

Technical assistance of school heads provided to teachers in school improvement initiatives

ROCHELLE B. CORRAL *

MASTER OF ARTS IN EDUCATION Major in Administration and Supervision, Daniel B. Pena Memorial College Foundation, Inc.

International Journal of Science and Research Archive, 2026, 19(01), 1168-1170

Publication history: Received on 21 March 2026; revised on 26 April 2026; accepted on 29 April 2026

Article DOI: <https://doi.org/10.30574/ijrsra.2026.19.1.0937>

Abstract

This study examined the extent of technical assistance provided by school heads to teachers in secondary schools within Tabaco City Division during SY 2022–2023. Using a descriptive research design, data were gathered from 254 respondents, including 10 school heads and 244 teachers. The study explored technical assistance across diagnosing needs, strategy formulation, program implementation, monitoring and evaluation, and sustainability. Results revealed that school heads consistently supported teachers through guidance, resource provision, and professional development, though challenges such as limited resources and workload constraints persisted. Findings underscore the importance of technical assistance in enhancing school improvement initiatives and teacher development. The study contributes to policy formulation, resource allocation, and leadership practices, offering a framework for strengthening school-based management and fostering collaboration among stakeholders. Ultimately, technical assistance was found to be a vital mechanism for promoting quality education and sustainable school improvement.

Keywords: Technical Assistance; School Heads; Teacher Development; School Improvement

1. Introduction

School leaders, particularly school heads, play a pivotal role in fostering continuous improvement and driving positive change in education. While teachers directly deliver instruction, school heads provide the guidance, support, and resources necessary to empower teachers and enhance student learning outcomes. Technical assistance is a critical dimension of this support, encompassing strategies such as lesson planning guidance, instructional material utilization, innovative teaching methods, and evaluation tools. Globally, frameworks such as Every Student Succeeds Act (ESSA) in the United States and UNESCO's Sustainable Development Goal 4 emphasize the importance of effective school leadership in improving teacher quality and student achievement. In the Philippines, Republic Act No. 10533 and DepEd's Basic Education Sector Reform Transformation (BEST) highlight the mandate of school heads to facilitate professional development and ensure curriculum implementation. Despite these legal and policy foundations, gaps remain in understanding the effectiveness of technical assistance in practice. This study addresses these gaps by investigating the extent of technical assistance provided by school heads in Tabaco City Division, the challenges encountered, and the implications for school improvement initiatives. Findings aim to inform policies, guide resource allocation, and strengthen leadership practices for sustainable educational development.

2. Materials

The study utilized both primary and secondary sources of data to examine the technical assistance of school heads in Tabaco City Division. Primary data were collected from 254 respondents, consisting of 10 school heads and 244 teachers

* Corresponding author: ROCHELLE B. CORRAL

from 10 public secondary schools. Teachers were selected using Slovin's formula with a 5% margin of error, ensuring representative sampling from the total population of 623 teachers. Secondary data included published and unpublished theses, books, journals, magazines, and online resources relevant to educational leadership and technical assistance. The main research instrument was a structured survey questionnaire divided into four parts: (1) technical assistance provided by school heads, (2) extent of technical assistance across five dimensions, (3) school improvement initiatives contributed by teachers, and (4) challenges encountered. This instrument was validated through face and content validation by experts, ensuring clarity, relevance, and comprehensiveness in measuring the constructs of interest.

3. Methods

The study employed a descriptive research design to document and analyze the technical assistance provided by school heads in Tabaco City Division. Descriptive research was chosen as it allows systematic observation and presentation of phenomena as they naturally occur. The researcher applied total enumeration for school heads and random sampling for teachers, resulting in 254 respondents. A validated survey questionnaire served as the primary tool, with indicators rated using a five-point Likert scale to measure the extent of technical assistance. Validation involved both face validation by the thesis committee and content validation by external experts, including school heads and an education program specialist. Data gathering was conducted through formal requests to the Schools Division Superintendent, followed by distribution and retrieval of questionnaires with 100% response rate. Ethical considerations such as confidentiality and informed consent were observed. Data were tabulated, organized, and prepared for statistical analysis.

4. Results

The results revealed that school heads consistently provided technical assistance to teachers across the five dimensions: diagnosing needs, strategy formulation, program implementation, monitoring and evaluation, and sustainability. Teachers reported frequent guidance in lesson planning, instructional material utilization, and innovative teaching strategies. Weighted mean analysis indicated that technical assistance was "often" provided, with sustainability and monitoring receiving slightly lower ratings compared to diagnosing needs and program implementation. School improvement initiatives contributed by teachers included curriculum innovations, co-curricular projects, and community engagement activities. Challenges identified included limited resources, heavy workloads, and constraints in professional development opportunities. Frequency counts and rankings highlighted resource limitations as the most significant challenge. Overall, the findings confirmed that technical assistance is a vital leadership practice that enhances teacher capacity and supports school improvement, though systemic barriers must be addressed to maximize its impact.

5. Discussion

The findings affirm that technical assistance provided by school heads is integral to strengthening teacher capacity and advancing school improvement initiatives. Consistent support in diagnosing needs and formulating strategies reflects the proactive role of school heads in aligning teacher development with institutional goals. Program implementation and monitoring, though slightly less emphasized, remain critical in ensuring accountability and sustainability. The challenges identified—particularly resource limitations and workload pressures—underscore systemic issues that hinder the full effectiveness of technical assistance. These findings resonate with global frameworks such as ESSA and SDG 4, which emphasize leadership-driven teacher support as a pathway to quality education. Locally, they align with DepEd's PPSSH and BEST initiatives, highlighting the need for continuous professional development and resource allocation. The study contributes to policy and practice by offering evidence-based insights into the technical assistance process. Strengthening collaboration among school heads, teachers, and stakeholders can foster innovation, inclusivity, and sustainability in educational improvement. Ultimately, technical assistance must be institutionalized as a leadership mechanism that empowers teachers, enhances student outcomes, and drives holistic school development.

6. Conclusion

The study highlights the indispensable role of school heads in providing technical assistance to teachers as a cornerstone of school improvement initiatives. Evidence from Tabaco City Division demonstrates that technical assistance—spanning needs assessment, strategy formulation, program implementation, monitoring, and sustainability—significantly contributes to teacher development and improved learning outcomes. However, challenges such as resource limitations, workload pressures, and contextual constraints hinder its full effectiveness. Addressing these challenges requires targeted professional development, adequate resource allocation, and stronger collaboration among stakeholders. The findings underscore that technical assistance is not merely a managerial

responsibility but a leadership practice that fosters empowerment, innovation, and accountability within schools. By institutionalizing effective technical assistance mechanisms, schools can achieve higher performance, inclusivity, and sustainability. Ultimately, the study affirms that strengthening the capacity of school heads to provide technical assistance is vital for advancing quality education and ensuring that no learner is left behind.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest should be disclosed.

References

- [1] U.S Department of Education, Every Student Succeeds Act (ESSA) 2015 <https://www.ed.gov/essa?src=rn>. Accessed: March 28, 2024, 3:10 pm.
- [2] <https://www.unesco.org/sdg4education2030/en/sdg4>
- [3] Republic Act No. 10533 May 15, 2013; Implementing rules and regulations, <https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>. Accessed: April 2, 2024, 10:05 pm.
- [4] Department of Education's Present Initiative, the Basic Sector Reform Agenda (BESRA). <https://www.teacherph.com/besra/>. Accessed: March 30, 2024, 4:40 pm.
- [5] Department of Education (DepEd) Order No. 24, 2020, or the National Adoption and Implementation of the Philippine Professional Standards for School Heads <https://www.deped.gov.ph>. Accessed: March 23, 2024, 3:10 pm.
- [6] Department of Education, Technical Assistance Mechanism Handbook, pp.1-2. Accessed: March 23, 2024, 5:10 pm.
- [7] J. Katz and A. Wandersman, (2016). Technical assistance to enhance prevention capacity: A research syntheses of the evidence base," Prevention Science, vol. 17, pp. 417-428. Accessed: March 23, 2024, 3:10 pm.
- [8] Ramazan Atazoy (2023). Sustainability of the School Leadership in the Digital Era Under the Shadow of Crisis, p.20. Accessed: March 23, 2024, 3:10 pm.
- [9] K. Cotton, (2001). Schoolwide and Classroom Discipline (educationnorthwest.org), pp.1-2. Accessed: March 31, 2024, 8:10 pm.
- [10] K. Leithwood, C. Day, P. Sammons, A. Harris, & D. Hopkins, (2006). Seven strongclaims about successful school leadership. School Leadership & Management, 26(2), 153-171. Accessed: March 19, 2024, 6:10 pm.
- [11] D. R. Cruickshank, K. K. Metcalf, & D. B. Jenkins, (2009). The Act of Teaching. McGraw-Hill Humanities/Social Sciences/Languages. Accessed: March 20, 2024, 7:58 pm.
- [12] Richard E. Clark and Fred Estes, (2002). Turning research into results: A guide to selecting the right performance solutions, p.44-46. Accessed: March 31, 2024, 11:06 pm.
- [13] Michael E. Porter, (1980). Introduction to Business Strategy – The Four Functions of Management (pressbooks.pub) Accessed: April 5, 2024, 11:10 pm.
- [14] Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. American Journal of Community Psychology, 41, 327-350. Accessed: March 22, 2024, 9:06 pm.
- [15] Jody Zall Kusek and Ray C. Rist, (2004). Ten Steps to a Results-Based Monitoring and Evaluation System - ISBN: 0821358235 (oecd.org). Accessed: April 4, 9:03 pm.
- [16] World Commission on Environment and Development, (1987). Our Common Future. Retrieved from <http://www.un-documents.net/our-common future.pdf>. Accessed: April 4, 2024, 9:45 pm.
- [17] U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research & Evaluation. (2016). Technical Assistance: Key Considerations for Child Care and Early Education Program Providers. Retrieved from https://www.acf.hhs.gov/sites/default/files/opre/technical_assistance_keyconsiderations_brief_508.pdf. Accessed: April 9, 2024, 8:55 pm.