Instructional Supervision and Technical Assistance: Basis for Enhancing Teachers' Competence

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ABSTRACT

This study determined the implementation of instructional supervision and technical assistance, their relationship, and the challenges encountered by school leaders and teachers in Jose Panganiban East and West Districts. It focused on teacher performance feedback, learning assessment, learning environment, and learner discipline. Using a quantitative descriptive-correlational research design, data were gathered through a structured questionnaire. The instrument included items adopted from Domain 3 of the Philippine Professional Standards for School Heads and researcher-made items that underwent expert validation, pilot testing, and reliability analysis. Weighted mean and Spearman's rank-order correlation coefficient were used to analyze the data through SPSS Version 21. The findings revealed that instructional supervision was highly implemented across all four areas, while technical assistance was likewise highly provided to teachers. Significant positive relationships were established between instructional supervision and technical assistance in teacher performance feedback, learning assessment, learning environment, and learner discipline. Despite these favorable results, both school leaders and teachers encountered challenges related to the feedback process, preparation and implementation of assessments, classroom conditions, learner behavior, time constraints, documentation, and parental involvement. The study concluded that instructional supervision and technical assistance are closely associated in supporting teachers' instructional practices and professional needs. However, practical challenges remain and require sustained and responsive professional support. Based on the findings, Project G.A.W.A.D. (Guidance and Assistance for Workplace Advancement and Development) was proposed as a school-based intervention designed to address the identified concerns through mentoring, coaching, and professional development. The study recommends sustaining regular instructional supervision, providing contextualized technical assistance based on teachers' identified needs, strengthening stakeholder collaboration, and implementing Project G.A.W.A.D. through the School Learning Action Cell to further enhance teachers' competence.

Keywords: Instructional supervision, technical assistance, teachers' competence, teacher performance feedback, learning assessment, learning environment, and learner discipline

INTRODUCTION

Education systems across the world recognize that strong instructional supervision and sustained technical assistance are vital in improving teacher competence and learner outcomes. International organizations such as the United Nations Educational, Scientific and Cultural Organization emphasize that quality education depends largely on the quality of teachers and the support they receive (UNESCO, 2015). Likewise, the Organization for Economic Co-operation and Development highlights in its Teaching and Learning International Survey that continuous feedback, mentoring, and professional collaboration are linked to improved instructional practices (OECD, 2019). The World Bank further notes that effective school leadership and instructional coaching significantly influence teacher performance and student achievement, especially in developing countries (World Bank, 2020). These global perspectives affirm that supervision is not merely administrative control but a developmental process that enhances teacher competence.

In the Philippines, instructional supervision is anchored on established policies and professional standards. The Republic Act No. 9155 mandates school heads to exercise instructional leadership and ensure quality education in their schools. Moreover, the Republic Act No. 10533 strengthens curriculum implementation and highlights

the need for teachers to meet national standards. In addition, the Department of Education institutionalized the Philippine Professional Standards for Teachers (PPST) through DepEd Order No. 42, s. 2017, which serves as a framework for teacher quality and professional growth.

Complementing these, DepEd Order No. 24, s. 2020 established the Philippine Professional Standards for School Heads (PPSSH), which defines the domains of school leadership, including instructional supervision, people development, and creating a learner-centered environment. DepEd Order No. 35, s. 2016 on Learning Action Cells (LAC) also promotes collaborative technical assistance within schools. While these policies provide clear direction, school leaders often observe gaps between policy and practice. There are instances where expectations are clearly stated, yet teachers still need closer guidance in applying them in actual classroom situations. This gap becomes a strong motivation to examine how support mechanisms are truly implemented at the school level.

In daily school operations, several concerns are often observed that further justify the need for this study. In terms of teacher performance feedback, school leaders conduct observations and conferences, yet it is sometimes difficult to determine if the feedback results in improved teaching practices over time. In learning assessment, results from classroom tests and periodic evaluations may show that some learners continue to perform below expected levels, suggesting that teachers may need more focused support in designing and using assessments. In the learning environment, issues such as student engagement, classroom organization, and availability of learning materials are not always consistent across classes. Further, learner discipline remains a recurring concern, with cases of absenteeism, low participation, and classroom disruptions affecting the flow of instruction. These situations are commonly encountered by school leaders and point to the need to look closely at how supervision and support are provided in these specific areas.

Given these conditions, the motivation for conducting this study comes from the need of a school leader to ensure that the support provided to teachers leads to actual improvement in teaching and learning process. By determining the level of implementation of instructional supervision, the extent of technical assistance, their relationship, and the challenges encountered, the study aims to provide a clearer understanding of current practices. The findings serve as a basis for proposing interventions that are responsive to the needs of teachers and practical within the context of Jose Panganiban East and West Districts.

METHODOLOGY

The study employed a quantitative descriptive-correlational research design. Data were gathered from school leaders and teachers in Jose Panganiban East and West Districts using a structured questionnaire covering instructional supervision, technical assistance, and challenges encountered. The instrument underwent expert validation, pilot testing, and reliability analysis. Data were analyzed using weighted mean and Spearman's rank-order correlation coefficient, with statistical computations processed through SPSS Version 21.

RESULTS AND DISCUSSIONS

Level of Implementation of Instructional Supervision as Perceived by School Leaders and Teachers. Instructional supervision involves the systematic guidance, monitoring, and feedback provided by school leaders to support teachers in improving their instructional practices. In this study, its level of implementation is assessed in terms of teacher performance feedback, learning assessment, learning environment, and learner discipline, as perceived by school leaders and teachers.

Teacher Performance Feedback. Teacher performance feedback focuses on how school leaders use information from learners, parents, and other stakeholders to support the improvement of teachers' performance. It covers the proper use of feedback, collaboration with school personnel, and the use of relevant information to guide teachers in improving their classroom practices. Table 1 presents the level of implementation of instructional supervision along teacher performance feedback. School leaders reported an overall weighted mean of 3.67, interpreted as Highly Implemented. The lowest-rated indicators were use of validated feedback and collaboration with school personnel in using validated feedback, both with a weighted mean of 3.61, also interpreted as Highly Implemented. This implies that feedback is regularly practiced, although its validation

and collaborative use may still be strengthened. For teachers, an overall weighted mean of 3.50 was obtained, interpreted as Highly Implemented. The lowest-rated indicator was exhibiting exemplary skills in effectively using validated feedback, with a weighted mean of 3.42, likewise interpreted as Highly Implemented. This implies that teachers generally receive and use feedback, although translating validated feedback into sustained improvements in classroom practice may require further support. The findings were conformed by Wachira and Keingati (2022), who found that frequent classroom observations accompanied by structured post-visit conferences improved teachers' instructional skills and content delivery. Their findings showed that targeted feedback following classroom visits helped teachers refine lesson execution and align their instruction with curriculum expectations. Similarly, Octobre and Andal (2025) found that structured supervision through pre-conference, observation, and post-conference activities helped teachers reflect on their practices. Their study also emphasized that performance feedback becomes more effective when it is consistent and supported by follow-up actions.

Table 1 Level of Implementation of Instructional Supervision along Teacher Performance Feedback

Indicators	School Leaders		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Demonstrate understanding of the use of feedback obtained from learners, parents and other stakeholders to help teachers improve their performance.	3.76	HI	3.59	HI
2. Use validated feedback obtained from learners, parents and other stakeholders to help teachers improve their performance.	3.61	HI	3.45	HI
3. Collaborate with school personnel in effectively using validated feedback obtained from learners, parents and other stakeholders to help teachers improve their performance.	3.61	HI	3.53	HI
4. Exhibit exemplary skills in effectively using validated feedback obtained from learners, parents and other stakeholders to help teachers improve their performance.	3.7	HI	3.42	HI
Overall Weighted Mean	3.67	HI	3.5	HI

Rating Scale: Descriptive Interpretation:

3.25 – 4.00- Highly Implemented (HI)

2.50 – 3.24- Implemented (I)

1.75 – 2.49- Moderately Implemented (MI)

1.00 – 1.74- Not Implemented (NI)

Learning Assessment. Learning assessment focuses on how assessment tools, strategies, and results are used in relation to curriculum requirements and expected learning outcomes. In this study, it covers the use of formative and summative assessments, the conduct of assessment activities, and the use of assessment results in determining learners' achievement of the required competencies. Table 2 presents the level of implementation of instructional supervision along learning assessment. School leaders reported an overall weighted mean of 3.77, interpreted as Highly Implemented. The lowest-rated indicators were working with personnel in evaluating teachers' use of assessment tools, strategies, and results and leading initiatives on their innovative use, both with a weighted mean of 3.73, also interpreted as Highly Implemented. This implies that assessment supervision is consistently practiced, although collaborative and innovative assessment initiatives may still be strengthened. For teachers, an overall weighted mean of 3.52 was obtained, interpreted as Highly Implemented. The lowest-rated indicator was leading initiatives on the innovative use of learning assessment

tools, strategies, and results, with a weighted mean of 3.38, likewise interpreted as Highly Implemented. This implies that teachers consistently implement assessment practices, although developing innovative assessment-based interventions may require further support. The findings were corroborated by Van der Merwe (2023), who reported that technical coaching enhanced teachers' assessment practices and learner-centered pedagogies. In the study, coaches work with teachers in designing formative assessments and adapting instructional strategies based on learner needs. Similarly, Ibyimana et al. (2023) found that instructional supervision had a direct effect on teacher competence, particularly in lesson preparation and the use of assessment strategies, with regular feedback and continuous guidance forming part of the supervisory process. Okello et al. (2023) also found that assistance provided to teachers in designing and interpreting learning assessments improved their assessment literacy despite limitations in available resources.

Table 2 Level of Implementation of Instructional Supervision along Learning Assessment

Indicators	School Leaders		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Demonstrate knowledge and understanding of learning assessment tools, strategies and utilization of results consistent with curriculum requirements.	3.85	HI	3.73	HI
2. Provide technical assistance to teachers in using learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.	3.76	HI	3.51	HI
3. Work with personnel involved in evaluating teachers' use of learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.	3.73	HI	3.48	HI
4. Lead initiatives on the innovative use of learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.	3.73	HI	3.38	HI
Overall Weighted Mean	3.77	HI	3.52	HI

Rating Scale: Descriptive Interpretation:

3.25 – 4.00- Highly Implemented (HI)

2.50 – 3.24- Implemented (I)

1.75 – 2.49- Moderately Implemented (MI)

1.00 – 1.74- Not Implemented (NI)

Learning Environment. Learning environment refers to the conditions within the school and classroom that support teaching and learning. In this study, it covers the classroom climate, availability of learning resources, and learning spaces that provide learners with a safe, inclusive, healthy, and supportive environment. Table 3 presents the level of implementation of instructional supervision along learning environment. School leaders reported an overall weighted mean of 3.82, interpreted as Highly Implemented. The lowest-rated indicator was engaging the wider school community in maintaining a learner-friendly, inclusive, and healthy learning environment, with a weighted mean of 3.70, also interpreted as Highly Implemented. This implies that a supportive learning environment is consistently promoted, although wider community engagement may still be strengthened. For teachers, an overall weighted mean of 3.62 was obtained, interpreted as Highly Implemented. The lowest-rated indicator was empowering the wider school community in promoting and sustaining a learner-friendly, inclusive, and healthy learning environment, with a weighted mean of 3.54, likewise interpreted as Highly Implemented. This implies that teachers consistently maintain conducive

learning environments, although sustained stakeholder participation may require further improvement. The findings were conformed by Van der Merwe (2023), who found that technical coaching contributed to improved learner-centered pedagogies and reduced classroom management concerns. Teachers developed practical strategies that promoted learner engagement and a more responsive classroom environment. Similarly, Corpus et al. (2025) found that regular observations and structured feedback were associated with improvements in teachers' classroom management and lesson delivery. Plata et al. (2024) also reported that supervisory practices helped teachers adjust their teaching strategies according to individual learner needs, particularly in flexible learning environments.

Table 3 Level of Implementation of Instructional Supervision along Learning Environment

Indicators	School Leaders		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Demonstrate understanding of managing a learner-friendly, inclusive and healthy learning environment.	3.97	HI	3.68	HI
2. Manage a learner-friendly, inclusive and healthy learning environment.	3.85	HI	3.71	HI
3. Engage the wider school community in maintaining a learner-friendly, inclusive and healthy learning environment.	3.7	HI	3.55	HI
4. Empower the wider school community in promoting and sustaining a learner-friendly, inclusive and healthy learning environment.	3.76	HI	3.54	HI
Overall Weighted Mean	3.82	HI	3.62	HI

Rating Scale: Descriptive Interpretation:

3.25 – 4.00- Highly Implemented (HI)

2.50 – 3.24- Implemented (I)

1.75 – 2.49- Moderately Implemented (MI)

1.00 – 1.74- Not Implemented (NI)

Learner Discipline. Learner discipline refers to the management and guidance practices used by school leaders and teachers to maintain proper behavior, classroom order, and observance of school rules. In this study, it covers the implementation of discipline policies, monitoring of learner behavior, and practices that promote self-discipline among learners. Table 4 presents the level of implementation of instructional supervision along learner discipline. School leaders reported an overall weighted mean of 3.67, interpreted as Highly Implemented. The lowest-rated indicators were understanding existing discipline policies, implementing collaboratively developed discipline policies, and leading stakeholder efforts on learner discipline, each with a weighted mean of 3.64, also interpreted as Highly Implemented. This implies that learner discipline is consistently supervised, although policy implementation and stakeholder collaboration may still be strengthened. For teachers, an overall weighted mean of 3.63 was obtained, interpreted as Highly Implemented. The lowest-rated indicator was leading concerted efforts among stakeholders to develop and implement effective learner discipline policies, with a weighted mean of 3.51, likewise interpreted as Highly Implemented. This implies that teachers consistently implement learner discipline practices, although their leadership in broader stakeholder-based discipline initiatives may require further strengthening. The findings were corroborated by Susanto (2022), who found that technical support in career guidance strands was associated with improved discipline management and professional growth. The study showed that teachers

who received support demonstrated better classroom control and more consistent implementation of policies. Similarly, Van der Merwe (2023) reported that technical coaching contributed to a reduction in classroom management issues by strengthening teachers' learner-centered practices and classroom strategies.

Table 4 Level of Implementation of Instructional Supervision along Learner Discipline

Indicators	School Leaders		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Demonstrate knowledge and understanding of existing national and local policies related to learner discipline.	3.64	HI	3.71	HI
2. Implement learner discipline policies that are developed collaboratively with stakeholders including parents, school personnel and the community.	3.64	HI	3.67	HI
3. Ensure that learner discipline policies developed with stakeholders are integrated into various school processes and are applied consistently at all times, by all school personnel at all levels.	3.76	HI	3.64	HI
4. Lead concerted efforts among stakeholders to develop and implement effective learner discipline policies to support student growth and whole school improvements.	3.64	HI	3.51	HI
Overall Weighted Mean	3.67	HI	3.63	HI

Rating Scale: Descriptive Interpretation:

3.25 – 4.00 - Highly Provided (HP)

2.50 – 3.24 - Provided (P)

1.75 – 2.49 - Moderately Provided (MP)

1.00 – 1.74 - Not Provided (NP)

Extent of Technical Assistance Provided to Teachers. Technical assistance refers to the support provided by school leaders to help teachers improve their instructional practices. In this study, it covers coaching, mentoring, professional support, and guidance provided to teachers in relation to teacher performance feedback, learning assessment, learning environment, and learner discipline.

Teacher Performance Feedback. Teacher performance feedback, as an area of technical assistance, focuses on the support given to teachers based on their observed performance and identified professional needs. It includes classroom observation, constructive feedback, coaching, follow-up monitoring, and assistance in developing actions that improve teaching practices. Table 5 presents the extent of technical assistance provided to teachers along teacher performance feedback as perceived by school leaders and teachers. School leaders reported an overall weighted mean of 3.73, interpreted as Highly Provided. The lowest-rated indicator was teachers receive coaching sessions based on observation results, with a weighted mean of 3.61, also interpreted as Highly Provided. This implies that performance-based technical assistance is consistently provided, although sustained coaching may still be strengthened. For teachers, an overall weighted mean of 3.58 was obtained, interpreted as Highly Provided. The lowest-rated indicator was monitoring follow-ups are conducted to track progress, with a weighted mean of 3.45, likewise interpreted as Highly Provided. This implies that teachers regularly receive performance feedback and assistance, although follow-up monitoring of their progress may require greater consistency. The findings were corroborated by Wachira and Keingati (2022), who found that frequent classroom observations combined with structured post-visit conferences improved

teachers' instructional skills and content delivery. Their study showed that targeted feedback following classroom visits allowed teachers to refine lesson execution and strengthen their instructional practices. Octobre and Andal (2025) likewise found that pre-conference, observation, and post-conference practices supported teachers' reflection on their teaching and that feedback was more effective when accompanied by follow-up actions.

Table 5 Extent of Technical Assistance Provided to Teachers along Teacher Performance Feedback

Indicators	School Leaders		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Regular classroom observations are conducted to support improvement.	3.67	HP	3.69	HP
2. Constructive feedback is provided after classroom observations.	3.79	HP	3.59	HP
3. Performance reviews are aligned with professional standards.	3.76	HP	3.76	HP
4. Teachers receive coaching sessions based on observation results.	3.61	HP	3.48	HP
5. Feedback sessions identify strengths and areas for improvement.	3.79	HP	3.60	HP
6. Technical assistance helps teachers develop action plans.	3.76	HP	3.55	HP
7. Monitoring follow-ups are conducted to track progress.	3.64	HP	3.45	HP
8. Feedback promotes reflective teaching practices.	3.79	HP	3.56	HP
9. Professional growth plans are discussed collaboratively.	3.73	HP	3.49	HP
10. Teachers are supported in achieving performance targets.	3.79	HP	3.58	HP
Overall Weighted Mean	3.73	HP	3.58	HP

Rating Scale: Descriptive Interpretation:

3.25 – 4.00 - Highly Provided (HP)

2.50 – 3.24 - Provided (P)

1.75 – 2.49 - Moderately Provided (MP)

1.00 – 1.74 - Not Provided (NP)

Learning Assessment. Learning assessment, as an area of technical assistance, focuses on the support provided to teachers in developing and using assessment tools that measure learners' attainment of curriculum competencies. It covers guidance in constructing assessments, analyzing results, and using appropriate assessment practices in the teaching-learning process. Table 6 presents the extent of technical assistance provided to teachers along learning assessment as perceived by school leaders and teachers. School leaders reported an overall weighted mean of 3.78, interpreted as Highly Provided. The lowest-rated indicators were supporting teachers in using alternative assessments, reviewing assessment practices during technical meetings, and providing guidance on assessment reliability, each with a weighted mean of 3.73, also interpreted as Highly Provided. This implies that assessment-related technical assistance is consistently provided, although support for more specialized assessment practices may still be strengthened. For teachers, an overall weighted mean of 3.53 was obtained, interpreted as Highly Provided. The lowest-rated indicator was receiving guidance in crafting rubrics, with a weighted mean of 3.43, likewise interpreted as Highly Provided. This implies that teachers regularly receive assessment support, although guidance in developing clear and appropriate rubrics may require further strengthening. The findings were supported by Van der Merwe (2023),

who found that technical coaching enhanced teachers' assessment practices, particularly through collaborative work in designing formative assessments and adapting instructional strategies. Similarly, Okello et al. (2023) found that assistance in designing and interpreting assessments contributed to improvements in teachers' assessment literacy despite limitations in available resources. Ibyimana et al. (2023) also found that instructional supervision affected teacher competence particularly in lesson preparation and the use of assessment strategies.

Table 6 Extent of Technical Assistance Provided to Teachers along Learning Assessment

Indicators	School Leaders		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Teachers are guided in constructing valid assessment tools.	3.85	HP	3.66	HP
2. Technical assistance ensures alignment between objectives and assessment.	3.82	HP	3.66	HP
3. Support is provided in developing formative assessments.	3.85	HP	3.58	HP
4. Teachers receive guidance in crafting rubrics.	3.76	HP	3.43	HP
5. Assistance is given in analyzing assessment results.	3.79	HP	3.44	HP
6. Feedback is provided on test item construction.	3.85	HP	3.57	HP
7. Teachers are supported in using alternative assessments.	3.73	HP	3.48	HP
8. Assessment practices are reviewed during technical meetings.	3.73	HP	3.44	HP
9. Guidance is provided on ensuring assessment reliability.	3.73	HP	3.57	HP
10. Technical assistance promotes ethical assessment practices.	3.76	HP	3.48	HP
Overall Weighted Mean	3.78	HP	3.53	HP

Rating Scale: Descriptive Interpretation:

3.25 – 4.00 - Highly Provided (HP)

2.50 – 3.24 - Provided (P)

1.75 – 2.49 - Moderately Provided (MP)

1.00 – 1.74 - Not Provided (NP)

Learning Environment. Learning environment, as an area of technical assistance, focuses on the support provided to teachers in creating classroom conditions that are safe, inclusive, and responsive to learners' needs. It covers classroom climate, learner engagement, positive behavior, inclusion, and the physical conditions that support the teaching-learning process. Table 7 presents the extent of technical assistance provided to teachers along learning environment as perceived by school leaders and teachers. **School leaders** reported an overall weighted mean of 3.74, interpreted as Highly Provided. The lowest-rated indicators were supporting teachers in creating inclusive classrooms and regularly monitoring classroom climate, both with a weighted mean of 3.67, also interpreted as Highly Provided. This implies that technical assistance for the learning environment is consistently provided, although support for inclusion and regular classroom monitoring may still be strengthened. For teachers, an overall weighted mean of 3.43 was obtained, interpreted as Highly Provided. The lowest-rated indicator was receiving support in creating inclusive classrooms, with a weighted mean of 3.24, interpreted as Provided. This implies that teachers receive support in managing the learning environment,

although assistance in addressing diverse learner needs and promoting inclusive classrooms requires greater attention. The findings were corroborated by Van der Merwe (2023), who found that technical coaching helped teachers develop learner-centered pedagogies and practical strategies for improving learner engagement and classroom management. Similarly, Plata et al. (2024) found that targeted supervisory support helped teachers adjust their teaching strategies according to learners' individual needs and different learning conditions. Torres (2024) also reported that teachers benefited from guidance in classroom management while some areas of technical assistance required greater support, particularly those involving additional instructional needs.

Table 7 Extent of Technical Assistance Provided to Teachers along Learning Environment

Indicators	School Leaders		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Teachers receive support in creating inclusive classrooms.	3.67	HP	3.24	HP
2. Technical assistance promotes a safe learning environment.	3.76	HP	3.43	HP
3. Guidance is given in managing classroom behavior positively.	3.73	HP	3.46	HP
4. Teachers are supported in organizing conducive classroom layouts.	3.70	HP	3.34	HP
5. Assistance is provided in promoting respect and collaboration.	3.73	HP	3.46	HP
6. School heads monitor classroom climate regularly.	3.67	HP	3.47	HP
7. Support is given in addressing bullying concerns.	3.79	HP	3.57	HP
8. Teachers receive guidance in promoting learner engagement.	3.82	HP	3.47	HP
9. Technical assistance encourages participatory classroom practices.	3.76	HP	3.40	HP
10. Strategies are recommended to improve classroom discipline.	3.79	HP	3.51	HP
Overall Weighted Mean	3.74	HP	3.43	HP

Rating Scale: Descriptive Interpretation:

3.25 – 4.00- Highly Provided (HP)

2.50 – 3.24- Provided (P)

1.75 – 2.49- Moderately Provided (MP)

1.00 – 1.74- Not Provided (NP)

Learner Discipline. Learner discipline, as an area of technical assistance, focuses on the support given to teachers in managing learner behavior and applying appropriate discipline practices. It covers guidance in handling behavioral concerns, implementing school discipline policies, documenting incidents, working with parents, and applying practices that promote positive behavior and self-discipline among learners. Table 8 presents the extent of technical assistance provided to teachers along learner discipline as perceived by school leaders and teachers. School leaders reported an overall weighted mean of 3.65, interpreted as Highly Provided. The lowest-rated indicator was conducting training sessions on classroom discipline, with a weighted mean of 3.45, also interpreted as Highly Provided. This implies that discipline-related technical assistance is consistently provided, although more structured training on classroom discipline may still be strengthened. For teachers, an overall weighted mean of 3.45 was obtained, interpreted as Highly Provided. The lowest-rated indicator was receiving assistance in applying restorative practices, with a weighted mean of

3.37, likewise interpreted as Highly Provided. This implies that teachers generally receive support in managing learner discipline, although guidance in applying restorative approaches may require further strengthening. The findings were conformed by Susanto (2022), who found that technical support was associated with improved discipline management and that teachers who received guidance demonstrated better classroom control and greater consistency in implementing policies. Van der Merwe (2023) likewise reported that technical coaching provided teachers with practical strategies for managing classroom dynamics and contributed to a reduction in classroom management issues.

Table 8 Extent of Technical Assistance Provided to Teachers along Learner Discipline

Indicators	School Leaders		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Technical assistance promotes positive discipline strategies.	3.79	HP	3.47	HP
2. Teachers receive guidance on implementing school discipline policies.	3.61	HP	3.40	HP
3. Support is given in handling learner misconduct cases.	3.67	HP	3.41	HP
4. Assistance is provided in applying restorative practices.	3.58	HP	3.37	HP
5. School heads offer consultation regarding disciplinary concerns.	3.67	HP	3.49	HP
6. Teachers are guided in documenting behavioral incidents.	3.67	HP	3.45	HP
7. Technical support ensures fairness in disciplinary measures.	3.64	HP	3.41	HP
8. Training sessions are conducted on classroom discipline.	3.45	HP	3.42	HP
9. Collaboration with parents is encouraged for discipline issues.	3.76	HP	3.57	HP
10. Technical assistance strengthens preventive discipline strategies.	3.70	HP	3.47	HP
Overall Weighted Mean	3.65	HP	3.45	HP

Rating Scale: Descriptive Interpretation:

3.25 – 4.00- Highly Provided (HP)

2.50 – 3.24- Provided (P)

1.75 – 2.49- Moderately Provided (MP)

1.00 – 1.74- Not Provided (NP)

Relationship between the Implementation of Instructional Supervision and the Technical Assistance Provided to Teachers. Table 9 presents the test of the significant relationship between the implementation of instructional supervision and the technical assistance provided to teachers. Since the data failed the test of normality, the assumption of normal distribution required for the use of Pearson product-moment correlation was not satisfied. Therefore, the Spearman rank-order correlation coefficient () was appropriately employed. Spearman's rho is a nonparametric measure suitable for determining the direction and strength of association between variables when the data are ordinal or when the assumption of normality is violated. The results were evaluated at the 0.01 level of significance. The obtained coefficients indicate that all dimensions of instructional supervision have positive and statistically significant relationships with the technical assistance provided to teachers. Table 9 presents the significant relationship between instructional supervision and technical assistance provided to teachers. Since the data did not meet the assumption of normality, Spearman's

rank-order correlation coefficient (ρ) was used. The results revealed positive and statistically significant relationships across all four dimensions at the 0.01 level of significance. For teacher performance feedback, a moderate positive and significant relationship was found ($\rho = .369$, $p < .001$). This implies that stronger implementation of performance feedback tends to be associated with greater technical assistance, as supervisory feedback helps identify areas requiring coaching and professional support. For learning assessment, a strong positive and significant relationship was obtained ($\rho = .642$, $p < .001$). This implies that supervision of assessment practices is closely associated with technical assistance in constructing assessment tools, aligning assessments with competencies, and using results to improve instruction. For learning environment, a strong positive and significant relationship was likewise established ($\rho = .650$, $p < .001$). This indicates that concerns identified through classroom supervision, such as learner participation, inclusion, and classroom management, tend to be accompanied by appropriate technical assistance. Finally, learner discipline obtained the strongest positive and significant relationship ($\rho = .670$, $p < .001$). This implies that supervision of learner behavior is closely associated with technical assistance involving positive discipline, classroom management, and coordinated interventions. Overall, the findings indicate that instructional supervision is significantly associated with technical assistance across all dimensions; hence, the null hypothesis was rejected. This suggests that concerns identified through instructional supervision tend to provide a basis for the technical assistance extended to teachers. The finding was supported by Susanto (2022), who found that technical support and professional guidance were associated with improved discipline management, better classroom control, and more consistent implementation of school policies. This was also supported by Van der Merwe (2023), who found that technical coaching provided teachers with practical strategies for managing classroom dynamics and contributed to reducing classroom management concerns.

Table 9

Test for Significant Relationship between the Implementation of Instructional Supervision and the Technical Assistance Provided to Teachers

Instructional Supervision	Technical Assistance		
	ρ	p-value	Remarks
Teacher Performance Feedback	.369**	.000	Significant
Learning Assessment	.642**	.000	Significant
Learning Environment	.650**	.000	Significant
Learner Discipline	.670**	.000	Significant

***Correlation is significant @ .01 level*

Challenges Encountered by School Leaders and Teachers in the Implementation of Instructional Supervision and Technical Assistance. The implementation of instructional supervision and technical assistance involves various challenges that affect how school leaders provide support and how teachers respond to supervisory activities. This section presents the challenges encountered by school leaders and teachers in carrying out instructional supervision and providing technical assistance intended to support teaching practices and classroom instruction.

Teacher Performance Feedback. Teacher performance feedback, in relation to the challenges encountered in instructional supervision and technical assistance, refers to difficulties that affect the regularity, clarity, relevance, and follow-up of feedback provided to teachers regarding their instructional performance. Table 10 presents the challenges encountered by school leaders and teachers in the implementation of instructional supervision and technical assistance along teacher performance feedback. School leaders reported an overall weighted mean of 2.58, interpreted as Challenging. The lowest-rated indicator was feedback mechanisms lack transparency, with a weighted mean of 2.33, interpreted as Moderately Challenging. This implies that feedback-related challenges remain, although transparency is comparatively less problematic due to established observation procedures and criteria. For teachers, an overall weighted mean of 2.69 was obtained, interpreted as Challenging. The lowest-rated indicator was evaluation tools are not fully understood by teachers, with a weighted mean of 2.50, likewise interpreted as Challenging. This implies that teachers still encounter some difficulty in understanding evaluation indicators and relating them to expected classroom practices. The findings were supported by Nguyen Thi (2021), who emphasized collaborative feedback and

teacher empowerment in instructional supervision, indicating the importance of feedback processes that encourage professional participation rather than merely fulfilling supervisory requirements. The findings were conformed by Octobre and Andal (2025), whose study emphasized pre-conference, classroom observation, and post-conference as connected parts of the supervisory process and found that feedback becomes more effective when it is consistent and accompanied by follow-up.

Table 10 Challenges Encountered by School Leaders and Teachers in the Implementation of Instructional Supervision and Technical Assistance along Teacher Performance Feedback

Indicators	School Leaders		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Performance feedback is not provided on a regular basis.	2.52	C	2.82	C
2. Feedback given is not specific enough to guide improvement.	2.55	C	2.70	C
3. There is limited time for post-observation conferences.	2.67	C	2.88	C
4. Teachers feel hesitant to discuss performance concerns openly.	2.76	C	2.72	C
5. Follow-up support after feedback is insufficient.	2.52	C	2.73	C
6. Evaluation tools are not fully understood by teachers.	2.55	C	2.50	C
7. Feedback mechanisms lack transparency.	2.33	MC	2.68	C
8. School heads encounter difficulty balancing evaluation and coaching roles.	2.61	C	2.58	C
9. Teachers perceive feedback as compliance-driven rather than developmental.	2.91	C	2.67	C
10. Documentation of feedback sessions is inconsistent.	2.45	MC	2.59	C
Overall Weighted Mean	2.58	C	2.69	C

Rating Scale: Descriptive Interpretation:

3.25 – 4.00- Highly Challenging (HC)

2.50 – 3.24- Challenging (C)

1.75 – 2.49- Moderately Challenging (MC)

1.00 – 1.74- Not Challenging (NC)

Learning Assessment. Learning assessment, in relation to the challenges encountered in instructional supervision and technical assistance, covers the difficulties experienced in preparing, implementing, monitoring, and improving assessment practices. These challenges concern the use of appropriate assessment tools, the preparation of quality assessments, the interpretation and use of assessment results, and the support provided to teachers in carrying out assessment practices. Table 11 presents the challenges encountered by school leaders and teachers in the implementation of instructional supervision and technical assistance along learning assessment. School leaders reported an overall weighted mean of 2.74, interpreted as Challenging. The lowest-rated indicators were insufficient technical assistance on assessment practices and inconsistency in assessment standards across subject areas, both with a weighted mean of 2.61, likewise interpreted as Challenging. This implies that assessment-related challenges remain, particularly in providing appropriate support and maintaining consistent assessment standards across learning areas. For teachers, an overall weighted mean of 2.74 was obtained, interpreted as Challenging. The lowest-rated indicator was inconsistency in assessment standards across subject areas, with a weighted mean of 2.63, also interpreted as Challenging.

This implies that teachers continue to experience difficulty in maintaining consistent assessment standards while adapting assessment practices to the requirements of different learning areas. The finding was corroborated by Okello et al. (2023), who found that teachers benefited from assistance in designing and interpreting assessments, although limitations affected the extent of improvement in assessment practices. These were also supported by Van der Merwe (2023), whose study showed that technical coaching assisted teachers in developing formative assessments and adapting instructional strategies based on learner needs. Similarly, Ibyimana et al. (2023) found that regular feedback and continuous supervisory guidance were associated with teachers' competence in assessment strategies.

Table 11 Challenges Encountered by School Leaders and Teachers in the Implementation of Instructional Supervision and Technical Assistance along Learning Assessment

Indicators	School Leaders		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Teachers face challenges in designing valid and reliable assessments.	2.88	C	2.77	C
2. Technical assistance on assessment practices is insufficient.	2.61	C	2.77	C
3. There is limited monitoring of assessment implementation.	2.67	C	2.73	C
4. Feedback on assessment tools is not consistently provided.	2.64	C	2.76	C
5. Teachers lack training in alternative assessment strategies.	2.64	C	2.73	C
6. Time constraints affect the preparation of quality assessments.	2.97	C	2.95	C
7. Assessment results are not effectively utilized for instructional improvement.	2.85	C	2.72	C
8. There is inconsistency in assessment standards across subject areas.	2.61	C	2.63	C
9. School heads experience difficulty supervising assessment practices.	2.76	C	2.65	C
10. Assessment-related professional development is limited.	2.79	C	2.71	C
Overall Weighted Mean	2.74	C	2.74	C

Rating Scale: Descriptive Interpretation:

3.25 – 4.00- Highly Challenging (HC)

2.50 – 3.24- Challenging (C)

1.75 – 2.49- Moderately Challenging (MC)

1.00 – 1.74- Not Challenging (NC)

Learning Environment. Learning environment, in relation to the challenges encountered in instructional supervision and technical assistance, covers the difficulties experienced by school leaders and teachers in maintaining classroom conditions that are safe, inclusive, orderly, and conducive to learning. These challenges involve classroom conditions, available resources, learner behavior, diversity of learners, classroom monitoring, and the support provided in managing the learning environment. Table 12 presents the challenges encountered by school leaders and teachers in the implementation of instructional supervision and technical assistance along learning environment. School leaders reported an overall weighted mean of 2.82, interpreted as Challenging. The lowest-rated indicator was limited technical assistance on classroom management, with a weighted mean of 2.61, also interpreted as Challenging. This implies that challenges remain in providing

classroom management support responsive to teachers' varied needs. For teachers, an overall weighted mean of 2.89 was obtained, interpreted as Challenging. The lowest-rated indicator was school heads lack sufficient time to observe classroom environments, with a weighted mean of 2.69, likewise interpreted as Challenging. This implies that limited opportunities for regular classroom monitoring remain a concern due to the multiple responsibilities of school heads. The findings were conformed by Van der Merwe (2023), who found that technical coaching provided teachers with practical strategies for learner-centered instruction and classroom management and contributed to reducing classroom management concerns. The findings were also supported by Corpus et al. (2025), who emphasized regular classroom observations and structured feedback in improving teachers' classroom management and lesson delivery. Similarly, Plata et al. (2024) found that targeted supervisory feedback assisted teachers in adapting their practices according to learner needs and classroom conditions.

Table 12 Challenges Encountered by School Leaders and Teachers in the Implementation of Instructional Supervision and Technical Assistance along Learning Environment

Indicators	School Leaders		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Classroom environments are not always conducive to learning.	2.73	C	2.93	C
2. Technical assistance on classroom management is limited.	2.61	C	2.89	C
3. Overcrowded classrooms affect effective supervision.	3.00	C	3.04	C
4. Resources to support a positive learning environment are inadequate.	2.91	C	3.01	C
5. Monitoring of classroom climate is inconsistent.	2.70	C	2.79	C
6. Teachers encounter difficulty managing diverse learners.	2.85	C	2.89	C
7. School heads lack sufficient time to observe classroom environments.	2.73	C	2.69	C
8. Support for inclusive education practices is limited.	2.94	C	2.86	C
9. Behavioral concerns disrupt classroom instruction.	3.03	C	3.00	C
10. There is insufficient collaboration in improving school climate.	2.67	C	2.79	C
Overall Weighted Mean	2.82	C	2.89	C

Rating Scale: Descriptive Interpretation:

3.25 – 4.00- Highly Challenging (HC)

2.50 – 3.24- Challenging (C)

1.75 – 2.49- Moderately Challenging (MC)

1.00 – 1.74- Not Challenging (NC)

Learner Discpline. Learner discipline, in relation to the challenges encountered in instructional supervision and technical assistance, covers the difficulties experienced by school leaders and teachers in managing learner behavior, implementing disciplinary policies, involving parents, monitoring behavioral concerns, and documenting disciplinary actions. It also includes challenges in applying strategies that promote appropriate behavior and self-discipline among learners. Table 13 presents the challenges encountered by school leaders and teachers in the implementation of instructional supervision and technical assistance along learner

discipline. School leaders reported an overall weighted mean of 2.72, interpreted as Challenging. The lowest-rated indicators were inconsistency in implementing disciplinary policies, insufficient time of school heads to address disciplinary concerns, and inconsistent documentation of disciplinary actions, each with a weighted mean of 2.61, also interpreted as Challenging. This implies that challenges remain in ensuring consistent, timely, and properly documented disciplinary interventions. For teachers, an overall weighted mean of 2.79 was obtained, interpreted as Challenging. The lowest-rated indicator was inconsistent documentation of disciplinary actions, with a weighted mean of 2.67, likewise interpreted as Challenging. This implies that teachers continue to experience difficulty in consistently documenting behavioral concerns and the interventions provided. The findings were supported by Susanto (2022), who found that technical support and professional guidance were associated with teachers' discipline management, classroom control, and consistent implementation of school policies. The results also relate to Van der Merwe (2023), who found that technical coaching provided teachers with practical strategies for addressing classroom dynamics and reduced difficulties related to classroom management.

Table 13 Challenges Encountered by School Leaders and Teachers in the Implementation of Instructional Supervision and Technical Assistance along Learner Discipline

Indicators	School Leaders		Teachers	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. There is inconsistency in implementing disciplinary policies.	2.61	C	2.78	C
2. Teachers encounter difficulty managing student behavior.	2.76	C	2.92	C
3. Technical assistance on positive discipline strategies is limited.	2.76	C	2.81	C
4. School heads lack sufficient time to address disciplinary concerns.	2.61	C	2.68	C
5. Parental involvement in discipline issues is inadequate.	2.85	C	2.88	C
6. Teachers are not fully trained in restorative practices.	2.73	C	2.88	C
7. Monitoring of discipline cases is inconsistent.	2.79	C	2.74	C
8. Behavioral interventions are not regularly evaluated.	2.82	C	2.77	C
9. Teachers feel unsupported when handling severe discipline cases.	2.73	C	2.74	C
10. Documentation of disciplinary actions is not consistently maintained.	2.61	C	2.67	C
Overall Weighted Mean	2.72	C	2.79	C

Rating Scale: Descriptive Interpretation:

3.25 – 4.00- Highly Challenging (HC)

2.50 – 3.24- Challenging (C)

1.75 – 2.49- Moderately Challenging (MC)

1.00 – 1.74- Not Challenging (NC)

Proposed Intervention to Enhance Teachers' Competence. Based on the findings of the study, Project G.A.W.A.D.: Guidance and Assistance for Workplace Advancement and Development was proposed as an intervention to enhance teachers' competence by addressing the major challenges encountered in the implementation of instructional supervision and technical assistance. The proposed intervention was directly

based on the highest-rated challenges identified by school leaders and teachers in the four areas investigated. Along teacher performance feedback, school leaders identified teachers' perception of feedback as compliance-driven rather than developmental, while teachers identified limited time for post-observation conferences. In learning assessment, both groups identified time constraints in the preparation of quality assessments as the major challenge. In learner discipline, inadequate parental involvement was the highest concern among school leaders, while difficulty in managing learner behavior was highest among teachers. For the learning environment, the findings highlighted concerns regarding inadequate resources for maintaining a positive learning environment and overcrowded classrooms that affect effective supervision. These findings serve as the specific basis for the content and activities of Project GAWAD.

Project GAWAD was designed as a school-based professional development intervention integrated into the School Learning Action Cell (SLAC) of Gawad Kalinga High School. Its activities focused on developmental performance feedback, quality learning assessment, positive discipline and parent collaboration, and responsive management of inclusive and overcrowded classrooms. Through focused discussions, mentoring, coaching, collaborative activities, and the development of actual classroom-based outputs, the project connects the identified challenges with practical support that teachers can apply in their daily teaching. The intervention also provides opportunities to monitor classroom application through observations, walkthroughs, post-observation conferences, review of teacher outputs, and follow-up coaching. Effective practices and significant results generated from the implementation of Project GAWAD will be documented and endorsed for sharing during district meetings, allowing the experiences and practices developed at the school level to contribute to wider professional learning within the district.

CONCLUSIONS

The study concludes that instructional supervision and technical assistance are highly implemented and provided across teacher performance feedback, learning assessment, learning environment, and learner discipline, with a significant positive relationship between the two. Despite these favorable practices, school leaders and teachers continue to encounter practical challenges involving time constraints, assessment demands, classroom conditions, learner behavior, parental involvement, and other school responsibilities. These findings highlight the need for sustained and responsive professional support, providing the basis for Project G.A.W.A.D. (Guidance and Assistance for Workplace Advancement and Development) as a school-based intervention to strengthen teacher competence through SLAC, mentoring, coaching, collaborative activities, and follow-up support.

RECOMMENDATIONS

The study recommends sustaining regular and responsive instructional supervision and providing contextualized technical assistance through classroom observations, feedback, coaching, mentoring, and follow-up support based on teachers' identified needs. Technical assistance should be closely integrated with instructional supervision, while school leaders and teachers collaboratively address concerns related to assessment practices, classroom management, learner behavior, parental involvement, and time constraints. Project G.A.W.A.D. (Guidance and Assistance for Workplace Advancement and Development) may be implemented through the School Learning Action Cell (SLAC) to provide structured mentoring, coaching, collaborative activities, and monitoring, with effective practices shared for possible adaptation by other schools. Future researchers may conduct similar studies in other educational settings, examine additional variables, and employ qualitative or mixed-method approaches to further explore instructional supervision and technical assistance.

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