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Professional Learning Community and Organizational Support on Instructional Delivery of Faculty in Local Universities and Colleges (LUCs)

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Abstract: The study was undertaken to determine the instructional delivery of faculty by looking into their professional learning community and organizational support of selected Local Universities and Colleges (LUCs) for the school year 2024-2025. A descriptive correlational research design was employed to obtain the 300 faculty-respondents from 3 selected local colleges in CHED-Region 10, Northern Mindanao. A valid and reliable survey questionnaire was used to gather data. A highly practiced instructional delivery of faculty is evident. Of these, instructional delivery in terms of intrapersonal receives the highest mean score and least is the cognitive domain on developing writing skills and interpreting information from different sources. Likewise, the instructional delivery of faculty on interpersonal is highly practiced specifically on giving learners opportunities on practicing group dynamics, allowing them to practice decision-making within a group setting and allow them to practice active listening skills. The professional learning community of faculty is moderately practiced specifically in the areas of: collective learning and application; shared values and vision; shared personal practices; supportive conditions-relationship; and supportive conditions-structures. A moderately observed organizational support with lower means is evident; hence, there is a need to improve in all areas such as the institutional slack on funding, faculty trust towards colleagues and the organizational support on teaching, research and service outcomes. Professional learning community and organizational support have a positive and highly significant relationship with instructional delivery. Meanwhile, organizational support on teaching, research, and service outcomes; shared values; and institutional slack are the best predictors of instructional delivery. The best predictor of instructional delivery is organizational support on teaching, research, and service outcomes.

Keywords—faculty; instructional delivery; organizational support; professional learning community; teaching

1. INTRODUCTION

The instructional delivery of the different educational levels is very important for enhancing student engagement, learning quality, and overall educational outcomes. In local universities and colleges, it encompasses a diverse array of methods designed to cater to various learning styles and preferences. Traditional lectures remain a cornerstone of education, where faculty members present material in a structured format, often supplemented by visual aids like slides, allowing for direct interaction and immediate feedback.

We are in the midst of a profound revolution in teaching and learning [3]. This change has come in the form of a new breed of "Super Courses" that have emerged in the humanities, social and natural sciences, arts, professional fields, and other areas." He went on to express the thought that "these new experiences have appeared in all stages of education" and especially in colleges and universities.

There is a significant research gap regarding the impact of faculty development programs on instructional delivery and student learning outcomes. While many universities and colleges invest in training and professional development for their faculty, there is insufficient empirical evidence to assess how these programs translate into improved teaching practices and enhanced student performance. The call for creating this stronger effective instructional delivery by faculty members has also been felt in local universities and colleges (LUCs) and although it is yet far from it, LUCs needs more pedagogical training on cognitive aspects which leads to the development of more knowledgeable and skilled graduates, which is essential for societal growth and innovation.

However, there is a need to begin the process of meta-cognition in regards to how best to meet the continuous instructional needs of our teaching faculty[23]. This gap can be attributed to the fact that least emphasis was given in nurturing and reinforcing stronger effective instructional delivery by faculty members in LUCs. Most of the faculty members lack adequate resources and opportunities for a more profound revolution in teaching and learning.

As the Commission on Higher Education (CHED) is also mindful of this, CHED has adopted and implemented an outcomes-based approach to assessment (including monitoring and evaluation) because of its potential greatly to increase both the effectiveness of the quality assurance system, and the quality and efficiency of higher education generally. This will not only help accommodate diverse learning styles but also promote critical thinking and problem-solving skills necessary for students' future careers.

Although studies on instructional delivery in LUCs have flourished over the recent decades, there is a notable gap in research that focuses on long-term studies examining how instructional delivery impacts student learning outcomes over time. These studies are essential for understanding not only

the immediate effects of teaching methods but also how they influence students' academic progress and skills development throughout their educational experience.

There is a need to demonstrate the achievement of outcomes that match international norms. The Philippine Qualification Framework was designed to make our system more aligned with these norms allowing for global mobility (e.g., for studies and employment) and competitiveness of graduates in whatever industry they are involved. This can be achieved through quality tertiary education; thus, CHED is interested in developing the systems that would help the country produce the best professionals and more competitive Philippine-based companies.

Additionally, Professional Learning Community (PLC) plays a vital role in enhancing instructional delivery by creating a structured environment where educators can collaborate, share expertise, and engage in continuous learning. Within a PLC, teachers participate in regular meetings to discuss effective teaching strategies, analyze student performance data, and identify areas for improvement. PLCs often emphasize professional development tailored to the specific needs of the faculty. By focusing on relevant topics and emerging pedagogical trends, these communities empower teachers to stay current with best practices and integrate new methodologies into their instruction.

Furthermore, organizational support in local universities and colleges enhances instructional delivery by fostering an environment rich in institutional slack, trust, and a shared vision among faculty and administration. Institutional slack provides educators with the flexibility and resources to innovate and experiment with teaching methods. This freedom encourages collaboration and exploration, allowing faculty to develop effective instructional practices that are responsive to student needs. Trust within the institution is crucial, as it promotes open communication and collaboration among faculty members, creating a culture where educators feel valued and supported in sharing their experiences and insights. By recognizing and rewarding contributions in teaching, research, and community service, organizational support creates a holistic framework that empowers faculty to excel in all areas of their professional roles. Ultimately, this comprehensive support leads to improved student outcomes and a vibrant academic community focused on continuous growth and excellence.

Hence, this studies lead to the study on instructional delivery of faculty in local universities and colleges in Northern Mindanao, Philippines-Region 10 for academic year 2024-2025.

2. PROFESSIONAL LEARNING COMMUNITY

Professional learning communities (PLCs) promote collaboration among school personnel in an effort to stimulate student learning. Working in teams has become an integral part of being an educator and a fundamental role for school consultants. Moreover, recent educational reforms such as response to intervention (RTI) has further emphasized the roles of school-based teams and the need for effective consultation within them [6].

"Professional learning communities," or PLCs as they are popularly known, is the terms used to refer to teachers' effective collaborative learning. The term has become so overused that we rarely think about its meaning. A professional learning community can be defined as a process in which teachers reflect on their educational practices, assess the effect of instruction on students, and apply knowledge acquired from a meeting to boost their instructional performance.

However, not all faculty members are committed to be involved in the professional learning community. Problems on PLC is also existing in the secondary school teachers and school administrators in the Philippines as revealed by the study of Tayag (2020) during their investigations on PLC Challenges and Opportunities on sceondary school heads and administrators in selected areas in the Philippines. They revealed that four key challenges teachers face when engaging in professional learning communities (PLCs): workload and time constraints, limited trust among colleagues, conflicts related to ranking and promotion systems, and a lack of appreciation for the benefits of participation. These difficulties stem from school operations and institutional culture.

Community engagement in teaching learning is a factor in committing to be involved in institution's academic PLCs as highlighted in the findings of Villaluz et al (2018) that ongoing community engagement through structured planning, observation, and critical reflection fosters meaningful improvements in the teaching profession. It enables educators to exchange effective teaching strategies, stay informed through updated literature, enhance student performance, and facilitate more impact sharing of professional knowledge.

Therefore, by embracing the PLC process, applying its framework, and committing to continuous growth, educators do more than just teach—they transform lives [2].

2.1 Organizational Support

Organizational support has gained significant attention in recent years, particularly in the context of higher education institutions. Faculty members who feel supported by their institutions are more likely to show higher levels of engagement and commitment, which positively impacts their teaching effectiveness and overall job satisfaction[21]. This relationship emphasizes the importance of creating a supportive environment that values faculty contributions and well-being.

Literature on organizational management identifies factors to success that can be roughly divided into internal and external factors [12]. Regarding internal factors, scholars have focused on the quantity and attributes of internal resources using the resource-based view (RBV), suggesting that the development and performance of an organization depend on its resources[15].

Furthermore, the corresponding measurement of resources is classified into reputation [22] and slack resources (SRs) [28], which are essential factors within the RBV.

According to Sun (2019), one of the key findings in the literature is the positive similarity between organizational support and innovative work behavior among faculty. This not only enhances their professional development but also leads to improved student learning outcomes. The encouragement of innovative practices through organizational support is essential for adapting to the evolving educational teaching styles, attitudes, principles that reflect a specific time and environment.

Moreover, learning motivation and work engagement have been identified as significant mediators. Research indicates that organizational support enhances faculty members' motivation to learn and grow, which subsequently boosts their engagement in teaching and other professional activities. This suggests that institutions should focus on advancing a supportive culture that promotes continuous learning and development.

2.2 Instructional Delivery

The delivery of instruction related to cognitive development is a key priority for local universities and colleges, as it significantly influences student learning outcomes and academic achievement. Cognitive development encompasses the ways in which students gain knowledge, sharpen problem-solving abilities, and strengthen critical thinking skills. Implementing effective teaching strategies that encourage cognitive engagement is crucial in creating an environment that supports deep learning and intellectual growth.

The advantages of collaborative education in improving the educational results of students are explored by Slavin (2014). He makes the case that efficient approaches to grouping can improve learner learning by offering chances to engage in peer teaching and interdependence. Slavin emphasizes the significance of instructional delivery in promoting effective grouping strategies. He suggests that teachers need to effectively manage group activities and provide appropriate support to facilitate effective collaboration.

Moreover, Darling-Hammond et al. (2015) emphasized that successful delivery of instruction include matching instruction to learning objectives, employing formative evaluations to track the advancement of learners, and giving them immediate feedback. The book places a strong emphasis on the value of effective instruction in fostering 21st century learning abilities including critical thinking and problem solving. The book offers insightful advice on how educators can create and use effective achievement evaluations to support their educational outcomes.

2.3 Conceptual Framework

Theoretical Perspective on Professional Learning Community

Based on the literature review, this study on professional learning community is anchored on the theory of Bandura (1977) whose thoughts comprise one of the intellectual foundations of education. His theory on social context serves as the springboard of the study which was derived from Social Learning Theory. He emphasizes the importance of observational learning, imitation, and modelling that educators collaborate and share their practices, allowing them to learn from one another's experiences and insights, which enhances their professional development and instructional effectiveness. The collaborative nature of PLCs aligns with Bandura's assertion that social interactions are crucial for learning and growth, as a result, it fosters a culture of continuous improvement among educators.

Organizational support theory posits that perceived organizational support (POS) addresses key socio - emotional needs in the workplace, including employees' desire for affiliation and approval, which in turn fosters self-enhancement processes[8]. Organizational support theory holds that by providing positive resources to employees, POS induces among employees a felt obligation to help the organization to reach its goals[20].

Theoretical Perspective on Organizational Support

The concept on organizational support organizational support is grounded on the framework originally developed Eisenberger, Huntington, Hutchison, and Sowa in 1986 that came from the that will affirm that there is a need to study about the organizational support of faculty in higher education institutions. Organizational Support Theory (OST) is crucial as it emphasizes the importance of creating an environment where faculty members feel valued and supported by their institutions. When universities actively demonstrate care for faculty well-being through professional development opportunities, recognition of achievements, and the provision of necessary resources, the faculty are more likely to feel a sense of commitment and loyalty to the institution. This positive perception of organizational support enhances job satisfaction, reduces turnover, and encourages faculty to engage in innovative teaching practices, ultimately leading to improved student outcomes and a more effective educational environment.

The central construct within organizational support theory (OST), perceived organizational support (POS), refers to the degree to which employees believe their work organization values their contributions and cares about their well-being (Eisenberger et al. 1986; Rhoades and Eisenberger 2002). In 2002, Rhoades and Eisenberger published the first review of the POS literature, which comprised more than 70 studies published between the introduction of POS in 1986 and 2000. Since then, scholarly attention to POS has dramatically increased. Several factors may explain this surge in scholarly interest in POS, including (a) its relationships

with organizationally relevant outcomes such as citizenship behavior and turnover, (b) its relevance across occupational contexts, (c) its highly reliable mea-surement using Eisenberger et al.'s (1986) Survey of Perceived Organizational Support, and (d) its strong grounding in OST, which has focused scholarly advancement.

Theoretical Perspective on Instructional Delivery

Another theory that will fortify instructional delivery is from David Kolb's (1984) Experiential Learning Theory which affirms that learning is a process grounded in experience, where knowledge is created through the transformation of experience. This theory emphasizes four key stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. By integrating these stages into instructional delivery, faculty can enhance student engagement and understanding. For example, educators can design learning activities that allow students to engage in hands-on experiences, reflect on those experiences, develop theories or concepts, and then apply their learning in practical scenarios. This continued process not only promotes deeper comprehension but also encourages critical thinking and problem-solving skills, making learning more relevant and impactful in higher education settings.

Consequently, Kolb (2015) noted that concrete experience provides information that serves as a basis for reflection. Cherry (2025) highlighted four modes of learning which often portrayed as a cycle. By experimenting with our ideas, we acquire knowledge through experience, continuously looping back to the beginning of the process. However, learning does not always start with direct experience—each person must determine the most effective learning approach based on the specific circumstances.

These theories, in light of the promotion of high-quality teaching and enhancement of student learning outcomes, affirm the significance of ongoing professional learning communities, received organizational support, and efficient instructional delivery. The application of social learning theory and organizational support from higher education institutions can help improve teaching efficiency and encourage efficient learning. Educators can improve the way they offer education, support the academic growth of students, and promote excellent instruction by incorporating these beliefs and employing effective teaching techniques.

3.1 METHODOLOGY

The study used the descriptive correlational research design. Specifically, it utilized descriptive design to describe the level of instructional delivery of faculty in local universities and colleges in CHED Region 10. The correlation method was applied to determine the relationship of instructional delivery of faculty in local universities and colleges considering their professional learning community and organizational support. A correlational design helps to demonstrate the strength of the relationship between two variables and if the values of the those variables vary in strength with reference to the variable it is being compared to.

The rationale for choosing instructional delivery as the dependent variable in determining if professional learning community and organizational support are predictors of instructional delivery. The study therefore is interested to see if there is a relationship between the three (3) variables. The dependent variable (instructional delivery) and independent variables (professional learning community and organizational support) were examined and find the causal comparative relationships that might exist among faculty in local universities and colleges in Region 10.

3.2 Research Instruments

Survey questionnaire was used to gather pertinent data. There were three parts of questionnaires that were used in the study to answer the objectives of the study on professional learning community, organizational support, as well as for the instructional delivery questionnaire. Thus, the following survey questionnaires were used as the primary tool in gathering data.

- Professional Learning Community

The questionnaire was adopted from Naga, (2015) which composed of five (5) dimensions namely: shared values and vision (four items), collective learning and application (three items), shared personal practices (four items), supportive conditions-relationship (four items) and supportive conditions-structures (eight items). The questionnaire was pre-tested before the conduct of the study to counter check its reliability and obtained a Cronbach Alpha coefficient value of 0.811.

- Organizational Support

This study adopted measures from Chen, et al. (2020) and assumed that the organizational support of faculty in local universities and colleges can be assessed by evaluating: institutional slack (six items); trust (six items); shared vision (six items); and teaching, research, and service outcomes (fourteen items). In verifying the instruments content validity, the result found that the instrument has 0.87 for institutional slack, 0.85 trust, 0.93 shared vision and 0.91 for teaching, research and service outcomes Cronbach's Alpha Coefficient which means that it is "highly reliable". Survey of Organizational Support items were freely available for use by researchers and practitioners. The authors of this measure had posted the Organizational Support items on their

- Instructional Delivery

This questionnaire is adopted from Hong, et al. (2006) study about teachers' instructional practices. The instructional practices was categorized under the following major aspects, namely; cognitive (twelve items), interpersonal (ten items) and intrapersonal (seven items) The items were intended to measure teacher's level of instructional practices. In verifying the instruments content validity, it was piloted and the result found that the instrument has 0.83 for the cognitive, 0.77 interpersonal, 0.81 intrapersonal Cronbach's Alpha Coefficient which means that it is "highly reliable". Moreover, a four point Likert Scale will be used to score the responses of the participants.

3.3 Statistical Treatment

The statistical tools used were frequency count and percentage distributions, the mean and the standard deviation, and analysis of the variance. In this study, mean was used to determine the level of the following variables: professional learning community, organizational support and instructional delivery of faculty in higher education institutions. Correlation analysis was be a great help in investigating the relationship between professional learning community, organizational support, and instructional delivery of faculty in higher education institution as well as the strength of the association of the variables. This study employed regression analysis to determine the variable that best predicts instructional delivery of faculty in local universities and colleges.

4 . Presentation, analysis, and interpretation of data on Professional Learning Community, Organizational Support and Instructional Delivery

Professional Learning Community of Faculty in Local Universities and Colleges

A Professional Learning Community (PLC) consists of a group of educators collaborating to improve teaching practices and student success through shared learning and continuous professional development. Tables 3-8 respectively show the established professional learning community in five (5) dimensions in Region 10-Northern Mindanao. The dimensions include: shared values and vision, collective learning and application, shared personal practices, supportive-conditions relations, and supportive conditions-structures.

The study revealed that the over-all mean score of established professional learning community was 3.24 with a standard deviation of 0.5489 indicating "agreeable" on the indicators presented in five domains. Of these, collective learning and application achieved the highest mean score (3.43) followed by shared values and vision (3.42); shared personal practices (3.21); supportive conditions - relationship (3.20); and supportive conditions -structure (3.12). This finding illustrates that professional learning community in local universities and colleges in region 10 is developing.

Table 1: Summary on the level of professional learning community

Indicators			
	Descriptive Rating	***Mean***	***Quantitative Interpretation***
Collective Learning & Application	Agree	3.43	Moderately Engaged
Shared Values and Vision	Agree	3.42	Moderately Engaged
Shared Personal Practices	Agree	3.21	Moderately Engaged
Supportive Conditions - Relationship	Agree	3.20	Moderately Engaged
Supportive Conditions - Structure	Agree	3.12	Moderately Engaged
OVER ALL MEAN	Agree	3.24	Moderately Engaged

Legend:

Scale	Range	Descriptive Rating	Quantitative Interpretation
4	3.51 - 4.0	Strongly Agree	Highly Engaged
3	2.51 - 3.50	Agree	Moderately Engaged
2	1.51 - 2.50	Disagree	Seldom Engaged
1	1.0 - 1.50	Strongly Disagree	

Not Engaged

Based from these findings, the moderately practiced level implying a developing established professional learning community of faculty in local universities and colleges is due to the fact that the locale of the study are all developing local schools wherein the mentioned domains are still in progress. In state universities and colleges SUCs, majority of the faculty members are already having their plantilla/regular positions unlike in the developing LUCs that majority or half of its faculty are mostly job order and contractual employees. Therefore, not all of them are working for good in that specific academic institution resulting to a limited time for the faculty to have deeper collaboration and relationship with their colleagues.

However, not all faculty members are committed to be involved in the professional learning community. Problems on PLC is also existing in the secondary school teachers and school administrators in the Philippines as revealed by the study of Tayag (2020) during their investigations on PLC Challenges and Opportunities on secondary school heads and administrators in selected areas in the Philippines. They revealed that four key challenges teachers face when engaging in professional learning communities (PLCs): workload and time constraints, limited trust among colleagues, conflicts related to ranking and promotion systems, and a lack of appreciation for the benefits of participation. These difficulties stem from school operations and institutional culture.

Community engagement in teaching learning is a factor in committing to be involved in institution's academic PLCs as highlighted in the findings of Villaluz et al (2018) that ongoing community engagement through structured planning, observation, and critical reflection fosters meaningful improvements in the teaching profession. It enables educators to exchange effective teaching strategies, stay informed through updated literature, enhance student performance, and facilitate more impact sharing of professional knowledge.

Therefore, by embracing the PLC process, applying its framework, and committing to continuous growth, educators do more than just teach—they transform lives[2].

Organizational Support of Faculty in Local Universities and Colleges

As revealed in the data below, all dimensions show "agreeable' level of organizational support namely: institutional slack, trust, shared vision, and teaching, research and service outcomes with the means of 2.79, 3.27, 3.36, and 3.22 respectively but in the lowest ratings.

The research findings implies that faculty members of LUCs view organizational support as an area that should be highly considered and be included in their institutional goals as per data results. The moderate ratings suggest that, although there are some positive elements of organizational support, there are also considerable gaps that could hinder the growth of a thriving academic environment that fosters collaboration and innovation.

The area of institutional slack which received the lowest average score indicates a perceived lack of resources to support faculty initiatives. Institutional slack refers to the extra resources available for innovation and growth. Research shows that adequate slack is vital for fostering creativity and enhancing faculty involvement[13].

Table 2: Summary on the level of organizational support

Indicators			
	Descriptive Rating	***Mean***	***Quantitative Interpretation***
Shared Vision	Agree	3.36	Moderately Observed
Trust	Agree	3.27	Moderately Observed
Teaching, Research, and Service Outcomes	Agree	3.22	Moderately Observed
Institutional Slack	Agree	2.79	Moderately Observed
OVER ALL MEAN	Agree	3.17	Moderately Observed

Legend:

Scale Range Descriptive Rating Quantitative Interpretation

4 3.51 - 4.0 Strongly Agree Highly Observed
3 2.51 - 3.50 Agree Moderately Observed
2 1.51 - 2.50 Disagree Seldom Observed
1 1.0 - 1.50 Strongly Disagree Not Observed

When faculty members perceive a scarcity of resources, they may feel constrained in their ability to innovate. This lack of support can lead to dissatisfaction and disengagement, ultimately threatening the goals of the institution. To address this issue, higher education institutions must prioritize resource allocation, ensuring that faculty have access to the necessary tools and opportunities for developing innovative teaching techniques and research projects. Designating specific funding for initiatives and professional development can significantly boost faculty motivation and

improve the institution's overall effectiveness.

The second domain, trust, highlights its vital role in nurturing a supportive organizational culture. Trust between faculty and administration is essential for collaboration and effective communication. When faculty members have confidence in their institution and its leaders, they are more likely to engage in shared decision-making processes[5]. The shared vision domain achieved an average score of 3.36, indicating a moderate alignment between faculty and institutional objectives. Effectively communicating a shared vision is vital for promoting teamwork and a sense of belonging among faculty members. When faculty members feel a connection to the institution's mission, they are more inclined to collaborate towards shared goals[17]. Nonetheless, the moderate score implies that there may be shortcomings in how the vision is articulated and incorporated into everyday practices. Institutions ought to actively engage faculty in crafting the shared vision through workshops and discussions, ensuring that their viewpoints are taken into account. Frequently revisiting the shared vision can help strengthen commitment and alignment among faculty, cultivating a cooperative environment that contributes to institutional success.

The domain concerning teaching, research, and service outcomes, which received a rating of 3.22, highlights the necessity of assisting faculty in their fundamental duties. Although the rating reflects a certain level of support, it also indicates that there is room for improvement to enhance faculty involvement in teaching and research endeavors. Faculty development initiatives that offer training, mentoring, and resources are vital for enabling faculty to thrive in their positions[14]. Furthermore, acknowledging and rewarding faculty contributions through grants and recognition can cultivate a sense of achievement and community. Institutions should pursue focused initiatives that offer assistance to faculty in teaching, research, and community service, thereby strengthening the shared vision and encouraging collaboration.

Instructional Delivery of Faculty in Local Universities and Colleges

The summary on the level of instructional delivery of faculty in local universities and colleges is presented in table 3.

As shown in table 3, two (2) dimensions revealed "strongly agreed" indicating highly practiced level of instructional delivery. Of these, the domain intrapersonal has the highest mean score (3.59) followed by interpersonal domain (3.58). On the other hand, the cognitive domain was rated as "agreeable" implying moderately practiced with the lowest mean score of 3.49.

Over-all mean score shows a "highly practiced" level of instructional delivery with mean score of 3.53. These findings show high practiced of instructional delivery among faculty members in LUCs wherein they practice to provide the necessary skills and training learners should experienced and developed even while studying in an LUC institution.

The research results concerning the levels of instructional delivery across three essential domains—intrapersonal, interpersonal, and cognitive—show a predominantly favorable evaluation from educators. With the above mentioned average ratings, it suggests that instructional delivery is viewed as well-established. These offer important perspectives on the effectiveness of teaching methods in local universities and colleges which underscores both strengths and opportunities for enhancement.

The strong scores in both the intrapersonal and interpersonal areas demonstrate that educators are effectively developing crucial skills that enhance personal growth and collaboration among students. Intrapersonal abilities, which encompass self-awareness and independence, are essential for engaging students and facilitating lifelong learning[11]. The capacity of teachers to cultivate an atmosphere that promotes self-reflection and initiative plays a major role in boosting students' motivation and academic achievement.

Likewise, the high rating in the interpersonal area indicates that educators are successful in nurturing cooperation and communication abilities among students. These skills are increasingly acknowledged as essential in today's connected world, where collaboration and effective communication are vital in both educational and professional environments[16].

Table 3: Summary on the level of instructional delivery

Indicators			
	Descriptive Rating	***Mean***	***Quantitative Interpretation***
Intrapersonal	Strongly Agree	3.59	Highly Practiced
Interpersonal	Strongly Agree	3.58	Highly Practiced
Cognitive	Agree	3.49	Moderately Practiced
OVER ALL MEAN	Strongly Agree	3.53	Highly Practiced

Legend:

Scale Range Descriptive Rating Quantitative Interpretation

4 3.51 - 4.0 Strongly Agree Highly Practiced

3	2.51 - 3.50	Agree
Moderately Practiced		
2	1.51 - 2.50	Disagree
Seldom Practiced		
1	1.0 - 1.50	Strongly Disagree
Not Practiced		

The focus on interpersonal skills signifies a dedication to equipping students for real-world interactions, creating a sense of community within the classroom that improves learning outcomes.

Although the cognitive domain received a moderately practiced rating, this reflects an important area for improvement. Skills related to cognition, including critical thinking, problem-solving, and analytical reasoning, are crucial for scholarly achievement and are increasingly sought after in the job market[14]. The comparatively lower rating in this area suggests that educators might need to improve their teaching strategies to better engage students in advanced thinking. By providing students with opportunities to engage in critical thinking and problem-solving, educators can promote a more profound understanding of the content and improve students' capacity to apply knowledge in practical situations.

4.1 Correlation on Professional Learning Community and Organizational Support towards Instructional Delivery of Faculty

Table 4 presents the correlation analysis of the professional learning community and organizational support on instructional delivery of faculty members in local universities and colleges.

Professional Learning Community and Instructional Delivery

The over-all findings of the study showed the correlation coefficient of professional learning community with components: shared values and vision (r =0.588, p =0.000), collective learning application (r =0.417, p =0.000), shared personal practices (r =0.509, p =0.000), supportive conditions-relationship (r =0.538, p =0.000), supportive conditions-structures (r =0.694, p =0.000). The data implies that professional learning community in general is highly significantly correlated with instructional delivery. Therefore, the higher the professional learning community r-value, the better will be the instructional delivery. This finding is supported by study of Panares et al. (2023) which revealed that there is a strong correlation between teachers' agreement with instructional supervision and their engagement in professional learning communities. Through supervision, feedback, and constructive suggestions, educators can refine and strengthen their teaching practices, ultimately fostering improved student learning outcomes. Vescio et al. (2008) revealed that the collective results of their studies suggest that well-developed PLCs have positive impact on both teaching practice and student achievement. Also, Samaranayake et al. (2018) emphasized that teacher collaboration plays a crucial role in professional learning, influencing shifts in educators' knowledge, attitudes, and beliefs. This collaborative approach can lead to meaningful adjustments in instructional practices, ultimately improving student outcomes. More so, faculty members should be committed to be engaged on the professional learning community in their designated academic institution.

Table 4: Correlation analysis on instructional delivery

Variables	*R-Value*	*P-Value*
Professional Learning Community: Shared values and vision	0.588	0.000**
Collective learning and application	0.417	0.000**
Shared personal practices	0.509	0.000**
Supportive conditions-relationship	0.538	0.000**
Supportive conditions-structures	0.585	0.000**
Organizational Support: Institutional slack	0.521	0.000**
Trust	0.539	0.000**
Shared vision	0.627	0.000**
Teaching, research and service outcomes	0.667	0.000**

**p≤0.01

Organizational Support and Instructional Delivery

The over-all findings of the study showed the correlation coefficient of organizational support with components: institutional slack (r =0.521, p =0.000), trust (r =0.539, p =0.000), shared vision (r =0.627, p =0.000), teaching, research, service outcomes (r =0.667, p =0.000). The data implies that organizational support in general is highly significantly correlated with instructional delivery. Therefore, the higher the professional learning community r-value, the better will be the instructional delivery. This finding is supported by study of Cabigao (2020) which revealed that as teachers' commitment to school becomes stronger, instructional competence goes higher. Abubakar (2019) revealed that organizational commitment significantly impacts employees' dedication to their workplace, while organizational support fosters extra-role performance, enhancing overall effectiveness. Additionally, Akiba (2022) showed that countries that provide release from teaching and reimbursement for professional learning expenses and multiple types of supports tend to have higher student

achievement in reading and math than other countries with limited organizational support. This had implications for stakeholders, educational administrators, and faculty members to discussed this very vital matter.

With the results mentioned above, the null hypothesis stating that "There is no significant relationship between Instructional Delivery, Professional Learning Community, and Organizational Support", is rejected.

This implies that the study has rejected the null hypothesis. Alternative hypothesis is accepted since the p-value of the independent variables is highly significant to the instructional delivery of teachers.

4.3 Variable that best predict instructional delivery of faculty in local universities and colleges

Table 5: Variable that best predict instructional delivery

Variables	B	Std. Error	Beta	t	Sig.
Constant	1.851	0.103		17.977	0.000
Organizational support on teaching, research, and service outcomes	0.298	0.043	0.428	6.930	0.000
Organizational support on shared vision	0.154	0.047	0.222	3.246	0.001
Organizational support on institutional slack	0.982	0.34	0.134	2.398	0.017
R=0.703	R2=0.495	F-value=96.575			p-value=0.000

Table 5 presents the variables that best predict the instructional delivery of faculty members in local universities and colleges.

Table 5. Regression analysis between professional learning community, organizational support on instructional delivery of faculty members in local universities and colleges.

Constructs or measured variable under the Organizational Support namely; Teaching, Research, and Service Outcomes; Shared Vision; and Institutional Slack were the variables that best predicts the instructional delivery of faculty members. Of these, teaching, research, and service outcomes has the highest beta coefficient value of 0.428. This implies that teaching, research, and service outcomes is a strong factor to improve instructional delivery coupled with high regards of shared vision, and highly positive institutional slack among faculty members.

Furthermore, based from the findings, the three constructs accounted or explained 49.5% (R2) of the variation on instructional delivery.

The F-ratio also revealed that the over-all regression model is a good fit model. The table shows that the independent variables statistically significantly predict the dependent variable as indicated: F=96.575; ($p<0.01$). The over-all regression model has an equation of:

$$Y = 1.851 + 0.298X1 + 0.154X2 + 0.82X3$$

where: 1.851 is constant

Y= instructional delivery of faculty in higher education institutions

X1= organizational support on teaching, research,and service outcomes

X2 = organizational support on shared visions

X3 = organizational support on institutional slack

Thus, the latent variables such as professional learning community and organizational support significantly influence the instructional delivery of faculty members in local universities and colleges with a p-value of 0.000. Therefore, the data reject the null hypothesis that there is no variable that best predicts the instructional delivery of faculty members in local universities and colleges. This finds support on the study of Seidman et al. (2018); UNESCO, (2016); and Wolf et al., (2018).

Furthermore, this is strengthened in the study associated to the report of Ventista (2023) indicated that training, ongoing coaching, and collaborative Continuous Professional Development (CPD) enhance student skills and learning, with frequent, long-term CPD proving most effective.

5. 1 Summary

The study endeavored to identify the level of faculty's professional learning community, organizational support and instructional delivery of faculty in selected local universities and colleges in Commission on Higher Education-region 10. Specifically, the study aimed to: identify the level of faculty professional learning community in term of: shared values and vision, collective learning and application, shared personal practices, supportive conditions-relationship, and supportive conditions structures; ascertain the level of the faculty's organizational support in terms of institutional slack, trust, shared vision and teaching, research, and service outcomes; determine the level of the faculty's instructional delivery in the following areas: cognitive, interpersonal, and intrapersonal; correlate instructional delivery and professional learning community and organizational support; and identify the variable that best predict the instructional delivery of faculty.

A simple random sampling was employed to obtain the three hundred (300) local universities and colleges faculty members from selected three (3) schools in CHED Region-10, Northern Mindanao. Furthermore, a survey questionnaire was utilized to gather pertinent data consisting three (3) data measurements namely: (a) Professional Learning Community

Questionnaire; (b) Organizational Support Questionnaire; and (c) Instructional Delivery Questionnaire. The questionnaires were administered to all the respondents, however, prior to the administration of the questionnaires, the draft of instrument were tested for reliability and content validity.

Descriptive statistics was employed in the study to describe the level of instructional delivery of faculty members of local universities and colleges (LUCs) in Region 10. Likewise, correlation analysis was applied to determine the relationship of instructional delivery of faculty members considering their professional learning community, and organizational support. The study also employed descriptive correlational analysis since it sought to find relationships between dependent variable-instructional delivery and the independent variables-professional learning community and organizational support among faculty members.

Data show that professional learning community among faculty members from LUC Region 10 was agreeable indicating "moderately practiced" (3.24) as clearly presented in five (5) dimensions namely: collective learning and application (3.43), shared values and vision (3.42), shared personal practices (3.21), supportive conditions - relationship (3.20), and supportive - conditions structures (3.12).

In terms of organizational support by the faculty members in Region 10, these were agreeable (3.17) indicating "moderately practiced". Of these, all four (4) dimensions show "moderately practiced" level of organizational support namely: shared vision (3.36), trust (3.27), teaching, research and service outcomes(3.22), and institutional slack (2.79).

Findings of the study revealed "agreeable" instructional delivery of faculty members in all areas namely: intrapersonal (3.59), interpersonal (3.58), and cognitive (3.49).

Correlation analysis received a positive and highly significant relationship on the two (2) independent variables towards instructional delivery of faculty namely: professional learning community ($r=0.626$), ($p<0.001$); and organizational support ($r=0.694$), ($p<0.001$).

Regression analysis indicated three (3) predictor variables relative to organizational support namely: Teaching, Research, and Service Outcomes $\beta = 0.428$, t (6.930), ($p<.000$); Shared Vision $\beta = 0.154$, t (3.246), ($p<.000$); and Institutional Slack $\beta = 0.082$, t (2.398), ($p<.000$).

5.1 Conclusion

Based on the findings of the study, the followings conclusions are drawn:

The Professional learning community in terms of shared values and vision, collective learning and application, shared personal practices, supportive conditions-relationship and supportive conditions-structures is being moderately engaged by the faculty members in LUCs Region 10.

The organizational support of LUCs in Region 10 is moderately observed by the faculty members and institutions. This is far from being areas of strength since faculty members are required to trust and collaborate with their colleagues and that the institution in general should allocate enough funds to best cater the teaching and learning process of the learners especially on having sufficient research resources and activities as well as with teaching facilities and activities.

Instructional delivery of faculty members in LUCs in Region 10 is highly practiced in all dimensions. This shows that the faculty members focuses on pedagogical strategies that enhance student learning, thus leading to be successful at managing their classrooms, imparting knowledge and improved academic outcomes.

Professional learning community and organizational support are significantly related to instructional delivery of faculty members in Region 10.

Three out of the twelve factors best predict instructional delivery of faculty members in local universities and colleges in region 10. These are: teaching, research, and service outcomes; shared vision and institutional slack. These are strong factors to improve instructional delivery. Of these, the highest predictor is teaching, research and service outcomes.

5.2 Recommendation

Based on the conclusions of the study, the following recommendation are drawn:

School administrators as well as college deans, may provide a colegial support for professional learning community through: targeted professional development wherein they can provide more training and workshops focused on specific instructional challenges or emerging educational trends which can help faculty refine their teaching strategies; mentorship and coaching which implements pairing experienced educators with newer faculty members can facilitate knowledge sharing and professional growth; and technology integration discussions to faculty members for them to explore innovative digital tools and strategies to enhance student learning experiences.

Teachers are encouraged to be fully involved in having team spirit among faculty members and having confidence on one another; and treat themselves as partners in charting the institution direction. Also, for administrators that they may improve their: resource allocation for research and innovation providing access to enough funding, materials, and collaborative opportunities; flexible work arrangements offering adaptable schedules and workload adjustments which can improve faculty well-being; as well as with recognition and incentives wherein they could establish reward systems for faculty achievements in teaching, research, and service which best boost motivation.

In terms of instructional delivery, department heads or deans may: optimize resource utilization which ensure faculty to have access to updated teaching materials, technology, and institutional support for effective delivery;

promote research-based instruction which encourages faculty to incorporate evidence-based teaching methodologies to improve student learning experiences; and to encourage reflective teaching practices which promotes self-assessment and peer reviews to continuously improve instructional approaches.

To enhance instructional delivery, teaching, research, and service outcomes should be strategically aligned. Of these, Accrediting and Regulatory Bodies may evaluate institutional practices and ensure alignment with educational standards; and Institutional Leaders like College Presidents, Deans, and Administrators may guide policies, allocate resources, and oversee faculty development; and Academic Committees and Professional Development Teams may design and implement training programs aligned with institutional goals.

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