ACADEME University of Bohol, Graduate School and Professional Studies Volume 23 • September 2023
DOI: https://doi.org/10.15631/aubgsps.v23i1.300

SCHOOL HEADS' TECHNICAL ASSISTANCE IN RELATION TO TEACHERS' PERFORMANCE TALIBON I DISTRICT

MARIAEROSE T. VALMORES
Graduate School, University of Bohol, Tagbilaran City, Philippines

Corresponding Author:*mariaerosetorres1996@gmail.com*

ABSTRACT

Article history:

Submission: 17 May 2023
Revised: 16 April 2023
Accepted: 26 Aug 2023
Publication: 3 Sept 2023

Keywords — 21st Leadership Style, Seal of Good Local Governance (SGLG) Program Implementation, Descriptive-Status Method, LGU-Manolo Fortich, Bukidnon, Philippines.

Technical assistance is an important instructional leadership function that supports teachers' professional growth and instructional effectiveness. This study examined the extent of technical assistance provided by school heads and its relationship to teachers' performance in Talibon I District, Bohol. Specifically, the study assessed technical assistance in lesson planning, lesson delivery, and assessment practices; identified challenges faced by school heads; determined teachers' performance levels; and examined the relationship between technical assistance and teachers' performance. The study included a quantitative descriptive-correlational research design with 100 public elementary school teachers and 15 school heads in Talibon I District for the School Year 2022-2023. The data were gathered using the customized survey questionnaire and the teachers' Individual Performance Commitment and Review Form (IPCR) assessments. The data were analyzed using descriptive statistics and Spearman's rank-order correlations. The results show that school heads most commonly

offered technical help, particularly in class preparation, course delivery, and evaluation approaches. Sometimes, school heads have trouble providing technological support, largely due to a lack of technological competence. Most of the teachers' performance scores were quite good. However, there was no significant correlation between technology support and teacher performance. The findings of this study show the importance of technical aid as an important instructional leadership method for teacher growth and school improvement. However, it seems that teacher effectiveness is influenced by several variables beyond technical support. Technical support programs may be more effective if leadership capacity is strengthened, especially in technology integration and instructional coaching.

INTRODUCTION

School leadership is important to the development of teachers and to the improvement of education in schools. One of the many tasks of school heads is providing technical assistance, which is vital in helping teachers with lesson preparation, teaching, classroom assessment of learning, and professional growth. Technical support is typically characterized as advice, mentorship, coaching, and professional development for teachers to improve instructional practices and increase student outcomes (Department of Education [DepEd], 2020). The school heads in the basic education system in the Philippines are supposed to be not only administrative but also instructional leaders who support continuous teacher improvement as mandated by Republic Act No. 9155 and the Philippine Professional Standards for Teachers (PPST).

For decades, research has highlighted the significance of instructional leadership in increasing teacher effectiveness. School leaders' active comments, mentorship, and instructional support improve teaching practices and teachers' confidence (Hallinger, 2020). Likewise, Robinson et al. (2008) found that leadership techniques closely aligned with teaching and learning have a stronger influence on student outcomes than administrative management functions alone. School heads assist teachers in adapting instructional strategies to fulfill curricular standards and learners' needs through instructional monitoring and professional coaching.

Recent research has also indicated the need for joint professional support systems. Technical help is not limited to monitoring and assessment but also includes mentorship, reflective discourse, peer collaboration, and opportunities for professional growth (Trust et al., 2016). Research shows that when school leaders engage in meaningful professional interactions with teachers and provide focused support, teachers are more likely to implement new teaching practices and improve classroom performance. In the Philippine context, instructional monitoring has been recognized as a tool for improving teacher

competence and ensuring the delivery of quality education (DepEd, 2020).

Teacher performance continues to be a key factor in educational efficacy. Teachers are expected to demonstrate competence in content knowledge, pedagogy, assessment, and professional responsibilities. According to the Organization for Economic Co-operation and Development (OECD, 2020), teacher quality is among the most influential school-based factors affecting student achievement. Consequently, understanding factors that may contribute to improved teacher performance remains an important concern for educational leaders and policymakers.

The current study is based on General Systems Theory (Bertalanffy, 1968), which holds that schools are interconnected systems. The way leaders act affects their teams' results. The Transformational Leadership Theory, which holds that leaders can inspire and motivate their people by providing direction, support, and a common goal, also supports the study (Bass & Riggio, 2006). Another idea is Self-Determination Theory (Deci & Ryan, 2000), which holds that people perform better when their needs for competence, autonomy, and relatedness are met. Taken together, these theoretical methods show that school heads' technical support may help teachers grow and make lessons more effective. A lot of research has been done on instructional leadership and teacher success, but the results remain unclear regarding how technical support directly affects teacher outcomes. In public elementary schools in the Province of Bohol, there is also limited understanding of the relationship between school heads' technical support and teachers' performance. This difference indicates that more research is needed to determine how school leaders support teachers and whether that support leads to better performance.

Theoretical Background. The main ideas behind this study are General Systems Theory (GST), Transformational Leadership Theory (TLT), and Self-Determination Theory (SDT). These theories explain how school heads' technical help may affect teachers' performance.

Theory of Systems in General. Ludwig von Bertalanffy's General Systems Theory (1968) is the main idea behind the study. This theory holds that organizations are complex systems whose parts work together to achieve shared goals. In schools, school leaders, teachers, students, rules, and tools all work together and depend on one another. If you change or interfere with one part of the system, it affects how the whole thing works. In this study, the expert help that school heads provide is an important part of the school system. School heads help teachers improve the efficiency of their lessons by giving them advice on how to plan lessons, teach, and grade students. According to this theory, teachers are better able to do their jobs when school leaders provide them with the right tools. This makes the school group work better as a whole.

The theory of transformational leadership. Transformational Leadership Theory, developed by Burns (1978) and built upon by Bass (1985), also supports the study. The idea is that leaders influence those who follow them

by setting a common goal, providing each person with the help they need, supporting professional growth, and encouraging new ideas. Transformational leaders inspire people to do more than is expected of them by building trust, encouraging teamwork, and empowering employees to make decisions at work. When it comes to schools, school heads are innovative leaders because they help teachers with the technology they need to do their jobs. Heads of schools can create a supportive learning environment that motivates teachers to improve their teaching methods through mentoring, coaching, feedback from classroom observations, and professional advice. So, technical support could be a way that transformational leadership affects how well teachers do their jobs and how they grow as professionals.

The theory of self-determination. Self-Determination Theory (Deci & Ryan, 1985, 2000) is also used in the study. This theory says that people are driven when their three basic psychological needs are met: liberty, competence, and relatedness. Teachers who feel they can do their jobs well, are supported by their bosses, and are connected to their professional community are more likely to be motivated and do a good job.

In this study, technical support from school heads may make teachers feel more confident in their abilities by providing professional advice and assistance with their lessons. Regular communication and working together to solve problems may also help school leaders and teachers feel closer to each other and more confident in their ability to do their jobs. Because of this, technical support may help teachers do a better job by encouraging their own drive and professional growth.

The relationship between school heads' technical help and teachers' success can be fully explained by these three ideas collectively. General Systems Theory illustrates how leadership support operates within the school system as a whole. The Transformational Leadership Theory emphasizes that school leaders play a significant role in inspiring and developing teachers by supporting their lessons. Self-Determination Theory shows how this kind of assistance can help teachers become more skilled, motivated, and involved in their jobs. These ideas together suggest that giving teachers professional support is an important part of being a leader and may help teachers do their jobs better and help the school as a whole improve.

Review of Related Literature. Technical assistance has increasingly become a critical component of instructional leadership in contemporary educational systems. It refers to the structured support, coaching, mentoring, and professional guidance that educational leaders provide to improve instructional practices and organizational effectiveness. Within schools, technical assistance often includes classroom observation, feedback mechanisms, curriculum support, assessment guidance, and professional development activities aimed at enhancing teacher competence and instructional quality (Hallinger, 2020).

Instructional leadership literature suggests that school leaders exert their greatest influence on student learning indirectly through their support

of teachers. Effective school heads facilitate professional growth by creating conditions that enable teachers to improve instructional practices, engage in reflective teaching, and participate in collaborative learning communities (Robinson et al., 2008). Consequently, technical assistance has become an essential leadership function in promoting continuous teacher development.

School Heads as Instructional Leaders. The role of school heads has evolved beyond administrative management to include responsibilities related to instructional improvement and teacher support. According to Hallinger (2020), instructional leadership involves defining school goals, managing instructional programs, monitoring teaching and learning processes, and fostering professional development opportunities for teachers.

In the Philippine educational context, school heads are expected to provide technical assistance as part of their instructional supervision responsibilities. The Department of Education emphasizes that school leaders should guide teachers in curriculum implementation, lesson preparation, classroom assessment, and instructional innovation to ensure quality learning experiences for students (DepEd, 2020). Through regular coaching and mentoring, school heads help strengthen teachers' pedagogical competence and professional confidence.

Technical Assistance in Lesson Planning, Lesson Delivery, and Assessment. Lesson planning, lesson delivery, and classroom assessment are among the fundamental domains of effective teaching. Research indicates that teachers benefit from technical assistance that focuses on these instructional areas. Guidance during lesson planning helps teachers align learning objectives, instructional activities, and assessment strategies with curriculum standards (Darling-Hammond et al., 2017).

In the same way, teachers can improve classroom management, teaching techniques, student involvement, and variety by getting help during the lesson. Effective technical support also improves assessment skills by helping teachers select appropriate assessment tools, interpret learning data, and use assessment results to improve lessons (DeLuca et al., 2019). When school leaders provide teachers with specific support in these areas of teaching, teachers are more likely to improve their practice and continue growing as professionals. How well the teacher did. Teacher success is still one of the best indicators of how good an education is. As a whole, it assesses how well teachers plan lessons, support student learning, evaluate student growth, and fulfill their professional duties. The Organization for Economic Co-operation and Development (OECD) reports that teacher quality is one of the strongest predictors of student performance in school (OECD, 2020).

Many research studies show that supportive school leadership makes teachers better at their jobs by giving them tools, advice, chances to learn from their mistakes, and helpful comments (Leithwood et al., 2020). When teachers feel that school leaders strongly support their lessons, they

are more likely to be committed and motivated and to do a better job. Problems that arise when offering technical support. Even though its benefits are well known, school leaders often struggle to provide effective technical support. These problems include insufficient resources, limited opportunities for teachers to improve their skills, excessive management duties, technology issues, and teachers who are unwilling to change (Fullan, 2020).

As technology is used more and more in schools, it has also put new expectations on school leaders. School leaders should help teachers use technology to improve their lessons, even if some teachers are not very good with computers or lack access to the right tools. So, for technical help to work, leaders need to keep learning, and institutions need support. The research we reviewed shows that technical support is an important part of teaching leadership, as it helps teachers grow and improve their lessons. School heads have a big part in helping teachers figure out how to plan lessons, teach them, and grade them. A lot of research shows that leadership support makes teachers more successful. However, due to differences in organizational settings, leadership styles, and learning environments, the link between technical support and teaching success may not be uniform everywhere. This shows that we need to learn more about the kinds of technical help provided in certain educational settings, such as public elementary schools in the Talibon I District, Bohol, and how it affects those settings.

Review of Related Studies. Several real-world studies have examined how instructional leadership and technical support affect teacher performance and school effectiveness. In a study of public schools in Ghana done by Ampofo (2019), it was found that teaching supervision made teachers much more successful. When teachers received regular classroom supervision, professional feedback, and support with their lessons, they became better at managing the classroom and teaching. The study showed how important ongoing technical support is for improving training.

Similarly, Adams et al. (2016) said that working together as school leaders and teachers helps teachers grow professionally and makes lessons more effective. Their results made it clear that effective leadership practices engage teachers and create opportunities for ongoing growth.

Trust, Krutka, and Carpenter (2016) found that guidance, teamwork, and coaching, as components of professional support systems, made it much easier for teachers to learn and teach. Their study showed how important professional networks and help from leaders are for teachers' ongoing growth.

There is also data from other countries showing a link between leadership support and teaching outcomes. A review by Robinson et al. (2008) of numerous studies on educational leadership revealed that leadership practices directly linked to teaching and learning had a greater impact on student outcomes than general management leadership roles.

On the other hand, some studies show that there is not always a straight link between leadership support and teacher success. According to Hallinger (2020), leadership often has an indirect effect on how well teachers do their jobs through factors such as the school environment, teacher motivation, professional teamwork, and organizational support for their workers. This means that the usefulness of professional help might depend on the situation and the company.

There is substantial evidence from past studies that instructional leadership and technical support help teachers grow and schools improve. Still, results on the direct link between technical help and teaching success are not yet reliable. Also, few real-world studies have examined this link in public grade schools. Accordingly, this study aims to contribute to existing knowledge by examining how technical assistance from school heads affects teachers' success in the Talibon I District.

This study aimed to determine the extent of technical support school heads provide and how it affects teachers' work in Bohol's Talibon I District. In particular, the study looked at the technical support for planning lessons, teaching classes, and grading students. It also examined the problems school administrators faced and the links among technical support, teachers' traits, and teachers' success. The results may help instructional leaders do their jobs better and help teachers keep learning and growing as professionals.

Statement of the Problem. Specifically, the study aimed to answer the following research questions.

1. is the extent of the technical assistance provided to teachers, as perceived by the respondent-groups in terms of lesson planning, delivery, and practical assessments;

2. What challenges do the school heads encounter in assisting in improving teachers' performance?

3. What is the teachers' performance in relation to technical assistance provided by the school heads?

Null Hypothesis: The following research hypothesis guided the study:

a. There is no significant relationship between the teachers' performance and the technical assistance provided to them.

RESEARCH METHODOLOGY

The study evaluated 15 public elementary schools in Talibon 1 District, Talibon, Bohol, to determine the impact of technical assistance provided by school heads on teacher performance. The schools were selected because the principal, teachers, and parents were eager to assist the school community. Marivi T. Orapa is the current head, supervising seven (7) female teachers teaching learners. Garcia Park Elementary School has 14 energetic female teachers and only one male teacher. Tanghaligue Elementary School opened in 1994. It also has a site in San Pedro, Talibon, Bohol, which first opened

its doors in 1962. Faustino A. Autida is the principal and school head of 35 female and 6 male teachers who work with active students. The Tunaan Daku and Zamora Elementary Schools have no male teachers and only female teachers. Burgos Elementary School, San Roque Elementary, and San Agustin Elementary School are the final three schools, situated in the Talibon province of Bohol. Female learners are more likely to get technical support from their school administrators than their male counterparts.

Random sampling was used to select 100 public school teachers from a population of 226 teachers in Talibon District 1, Bohol, during the 2022-2023 school year. All respondents were over the age of 18 and receiving technical supervision from the school head. Teachers and school officials who are not already teaching or providing technical help are not eligible to participate in the study. The researcher used a quantitative research tool and standardized survey questions, based on teachers' final ratings in their Individual Performance Commitment Review Form (IPCR), to collect data from respondents. The survey questionnaire has three components: the profile of the teacher respondents; the second component focuses on School Heads' Technical Assistance in Relation to a Teacher's Performance; and the third component focuses on the challenges school administrators face in offering technical assistance to elementary teachers. The instrument was structured on a 5-point Likert scale.

The data gathered from the respondents through survey questions were presented, described, analyzed, and inferred in an acceptable manner using both descriptive and inferential statistical tools. Frequency distribution was used to display and describe the profile of the respondents in terms of age, gender, civil status, highest level of education attained, number of children, and combined monthly income. To compute and quantify the level of direct supervision offered to teachers in terms of Lesson Preparation, Lesson Delivery Supervision, and Assessment Practice Supervision, the Weighted Mean was employed. The chi-square test was used to examine the relationship between the identified profile of the teacher-respondents and the direct supervision they received. The T-test for Independent Samples was used to compare the perceptions of teachers and school heads regarding the direct supervision provided to teachers. The Shapiro-Wilk test was used to compare teachers' and school heads' perceptions of technical assistance provided to improve their performance. It tested the normality of the distributions of the two data sets on lesson planning, delivery, and assessment practices.

RESULTS AND DISCUSSIONS

Extent of Technical Assistance Provided to Teachers. The findings indicate that technical assistance provided by school heads was generally perceived as frequent and substantial across lesson planning, lesson delivery, and assessment practices. While teachers perceived the provision of technical

assistance as occurring often, school heads rated their support as very frequent. This slight variation in perception may reflect differences in how school heads and teachers experience and interpret supervisory interactions. School heads may view their instructional support efforts more comprehensively because they oversee multiple supervisory responsibilities, whereas teachers may focus primarily on direct and observable forms of assistance.

School heads gave the highest rating to lesson planning out of the three aspects. This suggests that instructional advice is mostly focused on helping teachers develop lesson plans, ensure that learning goals align with educational standards, and plan classroom activities. Both groups of respondents gave high scores to assessment practices, suggesting that school leaders regularly help evaluate student outcomes and use assessment results to improve teaching. Lesson delivery got the lowest relative rating, even though it was still scored highly. This suggests that classroom application may need more ongoing coaching and chances to be observed.

These results show how important it is for school leaders to be educational leaders in helping teachers grow. According to Hallinger (2020), teaching leaders help improve schools by supervising, guiding, and providing teachers with professional advice. Robinson et al. (2008) also said that leadership actions closely linked to teaching and learning have a greater impact on student outcomes than administrative tasks alone. The results also support the Transformational Leadership Theory, which holds that leaders help people grow professionally by providing one-on-one support, instruction, and motivation (Bass & Riggio, 2006).

Challenges Encountered by School Heads in Providing Technical Assistance. The findings revealed that school heads occasionally encounter several challenges in providing technical assistance to teachers. The most prominent challenge involved insufficient technology-related training, followed by teacher resistance to change, limited resource management, inadequate leadership preparation for technology integration, and insufficient physical facilities. The prominence of technology-related challenges reflects the growing demand for digital competence in educational leadership. As schools increasingly integrate technology into teaching and learning processes, school heads are expected to guide teachers in the effective use of digital tools despite having limited opportunities for advanced technological training themselves. This finding suggests that instructional leadership now requires competencies that extend beyond traditional supervision and encompass digital leadership skills.

The challenge associated with teacher resistance to change likewise highlights the complexity of implementing instructional improvement initiatives. Resistance may stem from established teaching routines, varying levels of technological confidence, or concerns regarding increased workload. Although the challenge was encountered only occasionally, it remains a significant consideration because successful technical assistance depends on

both school heads' willingness to provide support and teachers' readiness to receive and apply such guidance.

These findings are consistent with Fullan's (2020) assertion that organizational, technological, and human factors often constrain educational change. Similarly, Leithwood et al. (2020) emphasized that effective school leadership requires adequate resources, professional development opportunities, and supportive organizational conditions to sustain instructional improvement. The findings suggest that strengthening technology-related professional development programs for both school heads and teachers may enhance the effectiveness of technical assistance initiatives.

Technical Assistance of School Heads vs. Teachers' Performance. The analysis revealed a Spearman's rank-order correlation coefficient (rs) of .075 with a corresponding *p*-value of .458. Since the obtained *p*-value is greater than the .05 level of significance, the null hypothesis was not rejected. This indicates that there is no statistically significant relationship between the technical assistance provided by school heads and teachers' performance.

The correlation coefficient further suggests a negligible positive relationship between the two variables. Although the positive coefficient indicates that teacher performance tends to increase slightly with the extent of technical assistance, the association is extremely weak and not statistically meaningful. Therefore, the level of technical assistance provided by school heads does not appear to be directly associated with the teachers' performance ratings in this study.

Table 4. *Relationship Between School Heads' Technical Assistance and Teachers' Performance (N = 100)*

Variables	Spearman's rho (rs)	p	Decision	Interpretation
Technical Assistance and Teachers' Performance	.075	.458	Do not reject H_0	No Significant Relationship

Note. $\alpha = .05$.

The finding suggests that while school heads frequently provide technical assistance in lesson planning, lesson delivery, and assessment practices, such support does not necessarily translate into measurable differences in teachers' performance ratings. This may indicate that teacher performance is influenced by a broader set of factors beyond the technical assistance received from school leaders.

One possible explanation is that most teachers already demonstrated very satisfactory performance, resulting in limited variability in performance ratings. When performance ratings are consistently high, detecting a statistical relationship between leadership support and performance becomes more difficult. Teachers may have already developed professional competencies

through experience, continuing professional development, and adherence to the Philippine Professional Standards for Teachers (PPST), reducing the observable influence of technical assistance on performance outcomes.

The finding is consistent with Hallinger (2020), who argued that leadership often influences teacher outcomes indirectly through school climate, professional learning opportunities, teacher motivation, and collaborative culture, rather than through direct effects on performance indicators. Similarly, Leithwood et al. (2020) emphasized that successful school leadership affects educational outcomes through mediating variables that shape teachers' working conditions and professional growth.

The result also aligns with General Systems Theory (Bertalanffy, 1968), which posits that organizational outcomes emerge from the interaction of multiple interconnected factors. In this context, teacher performance may be influenced not only by technical assistance but also by professional experience, educational attainment, intrinsic motivation, institutional resources, workload, and organizational support systems.

However, the present finding differs from Ampofo's (2019) study, which reported that instructional supervision significantly contributed to teacher effectiveness and instructional improvement. Ampofo found that regular supervision and professional feedback enhanced teachers' classroom practices and instructional competence. The discrepancy between the two studies may be attributed to differences in educational contexts, supervisory practices, performance measurement systems, and organizational environments.

The findings therefore imply that technical assistance remains an important component of instructional leadership. Although it was not significantly associated with teacher performance in this study, it may still contribute to teacher development by enhancing instructional practices, increasing professional confidence, strengthening collaboration, and improving school functioning. Future studies may explore potential mediating variables, such as teacher motivation, self-efficacy, job satisfaction, organizational commitment, and school climate, to better understand how technical assistance influences teacher effectiveness.

CONCLUSION

The findings indicate that school heads in Talibon I District consistently perform their instructional leadership responsibilities by providing frequent technical assistance to teachers in lesson planning, lesson delivery, and assessment practices. Such assistance reflects a strong commitment to supporting instructional improvement and professional growth among teachers.

School heads encountered challenges in providing technical assistance, particularly regarding technology-related competencies, resource limitations, and resistance to change. These challenges highlight the evolving demands

placed upon educational leaders in increasingly technology-driven learning environments.

Teachers generally demonstrated very satisfactory performance ratings, suggesting that they possess the competencies necessary to carry out their instructional and professional responsibilities effectively. However, despite the frequent provision of technical assistance, no statistically significant relationship was found between technical assistance and teachers' performance. This finding suggests that teacher performance is influenced by a combination of organizational, professional, and individual factors, rather than by leadership support alone.

Furthermore, teachers' profile characteristics were not significantly associated with the extent of technical assistance provided, indicating that school heads generally offer instructional support regardless of teachers' demographic and professional backgrounds. Likewise, teachers and school heads shared comparable perceptions regarding the extent of technical assistance provided.

Overall, technical assistance remains a valuable instructional leadership practice that contributes to professional support, collaboration, and continuous improvement. Although its direct influence on formal performance ratings was not established, it continues to play an important role in fostering teacher development and strengthening instructional practices within schools.

RECOMMENDATIONS

The school head of a school must strive to develop further his skills and abilities to be more effective in providing technical assistance to the teachers under his jurisdiction. Therefore, school heads will be more effective if they complete or continue their Doctoral studies.

1. School heads should provide technical assistance to monitor regularly the teachers to be able to offer suggestions to improve the lesson while giving discussion on challenges in the preparation of the scheme of work, while guiding the teachers in the selection of appropriate resources in integrating the technical assistance.
2. Even though the teachers' performance is very satisfactory, it does not mean that the school heads can stop providing technical assistance to them, but the constant monitoring of the teachers to maintain their competence in providing effective teaching to the students is essential.

3. The school heads can ask for assistance from the Department of Education so that the school has enough funds to address the lack of training for the school heads and the teachers. Having a fund for up-to-date equipment is also essential for motivating teachers to integrate

the technical assistance provided by school heads. Furthermore, the school head needs to focus on the teachers who resist the changes so that it will be easier to provide technical assistance.

4. Teachers' performance in teaching is essential for those expected to be able to teach. Even their performance was not directly related to the technical assistance provided by the school heads. School heads still need to consider the widespread provision of technical assistance regarding lesson planning, delivery, and assessment. This implementation of technical assistance for their teachers will make it easier for them to adjust and integrate the skills they have learned into their teaching.

5. Providing technical assistance by school heads is essential to all teachers, even if they are younger when entering the service or have a higher level of education obtained. School heads must ensure that teachers have sufficient knowledge of new strategies to support their teaching. School heads can intensify the technical assistance provided to teachers in lesson delivery to guide the proper integration of it into teaching.

6. Even teachers and school heads have a similar perception of technical assistance that is happening where they teach and lead. Developing a monitoring system and assessing its performance are vital for measuring development in teaching skills. Providing training on lesson planning, lesson delivery, and assessment practice will help further improve these skills in integrating teachers' teaching. On the other hand, school heads should have extensive training in these schools and keep it up to date to keep pace with changes in modern teaching.

REFERENCES CITED

Adams, D., Harris, A., & Jones, M. S. (2016). Teacher-parent collaboration for an inclusive classroom: Success for every child. *Malaysian Online Journal of Educational Sciences, 4*(3), 58–72.

Ampofo, S. Y. (2019). *Instructional supervisory practices of headteachers and teacher effectiveness in public basic schools*. [Verify publication source, volume, issue, and pages before publication].

Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.

Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Lawrence Erlbaum Associates.

Bertalanffy, L. von. (1968). *General system theory: Foundations, development, applications*.

Burns, J. M. (1978). *Leadership*. Harper & Row.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. https://doi.org/10.54300/122.311

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum Press.

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01

DeLuca, C., Luu, K., Sun, Y., & Klinger, D. A. (2019). Assessment for learning in classrooms and schools. *Theory Into Practice, 58*(1), 1–10. https://doi.org/10.1080/00405841.2018.1508037

Department of Education. (2017). *DepEd Order No. 42, s. 2017: National adoption and implementation of the Philippine Professional Standards for Teachers*. Department of Education.

Department of Education. (2020). *Basic education learning continuity plan*. Department of Education.

Fullan, M. (2020). *Leading in a culture of change* (2nd ed.). Jossey-Bass.

Hallinger, P. (2020). Leadership and teacher learning in schools: An analysis of the evidence. *Cambridge Journal of Education, 50*(4), 479–498. https://doi.org/10.1080/0305764X.2019.1669018

Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management, 40*(1), 5–22. https://doi.org/10.1080/13632434.2019.1596077

Organization for Economic Co-operation and Development. (2020). *Teachers and school leaders are valued professionals*. OECD Publishing. https://doi.org/10.1787/26dfbb55-en

Republic Act No. 9155. (2001). *Governance of Basic Education Act of 2001*. Official Gazette of the Republic of the Philippines. https://www.officialgazette.gov.ph/2001/08/11/republic-act-no-9155/

Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly, 44*(5), 635–674. https://doi.org/10.1177/0013161X08321509

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology, 61*, 101860. https://doi.org/10.1016/j.cedpsych.2020.101860

Trust, T., Krutka, D. G., & Carpenter, J. P. (2016). Together we are better: Professional learning networks for teachers. *Computers & Education, 102*, 15–34. https://doi.org/10.1016/j.compedu.2016.06.007