

The Mediating Role of Technical Assistance in Supervisory Management and Occupational Competence of Elementary School Teachers

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Abstract

The study investigated teachers' perspectives of technical support in mitigating the function of school principals' supervisory management in elementary teachers' occupational competence. Data from 211 Nagcarlan Sub-Office, Division of Laguna teachers were acquired using a descriptive research approach, with observations and surveys conducted. Surveys were administered through face-to-face contact and Google Forms. The data were examined using frequency count, percent distribution, mean, standard deviation, Pearson correlation, and multiple linear regression. Teachers regarded the school principals' supervisory management and levels of occupational, social, and professional competence as consistently demonstrated. They also saw school leaders' technical help, which included coaching, mentoring, training, professional development, and support, as always manifested. Regression analyses revealed that supervisory management is a highly significant predictor of occupational competence. Improved supervisory abilities positively impact personal, social, and professional competence, emphasizing the value of effective supervisory management. Technical assistance fully mediates and bridges the gap between school principals' supervisory management and teachers' personal, social, and professional competence. While the direct effects of supervisory management on these competencies are minimal, the indirect effects through technical support are important. This suggests that the positive influence of supervisory management on teacher competency is most evident when combined with focused technical support and professional development. Thus, integrating supervisory methods with strong technical aid is critical for improving teacher competency and overall educational quality. School heads and teachers in Nagcarlan Sub-Office understand that organizational success depends on strong leadership and supportive mechanisms that improve supervisory management capabilities.

Keywords: supervisory management; occupational competence; personal competence; social competence; professional competence, technical assistance

1. Introduction

In the Philippine educational landscape, the competence of elementary school teachers is critical to achieving quality learning outcomes for young Filipino students. Successful implementation of supervisory

management strategies inside educational institutions is critical to improving teacher competence. However, the difficulties of the educational environment require a diverse approach to teacher development, with school heads and supervisory management providing supervision that follows proper processes and techniques (Sudrajat, 2020).

In addition, Order No. 36, s. 2023 of the Department of Education underlines the values and competencies enabling all teachers to reach their full potential and significantly contribute to the established growth, competitiveness, and positive transformation. School heads have duties and responsibilities that must be fulfilled for their leadership to be effective and efficient and for the intended goals to be successfully attained. The role of supervisory management, which encompasses guidance, support, and evaluation, has long been acknowledged as pivotal in shaping teachers' occupational competence.

Supervisory management can be obtained through relevant education and experience so leaders can work effectively based on conceptual, human, and technical skills (Jones & George, 2014). Competent supervisory management may ensure that work norms and ethics are followed to establish an exemplary, polished, and productive workplace (Agih, 2015). For supervisors to perform their duties efficiently based on their conceptual, interpersonal, and technical skills, managers can acquire the necessary managerial skills through suitable education and experience (Jones & George, 2014). The school heads supervisory management's ability to influence and inspire their followers, accept change, motivate, continually learn, and collaborate with other team members is a sign of their strength and impact (Micic, 2015).

Moreover, the productivity of teachers and staff will improve, and the school head's technical assistance competency will increase (Prasojo, 2017). The school heads must implement training and development if a teacher's performance declines during their profession. On top of this, technical assistance met urgent needs like a new staff intensive training or organizing oneself. Recently conducted An evidence review of the TA landscape, looking at the history of traditional approaches, the nature and scope of TA as a form of development assistance, and the emergence of a new paradigm Cox and Norrington-Davies (2019). Likewise, the school supervisors are the management, and it is their responsibility to give teachers an asset of monitoring tools so they may recognize the need for change, create a change plan, and put their new behavior into practice for effective teaching and learning (Ugboko (2012).

One such factor that has gained increasing attention in recent years is the provision of technical assistance to teachers. Technical assistance can range from training programs and workshops to ongoing support and resources to enhance teachers' skills and knowledge in their respective fields. While supervisory management provides a framework and direction, technical assistance is a catalyst, offering targeted interventions that can significantly influence teachers' occupational competence. Technical assistance, in its entirety, relates to occupational progress to focused initiatives that provide coaching, mentoring, training, professional development, and other forms of support given to groups and initiatives aimed to influence the modification or implementation of cutting-edge or evidence-based methods and innovative practices (Dunst et al., 2019).

Furthermore, in the ever-evolving education landscape, the most significant change in today's schools is requiring school heads to possess both competency and supervisory management skills to continuously improve education quality. (Villanueva, et al., 2021). In consonance, the Department of Education released a Memorandum number 054, s 2023, entitled Pilot Implementation of Matatag Curriculum. The term "DepEd Matatag" gained prominence as part of DepEd's branding and messaging efforts to emphasize its commitment to improving the quality of education, cited its four critical components and meaning: MAke the curriculum relevant to produce competent and job-ready, active, and responsible citizens; TAke steps to accelerate delivery of basic education facilities and services; TAke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and Give support to teachers to teach better.

In this regard, the role of technical assistance emerges as a crucial mechanism to complement and mediate supervisory management's impact on elementary school teachers' occupational competence. Teachers'

performance has been impacted by the rapid changes and reforms in educational institutions worldwide (Mohamad & Jais, 2016).

Teachers' occupational competence, as fostered by instructional supervision activities, should acquire knowledge and understand its application to translate this knowledge into practice to improve student learning outcomes. A strong link between supervisory management and professional competency is important (Zepeda, 2018). For teachers to obtain great results, professionals' performance in the Department of Education must be continually evaluated and enhanced, claim Catolos & Catolos (2017). Improving teachers' occupational and personal, social, and professional competence. Teachers offer training often described as providing knowledge and skills for performing a certain task (Dabale et al., 2014). The Department of Education, in coordination with Division Offices down to the School Sub-Office, selected participants for the MATATAG Curriculum to be implemented this coming school year, 2024-2025. The teachers are motivated to participate in training sessions to enhance their professional skills and adopt innovative teaching methods. Emphasizing that teachers' competency levels significantly changed due to the training Saleem et al. (2019).

Amidst these legal mandates and the growing recognition of the importance of supervisory management, there remains a gap in understanding the mechanisms that facilitate its impact on teachers' occupational competence. One such mechanism that has emerged in educational literature is technical assistance. Technical assistance encompasses targeted support, resources, and expert guidance provided to teachers to address specific challenges and enhance their professional skills. Teacher performance is the degree to which a teacher demonstrates mastery and application of their occupational competencies, Jaelani (2020). Further to this perspective, a teacher's performance indicates mastery and application of their teaching competency in carrying out their responsibilities.

1.1 Statement of the Problem

This study aimed to determine the mediating role of technical assistance in supervisory management and occupational competence of elementary school teachers in the Nagcarlan Sub-Office in the Division of Laguna. Specifically, it sought answers to the following research questions posed in the study:

1. How do the teacher-respondents the supervisory skills of their school heads in terms of :

- 1.1 Interpersonal Skill;
- 1.2 Technical Skill;
- 1.3 Information Skill;
- 1.4 Human Relations Skill;
- 1.5 Administrative Skills; and
- 1.6 Conceptual Skills?

2. To what extent do teacher-respondents describe their occupational competence in terms of :

- 2.1 Personal Competence?
- 2.1 .1 Self-Awareness;and
- 2.1. 2 Self-Management?

- 2.2 Social Competence?
- 2.2.1 Social Awareness;and
- 2.2.2 Relationship Skill?

- 2.3 Professional Competence?
- 2.3.1 Motivation;
- 2.3.2 Attitude and Behavior;
- 2.3.3 Moral and Ethical Values and

2.3.4 Experience?

3. How do the teachers-respondents perceive the level of technical assistance of the school heads in terms of:

- 3.1.Coaching;
- 3.2 Mentoring;
- 3.3 Training;
- 3.4 Professional Development; and
- 3.5 Support?

4. Is there a significant relationship between supervisory management of school heads and occupational competence of teachers?

5. Is there a significant relationship between supervisory management and the technical assistance of school heads?

6. Does the technical assistance of school heads significantly affect the occupational competence of teachers?

7. Do the parameters of supervisory management of the school heads, singly or in combination, predict the teachers' occupational competence in terms of :

- 7.1 Personal Competence;
- 7.2 Social Competence; and
- 7.3 Professional Competence?

8. Does technical assistance of school heads significantly mediate the relationship between supervisory management of the school heads and occupational competence of teachers?

2.Methodology

This study employs a quantitative descriptive survey design to examine the mediating role of technical assistance of supervisory management and the occupational competence of elementary school teachers. Following Lumbwe (2017), the design adheres to naturalistic inquiry, focusing on observing and analyzing phenomena in their natural state without pre-selecting or altering variables. Data were gathered using both observation and survey methods. The primary tool was a self-constructed questionnaire to address the study's research questions. The questionnaire was distributed to teachers across 21 public schools in the Nagcarlan Sub-Office under the Division of Laguna. Stratified random sampling was employed to select 211 public elementary school teachers from the Nagcarlan Sub-Office, representing 66% of the population. Demographic Profile: Included items on respondents' sex, years of service, highest education level attained, and civil status. Supervisory Management: Assessed through sub-variables including interpersonal, technical, informational, human relations, administrative, and conceptual skills, based on the Developmental Supervision Model (Glickman et al., 2015) and McClelland's Acquired Needs Theory (1961). Technical Assistance: Evaluated through sub-variables like coaching, mentoring, training, professional development, and support, inspired by Bandura's Social Learning Theory (1977). Occupational Competence: Measured using personal, social, and professional competence sub-variables, drawing from Harter's Competence Motivation Theory, Herzberg's Two-Factor Theory, and Kielhofner's Model of Human Occupation (MOHO). The thesis adviser and panel members reviewed the questionnaire for content validity. A pilot test was conducted with teachers from the same division, and the instrument's reliability was assessed using

Cronbach's Alpha, yielding scores above 0.8 for all subscales, indicating good to excellent internal consistency. Approval for the research proposal and questionnaire was obtained from relevant authorities. With school principals' permission, the questionnaire was distributed to the targeted teachers, who had one to two weeks to complete. Completed questionnaires were collected for data analysis. Statistical analyses were calculated to summarize the responses, including mean and standard deviation. Pearson Product-Moment Correlation Coefficient was used to examine the relationship between supervisory management and teachers' occupational competence. Multiple regression analysis was performed to assess the impact of supervisory management skills on professional competence. Mediation Analysis was conducted to explore the mediating role of technical assistance and determine how it influences the relationship between supervisory management and occupational competence.

3. Results and Discussion

Table 1. Summary Table on the Extent of Supervisory Management

Indicators	Mean	SD	Interpretation
Interpersonal Skill	4.54	0.54	Always Manifested
Technical Skill	4.45	0.57	Often Manifested
Information Skill	4.52	0.56	Always Manifested
Human Relations Skill	4.55	0.55	Always Manifested
Administrative Skill	4.56	0.54	Always Manifested
Conceptual Skill	4.58	0.53	Always Manifested
Overall	4.54	0.51	Always Manifested

Legend: VI – Verbal Interpretation Always Manifested/AM (4.50-5.00), Often Manifested/OM (3.50-4.49), Sometimes Manifested/SM (2.50-3.49), Rarely Manifested/RM (1.50-2.49) Never Manifested (1.00-1.49)

Table 1 provides an overview of each supervisory management indicator's mean scores, standard deviations (SD), and interpretations. The interpretations range from "Often Manifested" to "Always Manifested," indicating the frequency with which these skills are observed.

It is presented in the given table that the school heads' supervisory management is observed with an overall mean of 4.54 and interpreted as always manifested. This implies that effectiveness is influenced by various factors, among which supervisory management and occupational competence are crucial determinants. Supervisory management encompasses the strategies, guidance, and oversight provided to teachers to enhance their instructional practices and professional growth. On the other hand, occupational competence pertains to the teacher's ability to perform their roles effectively, meet the demands of their profession, and achieve desired student outcomes.

On the other hand, conceptual skill garnered the highest mean of 4.58 (SD=0.53) and is always manifested. It is observed that school heads in the Nagcarlan Sub-Office need to revitalize conceptual skills that will often reflect on their actions and decisions, leading to increased self-awareness in his research on the skills and attributes of supervisory management. Teachers often criticized principals for lacking integrity and suitable supervisory skills (Wanzare, 2013). It is recommended that they provide in-service training for principals before they take on supervisory roles in schools. Supporting the teachers' perspective, Wanzare (2013) suggests that principals should adopt effective strategies to enhance instructional supervision.

Table 1 also reflects that the lowest mean score of 4.45 (SD=0.57) attributed to technical skills is always manifested. School heads should receive proper training to carry out their administrative duties excellently and be more productive. They need to possess technical skills (Oluremi, 2013).

Supervisors can effectively manage their staff by utilizing strategies such as supportive, democratic,

authoritarian, dictatorial, and non-interfering or free rein (Islam, N. 2021). A certain set of techniques and skills are needed for supervision since it encompasses not just managing human assets but also managing the accomplishment of tasks and reaching goals. Attaining clarity and method at work requires developing an efficient supervision plan.

Table 2. Summary Table on the Extent of Technical Assistance

Indicators	Mean	SD	Interpretation
Coaching	4.52	0.57	Always Manifested
Mentoring	4.52	0.58	Always Manifested
Training	4.54	0.55	Always Manifested
Professional Development	4.57	0.54	Always Manifested
Support	4.55	0.56	Always Manifested
Overall	4.54	0.53	Always Manifested

Legend: VI – Verbal Interpretation Always Manifested/AM (4.50-5.00), Often Manifested/OM (3.50-4.49), Sometimes Manifested/SM (2.50-3.49), Rarely Manifested/RM (1.50-2.49) Never Manifested (1.00-1.49)

Table 2 shows that the five variables under technical assistance and professional development got the highest mean of 4.57 (SD=0.57), with interpretation always manifested. As part of the professional development of teachers in Nagcarlan Sub-Office, based on the highest educational attainment, 78% or 166 of the total teacher respondents pursued graduate studies. For teachers to obtain great results, professionals' performance in the Department of Education must be continually evaluated and enhanced, claim Catolos & Catolos (2017).

On the other hand, the data reflect that coaching and mentoring got the lowest mean of 4.52 and are interpreted as always manifested. The school heads suggested embracing coaching and mentoring as important ways to influence and enhance leaders' skill development, cognitive abilities, and emotional intelligence." These knowledgeable educational leaders can then look for solutions that consider the school systems' complexity while producing favorable student outcomes, relational trust, and increased teacher efficacy.

Respondents see the school heads' supervisory management as technical assistance, with an overall mean of 4.54 (SD=0.53) always manifested. Technical assistance, in its entirety, relates to occupational progress to focused initiatives that provide coaching, mentoring, training, professional development, and forms of support given to groups and initiatives aimed at influencing the modification or implementation of cutting-edge or evidence-based methods and innovative practices (Duns et al., 2019).

Table 3. Summary Table on the Extent of Personal Competence

Indicators	Mean	SD	Interpretation
Self-Awareness	4.57	0.46	Always Manifested
Self-Management	4.52	0.46	Always Manifested
Overall	4.55	0.44	Often Manifested

Legend: VI – Verbal Interpretation Always Manifested/AM (4.50-5.00), Often Manifested/OM (3.50-4.49), Sometimes Manifested/SM (2.50-3.49) Rarely Manifested/RM (1.50-2.49) Never Manifested (1.00-1.49)

Table 3 displays the level of perception of teachers' competence regarding self-awareness and self-management. The result shows that the variable self-awareness gains the highest mean of 4.57 (SD=0.46). Teachers require a deep understanding of oneself and one's capabilities. This can lead to heightened self-awareness and personal competence.

The variable self-management, which had the lowest mean of 4.52 (SD=0.46), is also perceived as always manifested. Deci and Ryan's self-determination theory states that individuals have innate psychological needs for autonomy, competence, and relatedness. If these needs are not met in the workplace, employees may experience decreased self-management and personal competence.

Overall, the respondent perception of teachers' personal competence has a mean of 4.55 (SD=0.44) and is always manifested. This shows that personal competence relates to a teacher's ability to manage their emotions and preferences, uphold a strong moral code, set a positive example, evaluate their performance, and engage in sustainable personal growth, emphasizing self-awareness and self-management.

Table 4. Summary Table on the Extent of Social Competence

Indicators	Mean	SD	Interpretation
Social Awareness	4.56	0.54	Always Manifested
Relationship Skill	4.53	0.49	Always Manifested
Overall	4.55	0.45	Always Manifested

Legend: VI – Verbal Interpretation Always Manifested/AM (4.50-5.00), Often Manifested/OM (3.50-4.49), Sometimes Manifested/SM (2.50-3.49), Rarely Manifested/RM (1.50-2.49) Never Manifested (1.00-1.49)

As shown in Table 4, the teacher's social competence level when relationship skills have an overall mean of 4.53 (SD=0.49) always manifests. This is a good indicator that these days, teaching presents opportunities, challenges, and changes. Relationships arise in learning and teaching activities between colleagues and pupils and between students and peers. Relationship skills are necessary for proficient communication with a single person or group (Rungapadiachy, 2019).

Table 23 presents the Level of Teacher's Professional Competence in Motivation. The overall mean of teachers' professional competence in terms of motivation is 4.57 (SD=0.48), which is verbally translated as always manifested. This is visible by the school heads in the Nagcarlan Sub-Office, who provided extensive training and thorough performance evaluations to restore performance quality and motivation.

Table 5. Summary Table on the Extent of Professional Competence

Indicators	Mean	SD	Interpretation
Motivation	4.57	0.48	Always Manifested
Attitude and Behavior	4.58	0.46	Always Manifested
Moral and Ethical Values	4.68	0.44	Always Manifested
Experience	4.56	0.48	Always Manifested
Overall	4.59	0.43	Always Manifested

Legend: VI – Verbal Interpretation Always Manifested/AM (4.50-5.00), Often Manifested/OM (3.50-4.49), Sometimes Manifested/SM (2.50-3.49), Rarely Manifested/RM (1.50-2.49) Never Manifested (1.00-1.49)

Table 5 displays the summary table on the extent of professional competence that includes the following variables: motivation, attitude and behavior, moral and ethical values, and experience, with an overall mean of 4.59 (SD=0.43), which is always manifested. The table shows that the teacher's professional competence garnered an overall mean of 4.59 (SD=0.43), which is interpreted as always manifested when it comes to motivation, attitude and behavior, moral and ethical values, and experience. The experience of teachers in the Nagcarlan Sub-Office regarding involvement and engagement in different trainings and upskilling programs like INSET and LAC sessions, as well as extending support on different subjects in different key learning areas, is observed. Stahl (2019) mentioned that the school head is responsible for the school's overall performance. As a result, he is the one who motivates and encourages the teachers to establish

a productive learning environment in the classroom. The principals can encourage creativity in the instructors by acting as an example.

Korthagen (2017) explains that cultivating professional development calls for connecting the personal and professional facets of learning, but we frequently overlook the more profound levels of mission and one's identity.

Table 6. Correlation between the Perceived Level of Supervisory Management of School Heads and the Teacher's Personal Competence

Supervisory Management	Personal Competence		
	Self-Awareness	Self-Management	Overall Personal Competence
Interpersonal Skill	.502**	.451**	.497**
Technical Skill	.539**	.519**	.551**
Information Skill	.568**	.551**	.583**
Human Relation Skill	.575**	.543**	.582**
Administrative Skill	.569**	.539**	.577**
Conceptual Skill	.570**	.560**	.588**
Overall Supervisory Management	.600**	.566**	.608**

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 6 presents the Correlation between the Perceived Level of Supervisory Management of School Heads and the Teacher's Personal Competence. It reflects a moderate positive correlation between the supervisory management of school heads in terms of interpersonal skill, technical skill, human skill, administrative skill and conceptual skill, as shown by the computed r -values correlation, which is significant at the .01 level of probability.

Table 6 shows a significant positive relationship between supervisory management and personal competence. This explains that teachers' personal competence appears to be strengthened by positive supervisory skills, as indicated by the moderately positive correlation ($r=.608$, $p\leq .001$) between supervisory management and teachers' personal competence.

As presented, school heads' supervisory management in terms of interpersonal skill as to self-awareness, with $r=.502$ and self-management ($r=.451$) have a relatively moderate relationship. This explains that supervisory management as to interpersonal skills relies extensively on emotional intelligence (EI), which includes both self-awareness and self-management that empowers teachers to regulate their emotions, adjust to changing circumstances, and maintain composure under pressure supported by school heads as they practice self-management skills that are better to resolve conflicts, reach logical conclusions, and sustain a supportive and productive learning environment.

In addition, teachers' competence in terms of self-awareness ($r=.539$) and self-management (.519) also has a significant, moderate positive correlation to technical skills. This indicates that school heads who are highly skilled technically are also probably more self-aware in conducting their instructional supervision and teachers' assistance. Technical areas naturally develop this link by emphasizing attention to detail, problem-solving skills, and ongoing learning processes. The productivity of teachers and staff will improve along with increasing a principal's technical competency (Prasojo, 2017). The table shows a significant relationship between school heads' supervisory management and information skills. A higher grasp of one's character and skills can be attained through navigating difficult information and making sensible choices as manifested which details self-awareness ($r=.568$) and self-management ($r=.551$).

Moreover, it can be inferred from the table that there is also a moderate positive correlation between personal competence in terms of self-awareness ($r=.575$) and human relation skills. This further supports the deeper comprehension that teachers and school heads view and comprehend instructions, often needed for clear and effective communication and to possess a high level of empathy. This empathy can extend to self-awareness, as understanding others can lead to a better understanding of oneself. Listening is the most important component of principals' human interaction. Additionally, the communication from leaders clarifies the mission and objectives of the institution, Gumus (2019).

Furthermore, the table affirmed a moderate positive correlation between administrative skills and personal competence. The data tends to imply that the school heads administrative responsibilities, sets priorities, and implements an appropriate time allocation to different tasks and responsibilities. When teachers emphasize self-reflection and discover what areas of their personal development need attention, they can apply this skill to personal competency. The moderately positive correlation observed between conceptual skill and personal competence in terms of self-awareness indicates that people who become more experienced at thinking strategically and acquiring complex situations are also likely to become more self-aware, which can be utilized to identify their emotional triggers and strengths and weaknesses.

Personal Competence relates to a teacher's ability to manage their emotions and preferences, uphold a strong moral code, set a positive example, evaluate their performance, and engage in sustainable personal growth, emphasizing self-awareness and self-management. Glickman et al. (2015) further assert that a teacher's personal life is crucial to their professional development. While teachers are encouraged to adapt and improve their classroom practices, their personal lives are intertwined with their professional ones. Instructional supervisors should be equipped to address teachers' personal issues (Knight & Van Nieuwerburgh, 2012).

They highlight that teachers, being adults, learn more effectively when their real-life challenges and performance are considered. Skillful educational supervisors understand the advantages of providing professional development opportunities to foster teachers' progress and student performance (Mendels & Mitgang, 2013).

Table 7. Correlation between Supervisory Management of School Heads and the Teacher's Social Competence

Supervisory Management	Social Competence		
	Awareness	Relatio nship Skill	Mean Social Competence
Interpersonal Skill	.521**	.444**	.498**
Technical Skill	.507**	.465**	.503**
Information Skill	.544**	.505**	.543**
Human Relation Skill	.585**	.527**	.575**
Administrative Skill	.526**	.493**	.527**
Conceptual Skill	.573**	.499**	.554**
SupMgt	.588**	.524**	.575**

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 7 shows a moderate positive correlation between school heads' supervisory skills and teachers' social competence level, specifically in terms of social awareness and relationship skills. This relationship is represented by a correlation coefficient ranging from 0.3 to 0.6, with an observed coefficient of 0.575, indicating that as the supervisory skills of school heads become more highly manifested, the social competence of teachers tends to increase correspondingly.

Exceptional interpersonal skills foster school heads to grow more socially conscious because they are more sensitive to the needs, feelings, and concerns of others in the teaching profession. Although technical

skills are necessary for occupational competency, a moderate positive correlation in terms of social awareness was revealed. Nonetheless, a technically proficient supervisor who lacks social awareness may find it difficult to manage staff relations and team dynamics. Acquiring social skills is important to foster improved and more fulfilling instructional supervisory relationships.

In addition, the table shows a significant relationship between teachers' perceptions of school heads' supervisory management and teachers' social competence as to social awareness with an overall mean coefficient of .588, interpreted as a moderate positive coefficient, which indicates a positive relationship. A coefficient closer to 1 indicates a stronger positive relationship, while a coefficient closer to 0 indicates a weaker relationship. This may have an impact on how firms train and develop school heads to become more civic-minded, which may result in an improvement in the effectiveness of their management.

Table 8. Correlation between Supervisory Management of School Heads and the Teacher's Professional Competence

Sub-Variables	Professional Competence					TOC
	Motivation	Attitude and Behavior	Moral and Ethical	Experience	Mean Professional C	
Interpersonal Skill	.432**	.427**	.431**	.486**	.476**	.515**
Technical Skill	.473**	.450**	.409**	.494**	.491**	.541**
Information Skill	.512**	.502**	.478**	.557**	.550**	.587**
Human Relation Skill	.526**	.521**	.473**	.538**	.552**	.599**
Administrative Skill	.499**	.494**	.456**	.539**	.534**	.574**
Conceptual Skill	.514**	.536**	.526**	.575**	.577**	.602**
SupMgt	.531**	.520**	.494**	.566**	.567**	.613**

***. Correlation is significant at the 0.01 level (2-tailed).*

Using the Pearson *r* correlation analysis, the table justifies that the perceptions of the extent to which school heads performed supervisory management are significantly related to teachers' professional competence. Interpersonal skills, technical skills, information skills, Human relation skills, administrative skills, and conceptual skills are the indicators of supervisory management that have a significant positive relationship with teachers' professional competence in motivation, attitude and behavior, moral and ethical, and experience.

Additionally, a positive significant relationship is shown between teachers' attitudes and behaviors and interpersonal skills. Teachers can be changed to become more driver-like in the classroom by supporting the principal's interpersonal communication. The effectiveness of information exchange and mutual typing in any place of human resources can be significantly impacted by efficient interpersonal relationships. Human relation skills, with a ($r=.599$) moderate positive correlation, have a significant relationship to professional competence, which explained in the study by Day and Sammons (2016) that an organization's efficacy depends on the leaders' human skills. For this explanation, school heads must develop social competencies if they want supervision is inevitable.

Moreover, the table reflects a positive significant relationship between interpersonal skills and a teacher's professional competence regarding morals and ethics with a ($r=.427$). A supervisor's skill to succeed

depends on their ability to comprehend themselves and their subordinates; according to a study by Gottfried and Ryan (2012), when group members develop opposing attitudes, values, and beliefs toward a behavior or topic, the group will collapse. Both universal respect for human life and caring ideals should serve as teachers' sources of inspiration. The concept that ethical and moral principles are fundamental to teachers' personal and professional lives serves as the foundation for comprehending the morality of teaching. This occurs because their ethical values heavily influence educational teaching, student-relationship, and assessment strategies.

Teacher professional competency, as fostered by instructional supervision activities, suggests that teachers should acquire knowledge and understand its application, aiming to translate this knowledge into practice to improve student learning outcomes. Furthermore, having supervisory skills among school heads is essential to bringing about a national transformation. It entails the precise planning and the placement of personnel and physical resources to accomplish objectives. In the context of educational organizations, the head of the school, the principal, or the head teacher monitors the school to ensure that the learning objectives are accomplished. For the best outcomes, leaders must possess well-executed supervisory skills. To strengthen staff members' commitment to school goals and objectives, school administrators should seek input from staff members frequently and maintain open lines of communication during the decision-making process.

Evidence indicates a positive correlation between occupational competence and supervisory management in an organization (Sönmez et al., 2020). The influence of school heads is one of the crucial elements that should be prioritized to establish high competency in a school (Maskur et al., 2018). Additionally, Vozcova's Lifelong Learning Theory (2012) examines professional development as an organized, purposeful process and experience that aims to raise the level of professional skills by improving professional competencies.

The ability of leaders to influence and inspire their followers to accept change, motivate, continually learn, and collaborate with other team members is a sign of their strength and impact (Micic, 2015).

Table 9. Correlation between Supervisory Management and Technical Assistance of School Heads

Sub-Variables	Technical Assistance					
	Coaching	Mentoring	Training	Professional Devt	Support	Tech Assistance
Interpersonal Skill	.809**	.841**	.783**	.807**	.777**	.853**
Technical Skill	.766**	.811**	.787**	.810**	.765**	.837**
Information Skill	.837**	.873**	.845**	.847**	.813**	.895**
Human Relation Skill	.806**	.862**	.792**	.831**	.799**	.869**
Administrative Skill	.878**	.906**	.879**	.890**	.829**	.931**
Conceptual Skill	.867**	.866**	.814**	.865**	.833**	.902**
SupMgt	.875**	.906**	.863**	.890**	.871**	.936**

***. Correlation is significant at the 0.01 level (2-tailed).*

As shown in Table 9, there is a strong positive correlation between the supervisory management and the technical assistance of the school heads manifested in their coaching, mentoring, training, professional development, and support. This implies that supervisors or school heads need to gain this understanding and recognize how their interpersonal behavior impacts teachers. They should then adopt behaviors that foster positive relationships to effectively carry out instructional supervision (Glickman et al., 2015).

Similarly, administrative skills and technical assistance also show a positive significant relationship relative to the supervisory management of the school heads. It implies that assisting subordinates hone their administrative skills is one of their key responsibilities. Human skills appear most crucial when frequent

interactions between school leaders and teachers occur. As one moves up the administrative hierarchy, these personal interactions decrease in number and frequency. However, the importance of interpersonal skills likely does not diminish absolutely, though it may proportionally lessen. Concurrently, conceptual skills grow in significance with the increasing need for policy decisions and broad-scale actions. Thus, while human skills in individual interactions become less prominent, the ability to integrate group interests and activities into a cohesive whole through conceptual skills becomes more central.

A strong positive coefficient between supervisory management and technical assistance. One of the tasks of the school heads is to conduct classroom observation every quarter, wherein the pre-mentoring and post-mentoring should be visibly observed. This signifies that classroom observation is a form of technical assistance offered by the school heads in the Nagcarlan Sub-Office. This practice enables the school heads and the teacher to assess strengths and weaknesses, pinpointing gaps in classroom teaching concerning the students' needs. The post-observation conference boosts the teacher's capacity to enhance classroom instruction. Feedback during this conference should concentrate on adjusting teaching behaviors. Effective supervisory management should consistently strive to enhance the quality of instruction and boost instructional achievement. They should assist teachers in setting and fostering high expectations while establishing direct connections with teachers and the classroom (Portin et al., 2013). Zepeda (2017) highlights a notable connection between instructional, supervisory management and professional development. This relationship is illustrated by various models or approaches to instructional supervision, including clinical supervision, peer coaching, cognitive coaching, and mentoring. Equipped with the knowledge of teachers and the school, along with interpersonal and technical skills, the instructional supervisor can adeptly employ the strategies outlined (Glickman et al., 2015).

Table 10. Regression of Supervisory Management Skills on Technical Assistance of School Head

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
4 (Constant)	.093	.102		.904	.367
Supervisory Management Skills	.234	.107	.227	2.191	.030
Administrative Skill	.396	.064	.406	6.154	<.001
Conceptual Skill	.236	.060	.236	3.943	<.001
Technical Skill	.113	.048	.122	2.334	.021

a. Dependent Variable: Technical Assistance

R-Square= .905 Adjusted R-square=.903 F Value (4, 206) = 492.113 Sig. =<.001^e

The table shows the regression of supervisory management skills on technical assistance of the school head. The data depicts that the dependent variable is expected to increase by .234 units for every one-unit increase in supervisory management skills, holding all other variables constant. This predictor is statistically significant ($p = .030$). For every one-unit increase in Administrative Skill, the dependent variable is expected to increase by .396 units, holding all other variables constant. This predictor is highly statistically significant ($p < .001$). For every one-unit increase in Conceptual Skill, the dependent variable is expected to increase by .236 units, holding all other variables constant. This predictor is highly statistically significant ($p < .001$). For every one-unit increase in Technical Skill, the dependent variable is expected to increase by .113 units, holding all other variables constant. This predictor is statistically significant ($p = .021$).

According to the R-Square value, also referred to as the coefficient of determination, approximately

90.5% of the variability in the dependent variable can be explained by the independent variables in the model. This high number indicates that the model does a good job of fitting the data. The Adjusted R-square considers the number of predictors in the model, and it is slightly lower than the R-square. It is still high at .903, indicating that the model's predictive power remains strong even after adjusting for the number of predictors.

For every one-unit increase in Supervisory Management Skills, the dependent variable is expected to increase by .234 units, holding all other variables constant. This predictor is statistically significant ($p = .030$).

The F Value is a test statistic used to test the overall significance of the regression model. A larger F Value indicates that the model is significant. In this case, the F Value of 492.113 is quite large, suggesting that the regression model is statistically significant. Here, with a p-value of less than .001, the regression model is highly significant, suggesting that at least one of the predictors is useful in predicting the dependent variable.

The overall implication showed that the school heads' supervisory management as to administrative skill, conceptual skill, and technical skill are all statistically significant predictors of the dependent variable, as their p-values are less than .05. Supervisory Management Skills are also a significant predictor with a p-value of .030. However, it is less important compared to the others. Often observed that school heads may be academically proficient but lack technical, conceptual, social, and supervisory skills, Botha (2011). This implies that the significant predictive power of school heads' supervisory management skills highlights these leaders' critical role in shaping teachers' effectiveness and professional growth, leading to improved student educational outcomes.

Table 11. Regression of Teachers' Occupational Competence on Technical Assistance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.288	.196		11.665	<.001
Technical Assistance	.501	.043	.629	11.687	<.001

a. Dependent Variable: Occupational Competence of Teachers

R-Square= .395

Adjusted R-square=.392. F Value (1, 209) = 136.591 Sig. = <.001^b

The table presents a regression of teachers' occupational competence in technical assistance.

When the level of technical assistance is zero, the estimated occupational competence of teachers is 2.288. The intercept is statistically significant ($p < .001$), indicating that even without technical assistance, teachers have a baseline level of occupational competence. For every unit increase in technical assistance, the occupational competence of teachers is expected to increase by .501 units, holding all other variables constant. The coefficient is highly significant ($p < .001$), indicating that technical assistance has a strong positive impact on the occupational competence of teachers. The regression analysis provides strong evidence that technical assistance significantly affects teachers' occupational competence.

Technical assistance is a highly significant predictor with a beta coefficient of .629, indicating a strong positive relationship with occupational competence. This means that as the level of technical assistance increases, teachers' occupational competence is expected to increase substantially.

The R-squared value, or coefficient of determination, indicates that approximately 39.5% of the variability in the dependent variable can be explained by the independent variable in the model. This value represents the proportion of the variance for the dependent variable explained by the independent variable. The Adjusted R-square takes into account the number of predictors in the model. It is slightly lower than the R-square but still provides an idea of the model's goodness of fit. After adjusting for the number of predictors,

technical assistance still accounts for 39.2% of teachers' occupational competence variability. This reinforces the idea that technical assistance plays a substantial role in shaping teachers' competence. The F-test result is highly significant, with a value of 136.591. This indicates that the regression model is reliable and that technical assistance significantly predicts teachers' occupational competence. With a p-value of less than .001, the relationship between technical assistance and teachers' occupational competence is highly statistically significant. This provides strong evidence to support the claim that technical assistance significantly affects the competence of teachers in their occupations.

Given that 39.5% of the variability in teachers' occupational competence can be explained by the level of technical assistance they receive. This suggests that technical assistance is a key factor influencing teachers' competence in their occupation. In addition, the independent variable in the model has a moderate to strong explanatory power for the dependent variable, and the model is statistically significant with a high degree of confidence.

The model is highly significant (F Value = 136.591, Sig. < .001), indicating that technical assistance is a crucial factor influencing the occupational competence of teachers. The productivity of teachers and staff will improve, and the school head's technical assistance competency will increase (Prasojo, 2017). As part of technical assistance when evaluating teachers' occupational competence, the school head ought to exercise human relations skills, facilitate constructive feedback, and have substantive discussions with teachers, which are crucial for improving teaching and learning (Archer et al., 2016).

Teacher training involves various educational activities to expand teachers' knowledge, teaching abilities, and other professional skills (Omar, 2014). This is roughly in line with Chinese teachers' perspectives on their learning experiences in another international training program that expanded their comprehension of the teaching methods of the Other and the Self (Wang et al., 2023).

Table 12. Regression of Teachers' Personal Competence on Supervisory Management of School Heads

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.205	.212		10.402	<.001
Overall supervisory Skills	.893	.123	1.036	7.281	<.001
Information Skills	-.378	.116	-.463	-3.252	.001
Dependent Variable: MnPerC					

R-Square= .400

Adjusted R-square=.394

F-Value (2, 208) = 69.222

Sig. =<.001^c

The R-Square value indicates that the model can explain approximately 40% of the variability in personal competence, which includes Supervisory Management Skills as a predictor. This suggests that Supervisory Management Skills account for a significant portion of the variability in personal competence. The Adjusted R-square takes into account the number of predictors in the model. An adjusted R-square of .394 suggests that 39.4% of the variability in personal competence is explained by supervisory management skills, which are adjusted for the number of predictors. The F-test result is highly significant, with a value of 69.222. This indicates that the regression model as a whole is statistically significant and provides a good fit to the data. With a p-value of less than .001, the relationship between the predictors (including Supervisory Management Skills) and personal competence is highly statistically significant. This further supports the conclusion that Supervisory Management Skills significantly affect personal competence.

The regression model is highly significant, suggesting that Supervisory Management Skills are a key

predictor of personal competence. Supervisory Management Skills have a strong positive impact on personal competence. R-Square and Adjusted R-Square values show that Supervisory Management Skills account for approximately 40% (R-Square) or 39.4% (Adjusted R-Square) of the variability in personal competence. This confirms the importance of Supervisory Management Skills as a significant factor in influencing personal competence.

The F-value and its associated significance level (Sig. < .001) further validate the model's reliability and ability to explain the relationship between Supervisory Management Skills and personal competence.

The regression analysis provides strong evidence that Supervisory Management Skills have a significant positive impact on personal competence.

Enhancing Supervisory Management Skills can potentially lead to improved personal competence among individuals. Organizations and educational institutions should focus on developing and improving Supervisory Management Skills as part of their training and development programs to enhance personal competence. With 40% of the variability in personal competence explained by Supervisory Management Skills, investing in training and development in this area can benefit individuals and organizations aiming to improve personal competence.

When the Overall Supervisory Skills and Information Skills are zero, the estimated personal competence is 2.205. The intercept is statistically significant ($p < .001$), indicating a baseline level of personal competence when no supervisory or information skills are considered. For every unit increase in Overall Supervisory Skills, personal competence is expected to increase by .893 units, holding Information Skills constant. This predictor is highly significant ($p < .001$) and positively impacts personal competence. For every unit increase in Information Skills, personal competence is expected to decrease by .378 units, holding Overall Supervisory Skills constant. This predictor is also statistically significant ($p = .001$) but hurts personal competence.

The regression model is highly significant, suggesting that Overall Supervisory Skills and Information Skills are significant predictors of personal competence.

Overall, Supervisory Skills are a highly significant predictor with a positive impact on personal competence, indicating that improving supervisory skills can lead to increased personal competence. Information skills are also significant predictors, but they also hurt personal competence. This suggests that while information skills are important, overemphasizing this skill set might detract from personal competence. The complexities of the educational environment necessitate a multifaceted approach to teacher development in which school heads supervisory management can provide supervision that complies with proper procedures and techniques (Sudrajat, 2020).

Table 13. Regression of Teachers' Social Competence on Supervisory Management Skills.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.195	.227		9.669	<.001
Human Relation Skills	.310	.087	.374	3.588	<.001
Conceptual Skills	.205	.089	.239	2.294	.023

a. Dependent Variable: MnSocC

R-Square= .347

Adjusted R-square=.341 F-Value (2, 208) = 55.325 Sig. = <.001^c

Table 13 presents the regression of teachers' social competence on supervisory management skills. The data reveals that the regression on supervisory management skills significantly affects social competence,

with the R-Square value indicating that approximately 34.7% of the variability in social competence can be explained by the model, which includes Supervisory Management Skills as a predictor. This suggests that supervisory management skills account for a significant portion of the variability in social competence. This confirms the importance of supervisory management skills as a significant factor in influencing social competence.

The Adjusted R-square considers the number of predictors in the model. An Adjusted R-square of .341 suggests that 34.1% of the variability in social competence is explained by Supervisory Management Skills, adjusted for the number of predictors. The F-test result is highly significant, with a value of 55.325. This indicates that the regression model as a whole is statistically significant and provides a good fit to the data. The F-value and its associated significance level (Sig. < .001) further validate the model's reliability and ability to explain the relationship between Supervisory Management Skills and social competence.

The regression model is highly significant, suggesting that both human relation skills and conceptual skills are significant predictors affecting social competence. Human Relation skills are a highly significant predictor with a stronger positive impact on social competence, indicating that improving human relation skills can lead to a more substantial increase in social competence. Conceptual skills are also significant predictors but have a smaller positive impact on social competence than human relation skills.

The regression model is highly significant, suggesting that both human relation skills and conceptual skills are significant predictors affecting social competence. Human Relation skills are a highly significant predictor with a stronger positive impact on social competence, indicating that improving human relation skills can lead to a more substantial increase in social competence. The supervisor's capacity to work with others, understand their aspirations and motivate team members to achieve objectives. Examples of human skills include cooperativeness, inspiration, and leadership (Mulyono, 2018).

Conceptual skills are also significant predictors but have a smaller positive impact on social competence than human relation skills. , A leader needs conceptual skills to see the school, plan changes, set goals, accurately assess the efficacy of programs, and harmoniously coordinate them, Wahyudi (2012).

Table 14. Regression of Teachers' Professional Competence on Supervisory Management Skills

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.326	.217		10.708	<.001
Conceptual Skills	.315	.086	.383	3.681	<.001
Human Relation Skills	.182	.083	.229	2.203	.029

a. Dependent Variable: MnProfC

R-Square= .348 Adjusted R-square=.341 F-Value (1, 209) = 55.435 Sig. =<.001^c

The regression model is highly significant, suggesting that supervisory management skills are a key predictor affecting professional competence.

When both conceptual skills and Human Relation Skills are zero, the estimated professional competence is 2.326. The intercept is statistically significant ($p < .001$), indicating a baseline level of professional competence when no skills are considered. Professional competence is expected to increase by .315 units for every unit increase in conceptual skills, holding Human Relation Skills constant. This predictor is highly significant ($p < .001$) and positively impacts professional competence. For every unit increase in Human Relation Skills, professional competence is expected to increase by .182 units, holding Conceptual Skills constant. This predictor is also statistically significant ($p = .029$) but has a smaller positive impact on

professional competence than Conceptual Skills.

The regression model is highly significant, suggesting that conceptual and human relation skills are significant predictors of professional competence. Conceptual skills are a highly significant predictor with a stronger positive impact on professional competence, indicating that improving conceptual skills can lead to a more substantial increase in professional competence. Human relation skills are also significant predictors but have a smaller positive impact on professional competence than conceptual skills.

Supervisory management skills are a significant predictor and positively impact professional competence. This indicates that enhancing supervisory management skills can improve professional competence among individuals. The R-Square and Adjusted R-Square values show that supervisory management skills account for approximately 34.8% (R-Square) or 34.1% (Adjusted R-Square) of the variability in professional competence. This confirms the importance of supervisory management skills as a significant factor in influencing professional competence. The F-value and its associated significance level (Sig. < .001) further validate the model's reliability and ability to explain the relationship between Supervisory Management Skills and professional competence.

The regression analysis provides strong evidence that supervisory management skills significantly positively impact professional competence. Enhancing supervisory management skills can potentially lead to improved professional competence among individuals. Organizations and educational institutions should focus on developing and improving supervisory management skills in their training and development programs to enhance professional competence. With 34.8% of the variability in professional competence explained by supervisory management skills, investing in training and development in this area can benefit individuals and organizations aiming to improve professional competence.

Teacher training involves various educational activities to expand teachers' knowledge, teaching abilities, and other professional skills (Omar, 2014). This is roughly in line with Chinese teachers' perspectives on their learning experiences in another international training program that expanded their comprehension of the teaching methods of the Other and the Self (Wang et al., 2023).

Table 15. Mediation Analysis of Technical Assistance to the Relationship between the Supervisory Management and Personal Competence

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
Direct	.1055	.1407	-.1718	.3828	.7501	.4541
Indirect	.4137	.1417	.1216	.6767		
Total	.5192	.0475	.4257	.6128	10.9380	.0000
Effect	Estimate	SE	95% Confidence Interval		T	P
			Lower	Upper		
Supervisory Mgt --> Technical Asst	.9740	.0236	.9275	1.0205	41.2597	.000
Supervisory Mgt --> Personal Com	.1055	.1407	-.1718	.3828	.7501	.4541
Technical Asst --> Personal Com	.4248	.1363	.1561	.6935	3.1168	.0021
SM --> TA--> PC	.4137	.1417	.1216	.6767		

The table shows the mediating analysis of technical assistance to the relationship between the school head's supervisory management and the teachers' personal competence. The results revealed a significant indirect effect of the technical assistance to the supervisory management of the school head and the personal competence of the teachers. Furthermore, the direct effect of the supervisory management of the school head and the personal competence of the teachers in the presence of the mediator was found not significant ($p = .4541$, $t = .7501$). Hence, the technical assistance to the teachers fully mediated the relationship between the supervisory management of the school head and the personal competence of the teachers.

The findings of this study underscore the pivotal role of technical assistance in mediating the relationship between the supervisory management provided by school heads and the personal competence of teachers. The significant indirect effect indicates that when teachers receive adequate technical support and guidance, it positively influences their competence. This suggests that supervisory management's effectiveness is contingent upon providing technical assistance to teachers, highlighting the importance of ongoing professional development opportunities within educational settings. Moreover, the insignificance of the direct effect of supervisory management on teachers' competence in the presence of the mediator suggests that while supervision alone may not directly impact teacher competence, its influence becomes significant when channeled through technical assistance. This implies that targeted technical support should complement effective supervisory practices to maximize their impact on teacher competency and, by extension, student learning outcomes.

The study's results emphasize the intricate interplay between supervisory management, technical assistance, and teacher competence within educational contexts. They suggest a holistic approach, combining effective supervision with tailored technical support, is essential for fostering teacher development and enhancing overall educational quality. By recognizing the mediating role of technical assistance, educational policymakers and administrators can design more comprehensive strategies to support teacher growth and improve educational outcomes.

Table 16. Mediation Analysis of Technical Assistance to the Relationship between the Supervisory Management and Social Competence

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
Direct	.1532	.1502	-.1428	.4493	1.0203	.3088
Indirect	.3524	.1446	.0615	.6247		
Total	.5056	.0503	.4065	.6047	10.0575	.0000

Effect	Estimate	SE	95% Confidence Interval		T	P
			Lower	Upper		
Supervisory Mgt --> Technical Asst	.9740	.0236	.9275	1.0205	41.2597	.0000
Supervisory Mgt --> Social Com	.1532	.1502	-.1428	.4493	1.0203	.3088
Technical Asst --> Social Com	.3618	.1455	.0749	.6486	2.4863	.0137
SM --> TA--> SC	.3524	.1446	.0615	.6247		

The table shows the mediating analysis of technical assistance to the relationship between the school head's supervisory management and the teachers' social competence. The results revealed a significant indirect effect of the technical assistance to the school head's supervisory management and the teachers' social competence. Furthermore, the direct effect of the supervisory management of the school head and the personal competence of the teachers in the presence of the mediator was found not significant ($p = .3088$, $t = 1.0203$). Hence, the technical assistance to the teachers fully mediated the relationship between the school head's supervisory management and the teachers' social competence.

The findings of this study shed light on the crucial role of technical assistance in mediating the relationship between the supervisory management provided by school heads and teachers' social competence. The significant indirect effect suggests that when teachers receive appropriate technical support and guidance, it positively influences their social competence. This underscores the importance of ongoing professional development opportunities within educational settings, emphasizing that targeted technical assistance must complement effective supervisory management practices to maximize their impact on teacher competency.

Moreover, the insignificance of the direct effect of supervisory management on teachers' social competence in the presence of the mediator underscores the necessity of technical support in translating supervisory guidance into enhanced social skills among teachers. This highlights the interplay between supervisory management, technical assistance, and teacher social competence. By recognizing the mediating role of technical assistance, educational policymakers and administrators can design more comprehensive strategies to support teacher development and improve social interactions within the school community, ultimately contributing to a more positive and supportive learning environment.

Table 17. Mediation Analysis of Technical Assistance to the Relationship between the Supervisory Management and Professional Competence

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
Direct	.1192	.1439	-.1645	.4028	.8282	.4085
Indirect	.3617	.1353	.0849	.6129		
Total	.4808	.0483	.3857	.5760	9.9620	.0000

Effect	Estimate	SE	95% Confidence Interval		T	P
			Lower	Upper		
Supervisory Mgt --> Technical Asst	.9740	.0236	.9275	1.0205	41.2597	.0000
Supervisory Mgt --> Profe Com	.1192	.1439	-.1645	.4028	.8282	.4085
Technical Asst --> Profe Com	.3713	.1394	.0965	.6461	2.6635	.0083
SM --> TA--> PC	.3617	.1353	.0849	.6129		

The table shows the mediating analysis of technical assistance to the relationship between the school head's supervisory management and the teachers' professional competence. The results revealed a significant indirect effect of the technical assistance to the school head's supervisory management and the teachers' professional competence. Furthermore, the direct effect of the supervisory management of the school head and the professional competence of the teachers in the presence of the mediator was found not significant ($p=.4541$, $t=.7501$). Hence, the technical assistance to the teachers fully mediated the relationship between the school head's supervisory management and the teachers' professional competence.

The findings of this study highlight the pivotal role of technical assistance in mediating the relationship between the supervisory management provided by school heads and teachers' professional competence. The significant indirect effect suggests that when teachers receive targeted technical support and guidance, it positively influences their professional competence. This underscores the importance of ongoing professional development opportunities within educational settings, indicating that tailored technical assistance must complement effective supervisory management practices to maximize their impact on teacher competency.

Moreover, the insignificance of the direct effect of supervisory management on teachers' professional competence in the presence of the mediator underscores the critical need for technical support in translating supervisory guidance into enhanced professional skills among teachers. This emphasizes the intricate interplay between supervisory management, technical assistance, and teacher professional competence. By recognizing the mediating role of technical assistance, educational policymakers and administrators can design more comprehensive strategies to support teacher development and improve overall instructional quality, ultimately contributing to better student outcomes and a more effective educational system.

4.Recommendations

Based on the study's findings, several recommendations are offered to enhance the effectiveness of supervisory management and the occupational competence of elementary school teachers. Firstly, it is recommended that school heads continue to participate in professional development programs focusing on advanced supervisory skills. Such programs are essential to ensure that school heads are well-equipped to support teachers' growth and improve the overall quality of education. Secondly, it is suggested that technical assistance be extended beyond the traditional curriculum for the sustainability of supervisory management programs. This can be achieved by incorporating adaptable and relevant training that aligns with various learning modalities, including comprehensive workshops on digital literacy, inclusive education, and differentiated instruction. These workshops will enable school heads to better support teachers in implementing diverse instructional strategies that cater to all students' needs.

Furthermore, to ensure the long-term strategic success of every training program, school heads should focus on their supervisory skills within their respective schools, considering essential resources such as time, ability, and support. This approach will assist subordinates in honing their personal, social, and professional competencies. Lastly, both school heads and teachers must recognize that the success of an organization heavily depends on the school heads' leadership abilities. Therefore, continued investment in support systems and skilled leadership is vital to enhance supervisory management significantly. By following these recommendations, school heads can foster an environment that promotes continuous improvement and professional growth among teachers, ultimately benefiting the entire educational community.

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