

# Technical Assistance and Perceived Performance of Teachers: Basis for Proposed Targeted Support Plan

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## Abstract

This study determined the relationship between technical assistance and the perceived performance of public senior high school teachers serving as a foundation for targeted support plan. This study employed descriptive-correlational and comparative methods of research. The respondents of the study were the 122 senior high school teachers from selected schools of First District of Oriental Mindoro; a self-made questionnaire was utilized. The study revealed that teachers perceived the extent of coaching, guiding, and especially empowering as being implemented to a high extent, with empowering receiving the highest rating. Teacher performance was generally rated at a very high level in areas such as content knowledge, pedagogy, and learning environment, while other domains like

curriculum planning and professional development were rated at a high level. Among the technical assistance strategies, empowering showed the strongest and most significant relationship with teaching performance, particularly in managing diverse learners and curriculum planning. The study concluded that empowering strategies are the most effective in boosting teacher autonomy and confidence, and emphasized the need for a balanced application of all support types. It recommended sustained support through training, collaborative professional development planning, personalized coaching, flexible assistance strategies, and the use of the support plan as a practical tool for continuous improvement.

**Keywords:** *technical assistance, teaching performance, targeted support plan*

## INTRODUCTION

Globally, one of the problems of educational institutions is the minimal effort of school heads when it comes to providing technical assistance in teaching. Having been trained more in administrative functions, their ability to support their teacher through provision of technical assistance was being left behind. This discrepancy in their leadership practices and teachers' instructional needs hinder the improvement of teaching performance. Most of the times, their support become procedural which do not serve its actual purpose which is to improve instruction.

Pont, Nusche, and Moorman (2018) pointed out that in many countries school heads focus more on operational task rather than instructional Likewise, Bush (2019) asserted that school leadership training in

the countries he studied, has limited focus in curriculum, assessment, and teacher support. Hence, school heads inadequacy in instructional support was observed.

Meanwhile, declining teaching performance, is also a global challenge, particularly when it comes to 21st-century learning. Despite ongoing reforms, many teachers struggle to deliver instruction that is adaptive, student-centered, and aligned with contemporary pedagogical standards. Misaligned professional development, insufficient instructional support, limited access to technological advances and insufficient collaboration efforts are some of the reasons pointed out causing this problem.

Supporting this, Darling-Hammond et al. (2020) pointed out that to improve teaching performance, educational institutions must make effort to provide relevant. Similarly, Schleicher (2020), revealed that most teachers are anxious when it comes to digital instruction and inclusive education, seeing that they have inadequacy in these parts. Moreover, Kraft, Blazar, and Hogan (2021) found that most teachers need technical assistance to improve their instruction. These studies showed the need for a support plan that will serve as a foundation for improving teaching performance.

At the national level, the Philippine education system continues to face challenges in the delivery of technical assistance in instruction and in enhancing teaching performance. School heads, while designated as instructional leaders, are often overwhelmed with administrative responsibilities, limiting their capacity to provide sustained pedagogical support to teachers. This situation results in technical assistance that is irregular, compliance-based, or focused more on documentation than on genuine instructional improvement.

Local studies affirm this concern. According to Quijano (2021), many public school administrators in the Philippines are not fully equipped to provide instructional supervision due to inadequate training in pedagogical leadership. Similarly, the study of Villena and Reyes (2022) highlighted that while technical assistance frameworks exist under the Department of Education, their implementation at the school level is inconsistent and often lacks depth, leading to minimal impact on teaching practices.

In the First District of Oriental Mindoro, the insufficiency in structured and sustainable approach to technical assistance in the delivery of instruction is a pressing concern. In the OPCR of the school heads, it was stated under key results area of instructional supervision that a school head should provide coaching/mentoring to 91-100% of identified teachers to improve teaching learning performance throughout the rating period. To get the highest score of 5, 91-100% of identified teachers with need for TA were coached and mentored. However, 80% of school heads in their latest OPCR, only scored 4 meaning only 81-90% of identified teachers with need for TA were coached and mentored. The absence of a systematic plan for delivering and evaluating technical assistance has led to inconsistent application and very minimal influence on teacher performance. This situation highlights the need for a more effective and consistent approach to professional development and technical assistance in the division (Marvilla, 2023).

A clear research gap exists in understanding how the technical assistance of school heads in instruction influences teaching performance, particularly in contexts where school leaders are administratively focused and lack sufficient pedagogical preparation. While frameworks for instructional leadership exist, their implementation is often inconsistent, superficial, and compliance-oriented, offering limited impact on classroom practice

The legal basis used in the study is DepEd Order No. 32, s. 2017, which laid out the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), which is the guidelines being used for improving teacher quality in the Philippines. The order shows the need for ongoing professional development which can be achieved through effective technical assistance.



The output of this study is a proposed targeted support plan. Such plan intends to provide a framework for delivering technical assistance, to make sure that it addressed the major concerns in teaching of SHS teachers in SDO Oriental Mindoro. By addressing the major concerns identified in this study, this proposed targeted support plan will guide the teacher in upgrading their performance, which in turn will be beneficial for the learners. This study not only aims to improve the current situation but also to provide a plan that can be utilized in other districts facing similar challenges.

## METHODOLOGY

This research employed a descriptive-correlational and comparative method of research. The procedures involved the use of self-made questionnaire to assess the technical assistance of school heads and teaching performance of SHS teachers in selected schools in the First District of Schools Division of Oriental Mindoro.

One hundred twenty-two (121) senior high school teachers are the respondents of the study from selected schools of the First District of Schools Division of Oriental Mindoro. Proportional stratified random sampling was used through G-power.

A researcher-made questionnaire was the main instrument of this study. The questionnaire has two parts. Part I dealt on item that measures the extent of technical assistance in terms of coaching, guiding and empowering. Part II measured the perceived performance of the teachers in terms of content, knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning and assessing and reporting, community linkages, professional engagement and personal growth and professional development and plus factor. Each indicator was composed of 10 items.

To make sure the research tool is effective, two district supervisors and two school heads examined and evaluated the researcher-made questionnaire to confirm its validity. Furthermore, the researcher utilized single test reliability. The test was administered to 10 non-respondents and was analyzed using Cronbach's Alpha.

Moreover, the study utilized descriptive statistics such as mean and rank to describe the results of the study. Moreover, inferential statistics such as Pearson Product Moment Correlation Coefficient, One Way Analysis of Variance (ANOVA) and Scheffe's Test were employed

## RESULTS AND DISCUSSION

### 1. Extent of Implementation of technical assistance in teaching instruction provided by school head as perceived by senior high school teachers in terms of:

#### 1.1. Coaching

The respondents agree that their school heads assist in the integration of technology into teaching practices. This obtained the highest mean of 4.24. Meanwhile, the respondents also agree that their school heads encourage teachers to set achievable professional goals. Though it got the lowest mean of 3.83, it is still described as high extent.

Results show an overall mean of 4.01 described as high extent. This indicates that technical assistance through coaching is highly practiced in the respondent schools. This means that teachers are assisted in solving problems in ways that improve their teaching practices. However, the slight gaps shown



by the lowest mean suggest that professional goal-setting should be given a bit more attention to create a more balanced coaching program.

## 1.2 Guiding

The respondents agree that the school heads conduct one-on-one mentoring sessions with teachers. This obtained the highest mean of 4.08, described as high extent. Meanwhile, the respondents also agree that their school heads set specific objectives for instructional improvement. Though described as high extent, this got the lowest mean of 3.8.

Results show an overall mean of 3.94, described as high extent. This overall result shows that technical assistance through guiding is regularly implemented in the respondent schools. Teachers see that their school heads provide deep support in planning, classroom management, curriculum understanding, and the improvement of teaching practices. It suggests that guiding is a priority in the instructional leadership of school heads.

## 1.3 Empowering

The respondents agree that their school heads recognize and celebrate teachers' achievements. This got the highest mean of 4.35, described as high extent. Meanwhile, the respondents also agree that their school heads facilitate peer-to-peer learning and collaboration. Though it got the lowest mean of 4.10, it is still describing as high extent.

Results show an overall mean of 4.21, described as high extent. This means that technical assistance through empowering is often practiced in the respondent schools. Teachers believe that school heads give them autonomy and, support their initiatives. These findings suggest a healthy school environment where teachers are not only guided but are also trusted and equipped to take ownership of their professional growth and development.

## 2. Perceived performance of the teacher-respondents in terms of:

### 2.1. Content, knowledge and pedagogy

The respondents applied formative assessment techniques to monitor learning progress and guide instruction to a very high level, receiving the highest mean of 4.59. Meanwhile, the respondents adapted instructional strategies to meet the diverse needs of learners at a high level, though it received the lowest mean score of 4.37 among the indicators.

Result showed an overall mean of 4.51, described as very high. This suggests that the SHS teachers performed very well in integrating content knowledge with pedagogical skills. It implies that the SHS teachers not only master the subject matter but also implement effective teaching strategies to engage learners, promote higher-order thinking, and use appropriate language and technology in delivering lessons.

### 2.2. Learning environment and diversity of learners

The respondents-maintained learning environments that promote fairness, respect, and care to a very high level, as reflected by the highest mean of 4.71. Meanwhile, the item on integrating inclusive practices to support learners with special needs, received the lowest mean of 4.42, yet still described as high.



Results showed an overall mean of 4.54 which is described as very high. This result implies that the SHS teachers are highly effective in creating learning environments that cater to the needs of diverse learners. It exhibited their ability to create a conducive learning environment by managing their classrooms effectively, foster collaboration, encourage creativity, and promote a learner-centered culture, which are detrimental in today's diverse educational settings.

### **2.3. Curriculum and planning and assessing and reporting**

The high mean score indicates that SHS teachers consistently prioritize setting learning outcomes that are not only attainable but also closely aligned with the standards set by the Department of Education. The lower mean of 4.39 signals that cross-curricular links and student-led assessments, though present, receive somewhat less emphasis than other planning skills.

Results showed an overall mean of 4.45, described as high. This suggest that SHS teachers perform well in curriculum planning and assessment practices. Their practice of aligning learning objectives and providing constructive feedback make sure that they cater to the actual academic needs of the to students. However, exerting the same effort for enhancing skills in involving students in assessment and integrating different subject areas could lead to even deeper learning and student engagement.

### **2.4. Community linkages, professional engagement and personal growth and professional development**

The respondents-built relationships with parents/guardians and the wider school community to facilitate involvement in the educative process to a very high level, with the highest mean of 4.52. Meanwhile, the respondents participated in research or action research to contribute to educational innovation to a high level, though with the lowest mean of 4.07.

The overall mean of 4.32, described as high, suggests that SHS teachers demonstrate strong professional performance in building community partnerships, engaging in professional development, and committing to personal growth. Conversely, the findings also suggest the need for more involvement in research activities and more pronounced professional growth opportunities to constantly improve teaching practices and remain adept to emerging trends and challenges in education.

### **2.5. Plus factor**

The respondents participated in committee involvement within the school on a high level, with the highest mean of 4.39. Meanwhile, the respondents served as a writer or validator for learning materials on a moderate level. This obtained the lowest mean of 3.37.

Result showed an overall mean of 3.85 which is categorized as high. This suggests that SHS teachers generally give strong efforts in fulfilling roles beyond their required tasks. Their participation in extracurricular activities, outreach programs, and professional development initiatives shows their dedication to fostering a supportive educational environment. However, there are some aspects that needs to be focused on. These include writing and validating instructional materials and presenting research.

### **3. Relationship between the extent of technical assistance and level of perceived performance of teachers**

The results showed that among the three technical assistance strategies—coaching, guiding, and empowering—empowering had the strongest and most significant relationship with the perceived teaching performance of senior high school teachers across most indicators, especially in the learning environment and diversity of learners ( $r = 0.509$ ) and curriculum and planning ( $r = 0.502$ ). Coaching and guiding showed weaker and mostly non-significant relationships, with only a few indicators showing significance, such as coaching with curriculum and planning ( $r = 0.357$ ).

### **4. Difference on responses of the respondents on the extent of technical assistance among its indicators**

The data revealed that the computed F-value of 3.24 is greater than the critical value of 3.02 at a 0.05 level of significance, indicating that there is a significant difference in the extent of technical assistance provided across the different indicators.

### **5. Difference on responses of the respondents on the perceived performance of teachers among its indicators**

There are significant differences in the perceived performance of Senior High School teachers across different indicators. The F-value (26.71) is much higher than the critical value at 0.05 level (2.39), and the result is significant. Thus, the null hypothesis is rejected.

### **6. Proposed Targeted Support Plan**

A Targeted Support Plan was crafted to give senior-high-school teachers a coherent, data-driven roadmap for continuous growth. It clusters support into three progressive modes—coaching, guiding, and empowering—so teachers first clarify personal goals, then refine classroom practice through structured feedback, and finally share expertise within peer networks. Aligned with DepEd's Most Essential Learning Competencies and the RPMS, the targeted support plan also targets six Philippine professional-standards domains: content mastery, inclusive learning, curriculum integration, assessment literacy, community engagement, and resource development. Time-bound activities—from quarterly coaching sessions and lesson-study cycles to PLC meetings and action-research mentoring—are paired with clear, numerical success indicators, ensuring that every intervention can be monitored and scaled. By combining individualized support with collaborative structures, the framework aims to raise instructional quality, foster inclusive classrooms, and position teachers as contributors to regional curriculum innovation.

## **Conclusions**

The conclusions of the study emphasize the critical role of school leadership in enhancing teaching effectiveness. The strong support perceived by teachers—particularly through empowering strategies—highlights how effective leadership fosters teacher autonomy, confidence, and professional growth. High levels of teacher performance suggest that when adequate support is provided, senior high school teachers can thrive in essential areas such as content knowledge and the creation of a positive learning environment, leading to improved student outcomes. Among the technical assistance strategies, empowering emerged as the most impactful, indicating that schools should prioritize methods that promote teacher initiative and ownership rather than relying solely on coaching or guiding. However, the variation in how often and how

effectively these support strategies are applied points to the need for a more balanced and consistent implementation to avoid neglecting any critical area. Additionally, differences in perceived performance across various teaching indicators suggest that while teachers excel in some areas, others require targeted interventions, allowing school leaders to allocate resources and training more strategically. Ultimately, the development of a targeted support plan based on the study's findings offers schools a practical, evidence-based approach to strengthening teacher development and elevating instructional quality in senior high school education.

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