasize that perceptions and needs of students should be considered in adopting supervisory plan for the implementation of blended learning. Added to this is to adopt the means and techniques of online education and to provide training on the use of digital pedagogy for teachers and students (Gamage et al., 2022).

Brock (2021) examines the lives experiences of two campus-level instructional leaders in terms of the impact of COVID-19 on the instructional supervision process, it depicts that delivery of online instruction have faced many challenges on the part of the teachers as well as with the supervisor. They suggest that a regular collaborative meeting and an engaged conversation with the teachers is a must to have a teaching consistency across content areas and grade levels which is supported in the findings of the study of (Wingo et al., 2017). Meanwhile, Schwanenberger et al. (2021) recommends a brainstorming with the teachers and encourage dialogue with them on the lunching and presentations of various aspects of online and teaching and learning. He further adds to conduct meaningful evaluations of online instructional initiatives as part of their program offerings based on quality criteria.

Teaching supervision in the higher education after pandemic is not a hundred percent face-to-face classes but instead, a hybrid modality or a combination of online and onsite classes was being implemented. Elisondo et al. (2013) and Munir (2022) suggest that hybrid modality should have a right balance between on-campus and digital education to achieve the most desirable outcome. Aquino et al. (2024) and Munir (2022) further recommends a unified selection of digital learning tools across courses which a budget should be allotted to it, that includes training support and hybrid learning methods.

Chiecher et al. (2023) recommend some student-teacher activities in a virtual mode of learning some of these are virtual consultation, e-mail or a synchronous virtual communication space, group activities in virtual modality that can alternate with traditional face-to-face spaces which can generate more possibilities for social interactions and can promote more learning in the post-pandemic stage.

Rasli et al. (2022) posit strategies for higher education institutions in dealing with unknown and uncertainties using expert opinion method as it derives from the perspective of professors or deans in their respective universities. Four major dimensions were developed from the findings: (1) resilience and change management, (2) digital transformation and online learning, (3) curriculum change, and (4) sustainability. Bibberman- Shalev et al. (2023) depicts that a structural curriculum change is the first step in rethinking pedagogies in the post-COVID-19 education arena. Meanwhile Owens (2017) recommends that a strategic sustainability framework can be developed for higher education institution which would serve as a roadmap for educators, policymakers, and all relevant stakeholders to prepare for the future.

On the other hand, Zao and Watterson (2021) identifies three major changes that education should do for post COVID time, i.e., curriculum that is developmental, personalized, and evolving; pedagogy that is student-centered, inquiry-based, authentic, and purposeful; and instruction delivery that capitalizes on the strengths of both

synchronous and asynchronous learning. It is also recommended to have interventions that will address challenges in the teaching modality (Aquino & Reyes, 2024).

Research Questions

This study examines the teaching supervision of deans of HEIs during the transition from online to face-to-face learning. Their contribution is indispensable to achieving the institution's goal of providing quality education.

Particularly, it will seek answers to the following questions;

1. What challenges did they experience in the transition period from online learning to face-to-face?
2. What are the mechanisms to supervise the faculty's instructional practices?

2. METHOD

Research Design

The researcher employed a qualitative research design under the phenomenological approach, which is used to explore a phenomenon as it is experienced by individuals. It seeks to understand the meaning and experience of a phenomenon as it is lived and understood by the participants in the transition period. This approach aims to provide an in-depth understanding of the phenomenon by looking at the experience and perspectives of the participants.

In the context of the present study, this approach captures the lived experiences and perspectives of the deans regarding the challenges and supervisory practices, leading their faculty members within their department. This allows for an in-depth exploration of the process of implementation with regard to monitoring, providing feedback, and evaluating instructional materials. Through interviews and first-hand narratives, the study identified patterns and themes in leadership approaches, faculty supervision, and instructional material evaluation. This method enabled a deeper understanding of how leadership practices influence faculty performance and overall instructional quality, making it well-suited for the study's objectives.

Participants

The participants consisted of 6 deans of HEI who experienced teaching supervision both online and face-to-face classes. They have experience in the transition period from online learning to face-to-face teaching of their faculty members.

Table 1 – Participant's Profile

Participants	Sex	Years in Service	Years Designated as Dean	No. of Faculty Handle
D1	F	10	6	25-30
D2	F	22	3 and 1/2	62
D3	M	11	3	62
D4	M	36	4	46
D5	M	21	3	50
D6	F	14 1/2	14 and 1/2	25

Instrument

The researchers used an interview guide as instrument of the present study. Interviews really provide details concerning the experiences and perspectives of participants on a certain topic (DeJonckheere & Vaughn, 2019). Pilot testing of the questionnaire also conducted in identifying any flaws, restrictions, or other problems in the interview design and will enable the researchers to make the required modifications before the study is implemented. A pilot test must be undertaken with individuals whose interests are comparable to those of the participants in the actual study. The pilot test also helps researchers refine their study topics that described in the following section (Turner III & Hagstrom-Schmidt, 2022).

Data Collection and Analysis

A face-to-face interview was used to elicit responses to the guide questions. In-depth interviews are among the most effective techniques for gathering primary material. In addition, it is employed to investigate themes for future research and descriptive analysis. To fully comprehend the participant's perspective, the interviewer cultivates a relationship with participants. Interviews are crucial as a structured interaction in which the interviewer asks the interviewee questions and the interviewee provides answers that were essential to the research paper's credibility. Identifies three traditional interview approaches: structured, semi-structured, and unstructured, each offering different levels of research insight (Croucher et al., 2021).

Ethical Considerations

The research participants are the deans, and their participation were completely voluntary. Before collecting data, the researchers discussed the purpose and research context to the deans and obtain their consent to take part voluntarily. Nevertheless, if the participant changes their mind during the study, their appeal will be honored and accepted by the researchers. There are currently no known dangers to researchers or participants. The probability

and severity of prospective harm or injury resulting from participation seem to be minimal to nonexistent. This research may be used as the basis for a standardized instructional supervision procedure. Only the responses of the deans were recorded, gathered and analyzed in this study. The techniques of data collecting will guarantee that no individually identifiable data mentioned in the responses provided by the deans revealed in the study. The gathered information will only be shared with the researchers.

3. RESULTS AND DISCUSSION

This phase reveals the challenges experienced by the deans, process of supervision their faculty in the transition period, practices is managing and leading their faculty, and checking of instructional materials.

1. What are the challenges did you experienced in the transition period from online learning to face to face?

The transition from online to face-to-face learning posed several challenges for academic leaders. Faculty attitudes varied, with some hesitant to return due to health concerns and personal commitments, impacting instructional continuity. Compliance with institutional and government requirements was also a significant hurdle, requiring extensive coordination. Limited classroom availability, exacerbated by social distancing measures and increasing enrollment, created logistical constraints. Student commuting challenges, particularly for those from distant areas, further complicated attendance and engagement. Additionally, gaps in skill acquisition were evident, especially in hands-on courses where students lacked adequate exposure to tools and equipment. Deans implemented strategic measures, including faculty motivation efforts, regulatory compliance meetings, structured classroom scheduling, accommodation encouragement, and focused competency-based instruction to address these challenges. Revealed that academics faced multiple and interrelated barriers during the transition to remote and blended learning. These included limited prior experience with online teaching, insufficient professional training to use digital platforms effectively, unstable internet connectivity, and a lack of adequate teaching resources such as digital devices and learning management tools. Such challenges not only hindered instructional delivery but also affected student engagement and assessment processes, highlighting systemic inequalities in access to technology and institutional support (Mgoduka et al., 2023).

Similarly, emphasized that educational leaders were compelled to rapidly reconfigure academic operations in response to these disruptions. The sudden shift required agile leadership practices—characterized by flexibility, swift decision-making, and the ability to adapt to evolving contexts. Their study underscored the importance of collaborative decision-making, where leaders, teachers, and administrative staff worked together to design innovative solutions, ensure instructional continuity, and maintain academic quality amidst uncertainty. Collectively, these findings demonstrate how both institutional readiness and leadership adaptability play vital roles in sustaining effective teaching during times of crisis (Fernandez et al., 2020).

Faculty Attitudes and Existing Conditions

One of the primary challenges encountered by academic deans during the transition to face-to-face learning was faculty attitude and health concerns. Faculty members exhibited diverse perspectives on returning to in-person instruction, with some expressing reluctance due to the lingering risks associated with the pandemic. D3 noted challenges in motivating faculty members to return to campus, especially since the institution allowed online or face-to-face teaching options for general education courses. He stated, "It is exceedingly difficult to get teachers to report to school because they are accustomed to not doing so, and there are numerous reasons why they should do so when asked."

Furthermore, some faculty members prioritized personal and family commitments during school hours, which negatively impacted instructional delivery. D5 raised concerns regarding the credibility of student outputs, while also highlighting that not all program coordinators promptly adhered to administrative instructions. Similarly, D4 observed that some faculty members were non-compliant with institutional requirements, often submitting documents late, a habit that had become ingrained over time. Additionally, faculty health conditions posed a significant challenge. Some faculty members experienced COVID-19 symptoms, preventing them from conducting face-to-face classes and further complicating the transition process by disrupting instructional continuity.

Compliance with Requirements

Before the resumption of face-to-face classes, institutions were required to comply with numerous regulatory mandates. D6 emphasized the difficulty of this process, stating, "...the compliance itself is a big challenge for me." Leaders had to ensure adherence to Inter-Agency Task Force (IATF) protocols and other health and safety guidelines. To address concerns related to COVID-19 exposure, consultative meetings were conducted with parents and students to obtain their approval and support for the transition.

Classroom Availability

The transition to in-person learning also presented challenges regarding classroom availability. Social distancing measures significantly reduced classroom capacity, making it difficult to accommodate all students. D2 expressed concern, stating, "...our classroom is limited." Many course sections comprised over 40 students, yet classrooms

could only accommodate half of that number due to safety protocols. Furthermore, the introduction of new academic programs contributed to an increase in student enrollment, exacerbating the issue of limited space.

Student Commuting Challenges

Students enrolled at the university come from various municipalities in Laguna and neighboring provinces, making commuting a significant challenge. D3 shared, "...one of the feedback items that have reached me is that there are many students who are very excited, but there is a big adjustment in wanting to be face-to-face but in a far place." The ongoing pandemic and rising fuel prices resulted in higher transportation costs, making regular attendance difficult for some students. Adjusting to the new academic setup required careful time and financial management on the part of the students.

Skills Acquisition

Ensuring that students acquired the necessary competencies, particularly in hands-on courses, proved to be a major concern. D4 emphasized, "...the students are not exposed in each shop of each laboratory, their familiarization with the tools and equipment is not too good." Without adequate practical exposure, students struggled to develop the essential technical skills required for their respective programs.

Strategies for Addressing Challenges

To overcome these challenges, deans implemented various strategies. They continuously encouraged faculty members to return to campus and gradually resume face-to-face instruction. D3 and D4 underscored the importance of this effort, with D3 stating, "I keep saying that we are preparing ourselves for full face-to-face classes, and we are already paid even in-house. Let's reciprocate that when you are needed at school, you will go, and that is what they gradually met."

To facilitate compliance with regulatory requirements, consultative meetings were conducted with all stakeholders prior to resuming face-to-face classes, ensuring that all necessary documentation was submitted to relevant authorities (D6). Regarding classroom limitations, institutions implemented structured scheduling systems to optimize space utilization. D6 explained, "...those who enter should be half of the class." As a result, faculty workloads increased, as they had to teach the same course content to multiple groups of students.

To address commuting difficulties, students were encouraged to seek accommodations near the campus to minimize travel constraints. This approach aimed to enhance attendance rates and academic engagement. Finally, to enhance skill acquisition, faculty members prioritized the instruction of essential competencies, ensuring that students gained the necessary knowledge and hands-on experience before graduation (D4).

2. What are the mechanisms to supervise the faculty instructional practices?

To ensure the effective supervision of faculty instructional practices, deans employed a combination of structured monitoring, feedback mechanisms, leadership strategies, and instructional material evaluation processes. Class monitoring was conducted through official attendance verification, direct classroom visits, and delegated observations by program coordinators. Feedback was provided through personal discussions, written reports, and constructive recommendations to enhance teaching effectiveness. Leadership strategies such as faculty recognition, empowerment, and open communication fostered a supportive and accountable teaching environment. Additionally, a standardized review process for instructional materials ensured quality and curriculum alignment. These mechanisms collectively reinforced faculty adherence to instructional responsibilities and promoted continuous improvement in teaching practices.

Supervision of Faculty in Face-to-Face Classes

During the transition to face-to-face learning, deans employed various supervision strategies to ensure faculty adherence to teaching responsibilities. These strategies included class monitoring and observation, providing feedback, and utilizing structured observation tools.

Class Monitoring and Observation

All participants indicated that they used the university's official monitoring form to verify faculty presence in their assigned classes. Some deans required faculty to sign attendance sheets every hour, while others personally conducted rounds in their respective college buildings. D3 emphasized the regularity of this practice, stating, "Our monitoring is regular; every hour of their schedule, we go around through our staff." Similarly, D1 relied on a standardized form, explaining, "I used the old monitoring form to check them, so the secretary can go around to see if they are in their classrooms."

Meanwhile, D2, D4, and D6 preferred direct classroom visits, citing their need for firsthand observation. D2 noted, "I show them that I am visible by going up to the second floor to monitor so that I can observe what the teachers are doing." Likewise, D6 shared, "I went around the classes from the first floor to the third floor. I did not rely solely on the monitoring form; I personally checked if they were in class." These hands-on approaches ensured that faculty members were actively engaged in their teaching duties.

In addition to physical monitoring, some deans delegated class observations to program coordinators, particularly for large faculties. D5 acknowledged the logistical challenge, stating, "The actual classroom observation is conducted by program coordinators. I have 60 faculty members, and I cannot observe them all individually, which is why I designated coordinators." Furthermore, some deans sought student feedback as an additional measure to validate faculty performance.

Providing Feedback Utilizing Observation Tools

Deans provided feedback to faculty members through various approaches. D1 preferred direct communication, explaining, "If a faculty member has a concern, I personally discuss it with them. Many faculty members visit my office to seek advice and receive comments on their teaching methods." She also emphasized a constructive feedback approach, stating, "I discuss the positive points first, then the areas that need improvement."

Similarly, D4 provided immediate feedback following classroom observations, ensuring that recommendations were delivered respectfully to avoid causing embarrassment. He explained, "I respectfully offer suggestions, ensuring that feedback is constructive and not demoralizing to the faculty in front of students."

Some deans also provided written feedback during or after classroom observations. D4 noted, "I give written comments while they are teaching. If the issue is minor, I prepare a written report and provide a copy to the faculty." Likewise, D3 utilized written reports aligned with the university's ISO criteria. He documented his observations and maintained records of all recommendations for future reference.

Leadership Practices in Faculty Management

The participants shared various leadership practices they implemented within their respective faculties, which they take pride in. Their approaches emphasized faculty recognition, empowerment, and effective communication as key strategies in fostering a supportive and productive academic environment.

Faculty Recognition

Several deans highlighted the importance of acknowledging faculty achievements in areas such as instruction, research, and extension services. Faculty members who demonstrated excellence were recognized either annually or per semester. D1 stated, "My best practice is appreciation; I always acknowledge the good practices of my faculty." Similarly, D2 emphasized the importance of praise, explaining, "I continuously give recognition to faculty members, focusing on their positive actions while also providing constructive recommendations for improvement."

Recognizing faculty accomplishments fosters motivation and encourages continued excellence in their roles. D3 expressed enthusiasm in sharing their institution's annual faculty awards, stating, "At the end of each school year, we conduct a faculty recognition event to honor our achievers." These recognitions included consistent high teaching effectiveness ratings and commendations from students, as well as faculty members who contributed to successful student performance in national examinations.

Faculty Empowerment

Empowering faculty members was another significant practice among the participants. They emphasized the importance of granting faculty autonomy, demonstrating trust in their talents and capabilities, and inspiring them through leadership by example. D5 succinctly stated, "I always lead by example."

D2 elaborated on this leadership approach, stating, "I empower people by continuously providing faculty members with options regarding their professional decisions." She believed that faculty members are highly competent individuals and should be trusted to carry out their responsibilities in their own ways. Empowering faculty members not only grants them the autonomy to execute their duties effectively but also upholds their professional dignity and self-respect. D1 reinforced this perspective, adding, "Having confidence in your team's ability to fulfill their tasks is essential to effective leadership."

Effective Communication

Effective communication emerged as a crucial practice in faculty leadership. Several participants emphasized that open and transparent communication fosters a strong sense of understanding and collaboration within the academic community. D1 asserted, "...when faculty members have concerns, communication is essential." She shared that maintaining open channels of dialogue helps address issues efficiently and ensures that faculty concerns are acknowledged and resolved.

Similarly, D5 highlighted the importance of personal engagement, stating, "We need to have personal conversations with each faculty member." Engaging in direct discussions fosters mutual understanding between all parties involved, ultimately leading to effective conflict resolution and a more cohesive academic environment.

Process of Checking Instructional Materials

The participants unanimously agreed that instructional materials undergo a standardized review process established by the Curriculum and Instruction Office. This institutionalized approach ensures that materials meet the required academic standards before being utilized in instructional delivery.

Institutional Review and Approval

The participants emphasized that instructional materials are evaluated by designated committees before final approval. D3 stated, "We have UCCRC members who are responsible for reviewing and evaluating our materials before passing them to me for final approval." Similarly, D1 highlighted the role of coordinators and the UCCRC members, affirming, "The coordinators are empowered, and the UCCRC members play a key role in the process."

The monitoring process also involves collaborative discussions during meetings where program coordinators and UCCRC members clarify the essential details of the instructional materials. D1 emphasized the importance of empowering those responsible for checking, stating that "faculty must recognize that the checkers have authority and a voice in the process, ensuring adherence to quality standards."

Role of Program Coordinators in Content Validation

Some deans assigned program coordinators as primary reviewers of instructional materials. D5 shared, "I consistently designate program coordinators as overseers who check the content and validity of materials." He further explained that continuous observation of the evaluation process allows him to identify faculty members with strong potential for ensuring instructional quality. This strategic delegation helps maintain rigorous academic standards and ensures that students receive high-quality learning resources.

Effective faculty supervision is a critical component of instructional leadership, ensuring quality instruction, professional development, and institutional accountability. In HEIs, the role of deans in overseeing faculty performance is essential for fostering a culture of continuous improvement and maintaining instructional excellence (Aquino, 2023; Dyantyi, 2024). This study examined the supervisory practices of deans in the context of face-to-face teaching, including class monitoring, observation, feedback mechanisms, faculty leadership strategies, instructional material evaluation, and the proposed standardization of teaching supervision.

Moreover, class monitoring and faculty observation are fundamental to ensuring that faculty members fulfill their teaching responsibilities effectively. The participants highlighted the use of institutional monitoring forms and routine walkthroughs to verify faculty attendance and instructional engagement. Studies demonstrate that systematic class monitoring enhances teaching accountability and instructional quality, as it provides real-time assessment of classroom practices (Meng, 2023). Walkthrough supervision, as employed by some deans, is supported by research indicating that visible leadership presence fosters faculty adherence to institutional expectations and promotes a culture of teaching excellence (Gordon, 2023).

The delegation of classroom observation to program coordinators was also evident among deans managing a large faculty base. This practice aligns with distributed leadership theory, which emphasizes the importance of shared responsibility in academic governance (Nadeem, 2024; Spillane, 2017). In addition, faculty engagement in peer observation fosters collegial learning and instructional innovation, supporting faculty members in refining their pedagogical approaches (Fletcher, 2018).

On the other hand, providing constructive feedback is integral to faculty supervision, as it enhances teaching effectiveness and supports continuous professional growth. Participants reported various feedback strategies, including one-on-one discussions, written reports, and structured recommendations. Research indicates that feedback should be timely, specific, and actionable to facilitate meaningful improvement in teaching practices (Henderson et al., 2019). The "feedback sandwich" approach, wherein positive aspects are highlighted before discussing areas for improvement, was commonly practiced among deans. This approach aligns with findings from educational psychology, which suggest that positive reinforcement increases motivation and receptivity to feedback (Williams, 2024). Additionally, faculty members were encouraged to seek feedback proactively, reinforcing the principles of reflective teaching. Additionally, reflective practice enables educators to critically evaluate their instructional methods and adapt their approaches to enhance student learning outcomes (Colomer et al., 2020).

Further, recognizing faculty achievements, fostering empowerment, and maintaining open communication were identified as best practices in faculty leadership. Studies show that faculty recognition contributes to job satisfaction and motivation, leading to improved teaching performance (Zhao, 2024). The participants highlighted formal and informal recognition, such as faculty awards and verbal appreciation, which aligns with transformational leadership principles that emphasize motivation and individualized support (Reza, 2019). Empowerment was another key practice, wherein deans entrusted faculty members with decision-making responsibilities. Faculty autonomy has been linked to increased engagement and professional growth, as it allows faculty to exercise creativity and innovation in their instructional approaches (Santos et al., 2019). Furthermore, open communication channels were deemed essential in addressing faculty concerns, resolving conflicts, and fostering a collegial environment. Research affirms that effective communication strengthens organizational culture and enhances faculty-administration relationships (Cober, 2023).

Finally, the process of reviewing instructional materials followed institutional protocols, involving program coordinators and university curriculum review committees. This hierarchical approach to instructional material evaluation ensures that teaching resources align with curriculum standards, accreditation requirements, and learning outcomes (Alyasin et al., 2023). Participants also emphasized the importance of faculty compliance with quality assurance measures, which aligns with best practices in instructional material development (Manurung, 2017). Additionally, faculty involvement in instructional material evaluation promotes a culture of shared responsibility and continuous improvement in curriculum design (Ghasemi et al., 2023).

Implications

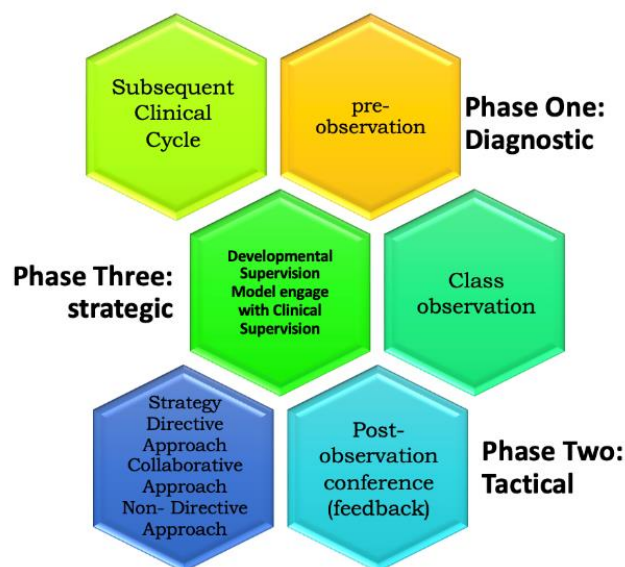


Fig. 2 – Teaching Supervisory Framework

The findings highlight the significance of structured supervision in fostering instructional effectiveness, faculty accountability, and institutional quality assurance. Deans ensure faculty adherence to teaching responsibilities while also promoting a culture of continuous improvement by implementing systematic monitoring strategies. The integration of developmental and clinical supervision models enables targeted professional development, allowing deans to provide personalized guidance based on faculty competency levels. Designating program coordinators to assist in classroom observations further strengthens the supervisory process, ensuring comprehensive oversight despite large faculty sizes. Moreover, fostering an environment of collaboration and open communication among deans, coordinators, and faculty enhances problem-solving capabilities and promotes shared responsibility for instructional quality. Ultimately, effective supervision not only refines instructional practices but also contributes to the holistic development of educators and students, leading to improved learning experiences and the cultivation of productive future citizens.

4. CONCLUSION

Effective faculty supervision in HEIs require a structured approach that ensures instructional quality, fosters professional growth, and strengthens institutional accountability. This study highlights the significance of systematic class monitoring, constructive feedback mechanisms, leadership strategies that empower faculty, and a rigorous process for evaluating instructional materials. Institutions can tailor their oversight strategies to meet the diverse needs of faculty, ensuring both accountability and professional autonomy by implementing a developmental supervision model that integrates clinical and differentiated supervision approaches. The delegation of supervisory roles to program coordinators further enhances efficiency, particularly in managing large faculties. Ultimately, fostering a collegial and supportive teaching environment through strategic supervision not only enhances faculty performance but also contributes to improved student learning outcomes.

HEIs should institutionalize structured supervision models including clinical and developmental supervision, to ensure consistent monitoring and improvement to enhance faculty instructional practices. Deans may delegate program coordinators to assist in classroom observations, ensuring that all faculty members receive timely feedback and support. A structured recognition program should be implemented to motivate faculty by acknowledging achievements the core functions; instruction, research, extension, and production. Faculty development programs, including regular training sessions, should be conducted to enhance pedagogical competencies and classroom management. Encouraging collaboration through peer mentoring and team teaching will foster a culture of shared learning and innovation. Additionally, standardizing the review and approval process for instructional materials will ensure quality and relevance. Institutions should also explore digital tools to streamline monitoring and feedback, making supervision more efficient and accessible. Clear policies on faculty supervision and evaluation must be established to promote transparency and shared accountability. Empowering faculty by allowing autonomy in instructional decisions while providing structured support will encourage professional growth and instructional excellence. Lastly, future studies should explore the long-term effects of such supervisory models on faculty motivation, instructional innovation, and overall institutional effectiveness.

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