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Technical Assistance of School Leaders and Teacher Performance Among Elementary Schools in Panabo City

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Abstract — The purpose of the study determined the relationship between the technical assistance of school leaders and teacher performance among elementary schools in Panabo City. The results show that school leaders offer strong technical support to teachers, particularly in empowerment, supervision, and coaching, with all areas scoring very high. Also, the results show that teachers demonstrate outstanding performance, with a mean score of 4.514 for the IPCRF indicator. The correlation analysis reveals a weak positive relationship between technical assistance provided by school leaders and teacher performance, with a p-value of 0.01, indicating statistical significance. The regression analysis shows that empowerment and coaching significantly influence teacher performance, with empowerment having a strong effect ($p < 0.001$) and coaching also showing significance ($p = 0.011$). However, supervision does not significantly impact teacher performance ($p = 0.635$), and the overall model is meaningful with an F-value of 12.594 and a statistically significant p-value (<0.001), explaining about 12 percent of the variance in teacher performance. For Future Researchers. Look into other factors that might also influence teacher performance, since the current study only explains about 12 percent of the variation; there's room for more exploration. Finally, the result affirms the theory of self-efficacy by Albert Bandura which proposes that a person's belief in their ability to complete a task or achieve a goal.

Keywords — Technical Assistance, school leaders, teacher performance, elementary schools

I. Introduction

Teachers play a crucial role in shaping students' success, especially in the formative years of their learning life. They adapt, inspire, and create an environment where every student feels encouraged to participate. Panabo City's dedication to quality education encourages teachers to find innovative ways to make lessons inclusive and engaging for all learners. However, teacher performance in the United States, Brazil, and the Philippines remains a problem due to inadequate professional development, lack of collaboration, and high turnover rates. In Panabo City Division, local culture, economic conditions, and education policies shape teacher performance and student success. Limited resources, socio-economic gaps, and varying levels of community support are some of the specific challenges elementary teachers face. Understanding these localized factors can help educators, school leaders, and policymakers develop strategies to improve teaching quality and student learning experiences. Filling this research gap can help educators, school leaders, and policymakers develop context-specific interventions that can improve teacher

performance and student achievement in different educational settings. By understanding the unique challenges teachers face in various regions, policymakers and educators can design professional development programs, resource allocation, and support systems better suited to address these disparities and promote more equitable educational outcomes.

Literature Review

This section reviewed the literature and studies that are relevant to the topic explored, focusing on the technical assistance provided by school leaders and its impact on teacher performance. This section is organized around the two main variables being investigated: technical assistance with three indicators, namely: empowerment, supervising, and coaching; and teacher performance.

Technical Assistance

Technical assistance is crucial for teacher competence and professional development. It involves mentoring, coaching, and feedback, which enhance instruction and boost confidence. Effective programs promote continuous improvement through workshops, coaching, and collaborative planning. Low teacher performance can negatively impact student learning outcomes. The new paradigm of technical assistance focuses on coaching, guiding, and empowerment. Supervision, coupled with constructive feedback, improves teacher effectiveness. Empowerment is a key element of technical assistance, especially for school leaders responsible for teacher performance and professional development. Empowered teachers and leaders experience higher job satisfaction, stronger collaboration, and improved student outcomes, fostering a more effective educational environment.

Empowerment.

Teacher empowerment is crucial for professional growth and a positive school culture. It boosts teachers' confidence, motivation, and job satisfaction, leading to improved teaching effectiveness and a positive school culture. In Kenya, involving teachers in decision-making has a mildly positive effect on school performance. Effective teachers are professionals responsible for designing curricula and running lessons, taking greater pride in their work and investing in their professional development. Empowered teachers feel more motivated and confident to employ innovative practices, resulting in improved student outcomes and sustained employment. Empowered school leaders foster collaboration, support teachers, and build trust, promoting a positive school climate. Teacher empowerment is closely linked to job satisfaction, which is the strongest predictor of retaining quality instructors.

Supervising

Developmental supervisory practice significantly impacts teachers' attitudes, behavior, and thoughts, particularly in novice teachers who rely on receiving guidelines. Poor supervision by

school heads can lead to low competence, especially in lesson preparation and instructional document implementation. Effective supervision, including constant in-service training on lesson planning and teaching strategies, is essential for teacher performance improvement. Academic supervision focuses on supporting teachers' professional development, providing feedback, opportunities for professional learning, and self-evaluation. Supervision is a collaborative activity between teachers and supervisors, allowing for open discussion, problem-solving, and shared decision-making. Developmentally oriented supervisory approaches can heighten teacher motivation, reduce burnout, and foster a culture for continual learning and professional development.

Coaching

Killion et al. (2020) found that professional coaches rated their coaching higher than those not trained, such as school counselors, principals, or teacher mentors. Coaching is an ongoing process of observation and feedback, where coaches model evidence-based practices and collaborate with teachers to integrate them into classroom practice. The New Teacher Center recommended instructional coaching as a strategy to improve teacher effectiveness, retention, leadership development, and student learning outcomes. Coaching within Professional Learning Communities (PLCs) fosters sustained professional development, improves teacher efficacy, promotes innovation, and leads to higher student achievement. Coaching also significantly impacts teachers' motivation, as skill-building, individualized support, and positive reinforcement increase intrinsic motivation, self-efficacy, and job satisfaction.

Teacher Performance

Teachers can enhance their performance by focusing on teacher-student relations, quality feedback, and clear instruction. High-quality feedback fosters trust and engagement, while instructional clarity increases understanding and retention. Professional development (PD) and teamwork are crucial. High-quality PD programs, intrinsic motivation, consistent classroom management, and a positive school climate contribute to improved performance. Transformational leadership and continuous support can further enhance teacher performance.

Synthesis

Technical assistance, empowerment, supervision, and coaching are crucial for enhancing teacher performance. These methods build confidence, refine instructional methods, and promote professional growth. Empowerment, motivation, and job satisfaction enhance decision-making and collaboration. Supportive supervision and coaching guide improvement. Factors like motivation, leadership, classroom management, and continuous professional development shape teacher performance.

II. Methodology

This study uses a descriptive correlational approach to examine the relationship between technical assistance of school leaders and teacher performance in elementary schools in Panabo City. The research framework focuses on empowerment, supervision, and coaching indicators, and explores whether higher levels of technical assistance are related to better teaching practices and student outcomes. The study adheres to universal ethical standards, including informed consent, risks, benefits and safety, privacy and confidentiality of information, justice, transparency, qualification of the researcher, adequacy of facilities, and community involvement. The researcher used a face-to-face method to gather data, ensuring no bias and respecting gender diversity. The study involved 287 elementary school teachers in Panabo City for the 2024-2025 school year, chosen using Slovin's Formula and random sampling. The inclusion criteria required participants to be bona fide teachers, have undergone performance evaluation, and be voluntary. The results will guide efforts towards developing a more supportive and effective learning environment in elementary schools in Panabo City.

Research Instrument

This study collected data with an emphasis on evaluating technical assistance and teacher performance. The data obtained helped establish the relationship between these two factors. All respondents were asked to provide their informed consent, and the survey questions were administered by the researcher using an online modality.

In determining the level of technical assistance, the tool was divided into three indicators, namely: empowerment, supervision, and coaching. This part has a total of 15 items distributed to each indicator.

The respondents used the following in rating the questionnaire: 5 as Very High; 4 as High; 3 as Moderate; 2 as Low, and 1 as Very Low. The Likert scale below was used to analyze the results:

Scale	Descriptive Value	Interpretation
4.20-5.00	Very High	This indicates that the technical assistance is always evident.
3.40-4.19	High	This indicates that the technical assistance is often evident.
2.60-3.39	Moderate	This indicates that the technical assistance is evident sometimes.
1.80-2.59	Low	This indicates that the technical assistance is seldom evident.
1.00-1.79	Very Low	This indicates that the technical assistance is never evident.

Moreover, in gathering the data for teacher performance, the researcher made use of secondary data. This adopted and modified questionnaire passed through reliability testing.

Research Procedure

The researcher obtained permission to conduct a study on the technical assistance of school leaders and teacher performance among elementary schools in Panabo City. They obtained a certificate from the Research Ethics Council, obtained endorsement from the Dean of the Graduate School, and obtained approval from the future thesis adviser. The researcher also wrote a letter requesting permission to conduct the study at target public schools. The researcher guided selected teachers in answering questionnaires, collected and analyzed the data using SPSS and a future statistician.

Mean

The mean was calculated as a mathematical average, computed using various methods such as the arithmetic and geometric mean. This measure was crucial in determining the technical assistance and teacher performance.

Pearson-r

This was used to find out whether there is a significant relationship between the technical assistance of school leaders and teacher performance among elementary schools in Panabo City, at a 0.05 level of significance.

Linear Regression

In this study, the utilization of linear regression analysis was used to determine whether different aspects of technical assistance (empowerment, supervising, and coaching) predict teacher performance in elementary schools in Panabo City. The analysis was used to establish the strength and direction of this relationship.

III. Results and Discussion

Presented in this chapter the results and discussion of the study. The presentation starts from the descriptive analysis of the technical assistance and teacher performance in Panabo City Division . This is followed by the discussion on the test of test of correlation and regression analysis.

Table 1: Technical Assistance of School Leaders in terms of Empowerment

	Mean	Descriptive Interpretation
1. I feel confident in making independent decisions regarding my teaching methods and classroom management	4.344	Very High
2. I am provided with enough autonomy to implement new teaching strategies in my classrooms	4.323	Very High
3. My school leader encourages me to take initiatives and try new approaches in my teaching	4.472	Very High
4. I feel supported by my school leader in making decisions that directly impact my classroom.	4.524	Very High

	Mean	Descriptive Interpretation
5. I am regularly consulted about decisions affecting my professional development and teaching practices.	4.417	Very High

The table on *Empowerment* shows that teachers feel a strong sense of autonomy and support in their roles, with all responses earning a "Very High" rating. The highest-rated statement, *"I feel supported by my school leader in making decisions that directly impact my classroom"* (mean of 4.524), highlights how crucial leadership support is in helping teachers feel empowered. On the other hand, the lowest-rated—but still very positive—item, *"I am provided with enough autonomy to implement new teaching strategies in my classrooms"* (mean of 4.323), suggests that while teachers generally feel free to innovate, there's a bit more room for growth in that area. Overall, with an average score of 4.416, it's clear that teachers feel trusted and empowered, especially when their leaders back them up and encourage independent decision-making.

A study shows school principals effectively implement the School Leaders Empowerment Program, enhancing students' medical, scientific, and cultural aspects, teaching skills, and quality improvement. Technical assistance provides resources, training, and support for leaders, motivating teachers, taking risks, and enhancing ownership, ultimately contributing to organizational goals.

Table 2: Technical Assistance of School Leaders in terms of Supervision

	Mean	**Descriptive Interpretation**
1. My school leader frequently observes my classroom and provides constructive feedback	4.378	Very High
2. I receive regular feedback on my teaching performance from my school leader or supervisor	4.358	Very High
3. My school leader ensures that I have the resources needed to effectively carry out my teaching responsibilities	4.392	Very High
4. My school leader monitors my progress and offers guidance to help me improve my teaching methods	4.483	Very High
5. I feel that my school leader holds me accountable for maintaining high teaching standards and practices	4.476	Very High

The table on Supervision shows that teachers hold a very positive view of how they're supported by school leaders, with all items receiving a "Very High" rating. The statement *"My school leader monitors my progress and offers guidance to help me improve my teaching methods"* earned the highest mean of 4.483, reflecting strong appreciation for the guidance and developmental support provided by leadership. On the other hand, the item *"I receive regular feedback on my teaching performance from my school leader or supervisor"* scored the lowest at 4.358—still very high—hinting that while feedback is valued, teachers might benefit from more frequent or detailed input. With an overall mean of 4.417, it's clear that supervision is seen as a key strength, with school leaders playing an active and supportive role in enhancing teaching practices.

High technical assistance from school leaders, including coaching, mentoring, and professional development, significantly enhances supervisory management effectiveness and positively influences teachers' competence. This assistance improves teacher performance, despite challenges and teacher anxiety.

Table 3: Technical Assistance of School Leaders in terms of Coaching

	Mean	Descriptive Interpretation
1. I receive individualized coaching to help me improve specific areas of my teaching	4.424	Very High
2. My school leader or coach provides practical strategies to help me enhance my instructional practices	4.451	Very High
3. The coaching sessions I participate are in tailored to address my unique professional development needs	4.406	Very High
4. My school leader or coach regularly checks in with me to assess mt progress an provide additional support	4.448	Very High
5. I felt that coaching sessions help me refine my teaching skills and boost my confidence in the classroom	4.642	Very High

The table reflects a very positive outlook from teachers regarding the coaching they receive, with all items rated as "Very High." Notably, the statement *"I felt that coaching sessions help me refine my teaching skills and boost my confidence in the classroom"* received the highest score of 4.642, highlighting the strong impact of coaching on both skill development and teacher confidence. Meanwhile, the item *"The coaching sessions I participate in are tailored to address my unique professional development needs"* scored slightly lower at 4.406, suggesting that while personalization is still seen as strong, it may be an area with room for further improvement. With an overall mean of 4.47, the results clearly show that teachers see coaching as a powerful and effective support in their professional growth.

High levels of technical assistance from school leaders, including principal buy-in, significantly enhance teacher implementation fidelity in the Responsive Classroom approach, fostering effective social and emotional learning interventions. Building coaching capacity is essential for aspiring school leaders.

Table 4: Summary Table Technical Assistance of School Leaders

Indicators	Mean	Descriptive Interpretation
Empowerment	4.416	Very High
Supervision	4.417	Very High
Coaching	4.474	Very High
Overall	4.40	Very High

The summary table highlights that school leaders are providing strong and consistent technical assistance, especially in the areas of Empowerment, Supervision, and Coaching—all of which were rated "Very High." Among these, Coaching stands out with the highest average score

of 4.474, showing it's the most prominent or well-received support strategy. Meanwhile, Empowerment, while still rated very high, scored the lowest at 4.416, suggesting it may be slightly less emphasized. Overall, with an average score of 4.436, the results reflect a very positive perception of the assistance school leaders offer, which likely plays a key role in supporting teachers and improving school performance.

The study reveals that school leaders' technical assistance, including coaching, mentoring, and professional development, significantly enhances teachers' occupational competence, fostering overall educational quality. Additionally, school heads demonstrate high technological leadership, integrating technology for improved educational delivery.

Table 5: Table in Teacher performance

Indicators	Mean	Descriptive Interpretation
IPCRF	4.514	Outstanding

Teacher performance in the elementary schools of Panabo City is impressive, with an average IPCRF score of 4.514, which falls under the "Outstanding" category. This high rating shows that teachers are consistently going above and beyond in their roles, meeting and often surpassing expectations. It reflects their dedication to providing quality education, using effective teaching methods, and creating a positive learning environment for their students. The "Outstanding" performance highlights not just their professional growth, but also their genuine commitment to ensuring the success of their students.

The study found that teachers demonstrated satisfactory teaching performance with a mean rating of 4.37, indicating their effectiveness in responding to student needs. They were adaptable and capable of managing learners' performance tasks, integrating into real-life situations, and addressing diverse learners. Their high competence indicates a commitment to excellence in teaching and learning.

Table 6: Correlation Between Technical Assistance of School Leaders and Teacher Performance

Variables	Mean	SD	R	R^2	Degree of Relationship	p-value	Decision @0.05 level
Technical Assistance	4.436	.355	.343	.117	Weak	.01	Reject Null
IPCRF	4.514	.514					

The findings show that there's a noticeable link between the support school leaders provide and the performance of teachers in elementary schools in Panabo City. Although the relationship is weak (with a correlation of 0.343), both technical assistance (mean of 4.436) and teacher performance (mean of 4.514) score quite high on average. The result is statistically significant, with a p-value of less than 0.01, meaning the data strongly suggests that school leaders' technical assistance does indeed play a role in boosting teacher performance, even if the impact isn't

overwhelmingly strong. In other words, while the effect may not be huge, it's still clear that support from school leaders helps improve how teachers perform in the classroom.

The study shows a strong positive correlation between technical assistance provided by school heads and teachers' performance, highlighting the importance of coaching, mentoring, and professional development. However, no direct correlation was found between leadership skills and teachers' technological competence. The principal's mastery of technology supports administrative tasks and encourages learning innovation, contributing to an educational environment that enhances teacher performance. The theory of self-efficacy, which includes empowerment, supervision, and coaching, also supports teaching effectiveness. Teachers who feel empowered, competent, and connected to students are more motivated and engaged in their work.

Table 7: Regression Analysis on the Domain of Technical Assistance Significantly Influence Teacher Performance

Model	B	Std. Error	Beta	t	p-value	Decision @0.05 level
(Constant)						
Empowerment	0.291	0.081	0.240	3.578	< .001	Reject Null
Supervision	-0.044	0.091	-0.037	-0.476	0.635	Failed to Reject
Coaching	0.236	0.093	0.188	2.550	0.011	Reject Null
F- value = 12.594 R= .343 R^2= .117 P-value= <.001						

The analysis shows that technical assistance, particularly empowerment, plays a crucial role in improving teacher performance in elementary schools in Panabo City. The positive impact of empowerment is clear, with a coefficient of 0.291 and a very low p-value (less than 0.001), indicating that it has a strong and significant effect. On the other hand, supervision and coaching don't seem to make much of a difference, as their p-value of 0.635 is too high to be considered statistically significant. While the overall regression model still holds value, with an F-value of 12.594, it suggests that technical assistance does influence teacher performance. However, the R-squared value of 0.117 tells us that about 12 percent of the variation in teacher performance can be explained by these factors, pointing to a moderate, though important, effect. The analysis suggests that good supervision significantly influences teacher performance, with work discipline having a more partial impact. Effective supervision by school principals enhances teaching quality and professionalism, requiring active principal involvement.

IV. Conclusion

In conclusion, school leaders are doing a great job in providing valuable guidance and assistance to help teachers succeed. The results show that teachers are consistently performing at a high level. Additionally, the correlation analysis reveals a weak positive relationship which also

rejection of the null hypothesis, suggesting that technical assistance has a modest yet meaningful impact on teacher performance. Further, the regression result implies that school leaders' focus on empowerment and coaching can positively impact teacher performance, while supervision may not be as effective in this regard. This suggests that prioritizing empowerment and targeted coaching programs could be more beneficial in enhancing teacher performance in elementary schools in Panabo City. Finally, the Theory of Self-Efficacy is hereby affirmed emphasizes how much a person believes in their ability to succeed in specific situations. In the study, the regression results show that when school leaders focus on empowering and coaching teachers, it positively affects teacher performance. This makes sense through the lens of self-efficacy; when teachers feel trusted, supported, and capable, they're more confident in taking charge of their teaching, handling classroom challenges, and aiming for better outcomes.

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