

# SUPERVISORY AND TECHNICAL ASSISTANCE SKILLS OF SCHOOL ADMINISTRATORS IN ANDA DISTRICT: BASIS FOR PROFESSIONAL DEVELOPMENT PROGRAM

RAY MARK A. CASULLA

**Abstract :** This study aimed to assess the supervisory and technical assistance skills of school administrators in Anda District to serve as a basis for a professional development program. Specifically, it sought to describe the profile of the school administrators, determine their levels of supervisory and technical assistance skills, and examine the relationships between their skills and personal profiles. The research used a descriptive correlational design and purposive sampling technique to select 30 school heads as respondents. Data were gathered through a validated questionnaire with an average weighted mean of 4.55 and a reliability coefficient of 0.971, ensuring the tool's consistency and accuracy. The data were analyzed using descriptive statistics and correlation tests. Results showed that the school administrators demonstrated highly competent supervisory and technical assistance skills, with average weighted means of 4.35 and 4.36, respectively. However, no significant relationship was found between the administrators' profiles (age, sex, civil status, educational attainment, years in service, and relevant training) and their skills. Additionally, a weak positive but not significant correlation existed between supervisory and technical assistance skills. Based on these findings, a professional development program was proposed to enhance the administrators' skills in classroom observation, providing constructive feedback, resolving conflicts, and integrating technology into teaching. The program includes training workshops tailored to address specific needs and promote continuous learning. It is recommended that the district implement this program to support school administrators in effectively managing and assisting teachers, thereby improving overall school performance.

**IndexTerms - Component, formatting, style, styling, insert.**

## INTRODUCTION

From the top down, school administrators may make a positive impact on the lives of the students, employees, and community. They have the ability to make adjustments that will have a significant effect for years to come. Due to their exceptional capacity to manage the complex terrain of educational institutions and create an atmosphere that supports growth and development, school administrators are also in great demand as highly qualified professionals (KU SOE, 2025).

According to Amajuoyi (2022), the school administrator is an instructional leader who oversees, monitors, evaluates, and disseminates up-to-date information to teachers on academic and management issues in order to facilitate an efficient teaching and learning process. In addition to representing the school in front of the government and parents, the administrator is tasked with providing direction to instructors, students, and other staff members.

For school administrators to effectively lead and manage in educational environments, they must possess supervisory and technical assistance skills. These domains do, however, have several problems and deficiencies that could be the foundation of professional development initiatives. The necessity for organized professional development programs is highlighted by the fact that many school administrators, particularly those in community colleges, learn supervisory abilities through experience rather than formal training (Lamb cited by Orawczyk, 2024).

Administrators have difficulties in the area of supervision. Strategic planning is required to resolve these problems and enhance monitoring procedures (Eyana et al., 2024). More professional development and training are required for school administrators. Research indicates that professional development activities, like mentorship programs and seminars, are crucial for enhancing supervisory abilities and supporting learning objectives like Sustainable Development Goal 4 (SDG-4) (Hussain et al., 2023).

Due to the rapid growth of technology, school administrators must now prioritize developing digital fluency, and the capacity to utilize technology for communication, collaboration, and information management. However, a study found many administrators lack the necessary experience and technology to lead in modern educational settings. Besides administrative efficiency, there is also a gap that limits the support given by teachers in adopting innovative teaching methods using technology (De Los Reyes & Paglinawan, 2024).

In addition, many administrators have inadequate technology integration skills that limit their capacity to make informed decisions, manage resources effectively, and prepare schools for the 21st century. This gap necessitates encompassing comprehensive professional development programs designed to enhance these abilities among school leaders (Siphais & Siphai, 2024).

Effective instructional practices and student learning outcomes require supervisory skills among school administrators. A good management system necessitates assessing performance, providing appropriate criticism, and guaranteeing that teachers deliver well-structured educational programs. The effectiveness of professional development programs that emphasize these skills in improving the instructional supervision of school administrators can be significant (Oriente & Alvarado, 2020).

School administrators must possess technical expertise to handle multiple operational facets of educational institutions.' Effective school management requires proficiency in financial, computer, and marketing skills and should focus on technical skills to prepare administrators for the challenges of modern educational settings (Ibay & Pa-Alisbo, 2020).

Professional development is essential for school administrators to enhance their supervisory and technical skills. These skills can only be developed through programs that provide training in leadership, governance, and resource management (Baltazar, & Orongan, 2024). Mentoring programs have been shown to enhance leadership skills and promote professional development among school administrators, which has a positive impact on overall school innovation and success (Yirci et al, 2023).

Professional development for school administrators is heavily influenced by organizational support. Training opportunities, performance reviews, and merit-based promotions are associated with more effective instructional supervision (Baltazar, & Orongan, 2024). Such support is essential for creating a conducive environment that fosters professional development.'

According to recent studies, school administrators' ability levels differ between capabilities. According to research by Paglala and Lumapenet (2024), administrators' instructional supervision competencies greatly improve teachers' proficiency because they guide the adoption of successful teaching strategies that are in line with educational goals and observe classrooms effectively, which leads to better teaching practices. This is emphasized as a predictor of success. On the other hand, Mary et al. (2022) warn that a lack of training might result in biased observations and erroneous evaluations and that a lack of professional development can cause aims to become out of sync. Moreover, Mary et al. (2022) emphasize that while collaborative leadership promotes a productive school environment, a lack of collaboration can fragment school culture. They also show that effective leadership is demonstrated by adjusting supervisory practices to changing trends, but innovation is hampered by resistance to change or insufficient training.

Research by He et al. (2024) indicates that administrators who provide actionable feedback enhance instructional strategies and student outcomes, whereas Dorado et al. (2024) contend that vague feedback can demotivate educators. While Dorado et al. (2024) caution that generic or misaligned programs may offer limited results, administrators are commended for identifying areas for teacher improvement and structuring pertinent professional development programs (He et al., 2024). A crucial indicator of teaching efficacy is monitoring student performance, Dalton & Apron (2024) link this ability to academic success, while Garira (2024) cautions that relying too heavily on quantitative data could result in an unsatisfactory assessment.

According to Dorado et al. (2024), research indicates that a lack of training can worsen tensions, although Hobden (2020) asserts that conflict resolution is a crucial ability that promotes a pleasant school climate. Hobden (2020) emphasizes that effective supervision requires time management and job prioritization, but inefficiency can result in burnout and less oversight, as Dorado et al. (2024) point out. According to KU SOE (2025), consistent application of school policies is essential, but, strict enforcement may impede flexibility in responding to particular school requirements, as proposed by Garira (2024).

According to Lachica (2024), school administrators are highly regarded for their supervision abilities, which include providing technological support. The findings highlight the significance of competent supervision and leadership, including technical support. Furthermore, Venas and Daing (2020) show that school administrators' supervision abilities are highly regarded in the domains of administrative, interpersonal, and conceptual capabilities. The capacity of school administrators to offer technical support is also seen as a critical component in improving academic achievement. Nonetheless, Trongco and Benolirao (2023) discovered that school administrators' supervising abilities are only average.

A study that examines school administrators' technical assistance proficiency reveals that they possess high-level proficiency. The results also demonstrate a noteworthy distinction between the degree of technical support abilities and supervision skills, which did not differ significantly. The effectiveness of these abilities can be improved by establishing collaborative learning and offering ICT refresher courses (Casuyon & Bautista, 2024).

Additionally, a study assesses school administrators' technology leadership and finds that it is generally high, with the exception of certain areas like encouraging teachers to participate in ICT training and integrating ICT plans with strategic goals. These factors received extremely high ratings. Thus, although it varied depending on the indication, teachers' use of technology was generally high (Geresola & Lausa, 2024). Furthermore, according to a survey, technical help abilities received extremely good ratings overall (Guanzon & Miranda, 2023).

Nevertheless, according to Willermark et al. (2023), some school administrators feel prepared to manage digital changes, while others find it difficult to keep up with the quick speed of change. This suggests that more assistance and training in digital leadership are needed. Furthermore, it is difficult to achieve successful technology integration, according to A'mar and Eleyan (2022), which implies that the leadership techniques used now might not be enough. According to Davis & Nixon (2024), conventional training programs could not give school administrators all the tools they need to meet these issues.

Age, sex, and years of service did not affect the supervisory skills of school administrators (Cruz & Dela Cruz, 2021). However, according to Wang & Leithwood (2022), age may have a beneficial impact on the level of supervisory skills. In contrast, Hanushek and Rivkin (1922) suggest an opposing trend where older school administrators perceive a decline in the benefits of school monitoring. In addition, female school administrators had slightly higher scores than their male counterparts (Hausenblas & Schueler, 2021).

Educational attainment in schools is linked to school management, as per Cruz and Dela Cruz (1921). However, the research findings on supervisory skills did not exhibit significant variations solely based on educational background (Almodiel & Catapang, 2019). It's clear from this that a higher degree doesn't necessarily translate to better leadership skills. Read on for more details.

A study revealed that years of service were negatively correlated to skills in supervision. These findings suggest a lack of experience among school administrators, which may impair their ability to supervise (Grissom & Bartanen, 2020). Nevertheless, certain studies suggest that there is a positive association between school supervision and the role of educating the school administrator. This suggests that supervision skills are more effective with experience (Bosserman & Firestone, 2021). Furthermore, years of working as an administrator are linked to more effective supervision (Songcayawon et al, 2022).

The Leithwood and Seashore Louis (2022) study did not establish any connection between leadership style and school administrator experience. Experience alone is not always the foundation for better leadership, as evidenced by this. Dela Cruz and Reyes (2019) found that most school administrators who exhibit good supervision skills have completed several relevant training courses.

Despite the fact that school leaders receive extensive training, there is little correlation between their supervision skills and this study. Hence, taking part in numerous programs may not be as effective or worthwhile when given superior instruction on pertinent subjects. Well-structured and relevant training is crucial for improving supervision skills in educational contexts, as evidence suggests that quality training has a greater impact on supervisory skills development than quantity (Day et al, 2020).

In a 2023 study by Guanzon and Miranda, it was found that technical assistance skills are strongly influenced by demographic factors such as teaching experience, educational level, and age. The study indicates that teachers with more experience and qualifications exhibit greater professionalism and are better equipped to offer technical assistance, which has a positive impact on their performance. Geresolo and Lausa's (2024) study revealed that technology integration is strongly associated with age, but not with gender. However, Kier et al. conducted a study in 2019 and found no statistically significant relationship between age and technical assistance skills. Also, in line with Sangalang's (2019) research, educational leaders should participate in training programs to improve their technical support and mentoring skills. This allows them to help teachers improve their careers.

David and Naparan (2024) recommend solutions to alleviate the difficulties faced by school administrators, including mentoring for new administrators, frequent professional development seminars, leadership training programs, and improving communication skills. By creating a positive atmosphere and encouraging professional development, these actions can help them better retain qualified educators.

Several interventions, such as offering focused professional development, setting up mentorship programs, and encouraging a collaborative school culture, are highlighted in other studies as ways to improve the abilities of school administrators. Through the development of stronger leadership, communication, and conflict resolution abilities in administrators, these interventions seek to address issues including high teacher turnover and enhance retention (Webster et al., 2020).

In areas like Anda District, there are challenges to effective teaching and learning, and school administrators play an important supportive role. However because administrators have different backgrounds in technical, leadership, and supervision skills, as well as because curricula are changing, data-driven decisions are becoming more important, and resources are scarce, it is necessary to evaluate their present abilities. In the end, this study will help to improve teaching and student learning by establishing a baseline, guiding focused professional development, and advancing evidence-based practices.

This study aims to determine the supervisory and technical assistance skills of school administrators in the ANDA District in order to guide the creation of a professional development program.

Furthermore, the profile of the respondents and their proficiency in technical support and supervisory skills will be examined. Moreover, the study will examine the connection between the profiles of school administrators and these abilities. The study will also be the foundation for the creation of a program and intervention for technical support and supervisory skills based on the results and current best practices.

## Theoretical Framework

One important theory that supports this study is Instructional Leadership Theory. This theory focuses on how school leaders can help improve teaching and learning. According to this theory, school administrators should not only manage the school but also guide teachers in improving their instructional practices. They are expected to provide support, observe classes, give feedback, and encourage teachers to grow professionally. In the context of Anda District, this theory helps explain why the supervisory and technical assistance skills of school leaders are important. When administrators apply instructional leadership, they help create a learning environment where both teachers and students can succeed. Their guidance and support can lead to better teaching strategies and improved student outcomes.

Another theory that fits this study is Transformational Leadership Theory. This theory highlights how leaders can inspire and motivate others to achieve more than what is expected. Transformational leaders serve as role models and focus on building strong relationships, clear goals, and a shared vision. In a school setting, administrators with transformational leadership qualities encourage teachers to be innovative, confident, and committed to their work. They do not only supervise but also uplift and empower their staff. This theory is important in understanding how school heads in the Anda District can influence teacher performance by offering both technical help and moral support. When teachers feel motivated and supported, they are more likely to improve their teaching methods and engage in professional development.

A third relevant theory is Theory X and Theory Y by Douglas McGregor. This theory explains two different styles of management. Theory X assumes that people dislike work and need to be closely monitored, while Theory Y believes that people are self-motivated and enjoy taking responsibility. In the context of school leadership, this theory helps explain how the attitudes of administrators toward teachers affect their supervision style. If a school leader believes in Theory Y, they are more likely to give supportive supervision and trust teachers to take charge of their own improvement. On the other hand, if they follow Theory X, they may focus more on control and strict monitoring. Understanding these views can help explain the differences in how school administrators in Anda District provide technical assistance and how that affects the professional growth of teachers.

## Conceptual Framework

In this study, the Input-Process-Output (IPO) model is used to clearly show the flow of the research and how each part connects to the others. This model helps organize the study in a way that is easy to understand, showing what information goes into the study, what happens during the research, and what results are expected in the end.

The Input refers to the background information needed to understand the topic better. In this study, the input includes the profile of the respondents, such as their age, sex, civil status, highest educational attainment, years in service, and number of training and seminars attended. These details are important because they help the researcher see if certain characteristics of school administrators are connected to their skills in supervision and providing technical assistance. This input serves as the foundation for comparing and analyzing differences and relationships in the data.

The Process involves gathering, analyzing, and interpreting the data. During this stage, the researcher assesses the supervisory skills and technical assistance skills of the school administrators in Anda District. This includes evaluating how they lead, guide, and support teachers. The process also includes examining if there is a significant relationship or difference between the administrators' skills and their profile. By doing this, the researcher can identify patterns and determine if certain factors like

experience, education, or training have an effect on their skills. This step uses surveys or questionnaires to collect the needed information and statistical tools to analyze the results.

The Output is the final result or product of the research. For this study, the output is a set of proposed interventions or a professional development program designed to improve the supervisory and technical assistance skills of school administrators in the Anda District. These interventions are based on the findings of the study and aim to support school leaders in becoming more effective in their roles. The goal is to help them grow professionally so they can better support teachers and improve the overall learning environment in schools.

To sum it up, the IPO model helps guide the study by showing a clear path from identifying the background and skills of school leaders (Input), through the analysis of data (Process), to developing helpful programs that improve their skills (Output). This makes it easier to understand how the study is structured and how it aims to benefit school leadership in the Anda District.

## RESEARCH METHODOLOGY

This chapter discusses research methodology, which includes research design and the procedures used to solve research problems. Similarly, it discusses the data collection tools as well as the statistical treatments that will be used to analyze the data.

### Research Design

This study used a descriptive-correlational research design to examine the supervisory and technical assistance skills of school administrators in the Anda District. The descriptive part of the study aimed to provide a clear picture of the administrators' personal and professional profiles, such as their age, sex, civil status, highest educational attainment, years in service, and number of training and seminars attended. It also described the level of their supervisory and technical assistance skills as perceived by themselves or their stakeholders.

The correlational aspect of the study was used to determine if there was a significant relationship between the administrators' profile and their level of skills in supervision and technical assistance. This helped the researcher explore possible patterns or connections that might exist between who the administrators are and how they perform in their roles.

By combining both descriptive and correlational approaches, the study was able to gather useful information and uncover insights that can serve as a basis for developing a professional development program for school administrators in the district. The design was appropriate because it allowed the researcher to measure current conditions without manipulating any variables and to examine how certain characteristics may be linked to the administrators' performance in their duties.

### Sources of Data

#### Locale of the Study

This study was conducted in the Anda District, which is under the jurisdiction of the Schools Division of Pangasinan. Located in the western part of the province, Anda is a coastal municipality known for its rich cultural heritage and close-knit communities. The district comprises several public elementary and secondary schools that are managed by school administrators who play a vital role in the implementation of educational policies and the smooth operation of daily school functions. Given the diversity of school settings and the varying professional backgrounds of administrators in the area, the Anda District provided an ideal locale for examining leadership and management competencies. The choice of this setting allowed for a realistic assessment of the administrators' roles, challenges, and effectiveness in managing school operations within the context of a dynamic educational environment.

### Population Sampling

This study used purposive sampling to select the respondents. The participants were chosen based on specific criteria that were directly related to the purpose of the study. In this case, the selected respondents were school administrators in the Anda District who were actively serving during the time the study was conducted. These included school heads, principals, and officer-in-charge personnel who were responsible for providing supervision and technical assistance to teachers.

Purposive sampling was appropriate for this research because the focus was on individuals who have direct experience and knowledge in the areas of supervision and instructional support. Since the goal was to gather in-depth information from those in leadership roles, only those who met these qualifications were included in the study. This method helped ensure that the data collected would be meaningful, relevant, and useful in creating a professional development program tailored to the needs of school administrators in the district.

### Instrumentation and Data Collection

To gather the needed information for this study, the researcher used a researcher-made questionnaire as the main tool for data collection. The questionnaire was carefully developed based on the objectives of the study, focusing on the supervisory and technical assistance skills of school administrators in the Anda District. Before using the tool, it was validated by three experts in the field of education and school leadership. Their feedback helped improve the clarity, relevance, and organization of the items to ensure that the questions would effectively measure what they were intended to assess. A table was prepared to show the results of the content validation, confirming that the instrument was appropriate for the study.

### Result of Research Instrument Validation

The research instrument used in this study was thoroughly checked to make sure it was appropriate and effective for gathering data.

**Result of Research Instrument Validation**

Indicators	Mean	Descriptive Equivalent
1. The directions are clear in all sections of the gathering instrument.	4.5	Highly Valid
2. Each item is clearly stated.	4.3	Highly Valid
3. Each item is readable, i.e., the items are easily read.	4.8	Very Valid
4. Each item is attractive; enough space is provided to avoid crowding among the items.	4.5	Highly Valid
5. The data gathering instrument is comprehensive, i.e., covered all areas important to the study.	4.7	Very Valid
6. Each item is focused on a particular thought or idea.	4.1	Highly Valid
7. The items are objective, i.e., the responses to be elicited are neither biased nor reactive.	4.3	Highly Valid
8. The items are formulated per the study's explicit and implicit objectives.	4.8	Very Valid
9. The items are systematically arranged according to a desirable sequence.	4.5	Highly Valid
<b>10. The items do not overlap with each other; no duplication of items is observed.</b>	<b>5.0</b>	<b>Very Valid</b>
<b>Average Weighted Mean</b>	<b>4.55</b>	<b>Very Valid</b>

Based on the results of the validation, the tool received an average weighted mean of 4.55, which falls under the "Very Valid" category. This means that the items in the questionnaire were generally clear, relevant, and well-constructed according to the standards for survey tools. Most of the indicators received a rating of "Highly Valid" or "Very Valid", showing that the respondents or validators found the directions easy to understand, the items clearly stated, readable, and arranged properly. They also confirmed that the instrument covered all important areas related to the study, with no duplication of questions.

In addition to this, the reliability of the instrument was tested using Cronbach's Alpha, which resulted in a high value of 0.971. This indicates an excellent level of internal consistency among the items in the questionnaire. A Cronbach's Alpha value above 0.9 is generally considered outstanding, meaning that the responses to the items are highly reliable and consistent. This strong reliability score shows that the instrument can be trusted to produce stable and accurate results when used to assess the supervisory and technical assistance skills of school administrators in the Anda District.

### Tools for Data Analysis

To derive valuable insights and make significant discoveries, the data underwent a rigorous analysis employing appropriate statistical methods through IBM SPSS Statistics 20. This process ensured the precision of the results in accurately portraying the real situation and providing solutions to the research's addressed concerns.

To answer sub-problem 1, the profile of the respondents, frequency counts, and percentages were used.

To answer sub-problem 2, the supervisory and technical assistance skills of school administrators, the weighted mean was computed and described using a five-point Likert scale with a descriptive equivalent shown below:

Score	Median Score Range	Descriptive Equivalents
5	4.51 – 5.00	Very Skilled (VS)
4	3.51 – 4.49	Highly Skilled (HS)
3	2.51 – 3.49	Skilled (S)
2	1.51 – 2.49	Less Skilled (LS)
1	1.00 – 1.49	Not Skilled (NS)

To answer sub-problem 3, to test if there is a significant relationship between the supervisory and technical assistance skills and profile variables of school administrators, Point Biserial, Chi-square test and Spearman's rho were utilized.

To answer sub-problem 4, to test if there is a significant difference between the supervisory and technical assistance skills and profile variables of school administrators, Person R was used.

To answer sub-problem 5, an effective professional development program was proposed.

### Ethical Consideration

In conducting this study, the researcher strictly adhered to ethical standards in accordance with the principles set by the American Psychological Association (2020). Full transparency was maintained throughout the research process, beginning with the informed consent of all participants. Each respondent was clearly informed of the study's purpose, the voluntary nature of their participation, and their right to withdraw at any point without facing any form of penalty or disadvantage. Confidentiality and anonymity were given utmost priority; personal information was not collected, and all responses were treated with strict confidentiality to ensure that no data could be traced back to individual participants. Furthermore, the study avoided any form of coercion or pressure, and data collection was conducted with sensitivity and respect for the professional responsibilities of the school administrators involved. The researcher also secured necessary permissions from relevant authorities in the Anda District to conduct the study. Ultimately, all procedures were implemented with integrity and respect for human dignity, ensuring that the research upheld both ethical and professional standards.

## IV. RESULTS AND DISCUSSION

4 This chapter presents the results of the study based on the gathered, analyzed, and interpreted data. The results are arranged according to the order of the problems stated in the previous chapter.

### Profile of the Respondents

This section of the study presents the profile of the school administrators of Anda District.

**Table 1. Profile of the respondents in terms of Age**

Age	Frequency	Percent
30 to 39 years old	2	6.67
40 to 49 years old	10	33.33
<b>50 to 59 years old</b>	<b>18</b>	<b>60.00</b>
<b>Total</b>	<b>30</b>	<b>100.0</b>

Table 1 shows that most school administrators in Anda District are aged 50 to 59 (60%), followed by those aged 40 to 49 (33.33%), and only a few are aged 30 to 39 (6.67%). This suggests that the majority are seasoned professionals with years of experience. According to Wang and Leithwood (2022), age can positively influence supervisory skills, though Hanushek and Rivkin (1922) argue that older administrators may see reduced benefits from monitoring. These findings highlight the need for professional development programs tailored to different age groups and experience levels.

**Table 2. Profile of the respondents in terms of Sex**

Sex	Frequency	Percent
Male	10	33.33
<b>Female</b>	<b>20</b>	<b>66.67</b>
<b>Total</b>	<b>30</b>	<b>100.0</b>

Table 2 shows that most school administrators in Anda District are female, with 66.67% of the respondents identifying as women and 33.33% as men. This means that two out of every three administrators are female. This result highlights the growing role of women in leadership positions in schools. According to Hausenblas and Schueler (2021), female administrators often perform slightly better than their male counterparts in terms of supervisory skills. While gender does not significantly affect technical assistance abilities (Geresolo & Lausa, 2024), the predominance of female leaders in the district reflects a shift toward more inclusive and diverse leadership. This supports the rationale that school administrators play a vital role in improving teaching and learning through guidance, monitoring, and support (Amajuoyi, 2022). Since both male and female administrators face challenges in supervision and technology use, professional development programs should be designed to address common gaps regardless of gender (Siphais & Siphai, 2024).

**Table 3. Profile of the respondents in terms of Civil Status**

Civil Status	Frequency	Percent
Single	3	10.00
<b>Married</b>	<b>27</b>	<b>90.00</b>
<b>Total</b>	<b>30</b>	<b>100.0</b>

Table 3 shows that out of 30 school administrators in Anda District, 90% are married and only 10% are single. This suggests that most administrators have family responsibilities, which may contribute to their maturity and interpersonal skills—traits important for effective supervision and technical assistance (KU SOE, 2025). According to Amajuoyi (2022), school leaders play a key role in guiding teachers and managing school operations. The high number of married administrators may reflect a leadership profile with practical life experience, supporting the need for a professional development program tailored to their responsibilities and roles.

**Table 4. Profile of the respondents in terms of Highest Educational Attainment**

Highest Educational Attainment	Frequency	Percent
Masters Units / Master’s Level	5	16.67
Master’s Graduate	5	16.67
<b>Doctorate Units / Doctorate Level</b>	<b>12</b>	<b>40.00</b>
Doctorate Graduate	8	26.67
<b>Total</b>	<b>30</b>	<b>100.0</b>

Table 4 shows that most school administrators in Anda District have reached advanced academic levels. Specifically, 40% hold doctorate units, and 26.67% are doctorate graduates. The rest have either completed a master’s degree (16.67%) or have earned master’s units (16.67%).

This indicates that a majority have pursued higher education, which may enhance their leadership capacity. However, as noted by Almodiel and Catapang (2019), a higher degree does not always translate to stronger supervisory or technical skills. Practical experience and focused professional development remain essential.

Thus, even with strong academic qualifications, there is still a need for structured training programs that enhance administrators' practical supervisory and technical assistance skills, especially in response to evolving educational demands (Orawczyk, 2024; David & Naparan, 2024).

**Table 5. Profile of the respondents in terms of Years in Service**

Years in Service	Frequency	Percent
5 years and below	3	10.00
6 to 10 years	4	13.33
11 to 15 years	3	10.00
16 to 20 years	5	16.67
<b>21 to 25 years</b>	<b>10</b>	<b>33.33</b>
26 to 30 years	3	10.00
31 years and above	2	6.67
<b>Total</b>	<b>30</b>	<b>100.0</b>

Table 5 presents the number of years school administrators in Anda District have served. The largest group (33.33%) has been in service for 21 to 25 years. This is followed by those with 16 to 20 years (16.67%), while smaller percentages fall within other brackets—10% have served 5 years or below, 13.33% served 6 to 10 years, another 10% have 11 to 15 years, and 10% have 26 to 30 years. Only 6.67% have served for more than 31 years.

These figures show that most administrators have substantial experience, which may contribute to their ability to lead schools effectively. However, experience alone does not always guarantee strong supervisory and technical skills. According to Grissom and Bartanen (2020), more years in service do not automatically equate to better supervision skills. In contrast, Bosserman and Firestone (2021) emphasized that when paired with proper training, experience can lead to more effective leadership. This supports the need for structured professional development programs, as experienced administrators still face challenges in supervision and technical support (Hussain et al., 2023; David & Naparan, 2024).

**Table 6. Profile of the respondents in terms of Relevant Training**

Relevant Training	Frequency	Percent
<b>10 and below</b>	<b>10</b>	<b>33.33</b>
11 to 20	6	20.00
21 to 30	6	20.00
31 to 40	2	6.67
41 to 50	2	6.67
51 and above	4	13.33
<b>Total</b>	<b>30</b>	<b>100.0</b>

Table 6 shows that most school administrators in Anda District have limited to moderate relevant training, with 33.33% attending 10 or fewer sessions and 40% attending between 11 to 30 sessions. Only a small portion (13.33%) have more than 51 trainings. This suggests varied levels of formal preparation among respondents.

This supports the study’s rationale that professional development is essential. Since many administrators rely on experience rather than formal training for supervisory and technical skills, structured programs are needed to address gaps. Improving these skills will help administrators better lead schools, manage resources, and support teachers, especially with ongoing challenges like technology integration and evolving educational demands.

### Supervisory and Technical Assistance Skills of School Administrators in the Anda District

This section presents the level of supervisory and technical assistance skills demonstrated by school administrators in the Anda District. It shows how well they manage, guide, and support their teachers based on the data collected.

**Table 7. Level of Supervisory Skills of School Administrators in the Anda District**

Supervisory Skills	Weighted Mean	Descriptive Equivalent
--------------------	---------------	------------------------

<b>Regularly conducts effective and unbiased classroom observations to assess teaching practices.</b>	<b>4.70</b>	<b>Very Skilled</b>
Provides actionable, clear, and supportive feedback to improve teaching methods.	4.50	Highly Skilled
Guides teachers in adopting effective teaching strategies aligned with educational goals.	4.63	Very Skilled
Tracks and evaluates student performance as a measure of teaching effectiveness.	4.33	Highly Skilled
Resolves disputes between teachers, staff, and stakeholders professionally.	4.67	Very Skilled
Identifies areas for teacher improvement and organizes relevant professional development programs.	4.00	Highly Skilled
Efficiently schedules and prioritizes tasks related to supervisory responsibilities.	4.07	Highly Skilled
Ensures the proper implementation of school policies and educational standards.	4.33	Highly Skilled
Encourages collaboration among staff to foster a positive and productive school environment.	4.10	Highly Skilled
Adopts new supervisory practices in response to changing educational trends and needs.	4.13	Highly Skilled
<b>Average Weighted Mean</b>	<b>4.35</b>	<b>Highly Skilled</b>

In Table 7, the supervisory skills of school administrators in Anda District are shown to be generally strong, with an overall average weighted mean of 4.35, which is described as "Highly Skilled." Among the specific skills, administrators scored highest in conducting effective and unbiased classroom observations (4.70) and resolving disputes professionally (4.67), both rated as "Very Skilled." Other important skills such as providing clear feedback, guiding teachers with effective strategies, and tracking student performance also received high marks, ranging from "Highly Skilled" to "Very Skilled." The results indicate that these administrators are competent in managing key aspects of supervision, including scheduling tasks, enforcing policies, fostering collaboration, and adapting to changing educational needs.

These findings align with the study's rationale emphasizing the critical role of school administrators as instructional leaders who influence teachers, students, and the wider community (KU SOE, 2025). Strong supervisory skills are essential for promoting effective teaching and learning. However, the rationale also points out challenges like inconsistent training and gaps in technology integration that can limit administrators' effectiveness (Amajuoyi, 2022; De Los Reyes & Paglinawan, 2024). While administrators in Anda District show high supervisory abilities, the literature suggests that ongoing professional development is crucial to address areas needing improvement and to keep up with educational trends (Baltazar & Orongan, 2024; Hussain et al., 2023). In particular, targeted programs can enhance skills like providing actionable feedback, strategic planning, and technology leadership, all of which are key to maintaining a positive and productive school environment (He et al., 2024; Hobden, 2020). Thus, the high supervisory skills observed in this study provide a strong foundation but also highlight the importance of continuous learning and support to sustain and improve school leadership in the district.

**Table 8. Level of Technical Assistance Skills of School Administrators in the Anda District**

<b>Technical Assistance Skills</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>
<b>Guides teachers in integrating technology into the classroom to enhance learning.</b>	<b>4.73</b>	<b>Very Skilled</b>
Assists teachers in identifying and resolving technical and instructional challenges effectively.	4.43	Highly Skilled
Offers readily accessible tools, resources, or materials to support teaching practices.	4.50	Highly Skilled
Organizes and facilitates technical training sessions for teachers and staff.	4.37	Highly Skilled
Supports teachers in resolving technical issues related to school systems or software.	4.37	Highly Skilled
Demonstrates expertise in using and teaching modern educational technology platforms and tools.	4.10	Highly Skilled
Assists in analyzing and interpreting data to improve instructional outcomes.	4.43	Highly Skilled
Tailor's technical assistance is based on individual teacher needs and skill levels.	4.20	Highly Skilled
Consistently checks the application and impact of technical assistance provided to teachers.	4.17	Highly Skilled
Build partnerships with external organizations to acquire advanced technical resources or expertise.	4.27	Highly Skilled
<b>Average Weighted Mean</b>	<b>4.36</b>	<b>Highly Skilled</b>

Table 8 shows the level of technical assistance skills of school administrators in the Anda District. The results reveal that school administrators are generally highly skilled in providing technical assistance, with an overall weighted mean of 4.36. Among the specific skills, guiding teachers to integrate technology into the classroom scored the highest (4.73), indicating that administrators are very skilled in helping teachers use technology to improve learning. Other areas, such as assisting teachers in solving technical and instructional problems, providing accessible teaching tools, and organizing technical training, all scored

between 4.10 and 4.50, which reflects a high level of skill. These findings suggest that administrators are well-prepared to support teachers with technology and instructional challenges, although there is some room for growth in consistently tailoring support to individual needs and checking the impact of their assistance.

This aligns with the rationale that highlights the important role school administrators play in leading schools and supporting teachers. As Amajuoyi (2022) points out, administrators act as instructional leaders by guiding and monitoring teaching practices. The high ratings in technical assistance skills reflect the administrators' ability to manage educational technology, which is crucial given the rapid growth of digital tools in schools (De Los Reyes & Paglinawan, 2024). However, the rationale also points out that some administrators still need further professional development to strengthen these skills, especially in adapting to new technologies and providing personalized support (Siphais & Siphai, 2024).

**Relationship between the Supervisory and Technical Assistance Skills and School Administrators' Profiles of Anda District**

This part of the study explores whether there is a connection between the administrators' skills and their personal and professional backgrounds.

**Table 9. Test of Relationship between the Supervisory and Technical Assistance Skills and School Administrators' Profiles of Anda District**

Profile	Supervisory		Technical Assistance	
	Statistics	P-value	Statistics	P-value
Age <sup>a</sup>	-0.095	0.617	0.206	0.274
Sex <sup>b</sup>	-0.245	0.191	0.165	0.383
Civil Status <sup>c</sup>	0.312	0.533	0.974	0.948
Highest Educational Attainment <sup>a</sup>	-0.163	0.391	-0.155	-0.113
Years in Service <sup>a</sup>	-0.155	0.414	0.073	0.701
Relevant Training <sup>a</sup>	-0.113	0.554	0.109	0.568

<sup>a</sup>Significant at 0.05

<sup>a</sup>Spearman Rho; <sup>b</sup>Point Biserial Correlation; <sup>c</sup>Chi-Square Test;

Based on Table 9, the relationship between the supervisory and technical assistance skills of school administrators in Anda District and their profiles was examined. The results show that none of the profile factors—such as age, sex, civil status, highest educational attainment, years in service, and relevant training—had a statistically significant relationship with either supervisory or technical assistance skills. The p-values for all variables were above the 0.05 significance level, indicating no meaningful correlations or associations were found. For example, age had a low correlation with supervisory skills (Spearman's rho = -0.095, p = 0.617) and with technical assistance skills (0.206, p = 0.274). Similarly, sex and civil status also showed no significant links to these skills.

This means that school administrators' supervisory and technical assistance capabilities in Anda District do not appear to depend on their demographic or professional profiles. These findings support the rationale that while administrators are critical in leading schools and managing resources, their skill levels might be shaped more by targeted professional development rather than by personal or background factors alone. The lack of significant relationships underscores the need for structured, well-designed training programs focusing on developing these essential skills, as highlighted in previous studies emphasizing mentorship, continuous learning, and specialized training (KU SOE, 2025; Lamb cited by Orawczyk, 2024; Baltazar & Orongan, 2024).

**Relationship between the Supervisory and Technical Assistance Skills of School Administrators in Anda District**

This section presents the test of difference between the Supervisory and Technical Assistance Skills of School Administrators in Anda District

**Table 10. Test of Relationship between the Supervisory and Technical Assistance Skills of School Administrators in Anda District**

Skills	Technical Assistance	
	Pearson Correlation	Sig. (2-tailed)
Supervisory	.181	.338
	N	30

Based on Table 10, there is a weak positive correlation between the supervisory and technical assistance skills of school administrators in Anda District, with a Pearson correlation value of 0.181. However, the p-value of 0.338 indicates that this relationship is not statistically significant. This means that the connection between these two skill areas is minimal and may have occurred by chance, given that the value is above the standard significance level of 0.05. In simple terms, administrators who are strong in supervisory skills are not necessarily strong in technical assistance skills, and vice versa.

This finding aligns with the rationale behind the study. While both supervisory and technical assistance skills are important in school leadership, they do not always develop together. According to KU SOE (2025), school administrators are expected to manage both instruction and operations effectively. However, Lamb (as cited in Orawczyk, 2024) and Eyana et al. (2024) emphasized that many administrators gain their supervisory skills through experience rather than formal training, which could result in skill gaps. Likewise, De Los Reyes and Paglinawan (2024) highlighted that many administrators struggle with technology use, a key part of technical assistance.

Since the results show no strong connection between the two skill sets, it reinforces the need for targeted professional development programs. Supervisory and technical skills should not be treated as one-size-fits-all. Instead, programs must be designed to address each area separately to help school administrators grow in both fields. As Baltazar and Orongan (2024) suggest,

mentorship and structured training can enhance leadership effectiveness. Thus, the study underlines the importance of developing a well-rounded professional development plan based on the distinct needs of administrators in Anda District.

### Proposed Professional Development Program for School Administrators in Anda District

**I. Rationale.** The study revealed that school administrators in Anda District have similar levels of supervisory and technical assistance skills, but both areas require continuous improvement to meet the evolving demands of modern education. Since administrators are key leaders in supporting teachers and managing schools, strengthening these skills is essential for improving school performance and student outcomes. The fast pace of technological change and increasing complexity in educational management make professional development vital. This program is designed to help school administrators build on their current skills, address gaps, and stay updated with best practices to lead effectively and support teaching and learning in their schools.

**II. Goal.** To enhance the supervisory and technical assistance skills of school administrators in Anda District through targeted training and mentoring, enabling them to provide effective leadership and support that improves school management and student achievement.

### III. Proposed Professional Development Program

Program Component	Description	Objectives	Activities	Duration
1. Supervisory Skills Training	Workshops on instructional supervision, performance monitoring, and feedback techniques.	Improve abilities to evaluate teaching, give constructive feedback, and support teacher growth.	Interactive workshops, role-playing scenarios.	3 days
2. Technical Assistance Skills	Training on technology integration, ICT tools, and digital communication for school management.	Enhance skills in using technology for administration and support of teaching innovation.	Hands-on ICT sessions, case studies.	2 days
3. Mentoring and Coaching	Pairing experienced administrators with less experienced ones for guidance and sharing best practices.	Build confidence and provide practical advice on handling supervisory and technical challenges.	Regular mentoring meetings, peer observations.	6 months (ongoing)
4. Strategic Planning	Sessions on planning, resource management, and data-driven decision-making in schools.	Develop strategic thinking and problem-solving skills to improve school performance.	Group planning workshops, scenario analysis.	2 days
5. Leadership and Communication	Training on leadership styles, conflict resolution, and effective communication within the school community.	Strengthen leadership presence and promote a positive, collaborative school culture.	Seminars, group discussions, role-play exercises.	2 days
6. Follow-up and Evaluation	Post-training assessment and feedback to measure skill improvement and program effectiveness.	Ensure continuous development and adjust program based on participant needs and outcomes.	Surveys, performance reviews, feedback sessions.	Year Round

### REFERENCES

- A'mar, F. & Eleyan, D. (2022). Effect of Principal's Technology Leadership on Teacher's Technology Integration. *International Journal of Instruction*, 15. 781-798. 10.29333/iji.2022.15145a.
- Almodiel, H. P., & Catapang, M. S. (2019). Supervisory Competencies of School Heads in Relation to Teachers' Performance. *Philippine Association of Institutions for Research (PAIR) Research Forum Proceedings*, 1-12.
- Amajuoyi, C.O. (2022). Principals' Instructional Supervision for Improving the Academic Performance of Students in Secondary Schools in Orumba South LGA. *International Journal of Innovative Education Research*, 10(1), 56-68. Retrieved from <https://www.seahipublications.org/wp-content/uploads/2024/12/IJIER-M-7-2022.pdf>
- Armstrong, M. (2020). *Armstrong's handbook of human resource management practice* (15th ed.). Kogan Page.
- Baltazar, A., & Orongan, R. (2024). Professional Development, School-based Management Implementation, and Organizational Support on Instructional Supervisory Practices of School Administrators. *International Journal For Multidisciplinary Research*. Retrieved from <https://doi.org/10.36948/ijfmr.2024.v06i03.19283>.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Lawrence Erlbaum Associates.
- Bosserman, A., & Firestone, W. (2021). The effects of principal preparation programs on principals' reported leadership practices. *Journal of Educational Administration*, 59(4), 425-447. doi: 10.1177/0022068020982131.
- Casuyon, A. ., & Bautista, M. . (2024). Instructional Supervision and Technical Assistance Skills of Master Teachers. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, 1(6), 956-966. Retrieved from <https://risejournals.org/index.php/imjrise/article/view/541>
- Cruz, M. A. T., & Dela Cruz, R. P. (2021). Supervisory competencies of school heads in relation to teachers' performance.
- Dalton, W. & Arpon, A. (2024). Principals' Management Skills and School Academic Achievement. *Journal of Innovative Technology Convergence*. 6. 9-20. Doi: 10.69478/JITC2024v6n002a02.
- Darling-Hammond, L., Hyster, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>

- David, E. & Naparan, G. (2024). Challenges and interventions of school administrators in the retention of professional teachers in private schools. *Indonesian Journal of Education and Social Sciences*. 3. 201-2015. Doi: 10.56916/ijess.v3i2.753.
- Davis, W. & Nixon, A. (2024). The Changing Role of Principals: Are District Leaders and University Preparation Programs Providing the Needed Supports? *AASA Journal of Scholarship and Practice*, 21(1). Retrieved from [https://www.aasa.org/docs/default-source/publications/journal-of-scholarship-and-practice/spring-2024/changing-role-of-principals.pdf?utm\\_source=chatgpt.com](https://www.aasa.org/docs/default-source/publications/journal-of-scholarship-and-practice/spring-2024/changing-role-of-principals.pdf?utm_source=chatgpt.com)
- Day, C., Gorgen, K., & Sammons, P. (2020). *Successful School Leadership 2020* publication. Educational Development Trust. Retrieved from <https://www.edt.org/research-and-insights/successful-school-leadership-2020-publication/>
- De Los Reyes, M. & Paglinawan, J. (2024). Work Adaptability and Leadership Competence on the Digital Fluency of School Administrators. *International Journal of Research and Innovation in Social Science*. 417-431. Retrieved from <https://dx.doi.org/10.47772/IJRISS.2024.814MG0035>
- Dela Cruz, A. A., & Reyes, M. S. (2019). Relationship between the adherence to National Competency-Based Standards and the professional profile of school heads in Northern Samar, Philippines. *International Journal of Scientific and Technology Research*, 8(10), 1234-1239.
- Dorado, J., Barrios, M., & Lumapenet, H. (2024). SCHOOL HEADS' CHALLENGES IN ENHANCING THEIR COMPETENCIES. *International Journal Of Advance Research And Innovative Ideas In Education*. 10. 4218-4225. Retrieved from [https://www.researchgate.net/publication/380968385\\_SCHOOL\\_HEADS'\\_CHALLENGES\\_IN\\_ENHANCING\\_THEIR\\_COMPETENCIES#:~:text=The%20lack%20of%20training%20and,gradually%20acquired%20skills%20essential%20of](https://www.researchgate.net/publication/380968385_SCHOOL_HEADS'_CHALLENGES_IN_ENHANCING_THEIR_COMPETENCIES#:~:text=The%20lack%20of%20training%20and,gradually%20acquired%20skills%20essential%20of) or
- Eyana, J., Muring, C., & Bauyot, M. (2024). Supervisory Roles of School Heads in Public Stand-Alone Senior High School: A Phenomenological Case Study. *Asian Journal of Education and Social Studies*. Retrieved from <https://doi.org/10.9734/ajess/2024/v50i21263>.
- Fullan, M. (2018). *Leading in a culture of change* (2nd ed.). Jossey-Bass.

