# Instructional Support System and Mechanism Among School Administrators: Springboard to Supervisory Tool Development

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## Abstract

**Aim:** This study aimed to determine the status of instructional support and the level of suggested mechanisms among school administrators and to develop a supervisory tool for asynchronous learning modalities.

**Methodology:** A descriptive-correlational research design was utilized, employing survey questionnaires to gather data from school administrators and teachers. Statistical analyses included mean, standard deviation, Pearson r, and the one-sample proportion Z-test.

**Results:** Findings revealed that teacher support in asynchronous learning was highly rated, emphasizing strong instructional guidance and engagement. ICT support also received high ratings, though variations in accessibility indicate the need for further infrastructure development. Additionally, administrative support was found to be essential in facilitating asynchronous learning processes. Regarding suggested mechanisms, community involvement received a high rating, highlighting the importance of parental engagement and resource provision. School heads' roles were rated very high, underscoring their leadership in ensuring effective implementation, while teachers' suggested mechanisms received the highest rating, reinforcing their critical role in instructional design and student engagement. The study established a moderately significant correlation between suggested mechanisms and instructional support, suggesting that while strong instructional support enhances the implementation of asynchronous learning, other factors may also influence their effectiveness. Furthermore, the One-Sample Proportion Z-Test confirmed a statistically significant probability of adopting the Instructional Supervision Tool for Asynchronous Learning (ISTAL), indicating its potential as a valuable tool for enhancing instructional support and supervision in asynchronous learning environments.

**Conclusion:** This study highlights the vital role of instructional support in asynchronous learning, emphasizing the contributions of teachers, administrators, and ICT. Although generally strong, ICT access issues call for infrastructure upgrades. Community involvement enhances learning, and school leaders ensure resource allocation and adaptive teaching. Aligning support with leadership, training, and engagement improves outcomes. The study also endorses ISTAL for better monitoring, feedback, and educational quality.

**Keywords**: *Asynchronous learning, Instructional Supervision, Instructional Supervisory Tool for Asynchronous Learning (ISTAL)*

## INTRODUCTION

The shift to asynchronous learning, accelerated by the pandemic, introduced unique challenges that required adaptive administrative strategies. This change impacted curriculum delivery, teacher-student interactions, assessments, and resource distribution.

Globally, school leaders play a crucial role in guiding asynchronous learning through instructional supervision. Studies show a strong link between principal leadership and school improvement (Shava & Sibanda, 2021). The pandemic pushed millions of students into online learning, making supervision more complex (Varkey et al., 2022).

In ASEAN countries, including the Philippines, school principals had to quickly adapt to remote learning (Rosa, 2023; Low, 2023). However, technological gaps and frequent natural disasters such as typhoons and extreme heat made the transition more difficult—especially in rural areas like Tboli, South Cotabato, where internet access is limited (Moralista & Oducado, 2020; Cubillas et al., 2023).

Despite these setbacks, asynchronous learning became the norm during class suspensions. While teachers continued to teach, instructional supervision faced new challenges. Supporting teachers and maintaining instructional quality remain top priorities (Adams et al., 2023).

Although previous studies have explored the general role of school leaders (Fadillah et al., 2021), limited research has been conducted on instructional support in asynchronous settings. This study aims to assess the level of instructional support provided by school administrators during asynchronous learning and identify the factors influencing it. Understanding how leaders support instruction in this context is vital to addressing current challenges and meeting diverse learner needs (Garcia, 2018).

**Conceptual Framework**

This study was grounded in Republic Act 10533, which highlights instructional support as a key element of the K to 12 program. It focused on three main areas: teacher support, ICT support, and administrative backing. Teacher support and access to resources remained challenging, while ICT support became increasingly vital with the rise of digital learning.

The conceptual framework linked the status of instructional support, proposed improvement strategies, and the development of an instructional supervision tool for asynchronous learning. It assessed support in the areas of teaching, ICT, and administration and proposed mechanisms involving the community, school heads, and teachers.

These components informed the design of a supervision tool aimed at addressing gaps, ensuring accountability, and enhancing asynchronous learning through a collaborative, stakeholder-driven approach.

*Figure 1. Research Framework*
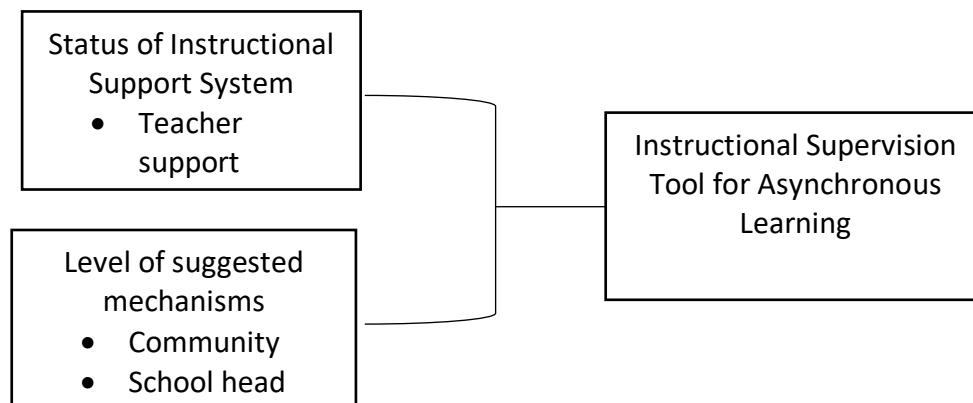


**Objectives**

This study aimed to determine the status of the instructional support system and the suggested mechanisms among school administrators during asynchronous learning in the Tboli West District during the school year 2024–2025.

Specifically, it sought to answer the following questions:
1. What is the status of the instructional support system in schools, particularly in terms of:
   1.1. teacher support;
   1.2. ICT support; and
   1.3. administrative support?
2. What is the level of suggested mechanisms according to:
   2.1. the community;
   2.2. school heads; and
   2.3. teachers?

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3. Are the suggested mechanisms significantly related to the status of instructional support?
4. What is the probability of adopting the developed Instructional Supervision Tool for Asynchronous Learning (ISTAL)?

**Hypotheses**

- The status of the instructional support system is not significantly related to the suggested mechanisms.
- The proportion of validators who accept the proposed instructional supervision tool for asynchronous learning is not statistically significant.

## METHODS

### Research Design

This study employed a quantitative approach, specifically utilizing the descriptive-correlational method to describe and analyze the relationship between the status of instructional support and the level of suggested mechanisms.

Descriptive statistics provided a foundation by offering a snapshot of the data, while correlation methods were used to identify relationships. This blended approach allowed researchers to not only describe trends but also explore their implications. This deeper analysis provided insights into data patterns and their potential impact on educational policy or intervention strategies (Trochim, 2020).

### Population and Sampling

The respondents included twenty-two (22) school heads and one hundred forty-two (142) teachers from the Tboli West District during the 2024–2025 school year. Participants were selected based on their direct involvement in instructional supervision during asynchronous learning to ensure relevant and comprehensive data.
Inclusion criteria required participants to be current school heads within the Department of Education (DepEd) in the Tboli West District, actively engaged in instructional supervision, with at least one year of DepEd affiliation. Willingness to participate was also essential. Exclusion criteria included teaching staff, those in non-instructional supervisory roles, individuals with less than a year of DepEd experience, and those unwilling or unable to participate.

Tboli, South Cotabato was selected as the study site due to its contextual relevance and representativeness. As Creswell (2014) emphasized, choosing a location that reflects broader conditions enhances generalizability. Practical considerations such as accessibility and existing rapport with participants, as suggested by Marshall and Rossman (2014), also contributed to effective data collection.

Given the small population size, complete enumeration was used. This method is ideal for specific and limited populations and ensures accurate and comprehensive data collection (Ganapati et al., 2010; Creswell & Creswell, 2017; Yin, 2018).

### Instrument

A survey questionnaire was utilized to gather the necessary data. The instrument was validated by field experts to ensure accuracy and reliability.

### Data Collection

Data were collected, reviewed, and analyzed in alignment with the study's objectives and in full compliance with established research protocols.

### Treatment of Data

Descriptive and correlational statistics were employed. Mean and standard deviation were used to assess instructional support and suggested mechanisms, while Pearson r measured their relationship. A one-sample proportion z-test was applied to determine the likelihood of adopting the developed instructional supervision tool for asynchronous learning.

### Ethical Considerations

The researchers ensured full compliance with ethical research protocols to safeguard the rights and interests of all individuals and institutions involved.

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## RESULTS and DISCUSSION

### Status of Instructional Support Among Administrators in Asynchronous Learning

The following tables present the status of instructional support for asynchronous learning in the Tboli West District, encompassing teacher support, ICT support, and administrative support.

**Table 1**
Summary of the Status of Instructional Support in Asynchronous Learning

| Instructional Support | Mean | SD | Description | Interpretation |
|---|---|---|---|---|
| Teacher Support | 4.14 | 0.53 | High | High status of instructional support |
| ICT Support | 3.84 | 0.84 | High | High status of instructional support |
| Administrative Support | 3.96 | 0.81 | High | High status of instructional support |
| **Section Mean** | 3.98 | 0.73 | High | High status of instructional support |

The results in Table 1 highlight the overall high status of instructional support in asynchronous learning. Teacher support received the highest mean score (M = 4.14), suggesting strong effectiveness. The relatively low standard deviation (SD = 0.53) reflects a high level of agreement among respondents, reinforcing the critical role of teachers in facilitating asynchronous learning.

ICT support, though still rated high (M = 3.84, SD = 0.84), reflects some inconsistencies in implementation, possibly due to infrastructure challenges or limited access. The higher SD suggests variability in respondents' experiences with ICT resources.

Overall, the mean score of 3.98 and SD of 0.73 indicate a consistently high level of instructional support, although improvements, particularly in ICT integration, could further strengthen support systems.

These findings align with Ertmer and Ottenbreit-Leftwich (2010), who reported that many teachers lack the necessary resources, training, and confidence to effectively integrate ICT into their teaching practices.

### Level of Suggested Mechanisms

This section presents the level of suggested mechanisms to improve asynchronous learning, covering community involvement, school leadership, and teacher initiatives.

**Table 2**
Summary of the Level of Suggested Mechanisms in Asynchronous Learning

| Indicator | Mean | SD | Verbal Description | Interpretation |
|---|---|---|---|---|
| Teacher | 4.29 | 0.68 | Very High | The suggested mechanisms fully support and enhance asynchronous learning, creating an efficient, engaging, and student-friendly environment. |
| School Head | 4.21 | 0.73 | Very High | The suggested mechanisms fully support and enhance asynchronous learning, creating an efficient, engaging, and student-friendly environment. |
| Community | 3.94 | 0.82 | High | The mechanisms support asynchronous learning well, but minor improvements are needed to enhance engagement, accessibility, and efficiency. |
| **Section Mean** | 4.15 | 0.75 | High | The mechanisms support asynchronous learning well, though some refinements are needed. |

The results show that teachers' roles were rated the highest (M = 4.29), reflecting their pivotal role in instructional delivery and learner engagement. The low SD (0.68) suggests consensus among respondents.

Community involvement, though still rated high (M = 3.94), had the lowest mean, highlighting the need for stronger implementation and support at the community level. These findings are consistent with Delos Reyes and Sagge

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(2024) who emphasized that community participation in asynchronous learning remains inconsistent due to varying levels of resource availability.

Overall, teachers and school heads are seen as the primary drivers of effective asynchronous learning, while community participation, although valuable, requires further strengthening.

**Table 3**
Results of Correlation Analysis Between Status of Instructional Support and Suggested Mechanisms

| Data Sources | df | r | p-value | Interpretation |
|---|---|---|---|---|
| Instructional Support and Suggested Mechanisms | 162 | .58 | .001 | Moderate Significant Correlation |

The correlation analysis reveals a moderate, statistically significant relationship ($r = 0.58$, $p = .001$) between the status of instructional support and the level of suggested mechanisms. This implies that stronger suggested mechanisms are likely to enhance the implementation and quality of instructional support in asynchronous settings.

These results confirm findings by Martinez-Cruz and Cruz (2021), who emphasized that effective instructional support — including teacher guidance, learning materials, and administrative coordination — greatly enhances remote learning outcomes. Similarly, Delos Reyes and Sagge (2024) emphasized the importance of aligning teacher training, community involvement, and leadership initiatives with instructional support systems.

**Probability of Adopting the Developed Instructional Supervision Tool for Asynchronous Learning (ISTAL)**

**Table 4**
Results of the One-Sample Proportion Z-Test

| Data Source | n | z-comp | p-value | Interpretation |
|---|---|---|---|---|
| One-Sample Proportion Z-Test | 20 | 3.125 | .001 | Statistically significant probability of adopting ISTAL. |

The One-Sample Proportion Z-Test shows a statistically significant result ($z = 3.125$, $p = .001$), indicating a strong probability that the developed Instructional Supervision Tool for Asynchronous Learning (ISTAL) will be adopted.

This finding supports the viability of ISTAL as a structured tool for improving instructional supervision in asynchronous learning environments. While the sample size is relatively small ($n = 20$), the strong significance suggests potential for broader application. Future studies could validate the tool's effectiveness across different educational contexts.

**Conclusions**

This study highlights the essential role of instructional support systems in the success of asynchronous learning. Teacher engagement, administrative support, and ICT access are key factors in ensuring quality education delivery. While the support systems are generally effective, disparities in ICT availability indicate the need for infrastructure improvement.

The study also emphasizes the importance of community participation in supporting students' learning, especially through parental engagement and access to resources. Teachers and school heads were identified as pivotal in delivering and managing asynchronous instruction.

A moderate significant correlation between support systems and suggested mechanisms underscores the importance of aligning leadership, training, and community efforts with instructional strategies. The adoption of ISTAL offers a promising framework to support these efforts through structured supervision, monitoring, and feedback.

**Recommendations**
1. DepEd may develop comprehensive policies to support asynchronous learning, focusing on training, ICT infrastructure, and collaborations with local and private sectors.

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2. Schools should adopt structured monitoring tools like ISTAL to evaluate instructional support and ensure alignment with student and teacher needs.
3. Teachers are encouraged to pursue continuous professional development and digital skills training to enhance asynchronous instruction.
4. Community and Parents should be actively involved in supporting learners by providing access to materials and fostering home-based study environments.
5. Future Studies should assess the long-term impact of instructional support systems on learner performance and explore the broader implementation of ISTAL.
6. Researchers may also consider comparing synchronous and asynchronous models across different educational levels to gain deeper insights into instructional support effectiveness.

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