

Technical assistance of school heads to the key stage 1 teachers in Tabaco city division

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Abstract

This study examined the technical assistance provided by school heads to Key Stage 1 teachers in Tabaco City Division during SY 2025–2026. Using a descriptive-survey design, forty-one elementary school heads participated through a validated questionnaire. The study investigated the forms and extent of technical assistance along teaching pedagogies, learning achievement, teaching performance, and learning environment, as well as the problems influencing assistance provision. Results revealed that school heads consistently offered support in accessing instructional resources, implementing evidence-based strategies, conducting classroom observations, and fostering safe, inclusive learning environments. Weighted mean analysis showed a “Very High” extent of technical assistance across all strands, with no significant differences among districts. However, challenges such as limited professional development, irregular monitoring, and inadequate access to resources were noted. The findings underscore the critical role of school heads in strengthening instructional leadership and teacher competence. A proposed technical assistance plan was developed to address identified gaps and enhance teaching effectiveness.

Keywords: Technical Assistance; Instructional Leadership; Key Stage 1; Teacher Development

1. Introduction

The quality of instruction in the early grades is shaped by the leadership and support of school heads. In Key Stage 1, teachers face unique challenges in addressing diverse learner needs, applying effective pedagogies, and managing classroom dynamics. School heads, as instructional leaders, provide technical assistance through mentoring, coaching, supervision, and professional guidance to ensure consistent and meaningful learning. National and international frameworks emphasize the importance of continuous teacher development. UNESCO highlights teacher support as central to achieving inclusive and equitable education, while Philippine laws such as Republic Act 9155 and DepEd Orders institutionalize technical assistance mechanisms like Learning Action Cells (LACs) and the Teacher Induction Program.

In Tabaco City Division, policies at regional, division, and school levels reinforce the role of school heads in delivering structured technical assistance. These include contextualized programs such as Project ANGAT DUNONG and Technical Assistance Mechanism Agenda (TAMA), which aim to strengthen instructional support. Despite these frameworks, challenges persist in sustaining effective technical assistance, particularly in early-grade education where foundational skills are developed.

This study investigates the nature, extent, and challenges of technical assistance provided by school heads to Key Stage 1 teachers. By analyzing leadership practices and their impact on teaching, the research seeks to generate evidence that informs policy, strengthens instructional support, and enhances teacher performance and learner outcomes.

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2. Materials

The study utilized both primary and secondary sources of data. Primary data were collected through a researcher-developed survey questionnaire administered to forty-one elementary school heads in Tabaco City Division. The instrument was structured into three parts: (1) technical assistance practices implemented, (2) extent of assistance along teaching pedagogies, learning achievement, teaching performance, and learning environment, and (3) factors influencing assistance provision. Responses were rated using a five-point Likert scale.

Secondary data were drawn from books, journals, DepEd issuances, and other published and unpublished materials relevant to instructional leadership and teacher support. These references provided the theoretical and policy framework for interpreting the findings.

The research instrument underwent validation by two Public Schools District Supervisors, one Master Teacher, and the adviser to ensure clarity, reliability, and alignment with study objectives. Suggestions on grammar, item clarity, and organization were incorporated into the final version.

3. Methods

A descriptive-survey method was employed to systematically capture the current state of technical assistance in Key Stage 1 education. This approach allowed the researcher to describe existing practices without manipulating variables, providing a clear picture of how school heads support teachers. Forty-one school heads from Tabaco City Division served as respondents, distributed across four districts: North (11), South (6), East (10), and West (14).

The validated questionnaire checklist was the primary tool for data collection. It was distributed to respondents after formal approval from the Division Superintendent. A 100% retrieval rate was achieved within two weeks, ensuring comprehensive coverage. Responses were tabulated and analyzed using frequency counts, percentages, weighted means, and F-tests.

Weighted mean analysis determined the extent of technical assistance provision, interpreted using adjectival ratings ranging from “Very Low” to “Very High.” The F-test was applied to examine significant differences among districts. Factors influencing technical assistance were ranked based on frequency counts.

Confidentiality was strictly observed throughout the process. Statistical analysis was guided by established formulas from Broto (2008) and Calmorin & Calmorin (1997), ensuring accuracy and reliability. This methodological rigor provided a strong foundation for interpreting findings and proposing an evidence-based technical assistance plan.

4. Results

Findings revealed that school heads consistently provided technical assistance across all strands. In teaching pedagogies, the most frequent support was granting access to instructional resources and promoting evidence-based strategies. In learning achievement, targeted interventions and student-centered environments were prioritized. Teaching performance assistance focused on classroom observations, fair evaluation systems, and recognition of outstanding performance. For learning environment, guidance in creating safe and inclusive classrooms was most prominent.

Weighted mean analysis showed a “Very High” extent of technical assistance in all districts, with averages ranging from 4.31 to 4.62. Learning environment consistently received the highest ratings, followed by teaching performance and pedagogies. F-test results indicated no significant differences among districts, suggesting uniformity in assistance provision.

Challenges identified included limited professional development opportunities, irregular monitoring, inadequate access to resources, and weak implementation of behavior management strategies. These factors influenced the consistency and effectiveness of technical assistance.

5. Discussion

The results highlight the pivotal role of school heads as instructional leaders in shaping early-grade education. The “Very High” ratings across all strands affirm that school heads in Tabaco City Division actively provide technical assistance,

ensuring teachers are supported in pedagogy, performance, and classroom management. The emphasis on safe and inclusive learning environments reflects alignment with national and global priorities for equitable education.

However, the identified challenges reveal gaps in sustaining consistent support. Limited professional development and irregular monitoring suggest that while assistance is frequent, it may lack depth and continuity. Inadequate access to resources and weak behavior management strategies further hinder the effectiveness of technical assistance. These findings resonate with UNESCO's call for structured teacher development and DepEd's emphasis on capacity-building through LACs and TIP.

The absence of significant differences among districts indicates that technical assistance practices are uniformly implemented, reflecting adherence to DepEd policies. Yet, uniformity does not necessarily equate to sufficiency. Addressing the highlighted gaps requires strengthening localized initiatives such as Project ANGAT DUNONG and TAMA, ensuring that assistance is not only consistent but also responsive to specific teacher needs.

Overall, the study underscores the need for sustained, targeted, and resource-supported technical assistance to maximize its impact on teacher competence and learner outcomes.

6. Conclusion

This study concludes that school heads in Tabaco City Division provide substantial technical assistance to Key Stage 1 teachers, with a "Very High" extent across teaching pedagogies, learning achievement, teaching performance, and learning environment. The findings affirm that instructional leadership is actively practiced, contributing to improved teaching effectiveness and learner outcomes.

The uniformity of assistance across districts demonstrates strong compliance with DepEd policies and frameworks. However, challenges such as limited professional development, irregular monitoring, and inadequate resources highlight areas requiring improvement. These gaps suggest that while technical assistance is consistent, it must be enhanced to ensure sustainability and responsiveness to evolving classroom needs.

The study emphasizes that effective technical assistance is not merely about frequency but also about quality and depth. School heads must strengthen mentoring, coaching, and professional development initiatives to address specific instructional challenges. Collaborative mechanisms like LACs and division-led programs should be maximized to provide continuous, needs-based support.

A proposed technical assistance plan is recommended to address the identified problems, focusing on structured professional development, systematic monitoring, equitable resource distribution, and enhanced behavior management strategies. By refining leadership practices, school heads can further empower teachers to deliver high-quality instruction, ultimately benefiting learners during their formative years.

Future research may expand the scope to include other educational levels or comparative studies across divisions, contributing to a broader understanding of instructional leadership in Philippine education.

Compliance with ethical standards

Acknowledgement

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Disclosure of conflict of interest

No conflict of interest should be disclosed.

Statement of Ethical Approval

This study was conducted in compliance with institutional ethical standards and approved by the Schools Division Office of Tabaco City

Statement of Informed Consent

All participants were informed of the study's purpose, procedures, and confidentiality measures. Written consent was obtained from students and their parents prior to participation.

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