
School Heads' Provision of Technical Assistance as a Determinant of Teaching Effectiveness among Public Elementary School Teachers

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Abstract — The study focused primarily in evaluating the delivery of technical assistance of the school heads and testing its association on the teaching efficiency of the public elementary school teachers in Bacolor North District, Division of Pampanga School Year 2024-2025. This study used the quantitative, descriptive-correlational design. Weighted Mean, Standard Deviation, Pearson Correlation and T-test for Independent Samples were used. The respondents involved the public elementary school heads and elementary teachers. Based on the findings, both school heads ($M = 4.25$, $SD = 0.65$) and teachers ($M = 4.13$, $SD = 0.56$) perceived the technical assistance practices of school heads as very highly evident and highly evident, respectively. There is no significant difference between school heads' and teachers' assessments of the technical assistance provided, as indicated by a t-value of 1.57 and a p-value of 0.121 ($p > 0.05$). The majority of teachers (63.41%) received an Outstanding performance rating, while the remaining 36.59% received a Very Satisfactory rating, with no ratings below this level. A moderate, positive, and significant relationship ($r = 0.564$, $p = 0.034$) was found between the technical assistance provided by school heads and teachers' teaching effectiveness. The action plan for school heads was developed to address the least correlated areas between technical assistance and teaching effectiveness.

Keywords: *Technical Assistance, Effectiveness, School Heads, Determinants*

I. INTRODUCTION

Technical assistance is the primary key to sustaining teaching effectiveness. Technical Assistance (T.A.) and Professional Development (P.D.) are essential to the General Supervision System. This part of the system provides information, professional development materials, and technical assistance to schools and parents, supporting them in delivering education services.

TA includes documenting evidence-based procedures and publishing success stories to help others plan, develop, and apply tools to achieve beneficial outcomes. It consists of a deliberate and planned series of efforts that result in policy, program, or operational changes, enabling greater capacity to provide special education services. Technical assistance is typically offered as part of an integrated monitoring activity throughout the general supervision process (Oklahoma State Department of Education, 2014).

Theories of Action

Technical support practice is essential to the success of the instructional strategy, according to Hopkins and Craig, who examined the activities teachers undertake and their impact on students' learning and achievement. A theory of action is a cause- and-effect relationship in which we expect specific outcomes from our actions. A view of action links the actions of educators to the results of those actions—the learning and success of their pupils.

One of these theories holds that all students, including those with the most complex requirements, can benefit from strong learning opportunities and outcomes produced by educational systems that blend general and specialized instruction. The theory of action states that long-term change is achieved through whole-system participation in every school, state education agency, and district, resulting in cascading degrees of influence or impact. Improving student outcomes is the ultimate aim of Technical Assistance intervention programs.

However, because they have the most significant direct impact on children, schools are the sites of transformation. Moreover, research shows that when a district acts as the focal point for

intervention, changes occur throughout the entire school, and better student outcomes persist long after the resources for incremental technical assistance are exhausted (McCart et al., 2015).

Teachers' professional development is always essential. It is the most effective strategy for helping educators stay productive. Sancar et al. (2021) argue that the necessity for high pedagogical standards, the need for high-quality education, and the rapid shift in the educational landscape have all contributed to an increase in the requirements for teacher professionalism and capabilities.

On the other hand, as new methods of thinking and educational advancements have developed in the knowledge society, teachers' expectations of themselves have also increased. Undoubtedly, educators need to be lifelong learners.

The theory of action states that for districts and schools to maintain the framework and grow into additional districts and schools, state educational agencies are the primary source of technical support. The theory of action that guides the provision of TA is predicated on the idea that educators already working in the system, along with families and other community members, possess the most in-depth knowledge of the students, local culture, and values. This knowledge leads to the development of transformed educational systems (McCart et al., 2015).

Teachers have a duty and a chance to further their professional development, providing a platform for modifying and validating existing practices. It is social and personal, and people who want to see better learning outcomes for their pupils now prioritize it. (Patton, Parker, & Tannehill, 2015). In the latter case, collaborative planning and teaching, best practice sharing, and coaching/mentoring can all be used to provide professional development.

The Organization for Economic Cooperation and Development (2009) defines professional development as "activities that develop an individual's skills, knowledge, expertise, and other characteristics as a teacher." The phrase encompasses various approaches to development, ranging from formal to informal. It can be given through cooperation between schools or instructors across schools (for example, observational visits to other schools or teacher networks) or within the schools where teachers operate (Organization for Economic Cooperation and Development, 2009).

External expertise can also be provided through seminars, workshops, or formal qualification programs. According to Sabbott and Great Schools Partnership (2014), professional development is “a broad spectrum of specialized training, formal education, or advanced professional learning meant to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.”

A range of approaches can be used to provide professional development, including “sit and get” instruction on best practices or one-on-one cognitive coaching sessions. Subject-specific practices, specialized teaching methods, obtaining certificates leading to advanced degrees, technology-related skills, basic classroom management, specialized skill training for particular students, and leadership abilities are just a few of the various ways this training can be provided (Grant, 2021).

The Goal Setting Theory

The basic assumption underpinning the goal-setting theory is that specifying challenging and clear goals can lead to higher levels of performance than simply telling people to do their best (Locke and Latham, 1990). Goals drive this improved performance in four ways. One of the steps in setting the goal is to prioritize the relevant activities. Second is to have goals that motivate individuals to work harder to surpass difficult objectives. Third, having a plan makes one more determined to persevere through the necessary steps to accomplish it. Lastly, the arousal, acquisition, and application of task-relevant knowledge are indirect goals. Almost all reward schemes have an underlying goal-setting component to them. Goal-setting schemes have benefits as they bring uncertainty reduction and improve an individual's effort, attention, and persistence over a period of time, while greater strategy development is derived from increases in task difficulty, goal specificity and effort (Klotz et al., 2012).

Improvement of Competence

Teachers need Continuous self-improvement as part of their professional development (P.D.) responsibilities. Numerous benefits of professional learning for teachers and students

include curriculum and instruction, differentiation, and self-reflection. In addition to enhancing teachers' abilities, effective professional development benefits the institution. Goals for professional and personal development, teamwork, and a feedback mechanism are essential for the growth and development of teachers.

Professional development for teachers encourages collaborative learning, active learning, and industry best practices. The importance of professional development and methods for boosting teacher professional development is highlighted by this realization (Washington, 2019).

It is determined that technical support is required to guarantee the successful execution of programs and, ultimately, achieve more significant or better learning outcomes. It ought to affect output but, above all, the general well-being of the organization's members and itself. Each organization that adheres to the guiding principles of technical assistance is responsible for its development.

The organization's demands determine technical support and align with its vision and goals. The process of learning is collaborative and cooperative. Any expert assistance, direction, or support that helps "others" carry out their jobs more successfully is referred to as technical assistance. Technical assistance is provided to assist, resolve issues, enhance performance, produce outcomes, and collect information to support the creation of policies. Strengthening SBM implementation in schools—which requires verification for quality assurance—requires vital technical assistance. Individual coaching, learning action cell (LAC) sessions, and classroom observation are the three most crucial technical support methods. To meet the various demands of their students, teachers are strengthening and improving their weaknesses in those three areas (Magcanas, 2019).

The Department of Education introduced DepEd Teachers to further support teachers in the new normal brought about by the COVID-19 pandemic. An online series called DepEd Teaches features episodes that focus on actions and strategies for overcoming the challenges of delivering education in the "new normal." Undersecretary for Curriculum and Instruction Diosdado San Antonio clarified during the program's virtual debut that the program also seeks to dispel misunderstandings and uncertainties regarding the Department's initiatives for curriculum, instruction, and assessment (Department of Education, 2020).

Attention to implementation tasks, T.A. relationships, the intervention life cycle, learning processes, and T.A. facilitation skills are all essential components of adequate technical assistance delivery. Experts concur that providing T.A. should not be a one-time event but rather a continuous process and that the type of T.A. provided should consider both the intervention's life cycle and the needs of the participants. Continuous TA strengthens abilities and encourages learning. Regular contact can occur over the phone, in person, or online, involving individual and group meetings. A TA is successful when the approach and content complement the intervention's cycle. Building organizational capability should be the main priority in the early phases. After that, during the implementation stages, T.A. focuses on capacity building specifically for innovations, and for long-term success, it emphasizes stability and sustainability. The idea behind proactive T.A. emphasizes the importance of offering support before a practitioner requests it (Maley, 2016).

In 2016, Katz and Wandersman synthesized the available research on the subject. Tasks (the implementation tasks), relationships (the nature of the interaction between the T.A. provider and the recipient), and the intervention life cycle (the changing needs over the course of an intervention) were the three perspectives from which the review defined the components of T.A. The authors also emphasized the need for more study in this area and the dearth of assessment and outcome data in T.A. practice. Program delivery involves numerous duties, beginning with planning, proceeding through the intervention phase, and concluding with evaluation and ongoing quality improvement. According to Katz and Wandersman (2016), T.A. should be included to support the entire program delivery process, rather than concentrating solely on facilitation.

Katz and Wandersman (2016) asserted that these responsibilities involve setting goals and evaluating the needs and capacity in delivering the program.

Professional Development and Teaching Effectiveness

Adults and students might transfer skills due to the information and practices professionals gain from professional development. Students' skill levels and talents vary when they arrive for class. Having access to continuous, high-quality professional development gives teachers the skills

they need to enhance their instruction and have a positive impact on students at all achievement levels. Students learn more when teachers are capable of learning.

A teacher's skill set is expanded by ongoing professional development, which also helps them become more proficient in the subjects in which they are currently proficient. Examining the secrets to improving teacher professional development is essential for advancing teachers' careers and skill sets. Both the teacher and the student would gain from knowing how to enhance teacher professional development (Washington, 2019).

Teaching Effectiveness

Improving performance and giving every student a high-quality educational experience have always been the primary goals expected of schools. The crucial role of teaching and teachers in boosting student accomplishment is recognized, with data showing that "teacher quality is the single most important school variable influencing student achievement" (Organization for Economic Cooperation and Development). Understanding the numerous components of good performance is necessary because "teacher evaluations can be a key lever for increasing the focus on teaching quality" since numerous changes have failed in the past (Elliott, 2015).

Foreign Studies

The study by Slot and Nata (2019) highlights the importance of organizational and national context as prerequisites for effective P.D. Policies at the federal, municipal, and organizational levels should provide time and resources for professional growth; also, strong leadership and a well-defined objective are necessary to facilitate long-term change.

"Professional development" encompasses a broad spectrum of continuing and one-time learning opportunities, both formal and informal. It encompasses all initiatives and endeavors designed to provide professionals with opportunities for growth, learning, and development, thereby enhancing the educational and developmental outcomes for children. It provides a

conceptual framework for creating, implementing, or evaluating successful professional development initiatives. Their hypothesis (Buysse, Winton, & Rous, 2009) views professional development as having three overlapping components: the who, what, and how.

Numerous research works have employed this model to explore the effectiveness of Parkinson's disease; nonetheless, they all concur that the model lacks theory regarding the underlying mechanisms that facilitate change. It is crucial to investigate this fundamental process, which Siraj, Kingston, and Neilsen-Hewett (2019) refer to as the conversion of new knowledge levels into sustainable practice. This exploration led to the recent proposal of Slot, Romijn, and Wysowska's (2017) theoretical model.

Phase 2 of RPMS

The Civil Service Commission (CSC) developed and used the Strategic Performance Management System under Memorandum Circular No. 6 s.2012 (SPMS). This method enhances the performance orientation of the remuneration system by linking employee performance to organizational performance. It guarantees that the worker meets the goals established by the company while the company accomplishes the purposes outlined in its strategic plan (Guevarra, 2014). The goals are to (a) assure organizational and individual effectiveness by cascading institutional accountabilities to the various levels of the organization; (b) concretize the relationship between organizational performance and the Philippine Development Plan, Agency Strategic Plan, and Organizational Performance Indicator Framework; and (c) connect performance management with other HR systems (Guevarra, 2014).

The four phases of the CSC SPMS, aligned with the DepEd Results-Based Performance Management System (RPMS), are as follows: Performance Alignment and Dedication; Assessment and Review of Performance; Coaching and Performance Monitoring; and Planning and Rewarding Performance (Grey, 2014).

Retrofitting of Teachers in Sulong Edukalidad

In the context of human resource management in schools, teachers play a strategic role. They are the headmasters of the school's education unit. They must try to assist

all students, especially those who wish to advance and excel in their studies. Plans for quality supervision connected to the DepEd's Sulong Edukalidad ought to be investigated in light of the significance of this duty. All school personnel are required to establish a connection and a bridge between the BE-LCOP and the DepEd's shift toward high-quality remote learning within the framework of Sulong Edukalidad and future-focused education.

Bergonia (2021) lists four primary areas of reform, which include curriculum review and update of the K to 12, improvement of the learning environment, reskilling and upskilling of teachers, and support and engagement of stakeholders. Teachers must be innovative in addressing issues and challenges by applying specialized and foundational knowledge. A proposed measure aims to grant the TEC the power to function as the efficient coordination body of the three central government bodies. Involved in teacher education are the Commission on Higher Education (CHED), the Professional Regulation Commission (PRC), and the Department of Education (DepEd). They may effectively realign and strengthen the connection between pre-service and in-service education (Gatchalian, 2021).

The upskilling and reskilling of teachers and school heads, primarily through a redesigned professional development program (DepEd, 2020), are among the main pillars of the Sulong Edukalidad initiative, which DepEd launched in 2020 to enhance teacher quality (Generalao, Ducanes, Yee, & David, 2022).

Technical Assistance, Teaching Effectiveness, and Professional Development. Teach for the Philippines believes that the country should commit resources to creating alternate routes for non-traditional specialists to pursue careers in education. Young Filipino student leaders with education degrees and those from non-educational fields are encouraged to think about teaching in public schools through the Teacher Fellows program. To improve the quality and relevance of education, consistent policies must be implemented over an extended period to achieve the long-term goals of this agenda. The Teacher Leader program relies on inquiry-based methods of

teaching, as well as reform-minded teaching strategies, in order to reform teaching. Through working with legislator and teachers, the organization advocates for methods that would better utilize the teacher in the classroom to achieve student success. The five strategies that form the foundation of TFP's practice are as follows: (i) broadening the definition of the "education workforce" while also expanding entry pathways; (ii) increasing school-based coaching for teachers; (iii) recognizing the significance of teacher well-being; (iv) challenging the framework of evaluations and encouraging participant ownership of data; and (v) involving teachers in policy discussions related to education (Liboro Delgado, Zobel, & Liboro Delgado, 2021).

Most nations, including the Philippines, require teachers to participate in seminars, workshops, or postgraduate courses to enhance their knowledge, skills, attitudes, and behaviors necessary for effective job performance. A study in the Philippines examines the effects of implementing module-based professional development for teachers (MBPDT). A mixed-methods study, employing an experimental design that combined empirical surveys and an open-ended questionnaire, and applying MBPDT for five weeks, revealed that the experimental group of teachers had better professional topic knowledge than the control group. The trial had no significant impact on either the teachers' commitment levels or the children's proficiency in mathematics.

Another noteworthy discovery was that the more experienced educators in the experimental group showed somewhat higher commitment after the intervention. The study results suggest that a more economical option for teachers' professional development would be to use MBPDT on a broader scale (San Antonio et al., 2011). While awareness about the necessity for intercultural competent teachers is increasing, there are many teachers who are unprepared to meet the needs of culturally and linguistically diverse students.

For in-service teachers to be effective with children and families and to face the difficulties posed by diverse classroom behavior, there is a need for professional development. Studies reveal that while professional development initiatives to enhance teachers' intercultural competency can be beneficial, the increases in participants were not as great as anticipated.

Unsettling trends led to a thorough review of the teacher preparation program conducted by the Senate Committee on Basic Education, Arts, and Culture over the preceding three years.

With the ultimate goal of improving teacher quality, its chairman, Senator Win Gatchalian, proposed Senate Bill No. 2152, also known as the Teacher Education Excellence Act, to amend Republic Act (R.A.) 7784 (Generalao, Ducanes, Yee, & David, 2022).

Conceptual Framework

The linked literature and investigations guided the researcher in constructing the conceptual framework. The technical assistance provided by the school head was the independent variable in this study, and the teaching effectiveness, based on the IPCRF ratings, served as the dependent variable.

The association between these variables was determined in this investigation. Specifically, the teachers' teaching effectiveness was determined based on the latest IPCRF ratings acquired. Figure 1 illustrates the study's paradigm.

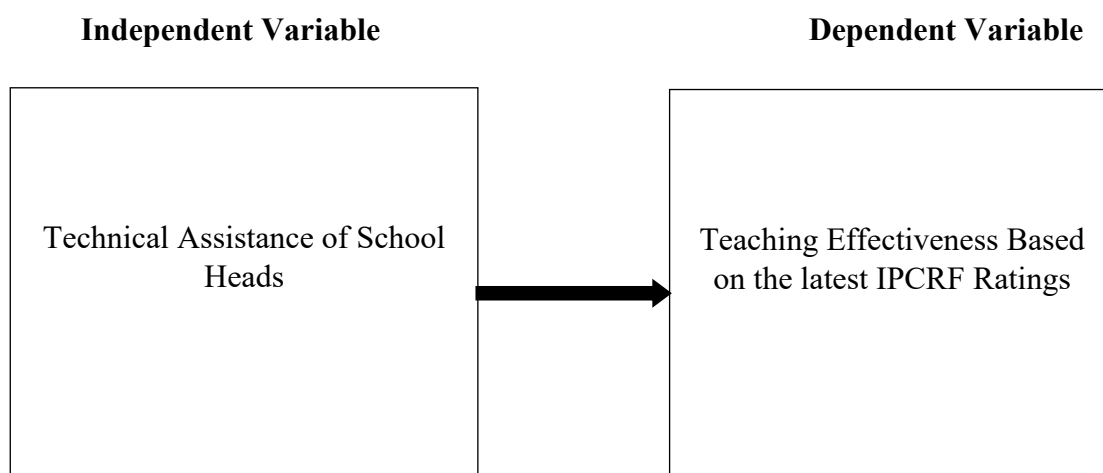


FIGURE 1
PARADIGM OF THE STUDY

Statement of the Problem

The study's main concern was to assess the provision of technical assistance by the school heads and confirm its relationship with the teaching effectiveness of the public elementary school teachers in Bacolor North District, Division of Pampanga.

Specifically, the study answered the following questions:

1. As assessed by the school heads and teachers, how do the technical assistance provided by the former be described?
2. Is there a significant difference between the school heads and teachers' assessments of the technical assistance provided by the former?
3. What is the level of the teachers' teaching effectiveness based on the latest IPCRF ratings?
4. Is there a significant relationship between the technical assistance provided by the school heads and the teachers' effectiveness?
5. What action plan can be proposed based on the findings?

Hypotheses

The study is anchored on the null hypotheses that:

1. There is no significant difference between the school heads and teachers' assessments of the technical assistance provided by the former.
2. There is no significant relationship between the technical assistance provided by the school heads and the teachers' effectiveness.

Significance of the Study

This research initiative brings forth new empirical information that are helpful in the following:

Education Program Supervisor Chiefs. The study's results could be useful in establishing various support programs, including professional development programs and activities for school administrators.

School Administrators. This study is significant since it examines the contribution of technical assistance provided by them. The Department of Education (DepEd) could use the data to improve teacher performance by informing school policy and program development.

Teachers. The contribution of school heads' technical assistance to teachers' performance and school culture has a significant impact on school achievement and educational potential. Teachers' professional lives, especially those of teachers, are filled with moving, new, and uncertain situations.

Future Researchers. Other researchers can perform a follow-up study based on the study's findings and recommendations.

Scope and Delimitation

The study's main concern was to assess the provision of technical assistance by the school heads and confirm its relationship with the teaching effectiveness of the public elementary school teachers in Bacolor North District, Division of Pampanga, during the School Year 2024-2025. The respondents of the study were public elementary school heads and select elementary teachers in the above-mentioned district.

Further, it was delimited to the following: assessments of school heads and teachers on the technical assistance provided by the former, the difference between the school heads and teachers' assessments of the technical assistance provided by the former, the level of the teachers' teaching

effectiveness based on the latest IPCRF ratings, the relationship between the technical assistance provided by the school heads and the teachers' effectiveness and lastly, the action plan proposed based on the findings.

Definition of Terms

The following terms were defined operationally and conceptually for clarity and better understanding of the study:

Teaching Effectiveness. The degree to which a teacher possesses the necessary information and abilities, and their performance, that is, how they act when giving instruction. In a broad sense, “teacher effectiveness” refers to the traits, skills, and behaviors exhibited by educators at all levels of education that help students achieve specific learning objectives and more general objectives such as problem-solving, critical thinking, teamwork, and becoming contributing members of society (Dar, 2012).

Professional Development. It is the continuation of education and career training after a person has entered the job, helping them learn new skills, stay up to date on current trends, and move up in their career (Antley, 2020).

Technical Assistance (T.A.). It is any kind of expert help, advice, or support that helps teachers do their jobs better. It is an active process with steps to follow. To use tools through process consultation, teachers need certain skills and must focus on reaching set goals.

II. METHODOLOGY

This chapter covered the discussion on the research design, study respondents, instruments used, data collection, and statistical treatment of data.

Research Design

A quantitative approach was employed in this study, utilizing a descriptive-correlational design. Walinga and Stangor (2024) stressed that analyzing the relationships between and among variables is a crucial component of descriptive correlational research.

Longman (2021) explains that a descriptive study also aims to control the environment in which data is collected to reduce the possibility that variables unrelated to the one under investigation will account for the relationships found. The second objective is the identification and isolation of particular variables in relation to the study's framework and in determining the associations, relationships and the cause and effect relationships between variables. In essence, quantitative methods attempt to offer a summary of the data to support generalizations about the phenomena under investigation. Often, quantitative methods involve the analysis of many cases and few variables and use planned procedures to ensure that results are valid and reliable.

Fowler (2014) focuses on quantitative techniques such as measurement, use of objective measures, use of statistical, mathematical or numerical analysis of data collected using surveys, questionnaire and poll, using computers to alter statistical data. Quantitative research seeks to collect numerical data, extrapolate it to broader populations, or elucidate specific phenomena (Babbie, 2010). The study was a quantitative descriptive analysis because it detailed the evaluations of the technical assistance provided by the former to public school heads and elementary teachers. Additionally, it described the teachers' effectiveness based on the latest IPCRF ratings. Lastly, it was correlational, examining the relationship between school heads' technical assistance and teachers' effectiveness, based on the latest IPCRF ratings.

Respondents

The conduct of this study was confined to Bacolor North, Pampanga, as the main locale. The respondents involved the public elementary school heads and elementary teachers. Moreover, total enumeration was employed for the school heads, as the population is manageable. In contrast, the teacher-respondents were determined using G*Power software to determine the required sample size. After determining the sample size, the teacher respondents were selected using a cluster sampling technique. Table 1 shows the distribution of the respondents

TABLE 1
DISTRIBUTION OF THE RESPONDENTS

District	School Heads	Elementary Teachers	Sample
School 1	1	49	34
School 2	1	7	5
School 3	1	6	4
School 4	1	17	12
School 5	1	33	22
School 6	1	10	7
School 7	1	16	11
School 8	1	12	8
School 9	1	17	12
School 10	1	12	8
Total	10	179	123

Instruments

The questionnaires which were developed by the researcher and named Technical Assistance Effectiveness Assessment, was utilized to collect the data. This was developed after thoroughly reviewing related literature to ensure that the relevant constructs were included in the items of the mentioned questionnaire.

The developed questionnaire was administered to experts, including the researcher's adviser, to assess the relevance of the items. They were also requested to add or delete items if necessary. Thereafter, an analysis of suggestions was undertaken, and the researcher integrated the required improvements.

Also, the questionnaire was administered to 30 teachers in another district to establish reliability. After completing the administration, the responses were organized and statistically processed using Cronbach's alpha.

Data Collection

The researcher formally communicated the progress of the investigation. Through a letter presented, the researcher obtained the formal consent of the Superintendent of Schools. After gaining the requisite approval, the researcher forwarded personal e-mails to the respective School Principals and respondents to define the objectives and obtain agreement to participate in the study. Other ethical norms were considered during the distribution and delivery of the questionnaire.

The teacher respondents emailed the Google Forms that were utilized as the questionnaire from the survey instrument. The questionnaires were administered through online due to the availability of the teacher respondents. The collected data and information were carefully stored and handled in accordance with data privacy rules.

The researcher was personally accountable for administering and retrieving the surveys in compliance with the agreements. Each respondent received an email including Google links to the

survey, which they completed. The acquired data were aggregated and organized in preparation for adequate data analysis.

Statistical Treatment of Data

The following statistical techniques were utilized in analyzing and interpreting the data.

1. Weighted mean was used to assess the effectiveness of the technical assistance of the school heads. The following were adopted for interpretations:

Scale	Verbal Description	Mean Range
5	Very Highly Evident (VHE)	4.20-5.00
4	Highly Evident (HE)	3.40-4.19
3	Moderately Evident (ME)	2.60-3.39
2	Slightly Evident (SE)	1.80-2.59
1	Not Evident (NE)	1.00-1.79

2. Mean was used to determine the teachers' teaching effectiveness based on the latest IPCRF ratings. The following were adopted for interpretation:

Range	RPMS 5- Point Rating Scale	Description
4.50-5.000	5	Outstanding
3.50-4.499	4	Very Satisfactory
2.50-3.499	3	Satisfactory
1.50-2.499	2	Unsatisfactory
Below 1.499	1	Poor

3. Pearson's r was used to determine the relationship between school heads and teaching effectiveness.

4. The t-test for Independent Samples was used to ascertain the difference between the school heads and teachers' assessments of the former's technical assistance provided to teachers.

III. RESULTS AND DISCUSSIONS

This chapter presents the results and discussions of the collected data in light of the problems raised in the study.

1. Assessment of School Heads and Teachers on the Technical Assistance provided by the Former

Table 2 presents the assessment of school heads and teachers on the technical assistance provided by the former. The data reveal that both school heads ($M = 4.25$, $SD = 0.65$) and teachers ($M = 4.13$, $SD = 0.56$) perceived instructional support and technical assistance practices as very highly evident and highly evident, respectively. This implies that instructional supervision in schools is generally effective and anchored in DepEd's goal of promoting teacher growth through feedback, collaboration, and guided reflection. The three highest-rated indicators for both groups are as follows: Develops my competence to deal with other instructional-related problems as a result of a TA (School Heads: $M = 4.83$; Teachers: $M = 4.34$). This showed highest weighted mean value meaning that teacher will have improved capacity to deal with instructional problems by receiving technical assistance. It supports to the DepEd Order No. 35, s. 2016 that capacitate teacher by providing support through mentoring and on-going improvement.

Similarly, Tuan (2021) observed that consistent technical assistance promotes teachers' effectiveness and problem-solving skills, especially in supporting contextualized classrooms. Moreover, the statement "recognizes respect and mutual agreement which received mean scores of 4.74 and 4.42, reflects a culture of trust between supervisors and teachers.

Blasé and Blasé (2018) affirmed that supervisory relationships in terms of the nature of supervisor-teacher relationship have a contribution towards a positive supervisory environment

and feedback and motivation could also further enhance teacher instructions. In the Philippine context, Cruz and Punzalan (2020) stated that respectful supervision helps to involve teachers to participate in school affairs.

The statement “Helps in developing self-confidence in dealing with instructional problems received mean scores of 4.48 and 4.20. This highlights the empowering dimension of technical assistance. The self-efficacy principle of Bandura (1997), confirmed by Garcia (2022), states that with the provision of meaningful feedback from leaders, the teachers confidence in teaching efficacy will be heightened and teachers' capabilities will be optimally maximized.

These are also reflected by Garcia (2022). Taken together these prominent indicators illustrate both the transactional and developmental roles of instructional leadership. In this context, technical assistance is viewed as both diagnostic/corrective and growth-oriented in nature, facilitating teacher development and empowerment.

In contrast, the three indications that received the lowest ratings were: To provide the appropriate support, which highlights the actual challenges associated with education ($M = 2.83$ for school heads; $M = 3.64$ for teachers). This was the sign that received the lowest rating, suggesting that there was limited diagnostic engagement in identifying instructional gaps prior to the implementation of instructional support.

Glickman et al (2018) states that problem identification is a fundamental first step for effective supervision; without it the intervention might not be addressing the issue at its root. Similarly, Villanueva (2023) concluded that some administrators have difficulty with data-informed supervision due to time constraints and systematic monitoring processes. Defines the purpose and outcome correctly (School Heads: $M=3.57$; Teachers: $M=3.92$). The results show partial clarity in communicating the objectives of technical assistance. Hallinger (2020) noted that clearly defined supervision goals guide teachers toward measurable instructional outcomes. The findings suggest that School Heads should make the intent and success indicators of each TA session more explicit and conduct feedback meetings to monitor progress (School Heads: $M = 3.80$; Teachers: $M = 4.02$). Although rated “Highly Evident,” this item’s lower mean compared to others indicates that post-observation follow-up is not always sustained. Hattie and Timperley

(2021) emphasized that feedback must be continuous and specific to have lasting effects on teacher performance. Regular feedback cycles ensure accountability and promote reflective practice.

In summary, the findings implied that instructional supervision in schools is highly functional and collaborative. School heads display strong leadership in providing technical assistance that honed teacher competence and confidence. Nevertheless, there is necessity in attending to the under-rated indicators that need some sort of framework and immediate follow-up actions. This relates to the statement made by Bush (2022) on how the instructional leaders need to find the right balance between developmental support and accountability in order to enhance the learning performance of teachers.

TABLE 2
ASSESSMENT OF SCHOOL HEADS AND TEACHERS ON THE TECHNICAL ASSISTANCE PROVIDED BY THE FORMER

Statement	School Heads Mean	SD	DR	Teachers Mean	SD	DR
Begins with my actual needs as discussed after the class observation.	4.53	0.56	VHE	4.25	0.61	VHE
Defines well the purpose and the end.	3.57	0.45	HE	3.92	0.58	HE
Recognizes respect and mutual agreement.	4.74	0.65	VHE	4.42	0.51	VHE
Surfaces the actual instructional-related problem/s to provide the right support.	2.83	0.56	ME	3.64	0.59	HE
Identifies collegially instructional needs for technical assistance.	4.41	0.47	VHE	4.15	0.66	HE

Conducts feedback meeting/s to monitor progress.	3.80	0.25	HE	4.02	0.52	HE
Establishes open communication and positive disposition in discussing instructional problems.	4.41	0.31	VHE	4.28	0.49	VHE
Helps in developing self-confidence in dealing with instructional problems.	4.48	0.21	VHE	4.20	0.53	HE
Develops my competence to deal with my other instructional-related problems as a result of the TA.	4.83	0.17	VHE	4.34	0.46	VHE
Does not allow mediocrity in performance because efforts are directed towards improved teaching delivery.	3.93	0.25	HE	4.06	0.44	HE
Overall Weighted Mean	4.25	0.65	VHE	4.13	0.56	HE

2. Difference Between the School Heads' and Teachers' Assessment of the Technical Assistance Provided by the Former

Table 3 presents the difference between the school heads and teachers' assessments of the technical assistance provided by the former. The obtained t value of 1.57 with its corresponding p value of 0.121 (> 0.05), also denotes that there is no significant difference between school heads and teachers perception on instructional support and technical assistance. With this finding, it shows that school heads and teachers perception on the practice of technical assistance in schools is also similar. It was found out by Cruz and Punzalan (2020) and Bush (2022) that when there is a closer agreement between supervisors and teachers it fosters a sense of teamwork and

communication. The findings inferred that technical assistance is beneficial to both school heads and teachers.

TABLE 3
T-TEST RESULTS BETWEEN THE SCHOOL HEADS AND TEACHERS
ASSESSMENTS

Sources of Variation	Mean	t-value	p-value	Remarks
School Heads	4.25			
Teachers	4.13	1.57	0.121	Not Significant
Mean Difference	0.12			

3. Teaching Effectiveness based on the Latest IPCRF Ratings

Table 4 presents the distribution of teachers' performance ratings from the most recent performance evaluation cycle. The result showed that 63.41% of the teachers achieved outstanding level, and 36.59% teachers achieved a very satisfactory level. On the other hand, none of the respondents received below very satisfactory level. This indicates that the teachers performed consistently high across the RPMS-PPST indicators. This only shows that the teachers possessed exceptional commitment, competence, and passion in the discharge of their functions.

Moreover, this reflects a strong alignment between teachers' practices and classroom management and instructional effectiveness. This result supports the observation of DepEd Order No. 2, s. 2015 (Guidelines on the Establishment and Implementation of RPMS), which emphasizes the use of performance appraisal to promote continuous improvement.

Also, to recognize exemplary teaching practices. Sergiovanni (2015) opined that to sustain instructional quality and high teacher performance, supportive supervision and immediate feedback are essential. Likewise, Garcia (2022) underscored that teacher performance outcomes improve significantly when instructional and technical assistance are implemented systematically. The overall performance distribution suggests that the teaching force within the study context is performing at a highly competent and effective level, with minimal variation in quality. Continuous professional development and instructional supervision practices are therefore essential to sustain and elevate performance from “Very Satisfactory” to “Outstanding” levels across all teaching areas.

TABLE 4
TEACHING EFFECTIVENESS BASED ON THE IPCRF RATINGS

Descriptive Rating	Frequency	Percent
	(f)	(%)
Outstanding	78	63.41
Very Satisfactory	45	36.59
Total	123	100

Legend: 4.50-5.00-Outstanding: 3.50-4.49-Very Satisfactory: 2.50-3.49-Satisfactory: 1.50-2.49-Fairly Unsatisfactory and Below 1.49-Poor.

4. Relationship between the Technical Assistance Provided by the School Heads and the Teaching Effectiveness of Teachers

Table 5 presents the relationship between the technical assistance provided by School Heads and Teachers' teaching effectiveness. From the computed values of r is 0.564 with p value equal to 0.0034 which is lower than the given significant level at 0.005 that the positive, significant

and moderate relationship between technical assistance and teacher effectiveness. It is likely that long-term and continuous assistance given by the school heads to the teachers could lead to improved teacher performance. That is, teachers who receive continuous, supportive technical assistance from their superiors tend to improve their teaching practices. This contributes to improving their pedagogical competence, classroom management, and learners' engagement and interest. This is also reiterated under the DepEd Order No. 35 s. In 2016, it was noted that providing need-based technical assistance promotes professional growth and excellence in instruction.

Correspondingly, Garcia (2022) suggested that persistent, focused technical assistance develops teacher instructional self-confidence. In addition, Bush (2022) discussed how the key role of instructional leadership in supporting teacher growth and the instructional leadership role in supporting teacher development through coaching and instructional supervision is that of creating an environment conducive to learning. When school heads actively engage in developmental supervision are more likely to refine their teaching strategies and achieve higher levels of instructional effectiveness.

TABLE 5
RELATIONSHIP BETWEEN THE TECHNICAL ASSISTANCE PROVIDED BY THE
SCHOOL HEADS AND THE TEACHING EFFECTIVENESS OF TEACHERS

Variable	r-value	p-value	Remarks
Technical Assistance and The Teaching Effectiveness of the Teachers	0.564	0.034**	Significant

5. Proposed Action Plan for School Heads to Strengthen Technical Assistance and Teaching Effectiveness

Key Area of Improvement	Objective	Strategies/Activities	Persons Involved	Time Frame	Resources Needed	Expected Output/Outcome
Diagnostic Assessment of Instructional Needs	To improve the accuracy of identifying teachers' instructional gaps before providing technical assistance	• Conduct pre-observation conferences to determine specific teacher needs • Use classroom observation tools and data-based analysis • Implement teacher self-assessment surveys prior to TA delivery	School Heads, Master Teachers	Quarterly	Observation tools, TA forms, survey templates	Clearly identified teacher needs and targeted technical assistance plans
Clarity of Purpose and Goal Setting	To ensure that every technical assistance session has clearly defined objectives and measurable outcomes	• Develop a TA goal-setting template aligned with PPST indicators • Present the purpose and expected outcomes at the start of each TA session • Review TA goals during post-conference meetings	School Heads, Teachers	Every TA Session	TA template, RPMS-PPST indicators	Increased teacher understanding of TA objectives and expected improvements
Sustained Feedback and Follow-Up Monitoring	To enhance the continuity of supervision and ensure application of recommendations	• Schedule follow-up classroom visits • Create feedback logs or journals for each teacher • Conduct post-observation reflection meetings	School Heads, Master Teachers, Teachers	Monthly	Monitoring tools, feedback forms, meeting logbook	Continuous improvement in teaching strategies and accountability in implementation
Capacity-Building on	To strengthen school heads' mentoring and	• Attend L&D programs on mentoring and	School Heads, CID	Semi-annual	LAC materials, training	Enhanced instructional leadership and

Instructional Leadership	coaching competencies	coaching (aligned with DepEd Order No. 18, s. 2025) • Conduct Learning Action Cell (LAC) sessions on effective technical assistance • Engage in peer learning with other school heads	Supervisors, HRD		modules, travel funds	improved TA delivery skills
Data-Driven Supervision and Documentation	To promote evidence-based decision-making in providing technical assistance	• Utilize teacher performance data (RPMS, observation scores, learner outcomes) to inform TA • Document all TA activities using standardized forms • Evaluate TA effectiveness using post-intervention data	School Heads, Teachers, M&E Focal Persons	Quarterly	Data tracking tools, RPMS reports, ICT support	Improved alignment of TA activities with actual teaching performance results

Monitoring and Evaluation

- Responsible Office: School Head / Principal
- Collaborating Offices: Master Teachers, Department Heads, and CID Supervisors
- Monitoring Tools: TA Monitoring Form, Post-TA Reflection Sheet, RPMS Portfolio, Feedback Logs
- Evaluation Period: Quarterly and End of School Year
- Success Indicator: Improved teacher performance ratings and strengthened correlation between technical assistance and teaching effectiveness

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions drawn and the recommendations developed.

Summary of Findings

In the light of the discussions and analysis, the following are the main highlights of the findings of the study:

1. Both school heads ($M = 4.25$, $SD = 0.65$) and teachers ($M = 4.13$, $SD = 0.56$) perceived the technical assistance practices of school heads as very highly evident and highly evident, respectively.
2. There is no significant difference between the assessments of school heads and teachers on the technical assistance provided, as indicated by the computed t-value of 1.57 and p-value of 0.121 (> 0.05).
3. Majority of teachers (63.41%) received an Outstanding performance rating, while the remaining 36.59% were rated Very Satisfactory, with no ratings below this level.
4. A moderate positive and significant relationship ($r = 0.564$, $p = 0.034$) between the technical assistance provided by school heads and the teaching effectiveness of teachers.
5. The action plan for school heads was developed to address the least correlated areas between technical assistance and teaching effectiveness.

Conclusions

In view of the summary of the findings, the following were inferred:

1. The technical assistance extended by school heads is commendably functional and aligned with DepEd's vision of fostering teacher capacity through constructive feedback and collegial mentoring. The results affirm that school heads effectively nurture teachers' instructional competence and confidence through supportive supervision practices.
2. School Heads and teachers hold similar perceptions on the technical assistance provided by the former, suggesting a common understanding and appreciation between both.
3. The teacher-respondents displayed a high level of teaching effectiveness as appeared in their latest IPCRF ratings, which connotes a strong culture of instructional excellence.
4. The effective and sustained technical assistance provided by the school heads can contribute substantially to teachers' instructional practices and teaching competence which can be translated to students' improved learning outcomes.
5. The proposed action plan was crafted based on the study's findings and this underscores the critical roles of school heads as instructional leaders in ensuring teaching quality and effectiveness of teachers.

Recommendations

Considering the conclusions developed, the following are the recommendations offered:

1. Chief Education Program Supervisors may conduct capacity-building programs

focusing on instructional coaching, reflective dialogue, and results-based supervision should be conducted in alignment with the PPST and DepEd Order No. 18, s. 2025, to enhance the consistency, clarity, and impact of technical assistance across all schools.

2. School heads may need to sustain collaboration and communicate with teachers openly to ensure effective teaching.

3. School heads may also need to sustain supervisory and professional development for teachers, focusing on the very satisfactory teachers to progress and become outstanding.

4. School administrators may also initiate and implement a data-driven and need-based technical assistance plan to continuously uplift teaching performance. Likewise, regular coaching and mentoring must be sustained.

5. The proposed action plan can be implemented in the school as part of its initiatives. Regular monitoring and evaluation are necessary to ensure its effectiveness.

6. Future researchers are encouraged to expand the scope of this study by involving a larger sample size to corroborate the study's findings.

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