

The Effectiveness of the Technical Assistance of the School Heads in Improving the Teaching Skills of the Newly Hired Teachers in the Public Elementary Schools in Goa District, Division of Camarines Sur

Nolito C. Mirador¹

¹School of Graduate Studies, University of Northeastern Philippines, Iriga City

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ABSTRACT

This study examined the effectiveness of technical assistance provided by school heads in improving the teaching skills of newly hired teachers in the public elementary schools of Goa District, Division of Camarines Sur. It focused on school-based support as an administrative and instructional mechanism that helps novice teachers adjust to classroom expectations, curriculum demands, learner needs, and professional responsibilities. The inquiry was anchored on the view that early-career teachers require systematic guidance in order to translate preservice preparation into effective classroom performance. The study also recognized that school heads occupy a strategic role in mentoring, monitoring, and enabling teachers as they enter public school service. The study specifically assessed the extent of technical assistance given by school heads along five domains: lesson planning, classroom management, digital literacy, facilitating learning, and balancing work and life. These domains represented both instructional and professional dimensions of support because newly hired teachers must learn not only how to plan and deliver lessons but also how to manage learners, use technology, and sustain personal well-being. The study further tested the agreement on the rank orders of these technical assistance domains. This statistical component was included to determine whether respondents showed a consistent pattern of judgment across the evaluated areas. The study also determined the effectiveness of technical assistance in improving selected teaching skills of the respondents. These teaching skills included communication, observation, learners' engagement, and subject matter expertise. These dimensions are central to classroom effectiveness because teachers must explain ideas clearly, read learner cues, sustain participation, and design instruction aligned with curriculum expectations. The study therefore linked school heads' technical assistance with observable indicators of teaching competence. A descriptive-evaluative-correlational design was used to generate empirical descriptions, evaluate perceived effectiveness, and test agreement among rank orders. The respondents were sixty-one newly hired teachers in Goa District, Division of Camarines Sur. A self-made questionnaire served as the main data-gathering instrument of the study. The instrument generated quantitative ratings that were summarized through weighted mean, frequency count, percentage, ranking, Kendall's coefficient of concordance, and the corresponding chi-square test at the 0.05 level of significance. Findings showed that the technical assistance given by school heads was rated Very Much Evident across all five support domains. Lesson planning obtained the highest mean of 4.96, followed by balancing work and life with a mean of 4.93. Digital literacy received a mean of 4.84, classroom management obtained 4.79, and facilitating learning obtained 4.77. These results indicated that school heads were perceived to provide strong support in both technical instructional preparation and professional adjustment. The detailed findings suggested that lesson planning support was strengthened by classroom observations, constructive feedback, practical guidelines, analysis of learners' data, and assistance in preparing instructional materials. Digital literacy support emphasized assistance in using ICT devices, Microsoft Office, classroom applications, and technology integration in teaching. Balancing work and life was also highly rated, particularly in terms of peer support, fair workload distribution, family-friendly policies, and time management support. These indicators showed that technical assistance was not limited to academic supervision but extended to the professional welfare of newly hired teachers. The test of significant agreement revealed a mixed pattern among the technical assistance domains. Digital literacy obtained Kendall's W of 0.90 and chi-square of 16.20 with $p < 0.025$, indicating significant agreement in the rank order of this

domain. The null hypotheses were accepted for lesson planning, classroom management, facilitating learning, and balancing work and life because their p-values were greater than 0.05. This finding suggested that respondents were most consistent in ranking digital literacy support, while perceptions of the other support domains varied across groups or evaluation patterns. The effectiveness of technical assistance in improving teaching skills was rated Very Much Effective across the four evaluated skill areas. Subject matter expertise obtained the highest mean of 4.86, followed by observation at 4.85, communication at 4.73, and learners' engagement at 4.69. These results indicated that technical assistance was perceived to contribute most strongly to curriculum-aligned lesson design, learner observation, instructional communication, and classroom engagement. However, the lower relative mean for learners' engagement suggested that support for participatory and learner-centered pedagogy could still be further strengthened. The test of significant agreement on the effectiveness domains showed no significant agreement among the different groups of respondents. Communication obtained Kendall's W of 0.31 and chi-square of 5.58, observation obtained W of 0.58 and chi-square of 10.44, learners' engagement obtained W of 0.30 and chi-square of 5.40, and subject matter expertise obtained W of 0.63 and chi-square of 11.34, all with p-values greater than 0.05. These results indicated variability in how respondents ranked the contribution of technical assistance to the improvement of teaching skills. The variation points to the need for more standardized mentoring systems, common observation tools, and shared criteria for assessing teacher development. The study concluded that school heads' technical assistance was highly evident and highly effective in supporting the teaching skills of newly hired teachers. It further concluded that agreement was significant only in digital literacy among the technical assistance domains and not significant across the evaluated teaching skill domains. The findings imply the need to institutionalize targeted professional development, digital literacy support, mentoring, lesson study, resource provision, and teacher well-being initiatives.

1. Introduction

Educational quality is strongly influenced by the capacity of teachers to plan meaningful instruction, manage classrooms productively, use resources appropriately, and respond to learners' diverse needs. In basic education, the teacher remains the primary agent who translates curriculum standards into learning experiences that students can understand, practice, and apply. However, teaching competence does not automatically emerge from formal preparation alone. It is developed through continued practice, reflective supervision, institutional support, and responsive professional guidance.

The transition from preservice preparation to actual classroom responsibility is a demanding stage in the professional life of newly hired teachers. During this stage, teachers are expected to master school routines, handle learner behavior, prepare lesson plans, comply with curriculum standards, and participate in school-level programs. These expectations can be difficult because new teachers are still developing confidence, instructional judgment, and familiarity with the school context. Without structured assistance, early-career teachers may rely heavily on trial and error, which can affect the consistency and quality of instruction.

Technical assistance is one of the most direct mechanisms through which school leaders can support teacher growth. In school administration, technical assistance refers to the purposeful guidance, coaching, monitoring, feedback, mentoring, and resource support given to teachers to improve instructional performance. It differs from simple supervision because it is developmental rather than merely evaluative. When implemented properly, technical assistance helps teachers identify areas for improvement and provides practical support to address those areas.

School heads are positioned to provide technical assistance because they understand the school's instructional priorities, learner profile, resources, and performance needs. They observe classroom practices, review lesson plans, facilitate professional learning, organize mentoring activities, and connect teachers with available resources. Their leadership role is therefore both administrative and instructional. This dual responsibility becomes especially important when supporting newly hired teachers who require clear expectations and sustained guidance.

Lesson planning is a key area where newly hired teachers often need technical support. Effective lesson planning requires teachers to identify competencies, select suitable activities, prepare assessments, anticipate learner difficulties, and align materials with learning outcomes. For new teachers, these tasks may be challenging because curriculum interpretation and classroom pacing require experience. Technical assistance in lesson planning can help teachers develop coherent, learner-centered, and competency-based lessons.

Classroom management is another area where school head support becomes essential. Newly hired teachers must learn how to establish routines, maintain positive classroom climate, address disruptive behavior, and sustain learner participation. Classroom management is not merely control of behavior; it is the creation of an orderly environment where learning can proceed with respect, structure, and engagement. Technical assistance can guide teachers in using proactive, positive, and developmentally appropriate management strategies.

Digital literacy has become an increasingly important component of teaching practice. Teachers are expected to use productivity tools, digital learning materials, multimedia, online platforms, and technology-supported instruction. Newly hired teachers may vary in their level of comfort with ICT devices, applications, and digital teaching tools. School heads who provide digital literacy assistance help teachers expand instructional options and respond to the demands of technology-integrated education.

Facilitating learning requires more than delivering information. It involves asking questions, guiding inquiry, supporting collaboration, checking understanding, differentiating instruction, and helping learners actively construct knowledge. Newly hired teachers may initially focus on completing lesson procedures rather than facilitating deeper learning. Technical assistance can shift teaching practice from teacher-centered delivery to learner-centered facilitation.

Balancing work and life is also a significant concern for newly hired teachers. Beginning teachers often experience workload pressure from lesson preparation, classroom management, reports, professional expectations, and school assignments. When these demands are not properly managed, teachers may experience stress, fatigue, and reduced instructional effectiveness. School heads can assist by promoting fair workload distribution, peer support, time management, wellness, and a supportive organizational climate.

Teaching skills reflect how technical assistance is translated into classroom performance. Communication skills allow teachers to explain concepts clearly, ask meaningful questions, and interact with learners in ways that promote understanding. Observation skills allow teachers to notice learner cues, difficulties, participation patterns, and behavioral signals. Learners' engagement skills enable teachers to sustain attention, participation, motivation, and relevance in classroom activities.

Subject matter expertise is also an important dimension of teacher effectiveness. Teachers with stronger content understanding can design coherent lessons, select relevant examples, adapt activities to learner needs, and connect curriculum standards to real-life situations. For newly hired teachers, subject matter expertise may still need refinement because classroom teaching requires the practical transformation of content into learnable experiences. Technical assistance can support this transformation through curriculum mapping, feedback, mentoring, and collaboration.

In public elementary schools, technical assistance is also shaped by the institutional realities of school resources, class size, learner diversity, reporting requirements, and administrative expectations. Newly hired teachers do not operate in isolation because they are part of a school system with established policies, performance measures, and professional cultures. The quality of assistance they receive may influence not only individual growth but also school-wide instructional consistency. Studying technical assistance therefore contributes to understanding how school leadership affects teacher development.

The context of Goa District, Division of Camarines Sur, provides a relevant setting for examining this issue. Public elementary schools in the district depend on school heads to provide instructional supervision and professional support to teachers, especially those who are newly hired. The study recognizes that the effectiveness of school leadership is reflected not only in administrative compliance but also in teachers' improved instructional capabilities. This local setting allows the investigation to generate practical policy recommendations grounded in school-based realities.

The study focused on technical assistance given by school heads because school leaders are expected to create conditions that help teachers succeed. Newly hired teachers are still building competence in lesson planning, classroom management, digital literacy, facilitation, and work-life balance. These areas are not isolated tasks but mutually reinforcing components of professional practice. The extent to which school heads provide support in these areas can shape the quality of instruction and the teacher's professional confidence.

The study also examined the effectiveness of such assistance in improving specific teaching skills. This focus is important because technical assistance should not remain as administrative activity; it should lead to observable improvement in teacher practice. Communication, observation, learners' engagement, and subject matter expertise were examined because they represent core classroom competencies. These competencies directly affect how learners experience instruction and how teachers respond to classroom conditions.

The use of rank-order agreement testing added a comparative dimension to the analysis. It allowed the study to determine whether respondents had consistent judgments on the priority or strength of technical assistance domains and teaching skill outcomes. Agreement or disagreement among respondents can reveal whether practices are uniformly experienced or unevenly perceived. This is useful for school heads and supervisors who need to know which areas require standardization, reinforcement, or clearer implementation.

The present study therefore contributes to educational administration by linking instructional leadership with teacher development among newly hired public elementary school teachers. It provides empirical evidence on which forms of technical assistance are most evident and which teaching skills are perceived to improve most strongly. It also identifies areas where agreement is weak, suggesting possible inconsistencies in experience or interpretation. These results can inform professional development planning, mentoring systems, resource allocation, and school-based quality assurance.

In view of these considerations, this journal manuscript reports the results of a study on the effectiveness of the technical assistance of school heads in improving the teaching skills of newly hired teachers in Goa District, Division of Camarines Sur. The presentation follows the IMRAD structure to emphasize the research problem, method, results, discussion, conclusions, and implications. The analysis is organized to show how the quantified findings support administrative and instructional recommendations. The ultimate aim is to translate the findings into practical directions for stronger induction, supervision, and teacher support systems.

2. Methodology

The study used the descriptive-evaluative-correlational method of research. The descriptive component enabled the study to present the extent of technical assistance given by school heads and the perceived effectiveness of such assistance in improving teaching skills. The evaluative component allowed the results to be interpreted according to qualitative descriptors such as Very Much Evident and Very Much Effective. The correlational or agreement-testing component was reflected in the use of Kendall's coefficient of concordance to determine the significance of agreement on rank orders.

The research was conducted in the public elementary schools of Goa District, Division of Camarines Sur. The setting was appropriate because the district includes school heads who provide direct instructional and professional support to teachers in actual public

school contexts. The study focused on school-based technical assistance as experienced by newly hired teachers. This provided a local empirical basis for identifying areas of support that may be sustained, improved, or institutionalized.

The respondents of the study were sixty-one newly hired teachers in Goa District, Division of Camarines Sur. They were selected because they represented the group most directly affected by school head technical assistance during the early stage of public school service. Newly hired teachers were considered appropriate respondents because they are still adjusting to school systems, curriculum requirements, classroom expectations, and professional responsibilities. Their responses provided insight into the usefulness and effectiveness of the support they received.

The main data-gathering instrument was a self-made questionnaire. The instrument was designed to measure the extent of technical assistance given by school heads along lesson planning, classroom management, digital literacy, facilitating learning, and balancing work and life. It also measured the effectiveness of technical assistance in improving communication, observation, learners' engagement, and subject matter expertise. The use of a structured questionnaire enabled the study to generate comparable ratings across respondents and domains.

The questionnaire items reflected observable practices and outcomes related to school heads' technical assistance. Items on lesson planning included classroom observation, feedback, practical guidelines, data-based adjustment of lesson plans, and preparation of instructional materials. Items on classroom management, digital literacy, facilitating learning, and work-life balance captured both instructional and professional support. Items on teaching skills focused on teacher communication, learner observation, engagement strategies, and subject matter-related instructional competence.

Data gathering followed a survey procedure appropriate for descriptive-evaluative inquiry. The respondents answered the questionnaire based on their experiences and perceptions of technical assistance provided by school heads. The responses were organized, encoded, and summarized according to the domains and indicators of the study. The use of a common instrument ensured that the same domains were evaluated across all respondents.

The statistical treatment included weighted mean, frequency count, percentage, and rank. The weighted mean was used to determine the extent and effectiveness ratings for each indicator and domain. Ranking was used to arrange the domains and indicators according to their relative strength. Frequency count and percentage supported the descriptive organization of the responses and respondent profile when applicable.

Kendall's coefficient of concordance was used to test the agreement on the rank orders of the evaluated domains. The corresponding chi-square test was computed to determine whether the observed agreement was statistically significant. The significance level was set at 0.05. This statistical procedure helped determine whether respondents showed common judgment patterns regarding the extent and effectiveness of technical assistance.

The interpretation of findings was guided by the descriptors used in the study. Technical assistance domains were interpreted according to the extent to which practices were evident, while teaching skill domains were interpreted according to their perceived effectiveness. The analysis in this manuscript combined numerical results, ranking, and narrative interpretation. This approach allowed the findings to be presented not only as statistical outcomes but also as administrative implications for teacher support and school leadership.

3. Results and Discussions

This section presents the results of the study in relation to the technical assistance given by school heads and the effectiveness of such assistance in improving the teaching skills of newly hired teachers. The discussion is organized according to the major problem areas of the study: extent of technical assistance, agreement on rank orders of technical assistance, effectiveness in improving teaching skills, agreement on rank orders of effectiveness, and policy recommendations. The tables synthesize the findings drawn from the thesis results and are followed by analytical discussions. Each discussion interprets the numerical evidence, explains its instructional significance, and identifies implications for school leadership and teacher development.

Table 1. Summary of the Extent of Technical Assistance Given by School Heads

Rank	Domain	Weighted Mean	Interpretation	Salient Indicator Evidence
1	Lesson Planning	4.96	Very Much Evident	Regular classroom observations and constructive feedback obtained 5.00; practical lesson planning guidelines obtained 4.96.
2	Balancing Work and Life	4.93	Very Much Evident	Peer support, fair workload distribution, family-friendly policies, and time management resources each obtained 5.00.
3	Digital Literacy	4.84	Very Much Evident	Assistance with ICT devices obtained 4.98; support in Microsoft Office and computer applications obtained 4.95.
4	Classroom Management	4.79	Very Much Evident	Monitoring enthusiasm and positive classroom atmosphere both obtained 4.86; teacher preparation and notes review obtained 4.85.
5	Facilitating Learning	4.77	Very Much Evident	Daily classroom observation obtained 4.95; informal observation during the teaching-learning process obtained 4.92.

Note. Scale interpretation follows the descriptors used in the thesis results.

Table 1 shows that the technical assistance given by school heads was rated Very Much Evident in all domains. Lesson planning ranked first with a weighted mean of 4.96, indicating that newly hired teachers strongly perceived school heads as providing support

in preparing and improving instruction. Balancing work and life ranked second with a mean of 4.93, showing that administrative support also extended to teacher well-being and workload concerns. Digital literacy, classroom management, and facilitating learning also received high means, confirming that technical assistance covered multiple aspects of teacher development.

The highest rating for lesson planning suggests that school heads prioritized instructional preparation. The item on regular classroom observations and constructive feedback obtained a perfect mean of 5.00, while the provision of practical lesson planning guidelines obtained 4.96. These results imply that school heads actively guided teachers in designing lessons, aligning activities, reviewing learner data, and using instructional materials. In the development of newly hired teachers, this support is crucial because lesson planning is the foundation of curriculum delivery.

The high rating for balancing work and life is also notable because it expands the meaning of technical assistance beyond classroom supervision. Peer support networks, fair workload distribution, family-friendly policies, and time management resources all obtained 5.00. This indicates that newly hired teachers valued school heads who attended to professional welfare and not only instructional compliance. The result implies that teacher support systems should treat well-being as part of teaching effectiveness because exhausted teachers may struggle to sustain quality instruction.

Digital literacy, classroom management, and facilitating learning received slightly lower but still very high mean scores. The lower relative rating of facilitating learning at 4.77 suggests that although support was evident, there remains space to strengthen coaching on learner-centered strategies and innovative pedagogy. Classroom management also showed room for improvement, particularly in the use of diverse teaching methods. These results suggest that school heads should sustain strong lesson planning assistance while intensifying support for active learning, classroom diversity, and learner engagement strategies.

Table 2. Test of Significant Agreement on the Rank Orders of Technical Assistance Domains

Domain	Kendall's W	Chi-square	p-value	Decision on Agreement	Decision on Null Hypothesis
Lesson Planning	0.69	12.42	p>0.05	Not Significant	Accepted
Classroom Management	0.41	7.38	p>0.05	Not Significant	Accepted
Digital Literacy	0.90	16.20	p<0.025	Significant	Rejected
Facilitating Learning	0.50	9.00	p>0.05	Not Significant	Accepted
Balancing Work and Life	0.69	12.42	p>0.05	Not Significant	Accepted

Table 2 presents the test of significant agreement on the rank orders of the extent of technical assistance given by school heads. The findings show that only digital literacy obtained a statistically significant agreement, with Kendall's W of 0.90 and chi-square of 16.20 at p<0.025. The null hypotheses were accepted for lesson planning, classroom management, facilitating learning, and balancing work and life because their p-values were greater than 0.05. This means that only the ranking of digital literacy support reflected strong and statistically significant agreement among respondents.

The significant agreement in digital literacy may be explained by the distinct and observable nature of ICT-related support. Teachers can easily recognize whether school heads assist them in using ICT devices, Microsoft Office, classroom applications, and technology for instruction. Because these supports are concrete and task-specific, respondents may have ranked them in a more consistent manner. The finding suggests that digital literacy assistance was not only evident but also commonly recognized as a priority across the respondent group.

The absence of significant agreement in other domains does not mean that technical assistance was weak, because all weighted means were high. Rather, it suggests that respondents may have experienced or prioritized the domains differently. For instance, lesson planning and work-life balance both obtained high mean scores but did not show significant rank agreement. This implies that while teachers generally perceived support as evident, their order of importance or perceived strength varied according to their individual needs and school contexts.

From an administrative perspective, the findings point to the need for more standardized documentation and implementation of technical assistance. School heads may already provide support, but variation in perceived ranking suggests that mentoring practices, observation protocols, and coaching emphasis may differ across schools. Establishing common technical assistance guides, coaching logs, and professional development benchmarks could improve consistency. Such standardization would help ensure that all newly hired teachers receive balanced support across lesson planning, classroom management, facilitation, digital literacy, and teacher well-being.

Table 3. Summary of the Effectiveness of Technical Assistance in Improving Teaching Skills

Rank	Teaching Skill Domain	Weighted Mean	Interpretation	Salient Indicator Evidence
1	Subject Matter Expertise	4.86	Very Much Effective	Designing coherent lessons aligned with curriculum standards obtained 4.98; cultural relevance and real-world application obtained 4.96.
2	Observation	4.85	Very Much Effective	Picking up verbal cues obtained 4.91; decoding body language and facial expressions obtained 4.89.
3	Communication	4.73	Very Much Effective	Using open-ended questions and facilitating discussion both obtained 4.77; eye contact and thoughtful response obtained 4.76.
4	Learners' Engagement	4.69	Very Much Effective	Showing positive attitude and enthusiasm obtained 4.84; making learning enjoyable and relevant obtained 4.83.

Table 3 shows that the technical assistance given by school heads was rated Very Much Effective in improving all evaluated teaching skills. Subject matter expertise ranked first with a weighted mean of 4.86, followed closely by observation with a mean of 4.85. Communication obtained a mean of 4.73, while learners' engagement obtained a mean of 4.69. These results indicate that technical assistance was perceived to contribute strongly to teachers' classroom competence, particularly in content-related instructional design and learner observation.

The highest mean for subject matter expertise suggests that technical assistance helped newly hired teachers align lessons with curriculum standards, select culturally relevant examples, and adapt instruction to learners' needs. The detailed results show that designing coherent and engaging lessons obtained 4.98, while considering cultural relevance, real-world applications, and student interests obtained 4.96. These indicators point to the importance of school heads' instructional supervision in curriculum interpretation. For newly hired teachers, guidance in content organization helps ensure that lessons are not only compliant but also meaningful and accessible.

Observation ranked second, indicating that technical assistance supported teachers in reading learner behavior, verbal cues, facial expressions, and participation patterns. This is significant because effective teaching requires continuous adjustment based on learner responses. Newly hired teachers who improve their observation skills can identify confusion, disengagement, readiness, or emotional signals more accurately. School heads can strengthen this skill by modeling classroom walkthroughs, post-observation conferences, and reflective questioning focused on learner evidence.

Communication and learners' engagement were still rated Very Much Effective but obtained the lower relative means. This suggests that newly hired teachers may need more sustained coaching on questioning techniques, dialogic teaching, inclusive participation, and relevance-building strategies. Learners' engagement, in particular, should be strengthened because active participation is a direct indicator of learning quality. Technical assistance should therefore continue to move beyond planning and observation toward strategies that make classrooms more interactive, responsive, and motivating for learners.

Table 4. Test of Significant Agreement on the Rank Orders of Technical Assistance Effectiveness

Teaching Skill Domain	Kendall's W	Chi-square	p-value	Decision on Agreement	Decision on Null Hypothesis
Communication	0.31	5.58	p>0.05	Not Significant	Accepted
Observation	0.58	10.44	p>0.05	Not Significant	Accepted
Learners' Engagement	0.30	5.40	p>0.05	Not Significant	Accepted
Subject Matter Expertise	0.63	11.34	p>0.05	Not Significant	Accepted

Table 4 shows that there was no significant agreement on the rank orders of the effectiveness of technical assistance in improving the evaluated teaching skills. Communication, observation, learners' engagement, and subject matter expertise all obtained p-values greater than 0.05. Therefore, the null hypotheses were accepted across all four domains. This finding indicates that respondents did not show statistically consistent agreement on how they ranked the effectiveness of technical assistance across the teaching skill areas.

The lack of significant agreement should be interpreted together with the high weighted means in Table 3. Teachers generally perceived technical assistance as very effective, but they differed in ranking which teaching skill benefited most. This variation is understandable because newly hired teachers may have different strengths, needs, grade assignments, mentors, classroom conditions, and levels of prior preparation. A teacher who struggles with content alignment may value subject matter support most, while another who struggles with behavior or participation may prioritize engagement or communication support.

Subject matter expertise obtained the highest Kendall's W among the effectiveness domains at 0.63, although it remained not significant. This suggests moderate but insufficiently significant consistency in how respondents viewed content-related support. Learners' engagement obtained the lowest W at 0.30, indicating weak rank agreement. This may point to varied experiences in receiving engagement-focused coaching or to different interpretations of what counts as effective learner engagement.

The implication is that school heads should use individual development planning rather than assume that all newly hired teachers require the same form of support. Technical assistance must be differentiated according to teacher needs, classroom evidence, and post-observation dialogue. A standardized induction framework may identify common competencies, but coaching should remain responsive to each teacher's development profile. This approach would preserve consistency while allowing flexibility in addressing communication, observation, engagement, and subject matter needs.

Table 5. Policy Recommendation Matrix Based on the Findings

Policy Area	Primary Implementers	Recommended Action
Professional development	Public school district supervisors and DepEd key officials	Organize workshops and training sessions on differentiation, learner-centered approaches, emotional intelligence, multimedia use, technology integration, and continuous professional development.
Resource provision	School heads, DepEd key officials, LGU officials, and policy makers	Ensure sufficient teaching materials, technology, infrastructure, and access to resources that enable newly hired teachers to design and deliver effective instruction.
Mentoring and collaboration	School heads and experienced teachers	Encourage collaboration with experienced teachers, peer learning, professional learning communities, and communities of practice where teachers share lessons, tips, challenges, and best practices.

Curriculum and lesson planning support	School heads and curriculum writers	Review curriculum documents, map learning outcomes, support curriculum alignment, and create lesson planning models suited to learner levels and school contexts.
Learner-centered classroom practice	Teachers and school heads	Implement engaging classroom activities, create safe learning environments, show empathy, remain available to learners, observe learner cues, and promote kindness, respect, and participation.
Teacher well-being and innovation	School administrators and policy makers	Allocate resources for wellness programs, counseling, professional development, and incentives for teachers who use innovative strategies and reflective instructional practices.

Table 5 synthesizes the policy recommendations formulated from the findings of the study. The recommendations emphasize professional development, resource provision, mentoring, curriculum support, learner-centered practice, teacher well-being, and innovation. These areas correspond to the domains where technical assistance was found to be very evident and the teaching skills where assistance was found to be very effective. The matrix translates the statistical findings into actionable institutional directions. The recommendation for sustained professional development is aligned with the high importance of lesson planning, digital literacy, classroom management, and facilitating learning. Training on differentiation, learner-centered approaches, emotional intelligence, multimedia use, and technology integration would directly strengthen the areas measured in the study. Since digital literacy showed significant rank agreement, it should be treated as a clear system-wide priority. However, training should also address areas with no significant agreement to reduce differences in implementation and teacher experience.

Mentoring and collaboration are necessary because newly hired teachers often learn best when formal technical assistance is combined with peer-based support. Experienced teachers can help novice teachers interpret curriculum expectations, manage classroom realities, and improve instructional decision-making. Professional learning communities can also provide structured spaces for reflection, lesson sharing, and problem-solving. These collaborative mechanisms would convert technical assistance from a one-time supervisory activity into a continuous professional learning process.

The policy implications also include teacher well-being and innovation. The strong rating for balancing work and life shows that newly hired teachers value support systems that address workload, wellness, and professional sustainability. School administrators and policy makers should therefore view teacher well-being as a condition for instructional quality. Incentives for innovative practice, wellness programs, counseling, and fair workload distribution can help teachers remain motivated, resilient, and effective in the classroom.

4. Conclusions and Implications

4.1 Conclusions

The study concludes that the technical assistance given by school heads in improving the teaching skills of newly hired teachers was Very Much Evident. This conclusion is supported by the high weighted means across lesson planning, classroom management, digital literacy, facilitating learning, and balancing work and life. School heads were perceived to provide broad support that addressed both instructional and professional needs. The findings affirm the important role of school leadership in the induction and development of newly hired public elementary school teachers.

Lesson planning emerged as the strongest technical assistance domain. This indicates that school heads were most visible in supporting teachers through classroom observation, constructive feedback, practical planning guidelines, curriculum alignment, learner-data analysis, and instructional material preparation. The high rating suggests that lesson planning remains a central focus of school-based instructional supervision. It also confirms that newly hired teachers benefit from structured assistance in organizing lessons and translating curriculum competencies into classroom activities.

Balancing work and life also emerged as a highly evident domain of technical assistance. This conclusion highlights the recognition that teacher development includes personal and professional sustainability. School heads were perceived to support fair workload distribution, peer support, family-friendly policies, time management, and wellness. Such support is critical because newly hired teachers may experience adjustment stress while learning to meet administrative and instructional expectations.

Digital literacy was rated Very Much Evident and was the only technical assistance domain with significant agreement on rank orders. This means that respondents consistently recognized digital literacy support as a strongly evident area. The result may be attributed to the concrete nature of ICT assistance, such as help with devices, applications, Microsoft Office, and technology use in teaching. It also suggests that digital support has become a common and visible priority in the professional development of newly hired teachers.

The study also concludes that there was no significant agreement on the rank orders of technical assistance in lesson planning, classroom management, facilitating learning, and balancing work and life. This does not negate the high mean ratings but indicates variability in how respondents prioritized or experienced these forms of support. The variation may reflect differences in school context, teacher needs, leadership style, and implementation practices. It suggests that more consistent technical assistance frameworks may be needed across schools.

The effectiveness of the technical assistance given by school heads in improving teaching skills was rated Very Much Effective. The evaluated domains of subject matter expertise, observation, communication, and learners' engagement all obtained high means. Subject matter expertise ranked highest, suggesting that technical assistance contributed strongly to curriculum-aligned lesson design and content-related instructional competence. Observation followed closely, indicating that teachers perceived improvement in reading learner cues and classroom responses.

The study further concludes that there was no significant agreement on the rank orders of the effectiveness of technical assistance across the teaching skill domains. Respondents did not consistently rank communication, observation, learners' engagement, and

subject matter expertise in the same order. This finding suggests that the effect of technical assistance may vary according to individual teacher development needs. It also indicates the importance of differentiated coaching rather than a uniform support model for all newly hired teachers.

Finally, the study concludes that the policy recommendations were formulated from the empirical findings. These recommendations emphasize targeted professional development, sufficient teaching materials and technology, collaborative mentoring, curriculum support, learner-centered classroom practice, teacher well-being, and instructional innovation. The recommendations are consistent with the domains that were rated highly evident and highly effective. They provide a practical basis for strengthening school-based induction and technical assistance systems.

4.2 Implications

The findings imply that school heads should continue to perform an instructional leadership role that directly supports newly hired teachers. Technical assistance should not be treated as an occasional compliance activity but as a continuous developmental process. School heads need to observe, coach, mentor, and provide timely feedback to teachers as part of regular school operations. This has implications for how school leadership performance is monitored and evaluated.

For teacher induction, the findings imply the need for a structured support system during the early years of teaching. Newly hired teachers require assistance in lesson planning, classroom management, digital literacy, facilitation, and work-life balance. An induction program should therefore include scheduled mentoring, classroom observation, feedback conferences, peer support, and resource orientation. Such a system would help new teachers move from adjustment toward professional competence.

For professional development, the significant agreement in digital literacy implies that ICT-related support should remain a strong priority. Schools should provide training on the use of devices, office applications, multimedia resources, learning platforms, and technology-supported lesson delivery. Digital literacy should also be linked to pedagogy rather than limited to technical operation. Teachers need to understand how technology can make learning more interactive, accessible, and meaningful.

For classroom practice, the lower relative means in facilitating learning and learners' engagement imply a need to intensify support for learner-centered instruction. School heads and supervisors should coach teachers on inquiry-based learning, differentiated instruction, questioning strategies, cooperative learning, formative assessment, and contextualized activities. Learner engagement should be observed and discussed explicitly during post-observation conferences. This would help newly hired teachers move beyond lesson completion toward deeper learner participation.

For school management, the high rating for balancing work and life implies that teacher well-being should be included in technical assistance planning. School heads should monitor workload distribution, promote peer support, provide time management guidance, and create safe spaces for teachers to discuss work-related difficulties. Wellness programs and supportive leadership practices are not peripheral to instruction because they affect teacher motivation and performance. A healthy teacher support system can contribute to sustained instructional quality.

For quality assurance, the lack of significant agreement in most domains implies the need for more consistent tools and documentation. Schools may benefit from technical assistance plans, coaching templates, classroom observation rubrics, mentoring logs, and teacher development portfolios. These tools would help make support more transparent, comparable, and evidence-based. They would also allow school heads and supervisors to monitor whether newly hired teachers receive balanced support across all required domains.

For policy makers and district supervisors, the findings imply that technical assistance should be institutionalized across schools rather than left solely to individual leadership preference. District-level guidelines may define minimum expectations for mentoring, observation, professional development, digital support, and teacher wellness. Supervisors can facilitate benchmarking sessions where school heads share effective practices and address implementation gaps. Such coordination would help reduce uneven experiences among newly hired teachers.

For future research, the findings imply the need to examine technical assistance using broader designs and additional evidence sources. Future studies may include classroom observations, interviews, teacher performance records, learner outcomes, or longitudinal tracking of newly hired teachers. Research may also compare schools with different resources, leadership styles, or professional development practices. These further inquiries would deepen understanding of how technical assistance contributes to sustainable teacher growth and improved learner outcomes.

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