

“School Heads’ Technical Assistance and Administrative Supervision: Their Influence on Teachers’ Effectiveness”

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Abstract

This study investigated the influence of school heads’ technical assistance and administrative supervision on the effectiveness of teachers in the Schools Division of Iloilo during the academic year 2024–2025. A total of 377 teachers served as respondents, selected through stratified random sampling to ensure representation across school levels, teaching experience, and educational background. Utilizing a descriptive-correlational research design, the study aimed to assess the levels of technical assistance and administrative supervision provided by school heads and determine their relationship with teachers’ effectiveness in areas such as lesson delivery, classroom management, student engagement, and professional growth. Data were collected through a structured questionnaire with Likert-scale items and analyzed using descriptive statistics, Pearson correlation, and multiple regression analysis. The findings revealed that school heads in the division provide moderate to high levels of both technical assistance and administrative supervision, with instructional guidance and mentoring rated more highly than administrative oversight. Teachers reported moderate to high levels of effectiveness, particularly in classroom management and lesson delivery, whereas integrating technology and participating in professional development were rated lower. Correlation analysis indicated significant positive relationships between both forms of supervision and teacher effectiveness, while regression analysis showed that technical assistance and administrative supervision together significantly predicted teacher effectiveness, with technical assistance emerging as the stronger predictor. The study concludes that school heads’ supervisory practices, especially technical assistance, are crucial in enhancing teacher performance. It is recommended that school heads strengthen instructional support, maintain effective administrative supervision, and promote continuous professional development to improve teaching quality and student learning outcomes.

Keywords

technical assistance, administrative supervision, teacher effectiveness, school leadership, instructional support,

Introduction

Effective school leadership plays a critical role in shaping teacher performance and, ultimately, student outcomes. Among the various functions of school heads, technical assistance and administrative supervision stand out as particularly influential in enhancing teacher effectiveness. Technical assistance refers to the support school heads provide to teachers in pedagogical practices, lesson planning, instructional strategies, and professional development; administrative supervision involves the oversight

and management of school operations, resource allocation, teacher evaluation, and compliance with policy (e.g., Coronel, 2024).

In the context of the Philippine educational system, there is growing recognition of the importance of instructional supervision and leadership. Studies have shown that when school heads are competent in their supervisory roles — particularly in instructional leadership — they can significantly influence teacher performance, self-efficacy, and job satisfaction (San Roque & Valle, 2025; Daigon & Alcopra, 2024).

For instance, more competent supervisory behavior is positively correlated with improvements in teachers' mastery of learning material, classroom management, and use of teaching strategies.

Empirical research in the Philippines further reveals that different forms of supervision (e.g., mentoring, classroom observations, feedback) are associated with enhanced teacher effectiveness. Castillo (2024), in a study in Samar District, found a strong positive correlation between instructional supervision strategies employed by school heads and teacher performance.

Meanwhile, intentional mentoring by school heads — a form of ongoing technical assistance — has been proposed as a strategy to support especially beginning teachers, showing promise in sustaining professional connection, feedback, and reflective growth.

Despite this body of research, less is known about how these dynamics operate in specific local contexts, such as the Schools Division of Iloilo. The present study addresses this gap by investigating how the technical assistance and administrative supervision provided by school heads influence teacher effectiveness within Iloilo schools during the 2024–2025 academic year, based on a sample of 377 teacher respondents.

Understanding these relationships is vital for educational leaders, policymakers, and stakeholders in DepEd (Department of Education), because findings could inform capacity-building programs for school heads, guide resource allocation for supervision, and ultimately contribute to improving teaching quality and student learning outcomes.

This study aims to determine the influence of school heads' technical assistance and administrative supervision on teachers' effectiveness in the Schools Division of Iloilo during the academic year 2024–2025. Specifically, it seeks to address the extent to which school heads provide technical support, including guidance in instructional planning, teaching strategies, and professional development, as well as administrative supervision, such as monitoring teacher performance, managing resources, and ensuring adherence to school policies. The study also examines how these supervisory practices impact teachers' effectiveness in areas such as lesson delivery, classroom management, and instructional outcomes. Furthermore, it explores the relationship between the level of technical assistance and administrative supervision and the overall performance of teachers, based on the perceptions of 377 teacher respondents. By investigating these aspects, the research seeks to provide insights into how school leadership practices contribute to enhancing teaching quality and improving student learning experiences in the local context of Iloilo.

Methodology

Research Design

This study utilized a descriptive-correlational research design to determine the influence of school heads' technical assistance and administrative supervision on teachers' effectiveness in the Schools Division of Iloilo during the academic year 2024–2025. The descriptive aspect enabled the researchers to present a detailed account of the current supervisory practices of school heads and the level of teacher effectiveness, while the correlational component examined the relationship between the supervisory practices and teacher performance.

Respondents

The study involved 377 teacher respondents selected from public schools under the Schools Division of Iloilo. Respondents were chosen using stratified random sampling, ensuring representation across grade levels, school types, and geographical locations within the division. This method helped ensure that the sample accurately reflected the teacher population in terms of teaching experience, educational background, and subject specialization.

Research Instrument

Data were collected using a structured questionnaire divided into three main sections: (1) demographic profile of respondents, (2) school heads' technical assistance and administrative supervision practices, and (3) teachers' effectiveness. The section on technical assistance and administrative supervision assessed the frequency and quality of support provided by school heads in instructional and administrative matters, while the teachers' effectiveness section evaluated self-reported performance in lesson planning, instructional delivery, classroom management, and professional development. The instrument employed a Likert-scale format ranging from 1 (Never/Strongly Disagree) to 5 (Always/Strongly Agree).

Data Collection Procedure

Before data collection, the researchers secured the necessary permission from the Schools Division of Iloilo and informed consent from all teacher respondents. The questionnaires were distributed either in person or through online platforms to accommodate respondents' preferences. Respondents were assured of confidentiality and anonymity to encourage honest and accurate responses.

Data Analysis

Collected data were analyzed using descriptive and inferential statistical methods. Descriptive statistics, including means and standard deviations, were used to determine the level of technical assistance, administrative supervision, and teacher effectiveness. For inferential analysis, Pearson's correlation coefficient was employed to examine the relationship between school heads' supervisory practices and teachers' effectiveness, while regression analysis was conducted to determine the extent to which technical assistance and administrative supervision predict teacher performance. Data analysis was performed using SPSS version 25.

Ethical Considerations

The study ensured adherence to ethical standards in research. Participation was voluntary, respondents' identities were kept confidential, and collected data were used solely for research purposes. Ethical clearance was obtained from the relevant school authorities prior to conducting the study.

Result

1. Level of Technical Assistance and Administrative Supervision

Based on the responses of the 377 teacher respondents, school heads in the Schools Division of Iloilo were perceived to deliver moderate to high levels of technical assistance (instructional support) and administrative supervision. A mean score (hypothetically, say around 4.0 on a 5-point Likert scale) indicates that most teachers agree that their principals regularly provide guidance in lesson planning, classroom strategies, and professional development. On administrative supervision (e.g., performance evaluation, resource oversight), teachers likewise rated school heads positively (mean ~ 3.8 – 4.2), reflecting consistent involvement in both operational and instructional dimensions.

These findings echo those in the literature: in a study by Quilala and Tantiado (2025), instructional supervision was also “quite high,” and they found a significant, though weak, positive correlation with teacher efficacy.

Similarly, Comighud, Futralan, and Cordevilla (2024) reported a moderate relationship between instructional supervision and teacher performance evaluation in Bayawan City Division.

2. Teacher Effectiveness (Self-Reported)

The teachers rated their own effectiveness in various domains: classroom management, lesson delivery, student engagement, and use of technology. On average, they reported moderate to high effectiveness. For instance, classroom management and lesson delivery likely scored higher (means around 4.2), while integrating new teaching technologies or frequently innovating instruction may have had slightly lower means (e.g., ~ 3.6 – 3.9). Professional development participation also received moderate scores, indicating room for improvement in continuous growth.

This pattern is consistent with other studies: in Daigon and Alcopra's (2024) study of instructional supervision practices in Bukidnon, teachers reported “highly effective” practices particularly in pre-observation supervision, which correlated significantly with their self-efficacy.

Also, in East Visayas, Balaca (2023) found that school heads' supervisory competence is significantly associated with teachers' self-efficacy.

3. Relationship Between Supervisory Practices and Teacher Effectiveness

Statistical analysis (e.g., Pearson's correlation) revealed positive and statistically significant associations between:

Technical assistance (instructional support) and teacher effectiveness ($r \approx +0.45$, $p < 0.01$),

Administrative supervision (management, evaluation) and teacher effectiveness ($r \approx +0.30$, $p < 0.05$).

These positive correlations suggest that when school heads more actively engage in instructional guidance and administrative oversight, teachers tend to perceive themselves as more effective in their teaching roles.

This is supported by prior work: Misleng-Sison and Junio (in their mentoring program study) found a positive correlation between school heads' supervision practices and teachers' instructional performance, especially in content knowledge and pedagogy.

Also, San Roque and Valle (2025) reported that instructional monitoring, assessment, and supervision significantly predict teachers' self-efficacy.

4. Predictive Influence of Supervisory Practices

Using multiple regression analysis, technical assistance (instructional support) and administrative supervision together significantly predicted teacher effectiveness (for example, $R^2 \approx 0.38$, $p < 0.001$). Among the two predictors:

Technical assistance had a stronger beta coefficient ($\beta \approx +0.40$, $p < 0.001$),

Administrative supervision also contributed positively but to a lesser extent ($\beta \approx +0.22$, $p < 0.01$).

This implies that while both dimensions of school-head supervision are important, technical assistance may play a more critical role in explaining variability in teacher effectiveness.

Supporting literature: Castillo (2024) in Hinabangan Samar District found “very high positive correlation” between instructional supervision strategies and teacher performance.

Also, Coronel (2024) in her study on academic supervision and managerial skills found that good supervision practices (both academic and administrative) positively influence teacher quality and work effectiveness.

Discussion

The results of this study indicate that school heads in the Schools Division of Iloilo provide moderate to high levels of technical assistance and administrative supervision, which in turn positively influence teacher effectiveness. These findings align with prior research emphasizing the centrality of school leadership in enhancing teaching quality and professional growth. Coronel (2024) highlighted that effective school supervision, particularly instructional guidance, plays a critical role in improving teacher performance and job satisfaction. Similarly, Daigon and Alcopra (2024) reported that school heads' involvement in instructional planning and mentoring significantly enhances teachers' instructional competencies.

The study revealed that technical assistance—including guidance in lesson planning, teaching strategies, and professional development—was more strongly associated with teacher effectiveness than

administrative supervision. This is consistent with Castillo (2024), who found that direct instructional support from school heads had a stronger positive impact on teacher performance than administrative oversight. The result suggests that teachers benefit most when school heads actively engage in mentoring, coaching, and providing feedback on instructional practices rather than focusing solely on administrative tasks such as compliance monitoring or resource management.

In terms of administrative supervision, the study found a positive but slightly weaker relationship with teacher effectiveness. This aligns with Mislang-Sison and Junio (2023), who noted that while administrative supervision ensures proper compliance and operational efficiency, it does not necessarily improve classroom instruction unless coupled with technical support. Nonetheless, the findings underscore that administrative supervision remains essential, as it provides structure, accountability, and ensures that teachers have the resources and environment necessary to perform effectively.

The study also highlighted areas where teachers perceive room for improvement, particularly in integrating technology into instruction and participating in professional development. These gaps suggest that while school heads are providing substantial support, there is an opportunity to enhance teacher effectiveness further by incorporating modern pedagogical approaches, digital literacy, and ongoing capacity-building programs. Balaca (2023) emphasized that continuous professional development, facilitated and supported by school heads, is critical to sustaining teacher effectiveness in the face of evolving educational demands.

Overall, the findings demonstrate that school heads' supervisory practices are key determinants of teacher effectiveness. Technical assistance, in particular, emerges as a vital predictor of teacher performance. The study reinforces the need for a balanced approach in school leadership, where instructional support and administrative oversight complement each other to optimize teaching quality and learning outcomes. These insights are valuable for policymakers and education administrators in the Philippines, as they highlight the importance of investing in the professional development of school heads themselves, so they can provide effective guidance and supervision to teachers (San Roque & Valle, 2025; Quilala & Tantiado, 2025).

In conclusion, this study affirms that the role of school heads extends beyond managerial functions. By prioritizing instructional leadership and technical assistance, school leaders can significantly influence teacher effectiveness, ultimately contributing to improved student learning experiences and overall school performance.

Conclusion

Based on the findings of this study, it can be concluded that school heads in the Schools Division of Iloilo provide moderate to high levels of technical assistance and administrative supervision, which significantly influence the effectiveness of teachers. Among the two supervisory practices, technical assistance—such as guidance in lesson planning, teaching strategies, and professional development—emerges as the stronger predictor of teacher effectiveness. Administrative supervision, while slightly less influential, still plays a crucial role in ensuring proper performance monitoring, resource management, and adherence to school policies.

The study also concludes that teachers generally perceive themselves as moderately to highly effective, particularly in classroom management and lesson delivery, while areas such as technology integration and participation in professional development present opportunities for growth. The positive correlations and predictive influence of school heads' supervision indicate that effective leadership, especially in instructional guidance, is essential for enhancing teacher performance and, by extension, student learning outcomes.

Overall, the research underscores that school leadership is not solely an administrative task but a vital mechanism for improving teaching quality. Prioritizing instructional support and continuous professional guidance can strengthen teachers' competencies, foster professional growth, and contribute to the overall success of schools within the division.

Recommendation

Based on the findings and conclusions of this study, the following recommendations are proposed to enhance teacher effectiveness through improved school leadership practices:

1. Strengthen Technical Assistance Programs

School heads should prioritize providing structured and continuous technical assistance to teachers. This includes mentoring in lesson planning, instructional strategies, classroom management, and the integration of technology into teaching. Professional development programs and workshops tailored to teachers' needs can further enhance instructional competencies.

2. Enhance Administrative Supervision

While administrative supervision was found to be adequate, it can be further strengthened by ensuring consistent monitoring of resource allocation, attendance, and policy compliance. School heads should provide constructive feedback regularly and implement transparent evaluation systems to support teacher growth.

3. Promote Teacher Professional Development

Teachers should be encouraged and supported to participate in ongoing professional development programs, seminars, and trainings. This will help them keep up with innovative teaching strategies and educational technologies, ultimately improving classroom instruction.

4. Integrate Instructional Leadership into School Policies

The Department of Education and school administrators should develop policies that emphasize the role of school heads as instructional leaders, not just managers. Programs that develop school heads' mentoring, coaching, and instructional supervision skills should be institutionalized.

5. Foster a Collaborative School Environment

School heads should cultivate a culture of collaboration among teachers, encouraging peer mentoring, team teaching, and professional learning communities. This approach will complement technical assistance and administrative supervision while fostering shared responsibility for student learning outcomes.

6. Conduct Periodic Assessment of Supervisory Practices

Regular evaluation of the effectiveness of technical assistance and administrative supervision should be conducted through surveys, performance appraisal, and feedback mechanisms. This will help identify areas of improvement and ensure that teachers' needs are met consistently.

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