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School Heads' Time Management Skill, Instructional Supervision and Technical Support

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ABSTRACT

This study aims to determine the school heads' time management skill, instructional supervision and technical support as assessed by teachers in the municipality of Consolacion, Province of Cebu, Philippines for the school year 2024-2025. The respondents were elementary teachers in the municipality of Consolation, Cebu, selected through random sampling. These elementary teachers were classified according to educational attainment, position, length of service, school size and school location. This study used the descriptive-correlation research design. The data gathering instrument was validated and pilot-tested to 30 elementary teachers from different districts in the province of Cebu, Philippines. Cronbach's alpha was employed to determine the instrument's reliability. The collected data were checked, tallied, processed, analyzed, and interpreted using the Statistical Package for the Social Sciences (SPSS). Statistical tools, including frequency count, percentage, mean for descriptive questions, and t-test for two independent samples, One-way ANOVA, and Pearson's r for inferential questions, were employed to analyze the data. All statistical computations were processed using the SPSS software, with a significance level set at 0.05. The results showed that the teachers assessed the time management skill and instructional supervision of their school heads were very high, while their technical support was only high. Furthermore, the teachers' position, school location, educational attainment, and school size determined their assessment of their school heads' level of time management skill, instructional supervision, and technical support. The teachers assessed that when the school heads' time management skill is very high, their instructional supervision and technical support also increase.

Keywords: Time Management Skill, Instructional Supervision, Technical Support

CONTEXT AND RATIONALE

Supervision is a fundamental part of the total service provided by school systems. It must have an identity within the organizational hierarchy, and it must be administratively supported if its purposes are to be achieved. Supervisors as well as other educational leaders have the responsibility for facilitating professional development, building teams of teachers or cohorts, and empowering teachers to make decisions regarding their instructional performance (Kutsyuruba, 2018)

At the same time, supervision is an important element of the directing function of management. Administrators at all levels perform the supervisory function. At each level, supervision is required to translate plans and programs into action (Nolan & Hover, 2018)

However, school principals have multifarious tasks and face challenging priorities for their time. Corresponding instructional and managerial responsibilities, while sustaining an appropriate balance between an individual's personal life and professional work, can be a great challenge. Although it has become more or less a universal recognition that leaders need to manage their time efficiently, there is little research on strategies and practices that are most helpful. Research has been conducted on how a leader manages time impacts their stress level, job performance, job satisfaction, and their personal life. Researchers show increasing interest in the field of time management in last two decades (Claessens, van Eerde, Rutte & Roe, 2011 cited by Khan, 2017).

Further, communication channels should be clear and appropriate between school heads and teachers, allowing deeper conversations, and exchange ideas, thoughts, opinions, knowledge, and technical assistance should be understood with clarity and purpose. School leaders must be empowered with managerial and leadership skills to support and influence communities of practice and provide technical assistance to teachers (Catedral et al., 2023).

In addition, time management skill is necessary for school heads as well as instructional supervision and providing technical support or assistance to teachers to ensure better school performance. Providing technical assistance to teachers in teaching are cornerstone of educational excellence, ensuring that educators are equipped with the necessary skills and knowledge to positively impact student learning outcomes. Instructional supervision encompasses a range of activities and opportunities designed to enhance teachers' pedagogical skills, content knowledge, and classroom management

strategies. These initiatives are tailored to keep educators abreast of evolving educational practices, research findings, and technological advancements relevant to their teaching context. As such, with the aforementioned situations in the educational landscape that this research was conducted.

RESEARCH QUESTIONS

This study aimed to determine the school heads' time management skill, instructional supervision, and technical support as assessed by teachers in the municipality of Consolacion, Province of Cebu, Philippines, for the school year 2024-2025. Specifically, it determined the level of school heads' time management skill, instructional supervision, and technical support as assessed by the teachers when taken as a whole and when classified according to educational attainment, position, length of service, school size, and school location. Significant differences in these variables were determined when the teachers were classified according to the mentioned classifications. Finally, the significant relationships among the school heads' time management skill, instructional supervision, and technical support as assessed by the respondents were also determined.

RESEARCH METHODS

This study employed a descriptive-correlation research design. Descriptive research is a design used if the researcher wants to provide a description of a phenomenon without manipulation of any of the variables. Correlation research, as defined by McCombes (2020) measures a relationship between two variables without the researcher controlling either of them. It aims to find out whether there is either a positive correlation where both variables change in the same direction, a negative correlation in which the variables change in opposite direction, or a zero correlation when there is no relationship between variables. The degree of association, expressed as a number, indicates whether the two or three variables are related. In this case, the relationships or associations that were determined were among the school heads' time management skill, instructional supervision, and technical support as assessed by teachers.

The respondents of this study were taken from the total population of elementary teachers in the District of Consolation, Province of Cebu, Philippines. There was a total of 2, 334 elementary teachers teaching in the Districts of Consolation I and II. From this population, a stratified sample of 341 was determined as respondents of the study.

The data in this study were gathered using an adopted but modified questionnaire consisting of four (4) parts. Part 1 determined the profile of the respondents, such as their educational attainment, position, length of service, school size and school location. Part II contained items that measured the School Heads' level of Management Skill in managing their time as they perform their duties and responsibilities in school. Part III was designed to gather data on the Instructional Supervision of School heads, and Part IV determined the technical support extended by school heads to teachers. The questionnaire was subjected to content validation by experts in the field. All their comments and suggestions were incorporated in the questionnaire prior to the conduct of the study and its distribution to the respondents. The reliability of the instrument was determined using Cronbach's Alpha.

Theoretical Framework

School Heads Time Management Skills, Instructional Supervision and Technical Support to teachers were anchored in the Skill's Theory of Robert Katz (1955), which explained that teaching transactions of teachers are considered intertwined activities. Furthermore, it emphasizes the significance of learned knowledge, acquired skills, and the abilities of teachers as crucial factors in successful teaching. By understanding and applying skills theory, teachers can enhance their teaching performance and improve their effectiveness in the teaching and learning process. In the context of providing technical assistance, teachers are required to possess the necessary technical skills to effectively impart learning to their students. This technical assistance includes providing guidance, strategies and resources to teachers. By proper supervision as well as providing the necessary assistance needed by teachers, teachers can confidently and proficiently engage their students in the subject matter.

Furthermore, Katz's Skills Theory highlights the importance of thorough planning and conceptualizing the teaching-learning process to ensure that it is easily understood by the students. This involves aligning background knowledge in content, strategy, instructional materials, and assessment with the students' learning needs and the requirements set by the Department of Education. By integrating their expertise and aligning it with the students' needs, teachers can create a meaningful and effective learning experience for their students. Katz's Skills Theory underscores the importance of continuous learning and growth, which can lead to lifelong learning and high-paying job prospects for teachers. In summary, connecting skills theory to the study of school heads' time management skills, instructional supervision and technical assistance provides a framework to enhance teaching practices and improve student learning outcomes.

Ethical Issues

Prior to the conduct of this study, appropriate notifications were strictly followed and observed by all the parties involved within the duration of the research investigation. A letter addressed to proper authorities were prepared and sent prior to the commencement of the research via e-mail or face-to-face meeting. At the same time, consent letters were given to the respondents of the study to ensure their voluntary participation. Likewise, all the participants involved in the study were properly informed with regard to the confidentiality of the results and their identities. They were assured that the data gathered would be used solely for research purposes. The researcher assured the respondents that in all stages of the research process, proper observance of the highest standard of professional ethics will be observed and that everybody will be treated with utmost respect.

Results and Discussion

 The level of school heads' time management skill as assessed by teachers when taken as a whole was very high (M=4.38). This showed that the teachers believed their school heads have expert abilities to manage their time in performing their duties and responsibilities in school. The time management of school heads was categorized into setting priorities, handling workloads, delegation, and scheduling. In setting priorities, the teachers assessed that their school heads had very high time management skill except in knowing what she is going to do in the next 3 to 5 years (M=4.14), which was only high. In terms of handling workloads, the teachers also assessed the time management of their school heads as very high, except for feeling stress or anxiety about performing tasks on time (M=4.16), which was only high. It is a fact that teaching is a strenuous and demanding profession that can cause stress and burnout to those who cannot cope with the demands.

Similarly, in terms of delegation, the teachers assessed their school heads to have very high time management skills, except in difficulty finishing work-related conversations (M=3.99). Finally, in the area od scheduling, the teachers assessed that their school heads had only high time management skill in the following: bringing their work at home or working late in the office (M=3.98); inability to finish their scheduled task in one day (M=3.89); arriving late for meeting and appointment (M=3.78) and leaving task uncompleted most of the time (M=3.79). These can be attributed to the high demands of the teaching profession, where school heads had to take responsibility for the overall performance of their schools.

Table 1. Level of School Heads' Time Management Skill as assessed by teachers when taken as a Whole

Scale:	Items	Mean	Description
below –			
1.00-			
1.80	**Our school heads…**		
Very	know his/her main tasks and responsibilities.	4.48	Very High
Low	Know how much time he/she needs to allow for each activity in his/her daily life.	4.56	Very High
1.81 –	know what he/she is going to do next year, in the next 3 years and 5 years.	4.14	High
2.60 –	Can freely determine which tasks are the most important in his/her job.	4.83	Very High
Low	can spend more time on routine than unusual tasks.	4.68	Very High
2.61 –	Can feel stress or anxiety about performing tasks on time.	4.16	High
3.40	Can feel that he/she have more tasks than he/she can do.	4.59	Very High
	Say "yes" to extra tasks when he/she is very busy.	4.65	Very High
	Find enough time to consider which task are more important.	4.57	Very High
	perform task by himself/herself rather than delegating them to someone.	4.30	Very High
	consider tasks delegation as important part of his/her job.	4.81	Very High
	consider task delegation when making plans.	4.84	Very High
	Feel pressured by deadlines even when he/she delegate the tasks.	4.30	Very High
	find difficult to finish work-related conversations	3.99	High
	Aware of having time to do extra tasks.	4.47	Very High
	Bring his/her work home or stay late at the office.	3.98	High
	feel unable to finish his/her day's schedule tasks in one day.	3.89	High
	arrive late for meeting and appointments.	3.78	High
	Leave task uncompleted most of the time.	3.79	High
	Total Average Mean	4.38	Very High

Moderate 3.41 – 4.20 High 4.21– 5.00 Very High

Table 2 presents the level of school heads' time management skill as assessed by the respondents when classified according to educational attainment, position, length of service, school sizer and school location. The results showed that across variables, the teachers assessed that their school heads head very high level of time management skill. The highest mean was noted for teachers who had been in service for 11 years and above (M=4.69), followed by those from large schools (M=4.61). The lowest mean was recorded for those teachers assigned in urban schools (M=4.29).

These findings were aligned with the results in the study conducted by Khan, (2017), which revealed that no significant differences were found regarding the use of time management practices with respect to the gender of principals and locality of school, whereas significant differences were found regarding the nature of school and level of school. Time management training, level of school, level of school and complexity of school has a significant relationship with Time management practices, whereas gender of principals, experience as a principal, locality of school, work management styles of principals, and teachers' job satisfaction do not have significant relationship with time management practices. All the time management practices used by secondary school heads were positively correlated with one another. The study revealed that the nature of the school, locality of the school, level of school, and complexity of school as significant predictors of principals' time management practices. It also revealed a lack of sufficient training in this area, a multitasking approach, poor planning, handling interruptions, unnecessary paperwork, and lack of teachers' job satisfaction as top determinants to principals' time management in schools. The study adds to academic knowledge, provides a solid foundation for future research in the area of time management assurance and offers recommendations for time management assurance in secondary schools.

Table 2. Level of School Heads' Time Management Skill as assessed by the respondents when Classified According to Educational Attainment, Position, Length of Service, School Size and School Location

Variables	Mean	Description
Educational Attainment		
Bachelors' Degree	4.32	Very High
Master's Degree	4.39	Very High
Doctorate Degree	4.59	Very High
Position		
Teacher I-III	4.45	Very High
Master Teacher I-III	4.55	Very High
Length of Service		
10 Years & below	4.56	Very High
11 Years & above	4.69	Very High
School Size		
Small	4.54	Very High
Medium	4.58	Very High
Large	4.61	Very High
School Location		
Rural	4.59	Very High
Urban	4.29	Very High

Scale: below – 1.00-1.80 Very Low 1.81 – 2.60 – Low 2.61 – 3.40 Moderate 3.41 – 4.20 High 4.21– 5.00 Very High

Table 3 presents the level of school heads' instructional supervision as assessed by the respondents when taken as a whole. Instructional supervision of school heads was categorized in terms of curriculum enhancement, professional development, and monitoring and evaluation. The result showed that as a whole, the teachers assessed the instructional supervision of their school heads as very high (M=4.20). They were all assessed to have very high instructional supervision in all items except in constantly seeking to improve the school's instructional practices and ensure all students receive a high-quality education, where they were assessed only moderately (M=2.95). This means that the school heads have intermediate abilities to manage their time in performing their duties and responsibilities in school, specifically in curriculum enhancement. The teachers also assessed that their school heads had a high level of instructional supervision in setting clear expectations for performance and providing support and resources to help teachers meet those expectations (M=3.92) and provided teachers with workshops and seminars on various topics, such as classroom management, instructional strategies, and assessment (M=4.19).

This result is confirmed by the article cited in the School of Education (2010), which mentioned that supervision is an intervention that is provided by a senior member of a profession to a junior or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous

purpose of enhancing the professional functioning of the junior members, monitoring the quality of professional services offered to the clients he or she sees and serving as a gatekeeper of those who are to enter the particular profession.

Thus, educational supervision is the cooperation between the school staff in developing teachers' learning and teaching which would result in the effective educational progression of the students. Instructional supervision not only supports professional learning and development, but also relates to gate keeping, monitoring, maintaining standards and improving performance.

Table 3. Level of School Heads' Instructional Supervision as assessed by teachers when taken as a Whole

Items	Mean	Description
Our School Heads…		
constantly seek to improve the school's instructional practices and ensure all students receive a high-quality education.	2.95	Moderate
evaluates the effectiveness of instructional programs and initiatives to ensure they meet the school's educational goals and adjust as needed.	4.68	Very High
communicate with teachers, students, parents and other stakeholders about instructional goals, progress, and challenges to ensure everyone works together to support student learning.	4.35	Very High
observe classroom instruction and provide constructive feedback to teachers to their instructional practices.	4.64	Very High
analyzes student data to evaluate the effectiveness of instructional practices and identifies areas where additional support may be needed for teachers.	4.88	Very High
work collaboratively with teachers to set achievable student learning and instructional improvement goals.	4.40	Very High
sets clear expectations for performance and provide support and resources to help teachers meet those expectations.	3.92	High
offers professional development opportunities for teachers that are integrated into their daily work, like coaching, mentoring and study groups.	4.45	Very High
provides teachers with workshops and seminars on various topics, such as classroom management, instructional strategies and assessment.	4.19	High
Encourages teachers to attend conferences and join professional organizations to stay current on the latest research, innovations, and best practices in their subject area or grade level.	4.51	Very High
provides teachers access to online learning opportunities, such as webinars, online courses and virtual professional development communities.	4.79	Very High
provides teachers with mentoring and coaching opportunities to receive feedback and guidance from experienced teachers during designated schedules.	4.49	Very High
designs and implements in-service training for teachers during designated schedules.	4.59	Very High
establishes school learning action cell (SLAC) sessions where teachers can collaborate, learn from each other and engage in reflective practice by critically examining their teaching methods, student outcomes, and areas for improvement.	4.56	Very High
has deep understanding of the curriculum frameworks and guidelines that apply to their curriculum development efforts.	4.31	Very High
develop a comprehensive curriculum plan that includes learning objectives, instructional strategies and assessment methods.	4.56	Very High
ensures that the curriculum developed by their school aligns with the national and regional standards and guidelines set forth by the Department of Education (Deped).	4.49	Very High
provides teachers with the necessary resources and support to effectively implement the curriculum (e.g. instructional materials, technology, etc.)	4.54	Very High
communicate with various stakeholders, including parents, students and the community about the curriculum and it's implementation.	4.45	Very High

conducts regular evaluations of the curriculum to identify improvement areas and inform future curriculum development efforts.	4.32	Very High
works collaboratively with teachers to develop and implement the curriculum.	4.32	Very High
Total Average Mean	4.40	Very High

Scale: below – 1.00-1.80 Very Low 1.81 – 2.60 – Low 2.61 – 3.40 Moderate 3.41 – 4.20 High 4.21– 5.00 Very High

Table 4 presents the school heads' instructional supervision as assessed by teachers when classified according to educational attainment, position, length of service, school size and school location. The result revealed that when teachers were classified according to the mentioned classifications, they assessed the instructional supervision of their school heads to be very high. This means that the level of instructional supervision of school heads to teachers exceeded beyond the requirements. They provided technical assistance to teachers when needed in order for them to improve their teaching delivery.

The findings of Kutsyuruba (2003) on beginning teachers' perception of instructional supervision revealed that "beginning teachers desire more frequent use of instructional supervision that meets their professional needs, that promotes trust and collaboration, and that provides them with support, advice and help". In addition, recent studies show that beginning teachers' perception of inadequacies of the amount and quality of instructional supervision develop into the sense of disappointment and forming negative attitudes toward supervision process (Choy, Chong, Wong & Wong, 2011).

Table 4. Level of School Heads' Instructional Supervision as assessed by teachers when Classified According to Educational Attainment, Position, Length of Service, School Size and School Location

Variables	Mean	Description
Educational Attainment		
Bachelors' Degree	4.36	Very High
Master's Degree	4.41	Very High
Doctorate Degree	4.49	Very High
Position		
Teacher I-III	4.55	Very High
Master Teacher I-III	4.64	Very High
Length of Service		
10 Years & below	4.37	Very High
11 Years & above	4.45	Very High
School Size		
Small	4.43	Very High
Medium	4.53	Very High
Large	4.57	Very High
School Location		
Rural	4.46	Very High
Urban	4.39	Very High

Scale: below – 1.00-1.80 Very Low 1.81 – 2.60 – Low 2.61 – 3.40 Moderate3.41 – 4.20 High 4.21– 5.00 Very High

Table 5 presents the school heads' technical support as assessed by teachers when taken as a whole. As a whole, the teachers assessed the technical support provided by their school heads to be high (M=3.91). This means that the level of technical support of school heads to teachers meets the standard requirements. However, the teachers assessed their school heads provided very high technical support by conducting at least 2 school-based trainings with approved training design and proper documentation (M=4.28); Assisting teachers in the implementation of intervention programs (M=4.64) and Organizing School Learning Action Cell (SLAC) for teachers (M=4.40).

This result was aligned with results of studies which recommended that heads of schools should set time for instructional supervision in the form of technical assistance to positively influence our students' academic achievement positively. Furthermore, practical technical assistance to us is one of the critical factors for academic performance in schools. It is essential to update the knowledge and skills of teachers by heads of schools that would equip both of us with the ability to promote quality teaching and learning.

Table 5. Level of School Heads' Technical Support as assessed by teachers when taken as a Whole

Items	Mean	Description
Our School Heads…		
Conduct at least 2 school-based trainings with approved training design and proper documentation.	4.28	Very High
Tap the services of MTs in school and in the district to coach and mentor teachers in enhancing teaching performance.	4.03	High
Check teachers' Weekly Learning Plan and weekly accomplishment report, and provide feedback to enhance and develop their teaching competence.	4.11	High
Assist teachers in the implementation of intervention programs.	4.64	Very High
Organize the School Learning Action Cell (SLAC) for teachers.	4.40	Very High
Encourage teachers to propose innovation, research, and INSET.	3.69	High
Gather data on strengths and competency development with a target date.	3.49	High
Institutionalize a performance management system.	3.92	High
Rate teachers with signed IPCRF with in the target date.	3.52	High
Sent teachers to training and seminars via in line platforms or face to face.	4.00	High
Recognize and give awards to teachers with good performance and achievement within the current school year.	3.69	High
Conduct seminars for mental and psychological well-being of teachers	3.49	High
Provide the necessary ICT support for teachers to improve their teaching and learning process.	3.92	High
Hold a Q & A session for teachers regarding the updates and program implementation of DepEd.	3.53	High
Develop a clear communication plan to ensure that teachers are aware of the school policies and DepEd mandate.	3.99	High
Total Average Mean	3.91	High

Scale: below – 1.00-1.80 Very Low 1.81 – 2.60 – Low 2.61 – 3.40 Moderate 3.41 – 4.20 High 4.21– 5.00 Very High

Table 6 presents the level of school heads' technical support as assessed by teachers when classified according to educational attainment, position, length of service, school size and school location. The result revealed that when teachers were classified according to the mentioned categories, they assessed the technical support provided by their school heads as very high. This showed that the teachers assessed their school heads were providing them the level of technical support which exceeded beyond the requirements. The teachers from rural schools had the highest assessment (M=4.65); followed by those teaching in large schools (M=4.54)

According to the Department of Education, technical support is any structure of professional help, guidance, or support to be more effective in performing their functions. It is an active process with steps to follow; it uses tools via process consultation, requires specific skills, and focuses on achieving set goals. It is also a journey, reminding clients. of their prime responsibility and accountability, and respecting their capability and pace.

Table 6. Level of School Heads' Technical Support as assessed by teachers when Classified According to Educational Attainment, Position, Length of Service, School Size and School Location

Variables	Mean	Description
Educational Attainment		
Bachelors' Degree	4.29	Very High
Master's Degree	4.38	Very High
Doctorate Degree	4.45	Very High
Position		
Teacher I-III	4.43	Very High

Variables	Mean	Description
Master Teacher I-III	4.51	Very High
Length of Service		
10 Years & below	4.41	Very High
11 Years & above	4.48	Very High
School Size		
Small	4.37	Very High
Medium	4.46	Very High
Large	4.54	Very High
School Location		
Rural	4.65	Very High
Urban	4.52	Very High

Scale: below – 1.00-1.80 Very Low 1.81 – 2.60 – Low 2.61 – 3.40 Moderate 3.41 – 4.20 High 4.21– 5.00 Very High

Table 7 presents the significant differences in the level of school heads ' time management skill as assessed by the respondents when classified according to position, length of service, and school location. The result showed that there were significant differences in the time management skill of school heads as assessed by teachers when classified according to position (t=4.102; p=.000) and school location (t=19.485;p=.000). Therefore, the null hypothesis that there are no significant differences in the level of school heads' time management skill as assessed by teachers when classified according to position and school location was rejected. This means that the assessment of teachers significantly differed when their position and school location were considered. However, there was no significant difference in the level of school heads' time management skill as assessed by teachers when classified according to length of service (t=.684; p= .495). Therefore, the null hypothesis was not rejected. This means that the assessment of teachers on the time management skill of their school heads did not differ significantly.

In the study conducted by Khan, (2017), it was revealed that no significant differences were found regarding the use of time management practices with respect to the gender of principals and locality of school, whereas significant differences were found regarding the nature of school and level of school. Time management training, level of school, level of school and complexity of school have a significant relationship with Time management practices, whereas gender of principals, experience as a principal, locality of school, work management styles of principals, and teachers' job satisfaction do not have a significant relationship with time management practices.

Table 7. Significant Differences in the Level of School Heads' Time Management Skill as assessed by teachers when classified according to Position, Length of Service and School Location

Variables	Categories	Mean	t-value	df	p-value	Remarks
Position	Teacher I-III		4.102	338	.000	Significant
	Master Teacher I-III					
Length of Service	10 Yeas & below		.684	338	.495	Not Significant
	11 Years & above					
School Location	Rural Urban		19.485	338	.000	Significant

Table 8 presents the level of school heads' time management skill as assessed by teachers when classified according to educational attainment and school size. The result revealed that there were significant differences in the level of school heads' time management skill as assessed by teachers when classified according to educational attainment (F=3.550; p= .030) and school size (F=37.846; p= .000). Therefore, the null hypothesis that there are no significant differences in the level of school heads' time management skill as assessed by teachers when classified according to educational attainment and school size was rejected. This means that the assessment of teachers on their school heads' level of time management significantly varies when classified according to the mentioned categories. It can be deduced that the higher the educational attainment of teachers, their assessment also differs. Higher educational attainment provides teachers with additional theoretical foundations that may determine their level of assessment. Likewise, teachers from big schools may have been exposed to different situations that may affect their assessment compared with teachers from small and medium schools.

Table 8. Significant Differences in the Level of School Heads' Time Management Skill as assessed by teachers when classified according to Educational Attainment and School Size

Variables		Sum of Square	df	Mean Square	F - value	P - value	Remarks
Educational Attainment	Between Group	632.630	2	316.316	3.550	.030	Significant
	Within Group	30023.544		89.091			
	Total	30656.174					
School Size	Between Group	7742.634	3	2580.878	37.846	.000	Significant
	Within Group	22913.540		68.195			
	Total	30656.174					

Table 9 presents the significant differences in the level of school heads' instructional supervision as assessed by teachers when classified according to position, length of service, and school location. The result showed that there were significant differences in the level of school heads' instructional supervision as assessed by teachers when classified according to position (t=3.963; p= .000) and school location (t= 13.243; p=.000). Therefore, the null hypothesis that there are no significant differences in the level of school heads' instructional supervision as assessed by teachers when classified according to position and school location was rejected. This means that the assessment of teachers differs significantly when these classifications are considered. The assessment of teachers 1-111 significantly varies from the assessment of master teachers. Their positions provide them with different opportunities like attendance to seminars and training, which may be helpful in carrying out their respective tasks. Similarly, teachers from schools in the urban areas may also have a different assessment compared with those in the rural areas. It is a fact that urban schools are given more attention by the division personnel as compared with rural schools, thus the teachers may be exposed to updated instructional materials and resources and are frequently supervised by their school heads.

However, there was no significant difference in the level of school heads' instructional supervision as assessed by teachers when classified according to length of service (t=1.512; p=.131). Therefore, the null hypothesis was not rejected. This means that the assessment of teachers was similar when their length of service was considered.

Table 9. Significant Differences in the Level of School Heads' Instructional Supervision as assessed by teachers when classified according to Position, Length of Service and School Location

Variables	Categories	Mean	t-value	df	p-value	Remarks
Position	Teacher I-III		3.963	338	.000	Significant
	Master Teacher I-III					
Length of Service	10 Yeas & below		1.512	338	.131	Not Significant
	11 Years & above					
School Location	Rural Urban		13.243	338	.000	Significant

Table 10 presents the significant differences in the level of school heads' instructional supervision as assessed by teachers when classified according to educational attainment and school size. The result showed that there were significant differences in the level of school heads' instructional supervision as assessed by teachers when classified according to educational attainment (F=15.709; p=.000) and school size (F=30.558; p=.000). Therefore, the null hypothesis that there are no significant differences in the level of school heads' instructional supervision as assessed by teachers when classified according to educational attainment and school size is rejected. This means that the assessment of teachers on the level of school heads' instructional supervision did not differ significantly when classified according to educational attainment and school size. It can be deduced that teachers' assessment was determined by their educational attainment, since the higher the educational attainment they have, the more knowledgeable they become of the duties and functions of their school heads.

Likewise, their assessment was also determined by their school size. It is a sad reality that big schools always receive the most support from their stakeholders. And since they have bigger Maintenance and Other Operating Expenses (MOOE), they can afford to send their teachers to seminars and training for professional development.

Further, the study of Abala & Mendiola (2019) looked into the school heads' capacity in managing instructional supervision in their respective schools. It also identified and discussed the challenges they encountered while conducting instructional supervision in various aspects. In addition, the result further shows the differences in opinion as to how the school heads identify the instructional needs of teachers. The same is true for designing interventions

to reduce teachers' limitations; school heads and teachers observed it as very evident and less evident, respectively. Further, it was also noted that the most prevalent challenge encountered by school heads is time constraints.

Table 10. Significant Differences in the Level of School Heads' Instructional Supervision as assessed by teachers when classified according to Educational Attainment and School Size

Variables		Sum of Square	df	Mean Square	F - value	P - value	Remarks
Educational Attainment	Between Group	3349.274	2	3349.274	15.709	.000	Significant
	Within Group	72065.479		213.211			
	Total	75414.753					
School Size	Between Group	16165.344	3	5388.448	30.558	.000	Significant
	Within Group	59249.409		176.338			
	Tota	75414.753					

Table 11 presents the significant differences in the level of school heads' technical support as assessed by teachers when classified according to position, length of service and school location. The result showed that there were significant differences in the level of school heads' technical support as assessed by teachers when classified according to position (t=3.350; p=.001) and school location (t=17.585; p=.000). Therefore, the null hypothesis that there are no significant differences in the level of school heads' technical support as assessed by teachers when classified according to position and school location was rejected. This means that the assessment of teachers differed significantly when their position and school location were considered. It could be surmised that the higher the position of teachers, they differed on how they assessed the technical support provided by their school heads.

However, there was no significant difference in the assessment of teachers when classified according to length of service (t=1.162; p= .246). Therefore, the null hypothesis was not rejected. This means that teachers' assessments on the level of technical support provided by their school heads were similar when their length of service was considered.

Table 11. Significant Differences in the Level of School Heads' Technical Support as assessed by teachers when classified according to Position, Length of Service and School Location

Variables	Categories	Mean	t-value	df	p-value	Remarks
Position	Teacher I-III		3.350	338	.001	Significant
	Master Teacher I-III					
Length of Service	10 Yeas & below		1.162	338	.246	Not Significant
	11 Years & above					
School Location	Rural Urban		17.585	338	.000	Significant

Table 12 presents the significant differences in the level of school heads' technical support as assessed by teachers when classified according to educational attainment and school size. The result showed that there was a significant difference in the level of school heads' technical support as assessed by teachers when classified according to school size (F= 37.982; p=.000). The result showed that there was no significant difference in the level of school heads' technical support as assessed by teachers when classified according to educational attainment (F=2.632; p= .073).

According to the study conducted by Catedral et al., (2023), the results showed that the working conditions supporting the communities of practice and technical assistance to teachers are classroom observation, learning action cell, In-Service Training (InSeT), and conference and urgency. The following working conditions may affect or influence school heads and master teachers in supporting communities of practice and technical assistance to teachers: intellectance (openness to new experiences), communication channels, schedules, lack of leadership, and knowledge of technical assistance providers. Participants experienced challenges, motivations, fulfillment, and positivity in implementing CoPs and TAs. The following themes were coded on the influence of experiences on communities of practice and technical assistance to teachers: positivity, flexibility, thriving, social support and interaction, and positivity.

Table 12. Significant Differences in the Level of School Heads' Technical Support as assessed by teachers when classified according to Educational Attainment and School Size

Variables		Sum of Square	df	Mean Square	F - value	P - value	Remarks
Educational Attainment	Between Group	1498.618	2	749.309	2.632	.073	Not Significant
	Within Group	95947.135		284.710			
	Total	97445.753					
School Size	Between Group	24677.469	3	8225.824	37.982	.000	Significant
	Within Group	72768.284		216.572			
	Tota	97445.753					

Table 13 presents the significant relationships among the school heads' time management skill, instructional supervision, and technical support as assessed by teachers. The result showed that there were significant relationship between the school heads' time management skill and instructional supervision as assessed by teachers (r=.946; p=.000). The same result was obtained between school heads' time management skill and technical support as assessed by teachers (r=.983; p=.000). Finally, there was also a significant relationship between school heads' instructional supervision and technical support (r=.973; p=.000). Therefore, the null hypothesis that there are no significant relationships among the level of school heads' time management skill, instructional supervision and technical support as assessed by teachers was rejected. This means that the teachers assessed the school heads' level of time management skill is significantly related to their instructional supervision and technical support. It can be surmised that when the school heads' level of time management skill is high, their instructional supervision and technical support are also high.

The findings in the study of Daigon & Alcopra (2024) emphasized that assessing and enhancing teachers' ability to deliver high-quality instruction significantly relies on the instructional supervision practices of school heads. The objective of their study was to determine the level of instructional supervision practices of school heads, the level of efficacy of teachers, the significant correlation between these variables and the specific instructional supervision practices that impact the efficacy of teachers. The study revealed that respondents hold an excellent view of the school heads' instructional supervision practices, particularly those conducted on pre-observations. Additionally, it was demonstrated that these practices were Highly Effective in boosting teachers' confidence and effectiveness. A significant relationship exists between the school heads' instructional supervision practices and efficacy of teachers, thus rejecting the null hypothesis and that pre-observation practices were most emphasized by school heads. Based on these findings, it is recommended to enhance post-observation practices by providing allocation of resources towards supporting teachers' professional growth, and prioritizing pre- and post-observation practices to improve teacher effectiveness.

Table 13. Significant Relationship Among the School Heads' Time Management Skill, Instructional Supervision and Technical Support

Variables		Time Management Skill	Instructional Supervision	Technical Support
Time Management Skill	r		.946	.983
	p		.000	.000
	n		340	340
	Remarks		Significant	Significant
Instructional Supervision	r	.946		.973
	p	.000		.000
	n	340		340
	Remarks	Significant		Significant
Technical Support	r	.983	.973	
	p	.000	.000	
	n	340	340	
	Remarks	Significant	Significant	

Conclusions

Based on the obtained findings, the following conclusions are formulated:

1 The teachers assessed that the school heads have expert abilities to manage their time in performing their duties and responsibilities in school.

1   The teachers assessed that the school heads' level of instructional supervision and technical support exceeded beyond the requirements.

2   The teachers' position, school location, educational attainment and school size determined their assessment on their school heads' level of time management kill.

3   The teachers' position, school location, educational attainment and school size determined their assessment on their assessment on their school heads' instructional supervision.

4   The teachers' position, school location and school size determined their assessment on their school heads' technical support.

5   The teachers assessed that when the school heads' time management skill is very high, their instructional supervision and technical support also increases.

Recommendations

The following recommendations are advanced:

Department of Education (DepEd) Officials may formulate and implement

programs that may improve overall teaching quality across schools.

District Supervisors can use the results of this study to design programs and activities that enhance the knowledge, skills, and attitudes of teachers, ultimately facilitating effective teaching and improving the academic performance of elementary learners.

School Heads may identify the problems faced by teachers and evaluate their effectiveness in the teaching and learning process. This information can guide school heads in providing technical assistance to teachers and propose activities to enhance their technical know-how in teaching across all subject areas.

Teachers may gain insights on how to assess themselves in seeking technical assistance from their school heads, both at the district and school levels. The findings can also serve as a reminder for teachers to continuously seek instructional supervision and technical support as well as opportunities, enabling them to exceed expectations and facilitate meaningful learning experiences for elementary learners.

Learners can benefit this by ensuring they receive better quality of academic instruction and more relevant learning experiences from highly trained and capable elementary teachers. This can contribute to their overall academic performance and promote a positive learning environment.

Future researchers may utilize the findings of this study as a source of related literature in their future research endeavors. The findings and insights provided can support and enrich future research endeavors, enabling researchers to build upon the existing knowledge in this area.

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