

School Heads' Instructional Supervision, Technical Assistance, and Teachers' Performance

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Abstract

School heads play a crucial role in ensuring an enabling and supportive environment for effective teaching and learning. Consequently, this study investigated the level of school heads' instructional supervision, the extent of technical assistance, and teachers' performance in a medium-sized division in Central Philippines for the school year 2023–2024. Using a descriptive research design, data were collected from 122 teacher respondents using a self-developed instrument that underwent validity and reliability testing. Research ethics protocols were observed throughout the data-collection phase. Findings revealed that school heads' instructional supervision was rated at a very high level, while their technical assistance was assessed to a great extent. Teachers' performance was generally rated very satisfactory, with minimal variation across demographic groups. Further analysis indicated no significant differences in instructional supervision and technical assistance across demographic variables. However, results showed a significant correlation among instructional supervision, technical assistance, and teachers' performance, demonstrating that these supervisory functions are vital contributors to teacher effectiveness. To address the area with the lowest mean score, the study recommends that school heads strengthen and improve their supervisory competencies through relevant training. Additionally, conducting a teacher's performance review is advised to identify specific areas requiring technical assistance. The findings underscore the importance of strong instructional leadership and sustained technical support in enhancing teaching performance and ensuring quality educational outcomes.

Keywords: *Instructional supervision, technical assistance, teacher performance*

Bio-Profile:

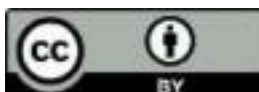
Elizabeth R. Aguirre is a dedicated school administrator currently serving as Principal II of Buenavista Elementary School in the Schools Division Office of Escalante City. She holds a Master of Arts in Educational Management from Philippine Normal University – Cadiz City and a Doctor of Philosophy in Educational Management from STI-West Negros University, Bacolod City. With strong expertise in school leadership, instructional supervision, technical assistance, and educational management, she is committed to fostering quality education, collaborative leadership, and continuous improvement aligned with DepEd's goals.

Introduction

Rationale

Effective instructional supervision by school heads plays a pivotal role in improving teacher performance and student outcomes. According to Obuta et al. (2025), school heads who consistently exceed expectations in their supervisory roles contribute to teachers' professional growth and the overall success of the school. Effective supervision helps identify classroom issues early, allowing timely support for students' behavioral or academic needs. It is essential to a school's success, with the school head playing a crucial role in overseeing and guiding teaching and learning. Regular classroom observations, feedback, and professional development support from school heads ensure effective teaching aligned with standards.

The 2020 National Adoption and Implementation of the Philippine Professional Standard for School Heads states that school heads are expected to provide timely, appropriate, and needs-based technical assistance to



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teachers to enhance instruction. Teachers enhance their teaching techniques while benefiting from the technical assistance provided by the school heads.

Moreover, teachers' performance is developed and strengthened through the school head's instructional supervision, as they become more effective in lesson delivery, classroom management, and adapting to learners' needs, and engage in personal professional growth and development to increase their accountability and motivation. San Roque and Valle (2023) found that teachers under strong instructional leadership demonstrated higher classroom performance and professional engagement.

Most of the teachers, novice or seasoned, who conducted this study had poor teaching delivery, affecting their performance and learners' outcomes. As observed, some teachers did not know how to sequence steps in lesson planning, align objectives with activities, or use teaching strategies to deliver instruction interactively and comprehensively. As a result, the learning outcome is unsatisfactory. Additionally, some teachers felt uneasy or uncomfortable being observed by their school head. To better understand the prevailing causes of these issues, the researchers wish to conduct the study.

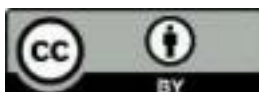
In light of the above-mentioned scenario, the researcher is interested in conducting a study to investigate whether school heads' instructional supervision and technical assistance can impact teachers' performance. Thus, a capability-building plan would be crafted to address the gaps.

Literature Review

School heads' instructional supervision is a vital aspect of educational leadership that focuses on improving teaching and learning through guidance and support. According to Glickman et al. (2017), it involves providing coaching, mentoring, and professional assistance to teachers, while Bambang (2021) emphasizes its role in enhancing the overall educational process. Effective supervision follows key principles such as being constructive, democratic, objective, and professional (Maisyaroh et al., 2021), ensuring that supervisors not only identify weaknesses but also help teachers improve. While some educators perceive supervision as fault-finding, Bordoh and Eshun (2015) highlight its potential to strengthen teachers' competence and instructional delivery. Furthermore, supervision promotes reflective practice and professional growth (Chen, 2018) and remains essential for maintaining quality education and effective school management (Ahaotu et al., 2021; Sun Star Pampanga, 2017; Omemu, 2017). Instructional supervision also plays a crucial role in improving teaching quality and supporting teachers, especially newly hired ones. Barrogo (2020) notes that it helps teachers manage diverse learning needs while balancing administrative tasks and effective instruction, with tools such as standardized classroom observations aiding performance evaluation and professional growth. Studies further show that classroom observation and continuous monitoring enhance pedagogical practices and student learning outcomes (Malunda et al., 2016; Comighud et al., 2020).

School heads' technical assistance complements supervision by providing targeted support that enhances teachers' capabilities and performance. Magcanas (2019) defines technical assistance as guidance that helps individuals or organizations become more effective in their roles. Instructional leadership plays a crucial role in this process, as school leaders influence teachers' practices and student outcomes (Daing & Mustapha, 2023). Their leadership functions—such as being resource providers, communicators, and visible leaders—are significantly associated with teachers' performance, particularly within the Results-Based Performance Management System. Teachers' self-efficacy and classroom effectiveness are closely linked to the leadership and support they receive from administrators (Adejumobi & Ojikutu, 2013). Moreover, technical assistance includes coaching, training, peer collaboration, and facilitation to improve performance and address educational challenges (Nastase, 2021). Initiatives like the Department of Education's "DepEd Teaches" (2020) further demonstrate how structured and accessible guidance enhances curriculum implementation and instructional clarity.

Teachers' performance is a central factor in educational quality and student achievement, encompassing lesson planning, teaching delivery, classroom management, and professional commitment (Titilayo et al., 2013). Effective teaching requires aligning instructional strategies with students' learning styles to improve comprehension and retention (Felder, 2018; Felder & Spurlin, 2018), while also fostering motivation and engagement (Barberos, 2023). Research indicates that learning preferences and strategies significantly influence academic success



(Ridwaan, 2019; Sriphai et al., 2018). Ultimately, teacher performance serves as a key driver of school effectiveness and educational reform (Ozgenel & Mert, 2019), with high-quality teaching contributing directly to improved student outcomes and institutional success (Adriani et al., 2018; Alzoraiki et al., 2023).

Effective instructional leadership is essential in improving both teaching quality and student outcomes. Strong supervision—through classroom observation, strategic intervention, and constructive feedback—supports educational excellence and informs better school practices (Naguit, 2024). Research shows that instructional supervision, when combined with teacher collaboration and adequate resources, significantly enhances professional growth and student achievement (Khasawneh et al., 2023; Steyn, 2017). However, implementation gaps, such as the lack of pre-observation conferences and meaningful feedback, can hinder teachers' development and lesson planning (Nsengumuremy & Imaniriho, 2025). Despite these challenges, effective supervision practices that emphasize reflective feedback and strong communication continue to improve teaching effectiveness, although approaches may vary depending on factors like experience and leadership style (Iroegbu & Eyo, 2016; Yu Yu San & Khin Mar Ni, 2023; Miller, 2023; Passot & Ching, 2024; Buloyos, 2019).

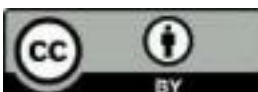
Technical assistance and teacher performance are closely linked to the quality of leadership and support within schools. Tailored support—such as coaching, professional development, and resource provision—enhances teachers' competence, autonomy, and motivation when aligned with their needs and experience levels (Scott et al., 2024; Pareja, 2024; Wals, 2023; Mthanti, 2023). However, challenges such as limited resources, heavy workloads, and inadequate infrastructure can reduce its effectiveness (Chaula, 2023). Teacher performance, in turn, is influenced by leadership practices, organizational climate, self-efficacy, and support systems (Kanya et al., 2021; Adejumobi & Ojikutu, 2013). Strong instructional and pedagogical leadership has been shown to enhance teachers' performance significantly, reinforcing the importance of sustained supervision and support in achieving quality education (Obuta et al., 2025; Berhanu, 2025).

Findings across studies indicate that while instructional supervision is widely practiced, its effectiveness often depends on consistent and in-depth implementation. Some studies reveal that supervision practices are evident but not fully implemented, suggesting the need for stronger implementation (Sumapal & Haramain, 2024), while others report high levels of supervisory skills and teacher performance with minimal variation across demographic factors (Go & Eslabon, 2024). Positive relationships have also been found between supervision, teachers' self-efficacy, and professional competence (San Roque & Valle, 2025; Pomentel, 2024), with effective feedback—particularly during post-observation conferences—playing a key role in teacher development (Lavigne et al., 2023). Similarly, technical assistance has emerged as a strong predictor of teacher effectiveness, with mentoring, coaching, and differentiated support improving instructional practices (Mandado, 2025; Macalam & Lantaka, 2024; Lapuz & Pecajas, 2022; Barrera & Cabal, 2025; Niepes, 2016). Despite challenges such as workload and time constraints, studies consistently show that both supervision and technical assistance are essential in enhancing teaching proficiency and overall school effectiveness (Reyes, 2024; Ogzenel & Ozkan, 2019).

Theoretical Underpinnings

This study is grounded in three complementary theories that explain how instructional supervision, technical assistance, and teacher performance are interconnected. McGregor's Theory X and Y (1960) frames the supervisory approach of school heads, ranging from a controlling, directive style (Theory X) to a more participative and empowering one (Theory Y). In contrast, Griffiths' Capacity Building Theory (2017) emphasizes the importance of providing targeted technical assistance—such as mentoring, coaching, and resource support—to enhance teachers' competencies and professional growth. Together, these theories highlight how leadership style and structured support systems influence the effectiveness of instructional practices and overall school performance.

Elger's Theory of Performance (2007) further strengthens this framework by identifying key factors—identity, skills, context, and learning—that drive performance. It suggests that effective leadership and supportive environments improve teachers' confidence, innovation, and instructional quality. Technical assistance from master teachers plays a crucial role in refining educators' skills and addressing individual needs, ultimately enhancing teaching outcomes. Teacher performance in this study is evaluated using the RPMS rating scale, which categorizes



performance levels from Poor to Outstanding, providing a structured measure of how supervision and support translate into measurable teaching effectiveness.

Objectives

This study aimed to determine the level of school heads' instructional supervision, the extent of technical assistance, and the level of teachers' performance in a District of a medium-sized Division in the Negros Island Region for the School Year 2024-2025. Specifically, this study aimed to determine: 1) the level of school heads' instructional supervision in terms of giving feedback. Diagnosing and solving teaching problems, developing strategies and skills, evaluating teachers for promotion and appointment, and maintaining a positive attitude; 2) the extent of school heads' technical assistance in terms of coaching, guiding, and empowering; 3) if a significant difference exists in the level of school heads' instructional supervision when grouped and compared according to the aforementioned variables; 4) if a significant difference exists in the extent of school heads' technical assistance when grouped and compared according to the aforementioned variables; 5) if a significant difference exists in the level of teachers' performance when grouped and compared according to the aforementioned variables; 6) whether a significant relationship exists between the level of school heads' instructional supervision and the level of teachers' performance; and 7) whether a significant relationship exists between the extent of school heads' technical assistance and the level of teachers' performance.

Methodology

This section discusses the methods used to gather and analyze data in line with the predetermined objectives. This outline includes research design, subject-respondents, research instruments, data collection procedures, ethical considerations, data analysis, and statistical methods.

Research Design

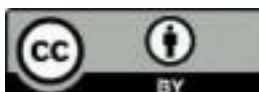
This study employed a descriptive research design to determine the level of school heads' instructional supervision, the extent of technical assistance, and the level of teachers' performance in a district of a medium-sized schools division in Central Philippines during the School Year 2024–2025. Descriptive research, as explained by Singh (2023), involves observing, recording, and analyzing phenomena without manipulating variables, allowing for a detailed understanding of existing conditions. This approach was appropriate for the study as it aimed to examine the current status and relationships among instructional supervision, technical assistance, and teacher performance in their natural setting. By capturing actual practices, patterns, and perceptions, the study documented how these leadership functions are implemented and how they are associated with teachers' performance, providing a basis for identifying trends, informing decisions, and supporting professional development.

Respondents

The respondents of the study were the 122 teachers of the six (6) schools in the cluster. The researcher considered the total enumeration; hence, purposive sampling was employed. Purposive sampling is the intentional selection of informants based on their ability to elucidate a specific theme, concept, or phenomenon (Robinson, 2025). It is most practical when the total population is manageable, such as a well-defined subgroup of a larger population.

Instrument

A researcher-developed instrument composed of four parts was used to collect relevant data for the study. Part I collected respondents' demographic profiles, including age, sex, educational attainment, and length of service.



Part II measured the level of school heads' instructional supervision across five key areas—feedback-giving, diagnosing and solving teaching problems, developing strategies and skills, evaluating teachers, and maintaining a positive attitude—while Part III assessed the extent of technical assistance through coaching, guidance, and empowerment. Instructional supervision included 30 items (6 per area) rated on a five-point scale from very low to very high level. In contrast, technical assistance consisted of 18 items (6 per area) rated from very low to very great extent. The instrument's validity, defined as its ability to measure what it intends to measure (Korem, 2025), was established through expert evaluation by five specialists in educational management and research, yielding a mean rating of 4.49, interpreted as excellent based on the criteria of Good and Scates. Reliability, or the consistency of measurement (Middleton, 2019), was determined using Cronbach's alpha after a dry run with 30 non-participating teachers, resulting in coefficients of .981 for instructional supervision and .980 for technical assistance, both indicating excellent reliability; thus, the instrument was deemed both valid and statistically reliable.

Procedure for Data Collection

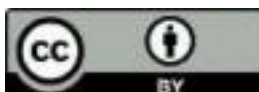
The researcher first wrote to the school division's superintendent to request approval to conduct the study. After seeking approval, she sent a letter to the principals of the six elementary schools selected as the research sites. The respondents received the survey questionnaire directly from the researcher after she personally administered the data-gathering instrument. Questionnaires were given to them individually during recess, lunchtime, and in the afternoon after class. In compliance with DepEd Order No. 9 s. 2005 – Instituting Measures to Increase Engaged Time-on-Task, teachers answered the questionnaire individually during their free time. The researcher personally retrieved the questionnaires from the principal's office at each school after class hours in the afternoon, as they were instructed to forward them to the principal as soon as they finished answering the survey.

Data Analysis and Statistical Treatment

Objective No. 1 used a descriptive-analytical scheme and means to determine the level of school heads' instructional supervision in terms of feedback-giving, diagnosing and solving teaching problems, developing strategies and skills, and evaluating teachers for promotion and appointment. Moreover, maintained a positive attitude and also used the descriptive-analytical scheme. Objective No. 2 likewise used the descriptive-analytical scheme and mean to determine the extent of school heads' technical assistance in coaching, guiding, and empowering. Objective No. 3 used a comparative-analytical scheme and a Mann-Whitney U-test to determine whether there was a significant difference in the level of school heads' instructional supervision across groups defined by the variables. Objective No. 4 likewise used the comparative analytical scheme and Mann-Whitney U-test to determine significant differences in the extent of school heads' technical assistance across groups defined by the variables. Objective No. 5 also used the comparative-analytical scheme and Mann-Whitney U-test to determine significant difference in teachers' performance when grouped and compared according to the variables. Objective No. 6 used a relational analytical scheme and Spearman's rho to determine the significant relationship between the level of school heads' instructional supervision and teachers' performance. Objective No. 7 used a relational analytical scheme and Spearman's rho to determine the significant relationship between the extent of school heads' technical assistance and teachers' performance.

Ethical Considerations

The researcher is committed to upholding the highest ethical standards. This study involved human participants and was designed to ensure voluntary, informed, and confidential participation of all individuals. It was clearly explained to them that the research was conducted by the researcher in compliance with her Doctorate Degree and that their responses would be kept with utmost confidentiality, so there was no need to worry. Participants were provided with an information sheet explaining the purpose, procedures, and benefits of the study. While this study did not involve physical risks, it might have involved emotional discomfort, particularly in



discussing personal experiences related to teaching. To mitigate this, participants may skip questions they are uncomfortable answering and withdraw from the study at any time without penalty. To maintain anonymity, this research maintained the privacy and confidentiality of its participants. Data collected were securely stored, accessible only to the research team, and deleted after transcription, and not shared beyond the research team. Further, this study ensured the rights, dignity, and welfare of the participants were respected and protected throughout the research process.

Results and Discussions

This section summarizes the study's findings, which come from careful data gathering, in-depth analysis, and thoughtful interpretation. After this, meaningful conclusions were drawn from the initial phase, offering valuable insights.

Level of School Heads' Instructional Supervision in the Areas of Giving Feedback, Diagnosing and Solving Teaching Problems, Developing Strategies and Skills, Evaluating Teachers for Promotion and Appointment, and Maintaining a Positive Attitude

Table 1

Level of School Heads' Instructional Supervision in the Area of Giving Feedback

Items	Mean	Interpretation
<i>The school head...</i>		
1. practices feedback-friendly techniques to build teachers' trust and confidence	4.59	Very High Level
2. creates a learning continuum, fosters a trusting climate, and endorses an authentic dialogue	4.49	High Level
3. facilitates performance feedback to provide the teachers with the assistance necessary to develop classroom management and instructional design.	4.63	Very High Level
4. focuses on the performance issues, not on the person.	4.57	Very High Level
5. sees to it that performance feedback plays an active role in improving the personnel's quality of performance	4.59	Very High Level
6. provides a supportive environment for teachers to foster improvements in job performance and work engagement.	4.57	Very High Level
Mean	4.57	Very High Level

Table 1 presents the level of the school head's instructional supervision in the area of giving feedback. The highest mean score of 4.63 is on item no. 3, which asked school heads to facilitate performance feedback to provide teachers with the assistance necessary to develop classroom management and instructional design. The item no. 2 about the creation of a learning continuum, the fostering of a trusting climate, and the endorsement of authentic dialogue, shows the lowest mean score of 4.49, which was still interpreted as a high level. This indicates that although school leaders practice praising and recognizing teachers for excellent performance, this skill should be strengthened to build teachers' trust and confidence, deepen professional relationships, and sustain student learning pathways. This finding aligns with that of Passot & Ching (2024), which revealed that school heads demonstrate highly observed practices across various management domains, including instructional management and direct supervision of instruction. Moreover, moderate positive correlations observed indicate that effective communication practices, such as providing information, offering affirmation and feedback, and interpreting organizational matters, are associated with higher levels of trust.



Table 2*Level of School Heads' Instructional Supervision in the Area of Diagnosing and Solving Teaching Problems*

Items	Mean	Interpretation
<i>The school head...</i>		
1. ensures that the challenges teachers encounter in the classroom are addressed and resolved.	4.54	Very High Level
2. addresses recurring patterns or areas of difficulties in student performance that may point to teaching issues of the teachers.	4.44	High Level
3. provides effective professional development initiatives in addressing teaching challenges.	4.57	Very High Level
4. promotes and cultivates a collaborative environment in which teachers feel supported in addressing teaching challenges.	4.55	Very High Level
5. fosters a culture of continuous improvement and recognizes teachers' efforts in addressing teaching challenges.	4.54	Very High Level
6. measures the impact of interventions aimed at addressing teaching problems and adjusts the approach based on results.	4.55	Very High Level
Mean	4.53	Very High Level

Table 2 presents the results on the level of school heads' instructional supervision, specifically in diagnosing and solving teaching-related problems. The overall mean score of 4.53, interpreted as very high, indicates that school heads demonstrate strong competence in identifying instructional issues and implementing appropriate solutions. The highest mean score of 4.57 is on item no. 3 on providing effective professional development initiatives in addressing teaching challenges. Notably, the lowest mean score of 4.44, interpreted as a high level, was recorded on item 2, which pertains to addressing recurring patterns or areas of difficulty in student performance that may point to teachers' teaching issues. The finding indicates that school heads fail to monitor and respond effectively to persistent areas where students struggle. They lack focused supervision to identify teaching issues and improve teaching delivery, resulting in students' low performance. This finding conformed with the study by Glickman et al. (2018), which found that effective supervision includes interpreting student outcomes to assess teaching quality, not just observation. Addressing ongoing academic issues requires a data-informed strategy that connects learning gaps to foundational instructional methods.

Table 3*Level of School Heads' Instructional Supervision in the Area of Developing Strategies and Skills*

Items	Mean	Interpretation
<i>The school head...</i>		
1. creates and communicates a compelling vision for the school that inspires and unites both staff and students towards common goals	4.54	Very High Level
2. provides teachers with opportunities for professional growth	4.66	Very High Level
3. stays abreast of current educational trends, best practices, and innovations to ensure the school remains at the forefront of quality education.	4.63	Very High Level
4. provides opportunities for teachers to further develop their communication and interpersonal skills, particularly in engaging diverse stakeholders, including parents and educational stakeholders.	4.63	Very High Level
5. navigates change within the school, particularly in response to evolving educational policies, societal challenges, and technological advancements.	4.63	Very High Level
6. cultivates a professional learning community within the school, providing opportunities for ongoing professional development and growth for educators and support staff.	4.65	Very High Level
Mean	4.62	Very High Level



Table 3 shows the level of school heads' instructional supervision in the area of developing strategies and skills. The overall mean of 4.62 was interpreted as very high. Among the indicators, item no. 2, providing teachers with opportunities for professional growth, had the highest mean of 4.66. Moreover, the lowest mean of 4.54, interpreted as a very high level, is shown on item 1, which asks respondents to create and communicate a compelling vision for the school that inspires and unites both staff and students towards common goals. This implies that the school heads did not clearly define the vision and goals. School programs and activities were not delivered properly, resulting in unmotivated teachers and learners who were unable to become productive and create more positive learning outcomes. The findings of the study align with those of Sumapal & Haramain (2024), who found that the instructional supervision practices of school heads, particularly in terms of teachers' guidance, support, and performance assessment, were evident but not fully implemented. This indicates a need to enhance the implementation of school heads' supervisory practices to ensure appropriate interventions for teachers, who are at the forefront of education.

Table 4

Level of School Heads' Instructional Supervision in the area of Evaluation of Teachers for Promotion and Appointment

Items	Mean	Interpretation
<i>The school head...</i>		
1. abides by the guidelines in evaluating the teachers for promotion and appointment.	4.74	Very High Level
2. evaluates the teachers based on merit and performance.	4.71	Very High Level
3. uses a fair selection process that focuses on teacher-leadership competencies.	4.68	Very High Level
4. assesses and selects employees based on their relative qualifications and competence in the performance of duties	4.64	Very High Level
5. evaluates teachers' classroom effectiveness, including their instructional practices, student engagement, classroom management, and ability to meet learning objectives.	4.71	Very High Level
6. evaluates the teacher's ability to communicate ideas effectively, provide feedback, and build positive relationships with students, parents, and staff.	4.70	Very High Level
Mean	4.70	Very High Level

Table 4 presents the level of school heads' instructional supervision in the evaluation of teachers for promotion and appointment. The overall mean is 4.70, interpreted as a very high level. The table shows that the highest mean of 4.74 was item no. 1 on abiding by the guidelines in evaluating teachers for promotion and appointment. On the contrary, the lowest mean of 4.64, interpreted as a very high level, is on item 4, which assessed and selected employees based on their relative qualifications and competence in performing duties. This result implies that school heads follow the implementing guidelines for teacher hiring and do not prioritize personal connections, relationships, or nepotism over competence and qualifications; however, political interference may sometimes prevail. These findings align with those of Nudalo-Gonzaga et al. (2025), who found that although political interference continues in certain public schools, educators widely support transparent, standardized recruitment and promotion practices.



Table 5

Level of School Heads' Instructional Supervision in the Area of Maintaining a Positive Attitude

Items	Mean	Interpretation
<i>The school head...</i>		
1. promotes a positive, inclusive learning environment for students and staff.	4.66	Very High Level
2. recognizes and acknowledges teachers' achievement to boost their morale.	4.66	Very High Level
3. builds and nurtures positive relationships with the teachers by supporting, encouraging, and inspiring them.	4.62	Very High Level
4. fosters a collaborative, supportive environment where teachers can share their expertise and engage with peers.	4.59	Very High Level
5. rewards the teachers for their efforts and achievements by creating a positive, engaging, and meaningful learning environment for the school community.	4.59	Very High Level
6. encourages and supports the teachers to keep learning to expand their knowledge and upgrade their skills.	4.59	Very High Level
Mean	4.62	Very High Level

Table 5 indicates that school heads demonstrate a very high level of instructional supervision in maintaining a positive attitude, with an overall mean of 4.62 and the highest ratings (4.66) in promoting an inclusive learning environment and recognizing teachers' achievements. However, slightly lower—though still very high—scores (4.59) in fostering collaboration, rewarding teachers, and supporting professional development suggest areas for improvement, particularly in ensuring consistent recognition systems and broader access to training opportunities. These findings imply that while school heads effectively cultivate a positive environment, stronger support for collaboration, incentives, and continuous learning could further enhance teacher morale and growth. The results align with Khasawneh et al. (2023) and Steyn (2017), who emphasize that instructional supervision, collaboration, and structured professional support significantly contribute to teacher development and improved student outcomes.

Extent of School Heads' Instructional Supervision in the Areas of Coaching, Guiding, and Empowering

Table 6

Extent of School Heads' Technical Assistance in the Area of Coaching

Items	Mean	Interpretation
<i>The school head...</i>		
1. provides technical assistance as to the instructional strategies that are effective for promoting active engagement for teachers	4.62	Very Great Extent
2. provides a (LAC) session focused on differentiated instruction, designed to integrate with various instructional pedagogies seamlessly.	4.68	Very Great Extent
3. empowers the teachers with support for technology-enhanced instruction, facilitating the development of effective instructional delivery methods and fostering heightened student engagement.	4.68	Very Great Extent
4. provides technical assistance to develop innovative tools and techniques that enhance teachers' teaching strategies.	4.68	Very Great Extent
5. engages in substantive communication regarding classroom activities and events, providing comprehensive updates on the ongoing developments and student progress.	4.72	Very Great Extent



6. offers follow-up conversations or post-conference sessions with teachers to delve deeper into teaching techniques, student progress, and curriculum insights, fostering continuous learning and improvement.	4.68	Very Great Extent
Mean	4.67	Very Great Extent

Table 6 shows that school heads provide technical assistance in coaching to a very great extent, with an overall mean of 4.67 and the highest rating (4.72) in maintaining substantive communication about classroom activities and student progress. The lowest mean (4.62), though still very high, indicates that teachers desire more intensive support in instructional strategies that enhance learner engagement, suggesting that while assistance is consistently provided through LAC sessions, observations, and trainings, there is still a need for deeper, more targeted coaching to improve teaching delivery and outcomes. These findings align with Etorne (2025), highlighting that while technical assistance and tools like competency tracking improve teaching practices, they may not fully

Items	Mean	Interpretation
<i>The school head...</i>		
1. ensures the alignment of the instructional materials with the curriculum and learning objectives, as shown in the prepared lesson plan by the teacher.	4.72	Very Great Extent
2. guides teachers effectively using instructional materials to accommodate students with diverse learning styles.	4.67	Very Great Extent
3. offers the teachers comprehensive guidance on efficiently integrating instructional materials into their teaching methodologies.	4.71	Very Great Extent
4. provides guidance and support to the teachers in choosing suitable assessment methodologies and instruments.	4.68	Very Great Extent
5. guides the teachers in evaluating data assessment to pinpoint learners' strengths for areas of development	4.72	Very Great Extent
6. guides the teachers on the latest best practices in assessment, offering technical assistance as needed to ensure effective implementation.	4.68	Very Great Extent
Mean	4.70	Very Great Extent

address the specific challenges teachers face in the classroom.

Table 7

Extent of School Heads' Technical Assistance in the Area of Guiding

Table 7 indicates that school heads provide technical assistance to a great extent, with an overall mean of 4.70 and the highest ratings (4.72) in aligning instructional materials with curriculum objectives and guiding teachers in using assessment data to identify learners' strengths and areas for improvement. The slightly lower mean (4.67), though still very high, suggests that teachers perceive a need for stronger support in adapting instructional materials to diverse learning styles, possibly due to some school heads' limited supervisory skills. While guidance is consistently delivered through LAC sessions, collaboration, and training, these findings highlight areas for improvement in differentiated instruction. The results contrast with Offem et al. (2022), who reported strong managerial skills among school heads, but align with Chaula (2023), who noted that structural challenges, such as limited resources, heavy workloads, and inadequate infrastructure, can hinder effective supervision and affect teachers' instructional effectiveness.

Table 8



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Extent of School Heads' Technical Assistance in the Area of Empowering

Table 8 shows that school heads provide technical assistance in empowerment to a very great extent, with an overall mean of 4.66, highlighting that teachers are generally involved in decision-making and given opportunities to lead and share expertise, as reflected in the highest mean of 4.70. However, the slightly lower mean of 4.59 indicates that teachers feel less empowered to exercise full autonomy in areas such as teaching methods, classroom management, and curriculum implementation, partly due to structured requirements, such as the MATATAG Curriculum. This suggests that while empowerment is practiced, constraints limit teachers' ability to fully apply their creativity and adapt instruction to learners' needs. The findings support Wilson (2025), who emphasized the importance of teacher autonomy in enhancing student learning experiences, and align with Macfarlane (2021), who highlighted pedagogic self-governance as essential to professional practice and academic freedom.

Level of Teachers' Performance When Grouped According to the Aforementioned Variables**Table 9**

Level of Teachers' Performance When Grouped According to the Age, Highest Educational Attainment, and Length of Service

Variable	Category	Mean	Interpretation
Age	Younger (below 44 years old)	4.42	Very Satisfactory Level
	Older (44 years old & above)	4.40	Very Satisfactory Level
Highest Educational Attainment	Lower (Bachelor's Degree)	4.40	Very Satisfactory Level
	Higher (Master's & Doctorate Degrees)	4.42	Very Satisfactory Level
Length of Service	Shorter (below 14 years)	4.43	Very Satisfactory Level
	Longer (14 years & above)	4.39	Very Satisfactory Level

Table 9 presents the level of teachers' performance by age, highest educational attainment, and length of service. In terms of age, the younger group has a mean score of 4.42, and the older group has a mean score of 4.40. Regarding the highest educational attainment, the mean for the lower category is 4.40, whereas the mean for the higher category is 4.42. Furthermore, regarding length of service, the shorter group has a mean score of 4.43, while the longer group has a mean score of 4.39. All results were interpreted as Very Satisfactory. Interestingly, teachers with longer service appeared to have lower results than those with shorter service, suggesting that longer-tenured teachers have higher expectations. They need the support of the school heads to engage in advanced professional development and be involved in decision-making. They prefer to be included in the school's awards and recognition system rather than focusing only on the newer ones. This finding aligns with the study by Comighud and Arevalo (2020), which found that while motivation and performance among teachers were generally high, variables such as educational attainment and income were more significant with performance than age or length of service.

Items	Mean	Interpretation
<i>The school head...</i>		
1. gives the teachers opportunities to lead and share their expertise with others	4.70	Very Great Extent
2. inspires and motivates their teachers to continue teaching and to change learners' lives.	4.73	Very Great Extent
3. empowers with a positive word or by giving them space to be heard.	4.69	Very Great Extent
4. creates platforms for their teachers to share knowledge and expertise.	4.62	Very Great Extent
5. finds the best ways to express authentic appreciation for teachers' effective practices.	4.63	Very Great Extent
6. gives the teachers freedom to make decisions about their teaching methods, classroom management, and curriculum.	4.59	Very Great Extent



Mean 4.66 Very Great Extent

Comparative Analysis in the Level of School Heads' Instructional Supervision in the Areas of Giving Feedback, Diagnosing and Solving Teaching Problems, Developing Strategies and Skills, Evaluation of Teachers for Promotion and Appointment, and Maintaining a Positive Attitude When Grouped and Compared According to the Aforementioned Variables

Table 10

Difference in the Level of School Heads' Instructional Supervision in the Area of Giving Feedback When Grouped and Compared According to the Age, Highest Educational Attainment, and Length of Service

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	60	64.98	1651.000	0.265	0.05	Not Significant
	Older	62	58.13				
Highest Educational Attainment	Lower	93	62.59	1247.500	0.527	0.05	Not Significant
	Higher	29	58.02				
Length of Service	Shorter	58	61.80	1838.500	0.926	0.05	Not Significant
	Longer	64	61.23				

Table 10 indicates that there is no significant difference in the level of school heads' instructional supervision in feedback-giving across age, educational attainment, and length of service, as all Mann-Whitney U test p-values exceed 0.05, leading to the non-rejection of the null hypothesis. The close mean ranks across groups suggest that feedback practices are consistently and equitably implemented regardless of demographic factors, with school heads guiding LAC sessions and collaborative efforts to enhance teaching practices, professional growth, and student outcomes. This uniformity implies that effective feedback-giving is shaped more by professional competence and organizational standards than by personal characteristics, supporting the findings of Obuta et al. (2025), which highlight the positive impact of strong supervisory skills and consistent feedback on teacher performance.

Table 11

Difference in the Level of School Heads' Instructional Supervision in the Area of Diagnosing and Solving Teaching Problems When Grouped and Compared According to Age, Highest Educational Attainment, and Length of Service

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	60	67.61	1493.500	0.053	0.05	Not Significant
	Older	62	55.59				
Highest Educational Attainment	Lower	93	62.90	1218.500	0.420	0.05	Not Significant
	Higher	29	57.02				
Length of Service	Shorter	58	63.41	1745.000	0.558	0.05	Not Significant
	Longer	64	59.77				

Table 11 shows that there is no significant difference in the level of school heads' instructional supervision in diagnosing and solving teaching problems across age, educational attainment, and length of service groups, as all Mann-Whitney U test p-values exceed 0.05, leading to the non-rejection of the null hypothesis. Despite slight variations in mean ranks, these were not statistically meaningful, indicating that teachers, regardless of demographic background, share similar perceptions of supervisory support in addressing instructional challenges. The findings



suggest that school heads consistently provide guidance that helps teachers improve classroom management, decision-making, and instructional practices, fostering a sense of support and enhancing student learning outcomes. This uniformity reflects a consistent supervisory approach across groups and aligns with Barredo (2021), who also found no significant differences in instructional supervision effectiveness based on demographic variables.

Table 12

Difference in the Level of School Heads' Instructional Supervision in the Area of Developing Strategies and Skills When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	60	67.68	1489.000	0.047	0.05	Significant
	Older	62	55.52				
Highest Educational Attainment	Lower	93	62.92	1216.000	0.404	0.05	Not Significant
	Higher	29	56.93				
Length of Service	Shorter	58	67.78	1491.500	0.051	0.05	Not Significant
	Longer	64	55.80				

Table 12 reveals a significant difference in the level of school heads' instructional supervision in developing strategies and skills across age groups, as indicated by a p-value of 0.047, leading to the rejection of the null hypothesis. The results indicate that younger teachers reported higher mean ranks than older teachers, suggesting differing perceptions of supervisory support in this area, while no significant differences were found in educational attainment or length of service. This implies that generational differences influence how teachers perceive guidance in developing instructional strategies, with younger educators potentially being more aligned with modern, technology-driven approaches. The findings align with Go and Eslabon (2024), who noted that while educational attainment does not significantly affect supervisory skills, newer educators or leaders often demonstrate more innovative and adaptive approaches to instructional supervision.

Table 13

Difference in the Level of School Heads' Instructional Supervision in the Area of Evaluation of Teachers for Promotion and Appointment When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	60	66.88	1537.500	0.071	0.05	Not Significant
	Older	62	56.30				
Highest Educational Attainment	Lower	93	64.49	1070.500	0.068	0.05	Not Significant
	Higher	29	51.91				
Length of Service	Shorter	58	64.72	1669.500	0.296	0.05	Not Significant
	Longer	64	58.59				

Table 13 indicates that there is no significant difference in the level of school heads' instructional supervision when evaluating teachers for promotion and appointment, across age, educational attainment, and length of service, as all Mann-Whitney U test p-values exceed 0.05, leading to the non-rejection of the null hypothesis. Although slight variations in mean ranks were observed, these were not statistically significant, suggesting that school heads apply relatively uniform standards in teacher evaluation regardless of demographic factors. This consistency is likely influenced by adherence to DepEd Order No. 7 of 2023, which promotes standardized, objective, and transparent



guidelines for recruitment, selection, and promotion. The findings align with Agumen (2025), who emphasized that instructional supervision practices are shaped more by institutional policies and professional standards than by school heads' personal characteristics, thereby ensuring fairness and consistency in teacher evaluation.

Table 14

Difference in the Level of School Heads' Instructional Supervision in the Area of Maintaining a Positive Attitude When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	60	64.82	1661.000	0.279	0.05	Not Significant
	Older	62	58.29				
	Lower	93	63.63				
Highest Educational Attainment	Higher	29	54.67	1150.500	0.206	0.05	Not Significant
	Longer	64	60.19	1772.000	0.648		

Table 14 indicates that there is no significant difference in the level of school heads' instructional supervision in maintaining a positive attitude across age, educational attainment, and length of service, as all Mann-Whitney U test p-values exceed 0.05, leading to the non-rejection of the null hypothesis. Although minor differences in mean ranks were observed, these were not statistically significant, suggesting that teachers across all groups have similar perceptions of how school heads promote a positive school environment. This consistency implies that supervisory practices such as LAC sessions, collaborative engagements, and training activities are implemented uniformly, supported by school heads' participation in seminars and benchmarking activities. The findings align with Omoth (2022) and Aquino (2021), who emphasized that instructional supervision and teachers' attitudes are not significantly influenced by demographic factors, highlighting the role of consistent supervisory practices in maintaining a positive school climate.

Comparative Analysis in the Extent of School Heads' Technical Assistance in the Areas of Coaching When Grouped and Compared According to the Aforementioned Variables

Table 15

Difference in the Extent of School Heads' Technical Assistance in the Area of Coaching When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	60	64.78	1663.000	0.286	0.05	Not Significant
	Older	62	58.32				
	Lower	93	62.94				
Highest Educational Attainment	Higher	29	56.90	1215.000	0.396	0.05	Not Significant
	Longer	64	57.45	1596.500	0.159		

Table 15 indicates that there is no significant difference in the extent of school heads' technical assistance in coaching across age, educational attainment, and length of service groups, as all Mann-Whitney U test p-values exceed 0.05. Although minor differences in mean ranks were noted, these were not statistically significant, leading



to the non-rejection of the null hypothesis. The findings suggest that teachers share similar perceptions of coaching support regardless of demographic factors, reflecting a consistent delivery of instructional assistance through structured tools such as post-observation feedback, the PQIS tool, and coaching and mentoring forms. This consistency implies that coaching practices are uniformly implemented across groups, supporting effective teaching. The results align with Barrera and Cabal (2025), who found that coaching and technical assistance improve teacher performance while remaining consistent across demographic profiles due to standardized coaching protocols.

Table 16

Difference in the Extent of School Heads' Technical Assistance in the Area of Guiding When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	60	66.16	1580.500	0.118	0.05	Not Significant
	Older	62	56.99				
Highest Educational Attainment	Lower	93	63.69	1145.000	0.181	0.05	Not Significant
	Higher	29	54.48				
Length of Service	Shorter	58	67.01	1536.500	0.074	0.05	Not Significant
	Longer	64	56.51				

Table 16 reveals no significant differences in the extent of school heads' technical assistance in guiding across age, educational attainment, and length of service groups, as all Mann-Whitney U test p-values exceed 0.05. Although slight variations in mean ranks were observed, these were not statistically meaningful, leading to the non-rejection of the null hypothesis. The findings suggest that both younger and older teachers share similar perspectives on the importance of technical assistance, viewing it as essential for improving teaching practices and instructional quality through activities such as LAC sessions, collaborative efforts, and post-conferences. This supports the idea that school head guidance consistently benefits teachers regardless of demographic factors. The results align with Berhanu (2025), who emphasized the predictive role of school heads' pedagogical leadership in teachers' performance, and Mthanti (2023), who highlighted the critical role of school leaders in supporting teachers' professional growth in modern educational contexts.

Table 17

Difference in the Extent of School Heads' Technical Assistance in the Area of Empowering When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	60	64.39	1686.500	0.332	0.05	Not Significant
	Older	62	58.70				
Highest Educational Attainment	Lower	93	64.48	1071.500	0.069	0.05	Not Significant
	Higher	29	51.95				
Length of Service	Shorter	58	63.46	1742.500	0.525	0.05	Not Significant
	Longer	64	59.73				

Table 17 shows that there are no significant differences in the extent of school heads' technical assistance in empowerment across age, educational attainment, and length of service groups, as confirmed by Mann-Whitney U test results, with all p-values exceeding 0.05. Although slight variations in mean ranks were observed across groups,



these were not statistically meaningful, leading to the non-rejection of the null hypothesis. This indicates that teachers' performance and perceptions of empowerment are generally consistent regardless of these demographic factors. The findings align with Reyes (2024), who also found no significant relationship between technical assistance and mentoring proficiency across demographic variables, despite challenges such as work overload and time constraints among master teachers, highlighting the need for structured training and mentoring programs. Additionally, Wals (2023) supports the idea that empowered teachers are more confident in improving their work conditions and influencing student outcomes.

Table 18

Difference in the Level of Teachers' Performance When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	60	65.98	1591.000	0.168	0.05	Not Significant
	Older	62	57.16				
Highest Educational Attainment	Lower	93	59.72	1182.500	0.318	0.05	Not Significant
	Higher	29	67.22				
Length of Service	Shorter	58	66.09	1589.500	0.172	0.05	Not Significant
	Longer	64	57.34				

Table 18 indicates that there is no significant difference in teachers' performance across age, highest educational attainment, and length of service, as supported by Mann-Whitney U test results, where all p-values exceed 0.05. Although minor differences in mean scores were observed, these were not statistically significant, leading to the non-rejection of the null hypothesis. This suggests that these demographic factors do not influence teachers' performance but are more closely linked to proper guidance, support, empowerment, and effective supervision. The findings are consistent with Reyes (2024), who likewise reported no significant relationship between technical assistance and mentoring proficiency across demographic variables, while also noting that work overload and time constraints are common challenges faced by master teachers.

Relational Analysis in the Level of School Heads' Instructional Supervision and the Level of Teachers' Performance and Extent of School Heads' Technical Assistance and the Level of Teachers' Performance

Table 19

Relationship between the Level of School Heads' Instructional Supervision and the Level of Teachers' Performance

Variable	Rho	p-value	Sig. level	Interpretation
School Heads' Instructional Supervision	0.191	0.035	0.05	Significant
Level of Teachers' Performance				

Table 19 reveals a significant relationship between the level of school heads' instructional supervision and teachers' performance. The correlational coefficient of 0.191 and the p-value of 0.035, which is below the 0.05 significance level, indicate considerable variation; therefore, the hypothesis was accepted. This suggests that school heads' instructional supervision significantly impacts teachers' performance. Moreover, school heads' instructional supervision is crucial for teachers' growth and productivity. This involves providing feedback and coaching, diagnosing and solving teaching skills, and evaluating educators for promotion and appointment.



Furthermore, effective instructional supervision fosters a positive work attitude among teachers, ultimately influencing and impacting their efficiency and productivity. The findings conform with those of Obuta et al. (2025), which revealed a significant relationship between school heads' instructional supervisory skills and teachers' performance. It highlights the importance of school heads who consistently fulfill the supervisory roles beyond expectations, ultimately enabling outstanding teacher performance.

Table 20***Relationship in the Extent of School Heads' Technical Assistance and the Level of Teachers' Performance***

Variable	Rho	p-value	Sig. level	Interpretation
School Heads' Technical Assistance	0.248	0.006	0.05	Significant
Level of Teachers' Performance				

Table 20 indicates a significant relationship between the extent of school heads' technical assistance and teachers' performance. The correlational coefficient of 0.248 and the p-value of 0.006, which is below the 0.05 significance level, indicate a significant difference; the hypothesis was rejected. This suggests that school heads' technical assistance significantly impacts teachers' performance.

A thorough examination of the data reveals that school heads' technical assistance is pivotal for supporting teachers' professional growth, efficiency, and quality productivity. This involves coaching, guiding, and empowering teachers, enhancing subordinate educators' teaching skills, and developing more effective teaching methods, ultimately improving student outcomes.

According to Niepes (2016), the Department of Education defines technical assistance as any form of professional help, guidance, or support to enable more effective performance of its functions within its new paradigm, which focuses more on coaching, guiding, and empowering.

Contrastingly, Guanzon et al. (2023) in their study about professionalism and technical assistance skills of master teachers in relation to teachers' performance found no significant differences in the levels of technical assistance skills as assessed by both school heads and master teachers in the areas of capability building, information sharing, and group work management.

Conclusion

The study found that a greater proportion of respondents were older, had lower academic qualifications, and possessed longer years of service in the education sector. School heads demonstrated an exceptionally high level of instructional supervision across feedback-giving, diagnosing and solving teaching problems, developing strategies and skills, evaluating teachers for promotion and appointment, and maintaining a positive attitude, while also providing a very high level of technical assistance through coaching, guidance, and empowerment. Across demographic variables, instructional supervision was generally rated very high, with only a minor variation in developing strategies when grouped by age. At the same time, technical assistance remained consistently very high with no significant differences. Teachers' performance was rated as very satisfactory and showed no significant differences across variables. However, significant relationships were found between both instructional supervision and teacher performance, as well as technical assistance and teacher performance, indicating that stronger leadership support is associated with better teaching outcomes. Overall, the findings highlight that effective, consistent supervision and technical assistance from school heads contribute meaningfully to improved teacher performance and school effectiveness, regardless of age, educational attainment, or length of service.



Recommendation

In light of the study's findings, several recommendations are proposed to strengthen instructional leadership and improve teacher performance in the educational system. School heads and teachers with lower academic qualifications should be supported and encouraged to pursue higher-level and graduate studies for continuous professional development. Structured training programs focusing on instructional supervision and technical assistance should be implemented, alongside benchmarking of effective supervisory practices from more experienced school heads to enhance leadership skills. Master teachers should be empowered to take an active role in coaching and mentoring their colleagues. In contrast, regular teacher performance reviews should be conducted to identify specific areas requiring technical assistance. Continuous training on instructional design, use of varied teaching materials, interactive activities, digital resources, and collaborative learning strategies should also be provided. Furthermore, school heads in collaboration with master teachers should regularly assess teacher competencies and growth areas, using supervision data to design targeted professional development programs, ultimately utilizing the study's findings to improve teaching quality and instructional practices.

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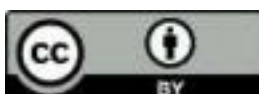
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Conflict of Interest

The authors declare no conflict of interest related to the conduct, authorship, and publication of this research. All procedures and interpretations were performed independently, and no financial, professional, or personal relationships influenced the results of this study.

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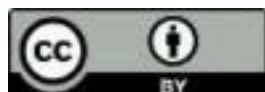
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