Instructional Supervision Needs of Private Higher Education Institutions: Towards a Distinct Distance Learning Management Framework

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Abstract

This study examined the instructional supervision needs of private higher education institutions engaged in online distance learning to develop a unique framework for managing online distance learning effectively. Employing a sequential explanatory mixed-methods design, quantitative data were collected from 301 teachers via surveys, followed by qualitative insights from five purposively selected school leaders through focus group discussion. Thematic analysis of qualitative data involved coding, theme development, and cross-referencing with existing literature to identify key supervisory practices. Results indicated that teachers demonstrated strong competencies in management, institutional, social, and communication skills, while pedagogical, design, and content skills were adequate. Technological skills, however, were the weakest and required focused improvement. In response, school leaders implemented tailored instructional supervision strategies addressing these needs. Based on these findings, the study proposes a distinct distance learning management framework comprising initiatives across six categories: pedagogical, technological, management and institutional, social and communication, design, and content. This framework provides a valuable tool for school leaders to effectively support and manage online teaching, particularly during crises or unexpected disruptions.

Keywords: *instructional supervision, online distance learning, online teaching skills*

Introduction

Quality education is a key priority of the United Nations' Sustainable Development Goals, aiming to equip individuals with the knowledge and skills necessary for a rapidly changing world. However, schools and universities face significant challenges in delivering consistent, relevant education due to disruptions caused by natural disasters, health crises, and environmental hazards. Events such as extreme weather, power outages, and pandemics as exemplified by the COVID-19 global lockdown have forced educational institutions worldwide to adopt distance learning as a critical strategy to maintain instructional continuity.

Local government units often suspended classes or implemented alternative learning modalities during such disruptions. According to Hebebci (2023), distance learning remains the most effective means to ensure education during such emergencies. Supporting this claim, the IAU Global Survey (Marinoni et al., 2020) reported that 67% of higher education institutions across multiple continents shifted from traditional classroom teaching to remote learning, highlighting the rapid adaptation of institutions to sustain education amid global challenges.

Numerous studies have identified challenges teachers faced in transitioning to online learning during the pandemic, including limited technological skills, difficulties in facilitating engagement, communication barriers, and struggles in creating effective virtual learning environments (Rosalina et al., 2020). Habaragoda (2020) reported that most educators lacked prior online teaching experience and received insufficient training. In the Philippines, many higher education faculty struggled with both unfamiliarity with online platforms and unreliable internet access (Toquero, 2020). Private institutions further noted issues with teacher proficiency in digital tools, inconsistent connectivity, inadequate learning materials, assessment challenges, and reduced social interaction, as well as personal difficulties among students, particularly in engineering programs (Fabito et al., 2020; Wenceslao & Felisa, 2021).

Teachers faced unexpected challenges adapting to virtual teaching, while school leaders struggled to supervise online instruction. This study aims to identify teachers' supervision needs and document leaders' adjustments to maintain quality distance learning, providing insights relevant beyond the pandemic.

Objectives

The main objective of the study was to propose a distinct distance learning management framework intended to assist school leaders in private HEIs in providing better support and guidance for teachers delivering online instruction. The specific objectives were:

1. To identify the instructional supervision needs of teachers by assessing the skills and competencies of teachers in online teaching;
2. To describe the instructional supervision practices implemented by school leaders to address the needs of teachers; and
3. To propose a distinct distance learning management framework.

Review of Related Studies

Natural disasters like earthquakes and floods disrupt schooling by damaging facilities and causing class interruptions. Distance learning has emerged as the most effective way to maintain educational continuity during such crises (Hebebci, 2023). Traditionally employing media such as television and print, distance learning has evolved significantly with the advent of web-based learning, offering greater convenience and functionality (Bozkurt, 2019; Sadeghi, 2019). Distance learning requires distinct pedagogical strategies from face-to-face instruction, reflecting a fundamental shift in teaching practice (Schneider & Council, 2021). Notably, during emergencies, distance learning assumes a

modified form compared to routine implementation.

Many teachers and institutions were unprepared for the rapid shift to online instruction during the pandemic, facing challenges documented across studies. These included adjusting their pedagogical approaches (Rosalina et al., 2020), developing technological proficiency (Akram et al., 2021), managing online classrooms despite unreliable internet access (Lapitan Jr. et al., 2021; Paudel, 2021), facilitating effective communication, and designing engaging activities (Wenceslao & Felisa, 2021). Additional obstacles involved insufficient technical, psychological, and academic support (Que, 2021), academic integrity concerns (Paudel, 2021), and inadequate teaching preparation (Bailey & Lee, 2020).

School leaders also faced significant challenges in instructional supervision, which is viewed as a supportive coaching process aimed at enhancing teaching effectiveness through technical assistance and fostering instructional improvement rather than mere oversight (Fitria et al., 2021; Rusdiana et al., 2020). Recognized globally as a core leadership role, supervisors support teachers in overcoming instructional challenges, preparing materials, and adopting innovative methods (Omorobi, 2021; Peter, 2021). During the pandemic, school leaders adapted their supervisory roles to address teacher concerns and maintain quality education.

To ensure effective supervision in virtual settings, school leaders must adopt innovative strategies tailored to teacher's specific needs (Brock et al., 2021). A systematic needs assessment is essential before intervention development, as it identifies gaps between current and desired states and their causes (Garira, 2020), helping educators prioritize critical needs for better outcomes (Cuiccio & Husby-Slater, 2018). Findings should guide actionable strategies and targeted interventions to address challenges in distance education delivery during crises.

Selected HEIs have taken proactive steps to continue education despite closures during the pandemic in response to the demands of almost 3.5 million tertiary students across 2,400 HEIs. (Joaquin et al., 2020). The Commission on Higher Education (CHED) promoted flexible instruction and alternative delivery methods (CHED, 2020). However, many HEIs were unprepared, with faculty lacking online teaching experience and reliable internet access (Fabito et al., 2020; Lapitan Jr. et al., 2021; Toquero, 2020).

In terms of instructional supervision, Andal (2024) highlighted challenges in classroom management, time allocation, pedagogical strategies, and feedback responsiveness, recommending approaches to enhance professional development and teaching effectiveness. Concepcion and Labitad (2024) found a positive correlation between teachers' performance and master teachers' supervisory skills, leading to the development of a school supervisory plan. Gaviño (2021) highlighted the importance of direct support, collaboration, curriculum development, and professional growth in enhancing teacher performance and satisfaction in distance learning. Boholano (2023) identified challenges faced by school administrators, including emotional and managerial challenges, addressed through communication, technology, and student assistance. Naguit (2024) emphasized that effective instructional leadership—

marked by classroom observation, strategic intervention, and constructive feedback—is crucial for educational excellence.

Overall, instructional supervision is vital for improving teaching and learning by providing guidance, ongoing training, and monitoring. In the Philippines, there remains a strong need for institutional support and new supervisory methods tailored to online education. The shift to distance learning during the health crisis exposed gaps not only in teacher unpreparedness but also in leadership approaches, which persist in the face of frequent disruptions like extreme weather events.

This study addresses these challenges by identifying teachers' instructional supervision needs and supervision practices of school leaders in online teaching, proposing a tailored distance learning framework to support institutions and minimize disruptions during future emergencies. This framework can also serve as a contingency plan to minimize educational disruptions during future emergencies.

Methodology

This study employed a sequential explanatory mixed-methods design to examine teachers' instructional supervision needs in online teaching. The design consisted of two phases: an initial quantitative phase followed by a qualitative phase to explain and deepen the survey findings.

In the quantitative phase, data were collected from 301 teachers from private higher education institutions using a survey instrument adapted from Albrahim (2020) to assess their skills and competencies across six domains: pedagogical, content knowledge, instructional design, technological, management and institutional, and social and communication skills.

The subsequent phase employed a qualitative approach through a focus group discussion aimed at exploring the instructional supervision practices implemented by school leaders to address the identified needs of teachers. It employed interview guide questions centered on the essential skills within the same domains evaluated quantitatively. The researcher conducted a systematic thematic analysis, beginning with repeated review of focus group transcripts to gain deep familiarity and document initial insights. Codes were generated and grouped into categories to identify and refine themes that accurately reflected the data. Themes were clearly defined, and the analysis was contextualized within existing literature. This process ensured data saturation and revealed specific supervisory practices. The combined findings from both quantitative and qualitative phases guided the development of the Distinct Distance Learning Management Framework.

Discussion

To ensure effective online instruction, it is essential to assess teachers' instructional competencies and identify areas where supervision and support are most needed.

Skills and Competencies in Online Teaching

Table 1 summarizes the evaluation of respondents' skills and competencies in online teaching. The results indicate that respondents have superior online teaching skills, with an overall mean of 3.26. This suggests a high level of proficiency, demonstrating exemplary performance. Among the six categories assessed, their greatest strengths are social and communication (3.41) and management and institutional skills (3.27). Meanwhile competencies in pedagogical, content, design, and technological skills are deemed satisfactory, with technological skills rated lowest (3.18).

Table 1

Grand Mean on the Respondents' Online Teaching Skills

Online Teaching Skills and Competencies	Mean	SD	Verbal Interpretation
Pedagogical skills	3.24	0.57	Satisfactory
Content skills	3.22	0.58	Satisfactory
Design skills	3.23	0.59	Satisfactory
Technological skills	3.18	0.59	Satisfactory
Management and Institutional skills	3.27	0.58	Superior
Social and Communication skills	3.41	0.63	Superior
Grand Mean	**3.26**	**0.59**	**Superior**

These findings align with the competency framework proposed by Mehrotra et al. (2022), which identifies six essential competencies for effective online teaching: instructional ability, subject expertise, innovation, technical proficiency, organizational skills, and communication. The categories assessed in this study, which include pedagogical, content, design, technological, management, and social, reflect a similar structure. The respondents rated social and communication skills highest, followed by management and pedagogical skills, mirroring findings by Adi Badiozaman et al. (2022) in Malaysian HEIs. In contrast, Paliwal and Singh (2021) found that Indian educators demonstrated strong technical skills but lacked proficiency in course design, communication abilities, and effective time management. In contrast, Paliwal and Singh (2021) found that Indian educators demonstrated strong technical skills but lacked proficiency in course design, communication abilities, and effective time management. The study also noted high self-reported confidence, consistent with Suryanti et al. (2021), linking confidence to greater optimism and openness to support. Collectively, these findings emphasize the necessity of continuous professional development across all online teaching competencies.

The shift to online teaching highlights the critical need for teachers to develop skills distinct from traditional classrooms. Teachers must possess key competencies that can accommodate diverse learning styles and needs like

digital literacy, mastery of online tools, ability to design interactive and inclusive virtual environments, and skills in student engagement. Additionally, strong communication, adaptability, problem-solving, online classroom management, and effective use of digital assessments are essential. A solid understanding of online pedagogy ensures teaching strategies meet diverse learning needs. Ultimately, teachers' ability to adapt and thrive in the digital space is vital to delivering high-quality education regardless of the medium through which it is delivered.

Instructional Supervision Practices in Online Teaching

This study examined instructional supervision practices employed by school leaders in online teaching during the pandemic. Focus group discussions with purposively selected participants revealed key themes related to online teaching competencies.

Pedagogical Skills

Effective online pedagogy demands mastery of the distinct challenges of virtual classrooms, including engaging remote students and leveraging technology for interactive, inclusive learning. Participants identified key practices adopted during the pandemic to address these pedagogical challenges.

Capacity Building on Interactive Teaching Strategies. The importance of training and retooling in various teaching strategies, particularly interactive ones, was seen as crucial for maximizing online teaching skills. Familiarizing teachers with the new online teaching modality was emphasized.

> Since the modality is new, we must capacitate them through trainings. We must train our teachers. Because from my observation, it seems like we just changed the platform. What the faculty does in the face-to-face teaching, the same manner is done during online. So, it is still face-to-face teaching, which is not supposed to be the case. We adopted the online modality. We should employ teaching strategies aligned with our mode of teaching. What you do in the face-to-face should not be done when teaching online. (Participant E)

E-pedagogical skills, distinct from traditional competencies, are vital for effective online instruction (Khurshid, 2020). These skills involve continuous professional development through inquiry and collaboration, which correlates with improved student outcomes (Oribjonovich, 2022; Ramos, 2021). Fernandes et al. (2023) advocate pedagogical training emphasizing relevant content, active modeling, and confidence-building, while Aldahdouh et al. (2023) stress its role in adapting to online teaching challenges. Kamran et al. (2023) highlight interactive methods that enhance critical thinking, collaboration, and self-efficacy. Online pedagogy demands a deliberate approach to engage learners absent physical cues, underscoring the need for capacity building in interactive strategies.

Utilization of Alternative Mode of Assessment. Teachers reported receiving

plagiarized and questionable student submissions in online settings, exacerbated by widespread internet access and AI-generated content. To mitigate academic dishonesty and promote authentic student work, alternative assessments such as performance-based tasks and open-ended essays were strongly recommended.

> There are also activities that when given by the teacher, answers can be found on the internet or in the Google. Mostly, students will copy and paste the answer. So, what seems to be our solution to this is that our activities are more on performance although they are done online. Also, questions are open-ended. (Participant B)

The transition to online learning requires adapting assessment methods to fit altered course delivery (Martin, 2020). Senel and Senel (2021) found that performance-based assessments, such as assignments, portfolios, and research projects were widely used during the pandemic. Guangul et al. (2020) emphasized employing personalized tasks and online presentations to uphold academic integrity. Integrating diverse assessment strategies enhances learning outcomes by encouraging independent, meaningful work.

The findings underscore how the design of alternative assessments functions as a preventative mechanism against academic dishonesty, while supporting valid evaluation of individual and group performance. Integrating such assessments supports achieving intended learning outcomes and promotes a more engaging, inclusive online learning environment aligned with modern educational goals and the digital generation's needs.

Streamlining of Assessment Tasks. This practice facilitated the transition to online learning by reducing assessment frequency and consolidating related learning outcomes, thereby effectively managing students' academic workload.

> We reduced our assessment tasks with certain limits per term period. This is also a way to help our students from being overwhelmed with their academic activities. (Participant E)

Armstrong-Mensah et al. (2020) recommend adjusting expectations and reducing assessments focused on online participation and content recall to manage student workload in distance learning. Similarly, Ho et al. (2021) stress that higher education institutions should adapt assessment methods for workload, fairness, and relevance during crises. These findings support school leaders and faculty in streamlining learning outcomes to prioritize essential goals and eliminate redundant assessments. Such practices align with outcome-based education by emphasizing terminal learning outcomes and fostering a learner-centered environment. Innovative strategies, like embedding quizzes in video content, enhance engagement and promote continuous self-assessment, advancing academic excellence.

Implementation of Laboratory Class Compressed Schedule. This practice combined online and onsite instruction for laboratory courses, with lectures and virtual lab activities conducted remotely and hands-on work performed

onsite to develop essential competencies. Participant D noted that while virtual labs supported learning outcomes, they could not fully replicate the complete laboratory experience.

> We used virtual laboratory; However, I requested for a compressed schedule in our laboratory courses. The students need to have the actual experience in laboratory. Hence from the projection of the voice, it is already different. The methodology is different from regular class in laboratory. The size of the classroom is different; it's twice the size of the classroom. (Participant D)

Camp (2021) found students preferred a compressed laboratory format—two labs per week over seven weeks—enhancing material retention for exams. Teachers observed that students met learning goals and demonstrated improved comprehension during lab sessions. This learner-centered, compressed schedule fosters skill acquisition and promotes group interaction, offering a viable pedagogical strategy for other skill-based courses.

Extensive Student Training in the New Online Modality. The ultimate objective of employing appropriate pedagogical strategies in teaching is to meet the learning demands of students, who are the central figures in the learning process. Therefore, a comprehensive student training on various aspects relevant to online learning implementation was a worthwhile initiative.

> Involve the students in the learning process because they are the center of the education system or the learning process. Students should be trained in the same way we trained the teachers. (Participant E)

Almusharraf and Khahro (2020) found student satisfaction in online learning is linked to access to platforms, clear grading, varied assessments, training, and technical support. Khan (2020) emphasizes the need for training both staff and students to navigate complex learning platforms. These findings underscore that instructional supervision should extend beyond teachers to include students. Providing student orientations on learning management systems and technology enhances the effectiveness and engagement of online teaching and learning for all stakeholders.

Online pedagogy extends beyond content delivery, demanding intentional and student-centered strategies. Enhancing educators' pedagogical skills is crucial for effective virtual instruction. Additionally, cultivating communities of practice fosters resource sharing and collective professional growth, supporting the ongoing adaptation necessary for excellence in digital education.

Content Skills

Adjustability of the Learning Plans. In online teaching, content skills encompass a teacher's ability to design learning objectives, materials, activities, and assessments aligned with course outcomes. This includes developing engaging multimedia and curating pertinent digital resources. Effective online instruction

demands adapting content and activities to the specific requirements of the virtual learning environment.

> Another challenge we experienced was the modification of materials. From face-to-face then suddenly there will be a transition, unexpectedly going online. Hence, all the syllabi, the materials, the PowerPoint presentations, examinations, there is a need to edit all those, there is a need to prepare everything. (Participant D)

These adjustments highlight the importance of revising learning plans to reflect the structure and demands of online instruction. Cabual and Cabual (2022) highlight the need to review and adjust syllabi to focus on essential competencies in online teaching. Similarly, Calleja and Camilleri (2021) found that the pandemic prompted teachers to embrace digital technologies in lesson planning as a valuable learning experience.

A well-designed, adaptable learning plan tailored for online instruction enhances teacher confidence and effectiveness across modalities. Applying instructional design principles such as establishing clear objectives, aligning learning materials with outcomes, and designing appropriate assessments—ensures structured and impactful teaching. Ongoing professional development in digital tools further empowers educators to create dynamic, interactive online environments that promote deeper learning and retention.

Design Skills

Promoting Interactive Learning Modules. Design skills are critical in online teaching, as the visual and structural presentation of content significantly influences student engagement and learning outcomes. Effective online educators apply design principles to develop clear, intuitive, and visually appealing course materials. To support teachers in this area, the promotion of interactive learning modules was implemented as a key instructional design practice.

> I did not have any problem in the module-making. The only challenge was creating an interactive module using interactive learning. Uploading reading materials in the learning management system for students to read is not enough. Our learning materials should be improved from face-to-face to online modality, using interactive and collaborative approaches allowing the students to talk during synchronous classes. (Participant E)

The shift to online education requires enhancing learning processes and interactions among students, teachers, and materials. El Firdoussi et al. (2020) highlight the importance of innovative pedagogies and well-designed interactive resources to facilitate student engagement. Design skills are crucial for creating effective online experiences, and developing these skills benefits from ongoing professional development, collaboration with instructional designers, and integration of user feedback. Continuous learning and adaptation enable

educators to craft intuitive and impactful virtual learning environments.

Technological Skills

Training on the Use of Learning Management System (LMS). As digital platforms become central to instruction, educators must develop proficiency with technological tools. To meet this need, training on LMS, alongside support for internet access and devices, were implemented. Many senior teachers faced difficulties with educational technology, leading some to withdraw from teaching. Therefore, onboarding initiatives, including targeted training and webinars on LMS management, are crucial to support effective online teaching.

> I have several seasoned teachers during that time who do not want to teach anymore. They cannot cope with technology. There are even some teachers who would say they do not want technology anymore. They opted for an early retirement rather than shift to teaching using technology. (Participant D)

To address this challenge, participants implemented onboarding practices, including training sessions and webinars on LMS management for both teachers and students.

> The solution we made was to schedule trainings for the teachers on how to use the LMS. Then, after that to the students. We had seminars. (Participant B)

Providing comprehensive and continuous training to all stakeholders is essential to mitigate resistance and foster a culture of learning and innovation. School leaders play a crucial role in guiding and monitoring teachers' ongoing use of the LMS to ensure familiarity and mastery beyond initial training.

Assistance for Internet Access and Learning Device. Another practice addressing technological challenges in online teaching involved providing support for internet access and digital devices, assisting both teachers and students in overcoming connectivity issues and lack of necessary equipment.

> Students do not have gadgets, so we provided the students with gadgets but not all of them. We carefully selected the students who need monthly allowance for their internet access. It is very fulfilling we were able to give them monthly allowance as assistance. (Participant C)

Asio et al. (2021) identified internet connectivity as a major challenge for students, teachers, staff, and administrators. Financially constrained students often depended on sponsorships or donations to obtain necessary devices. The study recommended solutions such as providing pocket Wi-Fi, loaner devices, and community Wi-Fi zones. Given the centrality of technology and digital literacy in online education, offering comprehensive technological support to both students and staff is essential to meet the demands of effective online teaching and learning.

With education's digital transformation, teachers must master fluency in diverse digital tools and platforms to deliver the curriculum effectively. Such proficiency enables the creation of interactive, engaging learning experiences, customization of content to diverse needs, and precise student assessment. Technological adeptness also facilitates adaptation to emerging educational technologies, equipping teachers and students for success in a rapidly evolving landscape. Ultimately, integrating robust technological skills in online teaching enhances learning and prepares students for a future workforce where digital literacy is essential.

Management and Institutional Skills

Implementing Institutional Academic Policy. Management and institutional skills are pivotal in the realm of online teaching, where educators must navigate the complexities of virtual environments to deliver effective instruction. To assist teachers in this category, participants in the focus group discussion identified students' attendance to online classes, students' submission of requirements, and students' academic integrity as the challenges, particularly in this category.

> We have policy on attendance. Academic honesty is included in the academic policy on student expectations. There were some policies still being followed as is although there are a few adjustments on the number of attendances, number of absences, etc. We follow the policy. We do what is written in the policies. We have our academic framework, and everything is smooth - sailing. (Participant D)

Saha et al. (2021) advocated integrating advanced technologies, such as AI-driven facial recognition, to verify student attendance and improve online learning effectiveness. Amurao and Ilagan (2021) recommended a multiple submission policy in online courses to support mastery learning, highlighting how flexible deadlines enable better workload management. Sabrina et al. (2022) exposed widespread collaborative cheating through social networks, emphasizing the need for clear academic integrity policies and robust communication strategies to ensure students understand institutional expectations and online learning protocols.

Online Supervision of Instruction. Online supervision of instruction was also implemented by school leaders. Guidelines for teachers included establishing an online group chat for staff communication, submitting online class meeting links, screenshots, and recorded sessions, monitoring learning management system accounts, and collecting student feedback. Prestiadi et al. (2021) and Fendi et al. (2021) examined online instructional supervision during the pandemic, where supervisors conducted virtual classroom observations via platforms such as Zoom, Google Meet, Google Duo, and WhatsApp. Instructional supervision remains a critical mechanism for assessing teaching quality, enabling school leaders to verify the implementation of training and guidelines. These practices suggest the effective establishment of virtual instructional supervision.

The establishment of clear norms and routines from the outset, consistent enforcement of institutional guidelines, and adherence to legal, ethical, and copyright standards are essential for effective virtual classroom management. Institutional academic policies provide a framework governing online classes and instruction, encompassing regulations on attendance, assessment, submission of requirements, and academic integrity for both students and teachers.

Social and Communication Skills

Prioritizing Wellness. In online teaching, social and communication skills are vital for building rapport and fostering community despite physical distance. To support this, school leaders prioritized wellness initiatives such as scheduled health breaks and regular dialogues with students, aiming to alleviate academic stress and promote mental well-being while also serving as opportunities to maintain open communication on both academic and personal matters.

> I consider implementation of mental health break as a breakthrough. No classes, no synchronous and asynchronous meetings. It is a rest for them. I think that helps even for the teachers. Constant communication is important. We have monthly communication with student leaders. If we are listening to the concerns of the teachers, we should also listen to the concerns of the students. (Participant E)

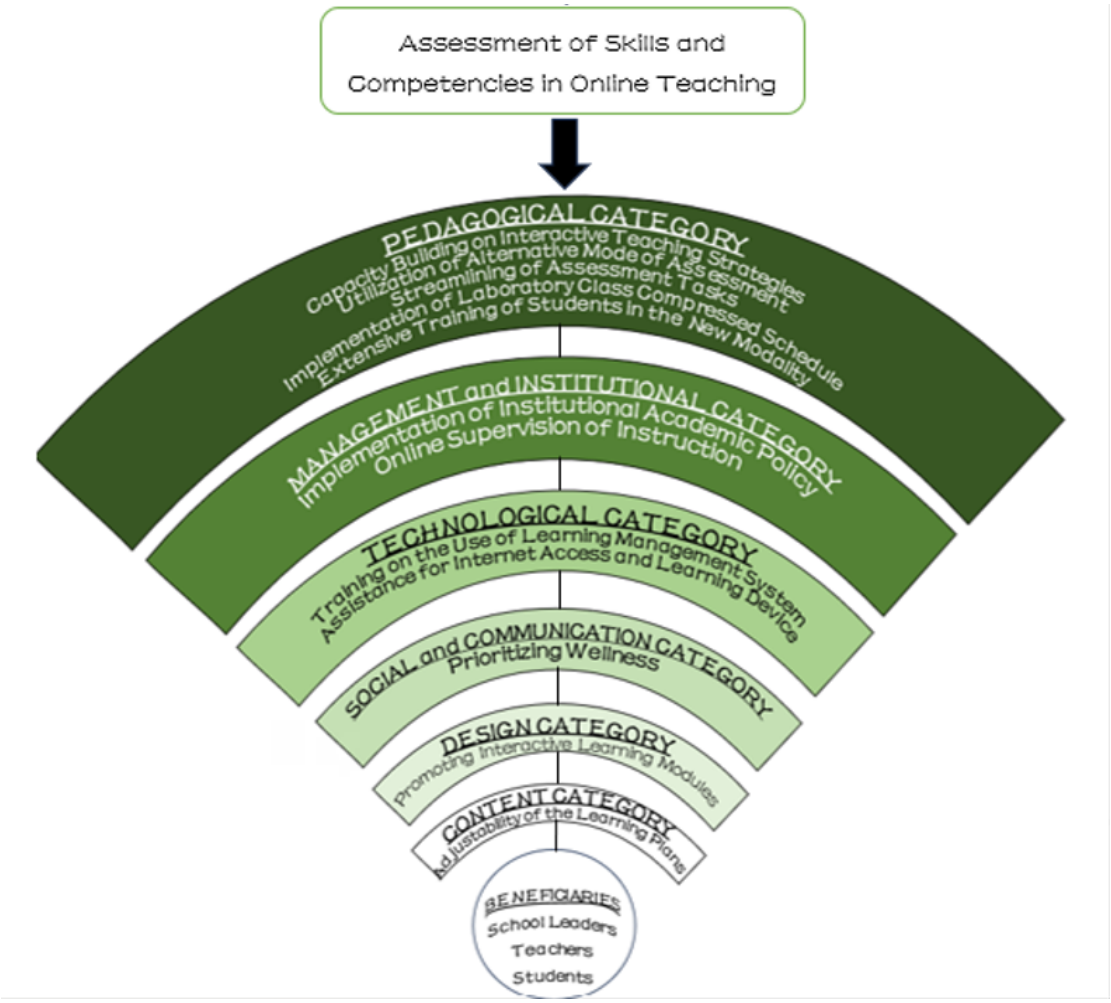
These findings underscore the critical role of social presence and empathic communication in digital education. Hikamah et al. (2021) emphasize that communication is central to effective pedagogy. The editorial Academic Break (Manila Bulletin, 2022) advocates for temporary class suspensions to alleviate pandemic-related stress among students and teachers. This study extends the concept, proposing academic breaks as a means to sustain communication and address challenges in virtual teaching and learning. Clear communication is crucial not only for content delivery but also for understanding student needs and providing timely feedback. As online education evolves, social and communication skills remain fundamental to the success of both educators and learners in digital classrooms.

Proposed Distinct Distance Learning Management Framework

Based on the research findings, a distinct distance learning management framework is proposed to guide school leaders in addressing the instructional supervision needs of private HEI teachers in online education. The identified themes related to online teaching skills demonstrate the effectiveness of current instructional supervision practices, reflected in the high level of teachers' competencies. Consequently, these practices are integrated into the framework to offer a foundational outline and priorities for school leaders. The framework aims to facilitate meaningful professional development, empowering teachers to become self-directed and confident in managing diverse instructional challenges. Figure 1 illustrates the proposed Distinct Distance Learning Management Framework.

Figure 1

Proposed Instructional Supervision in Online Teaching Framework



The proposed framework used the Wi-Fi image to symbolize the instructional supervision initiatives on six categories based on the skills and competencies required of a teacher teaching online to counter the challenges of online teaching. Based on the findings, it turned out that the pedagogical category has the greatest number of instructional supervision initiatives, specifically Capacity Building on Interactive Teaching Strategies, Utilization of Alternative Mode of Assessment, Streamlining of Assessment Tasks, Implementation of Laboratory Class Compressed Schedule, and Extensive Training of Students in the New Modality. That is why it projects the widest curve of the framework. It was followed by management and institutional category with initiatives on Implementation of Institutional Academic Policy and Online Supervision of Instruction; technological category with initiatives on Training on the Use of LMS and Assistance for Internet Access and Learning Device; social and communication category with initiative on Prioritizing Wellness; and design category with initiative on Promoting Interactive Learning Modules. Notably, the content category focused on Adjustability of Learning Plans forms the narrowest curve, as it typically precedes other instructional decisions and serves more as a preparatory phase.

A key distinction of this framework lies in its instructional supervision initiatives, developed and implemented amid an unprecedented global health crisis, without pre-existing models to guide the sudden transition to online teaching. Notably, the framework incorporates health breaks, emphasizing the mental health and well-being of both teachers and students. Designed to mitigate the impact of pandemics and similar disruptions, it is grounded in the assessed skills and competencies of teachers and the specific practices employed by school leaders during remote instruction. It equips school leaders with a roadmap to support educator development, ensure instructional quality, and sustain educational continuity in times of crisis and beyond.

Conclusion

In view of the findings, it can be concluded that teachers in private HEIs require skills distinct from those used in traditional classrooms. While their online teaching competencies are generally superior, further development is needed in pedagogical, content, design, and especially technological skills. School leaders responded to these challenges by implementing instructional supervision practices aligned with these needs. Moreover, a distinct distance learning management framework is deemed necessary to provide appropriate instructional supervision support to teachers and school leaders in resolving difficulties in delivering online education and fostering improved teaching practices. The proposed framework offers school leaders a practical and scalable tool for guiding professional development, ensuring continuity of quality education during crises, and promoting sustainable innovation in teaching practices across private HEIs.

Recommendations

Based on the key findings, this study recommends that all teachers undergo assessments of their online teaching skills and competencies to guide the provision of targeted instructional supervision. Assessment may utilize the instrument used in this study or the institution's existing tools, supplemented by clinical observations. Based on the results, an individualized intervention plan should be developed, outlining targeted initiatives and support for teachers. Follow-up assessments, including classroom observations and one-on-one dialogues, are essential for acknowledging successful practices and identifying areas for improvement.

All teachers must be fully engaged with any instructional changes or shifts in their responsibilities to ensure adequate lesson preparation and readiness, thereby meeting the expectations of the new teaching modality. Collaboration among school leaders, teachers, and students can be fostered through joint needs assessment workshops that identify challenges and prioritize professional development; co-design of online learning materials to enhance engagement; regular feedback sessions facilitating continuous improvement; peer mentoring programs to build teaching capacity; and student-led committees that actively contribute to shaping the online learning environment, thereby promoting shared responsibility and enhancing the overall quality of online education. All school

leaders and administrators involved in instructional supervision should receive comprehensive training to execute initiatives with resilience, competence, and confidence. Institutional policies, guidelines, and procedures on online education and remote supervision must be established to support informed decision-making, especially during unforeseen class disruptions. The proposed Distinct Distance Learning Management Framework may be adopted to assess its applicability and effectiveness. Future research could include experimental studies to validate the framework's reliability, and the development of an online teaching evaluation checklist based on the framework. Additionally, researchers are encouraged to evaluate its implementation within their institutions to inform potential improvements and align resources effectively.

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