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EFFECTIVENESS OF TECHNICAL ASSISTANCE AND COACHING TO THE WORK PERFORMANCE OF ELEMENTARY SCHOOL TEACHERS

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Abstract

This study explores the effectiveness of technical assistance and coaching on improving the work performance of teachers in Candelaria District, Division of Zambales, Philippines. As educational institutions continuously strive for enhanced instructional teaching, providing teachers with professional support becomes crucial. The research investigates how technical assistance and coaching factors contribute to the development of teachers' pedagogical skills, classroom management, and student outcomes. Using descriptive survey research design, the study includes quantitative measures of performance from 104 teacher respondents who were randomly selected. Results indicate that both technical assistance and coaching have no significant relationship with the level of work performance of the teachers. The findings underscore the importance of teaching coaching program, individualized professional development programs in fostering teacher growth and ultimately enhancing educational quality. This study advocates for the feedback mechanism and institute an intervention program on areas with noted major concerns that may affect the school operation and educational program.

Keywords: Technical Assistance, Coaching, Work Performance

1. INTRODUCTION

Globally, evaluating teaching performance is a formal and organized process of identifying effective teachers. High quality teachers demonstrate myriad skills and consistently struggle for maximizing student performance (Akram, 2018; Akram & Zepeda, 2015). Given that the teachers are expected with the demands for the students' higher academic achievement as well as social and emotional development. Teaching learning processes are made more efficient and effective and consequently could produce highly competitive learners (Chen, Pavlova & Ramos 2021)

The quest to continuously develop and advance teachers' performance, establish well defined expectations of teachers along well-defined career stages of professional development, the concept of standardizing a system to assess teachers' performance, identify needs and provide support for professional development was developed and now implemented rather than teachers, crafting their own objectives and performance indicators, Dep Ed Order No. 42, s.2017 was issued. This Dep Ed Order reinforces Dep Ed Order No.2, s2015. There is really a need to standardized teachers' performance and quality teaching. (L. M. Bamba, 2018)

The primary purpose of incorporating implementation frameworks is to help Technical Assistance providers systemically deliver assistance with clear objectives (Ghate, 2016; Nilsen, 2015). A comprehensive theoretical implementation framework can be used for designing and implementing effective interventions to bring about systems change, while at the same time visually illustrating the process of that change. The expansion of technical assistance and coaching in organization reflects its potential use as a tool to improve the development of personal and professional development of the teachers.

It is clearly stated that there are several factors and/or aspects to improve teachers' work performance. Technical assistance is considered a component of professional development (Lauer, Christopher, Firpo-Triplett, & Buchting, 2015) There is, however, no commonly accepted definition of technical assistance as noted by several experts. Likewise, improvements in teacher skill and classroom practice cannot be divorced from improvements in teacher knowledge, coaching rarely is implemented on its own. Often, coaching is combined with training sessions or courses in which teachers are taught new skills or content knowledge. It also may be used to develop teachers' abilities to work with new curricular materials or instructional resources to improve teaching performance (Hill, Blazar, & Lynch, 2015).

The teaching performance is understood as the observable pedagogical practice and it manifests itself when the teacher expresses his competency and has to do with the expected learning achievements, that is, the intentionality of education and the execution of tasks assigned, in turn it depends on different factors related to quality and initial training of teachers in order to achieve levels of excellence in education (Bland & Gareis 2018).

The result of the study would be beneficial to the school administrators, teachers, and other researchers. The school administrators will monitor the work performance of the teachers in the school organization. Likewise, they can also provide the necessary needs of the teachers in order to develop their teaching performance in school. It would determine the programs to be provided to teacher development and to strengthen the capabilities and skills to enhance their teaching performance. It also strengthens their instructional competence and work performance

in the school organization. They are expected to influence other teachers to develop strategies to address challenges that they could encounter in the school. The study would also provide a springboard from which future research would be undertaken on effectivity of technical assistance and coaching to enhance the work performance of the teachers.

2. METHODOLOGY

Research Design

This study employed the descriptive method of research. It was descriptive because it described the perception of the Elementary teachers towards effectiveness of technical assistance and coaching to their work performance.

Respondents and Location

The study of the Effectiveness of Technical assistance and coaching to the Work Performance of the Elementary Teachers was administered to the (104) Elementary Teachers in Candelaria District, Division of Zambales. The teachers are teaching in all public elementary schools in Candelaria District, Schools Division of Zambales for School Year 2020-2021. This study was conducted in Candelaria District, Schools Division of Zambales. In this study the Purposive Non-Proportional Quota was used. This is one of the most common sampling methods for nonprobability. Sampling is performed before a specific number of units is chosen for many sub-populations.

Instrument

This study utilized questionnaire as the main research instrument in gathering the needed data. The goal is to collect relevant data from respondents which can then be used for a variety of purposes (Butaran, 2021). The questionnaire was composed of three (3) parts. The first part of the questionnaire dealt with the Demographic Profile of the Elementary Teachers in Candelaria District which comprise the Sex, Age, Years in service, Position/Rank and Highest Educational Attainment. The second part focused on the list of strategies of technical assistance to the work performance measuring the effectiveness using Likert scale. Third Part focused on the list of strategies of Coaching to the work performance measuring the effectiveness using Likert scale. A pilot test was conducted among 10 teachers. A Cronbach Alpha was used to test the validity and reliability of the questionnaires. Based on the results as shown on Appendix C, in Preparation with Cronbach Alpha value of (0.989 interpreted as Excellent); Planning (0.826, Good); implementation (0.913-Excellent); evaluation (0.947-Excellent); instructional (0.981-Excellent); collaborative (0.968-Excellent); evaluative (0.848-Good).

Data Collection

The researcher sought the permissions of the School Principal/Coordinating Principal and school heads in Candelaria District, Schools Division of Zambales. After permissions were granted, the researcher administered the questionnaire. The researcher also asked the permission to the school head to secure the IPCRF copy for the year 2020-2021. Consent form was provided to ascertain the approval of the teachers to take part in this study as respondents. When the teachers gave their permission, this served as a signal to the researcher to float her questionnaire. In the distribution of questionnaires, these were given to the school heads. They were the ones who distributed the questionnaire to the teachers. Likewise, the link of the Google Form was also given. This was done in compliance with IATF health and safety protocols during COVID-19 pandemic. After all questionnaires

were answered, the researcher immediately retrieved the questionnaire for the processing of data.

Data Analysis

The data gathered were tallied, tabulated, analyzed, and interpreted accordingly. The statistical treatment of this study utilized descriptive statistical tools such as frequency, weighted mean, and percentage. Analysis of Variance (ANOVA) and Pearson r respectively were used as inferential statistics. The following are the explanations of the utility of the abovementioned statistical tools.

3. RESULT AND DISCUSSION

Table 1

Frequency and Percentage Distribution of the Teacher-respondents' Profile

| Profile Variables | | Frequency (f) | Percentage (%) |
|--------------------------------------|------------------------|---------------|----------------|
| Sex | Male | 36 | 34.60 |
| | Female | 68 | 65.40 |
| | Total | 104 | 100.00 |
| Age Mean=38.53 years old | 41-45 years old | 41 | 39.40 |
| | 36-40 years old | 35 | 33.70 |
| | 31-35 years old | 27 | 26.00 |
| | 21-25 years old | 1 | 1.00 |
| | Total | 104 | 100.00 |
| Years in Service Mean=14.44 years | 26-30 years | 11 | 10.60 |
| | 21-25 years | 10 | 9.60 |
| | 16-20 years | 5 | 4.80 |
| | 11-15 years | 51 | 49.00 |
| | 6-10 years | 26 | 25.00 |
| | 1-5 years | 1 | 1.00 |
| | Total | 104 | 100.00 |
| Position/ Rank | Master Teacher II | 1 | 1.00 |
| | Master Teacher I | 1 | 1.00 |
| | Teacher III | 40 | 38.50 |
| | Teacher II | 8 | 7.70 |
| | Teacher I | 54 | 51.90 |
| | Total | 104 | 100.00 |
| Highest Educational Attainment | Masteral Degree | 10 | 9.60 |
| | Masteral Level (units) | 30 | 28.80 |
| | Bachelor's Degree | 64 | 61.50 |
| | Total | 104 | 100.00 |

Table 1 Presents the profile respondents' Majority of the teacher-respondents were females with 68 or 65.40%; while 36 or 34.60%

are male teachers. Most of the teacher-respondents were from age group of 41-45 years old with 41 or 39.40%; 35 or 33.70% from 36-40 years old; 27 or 26.00% from 31-35 years old and only 1 or 1.00% from 21-25 years old.

The computed mean age of the teacher-respondents was 38.53 years old. Most of the teacher-respondents had been in the teaching services for 11-15 years with 51 or 49.00%; 26 or 25.00%, 6-10 years in the service; 11 or 10.60%, 26-30 years; 10 or 9.60%, 21-25 years; 5 or 4.80%, 16-20 years and only 1 or 1.00% who had been in service for 1-5 years. The computed mean years in the teaching services was 14.44 years. Majority of the teacher-respondents are occupying Teacher I position with 54 or 51.90%; 40 or 38.50%, Teacher III; 8 or 7.70% are Teacher II and only 1 or 1.00% who is a Master Teacher II and I respectively. Majority of the teacher-respondents have attained bachelor's degree with 64 or 61.50%; 30 or 28.80%, masteral level; and 10 or 9.60% are masteral degree holders.

Table 2

Perception of the teacher-respondents on the Effectiveness of Technical Assistance in their school organization to the level of work performance

| Effectiveness of Technical Assistance to the Level of Work Performance | | Overall Weighted Mean | Qualitative Interpretation | Rank |
|--|----------------|-----------------------|----------------------------|------|
| 1 | Preparation | 3.70 | Very Effective | 2 |
| 2 | Planning | 3.64 | Very Effective | 3 |
| 3 | Implementation | 3.80 | Very Effective | 1 |
| 4 | Evaluation | 3.63 | Very Effective | 4 |
| Grand Mean | | 3.69 | Very Effective | |

Table 2 presents the perception of the teacher-respondents on the Effectiveness of Technical Assistance in their school organization to the level of work performance.

The teacher-respondents were assessed very effective on all dimensions particularly on Evaluation with overall weighted mean of (3.63) and ranked 1st; Preparation (3.70) ranked 2nd; Planning (3.64) and ranked 3rd; while Evaluation (3.63) and ranked 4th. The computed grand mean was 3.69 with qualitative interpretation of "Very Effective".

West, Clapp, Davidson Averill, and Cates, Jr, 2012 concluded that based on an extensive review of the effectiveness of technical assistance interventions, that "We were unable to find a commonly accepted definition of technical assistance in the published literature". The lack of a commonly accepted definition of technical assistance led a number of experts to propose working definitions of the term. A content analysis of these working definitions finds a number of common elements; namely, capacity building, quality implementation, and quality improvement.

Table 3

Perception of the teacher-respondents on the Effectiveness of Teaching Coaching in their school organization

| Effectiveness of Teaching Coaching to Enhanced Instructional | Overall Weighted Mean | Qualitative Interpretation | Rank |
|--|-----------------------|----------------------------|------|
|--|-----------------------|----------------------------|------|

| Competence and Work Performance | | | | |
|---------------------------------|-----------------|------|----------------|---|
| 1 | Teacher-Focused | 3.72 | Very Effective | 2 |
| 2 | Collaborative | 3.55 | Very Effective | 4 |
| 3 | Instructional | 3.60 | Very Effective | 3 |
| 4 | Evaluative | 3.77 | Very Effective | 1 |
| Grand Mean | | 3.66 | Very Effective | |

Table 3 presents the perception of the teacher-respondents towards the Effectiveness of Teaching Coaching in their school organization to enhanced instructional competence and the level of work performance.

The teacher-respondents assessed very effective on the dimensions towards Evaluative manifested on the computed overall weighted mean value of (3.77) and ranked 1st; followed Teacher-Focused (3.72) and ranked 2nd; Instructional (3.60) and ranked 3rd while Collaborative (3.55) and ranked 4th. The computed grand mean on the responses towards the Effectiveness of teaching Coaching in their school organization was 3.66 with qualitative interpretation of “Very Effective”.

The effectiveness of coaching for in-service teachers' instructional outcomes has been shown in a recent meta-analysis (Kraft, Blazar, & Hogan, 2018). Less is known about the effectiveness of coaching for Pre Service Teachers. Some coaching approaches have been adapted to offer PSTs instructional support during the practicum (Becker, Waldis, & Staub, 2019).

The coaching processes could be continued cyclically after the teacher has reached the intended goals by setting another goal or discontinue the coaching cycle. The teachers would be expected to integrate the coaches' feedback from one observation to the next (Jacobs, Boardman, Potvin, & Chao, 2017).

Table 4
Work Performance of Teachers based on IPCRF for the year 2020

| Adjectival Rating | Point | Frequency (f) | Percentage (%) |
|-------------------------|-------------|---------------|----------------|
| Outstanding | 4.500-5.000 | 83 | 79.80 |
| Very Satisfactory | 3.500-4.499 | 21 | 20.20 |
| Satisfactory | 2.500-3.499 | 0 | 0.00 |
| Unsatisfactory | 1.500-2.499 | 0 | 0.00 |
| Poor | Below 1.499 | 0 | 0.00 |
| Total | | 104 | 100.00 |
| Mean=4.59 (Outstanding) | | | |

Table 4 presents the level of Work Performance of Teachers based on IPCRF for the year 2020. Majority of the teacher-respondents with 83 or 79.80% obtained the work performance rating of 4.500-5.00 (Outstanding); 21 or 20.20% with numerical rating of 3.500-4.499 interpreted as (Very Satisfactory). Nobody among the teacher-respondents with point rating of 2.55-3.499, 1.500-2.499 and below 1.499 interpreted as Satisfactory, Unsatisfactory and

Poor respectively. The computed mean of work performance was **4.59** with adjectival rating interpretation of “**Outstanding**”.

Boyce and Bowers (2018) say that the relentless growth of standards-based accountability puts heavy pressure on the school principal to bring out tangible academic success. To improve the quality of students, teacher capacities must be sufficient to meet their demands, so as instructional leader also should provide staff development opportunities.

Table 5
Pearson Product Moment Coefficient of Correlation to test relationship between the technical assistance and the level of work performance of the teachers in the District of Candelaria, Division of Zambales

| Sources of Correlations | | Technical Assistance | Work Performance |
|-------------------------|---------------------|----------------------|------------------|
| Technical Assistance | Pearson Correlation | 1 | 0.014 |
| | Sig. (2-tailed) | | 0.888 |
| | N | 104 | 104 |
| Work Performance | Pearson Correlation | 0.014 | 1 |
| | Sig. (2-tailed) | 0.888 | |
| | N | 104 | 104 |

There is no relationship between the technical assistance and work performance of the teachers in the District of Candelaria, Division of Zambales as manifested on the computed Pearson Product Moment Coefficient of Correlation value of 0.014 Table 5. The computed Sig (2-tailed) value of 0.888 which is greater than (>) 5% alpha level of significance, therefore the null hypothesis is accepted, hence there is no significant relationship between the technical assistance and work performance of the teachers.

However, Irfan (2018) argues that the academic supervision of school principals provides a very important role and influence on the teaching performance of teachers because it gives an influence on improving the quality of teacher teaching resulting from the coaching and improvement of aspects of learning needed by teachers, can also be an encouragement morally to progress so that the teacher always makes improvements to the quality of teaching which is the main task of a teacher.

Table 6
Pearson Product Moment Coefficient of Correlation to test relationship between the coaching and work performance of the teachers in the District of Candelaria, Division of Zambales

| Sources of Correlations | | Coaching | Work Performance |
|-------------------------|---------------------|----------|------------------|
| Teaching Coaching | Pearson Correlation | 1 | -.010 |
| | Sig. (2-tailed) | | .922 |
| | N | 104 | 104 |

| | | | |
|-----------------------------|------------------------|-------|-----|
| Work Performance | Pearson Correlation | -.010 | 1 |
| | Sig. (2-tailed) | .922 | |
| | N | 104 | 104 |

There is no relationship between the teaching coaching and the level of work performance of the teachers in the District of Candelaria, Division of Zambales as manifested on the computed Pearson Product Moment Coefficient of Correlation value of 0.010. The computed Sig (2-tailed) value of 0.922 which is greater than (>) 5% alpha level of significance, therefore the null hypothesis is accepted, hence there is no significant relationship between the teaching coaching and the level of work performance of the teachers.

Moreover, Roos, Mathison, & Vinson (2013) says that Coaching can build performance, skill, knowledge, and capacity because it can go where no other professional development has gone before: into the intellect, behaviors, practices, beliefs, values, and feelings of an educator. A highly effective, comprehensive coaching program in a school or district supports coaches to systematically gather a range of evidence to illustrate the impact of coaching on teachers.

4. CONCLUSION & RECOMMENDATION

Based on the findings the researcher concluded that the teacher-respondents are typical female adult Teacher I and hold bachelor's degree. The respondents were assessed very effective on the preparation, planning, implementation, and evaluation as dimensions for effectiveness of technical assistance in school organization. The teacher-respondents were assessed very effective on teacher-focused, collaborative, instructional and evaluative as dimension of Effectiveness of Coaching in their school organization. "Outstanding" is the level of their work performance. There was no significant relationship between the technical assistance and coaching to the level of work performance of the teachers. An intervention plan was proposed to address the weak points observed in the study.

Based on the results of the study conducted and the conclusions arrived at, the researcher offers the recommendations. School administration is encouraged to conduct a comprehensive and an in-depth assessment to determine the progress and benefits of the goals program. Also encouraged to provide an all-inclusive data record of teachers' accomplishment and performances for proper evaluation and objectives. The school may adopt a feedback mechanism and institute an intervention program on areas with noted major concerns that may affect the school operation and educational program. The school administration may provide teaching coaching program for those subordinates who are new and these who needed help and support. Future researcher/s may conduct a parallel or similar study with in-depth and a wider scope to confirm the salient findings obtained in the study.