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Enhancing Supervisory Programs through Instructional Practices of School Heads

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Abstract. Supervisory programs and instructional practices involve leveraging the instructional leadership of school heads to enhance the effectiveness of supervisory programs, fostering a culture of continuous improvement and instructional excellence in schools. However, due to time constraints of performing the tasks and insufficient focus on how school heads can leverage their instructional leadership to enhance supervisory programs, these become a challenge in their administrative roles. Understanding and addressing these challenges is crucial for improving the overall quality of education. The study's main goal is to examine instructional and supervisory practices and their effectiveness in guiding, supporting, and evaluating teachers. The study employed a quantitative research design. The primary tool for data collection is a survey questionnaire adopted from Sumapal and Haramain (2023) on the extent of instructional supervision as to teachers' guidance, teacher support, and teachers' performance assessment. The study involved 154 respondents and was equally distributed to 21 public elementary schools in Lianga District, Lianga Surigao del Sur. The data gathered were subjected to statistical analyses, including frequency count, percentage mean, and Pearson correlation. The data revealed that the extent of instructional supervision has an overall mean of 3.59 and a standard deviation of 0.057, which is highly evident. Furthermore, most school heads performed well in providing feedback, conducting classroom observations, and fostering professional development. However, some areas need improvement, such as mentorship programs, informal classroom visits, and data utilization. Based on the study's findings, an enhanced supervisory program is proposed. Implementing this program can strengthen instructional supervision and improve teaching quality in the district.

Keywords: Instructional supervision; Mentorship development; Professional development; Supervisory practices; Teacher evaluation.

1.0 Introduction

Instructional supervision plays a crucial role in enhancing teaching effectiveness and student learning. However, in Lianga District, Surigao del Sur, inconsistencies in supervision practices have led to disparities in educational outcomes. While some schools effectively implement supervisory strategies, others struggle due to challenges such as limited professional development and negative perceptions of supervision. Addressing these issues is essential to improving the district's education quality. Research has emphasized the importance of instructional supervision in shaping educational environments. Shaked and Benoliel (2020) assert that adequate supervision improves instructional quality and fosters a supportive learning atmosphere. Burden and Byrd (2019) highlight the role of school leadership in influencing teaching strategies and student achievement. Additionally, Ebele and Ofu (2017) argue that the quality of a nation's education is directly linked to the strength of its supervisory

processes. Despite these insights, limited research specifically examines the effectiveness of instructional supervision within the Lianga District, highlighting a gap in understanding localized supervisory challenges and best practices.

The Philippines' performance in the 2019 Program for International Student Assessment (PISA) underscored persistent concerns about the country's educational quality, with the nation ranking last in reading and second to last in science and mathematics (Basilio, 2021). These results highlight the need to strengthen instructional supervision to enhance teaching practices and student performance. While previous studies have explored general supervision methods, little attention has been given to their specific application within the unique context of Lianga District. This study aims to bridge this research gap by analyzing the effectiveness of instructional supervision among school heads in the Lianga District. It seeks to identify best practices and propose improvements to support educational development, providing insights tailored to the district's unique challenges and needs. This research offers a localized perspective that differentiates it from previous studies, contributing to a more nuanced understanding of instructional supervision in diverse educational contexts.

2.0 Methodology

2.1 Research Design

This study employed a quantitative research design to evaluate school heads' instructional and supervisory practices in Lianga District, Surigao del Sur. A structured survey questionnaire was administered to school heads and teachers, adopted from the tool developed by Sumapal and Haramain (2023). The questionnaire consisted of Likert-scale items assessing various aspects of the extent of instructional supervision as to teacher guidance, the extent of instructional supervision as to teacher support, and the extent of implementation as to teachers' performance assessment. Quantitative data collected from the surveys were analyzed using descriptive statistics (mean, standard deviation, frequency) and inferential statistics (t-tests, ANOVA) to identify patterns, trends, and differences in supervisory practices. The results provided a comprehensive understanding of the effectiveness of current instructional supervision practices and highlighted areas for improvement.

2.2 Research Respondents

The study involved participants from 21 public elementary schools in the Lianga District, Municipality of Lianga, Surigao del Sur. The target population comprised 21 school heads and 230 teachers, yielding 251 potential respondents. To determine a statistically representative sample size, the researcher applied Slovin's formula, resulting in a sample size of 154 respondents. A purposive sampling technique was employed. This non-probability sampling method facilitated the inclusion of individuals who could provide valuable insights aligned with the research objectives. This method ensures that the selected participants possess the relevant attributes and experiences to provide meaningful insights into the research topic. Furthermore, the selection process involved the following steps: established specific criteria for participant selection to ensure that those chosen had direct experience with instructional supervision practices; included factors such as years of experience, roles and responsibilities, involvement in supervisory activities, and representation from different schools within the district; reviewed the list of 251 potential participants to identify those who met the inclusion criteria; involved examining records, consulting with district administrators, and conducting preliminary interviews to verify eligibility; aimed to include participants from various schools within the district, encompassing diverse educational environments and contexts; and the selected participants were contacted and informed about the purpose of the study, the selection process, and their expected contributions.

2.3 Research Instrument

Data collection was facilitated through a structured survey questionnaire designed in English and divided into sections addressing demographic profiles and instructional supervision practices. The assessment focused on three key dimensions: teacher guidance, support, and performance evaluation. The researcher adopted the instructional, supervisory tool that Sumapal and Haramain (2023) developed, which comprised three subtopics, each containing ten items measured on a four-point Likert scale. Respondents were required to evaluate statements using the following scale: four (4) for highly evident, three (3) for evident, two (2) for less evident, and one (1) for least evident—the instrument aimed to capture an accurate depiction of instructional, supervisory practices among school heads.

2.4 Data Gathering Procedure

Prior to data collection, the questionnaire underwent a validation process conducted by a panel of evaluators, statisticians, and the Dean of the Graduate School to ensure its reliability and appropriateness. Following approval, the researcher formally sought permission from the Schools Division Superintendent of the DepEd Surigao del Sur Division to conduct the study. The request letter was personally delivered, and the study's objectives were explained to the superintendent, who acknowledged the research initiative. Upon receiving approval, the researcher coordinated with the District in charge of Lianga Municipality and issued a formal notice regarding the upcoming distribution of questionnaires.

The distribution process involved administering the questionnaires to school heads and teachers during administrative meetings. Each questionnaire was accompanied by a request letter emphasizing the importance of honest responses and ensuring respondents that their answers would remain confidential. Participants were also informed that the study aimed to develop strategic planning and intervention measures for improving school instructional supervision.

2.5 Ethical Considerations

This study adhered to ethical research standards, ensuring participants were fully informed about the study's purpose, procedures, potential risks, and benefits. Written informed consent was obtained before participation, emphasizing voluntary involvement and the right to withdraw at any stage without consequences. Confidentiality and privacy were strictly maintained, with all personal information anonymized and securely stored. The study ensured that no harm or discomfort was inflicted on participants, and ethical protocols were thoroughly reviewed for compliance. Data was utilized exclusively for research purposes, with findings reported transparently while upholding participant anonymity. The study complied with Republic Act No. 10173, also known as the Data Privacy Act of 2012, which safeguards personal information in government and private-sector communication systems, ensuring a balance between privacy protection and the free flow of information for innovation and growth.

3.0 Results and Discussion

3.1 Demographic Characteristics of the Respondents

Table 1 presents the study's respondents, focusing on their highest educational attainment, designation, and years in their current designation. Most respondents are pursuing advanced degrees, with 86.36% completing some master's degree units. A small number have completed their MA or doctorate degrees (3.25%). While a scholarship program is offered to teachers, particularly the Philippine Normal University's Linking Standards and Quality Practice (LiSQuP program) in 2021, the slot is limited per course. Based on DepEd Surigao del Division records, 41 teachers and school heads were enrolled in the LiSQuP program; most were still enrolled as of 2024. According to Ms. Erlyn Mangadlao, Senior Education Program Specialist in Human Resource Development, the top reasons for not pursuing the course were conflict of schedule, work demands, and family obligations. In addition, scholarships abroad are available, but no one applies for one reason: the bulk of requirements for which the interested parties have no ample time to accomplish. Moreover, this trend of pursuing higher education aligns with Darling-Hammond et al. (2017), who emphasize the importance of continuous professional development for improving teaching and student outcomes.

Regarding designation, respondents hold various positions, with the largest group being Teacher III (42.21%). Other positions include Teacher I (23.38%), Teacher II (16.23%), and Master Teacher I (4.55%). This diversity supports Leithwood et al. (2008) view that effective instructional leadership is distributed across different roles within a school system. Moreover, nearly half of the respondents (46.75%) have been in their current roles for 0 to 4 years, indicating many recent appointments. This highlights the need for robust induction and mentoring programs, as Ingersoll and Strong (2011) suggested, to support teachers' effectiveness in their new roles. The respondents' demographic profile shows a commitment to advanced education and a diverse range of roles, with many being relatively new to their positions. This information is essential for understanding their perspectives on instructional supervision practices and aligns with related literature emphasizing professional development, collaborative leadership, and support for educators at different career stages.

Table 1. *Demographic characteristics of the respondents (n=154)*

Indicator	Category	f	%
Highest Educational Attainment	Without MA	15	9.74
	With MA Units	133	86.3
	MA Degree Holder	1	0.65
	With Doctorate Units	4	2.60
	Doctorate Degree Holder	1	0.65
Designation	T-III	65	42.2
	T-I	36	23.3
	T-II	25	16.2
	HT-I	9	5.84
	MT-I	7	4.55
	HT-III	5	3.25
	P-II	3	1.95
	SPET-1	2	1.30
	P-I	1	0.65
	HT-II	1	0.65
No. of Year in the Current Designation	0 – 4	72	46.7
	5 – 9	45	29.2
	10 – 14	18	11.6
	15 – 19	2	1.30
	20 – 24	9	5.84
	25 – 29	1	0.65
	30 – 34	3	1.95
	35 – 39	4	2.60

3.2 Extent of the Instructional Supervision as to Teachers' Guidance

Table 2 shows how school heads employ instructional supervision regarding teachers' guidance. The overall mean score for instructional supervision practices regarding teachers' guidance is 3.59, with a standard deviation of 0.057, described as "highly evident." This indicates that, generally, school heads are perceived to employ instructional supervision practices effectively in guiding teachers. The indicator "Direct teachers of instructional supervision approaches" has a mean score of 3.75 with a standard deviation of 0.489, indicating that this practice is highly evident among school heads. Similarly, "Advise teachers to use active learning in the classroom" has a mean score of 3.84 (SD = 0.420), also rated as highly evident. These findings align with the research of Leithwood et al. (2008), who emphasize that effective instructional leadership involves direct guidance and active learning promotion to enhance teaching quality.

Table 2. *Extent of the instructional supervision as to teachers' guidance*

Indicators	Mean	SD	Interpretation
1. Direct teachers of instructional supervision approaches	3.75	0.48	Highly Evident
2. Advise teachers to use active learning in the classroom.	3.84	0.42	Highly Evident
3. Frequently visit classrooms for instructional supervision purposes.	3.62	0.52	Highly Evident
4. Solicit and provide feedback on instructional supervision methods and techniques	3.64	0.52	Highly Evident
5. Use instructional data to focus on improving the curriculum or instruction.	3.58	0.54	Highly Evident
6. Arrange induction training for beginner teachers	3.36	0.60	Evident
7. Assist teachers in lesson planning	3.51	0.59	Highly Evident
8. Assist teachers in developing or selecting instructional materials.	3.50	0.57	Highly Evident
9. Spread new teaching methodologies among teachers.	3.50	0.58	Highly Evident
10. Facilitate experience-sharing programs between teachers	3.64	0.50	Highly Evident

Note. Overall Mean 3.59 (Highly Evident) with SD 0.057
Legend: 3.5-4.0 (Highly Evident), 2.5-3.49 (Evident), 1.25 - 2.49 (Less Evident), 1.0-1.49 (Least Evident)

The indicator "Arrange induction training for beginner teachers" scored slightly lower, with a mean of 3.36 (SD = 0.602), falling into the "evident" category. This suggests that while induction training is recognized, it is not as consistently practiced as other forms of guidance. This suggests that while still present, the consistency and focus on induction programs for new teachers might not be as pronounced as other supervisory activities. Ingersoll and Strong (2011) stress the importance of induction programs for novice teachers, indicating a potential area for improvement in this practice.

In 2013, the researcher was a newly hired teacher designated as a Teacher-in-Charge at San Miguel 2 District, particularly Lower Bagyang Elementary School. The researcher did not undergo a comprehensive teacher induction program and was not given an experienced teacher to mentor on tailoring instructional practices inside

the classroom for one year. With this, the researcher found it difficult to align the teaching practice to address the diverse needs of the learners. Learners belong to indigenous people, who need more focus and attention to equip themselves with knowledge and skills. As a novice teacher, the researcher found it hard to manage the teaching and learning process and fine-tune the instructional approaches and strategies to the needs of the learners. A novice teacher needs the school head's assistance, support, and performance assessment in pursuit of quality instructional instruction leading to educational improvement. Moreover, school leaders need to investigate the strengths and weaknesses of the novice teacher and not put them directly into the teaching and learning process because, just like a bolo, it needs to be sharpened before being used to effectively and efficiently perform the task.

The results indicate that school heads in the Lianga District generally employ effective instructional supervision practices to guide teachers. Most practices are rated highly evident, reflecting a strong commitment to enhancing teaching quality through direct guidance, feedback, data utilization, and support for collaborative practices. However, the slightly lower score for induction training suggests a need for further emphasis on supporting beginner teachers.

3.3 Extent of the Instructional Supervision as to Teacher Support

Table 3 shows how school heads employ instructional supervision in providing teacher support. The overall mean score is 3.59, with a standard deviation of 0.066, indicating that these practices are generally "highly evident." The results reveal that school heads generally exhibit high levels of instructional supervision in providing support to teachers. The highest-rated indicator, "Listen and respond to teachers' concerns," has a mean score of 3.77 with a standard deviation of 0.492, indicating that this practice is highly evident among school heads. Close behind is "Provide opportunities for teachers to share strategies," which has a mean score of 3.75 (SD = 0.476), also rated as highly evident. These findings align with the research of Leithwood et al. (2008), who emphasize that effective instructional leadership involves addressing teachers' concerns and facilitating the sharing of best practices.

Table 3. *Extent of the instructional supervision as to teacher support*

Indicators	Mean	SD	Interpretation
1. Listen and respond to teachers' concerns	3.77	0.49	Highly Evident
2. Provide opportunities for teachers to share strategies	3.75	0.47	Highly Evident
3. Offer quality professional development.	3.62	0.54	Highly Evident
4. Encourage participation in professional communities	3.66	0.52	Highly Evident
5. Conduct meaningful evaluations.	3.61	0.52	Highly Evident
6. Identify any instructional limitations of teachers in the classrooms.	3.58	0.53	Highly Evident
7. Encourage school self-evaluation on instructional matters.	3.58	0.53	Highly Evident
8. Design appropriate interventions for teachers' methods and techniques	3.47	0.55	Evident
9. Initiate and help teachers in developing instructional goals and objectives	3.60	0.54	Highly Evident
10. Aid teachers in doing action research	3.23	0.72	Evident

Note. Overall Mean 3.59 (Highly Evident) with SD 0.066
Legend: 3.5-4.0 (Highly Evident), 2.5-3.49 (Evident), 1.25 - 2.49 (Less Evident), 1.0-1.49 (Least Evident)

However, the indicator "Design appropriate intervention for teachers' methods and techniques" scored slightly lower, with a mean of 3.47 (SD = 0.550), falling into the "evident" category. This suggests that while interventions are recognized, they are not as consistent as other forms of support. Additionally, "Aid teachers in doing action research" scored a mean of 3.23 (SD = 0.721), which was also rated as evident. This indicates that action research is somewhat less emphasized, though still present in instructional support practices.

Based on the Lianga District Research Office school year 2021-2023, out of 251 teaching personnel, only 1-2 teachers from Lianga conducted research and participated in the BERF (Basic Education Research Fund) program. In the School Year 2021-2022, two teachers conducted action research; in the school year 2022-2023, two teachers conducted action research and one teacher in basic research; and in the school year 2023-2024, only one teacher conducted action research. These results imply that despite the existence of DepEd Order No. 35, s. 2016, the conduct of action research still needs to be institutionalized. The said DepEd Order mandated the SDO to find ways to encourage the schools to conduct action research about pedagogies and assessment methods that successfully support student learning and holistic development.

These results indicate that school heads in the Lianga District generally employ effective instructional supervision practices to support teachers. Most practices are rated as highly evident, reflecting a strong commitment to

addressing teachers' concerns, facilitating professional development, and promoting collaboration. However, there is room for improvement in designing interventions and supporting action research, suggesting areas where school heads could further enhance their support for teachers.

3.4 Extent of Instructional Supervision as to Teachers' Performance Assessment

Table 4 presents the extent to which school heads employ instructional supervision in performance assessment. The results reveal that school heads in the Lianga District are highly effective in employing instructional supervision practices regarding teachers' performance assessment, with an overall mean score of 3.59 and a standard deviation of 0.066, categorized as "highly evident." This high level of effectiveness is crucial for aligning classroom priorities with school goals, as reflected in the mean score of 3.72 for ensuring teachers' classroom priorities are consistent with the school's direction. This practice is supported by Leithwood et al. (2008), who emphasize the alignment of individual and organizational goals as a key aspect of effective school leadership.

Table 4. *The extent of the instructional supervision as to teachers' performance assessment*

Indicators	Mean	SD	Interpretation
1. Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school.	3.72	0.50	Highly Evident
2. Review student work products when evaluating classroom instruction	3.53	0.55	Highly Evident
3. Conduct informal observation in the classroom regularly.	3.71	0.49	Highly Evident
4. Point out specific strengths in teachers' instructional practices in post-observation feedback.	3.68	0.53	Highly Evident
5. Assess the effectiveness of instruction	3.61	0.57	Highly Evident
6. Clarify professional development needs	3.53	0.53	Highly Evident
7. Provide evidence of growth and valuable data of teachers	3.62	0.52	Highly Evident
8. Explain the purpose and goals of the evaluation	3.70	0.47	Highly Evident
9. Give the correct comments for teachers' evaluation.	3.73	0.46	Highly Evident
10. Set benchmarks and plan for future evaluation	3.48	0.56	Evident

Note. Overall Mean 3.59 (Highly Evident) with SD 0.066
Legend: 3.5-4.0 (Highly Evident), 2.5-3.49 (Evident), 1.25 - 2.49 (Less Evident), 1.0-1.49 (Least Evident)

Giving appropriate comments on teachers' evaluations scored the highest, with a mean of 3.73, reflecting the necessity for specific and actionable feedback, as emphasized by Brookhart (2008). On the other hand, setting benchmarks and planning for future evaluations, with a mean score of 3.48, indicates that this area may need more attention to ensure ongoing teacher development, as Reeves (2004) recommended. As the researcher is a school head, setting benchmarks and planning for future evaluations is also one of the weakest parts of instructional supervision. The researcher realized that this practice is part of instructional supervision and cannot be eliminated. This practice must be mastered to create a standard to measure success. It is the simplest way to set clear expectations for our organizations or teams.

Regular informal classroom observations and clarification of the evaluation's purpose and goals scored 3.71 and 3.70, respectively, reflecting a proactive approach to observing and communicating evaluation objectives, which is essential for meaningful teacher development. Overall, the data indicates that school heads in the Lianga District are highly effective in employing instructional supervision practices related to teachers' performance assessment, supported by literature emphasizing goal alignment, regular observations, constructive feedback, professional development, and data-driven decision-making. However, there is room for improvement in setting benchmarks and planning for future evaluations to enhance instructional quality further.

3.5 Enhanced Supervisory Program

Based on the findings of the study, an enhanced supervisory program was designed to address areas that require improvement and to enhance existing strengths in instructional supervision practices (see Table 5). It is a well-structured plan with 5 project titles, namely Project SAGIP, Project SMILE, Project DART, Project BELT, and Project SHARE, to address problems on professional advancement, mentorship, and induction, utilizing data effectively, setting benchmarking and future evaluation and, promoting collaborative learnings. The following program includes project titles and activities to guide and support school heads and teachers in Lianga District. This Enhanced Supervisory Program aims to enhance instructional supervision practices by providing targeted professional development, strengthening support for new teachers, effectively utilizing data, establishing clear benchmarks, and promoting collaborative learning. By implementing these actions, the Lianga District can improve the overall quality of education and support continuous professional growth for teachers and school heads.

Table 5. *Enhanced supervisory program*

Project Title	Objective	Activities	Responsible Person	Timeline	Resources Needed	Budget	Expected Output
Project SAGIP (**S**trengthening **A**dvancement **G**earing through **I**ntensive **P**artnership)	Enhance the educational attainment and instructional skills of teachers and school heads.	Develop a scholarship fund to support teachers' higher education.	School Board, Donors LGU DepEd	2024-2025 School Year	Funding, Partnership Agreements	400,000.00	Number of scholarships awarded, Types of degrees pursued
		Establish partnerships for immersion programs and teacher exchange initiatives.	SDS PSDS SH	2025-2026 School Year	Memoranda of Understanding, Partner Schools	200,000.00	Number of participating teachers, Feedback from exchange experiences
Project SMILE (**S**trengthening **M**entorship for **I**nstructional **L**earning and **E**ducational advancement)	Support new teachers in their transition and enhance their instructional effectiveness.	Review and revise the existing Teacher Induction Program to address identified gaps.	Curriculum Coordinator	By End of 2025	Feedback Surveys, Program Assessment Reports	100,00.00	Improvements in program effectiveness as indicated by teacher feedback
		Enhance the mentorship program to support new teachers more effectively.	Mentorship Coordinator TIP Trained	By End of 2025	Experienced Teachers, Training Resources for Mentors	100,000.00	Number of mentor-mentee pairings, Success stories/case studies
Project DART (**D**eveloping **A**ction **R**esearch with advent of **T**echnology)	Use data effectively to inform instructional practices and improve student outcomes.	Provide training on data analysis for school heads and teachers.	Research Coordinator SH MT	First Quarter of 2025	Training Materials, Data Analysis Software	50,000.00	Pre- and post-training assessment scores
		Conduct workshops on using data to develop action plans for curriculum improvement.	Research Coordinator SH MT	Second Quarter of 2025	Workshop Materials, Expert Speakers	50,000.00	Workshop attendance, Follow-up actions taken
Project BELT (**B**enchmarking and **E**valuating educational **L**andscape for **T**eachers)	Establish clear benchmarks and a comprehensive evaluation system to guide teacher performance.	Develop and communicate clear performance benchmarks.	District/ School Evaluation Committee	Mid-2025	Benchmarking Guidelines, Examples of Best Practices	200,000.00	Adoption rate across schools, Alignment with educational standards
		Conduct regular evaluations of teaching practices.	PSDS School Heads	Bi-annually Starting 2025	Evaluation Tools, Observer Training	200,000.00	Consistency of evaluations, Impact on teaching quality
Project SHARE (**S**eek **H**elp, **A**ssist, **R**each and **E**valuate outcome)	Foster a collaborative environment where teachers can share experiences and learn from each other.	Institutionalize Learning Action Cell (LAC) sessions.	Professional Development Coordinator	Monthly Starting 2025	Meeting Rooms, Facilitation Guides Materials	100,000.00	Number of sessions, Participant feedback
		Encourage collaborative projects and team teaching.	Project Management Team	Throughout 2025	Collaboration Tools, Project Plans	100,000.00	Number of collaborative projects, Teacher and student feedback

4.0 Conclusion

The study underscores educators' strong commitment to professional development, evidenced by the high number of respondents either pursuing or holding a master's degree. It reveals that instructional supervision practices in the Lianga District are generally effective, especially in providing feedback, guiding active learning, and aligning classroom priorities with school goals. Nonetheless, the study identifies gaps in induction training for new teachers and in supporting action research and intervention design. To address these issues, the development of an intervention plan is recommended to enhance professional development programs, strengthen induction training, and establish clearer benchmarks for performance evaluation. Future research should focus on exploring innovative strategies to improve mentorship programs and instructional leadership, thereby further supporting teacher growth and student outcomes. Specifically, research should investigate the most effective models of mentorship, the impact of peer-to-peer mentoring, and how to foster a culture of continuous professional growth. Additionally, aspects of instructional leadership such as the role of school heads in promoting collaborative teaching, the use of data-driven decision-making, and the development of leadership skills among teachers should be explored to enhance educational practices and outcomes.

5.0 Contributions of Authors

The authors of this research collaborated to review and approve the final version of the study. This ensures the study's completeness and integrity. Author Jane C. Oropa played an integral part in the editing, writing, supervision, data analysis, and encoding. Author Julito Mangadlao, concentrated on the fieldwork, distribution and retrieval of survey instruments, doing comprehensive data analysis, transcribing the gathered material, and adhering to ethical guidelines throughout the study. These complementary contributions underscore the collaborative endeavors and mutual obligations as adviser and mentee to generate a thorough and ethically robust research output.

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7.0 Conflict of Interests

As the author of this manuscript, we hereby declare no conflict of interest.

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