

The Influence of Leadership Skills and Instructional Supervision on Quality Instruction in Non-Formal Education

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ABSTRACT

The study endeavored to explore the influence of leadership skills and instructional supervision on quality instruction in non-formal education in Region XI. The survey questionnaires were administered to 307 respondents across the 11 divisions in Davao Region. The study utilized descriptive correlation. This study finds that teachers highly value the leadership and instructional supervision skills of school leaders, which significantly enhance teaching engagement and student empowerment for quality instruction. Investing in leadership development programs and training focused on instructional supervision lead to significant improvements in the quality of instruction. This suggests that the Department of Education should prioritize and allocate resources to strengthen the leadership capabilities in areas of curriculum implementation, teacher mentoring, and performance evaluation, to maximize the effectiveness of non-formal education programs.

INTRODUCTION

Quality education is the primary tool for academic advancement, social mobilization, political stability, economic growth, and effective sustainable development in any country in the world as stated in Global Partnership for Education (2020). Consequently, quality instruction plays a vital role in empowering individuals with practical skills outside the formal education system. By offering flexible learning opportunities, non-formal education addresses the diverse needs of learners of all ages and backgrounds. However, a concerning statistic from a study conducted shows that only 30% of non-formal education programs worldwide are meeting quality standards set by educational authorities (UNESCO, 2023).

In recent years, the quality of instruction in non-formal education (NFE) has garnered increasing attention both positively as it plays a pillar in lifelong learning and negatively in the context of global educational disparities. Approximately 171 million children could escape extreme poverty if they achieved basic literacy skills (UNESCO, 2020). In the Philippines, the situation reflects broader global trends, with the country facing significant challenges in NFE quality. Approximately 70% of NFE programs lack structured assessment methods, leading to unclear learning outcomes (UNESCO Institute for Statistics, 2020). Another survey revealed that only 54% of non-formal education facilitators possessed the necessary qualifications, leading to inadequate instructional methods (Philippine Institute for Development Studies, 2021).

Additionally, a 2022 report noted that only 28% of learners in NFE programs in the Philippines met minimum proficiency standards in essential skills, highlighting a critical gap in effective pedagogy (UNICEF, 2022). These findings underscore the urgent need for targeted interventions to enhance the quality of instruction in non-formal education, both globally and within the Philippine context. The Philippines has prioritized improving basic education for decades to combat illiteracy and promote growth (Calabit, 2022). Gloria Macapagal Arroyo's presidency emphasized the state's role in ensuring adequate education for all Filipinos, as per the Philippine Constitution, through official and informal channels (R.A. 9155, 2001; IJE, 2022). Article 14, Section 1 of the Constitution, the government is responsible for providing education for all levels and creating measures to ensure accessibility.

Furthermore, a lack of quality instruction in non-formal education can hinder socio-economic development and widen existing educational disparities within communities. It is imperative to enhance the quality of instruction specifically in the Alternative Learning System to ensure equitable access to skill-building opportunities for all. Hence, the necessity to carry out this research study stems from the increasing requirement for leaders with a wide range of skills and the necessity to enhance the preparation of individuals. Research in this area can provide actionable insights and frameworks that empower leadership and elevate instructional quality, thereby addressing the persistent challenges observed in the NFE sector (UNESCO, 2020; PIDS, 2021).

Leadership skills, instructional supervision, and Alternative Learning System instruction quality are examined in this study to solve important NFE

issues in the Philippines. The research supports UN Sustainable Development Goal 4's educational fairness and access goals by increasing NFE. Recent research shows that effective educational interventions can reduce inequities and increase learning outcomes, especially for marginalized areas (UNESCO, 2022). Transformational leadership motivates teachers and improves instruction, and the study will provide evidence-based insights into educational leader best practices (Hallinger & Murphy, 2019). The findings should inform inclusive and effective educational strategies and systems.

Given the strong relationship between structured assessment techniques and student progress, instructional quality is crucial (Smith et al., 2023). The study investigates ALS pedagogical strategies to find those that improve skill development and student engagement. It also stresses community involvement in educational programs to promote NFE projects locally (Carreon et al., 2021). Understanding instructional leadership in NFE is crucial for producing a qualified workforce as global lifelong learning demands rise (World Bank, 2022). This study aims to improve national and worldwide educational reform by addressing the need for high-quality non-formal education through concrete recommendations.

This study is novel because it specifically examines the interaction of leadership skills and instructional supervision on quality instruction in non-formal education specifically in the Alternative Learning System. It provides useful insights for both practitioners and policymakers in this field globally, nationally, and locally. School leaders and supervisors have to adapt their procedures to meet the shifting demands caused by rapid technological breakthroughs, varied student populations, and altering educational rules and regulations. Studies have demonstrated that robust leadership and efficient supervision have a favorable influence on the performance of teachers, the overall atmosphere of schools, and ultimately, the academic achievement of students (Hallinger & Murphy, 2019).

THEORETICAL REVIEW

Social Reconstructionism

This study was anchored to social reconstructionism by Paulo Freire (1968) which stands as a pivotal educational theory that advocates for the transformation of society through educational practices, emphasizing the critical role of effective leadership skills and instructional supervision in enhancing the quality of education, particularly within non-formal educational contexts. This perspective posits that education should not merely serve the status quo, but rather challenge and change existing social injustices and inequalities.

The social reconstructionist framework underscores the necessity for educators to perceive themselves as agents of change, actively engaging in the process of fostering democratic values and social equity in education Huckle and Walls (2019). In non-formal education settings, where flexibility and adaptability are paramount, the leadership skills of educators and supervisors play a crucial role in encouraging participatory and inclusive practices that resonate with the diverse needs of learners. The emphasis on strong leadership

reflects the belief that effective instructional supervision can facilitate transformative educational experiences that prepare learners to confront societal challenges and contribute positively to their communities (Meyer & Land, 2020).

Moreover, the influence of leadership skills in the realm of non-formal education cannot be overstated, as they serve as a catalyst for instructional improvement and learner engagement. Strong leadership characterized by clear communication, vision, and collaborative approaches tends to result in higher levels of teacher motivation and learner achievement (Tschannen-Moran and Gareis, 2020). In non-formal educational contexts, where traditional pedagogical frameworks may not apply, leaders are tasked with the unique challenge of creating environments that foster critical thinking and social responsibility. By leveraging their leadership competencies, educators can model the very principles of social reconstructionism, imparting knowledge that empowers learners to analyze, critique, and ultimately reshape their social realities. This process of leadership-driven instructional supervision not only enhances educational quality but also catalyzes broader social change, highlighting the interconnectedness of leadership, educational practice, and societal transformation (Lingard & Sellar, 2021).

Finally, social reconstructionism offers a compelling theoretical lens through which to analyze the significant influence of leadership skills and instructional supervision on quality instruction in non-formal education settings. This approach underscores the importance of cultivating educators who are not only knowledgeable in their fields but also adept at using their leadership skills to influence educational practices and outcomes. Fostering a commitment to social justice and equity demands that educational leaders prioritize collaborative and reflective practices, ultimately contributing to a more inclusive and transformative educational landscape. The alignment of leadership practices with the principles of social reconstructionism facilitates a holistic approach to education that can address pressing societal issues, making it essential for stakeholders within the non-formal education sector to embrace this theory in their quest for quality education (Waghid, 2021).

Research findings suggest that the implementation of effective leadership skills and instructional supervision has a substantial positive impact on the quality of instruction. These findings align with the principles of social reconstructionism, a theoretical framework that emphasizes the importance of educational approaches that foster social change and critical engagement (Morell, 2020). The interplay between leadership practices and social reconstructionist theory underscores the significance of education in tackling societal disparities and promotes a paradigm shift towards transformative learning (Pinar, 2018). Overall, the integration of leadership development with instructional supervision has the potential to initiate significant educational reform that aligns with the principles of social reconstructionism.

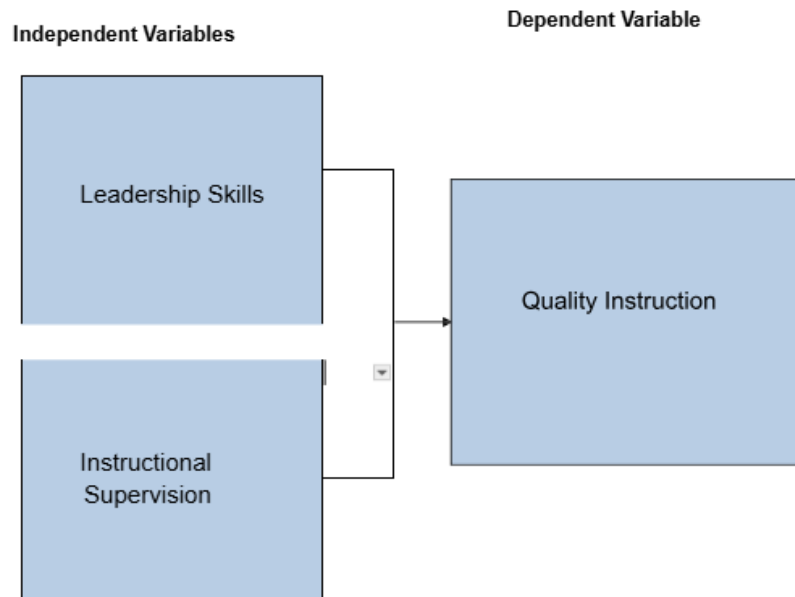


Figure 1. Conceptual Framework

Figure 1 shows the relationship of independent variables towards the dependent variable. This is illustrated through a single arrow connected from leadership skills and instructional supervision to quality instruction in Non-Formal Education.

METHODOLOGY

This study employed a descriptive quantitative approach. The study utilized survey questionnaires to gather data with a total of 307 out of 311 faculty members answered the survey using the universal sampling technique. This technique aims to achieve a homogeneous sample whose units share the same characteristics or traits (Creswell, 2003).

To measure descriptively the current level of leadership skills and instructional supervision among school heads involved in non-formal education and the perceived impact on the quality instruction. The mean, standard deviation, and the level of importance are used under descriptive statistics. The descriptive design employed to gather information on the present state of the phenomena, specifically to characterize the existing variables or conditions in a given setting (Shuttleworth, 2008).

Additionally, to investigate the significant relationship between leadership skills and instructional supervision, focusing on how each dimension influences the quality of instruction in non-formal educational settings the statistical tools used were the Correlation (Pearson r) and Structural Equation Modeling (Confirmatory Factor Analysis) (Labrador, 2022). The correlational design is a methodology employed to elucidate and quantify the extent of correlation (or connection) between two or more variables or sets of scores (Creswell, 2002). Correlational research examines the association between the dependent and independent variables through the use of surveys, classification and data reduction procedures, and assessments of the relationships among variables.

Furthermore, to determine the significant effects of leadership skills and instructional supervision on the quality of instruction, identifying key factors that contribute to effective educational practices in non-formal education the statistical tool used was Structural Equation Modeling (Confirmatory Factor Analysis). A correlational analysis is employed to ascertain the connection between two or more variables, specifically to determine whether a rise or decline in one variable corresponds to a rise or decline in another one. This study aims to investigate the correlation between leadership qualities and instructional supervision in order to assess the quality of education (Kalla, 2011).

Data Analysis

The present study employed suitable statistical methods to categorize, analyze, and interpret the obtained outcomes. Given the nature of this study, a quantitative method approach was utilized to effectively gather the necessary data.

A descriptive statistic was used in order to articulate the basic feature of the data. It will provide simple summaries regarding the sample and the measures. The mean and standard deviation were used to determine the level of leadership skills and instructional supervision to influence quality instruction. To measure the significant relationship and each dimension influence, the statistical tools used were the Correlation (Pearson r) and Structural Equation Modeling (Confirmatory Factor Analysis) in order to determine the relationship between leadership skills and instructional supervision, and the quality instruction (Labrador, 2022). The regression analysis was not used since some assumptions of using regression analysis were violated so not appropriate. This is the reason why structural equation modeling was used in the data.

Ethical Considerations

1. **Social Value:** This quantitative study sought to offer essential insights for faculty members, school leaders, and academic experts about the importance of quality instruction in education. The results will provide evidence-based suggestions to improve faculty motivation and involvement in research and teaching methods, tackling the obstacles that educational institutions encounter in upholding high quality and effective teaching standards.
2. **Informed Consent:** Before distributing the questionnaires, participants will be informed about the study's objectives and procedures through formal communication. Participants will be informed that their involvement is entirely voluntary and that they have the right to withdraw at any point without facing any consequences. Informed consent will be secured from all participants to uphold ethical standards in the study.
3. **Participants' Vulnerability:** It is acknowledged that certain participants may experience feelings of vulnerability concerning the subjects of the study. To address potential concerns, the individual will ensure that the

survey and data collection tools are clear, non-intrusive, and free from sensitive or emotionally distressing content. Respondents will be informed that they have the option to withdraw from the study at any point if they experience any discomfort.

4. **Privacy and Confidentiality:** The study adhered to the principles of the Data Privacy Act of 2012, ensuring the protection of participants' identities and personal data. All records ensured the utmost confidentiality, with personal identifiers being thoroughly removed. To ensure privacy standards are upheld, pseudonyms or codes were employed for data anonymization, and secure methods for data storage were implemented.
5. **Community Involvement:** Prior to initiating the study, permission were sought from school administrators to carry out the survey within their institutions. A formal request letter outlined the objectives, timeframe, and anticipated results of the study to promote clarity and transparency. The objective also minimize disruptions during the data collection process to respect the participants' educational environment and routines.

RESULTS

The statistical results presented in Table 1 provide insights into the level of leadership skills, instructional supervision, and quality of instruction among educators. The key findings with respect to leadership skills are observed from its indicators such as administrative, interpersonal, and conceptual skills. The mean scores for administrative skills (5.15), interpersonal skills (5.21), and conceptual skills (5.15) suggest that educators generally perceive themselves as competent in leadership-related abilities.

Among these, Interpersonal Skills were rated the highest with a 100% level of importance, indicating that relationships and communication are crucial in leadership effectiveness. Administrative and Conceptual Skills also have very high mean scores, though their levels of importance are slightly lower (79.80% and 79.50%, respectively). Looking at the instruction supervision, the educators' perceptions of instructional supervision components, teacher evaluation (5.13), feedback (5.14), and professional development (5.16) are relatively high, showing that these areas are well regarded.

Moreover, the feedback category has a 100% level of importance, emphasizing its critical role in improving instructional quality. Professional development and teacher evaluation also score high in importance, highlighting their relevance to effective teaching. Lastly, quality of instruction results indicates strong perceptions though there is some variation of respondents. The teaching, learning, and evaluation (5.16, 91.50%) and faculty development, research, and extension services (5.04, 83.00%) are perceived as significant aspects of instructional quality.

Meanwhile, the Infrastructure, Learning Resources, and Interface Quality (4.96, 97.90%) has the highest perceived importance, signifying that physical and digital learning environments play a key role in education. The student

progression (5.09, 69.10%) and innovation practice (5.07, 65.70%) have relatively lower importance levels, suggesting that while these areas are recognized, they may not be viewed as top priorities by educators and the leadership and governance (5.04, 100.00%) is rated as highly important, reinforcing the idea that strong institutional leadership is fundamental to quality instruction.

Generally, the results suggest that leadership skills and instructional supervision are perceived as essential factors influencing the quality of instruction. Among the areas assessed, interpersonal skills, feedback, and leadership/governance received the highest importance ratings, showing that effective communication, structured feedback mechanisms, and strong leadership play key roles in enhancing education. Meanwhile, innovation and student progression received the lowest importance ratings, indicating potential areas for development.

The Table 1 presented the level of leadership skills and Table 1.2 showed the instructional supervision of Alternative Learning System school heads in Region XI.

Table 1

The Level of Leadership Skills and Instructional Supervision Among Educators and Perceived Impact on Quality of Instruction

Indicator	Mean	Std. Deviation	Level of Importance
Leadership Skills			
Administrative Skills	5.15	0.961	79.80%
Interpersonal Skills	5.21	0.963	100.00%
Conceptual Skills	5.15	0.979	79.50%
Instructional Supervision			
Teacher Evaluation	5.13	0.888	95.90%
Feedback	5.14	0.931	100.00%
Professional Development	5.16	0.928	96.60%
Quality Instruction			
Teaching, Learning, and Evaluation	5.16	0.892	91.50%
Faculty Development, Research, and Extension Services	5.04	0.949	83.00%
Infrastructure, Learning Resources, and Interface Quality	4.96	0.943	97.90%
Student Progression	5.09	0.904	69.10%
Leadership and Governance	5.04	0.976	100.00%
Innovation Practice	5.07	0.974	65.70%

No. Cases is 307

Table 1 presents the corresponding level measure of indicators of leadership skills and instructional supervision ranges from 5.13 to 5.21. These levels can be described categorically as very high. The corresponding standard deviation to the behavior response of these indicators are less than one unit away; the mean, that is, ranges from 0.888 to 0.979. This suggests somehow that each respondent has a common consensus regarding issues related leadership skills and instructional supervision. Surprisingly, leadership skills are the most

important indicator for leadership skills, while feedback is an important indicator for instructional supervision.

The alternative learning system exhibits notable strengths in Leadership Skills and Feedback mechanisms. The mean scores of 5.21 and 5.14 indicate that all participants scored above average in both domains, showcasing strong capabilities and a dedication to effective leadership and constructive feedback mechanisms. This indicates a robust environment characterized by collaboration, mentorship, and ongoing learning opportunities.

Nonetheless, the data underscores two domains that require additional focus: Student Progression and Innovation Practice. Although these domains continue to score above average, they exhibit the lowest percentages of participants surpassing the mean, recorded at 69.10% and 65.70%, respectively. This suggests potential avenues for improving the support systems and strategies aimed at student success, alongside promoting a more innovative mindset and practices within the system.

Table 2 and Figure 1. It can be observed from Table 2 the coefficient of correlation is .918. This index of correlation is considered as very high correlation and has a positive direction. This means the leadership skills and instructional supervision move in the same direction, that is, when leadership skills increase, the instructional supervision also increases. Aside from this, the relationship between them attained a significant at .01 level in one-tailed.

Table 2. The Correlation Between Leadership Skills and Instructional Supervision

Variable	1	2	3
Leadership Skills			
Instructional Supervision	.918**		
Quality Instruction	.889**	.941**	1

** . Correlation is significant at the 0.01 level (1-tailed).

To account the corresponding influence of the leadership skills and instructional supervision indicators the Figure 1 is provided. The indicators of leadership skills such as administrative skills, leadership skills, and conceptual skills have a corresponding factor loading, these are, .94, .02, and 1.04 respectively. These factor loadings generated an influence/effect size of 0.82 on leadership skills.

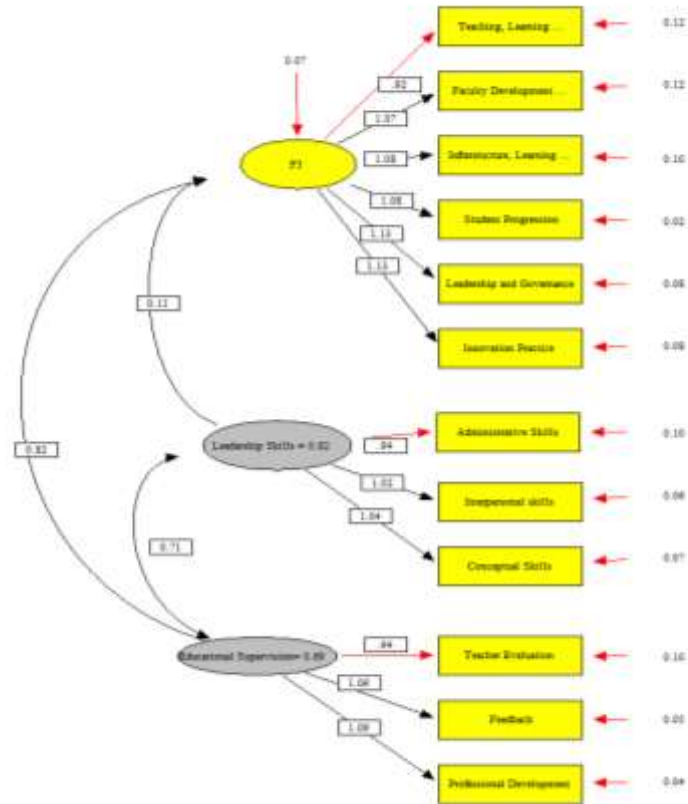


Figure 1. Structural Equation Model of Leadership Skills and Instructional Supervision on Quality Instruction in Non-Formal Education

The effect size is considered as large according to Cohen, J. (1992). While the instructional supervision’s indicators have the corresponding .94, 1.09, and 1.09 for teacher’s evaluations, feedback, and professional development respectively. These factor loadings generated an effect size of 0.69, which is also a large effect size. The interrelationship among indicators from leadership skills and instructional supervision produced a positive correlation of 0.71. This correlation index can be interpreted categorically as high correlation. With the large effect sizes among indicators such as 0.82 and 0.69, the two variables such as leadership skills and instructional supervision influence the quality of education at the size of 0.11 and 0.82 respectively in non-formal educational settings.

DISCUSSION

The Influence of Leadership Skills and Instructional Supervision Among School Heads and Perceived Impact on Quality of Instruction

The data indicates that the mean scores for the assessed indicators of leadership skills and instructional supervision fall between 5.13 and 5.21, categorizing them as "very high." which means leadership skills are always evident. The findings clearly demonstrate that leadership skills serve as the primary indicator for the overarching construct of leadership, whereas feedback is recognized as a vital indicator for instructional supervision. The results underscore the essential elements that influence effective leadership and

instructional methodologies particularly in the non-formal education Alternative Learning System program.

The theory of social reconstructionism offers a pertinent framework for analyzing the findings of this study. This viewpoint highlights the importance of education in promoting social change and transformation, aiming ultimately to establish a more equitable and just society (Dewey, 1916; Freire, 1970). This finding also conforms to Huckle and Walls (2019) which states that educators perceive themselves as agents of change, actively engaging in the process of fostering democratic values and social equity in education.

However, in the context of the Alternative Learning System (ALS) the teachers particularly in public administration roles, which speaks to the increasing demand for leaders who can craft strategic responses to evolving socio-economic challenges (Santos and Dizon, 2022).

Leadership Skills and Instructional Supervision on Quality Instruction in Non-formal Education as Assessed by the Teachers

The respondents manifested a high level of positive behavioral response on the issues related to the status of leadership skills and instructional supervision. The coefficient of correlation is .918, this index of correlation is considered as very high correlation and has a positive direction described as frequently observed. This means the leadership skills and instructional supervision move in the same direction, that is, when leadership skills increase, the instructional supervision also increases. The findings highly supported the study of (Santos and Dizon, 2022) on the importance of structured processes and a systematic approach to governance which speaks to the increasing demand for leaders who can craft strategic responses to evolving socio-economic challenges.

Moreover, instructional leadership theory was deeply anchored to the results which emphasizes the role of school leaders in directly influencing teaching and learning, focusing on improving the quality of instruction through various means, such as mentoring teachers, providing professional development, and fostering a strong educational vision (Hallinger, P., & Murphy, J., 1987).

The findings reveal that the effect size is considered as large according to Cohen, J. (1992). This correlation index can be interpreted categorically as high correlation. With the large effect sizes among indicators such as 0.82 and 0.69, the two variables such as leadership skills and instructional supervision influence the quality of education at the size of 0.11 and 0.82 respectively in non-formal education.

The indicators of leadership skills such as administrative skills, leadership skills, and conceptual skills have a corresponding factor loading, these are, .94, .02, and 1.04 respectively. These factor loadings generated an influence/effect size of 0.82 on leadership skills. The findings are indicative of a direct correlation between strong conceptual abilities and improved organizational agility, crucial in an era characterized by rapid change and uncertainty (Rodrigo et al., 2021). Meanwhile, the interplay of these three skill sets—administrative, interpersonal, and conceptual—is essential for holistic

leadership development. In evaluating leaders in various sectors across local, national, and international, those demonstrating a balanced integration of all three skills were more likely to inspire loyalty and achieve sustainable outcomes (Torres and Cabral, 2020).

Effects of Leadership Skills and Instructional Supervision on the Quality Instruction in Non-formal Education

The corresponding effect size of leadership skills and instructional supervision on quality of instruction are 0.11 and 0.82, which are categorically described as small and large respectively. These sizes of effect are somehow significant since these would identify the corresponding indicator that played an important attribute in the educative practices in non-formal education.

Furthermore, exemplary leadership skills have little influence, while instructional supervision has a big impact (Korkmaz, 2019; Uğurlu et al., 2022). Their study highlights the importance of good instructional supervision in teacher professional development. The following results on teacher assessment, feedback, and professional development had equal value, with factor loadings of .2, 1.09, and 1.09. Instructional supervision's 0.82 effect size shows its importance in creating a complete educational environment that allows educators to improve their teaching (Mashau et al., 2021).

Meanwhile, leadership qualities had a significant impact on educational processes, but their effect size of 0.11 indicated an indirect effect. Leadership qualities like visionary planning and collaborative communication are important, but organizational culture and external community engagement may mitigate their immediate impact on instructional quality (Lum and Flatley, 2020). The association between leadership skills and instructional supervision illustrates this intricacy, suggesting that while good leadership is crucial, it may not be enough to increase instructional quality.

The findings further reinforce the importance of instructional supervision in non-formal education. Since instructional supervision has a large impact size, schools should prioritize supervisory structures that may improve teaching quality. Effective feedback and professional development programs greatly improve teacher efficacy and student outcomes (Bjørnåvold et al., 2023). The findings demonstrated how consistent feedback not only facilitates the personal growth of educators but also positively correlates with student performance. Thus, the interplay between teaching evaluation and professional development emerges as a quintessential element for advancing teaching effectiveness (Smith, 2019).

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were drawn:

The findings clearly showed that the assessed levels of leadership skills and instructional supervision were classified as very high which means always evident, indicating an adequate recognition of the efficacy in promoting quality education. This demonstrates that leadership skills serve as the primary indicator for the overarching construct of leadership, whereas feedback is recognized as a vital indicator for instructional supervision. The results

underscore the essential elements that influence effective leadership and instructional methodologies particularly in the non-formal education Alternative Learning System program.

The findings indicate a strong agreement among respondents on the critical indicators of leadership skills and instructional supervision in non-formal education. Leadership skills are the most important indicator for leadership skills, while feedback is an important indicator for instructional supervision. This means that leadership and governance are considered as the most important indicator for quality education. However, student progression and innovation practice domains continue to score above average, they exhibit the lowest percentages of participants respectively. This suggests potential avenues for improving the support systems and strategies aimed at student success, alongside promoting a more innovative mindset and practices within the system.

Furthermore, the relationship between leadership skills and instructional supervision are considered to have a very high correlation and have a positive direction. This means the leadership skills and instructional supervision move in the same direction, that is, when leadership skills increase, the instructional supervision also increases. The indicators of leadership skills such as administrative skills, leadership skills, and conceptual skills have a strong influence on leadership skills. The leadership skills and instructional supervision influence the quality of education in non-formal education - ALS highlighting teacher's evaluations, feedback, and professional development.

Meanwhile, the effect of leadership skills and instructional supervision on quality of instruction are categorically described as small and large respectively. This means that leadership skills have little influence on quality instruction, while instructional supervision has a big impact on quality instruction in non-formal education. From the instructional supervision, teachers' evaluation, feedback, and professional development are equally likely as key factors. In spite of this, both variables mentioned above influenced effective educational practices in non-formal education.

Based on the findings of the study, the following recommendations were drawn:

The study categorizes leadership abilities and instructional supervision as exceptionally high, underscoring their vital importance in enhancing excellent education. Establish regular professional development programs aimed at increasing leadership competencies. These programs should incorporate instructional supervision training to ensure that educational leaders have both the theoretical understanding and practical skills required for effective oversight.

Since feedback is recognized as a vital metric for instructional monitoring, it is imperative to establish organized feedback systems in the non-formal education setting. Regular and systematic feedback sessions should be established to promote open communication, enabling educators to evaluate their practices and implement required modifications. This can be achieved

through peer assessments and student feedback, ensuring a thorough comprehension of educational efficacy.

The results demonstrate that although student advancement and innovation receive above-average evaluations, they represent the weakest domains. Administrators must formulate targeted measures to improve student advancement, including individualized learning programs and differentiated pedagogical methods. Workshops promoting creative teaching methodologies, in conjunction with mentorship programs for educators emphasizing innovative techniques, should be advocated to foster a more dynamic learning environment.

Considering the impact of professional development on instructional quality, educational authorities must guarantee the availability of professional development opportunities that are customized to the distinct needs of educators in the non-formal education sector. Initiatives that promote teacher collaboration, disseminate best practices, and offer avenues for peer assistance can substantially improve instructional quality. The schools can continue the Learning Action Cell (LAC) session or Professional Learning Community (PLC) which has a protected time at least once a month. The teachers should also be given the opportunity to access regional and national educational congress or seminars to keep them abreast of the recent trends in education.

FURTHER STUDY

Future research should explore additional factors influencing quality instruction beyond leadership skills and instructional supervision, such as motivation, job satisfaction, and organizational culture. Comparative studies across different programs in non-formal education such as Indigenous Peoples Education (IPEd) and Modified Work and Study program (MWSP) can provide broader insights into educational system and their impact on quality education. Longitudinal research is also recommended to assess changes over time. Expanding the methodology to include qualitative approaches, such as interviews or focus groups, can offer deeper understanding of employee perceptions. Additionally, examining the role of technological advancement in leadership and supervision could provide valuable insights in the evolving quality instruction.

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