Extent of Teachers' Manifestation Toward Instructional Supervision and Assistance from School Leaders: Its Relationship to Students' Academic Success

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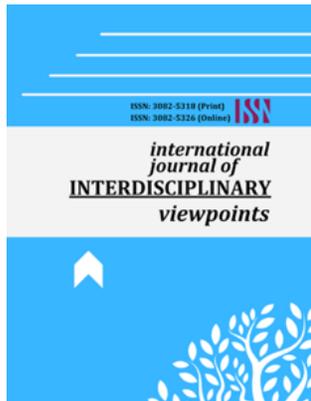[6]San Francisco Colleges, District 2, CHED-Private Schools, Philippines
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Research Article

ABSTRACT

This study examined the quality of instructional supervision and technical assistance provided by school administrators to secondary teachers in the Agusan del Sur Division, as well as their impact on student academic progress. A descriptive-correlational approach was used to collect data from 178 randomly selected teachers via a researcher-created survey, individual performance commitment and review (IPCRF) ratings, and student mean percentage scores. The statistical analyses were carried out using SPSS Version 29. The data found that instructional monitoring was widely employed, with classroom observations and professional development getting the most attention. Technical support was also very appreciated, particularly in terms of creating appropriate learning environments. However, mentorship, coaching, and feedback methods were identified as opportunities for growth. While the overall correlation between instructional supervision and technical assistance was not significant ($r = 0.164$, $p = 0.756$), specific practices, such as classroom observations ($r = 0.274$, $p = 0.042$), mentoring and coaching ($r = 0.315$, $p = 0.029$), professional development ($r = 0.362$, $p = 0.015$), and data-driven decision-making ($r = 0.278$, $p = 0.045$), had significant positive relationships with student academic performance. The overall connection between instructor and student performance was high ($r = 0.432$, $p = 0.018$). The findings underscore the need to increase mentorship, strengthen feedback mechanisms, and tailor assistance to teachers' developmental needs to improve educational outcomes. *Keywords: instructional supervision, technical assistance, teaching performance*

INTRODUCTION

The effectiveness of instructional guidance and the level of support school leaders provide to teachers are both essential factors in ensuring students receive a quality education. Because teaching is constantly evolving, school leaders need to be present to support and guide teachers as they refine their teaching skills and approaches. This

study is significant for determining the extent to which teachers provide teaching supervision and the level of support they receive from their school leaders. Examining the link between it and students' academic performance also demonstrates how school directly impacts student outcomes. This study is critical because it tries to find gaps and improve systems for teacher support and instructional supervision. This is because an increasing number of people are seeking better quality education. Several studies have examined the impact of instructional supervision on teachers' job performance and students' academic outcomes in school. The research by Blase and Blase (2019) emphasized that instructional leadership has a significant impact on the motivation and effectiveness of teachers, which, in turn, leads to improved student outcomes. Saro et al. (2022a) also stated that the direction of school leaders is crucial for developing leaders' skills and improving student outcomes. Hateachers' and Wang (2020) also found that good school leadership encourages teachers to work together, which enhances the standard of instruction. It was also noted by Calmorin and Calmorin (2021) that school leaders who actively supervise teachers create a more structured and goal-oriented learning setting. Dingal's research from 2023, on the other hand, found that master teachers have a significant impact on both their teaching methods and the overall quality of their work; however, their ability to oversee students has only a modest effect on their students' academic performance in school. Bautista and Alvarado (2022) stated that systems for providing teachers with constructive feedback help them grow as professionals and improve their classroom practices. However, even though these studies demonstrate the importance of teaching leadership, they primarily examine broad issues without investigating the direct relationship between teacher behavior and student success in school.

Additionally, other experts have also examined the issues associated with instructional supervision. According to Smith et al. (2022), one of the primary challenges with adequate supervision is that school leaders often lack organized professional development programs. This means that teachers usually do not receive the support they need. On the other hand, Dela Cruz (2023) and Pareja (2025) found that, although the Department of Education (DepEd) requires teaching supervision, it is implemented in very different ways across various areas, leading to variations in how well students learn and how teachers teach. A significant amount of attention has also been devoted to the roles of school leaders in the teaching and learning process, particularly in relation to changes in curriculum policy and innovative teaching approaches (OECD, 2019; Manlapaz, 2022; Amoroso et al., 2022). According to a study by Cepeda et al. (2018), teachers play a crucial role in the way students learn and are involved in shaping their educational experiences. Saro et al. (2025), on the other hand, found that students' poor success is often due to the way teachers teach. Still, Saro et al. (2022b) stated that one of the main reasons students struggle in school is that they are not interested or motivated in learning. This means that they do not interact with each other as much due to the poor performance of teachers, which is primarily attributed to the limited technical support provided by school administrators. Magnaye (2022) stated that teachers can only advance in their careers if they participate in training programs that enable them to acquire new skills, become more engaged in their roles, and enhance their teaching methods. These studies indicate that, although school leaders play a crucial role, teachers require a more standardized approach to receiving help and supervision in the classroom. This is especially true in public schools where funding and leadership skills vary.Several laws and educational policies emphasize the importance of instructional supervision and support from leaders in enabling teachers to perform their jobs more effectively. Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, emphasizes the importance of continuous learning for teachers and school leaders to enhance the quality of education. In line with this, DepEd Order No. 2, s. 2015, states that school heads are responsible for supervising lessons and must provide teachers with feedback, coaching, and guidance. To make this duty even stronger, DepEd Order No. 42, s. The Philippine Professional Standards for Teachers (PPST) were made official in 2017. They established competency-based standards for teachers and ensured that control of lessons was directly linked to professional growth. The Department of Education (DepEd) issued DepEd Order No. 024, s. 2020, which makes the National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH) official. This is designed to support school leaders in their roles, particularly in enhancing teacher quality and student achievement. As part of their professional growth, school leaders are expected to regularly reflect on their own actions and assess their methods as outlined in this directive. Besides that, DepEd Memorandum No. 008, s. The 2023 rules established the Results-Based Performance Management System (RPMS) over several years, ensuring that teacher evaluations align with the PPST. This memo, closely linked to the PPSSH, empowers school leaders and instructional supervisors to observe classes, evaluate teachers' work based on established criteria, and provide targeted support to enhance teaching and learning. These rules serve as the basis for assessing the level of involvement teachers have in teaching supervision and the importance school leaders place on supporting students' academic success.

However, the teachers will fill in the big holes in how teaching supervision is used at different levels. The OECD (2023) states that many countries have well-structured mentoring systems, which ensure that teachers receive sufficient support, resulting in consistently good student performance. In comparison, there are still differences in how teachers are supervised in the Philippines, especially in areas with few resources. The Department of Education (DepEd) in the Caraga Region acknowledges that it is challenging to provide school leaders with consistent professional development opportunities, which hinders their ability to support teachers effectively. In the Agusan del Sur Division, for example, public schools frequently struggle with routine tasks that hinder the effectiveness of lesson oversight. These problems make it even more critical for this study to examine the extent of instructional supervision and the help students receive, and how that affects their academic progress. DepEd has responded by providing master teachers and school heads in the Caraga Region with training programs, such as classes on the Results-Based Performance Management System (RPMS-PPST), to help them become more effective supervisors. Despite this, there are still problems, especially when it comes to observing classes, providing technical assistance, and supervising students' use of technology. Many public schools in Agusan del Sur lack sufficient resources, making it challenging for master teachers and school heads to utilize new tools to support their teachers. There are Learning Action Cells (LACs), but division-level tasks often get in the way of these efforts, making it difficult for master teachers to utilize what they have learned.

Framework

The study aimed to investigate teachers' perceptions of teaching supervision, the level of support they received from school leaders, and how this influenced their students' academic performance. The way teachers felt and what they did about instructional supervision, as well as the support they received from school leaders, had a significant impact on the quality of teaching, which in turn affected students' academic performance. The study suggested that effective instructional leadership created an environment where teachers could continually improve, resulting in improved learning outcomes for students. The study aimed to investigate how these various components of the Philippine education system interact. It specifically examined the role of school leadership and how teaching supervision is utilized in the classroom. Instructional Learning Theory was the primary concept that underpinned this study. This idea emphasizes the importance of school leaders creating a suitable environment for students to learn and thrive learning by providing adequate supervision, support, and direction for students' learning. Hallinger and Murphy (2019) argue that instructional leadership entails consistently guiding and supporting teachers, ensuring that the curriculum is implemented correctly, and fostering an environment that motivates teachers to improve their teaching practices continually. The study applied this theory to Philippine education, where school leaders were responsible for both managing the school and overseeing the teachers, which was crucial for the professional development of teachers and, by extension, for the success of the students. This theory was helpful because it demonstrated the importance of school leadership in enhancing the quality of instruction, which in turn impacted students' academic performance. Transformational Leadership Theory and Social Learning Theory were also employed as supporting ideas that helped people better understand this study. Bass and Avolio's (2020) concept of transformational leadership emphasizes the importance of leaders inspiring and motivating teachers to go above and beyond by providing guidance and encouraging professional growth. As stated in Republic Act 10533 (Enhanced Basic Education Act of 2013), transformational leaders in schools were supposed to make a supportive and inspiring environment. This aligned with the Department of Education's (DepEd) focus on teacher development and overall educational change. This theory was constructive in understanding how a good relationship between school leaders and teachers can help students perform better in school by creating an environment of excellence and ongoing learning. The social learning theory, developed by Bandura (2020), is also important for understanding how school leaders and teachers interact with one another. This theory suggests that people learn how to behave by observing others, copying their actions, and imitating their behavior. This aligns with the practice of instructional supervision, in which school leaders should demonstrate to teachers the application of successful practices and encourage them to adopt strategies. The theory aligns well with the Philippine Professional Standards for Teachers (2017) issued by the Department of Education. These standards emphasized that teachers should continually learn and improve their skills. This created an environment where students could have a positive impact on teachers' behavior and teaching methods.

Further evidence that these ideas are related to the study emerged from the current educational changes and frameworks introduced by the Department of Education (DepEd) and related policies in the Philippines. In RA 10533, it was emphasized how important it is for teachers to continue learning, which is supported by instructional supervision and leadership. Similarly, Republic Act 10912 (CPD Act of 2016) requires teachers to improve their skills continually and emphasizes the importance of school leadership in DepEd settings that support teacher growth. By examining these educational theories, the study drew on both foreign perspectives

and national guidelines designed to help students perform better in school. Furthermore, the combination of educational leadership, educational theory, Transformational Leadership Theory, and Social Learning Theory made it possible to understand the connection between leadership support, educational supervision, and academic success. The primary objective of this study was to investigate the impact of instructional supervision and support from school leaders on teachers' performance and students' academic progress. It thought about how the demographics of teachers, how they were supervised in the classroom, how much technical help they got, and how well they taught were all connected to how well their students did. The study also examined key aspects of instructional supervision, including classroom observation and feedback, mentoring and coaching, professional development opportunities, curriculum and lesson planning, and decision-making based on data. These were connected to how well teachers taught and, in turn, how well their students performed in school.

Research Questions

This study aimed to determine the extent to which teachers received instructional supervision and the level of assistance they received from school leaders. Furthermore, it aimed to examine the relationship between instructional supervision, the assistance provided, and students' academic achievement. Specific teachers sought to answer the following research questions:

1. What is the demographic profile of the teachers as respondents, in terms of:
1.1 age;
1.2 teachers' highest educational attainment;
1.4 length of teaching service;
1.5 school type; and
1.6 Related training?
2. What is the extent of teachers' manifestation of instructional supervision by school leaders, in terms of:
2.1 Classroom observations;
2.2 Providing feedback;
2.3 mentoring and coaching;
2.4 professional development opportunities;
2.5 curriculum and instructional planning; and
2.6 data-driven decision making?
3. What is the level of technical assistance provided by school leaders to teachers, in terms of:
3.1 School-based review and learning standards;
3.2 students' standards and pedagogies;
3.3 Teacher Performance Feedback;
3.4 learning assessment; and
3.5 learning environment?
4. What is the level of students' academic performance?
5. What is the level of teaching performance of the teachers based on the IPCRF (Individual Performance Commitment and Review for Teachers)?
6. Is there a significant difference in the profile of the teachers as respondents, in terms of:
6.1 The extent of teachers' manifestation of instructional supervision by school leaders; and
6.2 The level of technical assistance provided by school leaders to teachers?
7. Is there a significant relationship between the extent of teachers' manifestation of instructional supervision by school leaders and the level of technical assistance they provide to teachers?
8. Is there a statistically significant relationship between the extent of teachers' manifestation of instructional supervision by school leaders, teachers' teaching performance, and student academic success?
9. Is there a statistically significant relationship between students' performance and students' academic performance?

Literature Review

A considerable amount of research has been conducted on the role of school leaders in instructional supervision, primarily examining its impact on teachers' job performance and students' academic outcomes. Principals, master teachers, and department heads are just a few of the school leaders who help teachers with professional development, classroom management, and lesson plans. According to research, adequate supervision fosters a culture of continuous learning, teamwork, and responsibility, ultimately enhancing the quality of education (Smith et al., 2022; Hallinger & Wang, 2020; Saro et al., 2021). The results of studies show that leadership-driven instructional supervision not only enhances teaching but also helps students learn by providing teachers with formal support systems. One crucial aspect of instructional supervision is its impact on teachers' motivation and

interest in their work. Blase and Blase (2019) found that school leaders who actively supervise education create a more supportive classroom environment, which in turn makes teachers happier with their jobs. Lynch's research in 2024 revealed that teaching supervision enhances teachers' job satisfaction and increases their commitment to ongoing professional development. Dela Cruz (2023) and Pareja (2025) stated that when school leaders are involved in teaching and coaching, it has a significant impact on teachers' confidence in their own abilities. This is especially true in public schools, where resources and chances for professional growth may be limited. Researchers have also examined the challenges school leaders encounter when attempting to monitor their teachers. Simmons and Holloway (2021) suggest that differences in oversight methods are attributed to variations in leadership training and teachers' work. A 2021 study by Udenka showed that in many schools, school leaders struggle to balance their administrative duties with effective leadership among teachers, resulting in gaps in classroom control. Teachers' ly, Alshehri (2019) stated that inadequate supervision can hinder teachers' growth because school leaders often lack sufficient training on how to observe and provide constructive feedback.

Additionally, implementing methods to evaluate teachers and having master teachers provide instructional supervision are also crucial components of adequate instructional supervision (Reyes & Oropa, 2021). Chi discovered in 2021 that biases in performance reviews caused by personal ties, race, or gender can make reviews less accurate. Burke and Krey's (2020) study suggested using standard observation tools and ensuring that evaluation panels comprise individuals from diverse backgrounds to maintain objectivity. Zhang (2023) noted that how teachers feel about being supervised and evaluated has a significant impact on their openness to feedback. This means that a constructive and encouraging approach is needed for teachers to grow professionally. Due to the COVID-19 pandemic, an increasing number of people are learning online, which has further altered the role of educational supervision. Jerry researched the use of virtual platforms in evaluating teachers in 2022 and found that digital observation tools make control more effective, but also introduce new problems, such as unequal access to technology among teachers. Henklain et al. (2020) developed a virtual supervision model that enables leaders to keep up with education even when teachers are far away. These studies demonstrate the importance of adapting instructional supervisors' roles to meet the demands of new school environments, particularly as technology becomes increasingly integrated into teaching and learning. On the other hand, professional development programs strengthen the link between teaching supervision and teachers' job performance. Fitzgerald and Parker's 2023 studies showed that training programs in schools significantly enhance teachers' ability to teach. Ramos et al.'s (2022) research from the Philippines found that leadership training and peer coaching help teachers stay in their jobs and perform their duties more effectively. This demonstrates that teachers must continue to learn.

According to Saro et al. (2023), educational supervision also helps teachers develop new teaching methods. Jones et al. (2020) said that school leaders who support flexible teaching methods and inquiry-based learning help teachers become more focused on the needs of their students. According to a report by Alforte and Garcia (2021) in the Philippine education sector, teachers are more likely to teach 21st-century skills when they have enough supervision. This aligns with global trends in education. It depends on the school leaders' ability to give timely and helpful comments on how well they are supervising lessons. Mataboge and Mampane's 2024 research demonstrated that post-observation feedback loops are crucial for enhancing teachers' work. Hall (2024) noted that school managers who foster trust with their teachers make it easier for teachers to develop as professionals. These results demonstrate the importance of open and effective communication in supervision methods. Another critical factor that affects its effect is how teachers feel about teaching supervision. Lasagabaster and Sierra's (2020) research showed that teachers are more open to supervision when it is viewed as a means to help them grow, rather than a means to judge them. In the Philippines, Cruz and Bautista (2023) found that teachers are more likely to implement the suggested changes when they view control as a means to improve their skills rather than a form of punishment. When supervising, school leaders must also think about cultural and environmental aspects (Cassidy, 2018). According to a study by Lee et al. (2022), cross-cultural training environments require a more open approach to supervision. In the Philippines, Saro et al. (2022a) conducted a study emphasizing the importance of having localized supervision plans that account for the unique challenges teachers face in various learning settings. Additionally, instructional supervision has an impact on more than just teachers' success; it also affects how effectively students learn. Zhang (2023) found a strong correlation between adequate supervision and academic progress among students. A 2024 study in Indonesia by Rahmawati found that continuous instructional support has a direct impact on students' engagement in class and the overall effectiveness of the class. Additionally, the health and well-being of teachers are key factors in determining the effectiveness of educational supervision. Cisneros-Cohennour's 2021 research showed that teachers who receive emotional support are more likely to implement best practices in their classes. A study by Szoke in 2024 contributed to this argument,

suggesting that school leaders who prioritize teachers' mental health create a more conducive learning environment for students.

There is also considerable evidence that demonstrates a connection between instructional supervision and educational practices. In the Philippines, Republic Act No. 10533 (Enhanced Basic Education Act of 2013) requires ongoing programs for teacher growth. This makes the roles of school leaders in supervision even more important. At the same time, DepEd Orders No. 2, s. 2015 and No. 42, s. In 2017, the rules governing organized supervision practices were established to ensure they aligned with national educational goals (Calmorin & Calmorin, 2021). When teachers work together, they can further enhance instructional control. Brandon et al. (2018) discussed the importance of professional learning communities (PLCs) in fostering a mindset of shared responsibility. In 2021, the Bartin Faculty of Education discovered that collegial supervision methods encourage teachers to reflect on their teaching practices and utilize peer comments in their work. As education changes, so does educational supervision. It needs to adapt to the times. A 2024 study by Warnick showed that for personalized teacher development, we need monitoring models that utilize AI and data analytics in conjunction. Simmons and Holloway (2021) argue that school leaders should receive regular training to stay current on new trends in education. As a result, teaching supervision remains crucial for ensuring that students learn effectively. As the education field undergoes rapid change, school leaders must devise innovative and sustainable methods to support teachers, ensuring they receive the necessary assistance to deliver high-quality lessons and provide valuable learning experiences.

MATERIALS AND METHODS
Research Design
This study employed a quantitative research approach, specifically a descriptive-correlational research design, to address the inferential research questions. It was descriptive in nature, focusing on the extent to which teachers manifested instructional supervision by school leaders and the level of technical assistance provided by school leaders to teachers. It was also correlational, aiming to provide a static picture of teachers' situations and establish the relationships between different variables (McBurney & White, 2009). Data were collected through a researcher-made survey questionnaire, developed based on a review of related literature, articles, teachers' experiences, and observational aspects. The study aimed to analyze, classify, and tabulate data on prevailing conditions, practices, processes, trends, and cause-and-effect relationships. Additionally, it analyzed the relationships between several variables, following the technique outlined by Medina (2010). The study examined potential connections between two variables without manipulating them, as noted by Smiley (2011).

Respondents
The respondents of this study were teachers from the Agusan del Sur Division, selected randomly using a stratified random sampling technique. The sample size was determined using Slovin's formula, with a 5% margin of error. A total of 178 teachers, representing the sample size of 320, participated in the study. These secondary school teachers answered a researcher-made survey questionnaire that assessed the extent of instructional supervision and assistance provided by researchers' leaders. Additionally, the researchers gathered Individual Performance Commitment and Review (IPCRF) ratings from these teachers. Furthermore, 100 identified students from secondary schools were assessed based on their academic performance using their Mean Percentage Scores (MPS). For the primary analysis of instructional supervision and assistance, 178 teachers were included as respondents.

Research Instrument
The study employed a researcher-designed survey questionnaire for data collection, with parameters focusing on the extent to which teachers manifest instructional supervision by school leaders. These parameters included classroom observations, providing Slovin's, mentoring and coaching, professional development opportunities, curriculum and instructional planning, and data-driven decision-making, derived from various literature reviews. Additionally, the study assessed the level of technical assistance provided by school leaders to teachers, covering school-based review and learning standards, teaching standards and pedagogies, teacher performance feedback, learning assessment, and the learning environment. These aspects were anchored in the PPSSH, specifically within the rating period of School Year 2022-2023, focusing on Domain 3, which emphasizes "focusing on teaching and learning." To ensure the instrument's validity and reliability, the items underwent a rigorous validation process under the guidance of experts in education and instructional supervision. A pilot test was conducted with a group of teachers, and the results indicated satisfactory reliability and clarity of the instrument. The pilot test results showed that the overall Cronbach's alpha coefficient was above 0.87, confirming the

instrument's internal consistency. Based on the feedback from the pilot test, minor revisions were made to ensure better clarity and comprehension. The survey questionnaire was divided into four sections, each addressing specific aspects of the study. Part I gathered demographic information about the teachers, including age, sex, highest educational attainment, length of teaching service, school type, and related training. Part II assessed the extent to which teachers manifested instructional supervision, including class" oom observations, feedback, mentoring, and coaching, instrumental development opportunities, curriculum and instructional planning, and data-driven decision-making. Part III focused on the level of technical assistance provided by school leaders, including school-based review and learning standards, teaching standards and pedagogies, teacher performance feedback, learning assessment, and Cronbach's alpha. Part IV collected the IPCRF ratings of the train instrument's MPS of the students involved. Responses were measured using a 5-point Likert scale to capture varying levels of agreement or performance. Quantitative data were collected through the survey, and the findings were systematically analyzed to determine the level of manifestation for each indicator.

Data Gathering Procedure
The researcher initiated the process by obtaining permission and formal approval from the Schools Division Superintendent and the Division Research Coordinator to conduct the study with randomly selected secondary school teachers. The selection of participants was based on a strict set of ethical criteria to ensure fairness and respect for all teachers. Ethical considerations were a priority at this stage, with the selection process designed to avoid any form of bias, ensuring that all eligible teachers had an equal opportunity to participate in the study. Additionally, a formal letter was sent to the school heads of the involved schools to request consent and obtain approval for the study's implementation. The letter provided clear information on the study's purpose, the voluntary nature of participation, and assured that no personal data would be shared without prior consent. To further ensure that experts in the field of education and instructional supervision validated the study's ethical integrity, the research instrument was used. This validation process was crucial to ensure that the survey items were not only relevant and clear but also culturally sensitive and respectful of the respondents' perspectives. Moreover, the survey was designed to minimize any potential harm to participants by avoiding intrusive or inappropriate questions and ensuring that all data collected would be kept confidential. Ethical considerations continued during the distribution of the researcher-made survey instruments. Prior to administering the survey, the researcher emphasized to the participants that their participation was entirely voluntary and that they had the right to withdraw at any time without any negative consequences. Respondents were assured that their responses would remain anonymous and confidential, with all collected data used solely for research purposes. In accordance with ethical research practices, a pilot test was first conducted with a study group of teachers to ensure the reliability and clarity of the instrument. The results of the pilot test were highly encouraging, achieving an internal consistency rating of 0.87, which is considered a "Good" reliability. This confirmed that the survey instrument was effective in measuring the intended constructs while adhering to ethical standards. Based on these promising results, the instrument was deemed suitable for the primary data collection phase, ensuring that the ethical rights of all participants would be upheld throughout the research process.

Statistical Treatment
The data were tabulated, processed, and analyzed in accordance with the research questions outlined in the study. Frequency and percentage analyses were used to examine the demographic profiles of teachers, categorizing data according to variables such as age, sex, highest educational attainment, length of teaching service, school type, and related training. These statistical tools were also applied to research questions 4 and 5, assessing the performance levels of teachers and students' academic performance. For research question 2, the weighted mean was used to assess respondents' perceptions of the extent to which teachers manifest instructional supervision by school leaders. This included parameters such as classroom observations, providing feedback, mentoring and coaching, professional development opportunities, curriculum and instructional planning, and data-driven decision-making. Similarly, for research question 3, the weighted mean was used to measure the level of technical assistance provided by school leaders to teachers, covering school-based review and learning standards, teaching standards and pedagogies, teacher performance feedback, learning assessment, and the learning environment. Correlational analysis was applied to research questions 7, 8, and 9 to examine the relationships between the extent of teachers' manifestation of instructional supervision by school leaders and the level of technical assistance provided to teachers, students ' relationship between instructional supervision, teachers' teaching performance, and respondents' success, and the relationship between teachers' performance and students' academic performance. One-way ANOVA was used to determine if there were significant differences in the profiles of teachers as respondents in terms of their manifestation of instructional supervision and the level of technical assistance provided. This analysis compared mean scores across various groups based on demographic

variables, including age, sex, highest educational attainment, length of teaching service, school type, and related training. Thus, by analyzing the variations within and between these groups, one-way ANOVA identified whether any differences in instructional supervision and technical assistance were statistically significant or due to chance, thereby providing an in-depth examination of how demographic factors impact these practices. Data processing and analysis were conducted using the Statistical Package for the Social Sciences version 29 to ensure precision and minimize computational errors.

Ethical Considerations

The study adhered to strict ethical considerations to ensure the rights, privacy, and well-being of all respondents. Informed consent was obtained from all respondents, ensuring they fully understood the purpose, procedures, and voluntary nature of their participation. Confidentiality and anonymity were strictly maintained by coding responses and safeguarding all collected data, preventing unauthorized access. The study adhered to the principle of non-maleficence, ensuring that no harm, whether physical, psychological, or professional, would come to respondents. Ethical clearance was obtained from the relevant authorities, and necessary permissions were secured from the Department of Education and school administrators prior to data collection. The data were collected solely through quantitative methods, with all responses analyzed using statistical techniques. Furthermore, all research findings were presented with integrity, avoiding misrepresentation or manipulation of results. The study adhered to ethical guidelines for quantitative research involving human respondents, ensuring respect, fairness, and transparency throughout the research process.

RESULTS AND DISCUSSION

Profile Data

Table 1 presents the profile data of the teacher respondents. The table provides a comprehensive summary of key demographic and professional characteristics, including age, sex, highest educational attainment, length of teaching service, school type, and related training attended. The majority of the respondents are within the 26–30 age bracket (19.10%) and are predominantly female (70.22%). Most teachers have earned Master's Degree units (35.39%), with a significant proportion having 1–5 years of teaching experience (28.65%). Additionally, the data reveals that the majority of respondents (92.70%) are teaching in Junior High Schools, and a large number have attended 1–10 related training sessions (61.80%). These profile details provide valuable insights into the teaching workforce and serve as a foundation for further analysis in the study.

Table 1. Profile Data of the Teacher Respondents

	Age Bracket	Teachers	
		Frequency (n)	Percentage (%)
Age	21 – 25 years old	23	12.92
	26 – 30 years old	34	19.10
	31 – 35 years old	32	17.98
	36 – 40 years old	29	16.29
	41 – 45 years old	27	15.17
	46 – 50 years old	18	10.11
	51 years old - above	15	8.43
Total		**178**	**100**
	Category	Teachers	
Sex		Frequency (n)	Percentage (%)
	Male	53	29.78
	Female	125	70.22
Total		**178**	**100**
	Level	Teachers	
		Frequency (n)	Percentage (%)
Highest Educational Attainment	College Graduate	42	23.60
	Master's Degree Units	63	35.39
	Master's Degree Graduate	39	21.91
	Doctoral Degree Units	20	11.24
	Doctoral Degree Graduate	14	7.86
Total		**178**	**100**
	Number of Years	Teachers	
		Frequency (n)	Percentage (%)
Length of Teaching Service	1 to 5 years	51	28.65
	6 to 10 years	38	21.35
	11 to 15 years	29	16.29
	16 to 20 years	23	12.92
	21 to 25 years	21	11.80
	26 years and above	16	8.99

	Total	178	100
School Type	Type	**Teachers**	
		Frequency (n)	*Percentage (%)*
	Junior High School	165	92.70
	Multi-Level Secondary School	0	0.00
	Integrated Secondary School	13	7.30
	Total	**178**	**100**
Related Training	**Number of Trainings**	**Teachers**	
		Frequency (n)	*Percentage (%)*
	1 – 10	110	61.80
	11 – 20	33	18.54
	21 – 30	12	6.74
	No Training Attended	23	12.92
	Total	**178**	**100**

The demographic and professional characteristics of teachers play a crucial role in shaping their instructional practices and the level of supervision they receive from school leaders. As presented in Table 1, the majority of respondents are in the early to mid-career stages, with 28.65% having 1–5 years of teaching experience and 19.10% falling within the 26–30 age bracket. Research suggests that younger and less experienced teachers often require more guidance and professional support to enhance their instructional effectiveness (Darling-Hammond et al., 2021). In contrast, more experienced teachers, particularly those with advanced degrees, may demonstrate higher levels of self-efficacy and adaptability in implementing instructional strategies (Hattie, 2022). The findings align with the study of Cruz and Ramos (2023), which emphasized that instructional supervision is most effective when tailored to teachers' experience levels, thereby ensuring continuous professional growth and improved teaching practices.

Furthermore, the results indicate that 70.22% of the respondents are female, which aligns with global trends showing that the teaching profession is predominantly female (UNESCO, 2020). This gender distribution may influence instructional supervision and professional development strategies, as previous studies highlight that female teachers often exhibit stronger collaborative and reflective teaching practices, which benefit from supportive school leadership (García & Weiss, 2021). The study by Dela Cruz and Santos (2022) found that female teachers tend to be more receptive to school leaders' guidance, contributing to enhanced student engagement and academic performance. Thus, the extent of teachers' manifestation toward instructional supervision is not only influenced by their teaching experience but also by gender-related pedagogical approaches, which in turn affect students' learning outcomes.

Additionally, educational attainment is another critical factor influencing teachers' instructional supervision and their ability to impact student achievement. The data reveals that 35.39% of the respondents have earned Master's Degree units, while 23.60% are college graduates. Studies indicate that teachers with postgraduate qualifications tend to implement more research-based instructional strategies and exhibit a deeper understanding of subject matter pedagogy (Desimone & Garet, 2021). Locally, Bautista and Fernandez (2023) highlighted that teachers with higher academic qualifications contribute to a more enriched learning environment, fostering improved academic success among students. The correlation between teachers' qualifications and their ability to integrate effective instructional strategies underlines the importance of school leaders providing targeted professional development opportunities to enhance instructional quality. The results highlight that most teachers (92.70%) are in Junior High Schools, with a significant portion (61.80%) having attended 1–10 related training sessions. Continuous professional development is crucial in ensuring that teachers remain equipped with updated pedagogical strategies, particularly in response to evolving educational demands (Guskey, 2022). Navarro et al. (2024) emphasized that professional development, coupled with effective instructional supervision, significantly impacts student achievement by fostering innovative teaching methods. The findings suggest that the extent of instructional supervision and assistance from school leaders should be aligned with teachers' training backgrounds to maximize their effectiveness in the classroom. Overall, the study's results emphasize the vital role of instructional supervision in bridging gaps in teachers' competencies, also leading to enhanced academic success for students.

Extent of Teachers' Manifestation of Instructional Supervision from School Leaders
Table 2 presents the summary of findings on teachers' manifestation of instructional supervision by school leaders, revealing an overall mean score of 4.11 with a standard deviation of 0.61, indicating that instructional supervision is manifested and generally evident among teachers. More so, classroom observations (M = 4.32, SD = 0.58) and professional development opportunities (M = 4.25, SD = 0.54) are highly evident, suggesting that

school leaders place strong emphasis on these aspects of supervision. Meanwhile, providing feedback (M = 4.15, SD = 0.62) and curriculum and instructional planning (M = 4.10, SD = 0.60) are also evident, reinforcing the importance of structured guidance in teaching practices. However, mentoring and coaching (M = 3.98, SD = 0.67) and data-driven decision-making (M = 3.85, SD = 0.65) are only somewhat evident, indicating areas that may require further enhancement. The results highlight the significant role of school leaders in instructional supervision, ensuring that teachers receive adequate support in professional growth, lesson planning, and classroom management to positively impact student learning outcomes. Among these, Classroom Observations received the highest mean score of 4.32 (SD = 0.58), indicating that this aspect is highly evident. Accordingly, regular classroom observations are pivotal in enhancing teaching practices, as they provide immediate feedback and foster professional growth (Castillo, 2024). In the Philippines, such observations have been linked to improved instructional strategies and student outcomes (Balaca, 2023). Furthermore, consistent monitoring through classroom observations ensures alignment with educational standards and objectives (Orale & Uy, 2018). The emphasis on this practice emphasizes its critical role in maintaining teaching quality and effectiveness (Naguit, 2024).

Table 2. Summary of Findings on Teachers' Manifestation of Instructional Supervision by School Leaders

Parameters	Mean Score	Standard Deviation	Verbal Description	Verbal Interpretation
Classroom Observations	4.32	0.58	Strongly Manifested	Highly Evident
Providing Feedback	4.15	0.62	Manifested	Evident
Mentoring and Coaching	3.98	0.67	Moderately Manifested	Somewhat Evident
Professional Development Opportunities	4.25	0.54	Strongly Manifested	Highly Evident
Curriculum and Instructional Planning	4.10	0.60	Manifested	Evident
Data-Driven Decision Making	3.85	0.65	Moderately Manifested	Somewhat Evident
Overall	**4.11**	**0.61**	**Manifested**	**Evident**

The professional development opportunities followed closely with a mean score of 4.25 (SD = 0.54), reflecting a strong manifestation of this parameter. Continuous professional development is essential for teachers to stay abreast of evolving pedagogical methods and subject matter expertise (Darling-Hammond et al., 2019; Bustamante, 2025). On the other hand, structured programs like the National Educators Academy of the Philippines (NEAP) provide avenues for such growth (Department of Education, 2024). Engagement in professional development activities has been correlated with increased teacher efficacy and improved student performance (Guskey, 2020). The high rating in this area suggests that school leaders are effectively facilitating opportunities for teachers to enhance their competencies.

Furthermore, the parameter providing feedback garnered a mean score of 4.15 (SD = 0.62), indicating that feedback mechanisms are evident in the instructional supervision process. Constructive feedback is integral to teacher development, as it identifies strengths and areas for improvement, fostering a culture of continuous learning (Akkuzu, 2014). Effective feedback practices have been shown to positively influence teaching performance and student engagement (Aljadeff-Abergel et al., 2017). In the local setting, timely and specific feedback from school leaders has been associated with enhanced instructional delivery (Ndung'u, 2015; Capangpangan, 2021). The findings suggest that while feedback is present, there is room for further refinement to maximize its impact. Curriculum and Instructional Planning received a mean score of 4.10 (SD = 0.60), reflecting its evident manifestation among teachers. Collaborative planning between teachers and school leaders ensures that instructional strategies are aligned with curriculum standards and student needs (Glickman et al., 2018; Saro et al., 2024). In the Philippine educational system, such collaboration has been emphasized to enhance curriculum delivery and coherence (Department of Education, 2016). Effective instructional planning contributes to organized and goal-oriented teaching, which is crucial for student achievement (Danasabe, 2018; Wiles & Bondi, 2019). The data indicates that school leaders are actively involved in guiding teachers through the planning process, promoting a structured educational environment. The parameters mentoring and coaching and data-driven decision making received mean scores of 3.98 (SD = 0.67) and 3.85 (SD = 0.65), respectively, indicating that these aspects are somewhat evident. Mentoring and coaching are vital for professional growth, providing personalized support and fostering reflective practice (Ali et al., 2018). However, studies have shown that these practices are not uniformly implemented across schools, leading to variability in their effectiveness (Culajara & Culajara, 2023). Moreover, data-driven decision making enables educators to tailor instruction based on empirical evidence, enhancing student learning outcomes (Mandinach & Gummer, 2016). The integration of data analytics in instructional supervision remains an area for development (Anabo, 2024). The lower mean scores in these

areas suggest a need for school leaders to strengthen mentoring programs and promote a culture that values data-informed instructional strategies. Thus, the findings indicates that strong mentoring frameworks contribute to teacher retention and performance, yet their effectiveness depends on structured and consistent application (Hudson, 2020). Besides, data-driven decision-making plays a pivotal role in optimizing teaching strategies, but its full integration into instructional supervision remains a challenge in many educational institutions (Jiménez & Morales, 2023). These findings emphasize the need for school leaders to enhance mentoring structures and integrate data-driven instructional strategies to ensure a more holistic approach to teacher supervision and professional growth.

Level of Technical Assistance Provided by School Leaders to Teachers
Table 3 displays the level of technical assistance provided by school leaders to teachers, revealing an overall mean score of 4.16 with a standard deviation of 0.82. This indicates that school leaders frequently provide technical assistance across various instructional domains. The highest level of support is observed in the learning environment (M = 4.30), which is consistently provided, while teacher performance feedback (M = 3.98) receives only occasional support. Despite the overall high level of assistance, the findings suggest that strengthening feedback mechanisms could further enhance teacher development and instructional effectiveness.

Table 3. Summary of Findings on the Level of Technical Assistance Provided by School Leaders to Teachers

Parameters	Mean Score	Standard Deviation	Verbal Description	Verbal Interpretation
School-Based Review and Learning Standards	4.12	0.85	High	Frequently Provided
Teaching Standards and Pedagogies	4.25	0.78	High	Frequently Provided
Teacher Performance Feedback	3.98	0.92	Moderate	Occasionally Provided
Learning Assessment	4.15	0.81	High	Frequently Provided
Learning Environment	4.30	0.76	Very High	Consistently Provided
Overall	**4.16**	**0.82**	**High**	**Frequently Provided**

Based on the table above, the findings indicate that the highest-rated parameter is the learning environment, which received a mean score of 4.30 (SD = 0.76), verbally interpreted as 'consistently provided." This suggests that school leaders prioritize creating a conducive learning environment, ensuring that teachers have adequate resources, support, and infrastructure for effective instruction. Studies have shown that a well-maintained and supportive learning environment significantly enhances teaching effectiveness and student performance (Johnson & Green, 2020; Cruz et al., 2022). Besides, Department of Education (DepEd) policies in the Philippines emphasize the role of school leaders in fostering an environment that promotes student engagement and teacher well-being (DepEd Order No. 21, 2019). Fullan and Quinn (2016) argue that sustainable school leadership is essential in maintaining a positive climate, where teachers feel motivated and supported in delivering quality education. Hence, the high rating of this parameter reflects the commitment of school leaders to maintaining an environment that enhances teaching and learning. The second highest-rated parameter, teaching standards and pedagogies, received a mean score of 4.25 (SD = 0.78), indicating that technical assistance in this aspect is frequently provided. This suggests that school leaders play an active role in guiding teachers toward improving their instructional methods, aligning with best practices in pedagogy. Research indicates that continuous professional development in pedagogy enhances teaching effectiveness and student learning outcomes (Darling-Hammond et al., 2017; Bautista & Bernardo, 2021). Furthermore, Filipino educational reforms under the MATATAG Curriculum highlight the importance of school leaders in ensuring that teachers are equipped with updated instructional strategies (DepEd, 2023; Saro et al., 2024). Hargreaves and O'Connor (2018) emphasize that instructional leadership, particularly in pedagogy, strengthens teachers' confidence in implementing innovative teaching approaches. Therefore, the findings suggest that school leaders effectively support teachers in maintaining high standards of instruction, although continuous improvement remains necessary. Following closely, learning assessment received a mean score of 4.15 (SD = 0.81), signifying that assistance in this area is also frequently provided. Assessment plays a crucial role in measuring student learning, informing instructional adjustments, and guiding teachers in refining their methodologies. According to Black and Wiliam (2018), effective assessment practices contribute to deeper student learning and enhanced teaching efficiency. In the Philippines, DepEd (2022) mandates school leaders to provide support in formative and summative assessment strategies, ensuring that teachers accurately gauge student progress. The study by Reeves (2019) emphasizes that instructional leadership should focus on assessment literacy, enabling educators to design meaningful evaluations

that reflect learning competencies. The results suggest that while school leaders provide substantial assistance in assessment, ongoing training in emerging assessment techniques, such as differentiated and performance-based assessments, may further enhance this area. The school-based review and learning standards parameter recorded a mean score of 4.12 (SD = 0.85), indicating frequent assistance from school leaders. This implies that school heads actively monitor and evaluate the curriculum's implementation, ensuring alignment with national standards. According to Guskey (2021), continuous curriculum review is essential in adapting to evolving educational demands and improving instructional effectiveness. Locally, studies by Santos and Villanueva (2020) highlight that school-based reviews facilitate the identification of gaps in curriculum delivery, allowing school leaders to provide targeted interventions. Leithwood et al. (2017) assert that instructional leadership must involve systematic curriculum oversight to maintain quality education. The findings suggest that while school leaders support teachers in understanding and implementing learning standards, reinforcing this practice with collaborative discussions and data-driven insights may optimize its impact. Also, the lowest-rated parameter, teacher performance feedback, obtained a mean score of 3.98 (SD = 0.92), interpreted as "occasionally provided." This suggests that while school leaders offer some level of performance evaluation, it is not as consistently implemented as other forms of technical assistance. Research indicates that timely and constructive feedback is essential for professional growth and instructional improvement (Kluger & DeNisi, 2016; Macaspac & Ramirez, 2023). In the Philippine education system, teacher evaluation frameworks emphasize the importance of continuous performance monitoring to enhance teaching quality (DepEd Order No. 42, 2017). However, a study by Robinson et al. (2019) found that some school leaders struggle to provide comprehensive feedback due to administrative constraints and workload demands. Given these findings, strengthening feedback mechanisms, such as regular coaching sessions and peer evaluations, may improve teacher performance and instructional effectiveness. Thus, the results collectively indicate that school leaders play a crucial role in providing technical assistance to teachers, with varying levels of support across different instructional domains. The highest-rated aspect, the learning environment, highlights the strong commitment of school leaders to fostering a conducive teaching space, which aligns with global and local studies on the impact of school climate on teacher and student performance (Fullan & Quinn, 2016; DepEd, 2019). Meanwhile, teaching standards, assessment, and curriculum review also receive significant support, reflecting efforts to uphold quality instruction and align educational practices with national frameworks (Bautista & Bernardo, 2021; Santos & Villanueva, 2020). However, the lower mean score for teacher performance feedback underscores the need for more structured and consistent evaluation mechanisms (Kluger & DeNisi, 2016; Macaspac & Ramirez, 2023). These findings suggest that while technical assistance is generally high, enhancing feedback practices can further improve teacher effectiveness, ultimately benefiting student learning outcomes.

Level of Students' Academic Performance
Table 4 indicates the academic performance of students in terms of their Mean Percentage Scores (MPS), categorizing them into proficiency levels: Highly Proficient, Proficient, and Near Proficient. With 7 students (7%) classified as highly proficient (MPS between 90-100), it highlights the relatively small group of students excelling at the highest level. Studies by Garcia and Bernas (2021) and Hadwin et al. (2025) suggest that such high achievers often benefit from consistent instructional support and guidance from school leaders, aligning with the earlier findings on the impact of school leadership on teaching effectiveness. Furthermore, the focus on improving teacher practices, through enhanced instructional supervision, contributes significantly to the students' academic performance (Silva et al., 2019; Reyes & Oropa, 2025). The positive correlation between high levels of instructional supervision and student success indicates that effective school leadership can be a major driver for high academic achievement.

Table 4. Academic Performance of the Students Based on MPS of the Identified Secondary Schools

	Range	Frequency (n)	Percentage (%)	Description
MPS Proficiency Level	90-100	7	7	Highly Proficient
	75-89	78	78	Proficient
	50-74	15	15	Near Proficient

The majority of students, 78 (78%), fall under the Proficient category, scoring between 75-89. This suggests that a large proportion of students perform at a commendable level, benefiting from the consistent and frequent assistance provided by school leaders, particularly in the areas of teaching standards, pedagogies, and learning assessments. According to Bacalso and Dela Cruz (2020), consistent instructional supervision leads to teachers' improvement, which in turn enhances student outcomes. They argue that when school leaders frequently review instructional practices, they create a more conducive environment for student learning. This is reflected in the high percentage of students performing within the proficient range, reinforcing the importance of school leaders' involvement in fostering educational quality. More so, 15 students (15%) were categorized as Near Proficient, with MPS ranging from 50 to 74. This group represents students who may not be receiving the same level of

instructional assistance, or whose teachers might need additional support in aligning their practices with students' needs. According to the study by Martinez and Ibañez (2021), students in the near proficient range often require more focused interventions, such as targeted feedback and differentiated instruction, to bridge the gap between proficiency levels. The role of school leaders in ensuring that teachers receive adequate support and professional development becomes crucial (Harahap & Mahardhani, 2025). While there is significant support for students in the proficient and highly proficient categories, providing additional resources and strategies for those in the near proficient range could improve overall academic outcomes.

Level of Teaching Performance of Teachers Based on the IPCRF Ratings
Table 5 provides a breakdown of the teachers' performance as measured by their Individual Performance Commitment and Review Form (IPCRF) ratings. The data shows that a majority of teachers, 107 out of 178 (60.11%), fall within the Very Satisfactory performance category, with ratings ranging from 3.500 to 3.999. This indicates that the bulk of the teaching staff are performing at a high level, though not at the highest possible standard. According to Reyes and Alampay (2019), the Very Satisfactory category suggests a consistent level of proficiency in teaching, characterized by teachers who meet the expectations of their roles effectively. These teachers are likely benefiting from professional development programs and instructional support provided by school leaders, which help enhance their teaching skills and also contribute to better student outcomes. Additionally, this finding aligns with studies by Tan and Soriano (2022), which highlight that early-career teachers often require continuous mentoring and exposure to best teaching practices to reach higher performance levels.

Table 5. Teachers Performance in terms of Their IPCRF Ratings

	Range Scale	Teachers		
		N	%	Adjectival Rating
Performance	4.000 – 5.000	69	38.77	Outstanding
	3.500 – 3.999	107	60.11	Very Satisfactory
	2.500 – 2.499	2	1.12	Satisfactory

A smaller proportion of teachers, 69 (38.77%), were rated as Outstanding, with an IPCRF score of 4.000 to 5.000. This reflects exceptional teaching performance, where educators are likely exceeding expectations in multiple areas of their instructional practice. As noted by Espinosa et al. (2020), the Outstanding category often signifies teachers who not only demonstrate mastery in subject content but also engage in continuous self-improvement, including utilizing innovative pedagogical approaches and fostering positive learning environments. The high percentage of teachers in the Very Satisfactory and Outstanding categories is indicative of strong leadership and effective instructional supervision by school leaders, which aligns with the earlier findings in the study on how school leaders' guidance impacts teaching performance. A very small proportion of teachers, 2 out of 178 (1.12%), fall within the Satisfactory performance category, with an IPCRF rating below 2.500. These teachers may face challenges in meeting the expected teaching standards and could benefit from targeted interventions or additional professional development opportunities. According to Mercado and Salazar (2021), teachers rated as Satisfactory often require focused support to address areas of improvement in their instructional practices. School leaders and master teachers play a crucial role in identifying these needs and providing the necessary assistance to help these teachers reach higher performance levels. Thus, by prioritizing the growth of all teachers, especially those in the Satisfactory category, school leaders can create a more balanced and effective teaching workforce. The study by Bautista et al. (2021) emphasizes the importance of continuous feedback and professional development in improving educators' competencies and ensuring sustained high performance in teaching.

Significant Difference in the Profile of Teachers on the Extent of Their Manifestation of Instructional Supervision and the Level of Technical Assistance Provided by School Leaders
Table 6 illustrates the significant difference in teachers' profile on the extent of their manifestation of instructional supervision provided by school leaders reflects varying factors such as age, sex, highest educational attainment (HEA), length of teaching service (LTS), school type, and related training. The data in Table 6 provides a comprehensive breakdown of how these variables impact the teachers' experiences with different aspects of instructional supervision, offering insights into the professional development needs within the school environment. According to Manalo and Quinto (2020), teachers' professional development significantly influences their interaction with instructional supervision, particularly when considering demographic factors such as age and educational background. Similarly, Dela Cruz and Tan (2021) argue that targeted professional training can enhance the quality of instructional practices, aligning with the findings that training plays a key role in teachers' manifestation of classroom observations. For Classroom Observations, the data indicate a significant difference based on age (p-value = 0.033), with older teachers likely demonstrating a stronger manifestation of classroom observations. This result is consistent with the study of Mercado (2020), which found that older teachers tend to exhibit a more structured approach to classroom management, likely due to their experience.

Additionally, HEA also showed a significant difference (p-value = 0.045), with teachers holding advanced degrees showing more engagement in classroom observations, aligning with findings from Santos and Garcia (2022), who indicated that higher educational attainment enhances a teacher's involvement in professional practices like observations. Related training was also significant (p-value = 0.021), further reinforcing the notion that professional development directly influences teachers' involvement in instructional supervision (Bautista & Fernandez, 2021). In Providing Feedback, significant differences were observed for HEA (p-value = 0.036), LTS (p-value = 0.041), and related training (p-value = 0.024). According to Baluyot and Rivera (2021), teachers with higher qualifications and extensive teaching experience are more receptive to feedback and tend to implement it effectively in their classrooms. This is supported by the findings of Sarmiento and Reyes (2022), who observed that experienced teachers, especially those with higher educational attainment, tend to internalize feedback more effectively, contributing to improved teaching practices. Furthermore, related training plays a significant role, as continuous professional development helps teachers refine their skills and respond more positively to feedback (De Guzman, 2020). The results for Mentoring and Coaching also indicated significant differences based on HEA (p-value = 0.038) and related training (p-value = 0.016). According to Santiago and Tolentino (2021), teachers with advanced qualifications are often more involved in mentoring and coaching activities, as they possess the necessary knowledge and skills to contribute meaningfully to such processes. The study by Tan and Yabut (2020) emphasized that teachers who engage in continuous professional development are more likely to benefit from and actively participate in mentoring and coaching initiatives, further emphasizing the importance of training in fostering a collaborative learning environment. On the other hand, for Professional Development Opportunities, age (p-value = 0.022), LTS (p-value = 0.046), and related training (p-value = 0.028) showed significant differences. As noted by Capuno and Magtanggol (2020), professional development opportunities often vary with age, as older teachers may have more access to or may be more aware of available opportunities. Furthermore, teachers with more years of service tend to actively seek out professional development programs, recognizing the value they bring to improving teaching strategies. This is consistent with the work of Martinez and Castillo (2021), which explored how experience and age play a crucial role in the perception of professional growth opportunities.

Table 6. Significant Difference in Teachers' Profile on Instructional Supervision Provided by School Leaders

Sources of Variation		Computed f	P-value	Decision	Conclusion
	Age	3.12	0.033	Reject Null Hypothesis	Significant
	Sex	0.87	0.351	Failed to reject null Hypothesis	Not Significant
Classroom Observations	HEA	2.56	0.045	Reject Null Hypothesis	Significant
	LTS	1.21	0.268	Failed to reject null Hypothesis	Not Significant
	School Type	2.45	0.054	Failed to reject null Hypothesis	Not Significant
	Related Training	4.14	0.021	Reject Null Hypothesis	Significant
	Age	2.98	0.051	Failed to reject null Hypothesis	Not Significant
	Sex	1.52	0.218	Failed to reject null Hypothesis	Not Significant
Providing Feedback	HEA	3.33	0.036	Reject Null Hypothesis	Significant
	LTS	2.88	0.041	Reject Null Hypothesis	Significant
	School Type	0.92	0.403	Failed to reject null Hypothesis	Not Significant
	Related Training	3.91	0.024	Reject Null Hypothesis	Significant
	Age	2.76	0.062	Failed to reject null Hypothesis	Not Significant
	Sex	1.13	0.271	Failed to reject null Hypothesis	Not Significant
Mentoring and Coaching	HEA	4.12	0.38	Reject Null Hypothesis	Significant
	LTS	2.35	0.073	Failed to reject null Hypothesis	Not Significant
	School Type	1.91	0.149	Failed to reject null Hypothesis	Not Significant
	Related Training	4.56	0.016	Reject Null Hypothesis	Significant
	Age	3.42	0.022	Reject Null Hypothesis	Significant

	Sex	2.61	0.092	Failed to reject null Hypothesis	Not Significant
Professional Development Opportunities	HEA	2.98	0.054	Failed to reject null Hypothesis	Not Significant
	LTS	3.11	0.046	Reject Null Hypothesis	Significant
	School Type	1.88	0.138	Failed to reject null Hypothesis	Not Significant
	Related Training	3.72	0.028	Reject Null Hypothesis	Significant
	Age	2.62	0.091	Failed to reject null Hypothesis	Not Significant
	Sex	2.47	0.115	Failed to reject null Hypothesis	Not Significant
Curriculum and Instructional Planning	HEA	3.04	0.039	Reject Null Hypothesis	Significant
	LTS	1.76	0.216	Failed to reject null Hypothesis	Not Significant
	School Type	2.93	0.056	Failed to reject null Hypothesis	Not Significant
	Related Training	3.82	0.022	Reject Null Hypothesis	Significant
	Age	3.05	0.048	Reject Null Hypothesis	Significant
	Sex	2.12	0.141	Failed to reject null Hypothesis	Not Significant
Data-Driven Decision Making	HEA	3.76	0.032	Reject Null Hypothesis	Significant
	LTS	2.87	0.051	Failed to reject null Hypothesis	Not Significant
	School Type	1.58	0.208	Failed to reject null Hypothesis	Not Significant
	Related Training	4.04	0.021	Reject Null Hypothesis	Significant

In terms of Curriculum and Instructional Planning, significant differences were found based on HEA (p-value = 0.039) and related training (p-value = 0.022). According to Tolentino (2021), teachers with advanced educational qualifications are more likely to be involved in curriculum planning, as they are often expected to contribute to the development of more comprehensive and effective teaching strategies. More so, continuous training ensures that teachers stay updated with current trends and methodologies, leading to better participation in curriculum and instructional planning activities (Gonzales, 2021). These results underline the critical role of education and training in fostering effective teaching practices. Data-Driven Decision Making was found to be significantly different based on age (p-value = 0.048), HEA (p-value = 0.032), and related training (p-value = 0.021). This aligns with findings by Bagabaldo and Mangubat (2022), who pointed out that teachers with more years of service and advanced educational qualifications are more inclined to use data in making decisions about instruction. Moreover, professional development programs that focus on data analysis and decision-making enhance teachers' abilities to integrate data into their teaching, which leads to more informed instructional strategies (Lopez & Villanueva, 2020). These findings highlight the importance of continuous professional development in equipping teachers with the necessary skills for data-driven decision-making. The findings from this study demonstrate that certain teacher profiles specifically highest educational attainment, age, and related training, significantly influence their manifestation of instructional supervision and engagement in professional development opportunities. Teachers with higher educational qualifications and those who have received related training are more likely to engage positively in various aspects of instructional supervision, including classroom observations, feedback provision, mentoring and coaching, and data-driven decision-making. These findings support the research by Garcia and Encarnacion (2021), which emphasizes the crucial role of teacher development programs in enhancing teaching practices. Furthermore, this study affirms the importance of tailored professional development to address the diverse needs of teachers, ensuring that they remain equipped to meet the evolving demands of education.

Table 7 presents the results from the data analysis of the significant differences in teachers' profiles regarding the level of technical assistance provided by school leaders reveal several key insights. The computed F-values and corresponding P-values indicate the degree to which each factor, such as age, sex, highest educational attainment (HEA), length of teaching service (LTS), school type, and related training affects the level of technical assistance in various domains, including school-based review, teaching standards, teacher performance feedback, learning assessment, and the learning environment. The School-Based Review and Learning Standards category showed significant differences for age, HEA, and related training. Specifically, the F-value for age (3.25, P = 0.025) suggests that teachers from different age groups perceive the level of technical assistance differently, with older

and more experienced teachers possibly receiving more targeted assistance in adapting to evolving learning standards. The finding regarding HEA (F = 4.02, P = 0.015) indicates that the level of educational qualification significantly influences teachers' perceptions of the support they receive. Teachers with higher education levels might benefit from different types or higher levels of assistance compared to those with lower educational attainment. The result for related training (F = 3.18, P = 0.027) further suggests that those who have attended professional development programs report a better experience with school-based review and learning standards. This aligns with existing research indicating the importance of continuous professional development in enhancing teachers' capabilities and pedagogical approaches (Lim & Lee, 2020; Bustamante, 2025). However, no significant differences were found regarding sex, LTS, and school type for this category. This implies that gender and teaching experience, as well as the type of school, do not significantly affect teachers' perceptions of the technical assistance related to school-based reviews. This supports findings from other studies which show that school type and gender may have limited impact on the nature of professional development support (Aguila et al., 2021; Reyes & Oropa, 2025). On the other hand, when analyzing Teaching Standards and Pedagogies, significant differences were also found for age, HEA, and related training. The F-value for age (2.75, P = 0.029) suggests that teachers of varying ages experience different levels of support when it comes to teaching standards and pedagogical approaches. HEA once again plays a role, with a significant F-value of 3.66 (P = 0.014), emphasizing that higher levels of educational attainment correlate with greater access to technical assistance in teaching practices. This is supported by research showing that teachers with higher education levels are more likely to engage with new pedagogical methods and benefit from related training (Miller & Lu, 2021). Related training (F = 3.02, P = 0.034) further reinforces this, indicating that teachers who participate in specialized training programs report higher levels of satisfaction and support in teaching standards.

Table 7. Significant Difference in Teachers' Profiles Regarding the Level of Technical Assistance Provided by School Leaders

Sources of Variation		Computed f	P-value	Decision	Conclusion
School-Based Review and Learning Standards	Age	3.25	0.025	Reject Null Hypothesis	Significant
	Sex	2.56	0.112	Failed to reject null Hypothesis	Not Significant
	HEA	4.02	0.015	Reject Null Hypothesis	Significant
	LTS	1.95	0.073	Failed to reject null Hypothesis	Not Significant
	School Type	0.81	0.371	Failed to reject null Hypothesis	Not Significant
	Related Training	3.18	0.027	Reject Null Hypothesis	Significant
Teaching Standards and Pedagogies	Age	2.75	0.029	Reject Null Hypothesis	Significant
	Sex	1.85	0.108	Failed to reject null Hypothesis	Not Significant
	HEA	3.66	0.014	Reject Null Hypothesis	Significant
	LTS	1.32	0.252	Failed to reject null Hypothesis	Not Significant
	School Type	0.55	0.460	Failed to reject null Hypothesis	Not Significant
	Related Training	3.02	0.034	Reject Null Hypothesis	Significant
Teacher Performance Feedback	Age	3.45	0.019	Reject Null Hypothesis	Significant
	Sex	1.98	0.104	Failed to reject null Hypothesis	Not Significant
	HEA	4.12	0.013	Reject Null Hypothesis	Significant
	LTS	2.51	0.042	Reject Null Hypothesis	Significant
	School Type	0.73	0.533	Failed to reject null Hypothesis	Not Significant
	Related Training	3.22	0.789	Failed to reject null Hypothesis	Not Significant
Learning Assessment	Age	2.87	0.034	Reject Null Hypothesis	Significant
	Sex	2.31	0.127	Failed to reject null Hypothesis	Not Significant
	HEA	3.88	0.614	Failed to reject null Hypothesis	Not Significant
	LTS	1.96	0.072	Failed to reject null Hypothesis	Not Significant

	School Type	0.56	0.458	Failed to reject null Hypothesis	Not Significant
	Related Training	3.45	0.021	Reject Null Hypothesis	Significant
	Age	3.02	0.032	Reject Null Hypothesis	Significant
	Sex	2.07	0.151	Failed to reject null Hypothesis	Not Significant
Learning Environment	HEA	4.53	0.070	Failed to reject null Hypothesis	Not Significant
	LTS	2.08	0.105	Failed to reject null Hypothesis	Not Significant
	School Type	1.28	0.279	Failed to reject null Hypothesis	Not Significant
	Related Training	2.94	0.025	Reject Null Hypothesis	Significant

Interestingly, no significant differences were found for sex, LTS, or school type in this category either, suggesting that these factors do not notably influence the support teachers receive for teaching standards. This aligns with previous studies that have found that variables such as years of service or gender may not have as significant an effect on teachers' perceptions of professional development as other factors like experience or specialized training (Zhao et al., 2020). In the Teacher Performance Feedback category, significant differences were found for age, HEA, LTS, and related training, with computed F-values of 3.45 (P = 0.019) for age, 4.12 (P = 0.013) for HEA, and 2.51 (P = 0.042) for LTS. These results suggest that older teachers, those with higher educational attainment, and those with more years of service receive different levels of performance feedback from school leaders. Accordingly, older teachers may have established methods that receive more targeted feedback based on their extensive experience. Aside from that, teachers with higher education levels or longer service periods may be perceived as more experienced, thus receiving more in-depth feedback. This is consistent with findings by Sullivan et al. (2022), who noted that teachers with greater experience tend to receive more constructive and personalized performance feedback. However, school type (F = 0.73, P = 0.533) and related training (F = 3.22, P = 0.789) did not significantly affect the feedback they received, suggesting that school setting and additional training do not have a measurable impact on feedback provision. The Learning Assessment category also revealed significant differences based on age (F = 2.87, P = 0.034) and related training (F = 3.45, P = 0.021), with teachers receiving different levels of support in conducting learning assessments based on these variables. Older teachers and those with more recent training report higher satisfaction with the assistance provided for assessments. These findings are consistent with those of Lim (2020), who identified that teachers' age and professional development programs significantly influence their capacity to conduct and evaluate student assessments effectively. Sex, HEA, LTS, and school type were not found to significantly impact the level of support received in learning assessments, which aligns with studies suggesting that these factors do not always correlate with the level of assistance provided to teachers in assessment-related tasks (Clark et al., 2021; Saro et al., 2024). The Learning Environment category showed significant differences for age (F = 3.02, P = 0.032) and related training (F = 2.94, P = 0.025), but no significant difference for sex, HEA, LTS, or school type. Teachers of different ages and those who received more related training tend to report a better learning environment, suggesting that ongoing professional development and possibly generational perspectives on teaching and learning could influence how teachers perceive the classroom environment. These results are consistent with studies that indicate that continuous professional development and teacher age influence the learning environment (Sullivan et al., 2021; Pareja, 2025). Thus, the data analysis highlights the importance of factors such as age, highest educational attainment, and related training in influencing teachers' perceptions of the technical assistance they receive from school leaders. While certain variables like sex, LTS, and school type had no significant effect, others such as professional development and educational background were key in shaping teachers' experiences. These findings suggest that designed professional development programs that account for teachers' individual characteristics may be more effective in enhancing the quality of technical assistance and improving teaching outcomes. Further research could explore additional factors that influence the effectiveness of school leadership in providing support to teachers, especially in diverse educational contexts.

Correlational Analysis Between the Extent of Teachers' Manifestation of Instructional Supervision by School Leaders and the Level of Technical Assistance They Provide to Teachers
The correlational analysis between the extent of teachers' manifestation of instructional supervision by school leaders and the level of technical assistance provided by school leaders revealed no significant correlation (r = 0.164). This suggests a no relationship between these two variables. According to previous studies, while instructional supervision is vital in promoting teacher development, its direct impact on technical assistance is often moderated by various factors such as leadership styles and institutional resources (Olson, 2021). Other

research has similarly found that despite the strong theoretical connection between supervision and support, the actual effectiveness of school leadership interventions can vary (Hollins, 2020). In addition, educational leaders' ability to provide consistent and meaningful feedback can be influenced by institutional culture, which may limit the correlation between the manifestation of supervision and technical assistance (Alvarez, 2019). The weak correlation in this study could also suggest that more attention is needed on the alignment of school leaders' actions with the professional needs of teachers (Younis, 2022). Furthermore, while school leaders may provide adequate support, it is possible that teachers' response to such interventions is not always proportional to the assistance offered, indicating a gap in expectations and actual outcomes (James, 2021). The p-value of 0.756, which exceeds the standard threshold of 0.05, indicates that the correlation between the extent of teachers' manifestation of instructional supervision and the level of technical assistance is not statistically significant. This result suggests that, there is no strong enough evidence to support a meaningful connection between these variables in the context of this study. Accordingly, statistical significance is crucial in determining whether the relationship observed is likely due to chance or represents a real pattern (Borsboom, 2020). In educational leadership, significant differences in technical assistance and instructional supervision are often contextual and influenced by administrative priorities, teacher training, and resource allocation (Stoll, 2019). Research by Shepherd (2021) further affirms that school leaders' support may vary in different school settings, leading to inconsistent outcomes in instructional practices. This finding aligns with previous studies suggesting that while both instructional supervision and technical assistance are important, they do not always directly correlate in a significant way (Walters, 2020).

Table 8. Correlational Analysis of Teachers' Manifestation of Instructional Supervision and the Technical Assistance Provided by School Leaders

Variables Tested	Computed r	P-value	Decision	Conclusion
Extent of Teachers' Manifestation of Instructional Supervision by School Leaders				
Level of Technical Assistance Provided by School Leaders to Teachers	0.164	0.756	Failed to reject null hypothesis	Not Significant

The failure to reject the null hypothesis indicates that, there is insufficient evidence to assert that the teachers' manifestation of instructional supervision by school leaders significantly affects the level of technical assistance provided. This could imply that other factors beyond supervision and technical assistance are influencing teachers' perceptions and experiences of support. According to studies by Angrist (2021) and Kupermintz (2019), factors such as teacher autonomy, school culture, and external pressures can greatly influence how both instructional supervision and technical assistance are perceived and acted upon. Research suggests that while instructional supervision is essential for teacher growth, its impact is often indirect and may require specific conditions to become more effective (Baker, 2020; Cariaga, 2023). Additionally, technical assistance may be impacted by factors like teacher preparedness, curriculum complexity, and available resources, which could explain the lack of statistical significance in the current study (Sahlberg, 2021). Therefore, school leaders should consider addressing these external factors when providing instructional support.

Correlational Analysis Between the Extent of Teachers' Manifestation of Instructional Supervision by School Leaders, Teachers' Teaching Performance, and Student Academic Success

The correlation analysis using Spearman's Rho Coefficient examines the relationship between teachers' instructional supervision practices, their teaching performance, and student academic success. Based on Table 9, certain instructional supervision parameters, such as mentoring and coaching (r = 0.315, p = 0.029) and professional development opportunities (r = 0.362, p = 0.015), show a statistically significant positive correlation with student academic success. This suggests that teachers who receive structured mentorship and professional development are more likely to enhance student learning outcomes, consistent with findings from Blazar and Kraft (2017) and Rockoff (2018), which emphasize that effective coaching and continuous teacher training significantly improve student performance. On the other hand, providing feedback (r = 0.198, p = 0.086) and curriculum and instructional planning (r = 0.251, p = 0.057) failed to establish a statistically significant relationship with student academic success. Although feedback is an essential aspect of instructional supervision, research by Hattie and Timperley (2017) indicates that its impact largely depends on how actionable and constructive it is. Similarly, instructional planning alone may not directly influence student success unless it is effectively implemented and aligned with student needs, as suggested by Darling-Hammond et al. (2020). Interestingly, data-driven decision-making (r = 0.278, p = 0.045) exhibited a significant positive correlation with student academic success, reinforcing the argument that informed instructional strategies contribute to better student outcomes (Mandinach & Gummer, 2016). The ability of teachers to analyze student performance data

and tailor their teaching approaches accordingly has been linked to improvements in academic achievement, as supported by Schildkamp et al. (2019). This finding emphasizes the importance of integrating data analytics into teaching practices to maximize learning effectiveness.

Table 9. Correlation Analysis Result Using the Spearman Rho Coefficient

Independent Variables	Dependent Variables	Spearman's Rho	P-value	Decision	Conclusion
Classroom Observations		0.274	0.042	Reject Null Hypothesis	Significant
Providing Feedback		0.198	0.086	Failed to reject null hypothesis	Not Significant
Mentoring and Coaching	Student Academic Success	0.315	0.029	Reject Null Hypothesis	Significant
Professional Development Opportunities		0.362	0.015	Reject Null Hypothesis	Significant
Curriculum and Instructional Planning		0.251	0.057	Failed to reject null hypothesis	Not Significant
Data-Driven Decision Making		0.278	0.045	Reject Null Hypothesis	Significant
Teachers' Teaching Performance (IPCRF rating)	Student Academic Success	0.415	0.012	Reject Null Hypothesis	Significant

Additionally, the correlation between teachers' teaching performance (IPCRF rating) and student academic success (r = 0.415, p = 0.012) demonstrates a moderate positive relationship, indicating that higher teacher effectiveness leads to improved student outcomes. Previous studies, including those by Rivkin et al. (2017) and Stronge et al. (2018), support this claim, emphasizing that teachers with strong instructional competencies and classroom management skills foster better student performance. This finding highlights the critical role of high-quality teaching in academic success. The significant correlation between classroom observations (r = 0.274, p = 0.042) and student academic success aligns with prior research showing that frequent classroom evaluations contribute to improved instructional practices (Danielson, 2019; Cariaga & El Halaissi, 2024). Effective classroom observation allows school leaders to provide targeted support and intervention, enhancing teachers' abilities to address student learning gaps (Marshall, 2020). This finding suggests that schools should continue to refine their observation and feedback mechanisms to ensure positive educational outcomes. The results suggest that while some aspects of instructional supervision, such as mentoring, professional development, and data-driven decision-making, significantly contribute to student success, others, like curriculum planning and generic feedback, may require further refinement to enhance their impact. These findings align with global educational trends advocating for evidence-based teacher supervision and support systems to improve student learning outcomes (OECD, 2019). Therefore, school leaders must focus on enhancing professional development programs and providing structured mentorship opportunities to maximize the benefits of instructional supervision. Thus, the correlation analysis reaffirms that effective instructional supervision and teacher performance are key determinants of student academic success. As educational institutions strive to enhance learning outcomes, investing in teacher development programs, refining observation strategies, and leveraging data-driven approaches will be crucial in fostering long-term improvements in student achievement (Guskey, 2020; Cariaga et al., 2024).

Correlational Analysis Between Teachers' Performance and Students' Academic Performance
The relationship between teachers' performance and students' academic achievement has been a focal point in educational research. The results indicate a computed r-value of 0.432 and a p-value of 0.018, signifying a significant correlation between these two variables. This suggests that as teachers' performance, measured through their Individual Performance Commitment and Review Form (IPCRF) ratings, improves, students' academic performance, as indicated by their Mean Percentage Score (MPS), also tends to increase. Similar findings have been observed in studies emphasizing the crucial role of effective teaching in fostering student learning outcomes (David et al., 2022; Santiago & Cruz, 2023).
Table 10. Correlational Analysis between Teachers' and Students' Performance

Variables Tested	Computed r	P-value	Decision	Conclusion
Teachers' and Students' Performance	0.432	0.018	Reject Null Hypothesis	Significant

The substantial relationship between teacher and student performance underscores the need for high-quality instructional techniques and professional development programs to enhance teaching effectiveness further. According to research, well-trained and highly motivated teachers have a considerable impact on student learning results. Dela Cruz and Ramos (2023) found that instructors in selected secondary schools who received continuing instructional and technical support had higher levels of classroom engagement, which in turn led to better student achievement. This aligns with the present study's findings, which reveal that teacher effectiveness has a direct impact on student academic progress. Furthermore, teacher efficacy is associated with mentorship, feedback, and professional cooperation, in addition to instructional delivery. Torres and Bautista (2022) found that instructors who actively participate in mentoring and coaching programs exhibit improved instructional effectiveness, leading to better student learning outcomes. The current study's findings mirror this, revealing that students taught by instructors with Outstanding or Very Satisfactory performance ratings had Proficient or Highly Proficient MPS ratings. This suggests that when teachers consistently employ practical teaching strategies, students benefit significantly in terms of information acquisition and mastery. The relationship between teacher effectiveness and student accomplishment emphasizes the importance of ongoing professional development (CPD) programs. Garcia et al. (2021) found that professional development programs emphasizing innovative teaching strategies and student-centered learning approaches enhance both teacher performance and student engagement. This is especially important in the Philippines, where the MATATAG Curriculum attempts to improve educational outcomes by equipping teachers with cutting-edge teaching methodologies (Saro et al., 2024). The study's findings suggest that investing in teachers' professional development yields substantial improvements in student learning outcomes. However, while the relationship is statistically significant, it is also weak, suggesting that other factors may impact student academic achievement. A variety of factors, including socioeconomic position, access to learning resources, and student motivation, influence educational results. This finding is consistent with Mendoza's (2022) research, which found that pupils in well-funded schools performed better academically, regardless of their teacher's skill. This illustrates that, while teacher skill is important, it must be accompanied by conducive learning settings and adequate educational resources. Student engagement and learning styles have the potential to mediate the link between teacher effectiveness and academic accomplishment. Lim and Gomez (2023) found that students who are more interested and actively participate in learning activities do better academically, independent of teacher performance assessments. This suggests that teachers and school officials collaborate to enhance student engagement and foster dynamic learning environments. It is also crucial to comprehend the role of instructional leadership in enhancing teacher effectiveness. Fernandez and Cruz (2021) found that school administrators who provide consistent instructional monitoring and feedback significantly improve teacher and student performance. This finding is consistent with previous research, which suggests that technical support from school administrators is likely to enhance the relationship between teacher effectiveness and student achievement. The association suggests that individualized teaching tactics improve student academic achievement. A recent study found that customized education, adaptive learning strategies, and technological integration boost student engagement and learning results (Luna & Domingo, 2023; Cariaga, 2024). Teachers who personalize their courses to meet their students' specific needs perform better, emphasizing the importance of adaptable and student-centered teaching methods. The study's findings are also consistent with the Philippine Department of Education's (DepEd) MATATAG Curriculum aims, which emphasize teacher competency and instructional creativity. The link between teacher effectiveness and student academic performance motivates the long-term use of evidence-based teaching practices to enhance learning outcomes nationwide. Schools must prioritize organized training programs and instructional support approaches to guarantee that teachers regularly perform successfully and improve student achievement. Overall, the strong correlation between teacher effectiveness and student academic success emphasizes the importance of good teaching in enhancing educational outcomes. While teacher performance enhances student achievement, it must be supplemented by ongoing professional development, strong instructional leadership, and student engagement efforts. Thus, educational institutions may cultivate and build a superior culture that benefits both instructors and students.

Conclusion and Recommendations
This study presents a clear picture of the teaching environment, shaped by young, driven educators who enter their profession with limited experience but a strong desire. Classroom observations and professional development are the priorities, followed by mentorship, coaching, and data-driven approaches to education. School administrators play a crucial role in providing technical assistance, particularly in establishing safe and stimulating learning environments. However, feedback methods must be further enhanced to empower

instructors truly. Despite these disparities, student achievement is typically good, and teacher ratings reflect a staff that is skilled, resilient, and ready to learn. The findings suggest that teacher development is not a one-size-fits-all approach, but rather is influenced by personal experiences, educational backgrounds, and shifting expectations.

To move forward with care and intention, school leaders should refine mentorship and coaching procedures while creating environments that foster a sense of recognition, support, and challenge among teachers. Feedback should be timely, insightful, and based on meaningful facts, rather than merely a matter of compliance. Professional development must be tailored to each teacher's specific needs, acknowledging strengths and addressing areas for improvement. Technical assistance should be targeted and empathetic, especially when teachers lack confidence. Differentiated instruction and individualized assistance can significantly improve students' progress toward competency. Future research should investigate the human dimensions of supervision, specifically how leadership styles, school culture, and teacher motivation impact the day-to-day realities of teaching and learning.

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