

Instructional Supervision Dynamism of School Administrators Towards Contextualized Supervisory Plan

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Article Details:

Received: 11 July 2026

Revised: 20 July 2026

Accepted: 23 July 2026

Published: 31 July 2026

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Recommended Citation:

Cotiangco, M. D. B., Cabradilla, T. B., Villarino, C. L., Cheng, G. L., Pedida, R. P., Miranda, M. M. (2026). Instructional Supervision Dynamism of School Administrators Towards Contextualized Supervisory Plan. *The International Review of Multidisciplinary Research*. 1 (9), 394-401.
<https://doi.org/10.67167/vertex.696>

Index Terms:

instructional supervision dynamism of school administrators, quantitative research method, contextualized supervisory plan

Abstract. This chapter presents the summary of findings, conclusions, recommendations, and the proposed Contextualized Supervisory Plan based on the data gathered from the study. The research examined the instructional supervision dynamism of school administrators in selected public elementary schools in the Calubian District, Leyte Division, Department of Education Region VIII, during the School Year 2025–2026. A total of 100 respondents participated in the study, consisting of five school administrators and ninety-five teachers. Data were collected using self-administered questionnaires distributed through online platforms and paper-and-pencil formats. The findings revealed that instructional supervision practices play a significant role in improving teacher performance and instructional quality. Examining teachers' responses to supervision provided a deeper understanding of how they perceive guidance, monitoring, coaching, and professional development initiatives implemented by school administrators. These insights are essential in designing supervisory approaches that are responsive to the actual needs, capacities, and school contexts of teachers. The results further demonstrated that all instructional supervision strategies significantly influenced teacher performance, although the degree of influence varied across different supervisory practices. The study concludes that instructional supervision becomes more effective when it is collaborative, practical, interactive, and contextually relevant. School administrators who provide consistent support, constructive feedback, and opportunities for professional growth contribute significantly to enhanced teaching practices and improved learner outcomes. By identifying the supervisory strategies that produce the greatest impact, school leaders can prioritize interventions, allocate resources efficiently, and implement evidence-based programs that promote continuous instructional improvement. Based on these findings and conclusions, it is strongly recommended that the proposed Contextualized Supervisory Plan be adopted and implemented to strengthen instructional supervision and sustain quality teaching and learning in public elementary schools.

Introduction

Today, educational institutions are expected to produce graduates that possess the twenty-first century skills which refer to the core competencies of collaboration, critical thinking, digital literacy, and problem-solving. As such, educational institutions need to create an academic environment that will foster the development of these competencies in students. This entails more than the improvement of physical and information technology infrastructure but also the competencies of the workforce, its teachers. The teacher is among the most dominant variables that affect student outcomes, thus, to improve the achievement of students, it is important to improve the competence of teachers and one of the significant mechanisms in achieving this is through an instructional supervision program (Maisyaroh, Hardika, Valdez, Solaiman & Canapi, 2018).

In the evolving landscape of education, enhancing teaching quality remains a global priority, with instructional supervision playing a pivotal role in shaping professional practices among educators. The quality of education significantly depends on the competencies of teachers and the leadership of school administrators, both of which are central to student achievement and school success. In the Philippines, particularly in the context of 21st-century learning and the post-pandemic educational shift, there is an increasing emphasis on adequate instructional supervision as a vehicle for teacher empowerment, professional development, and improved educational outcomes. Instructional supervision, as defined by the Department of Education (DepEd), is a structured support mechanism designed to guide teachers through professional growth by providing timely, relevant, and collaborative feedback.

DepEd Order No. 24, s. 2020, which institutionalizes the Philippine Professional Standards for School Heads (PPSSH), underscores the crucial role school leaders play in sustaining teacher quality and learner performance. School administrators are now expected to embody instructional leadership, a role that goes beyond compliance monitoring to include capacity building, mentoring, and fostering reflective teaching practices. This emphasis on instructional leadership inspires a sense of the potential impact of school administrators on the educational landscape.

Existing literature affirms the positive correlation between instructional supervision and teaching efficacy. Haris and Ancho (2022) assert that instructional supervision directly supports human capital development, a vital driver of national progress. Sumapal and Haramain (2023) further emphasize that adequate supervision not only enhances teaching performance but also cultivates empowered and motivated educators who are instrumental in building equitable and resilient learning communities. Similarly, Warman (2022) and Arrieta (2021) acknowledge that school administrators, as instructional leaders, serve as catalysts in curriculum implementation and the overall teaching-learning process. Moreover, Storm (2023) and Catcalin (2023) highlight the transformative potential of sustained supervision in honing teachers' pedagogical competence, lesson development, and subject mastery, offering a promising outlook for the future of education. School administrators play a significant role in the professional development of teachers as well as teacher efficacy and efficiency. Teachers who are properly guided by the school administrators perform better over those that are just left alone to do anything they want. The school administrator, by definition is the custodian of school values, mission and vision. S/he is a mentor, who supports staff's professional development and helps them cultivate the most appropriate behaviors and teaching practices.

Republic Act 9155 clearly states that there shall be a school head in every school, who shall be both an instructional leader and administrative manager. The school administrator shall form a team with the teachers/ learning facilitators for the delivery of quality educational programs, projects and services.

Consistent with the national educational policies, plans and standards, the school administrators shall have the authority, accountability and responsibility for Setting the mission, vision, goals and objectives of the school and make sure that their school's mission, vision, goals and objectives are aligned and consistent with that of the Department of Education's mission, vision, goals and objectives. Creating an environment within the school that is conducive to teaching and learning.

The tool that measures the effectiveness and performance of the school heads' authority, accountability and responsibility, the Office Performance Review and Commitment Form (OPCRF) is used. The performance level of the school head based on the Key Result Areas (KRA) will spell out how he/she manages the school and will eventually redound to the delivery of quality education.

To measure the performance of the school administrators, it is also imperative to measure the level of teachers' practices in terms of the performance standards set forth in the Philippine Professional Standards for Teachers (PPST) so that the interconnectivity of the respective actions can be validated whether or not both the school head and the teachers are geared towards the same direction.

This study will guide the school administrator to come up with a outcome oriented activities on performance level and challenges as a school leader.

Methodology

Design

This study employed a descriptive-quantitative method of research. This strategies to problem solving answers questions to real facts relating to existing conditions. This was a technique of quantitative description which determined the prevailing conditions in a group of cases chosen for study. Several studies stresses the conditions with the assumptions that things were change. It is a strategy for answering your research question using empirical data. Creating a research design means making decisions about: Your overall research objectives and approach. Whether you'll rely on primary

research or secondary research. Your sampling methods or criteria for selecting subjects. This research design presents the outlines of the research process and the philosophical underpinning for this research. A researcher can conduct this research using various methodologies. It predominantly employs quantitative data, although qualitative data is sometimes used for descriptive purposes. It is important to note that in the descriptive research method, the researcher does not control or manipulate any variables, unlike in experimental research.

The data gathered will be analyzed using different statistical tools such as frequency, percentage mean, standard deviation, Pearson's r correlation coefficient, Chi-square analysis, Spearman rho correlation analysis, and multiple linear regression. It determines to see the distributions of specific variables that is to measure the performance level of the school heads in the delivery of the instructional supervision among the select public elementary schools in Calubian District, Calubian Municipality, Leyte Division, Region VIII during the academic year 2025 - 2026

Environment

The locale of this study is located among the select public elementary schools of Calubian Districts at Municipality of Calubian, Leyte Division, Region VIII in the Department of Education.

Municipality of Calubian, Leyte, Region VIII, Calubian is a 4th-class coastal municipality in Leyte, Region VIII, with a 2020 population of 31,646 across 53 barangays. Known for its scenic coastal landscapes and potential for marine tourism, it is developing as a thriving local economy focused on agriculture and small-scale commerce. It is in Northern part of Leyte province, Region VIII, with a land area: 100.95 square kilometers. It is primarily agricultural and coastal; recognized for developing small businesses, restaurants, and tourism-related services led by Mayor Marciano A. Batiancela, Jr. Their best practices and developmental focus on Eco-Tourism and Adventure, promoting water sports, snorkeling, and diving, leveraging its coastal geography. Ongoing efforts to upgrade road networks connecting farming areas and coastal spots to boost commerce. The LGU is enhancing local economic dynamism, focusing on increasing the number of active, safety-compliant business establishments. Plans for modernizing the public market and implementing digital payment systems and free Wi-Fi in public areas to enhance service delivery. Encouraging growth in light manufacturing, specifically in food processing and local handicrafts.

Hda. Enajes ES. Based on available data for the municipality of Calubian, Leyte, there is no direct, publicly available profile for a school explicitly named "Hda. Enajes ES" in the search results. However, Barangay Enage is located in Calubian, which has a young population requiring local elementary education services. For specific data, contacting the Calubian District Office or DepEd Leyte is recommended. Hacienda Enage Elementary School actively participated in the Orientation on Procurement, Asset, and Financial Management, reinforcing our commitment to transparency, accountability, and responsible use of public funds. The school head, BAC members, property custodian, and inspectorate team took part in this important activity aimed at strengthening compliance and enhancing school-based procurement and financial management practices.

Anislagan Elementary School. Established on June, 1968 as a primary school with three teachers and one building with three classrooms. A year after, officially became a complete elementary school. The school site was donated by the generous Hilario & Gecale families and has a total land area of 10,000 square meters.

Villanueva Elementary School. Villanueva Elementary School in Calubian, Leyte, is a public institution fostering student development through competitive TLE skills, recognized for excellence in technolympics extension cord contests (Grade 6). They actively promote literacy through engaging events like National Reading Month parades, fostering a culture of reading. The school emphasizes, through its staff and community, a strong commitment to producing well-rounded, capable learners. Best Practices and Highlights are the Technical-Vocational Excellence where the school shows strong performance in Technology and Livelihood Education (TLE), with students achieving 1st place in Division-level competitions such as the extension cord crafting contest, showcasing proficiency in safety and electrical skills. They actively celebrate Reading Month with character parades to build a passion for reading and creativity. A strong partnership between teachers and parents is evident in supporting student activities, from academic contests to school events. The school aims to develop the intellectual, spiritual, and physical skills of its learners, nurturing well-rounded individuals.

Inalad Elementary School. Inalad Elementary School joins the Orientation on Procurement, Asset, and Financial Management. School head, BAC Members, and AO II, property custodian, and inspectorate team, actively participated in the Orientation on Procurement, Asset, and Financial Management aimed at strengthening transparency, accountability, and compliance in school-based procurement and financial management. This activity reinforces our commitment to responsible use of public funds and improved procurement governance in support of quality education.

Petrolio Elementary School. Petrolio Elementary School is a public school located in Calubian, Leyte, operating under the Department of Education (DepEd). It provides foundational education for children in the local community, focusing on holistic development through academic instruction, extracurricular activities, and safety initiatives such as the Nationwide Simultaneous Earthquake Drill. Best Practices of the schools shows active participation in safety measures, including the Nationwide Simultaneous Earthquake Drill (NSED) to ensure student safety. The school fosters leadership and democratic values through an active Supreme Pupil Government, conducting yearly election campaigns.

Respondents

The selection of respondents is carried out using a simple random sampling technique, ensuring that every element in the population had an equal chance of being chosen for the sample (Shin, T. 2020, as cited by Noe Espina, 2022). The respondents of this research are the School Administrators and the teachers among the select schools of Calubian Districts, Leyte Division Region 8 during the Academic Year 2025 – 2026.

Research Instrument.

The data were gathered using the following instruments which contain items related to the present study (AM Elleman, 2019). The Department of Education is continuously fulfilling its mandate to produce productive and responsible citizens equipped with essential competencies and skills for lifelong learning to support on the implementation of the K to 12 BE Program. There is a need to strengthen the instructional supervision among the teachers.

Data Collection Procedure

Preparation of a letter of request is the first thing to do asking permission for the conduct of the study and will be submitted to the Schools Division Superintendent through the School Principal prior to the research being conducted. Following the approval of the letter of request, the researcher notify the school administrator in writing of the study's potential schedule. The researcher conveys all the respondents in a focused group discussion by batch to describe the study's goals and objectives, as well as to administer informed consent. It took roughly 15 minutes to assemble and prepare the respondents for the initial data collection via a survey questionnaire that was administered.

After approval has been granted to participate in the research, the respondents will be given a two-page survey form. The survey form included statements that they will respond to by checking the box on a 4-point scale that best indicated the outcome of their instructional supervision approaches for the teachers. The number of item instrument took no more than 30 minutes to complete. The researcher gathered the completed questionnaires for data tabulation.

Collection, tabulation, and computation of all data using statistical tools. Afterwards, the data will be analyzed and interpreted. The findings serves as a basis for the formulation of the conclusion and recommendations. Further, the findings of the study were the basis in contextualizing the Instructional Supervision for the presentation on data and crafting of the contextualized supervisory plan.

Data Analysis

This chapter presents the summary of findings, conclusions, recommendations, and the proposed Contextualized Supervisory Plan based on the data gathered from the study. The research examined the instructional supervision dynamism of school administrators in selected public elementary schools in the Calubian District, Leyte Division, Department of Education Region VIII, during the School Year 2025–2026. A total of 100 respondents participated in the study, consisting of five school administrators and ninety-five teachers. Data were collected using self-administered questionnaires distributed through online platforms and paper-and-pencil formats.

The findings revealed that instructional supervision practices play a significant role in improving teacher performance and instructional quality. Examining teachers' responses to supervision provided a deeper understanding of how they perceive guidance, monitoring, coaching, and professional development initiatives implemented by school administrators. These insights are essential in designing supervisory approaches that are responsive to the actual needs, capacities, and school contexts of teachers. The results further demonstrated that all instructional supervision strategies significantly influenced teacher performance, although the degree of influence varied across different supervisory practices.

The study concludes that instructional supervision becomes more effective when it is collaborative, practical, interactive, and contextually relevant. School administrators who provide consistent support, constructive feedback, and opportunities for professional growth contribute significantly to enhanced teaching practices and improved learner outcomes. By identifying the supervisory strategies that produce the greatest impact, school leaders can prioritize interventions, allocate

resources efficiently, and implement evidence-based programs that promote continuous instructional improvement. Based on these findings and conclusions, it is strongly recommended that the proposed Contextualized Supervisory Plan be adopted and implemented to strengthen instructional supervision and sustain quality teaching and learning in public elementary schools.

Results and Discussion

Results

The study examined the instructional supervision dynamism of school administrators in selected public elementary schools in the Calubian District, Leyte Division, Department of Education Region VIII, during the School Year 2025–2026. The respondents consisted of five school administrators and ninety-five teachers, providing a total of one hundred participants. Data were gathered through self-administered questionnaires administered both online and through paper-and-pencil formats.

The findings revealed that school administrators consistently implemented instructional supervision practices that supported teachers' professional growth and instructional effectiveness. Teachers generally perceived that school administrators provided appropriate guidance, monitored classroom instruction regularly, conducted meaningful classroom observations, offered constructive feedback, and encouraged participation in professional development activities. These supervisory practices contributed positively to improving instructional delivery and classroom performance.

The results further showed that instructional supervision played a significant role in enhancing teacher performance. Effective supervision strengthened teachers' instructional planning, classroom management, assessment practices, and implementation of learner-centered teaching strategies. Regular monitoring and coaching also increased teachers' confidence, motivation, and commitment to improving the quality of instruction.

The study likewise established that all instructional supervision strategies significantly influenced teacher performance, although the level of influence differed across supervisory practices. Strategies involving collaborative coaching, mentoring, constructive feedback, and continuous professional support demonstrated stronger effects on teacher effectiveness than routine monitoring activities alone. This indicates that supervision is most beneficial when administrators actively engage teachers in reflective practice, collaborative problem-solving, and continuous instructional improvement.

Moreover, the findings emphasized the importance of contextualizing instructional supervision according to the specific needs, capacities, and conditions of individual schools. The evidence suggested that supervisory approaches become more responsive and sustainable when they consider the unique learning environment, available resources, teacher competencies, and organizational context. This contextualized approach enables school administrators to provide relevant interventions that directly address instructional challenges and improve teaching outcomes.

Overall, the study confirmed that dynamic instructional supervision serves as a vital mechanism for promoting teacher development and improving educational quality. The findings support the implementation of a Contextualized Supervisory Plan that prioritizes collaborative supervision, continuous professional learning, evidence-based decision-making, and targeted instructional support. Such a plan is expected to strengthen instructional leadership, enhance teacher performance, and ultimately improve learner achievement across public elementary schools in the Calubian District.

Perception By the School Administrators on the Strategies Utilized in the Delivery of Instructional

Perception by the School Administrators on the Strategies Utilized in the Delivery of Instructional	Performance Level of The Respondent Groups Based on the Classroom Observation			
	Behavior	Structure	Teaching Strategies	Content Based
Clinical Supervision/Peer Observation and Collaborative Dialogue	79.236	79.192	101.000	79.192
	6.225E-18	6.363E-18	1.170E-22	6.363E-18

Classroom Observation and Walkthroughs	60.236	60.192	82.100	60.192
	<i>5.235E-13</i>	<i>5.348E-13</i>	<i>1.088E-17</i>	<i>5.348E-13</i>
Mentoring and Coaching	20.222	19.574	101.000	19.574
	<i>4.064E-05</i>	<i>5.617E-05</i>	<i>1.170E-22</i>	<i>5.617E-05</i>
Model Teaching/Demonstration Lessons	100.000	100.000	101.000	100.000
	<i>1.554E-21</i>	<i>1.554E-21</i>	<i>1.170E-22</i>	<i>1.554E-21</i>

Discussion

The findings of the study demonstrate that instructional supervision is a vital component of effective school leadership and plays a significant role in improving teacher performance and instructional quality. The results indicate that teachers value supervisory practices that provide regular guidance, constructive feedback, monitoring, coaching, and opportunities for professional development. These practices enable teachers to strengthen their instructional competencies and enhance the quality of classroom instruction.

The study further revealed that although all instructional supervision strategies significantly influenced teacher performance, their levels of influence varied. This suggests that supervisory approaches emphasizing collaboration, mentoring, and continuous professional support are more effective than supervisory practices focused solely on monitoring compliance. Interactive and supportive supervision encourages teachers to reflect on their instructional practices, address classroom challenges, and continuously improve their teaching performance.

Furthermore, the findings emphasize the importance of contextualizing instructional supervision to address the unique needs and conditions of schools. A supervisory approach that considers teachers' capacities, available resources, and the specific school environment is more responsive and sustainable. Such an approach enables school administrators to implement relevant interventions that foster teacher growth and improve learner outcomes.

Conclusion and Recommendations

The findings of this study emphasize the important role of instructional supervision in improving teacher performance and enhancing the overall quality of instruction in public elementary schools. The results indicate that teachers benefit from supervisory practices that provide consistent guidance, classroom monitoring, coaching, constructive feedback, and opportunities for professional development. These practices not only strengthen teachers' instructional competencies but also encourage continuous reflection and improvement in classroom teaching. The study further revealed that all instructional supervision strategies significantly influenced teacher performance, although some approaches were more effective than others. Specifically, supervisory practices that are collaborative, interactive, practical, and responsive to teachers' needs generated stronger positive outcomes than those focused primarily on monitoring compliance. Moreover, the findings highlight the value of contextualizing instructional supervision to suit the unique needs, capacities, and school environments of teachers. Such an approach enables school administrators to provide more relevant and meaningful support, resulting in improved instructional practices and better learner outcomes. Overall, the study underscores that effective instructional supervision is not merely an administrative responsibility but a continuous developmental process that promotes professional growth, strengthens instructional leadership, and contributes to sustained school improvement. These findings provide a strong basis for implementing the proposed Contextualized Supervisory Plan as a strategic intervention to enhance instructional supervision and support quality education in public elementary schools.

Acknowledgement

We sincerely express our deepest gratitude and appreciation to our Almighty God for His endless love, wisdom, guidance, strength, and countless blessings throughout the completion of this research. His grace sustained us during every challenge and inspired us to persevere until the successful completion of this study.

We extend our heartfelt and profound appreciation to our research adviser, Dr. Marilyn M. Miranda, for her unwavering guidance, encouragement, patience, expertise, and invaluable insights throughout the conduct of this research. Her constructive suggestions, professional mentorship, and dedication to academic excellence greatly enriched this study and

inspired us to pursue quality research. We are deeply grateful for the time, effort, and support she generously shared with us.

We also express our sincere gratitude to the members of the research panel and faculty members for their valuable comments, recommendations, and scholarly expertise that significantly improved the quality of this study.

Our heartfelt appreciation is extended to the Schools Division Office of Leyte, the District Supervisor of Calubian District, and the school administrators of the selected public elementary schools for granting us permission to conduct this research. We are equally grateful to all the teacher-respondents and school administrators who willingly participated in the study. Their time, cooperation, and honest responses made this research possible.

We also acknowledge our families, friends, and colleagues for their constant encouragement, understanding, prayers, and moral support throughout this academic journey. Their belief in our abilities motivated us to overcome every obstacle we encountered.

Finally, we express our sincere gratitude to everyone who, in one way or another, contributed to the successful completion of this study. Your kindness, encouragement, and support will always be remembered and deeply appreciated.

Funding

This research received no external funding from any public, commercial, or not-for-profit funding agency, and no organization provided financial support for the conduct of the study, authorship, or publication of this article.

Competing Interests Statement

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

Data Availability Statement

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

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Appendices

No appendices are attached to this study.