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Instructional Supervision Practices of School Heads and Their Relationship on Teacher Performance at Dapitan City National High School

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ABSTRACT: This study aimed to determine the instructional supervision practices of school heads and their relationship with teacher performance at Dapitan City National High School during the School Year 2026–2027. The study employed a survey descriptive-correlational research design involving 124 respondents. Data were analyzed using weighted mean, standard deviation, and Spearman rank-order correlation coefficient at the 0.05 level of significance. Instructional supervision practices were Very Much Practices with Average Weighted Value (AWV) of 3.66 with Standard Deviation (SD) of 0.40, teachers' guidance (AWV = 3.62, SD = 0.44), teachers' support (AWV = 3.65, SD = 0.42), and teachers' performance assessment (AWV = 3.70, SD = 0.39). Teacher performance was Outstanding (AWV = 4.81), with 101 (81.5%) rated Outstanding and 23 (18.5%) rated Very Satisfactory. A low positive and significant relationship was found between instructional supervision practices and teacher performance (rho = 0.201, p = 0.025). The study concludes that stronger instructional supervision tends to be associated with higher teacher performance, although the relationship is low. It is recommended that DepEd Officials and School Heads sustain and strengthen instructional supervision through professional development, coaching, mentoring, classroom observation, constructive feedback, and technical assistance; master teachers provide continuing instructional support; and teachers actively participate in professional development activities to sustain their high performance. Future researchers could examine other factors associated with teacher performance and replicate the study in broader educational settings.

KEYWORDS: instructional supervision, school heads, teachers' guidance, teachers' support, performance assessment, teacher performance, IPCRF, Dapitan City, Philippines

INTRODUCTION

Instructional supervision practices of school heads refer to the systematic activities undertaken by educational leaders to monitor, guide, support, and improve the teaching–learning process through classroom observation, evaluation of instruction, curriculum coordination, provision of instructional resources, mentoring, constructive feedback, and professional development support. From an international perspective, He et al. (2024) found that instructional leadership practices, particularly supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, and providing professional learning opportunities, significantly contribute to teachers' professional development and instructional growth. In the Philippine context, Godes and Dioso (2024) emphasized that school heads perform multiple roles as instructional specialists, curriculum specialists, resource providers, learning facilitators, and school leaders whose supervisory practices contribute significantly to teachers' performance. Instructional supervision practices extend beyond merely monitoring or evaluating teachers; it also involves mentoring, guiding, supporting, and creating opportunities for continuous professional improvement. The international evidence confirms that such supervisory practices are important across educational contexts, while the local study illustrates how Filipino school heads perform these responsibilities within the Philippine school system.

Teacher performance refers to the quality and effectiveness with which teachers carry out their instructional duties, professional responsibilities, and assigned school functions to support learners' academic development. In the Philippine public school system, teacher performance is not treated as an abstract concept because it is guided by established professional standards, performance management mechanisms, and Department of Education policies governing teachers' professional responsibilities and working environment. DepEd Order No. 42, s. 2017, or the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), established clear standards for teachers' knowledge, practices, professional engagement, and continuing development across career stages. Consistent with these standards, DepEd Order No. 2, s. 2015 established the Results-Based Performance Management System (RPMS), which provides a systematic mechanism for planning, monitoring, reviewing, evaluating, and developing personnel performance. Other DepEd issuances contribute to the broader conditions and responsibilities within which teachers perform their duties. DepEd Order No. 4, s. 2017, which mandates the use of lead-safe paints in schools, promotes a safer physical learning and working environment and thus indirectly supports conditions conducive to effective teaching and learning.

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DepEd Order No. 8, s. 2023, on the participation of teachers in volunteer work and extracurricular activities, provides policy guidance concerning teachers' involvement in responsibilities beyond regular classroom instruction, thereby clarifying aspects of their professional participation in school-related and extracurricular activities. Meanwhile, DepEd Order No. 2, s. 2025 amended existing guidelines for the Joint Delivery Voucher Program for Senior High School Technical-Vocational-Livelihood specializations and is particularly relevant to the implementation of specialized learning arrangements rather than to the general assessment of teacher performance.

Instructional supervision practices of school heads are closely associated with teacher performance because the guidance, support, monitoring, feedback, and performance assessment provided by school leaders can influence how effectively teachers perform their instructional and professional responsibilities. Effective supervision enables school heads to identify teachers' strengths and areas needing improvement, provide appropriate technical assistance, and create opportunities for continuous professional development. Claud and Dalisay (2024) found significant relationships between school heads' supervisory practices and secondary teachers' performance, emphasizing the importance of instructional leadership in strengthening teachers' professional performance. Similarly, Aquino et al. (2021) demonstrated the relevance of school heads' leadership practices to teacher outcomes, particularly through professional support, mentoring, information sharing, and guidance. These findings suggest that stronger and more development-oriented instructional supervision may correspond with improved teacher performance, although performance may also be influenced by other personal, professional, and organizational factors.

Although previous studies have established that instructional supervision practices, such as classroom observation, coaching, monitoring, feedback, curriculum guidance, and professional development support, are associated with improved teacher performance, limited evidence is available on how these practices operate within the specific context of Dapitan City National High School. Existing research has largely focused on broader school divisions, different educational settings, or general measures of instructional leadership, leaving insufficient information about the supervisory experiences of teachers and the practices employed by school heads in this particular institution. Differences in school size, teacher workload, available resources, leadership approaches, and organizational conditions may influence the effectiveness of instructional supervision and its impact on teacher performance. This study seeks to address this gap by examining the extent of instructional supervision practices of school heads and determining their relationship with teacher performance at Dapitan City National High School, thereby generating localized evidence that may guide school-based interventions, supervisory improvements, and professional development programs.

LITERATURE

Instructional Supervision Practices of School Heads

Instructional supervision practices of school heads involve the systematic guidance, monitoring, and support provided to teachers to improve the quality of classroom instruction and student learning. Saeed and Ain (2022) explained that instructional supervision extends beyond inspection because it involves collaboration, professional guidance, resource provision, and continuous feedback intended to strengthen teachers' instructional competence. School heads are expected to create an accommodating environment in which teachers can discuss instructional concerns, identify areas for improvement, and receive appropriate assistance. Brandon et al. (2018) similarly emphasized that effective supervision and evaluation should form part of a career-long professional growth process rather than function solely as administrative compliance. Their work highlighted the value of shared, distributed, and collaborative approaches that allow school leaders and teachers to work collectively toward maintaining teaching quality and improving instructional practices.

Teachers' Guidance

Teachers' guidance refers to the professional direction, advice, mentoring, and instructional assistance provided by school heads to improve teachers' knowledge, competence, and classroom practices. Saeed and Ain (2022) explained that school heads should act as facilitators who guide teachers in adopting appropriate and innovative teaching techniques rather than focusing mainly on detecting errors. They emphasized that teachers should be encouraged to discuss concerns involving curriculum implementation, learner behavior, instructional materials, and teaching strategies with their supervisors. He et al. (2024) similarly found that principals' instructional leadership significantly contributes to teachers' professional development by providing professional learning opportunities, monitoring instructional progress, communicating academic expectations, and encouraging continuous improvement. These forms of guidance enable teachers to address instructional difficulties, strengthen their professional confidence, and improve the delivery of classroom instruction.

Teachers' Support

Teachers' support refers to the instructional, professional, material, and emotional assistance provided by school heads to help teachers perform their duties effectively. This support may include providing learning resources, technical assistance, mentoring, professional development opportunities, clear communication, recognition, and assistance in addressing classroom challenges. Mestry and Govindasamy (2021) found that principals who established collaborative school cultures enabled teachers to exchange constructive feedback, solve instructional problems, share effective practices, and participate in instructional responsibilities. He et al. (2024) similarly emphasized that school heads support teachers' professional development by supervising instruction, coordinating the curriculum, monitoring learners' progress, providing learning opportunities, and recognizing teachers' accomplishments. These supportive practices help teachers strengthen their competence and adapt their instruction to learners' changing needs.

Teachers' Performance Assessment

Teachers' performance assessment refers to the systematic collection and evaluation of evidence regarding teachers' instructional competence, professional responsibilities, and achievement of established performance standards. Tuytens et al. (2020) explained that teacher evaluation should combine accountability and professional development by using clear standards, credible evidence, trained evaluators, and meaningful feedback. Performance assessment should not be limited to assigning ratings because its results can identify teachers' strengths, instructional needs, and areas requiring professional support. Muijs et al. (2018) emphasized that classroom observation instruments can assess important teaching practices, including lesson organization, classroom management, instructional strategies, learner engagement, and assessment.

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The use of structured and reliable criteria enables school heads to evaluate teachers consistently and base their decisions on observable classroom evidence rather than personal impressions.

Teacher Performance Based on IPCRF Rating

Teacher performance based on the Individual Performance Commitment and Review Form (IPCRF) refers to the extent to which teachers accomplish their established objectives, key result areas, professional responsibilities, and expected competencies within a performance cycle. The Department of Education (2023) explained that the electronic IPCRF provides an organized and transparent platform for documenting teachers' performance commitments, accomplishments, and evaluation results under the Results-Based Performance Management System–Philippine Professional Standards for Teachers. Macayanan and Abalos (2023) added that IPCRF ratings reflect teachers' competencies in performance planning and commitment, monitoring and coaching, performance evaluation and review, and rewards and development planning. Their study found that teachers generally obtained very satisfactory to outstanding IPCRF ratings, indicating that they were able to meet or exceed the performance standards established for their teaching positions.

Conceptual Framework

The conceptual framework is illustrated in Figure 1. Part I highlights the independent variable, instructional supervision practices of school heads which is measured through the key indicators, namely: teachers' guidance; teachers' support; and teachers' performance assessment. Part II presents the dependent variable Teacher Performance based on IPCRF.

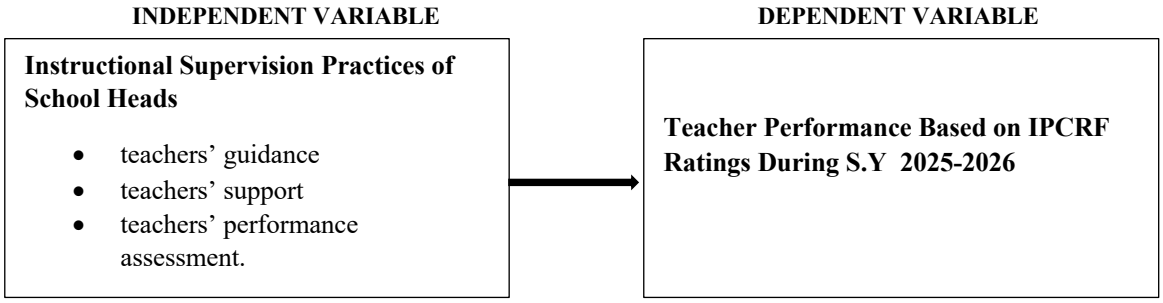


Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study aimed to determine the instructional supervision practices of school heads and their relationship with teacher performance at Dapitan City National High School during the School Year 2026–2027.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of instructional supervision practices of school heads in terms of:
   1.1 teachers' guidance;
   1.2 teachers' support; and
   1.3 teachers' performance assessment?
2. What is the level of teachers' performance based on their Individual Performance Commitment and Review Form (IPCRF) ratings during School-Year 2025-2026?
3. Is there a significant relationship between instructional supervision practices of school heads and teachers' performance based on IPCRF ratings during School-Year 2025-2026?

RESEARCH METHODOLOGY

Method Used

The study utilized survey and descriptive-correlational research methods. The researcher utilized the survey method to collect data on the instructional supervision practices of school heads and the actual data of teacher performance. Saunders et al. (2019) explain that questionnaires are standardized data-collection instruments that allow researchers to present consistent questions and response options to many respondents. This uniformity supports efficient data collection, systematic quantitative analysis, and meaningful comparison of participants' responses. Likewise, Ruel (2018) explains that survey research involves developing research questions, selecting an appropriate sample, asking respondents standardized questions, and analyzing their responses. This method enables researchers to gather and compare substantial amounts of information from a selected population in a systematic and efficient manner. Creswell and Guetterman (2019) define correlational research as the systematic investigation of relationships among two or more variables, conducted without any experimental manipulation of those variables. Correlational research is a non-experimental approach in which a researcher quantifies variables and assesses the statistical relationship between the instructional supervision practices of school heads and teacher performance.

Respondents of the Study

The respondents of this study were the one hundred thirty-one (131) teachers of Dapitan City National High School and its extension Schools namely: DCNHS- Larayan Extension, DCNHS- Sicayab–Bucana Extension and DCNHS- San Vicente Extension, Schools Division of Dapitan City, Zamboanga del Norte. All 131 teachers employed during School Year 2026–2027 were included as the intended respondents of the study through total enumeration. However, during the retrieval of the questionnaires, only 124 completed questionnaires were obtained, while the remaining seven (7) questionnaires were returned unanswered or blank. Consequently, only the 124 respondents, representing 94.66% of the total

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population, were considered valid and included in the statistical treatment and analysis of the data. The seven (7) unanswered questionnaires, representing 5.34%, were excluded from the analysis due to the absence of the required responses.

Research Instrument

The questionnaire used in the study consisted of two parts: Part I: Instructional supervision practices of school heads adopted from Clara, T. B. (2026) with indicators, namely: teachers' guidance; teachers' support; and teachers' performance assessment. Part II: Teacher Performance based on IPCRF ratings DepEd Order No. 2, s. 2015 during the School-Year 2025-2026.

Instructional Supervision Practices Of School Heads and Teacher Performance

Scale	Range of Values	Description	Interpretation
4	3.26–4.00	Strongly Agree	Very Much Practiced
3	2.51–3.25	Agree	Much Practiced
2	1.76–2.50	Disagree	Moderately Practiced
1	1.00–1.75	Strongly Disagree	Least Practiced

Teacher Performance Based on IPCRF DepEd Order No. 2, s. 2015 During School Year 2025-2026.

Scale	Range of Values	Description
1	below 1.499	Poor
2	1.500-2.499	Unsatisfactory
3	2.500-3.499	Satisfactory
4	3.500-4.499	Very Satisfactory
5	4.500-5.000	Outstanding

Ethical Consideration

Approval was obtained from the Research and Ethics Committee of the Department of Education before data collection. Institutional permission and respondents' informed consent were secured before participation. The questionnaire used clear language to support informed, voluntary participation. Respondents' identities were kept anonymous, and the information collected was treated as confidential. Only essential research data were retained for academic and future research purposes.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of the data gathered.

Weighted Mean. This is used to quantify the respondents' ratings on the instructional supervision practices of school heads and teacher performance.

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the respondents' score, where SD ≤ 3 is homogenous and SD > 3 is heterogeneous Aiken & Susane (2001); Refugio et al. (2019).

Spearman Rank-Order Correlation Coefficient (Spearman rho). This is used to determine the correlation between instructional supervision practices of school heads and teacher performance. The following guide in interpreting the correlation value proposed by Cohen et al. (2014) was utilized in this study:

Value	Size	Interpretation
±0.50 to ±1.00	Large	High positive/negative correlation
±0.30 to ±.49	Medium	Moderate positive/negative correlation
±0.10 to ±0.29	Small	Low positive/negative correlation
±0.01 to ±0.09	Negligible	Slight positive/negative correlation
	1.0	**No correlation**

DATA PRESENTATION AND ANALYSIS

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents' perceived level of instructional supervision practices of school heads in terms of:
   1.1 teachers' guidance;
   1.2 teachers' support; and
   1.3 teachers' performance assessment?

Table 1: The Respondents' Perceived level of Instructional Supervision Practices of School Heads.

Statements	AWV	SD	Description	Interpretation
A. Teacher's Guidance	3.62	0.44	Strongly Agree	Very Much Practiced
B. Teacher's Support	3.65	0.42	Strongly Agree	Very Much Practiced
C. Teacher's Performance Assessment	3.70	0.39	Strongly Agree	Very Much Practiced
Overall	**3.66**	**0.40**	**Strongly Agree**	**Very Much Practiced**

AWV-Average Weighted Value, SD-Standard Deviation

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Table 1 presents the summary of the respondents' perceived level of instructional supervision practices of school heads. The findings reveal an overall Average Weighted Value (AWV) of 3.66 with a Standard Deviation (SD) of 0.40, described as Strongly Agree and interpreted as Very Much Practiced. Among the three indicators, Teacher's Performance Assessment obtained the highest AWV of 3.70 (SD = 0.39), followed by Teacher's Support with 3.65 (SD = 0.42), while Teacher's Guidance obtained the lowest, although still very high, AWV of 3.62 (SD = 0.44). All three indicators were described as Strongly Agree and interpreted as Very Much Practiced. The relatively low SD values indicate that the respondents' ratings were generally consistent around their respective mean scores. This means that the school heads consistently demonstrated a high level of instructional supervision across teachers' guidance, support, and performance assessment. In particular, the slightly higher rating for performance assessment suggests that practices involving the monitoring, evaluation, feedback, and assessment of teachers' instructional performance were especially evident. Nevertheless, the ratings across all three dimensions indicate that instructional supervision was broadly practiced rather than concentrated on only one aspect.

This implies that the school heads generally provided an instructional environment in which teachers received professional direction, assistance, and systematic assessment of their performance. Sustaining these practices could help teachers identify their instructional strengths and areas for improvement and provide a basis for appropriate coaching, technical assistance, and professional development.

The present finding is consistent with Saeed and Ain (2022), who explained that instructional supervision involves collaboration, professional guidance, resource provision, and continuous feedback aimed at strengthening teachers' instructional competence. The result is also reinforced by Brandon et al. (2018), who emphasized that supervision and evaluation should contribute to teachers' continuing professional growth rather than merely serve administrative compliance. Moreover, the strong rating for performance assessment concurs with Tuytens et al. (2020), who emphasized the use of clear standards, credible evidence, trained evaluators, and meaningful feedback in teacher evaluation. Similarly, Donaldson et al. (2024) stressed the importance of connecting teacher evaluation and classroom observations with coaching, mentoring, instructional planning, and continuous professional development.

2. What is the level of teachers' performance based on their Individual Performance Commitment and Review Form (IPCRF) ratings during School-Year 2025-2026?

Table 2: Respondents' level of Teaching Performance Based on IPCRF ratings during School-Year 2025-2026.

Scale	Range of Values	Description	F	Percent	AWV	Description
5	4.500–5.000	Outstanding	101	81.5%	**4.81**	**Outstanding**
4	3.500–4.499	Very Satisfactory	23	18.5%		
3	2.500–3.499	Satisfactory	0	0%		
2	1.500–2.499	Unsatisfactory	0	0%		
1	Below 1.499	Poor	0	0%		
		Total	**124**	**100%**		

Table 2 presents the respondents' level of teaching performance based on their Individual Performance Commitment and Review Form (IPCRF) ratings during School Year 2025–2026. The finding reveals an Average Weighted Value (AWV) of 4.81, described as Outstanding. Specifically, 101 teachers or 81.5 percent obtained Outstanding ratings, while 23 or 18.5 percent obtained Very Satisfactory ratings. None of the 124 respondents received Satisfactory, Unsatisfactory, or Poor ratings. This means that the teacher-respondents generally demonstrated a very high level of performance in accomplishing their established objectives, key result areas, professional responsibilities, and expected competencies during the performance cycle. This implies that the majority of teachers were able to meet or exceed the performance standards expected of their respective teaching positions, as reflected in their IPCRF ratings. The absence of ratings below Very Satisfactory further indicates consistently high assessed performance among the respondents.

The present finding is consistent with Fish and Suyat (2026), who found that teachers obtained Outstanding overall performance ratings, particularly in instructional competence, learning environment, and professional growth. The result is further corroborated by Gragasin et al. (2023), who reported that 61.6 percent of 151 public elementary school teachers obtained Outstanding IPCRF ratings, while 38.4 percent received Very Satisfactory ratings. The finding also aligns with Macayanan and Abalos (2023), who found that teachers generally obtained Very Satisfactory to Outstanding IPCRF ratings, indicating that they were able to meet or exceed established performance standards. Similarly, the result is affirmed by Claud and Dalisay (2024), whose secondary-school teacher respondents demonstrated Outstanding performance in content knowledge, pedagogy, and the establishment of inclusive learning environments. However, the present finding differs from Lacandazo et al. (2022) and Fernandez and Selecios (2025), whose respondents generally obtained Very Satisfactory rather than Outstanding IPCRF ratings. Taken together, these studies show that teacher performance measured through the IPCRF commonly falls within the Very Satisfactory to Outstanding levels, consistent with the pattern observed in the present study.

3. Is there a significant relationship between instructional supervision practices of school heads and teachers' performance based on IPCRF ratings during School-Year 2025-2026?

Table 3: Test of relationship between instructional supervision practices of school heads and teacher performance based on IPCRF ratings during School-Year 2025-2026.

Variables Correlated	rho-value	p-value	Interpretation
Instructional supervision practices of school heads and Teacher performance	0.201	0.025	Low Positive Correlation, Significant
**Correlation is significant at the 0.05 level*			

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Table 3 presents the test of relationship between the instructional supervision practices of school heads and teacher performance based on IPCRF ratings during School Year 2025–2026. The analysis yielded a Spearman rho value of 0.201 and a p-value of 0.025, indicating a low positive and statistically significant correlation. Since the p-value of 0.025 is less than the 0.05 level of significance, the null hypothesis is rejected. Therefore, there is a significant relationship between the instructional supervision practices of school heads and the IPCRF-based performance of the teacher-respondents. The positive rho value indicates that higher perceived levels of instructional supervision tend to be associated with higher teacher performance, although the strength of the relationship is low. This means that instructional supervision practices of school heads are significantly associated with teachers' performance. As the level of instructional supervision in terms of guidance, support, and performance assessment increases, teacher performance also tends to increase. However, the low correlation (rho = 0.201) indicates that the relationship is modest; therefore, instructional supervision should not be regarded as the sole factor associated with teachers' IPCRF performance. This implies that school heads' instructional supervision may have a meaningful, although limited, role in teachers' performance. Consistent guidance, professional support, classroom supervision, constructive feedback, and performance assessment may help create conditions that enable teachers to improve their instructional practices and accomplish expected performance standards. Nevertheless, because the relationship is low and correlational, other personal, professional, organizational, and school-related factors may also be associated with IPCRF performance. Moreover, the significant correlation does not establish a cause-and-effect relationship between instructional supervision and teacher performance.

The current finding is supported by Claud and Dalisay (2024), who found significant relationships between school heads' supervisory practices and secondary teachers' performance, emphasizing the relevance of instructional leadership to teachers' professional performance. The present result is further reinforced by Fish and Suyat (2026), whose investigation of school heads' instructional leadership and teachers' PMES-IPCRF ratings reported a high level of instructional leadership alongside Outstanding teacher performance, particularly in instructional competence, learning environment, and professional growth. The finding also concurs with Abutanmo and Tantiado (2023), who identified a significant relationship between teachers' motivation and IPCRF-based performance, indicating that professional and workplace-related factors can be associated with teachers' accomplishment of performance expectations. Similarly, the result is substantiated by Aquino et al. (2021), who examined school heads' leadership practices and teachers' performance, providing further evidence of the importance of school leadership practices in relation to teacher outcomes. Taken together, these studies reinforce the present finding that school leadership and supervisory practices are associated with teacher performance, while the low correlation obtained in the present study suggests that teacher performance is likely related to multiple factors rather than instructional supervision alone.

DISCUSSION

The findings reveal that the instructional supervision practices of school heads at Dapitan City National High School were generally Very Much Practiced, particularly in teachers' performance assessment, followed by teachers' support and teachers' guidance. Moreover, the teachers demonstrated an Outstanding level of performance based on their Individual Performance Commitment and Review Form (IPCRF) ratings, indicating that they consistently met or exceeded the expected professional performance standards. Furthermore, the findings established a low positive and statistically significant relationship between instructional supervision practices and teacher performance, suggesting that higher levels of instructional supervision tend to correspond with higher teacher performance. This means that school heads consistently provide instructional guidance, professional support, and systematic performance assessment that are associated with teachers' effectiveness in accomplishing their professional responsibilities. This implies that strengthening instructional supervision through continuous mentoring, constructive feedback, classroom observation, technical assistance, and professional development could further support teachers' instructional competence and sustain their outstanding performance. The current findings are supported by Claud and Dalisay (2024), who emphasized the significant relationship between school heads' supervisory practices and teachers' performance. Similarly, Tuytens et al. (2020) highlighted the importance of systematic performance evaluation and meaningful feedback in promoting teachers' professional growth. Overall, the findings indicate that instructional supervision is significantly related to teacher performance, although other personal, professional, and organizational factors could also contribute to teachers' effectiveness.

CONCLUSION

Based on the findings of the study, it is concluded that the instructional supervision practices of school heads at Dapitan City National High School were Very Much Practiced in terms of teachers' guidance, teachers' support, and teachers' performance assessment, indicating that school heads consistently performed their supervisory responsibilities in promoting effective teaching practices. Moreover, teachers demonstrated an Outstanding level of performance based on their Individual Performance Commitment and Review Form (IPCRF) ratings, reflecting their ability to meet or exceed established professional standards and instructional responsibilities. Furthermore, a low positive and statistically significant relationship was established between instructional supervision practices and teacher performance, indicating that higher levels of instructional supervision tend to correspond with higher teacher performance. This means that instructional supervision is significantly related to teachers' professional effectiveness, although the strength of the relationship suggests that other factors also contribute to their performance. This implies that sustaining and strengthening instructional supervision through professional guidance, mentoring, constructive feedback, performance assessment, and continuous professional development could support teachers in maintaining and further improving their instructional competence and professional performance.

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Ethical review statement: the research is submitted to the ethical review committee and approved for the conduct of the study. It does not involve human-sensitive issues.
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