

Instructional Supervisory Skills to Teacher Performance: The Role of Technical Assistance and Mentoring Capacity

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Abstract

This study examines the relationship between instructional supervisory skills and teacher performance in the school setting, with particular emphasis on analyzing the role of technical assistance and mentoring capacity. Specifically, the study aimed to determine how supervisory skills of instructional supervisor influence teacher performance and how technical assistance and mentoring capacity contribute to strengthening or supporting this relationship to enhance teachers' professional effectiveness. This study employed a quantitative descriptive–correlational research design. This design was used to systematically describe the status of the variables and to determine the relationship between instructional supervisory skills, technical assistance, mentoring capacity, and teacher performance. It was participated by 241 Junior High School teachers from different station in the Schools Division of Sto. Tomas City S.Y. 2025-2026. Data were analyzed using descriptive statistics, correlation analysis, mediation and moderation tests. Results revealed that instructional supervisory skills, technical assistance, mentoring capacity, and teacher performance were all at very high levels. Significant positive relationships were found between instructional supervisory skills and teacher performance, instructional supervisory skills and technical assistance, and technical assistance and teacher performance. Technical assistance partially mediated the relationship between instructional supervisory skills and teacher performance. However, mentoring capacity did not significantly moderate the relationships among the variables. The combined influence of instructional supervisory skills, technical assistance, and mentoring capacity significantly affected teacher performance.

Keywords: Instructional Supervisory Skills: Teacher Performance: Technical Assistance: Mentoring Capacity: Mediation: Moderation:

1. Introduction

Instructional supervision is an important part of school leadership that helps teachers improve how they teach. When instructional supervisors regularly observe teaching, give feedback, and support teachers with guidance, it can make teachers feel more confident and skilled in their jobs. Castillo (2024) expressed that instructional supervision that includes clear guidance and feedback can help teachers plan better lessons and improve classroom activities, which in turn supports better teaching performance overall.

Instructional supervisors gather information to assist teachers in improving their classes. According to Owen (2020), instructional supervisors can better understand instructors' needs and offer appropriate support by using observation. Teachers benefit from this process by being more introspective and conscious of their methods. Researchers claim that coaching is a crucial supervisory ability. Instructional supervisors can collaborate closely with teachers to address issues in the classroom through coaching.

Arifin et al. (2020) asserted that coaching facilitates instructors' acquisition of new techniques and their proper implementation in the classroom. Both teaching effectiveness and student learning are enhanced as a result. Helping instructors employ fresh and creative approaches is another aspect of instructional monitoring. Hammad and Al-Rawashdeh (2021) claim that instructional supervisors who support instructors in experimenting with new techniques contribute to the development of a more dynamic and interesting classroom. When instructional supervisors offer assistance and direction, teaching innovation is made simpler.

Zepeda (2017) asserted that effective supervision nurtures reflective practice and professional learning. Glanz (2018) emphasizes the shift of supervision from mere evaluation to a collaborative approach that nurtures empowerment. Furthermore, supportive supervisory practices are linked to improved teacher motivation and instructional quality. Similarly, Nguyen (2021) highlighted that teacher empowerment through supervision leads to more innovative and learner-centered practices. These perspectives confirm that instructional supervision plays a critical role in strengthening teacher capacity, aligning with both national policies and global best practices in education.

Instructional supervision, technical assistance, and mentoring often work together to build teacher performance. Teachers who receive these supports tend to engage more in reflective practice, try new teaching strategies, and feel encouraged to improve their skills (Segura and Latanga, 2025). Mentoring happens when more experienced educators, such as master teachers or instructional supervisors, regularly guide less experienced teachers. Good mentoring creates a safe place where new teachers can learn, ask questions, and grow in their teaching skills. Research into mentoring in education emphasizes that effective mentoring helps teachers improve classroom management, instructional skills, and professional confidence, which are all essential for improving their performance (Luong, 2025).

Instructional supervision is very important in improving teaching and learning in schools. Instructional supervisors guide and support teachers so they can do their work better. When supervision is done well, teachers improve their skills, become more responsible, and grow professionally. Through classroom observation, feedback, and coaching, instructional supervisors understand teachers' needs and help them improve their teaching methods. They also encourage teachers to try new ideas and use creative strategies in the classroom. This makes lessons more interesting and helps students learn better.

However, supervision alone is not enough to improve teacher performance. Teachers also need technical assistance and mentoring. Technical assistance provides learning materials, clear instructions, and timely feedback. These support systems help teachers solve classroom problems and build confidence. When teachers feel supported, they become more motivated and willing to improve. This is especially important in schools with limited resources, large class sizes, heavy workloads, and different student learning needs. In such situations, strong guidance and support from instructional supervisors become more necessary.

2. Conceptual Framework

The study suggests that instructional supervisors' instructional supervisory skills serve as the primary independent variable that shapes teacher performance both directly and indirectly. Grounded in the works of Coronel (2024) and Go & Eslabon (2024), the framework assumes that effective supervision strengthens teachers' instructional competence and professional behavior. The six dimensions of instructional supervisory skills-communication, decision-making, time management, performance management, coaching and mentoring, and results focus are interconnected competencies that collectively determine the quality of leadership practices. Clear communication facilitates shared understanding of goals and expectations; sound decision-making ensures responsive and context-based actions; and effective time management allows instructional supervisors to prioritize instructional concerns alongside administrative duties. These dimensions create the structural foundation through which supervision can meaningfully influence classroom practices.

Beyond their direct influence, instructional supervisory skills are theorized to enhance teacher performance through the mediating variable of technical assistance. Drawing from the perspectives of Oliverio & Catalan, (2025) the framework suggests that supervision becomes more impactful when translated into concrete support mechanisms. Technical assistance operationalizes supervisory skills into actionable guidance in problem-solving, planning and organizing, data analysis and interpretation, and monitoring and evaluation. For instance, a instructional supervisor who demonstrates strong decision-making and communication skills is better positioned to guide teachers in analyzing learner data and refining instructional plans. Thus, technical assistance acts as a pathway variable that explains how supervisory competencies are transformed into improved instructional strategies and evidence-based teaching practices.

Complementing technical assistance is mentoring capacity, which functions as another mediating variable that strengthens the link between supervision and teacher performance. Anchored in the mentoring principles advanced by Williams (2013) and supported by Kleinbooi (2023) and Grafia et al (2025), mentoring capacity emphasizes the relational and developmental aspects of supervision. While technical assistance focuses on task-oriented support, mentoring capacity nurtures professional growth through trust-building, constructive feedback, and motivational encouragement. The framework assumes that when teachers perceive their instructional supervisors as trustworthy mentors who provide meaningful feedback and inspiration, they are more likely to engage in reflective practice, continuous improvement, and higher levels of commitment. In this way, mentoring capacity deepens the impact of supervisory skills by strengthening teachers' intrinsic motivation and professional confidence.

3. Methodology

3.1. Research Design

This study employed a quantitative descriptive–correlational research design. This design was used to systematically describe the status of the variables and to determine the relationship between instructional supervisory skills, technical assistance, mentoring capacity, and teacher performance. It involved the collection of numerical data through structured questionnaires and the application of statistical procedures such as frequency, mean, and correlation analysis. The descriptive component focused on presenting the existing conditions of the respondents in terms of the variables under investigation, while the correlational component examined the degree and direction of relationships among these variables.

According to Creswell & Creswell (2018) in *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, quantitative research designs include descriptive and correlational designs among others; these are used to summarize phenomena and explore relationships among variables using numerical data and statistical procedures.

3.2. Respondents of the Study

This study was conducted in secondary schools in the Schools Division of Sto. Tomas City. These individuals were chosen because they have the direct experience and knowledge needed to talk about how schools are managed and how lessons are taught. By participating in this study, they provide a clear picture of the strengths and challenges found in the local school system, representing the voices of those who are on the front lines of education.

The respondents were selected from the official list of teachers in each school to ensure a systematic and unbiased selection process. The study utilized a stratified random sampling technique, wherein teachers were grouped according to their respective schools to ensure proportional representation across the six (6) secondary schools each cluster. Based on the total population of 523 teachers, a sample size of 241 respondents was determined using appropriate statistical computation. The number of respondents from each school was allocated proportionally, and participants were randomly selected within each group.

To make sure the information is accurate, the group includes a diverse mix of educators with different years of experience and specialized roles. This variety helps the study understand how both new and veteran teachers feel about the support and leadership they receive. Every respondent shared their honest feedback voluntarily, ensuring that the results reflect the real-life situations happening inside the classrooms and offices of the participating schools.

3.3 Research Instrument

The primary research instrument used in this study were survey questionnaire designed to gather quantitative data on instructional supervisory skills, technical assistance, mentoring capacity, and teacher performance. The questionnaire was structured to measure the perceptions of teachers regarding the instructional supervisory practices of school heads and their influence on teacher performance. Part I of the questionnaire on Instructional Supervisory Skills was adapted and modified from established and validated research instruments that measure supervisory and instructional practices in educational settings. The items were developed based on the studies of Concepcion and Labitad (2024) and other related instructional supervision tools cited in the literature. These instruments focus on essential supervisory competencies. To ensure relevance to the present study, the original items were carefully revised to suit the context of instructional supervisor, following procedures used in previous research, which involved expert evaluation and pilot testing. The modified questionnaire underwent pilot testing to determine its reliability and consistency. The results showed excellent internal consistency, with Cronbach's alpha values 0.945. These findings indicate that the adapted items consistently and accurately measured the construct of instructional supervisory skills. The high reliability coefficients suggest that the instrument is dependable for assessing supervisory practices within the school setting.

The Part II Technical Assistance section of the questionnaire, which forms part of the assessment of teacher performance, was also adapted and modified from related studies and existing mentoring and coaching competency instruments cited in the literature, particularly the work of Concepcion and Labitad (2024). This section focused on the support provided to teachers in areas such as problem solving, planning and organizing, data interpretation and monitoring and evaluation. Due to the limited availability of standardized tools that measure technical assistance independently, the present study integrated adapted items from combined mentoring and coaching frameworks to adequately capture support functions within school settings. Consistent with established instrument development procedures, the adapted technical assistance items were refined and pilot tested to determine their reliability and internal consistency. Previous studies that

assessed coaching and mentoring competencies alongside technical assistance reported a Cronbach's alpha coefficient of 0.953, indicating excellent reliability. Guided by these findings, the present questionnaire was structured to ensure that the modified items consistently measured technical and mentoring support behaviors related to teachers' instructional performance.

Part III on Mentoring Capacity section of the questionnaire was adapted and modified from established and validated mentoring instruments used in educational research, particularly the Professional, Instructional, and Personal Mentoring Scale (PIPMS) and related mentoring competency measures cited in the literature, including the study of Tolentino (2025). These instruments assess key mentoring behaviors such as Building Trust, instructional support, constructive feedback, and motivational support. A Cronbach's alpha coefficient of 0.951, indicating excellent internal consistency in measuring mentoring capacity across professional, instructional, and personal domains. Following standard procedures for questionnaire adaptation, the mentoring capacity items were carefully reviewed and refined before being incorporated into the present instrument. Specialists in teacher education examined the items to establish content validity and to ensure that they were clear, relevant, and reflective of essential mentoring practices in school settings. Modifications were made to align the items with the objectives and context of the study while maintaining their original intent and measurement strength.

The Part IV of the section of the questionnaire on Teacher Performance was adapted and modified from established teacher evaluation frameworks and validated assessment tools commonly used in educational research. The items were developed based on related studies and references, particularly the work of Rafailis and Monteroso (2024), which utilized performance evaluation scales measuring key dimensions. These indicators reflect essential aspects of effective teaching and were carefully revised to align with the context and objectives of the present study. The modified teacher performance questionnaire underwent pilot testing to determine its reliability and internal consistency. In previous related research, a self-rating teacher performance instrument produced a Cronbach's alpha coefficient of 0.930, indicating excellent reliability. Consistent with this approach, the adapted items in the present study were refined to ensure clarity, relevance, and consistency in measuring teachers' instructional behaviors and professional responsibilities.

These instruments were subjected to content validation by experts in educational management. This is to ensure the relevance and clarity of the content. Pilot testing was also conducted with thirty (30) teachers from one school to assess the reliability of the survey questionnaire. This pilot testing was conducted outside the division, the main locale of the study, to check the comprehensibility and reliability of the Likert-scale questionnaire.

3.4. Research Procedure

The conceptualization of the research problem and the formulation of the title served as the initial step in conducting the study. After reviewing related literature and studies, the researcher developed a self-structured questionnaire and a semi-structured interview guide as the main instruments. Instruments were subjected to validation of content by an expert in educational management to ensure their clarity and relevance. After the refinement of the instruments and other components of the research study, the research proposal was presented and defended for comments and approval. Before actual data gathering, the pilot testing was conducted with a group of teachers from one (1) school outside the division for the reliability of the questionnaire through Cronbach's Alpha Analysis. Unclear items were revised or discarded to enhance the validity and reliability of the instruments before they were administered to the actual respondents.

Upon approval of the research proposal, the researcher formally sought permission from the appropriate authorities, such as the Schools Division Office and school heads, to ensure that the study would be conducted in accordance with institutional policies and ethical standards. Communication letters were distributed outlining the purpose, significance, and procedures of the research. After securing the necessary approvals, the researcher coordinated with the identified schools to schedule the administration of the validated questionnaire.

The validated questionnaire was then administered to the selected teacher-respondents in an organized and systematic manner. Before distribution, clear and concise instructions were provided to guide respondents in answering the instrument accurately and honestly. The researcher ensured that sufficient time was allotted for completion to avoid rushed responses and to promote thoughtful answers. During the retrieval process, the accomplished questionnaires were carefully checked for completeness and consistency. Finally, the collected data were systematically arranged, coded, and prepared for statistical treatment to ensure accuracy and efficiency in data processing and analysis.

The weighted mean and standard deviation were utilized to determine the levels of instructional supervisory skills, technical assistance, mentoring capacity, and teacher performance. Pearson Product-Moment Correlation was applied to

examine the relationship between instructional supervisory skills and teacher performance. Multiple regression analysis was used to determine the predictive influence of instructional supervisory skills on teacher performance.

4. Result and Discussion

This chapter presents the tabulated data and the results of the study, the corresponding analysis as well as the interpretation of the data as a result of the statistical treatment used.

Table 1. Summary on Perceived Extent of Instructional Supervisory Skills of Instructional Supervisors
Summary on Perceived Extent of Instructional Supervisory Skills

Parameters	Mean	SD	Verbal Interpretation
Communication	3.71	0.370	Very High Extent
Decision Making	3.68	0.406	Very High Extent
Time Management	3.72	0.400	Very High Extent
Performance Management	3.70	0.407	Very High Extent
Coaching and Mentoring	3.69	0.428	Very High Extent
Results Focus	3.75	0.387	Very High Extent
Overall	3.71	0.366	Very High Extent

Legend: 3.50-4.00 Strongly Agree/ Very High Extent, 2.50-3.49 Agree/ High Extent, 1.50-2.49 Disagree/ Low Extent, 1.00-1.49 Strongly Disagree/Very Low Extent

Table 1 presents the summary of instructional supervisory skills in six areas: Communication, Decision Making, Time Management, Performance Management, Coaching and Mentoring, and Results Focus. The data shows an overall mean of 3.71 (SD = 0.366), which means a Very High Extent based on the rating scale. Among the areas, Results Focus got the highest mean of 3.75, which means school instructional supervisors are strongest in focusing on clear results and meeting instructional standards.

These results highlight the importance of results-based leadership in schools. The high score in results focus shows that accountability is well established. When a leader focuses on results, it makes the whole school feel proud. It is like a sports team that tracks its points; when you see you are winning, you want to play even harder. However, to make these results last, instructional supervisors also need to strengthen decision making so that teachers are more willing to accept and support decisions and take part in them.

Bush (2020) shows that when leaders use clear data and check on goals regularly, it helps the school become a better place for learning. This kind of leadership makes sure that all the hard work teachers do help the students succeed. It bridges the gap between just "doing work" and "making progress.". Comprehensive technical support from instructional supervisors helps teachers turn raw data and curriculum guidelines into active, practical classroom strategies that boost student learning. By balancing regular mentoring with clear organizational guidance, instructional supervisors build a safe and professional environment where teachers feel fully equipped to handle any instructional challenge

Table 2. Summary on Perceived Extent of Mentoring Capacity of Instructional Supervisors

Parameters	Mean	SD	Verbal interpretation
Building Trust	3.75	0.374	Very High Extent
Constructive Feedback	3.69	0.429	Very High Extent
Motivational Support	3.74	0.396	Very High Extent
Overall	3.73	0.375	Very High Extent

Legend: 3.50-4.00 Strongly Agree/ Very High Extent, 2.50-3.49 Agree/ High Extent, 1.50-2.49 Disagree/ Low Extent, 1.00-1.49 Strongly Disagree/Very Low Extent

Table 2 presents a summary of the technical assistance provided by instructional supervisors in four main areas: Problem Solving, Planning and Organizing, Data Analysis and Interpretation, and Monitoring and Evaluation. The data shows an overall mean of 3.68 (SD = 0.409), which means a “Very High Extent” level of technical skill based on the study’s scale. Among the areas, Monitoring and Evaluation got the highest mean of 3.69, which means instructional supervisors are most effective when they are checking and assessing teacher performance.

However, the lower score in planning and organizing suggests that instructional supervisors may focus more on solving and checking problems rather than preventing them through careful planning. Providing this kind of technical help is one of the most important jobs of an instructional supervisor. Research shows that when instructional supervisors focus on helping teachers solve problems and organize their work, the whole school becomes a better place for students to learn. When leaders provide this much help, teachers don’t feel alone. It’s like having a coach in sports; when the coach helps with the plan, the players can focus on winning the game. This idea is supported by Hvidston et al. (2020), who explained that technical assistance is most effective when instructional supervisors work closely with teachers in shared planning, not only in monitoring. They also said that good technical assistance connects school policies to classroom practice so that school goals are properly applied in teaching.

Table 3. Summary on Perceived Extent of Mentoring Capacity of Instructional Supervisors

Parameters	Mean	SD	Verbal Interpretation
Building Trust	3.75	0.374	Very High Extent
Constructive Feedback	3.69	0.429	Very High Extent
Motivational Support	3.74	0.396	Very High Extent
Overall	3.73	0.375	Very High Extent

Legend: 3.50-4.00 Strongly Agree/ Very High Extent, 2.50-3.49 Agree/ High Extent, 1.50-2.49 Disagree/ Low Extent, 1.00-1.49 Strongly Disagree/Very Low Extent

Table 3 shows how teachers view the overall summary of mentoring capacity given by their instructional supervisors across three main parameters. The data reveals that the supervisors achieved an overall mean score of 3.73, which falls under the verbal interpretation of a Very High Extent. Among the different parameters, the item with the highest rating is "Building Trust," scoring a mean of 3.75. This high score means that teachers feel their leaders are doing an outstanding job of making the school feel safe, keeping private information secret, and treating everyone with deep respect.

This very high rating implies that school supervisors possess excellent leadership qualities and a strong capability to connect with their staff effectively for the school community. These numbers prove that the administrative leaders do not just focus on paperwork but instead follow a highly supportive routine that values honest relationships, encouraging words, and professional safety. The data clearly demonstrates that supervisors are highly dependable when it comes to supporting teachers, lifting their confidence, and maintaining an honest school environment to ensure the quality of education stays very high.

To improve, instructional supervisors should still maintain trust but also give honest and clear feedback that helps teachers improve their work. This idea is supported by Vezzuto (2011), who explained that effective mentoring happens when a mentor is not only a supportive “friend” but also a “critical friend” who gives clear and specific feedback. He said that trust is the foundation, but clear feedback is what truly helps teachers improve and leads to better student learning outcomes. Being a good mentor is the best way to keep a school strong. Research shows that when leaders have a high mentoring capacity, teachers are less likely to feel stressed and more likely to try new, exciting ways to teach. This type of leadership makes sure that teachers keep growing.

Table 4. Summary on Perceived Level of Teacher Performance

Parameters	Mean	SD	Verbal Interpretation
Instructional Delivery	3.82	0.332	Outstanding
Lesson Planning	3.80	0.339	Outstanding
Classroom Management	3.85	0.403	Outstanding
Service Orientation	3.82	0.320	Outstanding
Assessment	3.81	0.330	Outstanding
Innovation	3.73	0.386	Outstanding
Professionalism and Ethics	3.86	0.300	Outstanding
Teamwork	3.83	0.321	Outstanding
Overall	3.81	0.298	Outstanding

Legend: 3.50-4.00 Strongly Agree/ Outstanding, 2.50-3.49 Agree/ Very Satisfactory, 1.50-2.49 Disagree/ Satisfactory, 1.00-1.49 Strongly Disagree/Unsatisfactory

Table 4 on “Summary on Perceived Level of Teacher Performance,” brings together all eight key performance indicators (KPIs) measured in the study. The data shows a grand overall mean of 3.81 (SD = 0.298), which falls under the “Outstanding” rating. Among the different areas, Professionalism and Ethics got the highest mean of 3.86 (SD = 0.300).

These results suggest a difference between traditional teaching practices and new innovative practices. Teachers in the Department of Education are usually well trained in rules, ethics, and standard procedures, which explains the high score in Professionalism. However, the lower score in Innovation may be due to a strict curriculum or lack of resources that make it harder for teachers to try new teaching methods. This information means that the school has a very strong and reliable team of teachers.

Teacher performance. means how effectively a teacher handles all their duties. Since the overall score is so high, it shows that the teachers are successfully meeting the high standards set by the school. They are not just good at one thing; they are performing well in almost every area of their professional lives. The high differences in some areas also show that while some teachers are very creative and innovative, others are finding it difficult to adjust. Research explains that teacher performance is not fixed but changes depending on a teacher’s skills and the support they receive from the school system (Lynch et al., 2019).

Table 5. Test of Correlation between Instructional Supervisory Skills and Teacher Performance

Instructional Supervisory Skills	Teacher Performance							
	Instructional Delivery	Lesson Planning	Classroom Management	Service Orientation	Assessment	Innovation	Professionalism and Ethics	Teamwork
Communication	0.483***	0.496**	0.393**	0.447***	0.440***	0.432**	0.335	0.481
Decision Making	0.497***	0.483**	0.424**	0.490***	0.467***	0.446**	0.398	0.474
Time Management	0.525***	0.536**	0.448**	0.516***	0.475***	0.479**	0.443	0.528
Performance Management	0.560***	0.551**	0.448**	0.582***	0.549***	0.510**	0.510	0.571
Coaching and Mentoring	0.555***	0.577**	0.414**	0.534***	0.539***	0.530**	0.467	0.561
Results Focus	0.610***	0.603**	0.515**	0.602***	0.568***	0.490**	0.531	0.590

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Based on the data in Table 28, titled Test of Correlation between Instructional Supervisory Skills and Teacher Performance, the skills of instructional supervisor and how well teachers do their jobs in the classroom. The highest score in the table is 0.610, showing the powerful bond between a leader's focus on results and a teacher's delivery of lessons. The numbers between 0.30 and 0.49 usually show a moderate or medium-strength positive correlation, while numbers from 0.50 to 0.70 show a strong positive correlation. For example, when looking at basic "Communication" skills, the numbers are mostly in the 0.30 and 0.40, meaning it has a medium-strength connection to teacher performance. On the other hand, a skill like "Results Focus" has numbers mostly in the 0.50 and 0.60, showing a much stronger and tighter link to how teachers behave.

When we look closer at the data to find the high level of correlation, the skill called "Results Focus" has the highest numbers of all. It has a strong correlation of 0.610 with Instructional Delivery and 0.603 with Lesson Planning. This means that when a supervisor is deeply focused on achieving clear educational goals, teachers respond by doing an excellent job creating lesson plans and teaching their students. "Performance Management" and "Coaching and Mentoring" also show strong, high connections across almost all teaching duties, proving that teachers thrive and perform at their highest level when they receive active guidance, regular feedback, and helpful encouragement from their leaders.

While all the skills are important, some have a lower level of correlation compared to the others, falling into a medium or moderate range. The supervisor skills of "Communication," "Decision Making," and "Time Management" mostly fall into this lower, moderate category. For instance, the lowest number on the entire table is 0.335, which connects Communication with Professionalism and Ethics. Even though this is a lower link compared to the others, it is still positive, which means that good communication still helps keep professional standards high—it just has a smaller direct impact than hands-on coaching or focusing on results. Research shows that instructional leadership is very important for school improvement because good supervision improves teaching quality and teacher confidence (Glickman et al., 2017). Overall, the results show that improving teacher performance is not only the teacher's responsibility but also strongly depends on the support and guidance given by school instructional supervisors.

Instructional Supervisory Skills	Technical Assistance			
	Problem Solving	Planning and Organizing	Data Analysis and Interpretation	Monitoring and Evaluation
Communication	0.636***	0.718***	0.721***	0.690***
Decision Making	0.638***	0.715***	0.701***	0.693***
Time Management	0.636***	0.714***	0.730***	0.754***
Performance Management	0.658***	0.781***	0.766***	0.759***
Coaching and Mentoring	0.730***	0.853***	0.815***	0.839***
Results Focus	0.706***	0.808***	0.796***	0.813***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 6 shows the connection between the skills instructional supervisor has and the Technical Assistance they give to teachers. For communication, the r-value is 0.636. This shows that when a leader is good at listening and speaking, they are better at helping teachers solve problems and plan lessons. The implication is that clear talk is the bridge that carries help to the teacher. A leader who communicates well makes teachers feel safe to ask for help.

The r-value for decision making is very strong, with 0.774. This means that leaders who can make smart, firm choices are much better at helping teachers organize their classes and check student progress. It means a leader's decisiveness helps teachers feel more stable. A leader who makes good choices gives teachers a clear map to follow. In time management, the r-value of 0.636. Even though these are among the lower scores in the table, they still show a very strong link. It means that when a leader organizes their day well, they have more time to sit with teachers and help them plan. The implication is that being present is a skill itself, and an organized leader is a reliable leader.

For performance management, the scores are very high with an r-value of 0.781. This shows that leaders who are good at checking work are also the ones who provide the best help. Checking progress is like a check-up that tells the leader exactly what help to give. In coaching and mentoring and results focus, the table shows the strongest links of all.

Results Focus has an r-value of 0.819. This means leaders who act like partners and stay focused on student success provide the most meaningful help. Teachers want a mentor who cares about the final goal as much as they do. Research also shows that effective technical assistance depends on the quality of the relationship between instructional supervisors and teachers, where coaching helps connect policies to real classroom practice (Gülcan, 2012).

Table 7. Test of Correlation between Technical Assistance and Teacher Performance

Technical Assistance	Teacher Performance							
	Instructional Delivery	Lesson Planning	Classroom Management	Service Orientation	Assessment	Innovation	Professionalism and Ethics	Teamwork
Problem Solving	0.478***	0.470** *	0.683***	0.419***	0.448***	0.426***	0.371***	0.433***
Planning and Organizing	0.518***	0.576** *	0.407***	0.502***	0.498***	0.460***	0.427***	0.525***
Data Analysis and Interpretation	0.559***	0.599** *	0.424***	0.532***	0.495***	0.513***	0.440***	0.523***

Monitoring and Evaluation	0.593***	0.600** *	0.446***	0.527***	0.569***	0.536***	0.463***	0.545***
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Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 7 shows a "correlation" test to see if giving more help makes a teacher better at things like planning lessons, managing a classroom, and using new ideas. The highest score in the table is 0.683, showing that help with solving problems is the best way to improve how a teacher manages their classroom. The r -value for problem solving is 0.371. This shows that when leaders help teachers find answers to tricky classroom issues, teachers become much better at keeping the room orderly and safe. Technical Assistance in problem-solving acts as a support system that fixes classroom stress. A leader who helps fix problems is like a mechanic who helps a car run smoothly.

For planning and organizing, the r -value is 0.407. This means that when leaders help teachers organize their schedules and plans, teachers become much better at creating great lessons for their students. An organized teacher is a calm teacher. In data analysis and interpretation, the r -value is 0.424. This shows that when leaders help teachers understand student test scores, teachers become much better at planning future lessons. The data helps teachers know exactly what their students need to learn next. The data is like a magnifying glass that helps teachers see what is hidden.

The r -value for monitoring and evaluation is 0.446. This shows that when leaders check in on teachers and give them feedback, teachers perform much better in almost every area, especially in lesson planning. Technical Assistance is the check-up that keeps the teacher's skills healthy. Feedback helps teachers get stronger every day. Research explains that technical assistance acts like a "support system" that helps teachers improve their skills and handle the challenges of modern classrooms (Knight, 2011). Overall, the results suggest that for the Department of Education, focusing more on hands-on problem solving and feedback will give the greatest improvement in teaching, especially in lesson planning and classroom management.

Table 8. Moderation Analysis Examining the Role of Mentoring Capacity between Instructional Supervisory Skills and Technical Assistance

Moderation Estimates	Estimate	SE	Z	p
Instructional Supervisory Skills	0.475	0.0435	10.91	<.001
Mentoring Capacity	0.637	0.0289	22.06	<.001
Instructional Supervisory Skills * Mentoring Capacity	0.172	0.0637	2.7	0.007
Simple Slope Estimates	Estimate	SE	Z	p
Average	0.475	0.0437	10.87	<.001
Low (-1SD)	0.411	0.0311	13.2	<.001
High (+1SD)	0.54	0.0634	8.52	<.001

Note. shows the effect of the predictor (Instructional Supervisory Skills) on the dependent variable (Technical Assistance) at different levels of the moderator (Mentoring Capacity)

The moderation analysis shows that both instructional supervisory skills and mentoring capacity significantly influence technical assistance. Instructional supervisory skills have a strong positive effect ($\beta = 0.475$, $p < .001$), indicating that better supervisory practices are associated with higher levels of technical assistance. Mentoring capacity also has a significant and even stronger direct effect ($\beta = 0.637$, $p < .001$), suggesting that individuals with higher mentoring ability are more effective in delivering technical support. Importantly, the interaction term between instructional supervisory skills and mentoring capacity is significant ($\beta = 0.172$, $p = 0.007$), confirming that mentoring capacity moderates the relationship between supervisory skills and technical assistance.

The simple slope analysis further clarifies this moderating effect. While instructional supervisory skills positively affect technical assistance at all levels of mentoring capacity, the effect becomes stronger as mentoring capacity increases. At low mentoring capacity ($\beta = 0.411$), the influence is weaker compared to the average ($\beta = 0.475$), and it is strongest at high mentoring capacity ($\beta = 0.540$), with all results statistically significant ($p < .001$). This means that individuals with strong mentoring capacity are better able to leverage their supervisory skills to enhance technical assistance, highlighting the importance of developing mentoring competencies alongside supervisory abilities.

Table 9. Moderation Analysis Examining the Role of Mentoring Capacity between Technical Assistance and Teacher Performance

Moderation Estimates	Estimate	SE	Z	p
Technical Assistance	0.2108	0.0499	4.225	<.001
Mentoring Capacity	0.2551	0.0392	6.507	<.001
Technical Assistance * Mentoring Capacity	-0.0858	0.0919	-0.934	0.35

Table 9 presents a moderation analysis to see if Mentoring Capacity affects the strength of the relationship between Technical Assistance and Teacher Performance. The table shows the effects of each variable and their interaction. The purpose of this test is to find out if a leader's mentoring ability helps make technical support more effective in improving classroom performance. The results show that Technical Assistance has a significant positive effect on teacher performance (Estimate = 0.2108, $p < .001$), and Mentoring Capacity also has a significant positive effect (Estimate = 0.2551, $p < .001$). However, the interaction term (Technical Assistance * Mentoring Capacity) has an estimate of -0.0858 with a p-value of 0.35. Since this p-value is higher than 0.05, the interaction is not statistically significant. This means that mentoring capacity does not change or strengthen the effect of technical assistance. Instead, both Technical Assistance and Mentoring Capacity work separately and both add to teacher performance on their own.

However, looking at the interaction row labeled Technical Assistance $\times$ Mentoring Capacity, the estimate is -0.0858 with a p-value of 0.35. Because this p-value is much larger than the standard limit of 0.05, it means the interaction effect is not statistically significant. Statistically speaking, when an interaction term is not significant, a true simple slope estimate breakdown (separating the data into low, average, and high mentoring groups) cannot be computed or interpreted because the slope lines do not actually change their steepness between groups.

Mentoring capacity does not act as a moderator or a gatekeeper in this relationship. Technical assistance helps teachers get better at their jobs regardless of whether the supervisor's mentoring capacity is high, average, or low. In daily school operations, administrators do not need to wait for perfect mentoring relationships to form before providing helpful teaching tools and resources; both technical training and supportive mentoring function as separate, standalone pathways to lift up teacher performance.

This idea is supported by Kraft et al. (2018), who explained that professional development works best when teachers receive both technical resources and personal coaching. They also said that these two supports work in different ways one improves technical skills, while the other improves motivation, so both are important but work independently.

Table 10. Mediation Analysis Examining the Role of Technical Assistance between Instructional Supervisory Skills and Teacher Performance

Effect	Estimate	SE	Z	p
Indirect	0.22	0.071	3.08	0.00
Direct	0.28	0.081	3.53	<.00
Total	0.51	0.040	12.4	<.00

Path Estimates	Estimate	SE	Z	p
Instructional Supervisory Skills → Technical Assistance	0.97	0.035	27.6	<.00
Technical Assistance → Teacher Performance	0.22	0.073	3.1	0.00
Instructional Supervisory Skills → Teacher Performance	0.28	0.081	3.53	<.00

The mediation analysis shows that technical assistance partly explains the relationship between instructional supervisory skills and teacher performance. The indirect effect is significant ($\beta = 0.222$, $p = 0.002$), which means that instructional supervisory skills improve teacher performance through better technical assistance. At the same time, the direct effect is still significant ($\beta = 0.289$, $p < .001$), which means supervisory skills also improve teacher performance even without technical assistance. The total effect is strong and significant ($\beta = 0.511$, $p < .001$), showing that instructional supervisory skills are very important overall. The path results also show that instructional supervisory skills strongly predict technical assistance ($\beta = 0.975$, $p < .001$), and technical assistance also predicts teacher performance ($\beta = 0.227$, $p = 0.002$).

Overall, these results show partial mediation, meaning technical assistance is an important way that supervisory skills improve teacher performance, but it is not the only way. This means that instructional supervisor can improve teacher performance directly through coaching and presence, but almost half of their impact comes from the technical support they provide, such as teaching resources and professional guidance.

The table also shows that leadership is not only about being skilled, but also about being helpful. If a school head has good skills but does not give technical assistance, they lose almost half of their possible impact on teacher development. This idea is supported by Bush (2015), who said that instructional leadership should not stop at observation but should also include providing resources. He explained that leadership becomes stronger when instructional supervisors act as “resource providers” who connect policies to classroom practice through continuous technical support.

Table 11. Examining the Predictors of Technical Assistance based on Instructional Supervisory Skills

Model	R	R ²	Adjusted R ²	Overall Model Test			
				F	df1	df2	p
1	0.899	0.808	0.803	164	6	234	<.001

Note. Models estimated using sample size of N=241

Predictor	Estimate	SE	t	p
Intercept	0.14302	0.1245	1.1492	0.252
Instructional Supervisory Skills				
Coaching and Mentoring	0.50591	0.0611	8.2735	<.001
Results Focus	0.31645	0.0703	4.4994	<.001

The regression analysis showed that instructional supervisory skills significantly predict the level of technical assistance provided. The overall regression model was statistically significant, $F(6,234)=164$, $p<.001$, indicating that the predictors collectively explained a substantial portion of the variance in technical assistance. The model yielded an $R=.899$ and an $R^2=.808$, meaning that approximately 80.8% of the variation in technical assistance can be explained by the instructional supervisory skills included in the model. The adjusted $R^2=.803$ further confirms the model's strong explanatory power, even after accounting for the number of predictors.

Among the predictors, Coaching and Mentoring significantly influenced technical assistance ($\beta=0.50591$, $t=8.2735$, $p<.001$), suggesting that higher levels of coaching and mentoring skills are associated with increased technical assistance. Similarly, Results Focus also emerged as a significant predictor ($\beta=0.31645$, $t=4.4994$, $p<.001$), indicating that being results-oriented positively contributes to technical assistance. The intercept was not statistically significant ($p=.252$), implying that it does not meaningfully contribute to the prediction when the predictors are absent. Overall, the findings suggest that strong instructional supervisory skills, particularly in coaching and mentoring and in maintaining a results-focused approach, play a vital role in enhancing technical assistance.

Table 12. Examining the Predictors of Teacher Performance based on Instructional Supervisory Skills, Technical Assistance, and Mentoring Capacity

Model	R	R ²	Adjusted R ²	Overall Model Test			
				F	df1	df2	p
1	0.680	0.463	0.432	15.1	13	227	<.001

Note. Models estimated using sample size of N=241

Predictor	Estimate	SE	t	p
Intercept	1.87201	0.1658	11.290	<.001
Instructional Supervisory Skills				
Results Focus	0.20927	0.0991	2.111	0.036

The regression analysis showed that instructional supervisory skills, technical assistance, and mentoring capacity significantly predict teacher performance. The overall model was statistically significant, $F(13,227) = 15.1$, $p < .001$, indicating that the combined predictors have a meaningful influence on teacher performance. The model produced an $R = 0.680$, suggesting a moderate to strong relationship between the predictors and teacher performance. Moreover, the $R^2 = .463$ indicates that 46.3% of the variance in teacher performance can be explained by the variables included in the model, while the adjusted $R^2 = .432$ confirms that the model retains substantial explanatory power even after adjusting for the number of predictors.

Among the predictors presented, Results Focus under instructional supervisory skills emerged as a significant predictor of teacher performance ($\beta = 0.20927$, $t = 2.111$, $p = .036$). This finding implies that supervisors who emphasize results-oriented practices contribute positively to teacher performance. Specifically, for every one-unit increase in results focus, teacher performance is expected to increase by approximately 0.209 units. The intercept was also statistically significant ($p < .001$), indicating a meaningful baseline level of teacher performance even when the predictors are held constant. Overall, the findings suggest that a strong focus on achieving results within instructional supervision plays an important role in enhancing teacher performance.

5. Summary of Findings and Recommendations

5.1 Summary of Findings

The findings show that instructional supervisory skills of instructional supervisor are generally at a very high level across communication, decision-making, time management, performance management, coaching and mentoring, and results focus. Among these, results focus emerged as the strongest area, showing that instructional supervisors are highly effective in setting goals and ensuring that schools meet instructional standards. However, decision-making was relatively lower, suggesting a need for greater teacher involvement in shared leadership. Overall, the results highlight that while instructional supervisor is highly competent, strengthening participatory decision-making can further improve school leadership effectiveness.

In terms of technical assistance, school instructional supervisors demonstrate strong performance in problem solving, planning and organizing, data analysis, and monitoring and evaluation. Monitoring and evaluation were the strongest area, while planning and organizing was slightly lower. This suggests that instructional supervisors are more focused on checking and evaluating outcomes than on preventive planning and coordination. These findings emphasize the importance of strengthening collaborative planning with teachers to ensure that technical assistance is more proactive and aligned with classroom needs.

For mentoring and teacher support, instructional supervisors show a very high level of performance in building trust, providing constructive feedback, and offering motivational support. Building trust is the strongest area, showing that instructional supervisors maintain positive and respectful relationships with teachers. However, constructive feedback is relatively weaker, indicating a need for more specific and practical guidance for teacher improvement.

In terms of teacher performance, results show a very satisfactory level overall, with teachers strongest in professionalism and ethics. However, innovation is relatively lower, suggesting challenges in using creative and modern teaching strategies. Overall, the findings highlight strong leadership and teaching performance but also point to the need for improvement in innovation, feedback quality, and collaborative practices.

5.2 Conclusions

1. Based on the findings, the study concludes that the null hypothesis stating that there is no significant relationship between instructional supervisory skills and teacher performance is not supported. This means that instructional supervisory skills are significantly related to teacher performance, and better supervisory skills are associated with better teacher performance.
2. The hypothesis stating that technical assistance has no significant effect on the relationship between instructional supervisory skills and teacher performance is also not supported. This indicates that technical assistance plays a significant role in improving teacher performance and helps explain how supervisory skills are translated into better classroom practice.
3. The hypothesis stating that mentoring capacity has no significant moderating effect is not supported. This shows that mentoring capacity has a meaningful role in strengthening the influence of supervisory skills and technical assistance, although its effect may vary depending on the context.
4. The hypothesis stating that instructional supervisory skills do not significantly predict teacher performance is also not supported, confirming that supervisory skills are strong predictors of how teachers perform.
5. The hypothesis stating that the combined influence of instructional supervisory skills, technical assistance, and mentoring capacity does not significantly affect teacher performance is not supported, meaning that these three factors together significantly contribute to improving teacher performance.

5.3 Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. Schools Division Office should create special training programs that teach instructional supervisors on Enhanced Technical Assistance (ETA) particularly in planning and organizing to help prevent instructional problems before they occur.
2. Instructional supervisors need to learn how to help teachers set simple, clear, and reachable goals for student success. A capacity building activity that teaches instructional supervisors on how to guide teachers toward big, clear targets.
3. Future researchers are encouraged to conduct further studies on other possible factors affecting teacher performance, such as workload, motivation, school resources, and learner differences, to gain a deeper understanding of teaching effectiveness.
4. Instructional supervisors should move away from just watching a class and leaving a list of grades. They should sit down with teachers like a partner to fix real classroom stress and behavior issues together.
5. Instructional supervisors should continue to give separate updates during Learning Action Cell (LAC) sessions and use other times for personal coaching.

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