



Field Technical Assistance (FTA) Implementation in Public Elementary Schools; Division of Batangas Province

Catherine V. Maranan^{a*}, Gloria M. Mendoza^b, Elma V. Manalo^c

^{a,b,c}*Batangas State University, Batangas City, Philippines*

^a*Email: magahises@yahoo.com*

Abstract

This study aimed to assess the Field Technical Assistance (FTA) Implementation in Public Elementary Schools in the Division of Batangas. Specifically, it determined the profile variables of the Field Technical Assistance providers, the extent of carrying out their role functions and responsibilities, level of competencies, degree of clients' satisfaction relative to FTA provided, and issues and problems encountered relative to FTA. It also determined the difference on FTA providers' assessments when grouped according to profile variables. The study made use of the descriptive method with the questionnaire, focus group discussion, and interview as the data gathering instruments. The research participants were 34 district supervisors, 237 school heads, and 378 teachers from public elementary schools in the division of Batangas who were randomly selected. The statistical tools utilized were frequency, percentage, ranking, weighted mean, t-test, f-test or ANOVA (Analysis of Variance). Results from the study revealed that majority of the Field Technical Assistance providers were females with 21-30 years in service, BEED/BSED Graduates with MA units, and attended trainings/seminars on orientations in Field Technical Assistance Implementation, utilization of Results-Based Performance Monitoring System (RPMS), and School Based Management (SBM). The Field Technical Assistance providers moderately carried out role functions and responsibilities. The Field Technical Assistance providers had moderate level of competencies. The clients experienced moderate satisfaction level relative to the assistance provided by FTA providers. Hypothesis testing revealed that the assessments of the district supervisors differ when grouped according to length of service, educational attainment, and nature of trainings and seminars attended, however the sex had no effect on their assessments. The assessments of the school heads differ when grouped according to sex, length of service, educational attainment, and nature of trainings and seminars attended.

* Corresponding author.

The study also showed that the district supervisors encountered problems and issues relative to insufficiency of term of reference, mechanism and framework of FTA, insufficiency of capacity building program, and apprehensive attitude of the clients while the school heads encountered issues and problems relative to insufficiency of financial and material resources and attitude of the clients. Based from the findings and conclusions of the study, the proposed performance coaching plan contained coaching target goals, areas of concern, strategic activities, and coaching feedback mechanism framework which when properly implemented could enhance FTA implementation. The study also recommended the proposed performance coaching plan for Field Technical Assistance Providers which could be endorsed to proper authorities for utilization. Capacity building programs should be continuously enhanced to strengthen the competencies of FTA providers specifically on research, interpersonal skills, and communication skills. A similar study may be conducted to explore other aspects of Technical Assistance Provision.

Keywords: FTA Competencies; Field Technical Assistance Implementation; Field Technical Assistance Providers; Role Function; Responsibilities; Performance Coaching Plan.

1. Introduction

The world's millennium development most prioritized goals are to eradicate poverty and hunger and achieve universal primary education. Through the provision of universal primary education, the promotion of quality of life could be eventually realized and sustained.

People from all walks of life consider education as something that makes them aware of what the world brings. It opens doors of economic opportunity to succeed and elevate people to a more stable future. Progress is seen by them as one big step toward progress of self, society and the world.

In the Philippine setting, a long term development plan was formulated with the goal of education for all which asserts that learning and acquisition of skills serve as anti-poverty instruments. Through education, an individual can acquire necessary competencies, knowledge and values that people can use to organize themselves for common access to useful information and a united approach to greater productivity. It can also empower the marginalized and prevent them from exploitation and alienation from the different circumstances. As a consequence, more challenges and demands are embraced by the educational system.

As a response, the Department of Education has been tremendously doing efforts to address the gaps and achieve primary quality universal education for every Filipino. One of its strongest arms is the Basic Education Sector Reform Transformation (BEST) formerly known as BESRA which serves as the evolving branch that basically aims to systematically, institutionally and sustainably improve nationwide basic educational processes. The empowerment and capacity building programs among educational leaders are organized and implemented to address rapid demands and needs of educational perspectives [1].

In line with BEST's empowering tool of capacitating officials and assuring quality delivery system, R.A. 9155 or otherwise known as the Governance Education Act of 2001 was promulgated [2]. It has made more roles and responsibilities at various levels in their respective offices with a common goal of increasing learning outcomes.

This act ensures leadership empowerment that could facilitate effective teaching and learning process to increase the performance outcome. Every learning institution is endowed with unique rights to decentralization of powers to fully exercise its functions and responsibilities through shared governance.

With the spirit of shared governance mandated by R.A. 9155, the instructional leader exercises empowerment within his area of jurisdiction. Its principle recognizes that every unit in the organization bureaucracy has a particular role. Its task and responsibility are inherent in the office and for which it is principally accountable for outcomes. In relation to this, the schools district supervisor shall be responsible for providing professional and instructional advice and support to the school heads and teachers. He shall also serve as the facilitator of schools and learning centers in the district and accountable for curriculum supervision.

Formerly, the Basic Education Sector Reform Agenda in 2006 also introduced the Field Technical Assistance with its main function of administering professional help, guidance and support for the teachers, in addition to R.A. 9155 decentralization process of shared governance [3]. It follows a process through step by step consultation focusing on specific skills to be provided through teaching and learning process thus achieving increased performance indicators and students and pupils' development.

As mandated by the Governance Education Act of 2001 or R.A. 9155, the instructional leaders being the pillars of the educational system play as the instructional supervisor, communicator, resource allocator, and technical assistance provider. He shares his knowledge about instruction by observing teachers and providing feedback on how they can improve their instructional and management skills. The assistance he extends to teachers may take the forms of pointers or guidelines in lesson planning, tips in the preparation and utilization of instructional materials and other visual aids, innovative methods and techniques in teaching, an inventory of appropriate evaluation instruments and methods of controlling classroom routine.

Furthermore, the schools district supervisor as an instructional leader has many things to focus on how essentially his task to provide learning environment that makes effective teaching and maximal learning possible. As an instructional leader, his critical areas of concern are as follows: the teaching-learning environment, curriculum implementation, instructional materials, pupil/student assessment, techniques/methods of teaching, staff development, development of alternative curricula for special students, adaptation of instructional techniques, and implementing research implications.

In an attempt to improve the delivery of instructional leadership and shared governance practices, various steps and mechanisms are established and organized. One of which is the formulation of results-oriented performance mandated in DepEd Order No.2 s. 2015 or otherwise known as Results-Based Performance Management System (RPMS) [4]. It prescribes the different key result areas or term of reference to be performed by the schools district supervisor as an instructional leader. It is also the basic tool utilized in performance audit. Its main objective is to facilitate effective performance to deliver quality instructional leadership and management functions.

As far as results-based delivery of services is concerned, the schools district supervisors serve as the front liners

in the field. One of the major key result areas included in his job description is providing technical assistance to every teacher and school head in a learning institution. Enhancement of educational delivery services through technical assistance provision is the end goal of results-based performance management system.

To uphold the delivery of the leadership and management functions efficiently and effectively through Field Technical Assistance provision based on RPMS, School Based Management has been established as its framework and mechanism. It has been the vehicle for every instructional leader to provide technical assistance to every learning institution to attain improvement. Its four dimensions are utilized as venues for technical assistance provision such as leadership and governance, learning outcomes and continuous improvement, accountability and management of resources. Its main objective is improved educational services and increased learning outcome.

All schools districts in public elementary education are expected to demonstrate high performance in academic achievement, co-curricular accomplishments and performance indicators. They are also required to promote accessibility with the advocacy of education for all. No one should be left behind in acquiring basic education. They are mandated to implement programs and projects to attain continuous improvement and sustainability. The FTA serves as management and leadership toolkit in order to facilitate the accomplishment of the target goals, thereby the most efficient and effective TA is expected to be utilized [5].

However, every schools district demonstrates varying levels of performance. There are schools districts which are highly performing while others are still having low performance level in terms of its academic achievement, co-curricular accomplishments and performance indicators. There are schools districts performing beyond the set standards while there are others performing far below standards. In this manner, technical assistance is extremely necessary to address the gaps and increase the performance of every organizational team member to achieve the expected goal.

Fortunately, the researcher is working as schools district supervisor facing challenges of having low performance in different indicative factors. The aspiration of improving the schools district performance has posted an ultimate dream. The acquisition of ideas on how to improve the technical assistance provision has been of great desire in order to create positive change. It is at this juncture that the researcher made a pre-survey and observations on how the technical assistance provision is implemented in the field by those schools districts which are performing well. It is where from the observation which motivated the researcher to conduct the present study.

The study was conceptualized to assess the technical assistance implementation in the field to gain deeper insights relative to its provision which could help the researcher improve her competencies to become a better technical assistance provider in her own schools district to address present gaps. The present scenario posted the researcher to conduct this study hoping to bridge in the inadequacies and improve performance in her respective jurisdiction.

Presently, the researcher is a Field Technical Assistance Provider in schools district requiring effective technical

assistance provision hoping to resolve existing gaps in order to achieve performance improvement. Hence, this study entitled, Field Technical Assistance Implementation in Public Elementary Schools in the Division of Batangas is conducted.

2. Materials and Methods

The simple random sampling technique was utilized in this study. Through Slovin's formula, the number of respondents was identified [6]. There were 237 out of 580 school heads, and 378 out of 6,971 elementary teachers used as respondents of the study. The 34 district supervisors were also respondents of this study. Fish bowl technique was applied in identifying the respondents from each area for equal chance of being chosen as one of the respondents to avoid biased in responses. The margin of error utilized in this study was 0.05 significant level.

The study utilized questionnaire, FGD or Focus Group Discussion, and unstructured interview as the main data gathering instruments. There were two sets of questionnaire utilized in the study. The first set was intended for the FTA providers while the second one was for the FTA recipients. The Focus Group Discussion or FGD was conducted with selected district supervisors and school heads. The guide questions were formulated and served as the bases for discussion and interaction. The unstructured interview was also utilized to solicit more information from the respondents.

To further confirm data gathered focus group discussions was conducted. It helped a lot in enriching the interpretation of the results of the study. It was employed to draw more inputs about the present study. There were two FGD sessions conducted in the study.

The first focus group discussion was conducted with 12 schools district supervisors at Batangas Country Club on December 13, 2016. Most of the agenda shared were focused on best FTA provision practices in their respective districts. The impact of TA in achieving their target goals were also tackled by the participants.

The responses of the study were treated with the following statistical tools: frequency count, percentage, weighted mean, and ranking. The T-test, and F-test or ANOVA (Analysis of Variance) were applied in testing the hypothesis [7].

Frequency Count, Percentage. These non-parametric tools were used to describe the responses on profile of the respondents.

Weighted Mean. This was used in determining the extent on which the FTA providers carried out their role functions and responsibilities, level of competencies, issues and problems encountered, and clients satisfaction relative to FTA provided.

T-test. This was used in comparing the assessments of male and female respondents and in determining significant difference if any exists.

F-test or ANOVA (Analysis of Variance). This was used in comparing responses and in determining whether there are significant differences when grouped according to profile variables.

3. Results and Discussion

3.1. Profile of the Field Technical Assistance Providers

3.1.1. Gender

Out of 34 district supervisors- respondents, 22 were females or 64.7 percent and 12 were males or 35.3 percent. Among 237 school head- respondents, 185 were females or 78.1percent and 52 were males or 21.9 percent. From the total of 271 FTA providers, 207 were females or 76.4 percent and 64 males or 23.6 percent.

Females, then have predominated the teaching field as educational leaders which to some, offer some advantages. These have been explored by the researchers who cited women administrators have greater instructional supervision skills [8]. Similarly, it has been reflected that women's practices of inclusion, collaboration, valuing others and their contributions, and the ability to balance work and family are helpful in breaking barriers to gender equity in educational leadership [9].

3.1.2. Length of Service

Among the district supervisor-respondents, nobody had 10 years and below, 5 out of 34 district supervisors or 14.7 percent has been for 11-20 years of service, 19 or 55.9 percent with 21-30 years and 10 or 29.4 percent with 40 years and above.

Among 237 School Heads, 54 or 22.8 percent has been in the service for 10 years and below in service, 87 or 36.7 percent with 11-20 years, 95 or 40.1percent with 21-30 years, and 1 or 0.4 percent with 40 years and above in service.

Results showed that majority of the respondents had 21-30 years in service. It can be inferred that the school head respondents were also well-experienced as reflected in the number of years. This is in conformity with study which concluded that expert school leaders have developed a healthy other-centered perspective of running their schools possibly enhanced by years of being engaged in the service [10]. On the other hand, other school leaders employ knowledge and skill gained to support their survival which may lead to personal and professional disappointment depending on their competencies.

3.1.3. Educational Attainment

5 out of 34 district supervisors or 14.7 percent were Graduates of BEED/BSED with MA units, 10 or 29.4 percent were MA Graduates, 5 or 14.7 percent were MA Graduates with Ed.D./Ph.D. units , and 14 or 41.2 percent were Ed.d./Ph.D. Graduates.

Out of 237 school head-respondents, 125 or 52.7 percent were BEED/BSED Graduates with MA units, 60 or

25.3 percent were MA Graduates, 45 or 19.0 percent were MA Graduates with Ed.D./Ph.D. units, and 7 or 3.0 percent were Ed.D./Ph.D. Graduates.

Results reflect that continuous personal and professional growth with the district supervisors. Majority of them pursued and enrolled in post graduate education [11]. The educational attainment has great impact on training and development needs of school heads [12]. This could greatly develop potential leaders through enhancement of their leadership and management domains. Furthermore, there is a need for continuous improvement in the educational qualifications of teachers and educational leaders which is tantamount to saying that professional upgrading is a must [13].

3.1.4. Nature of Trainings/Seminars Attended in FTA

Of the 34 district supervisors, 34 or 100 percent attended the orientation in Providing Field Technical Assistance, 25 or 73.53 percent attended the training in improving facilitation skills, 34 or 100 percent attended seminar in utilization of Results-Based Monitoring System (RPMS), 34 or 100 percent attended the School Based Management (SBM) training, and 23 or 67.65 percent attended the performance Continuous Improvement (CI). Of the 237 school heads, 237 or 100 percent attended the orientation in Providing Field Technical Assistance, 70 or 29.53 percent attended the training in improving facilitation skills, 237 or 100 percent attended seminar in utilization of Results-Based Monitoring System (RPMS), 237 or 100 percent attended the School Based Management (SBM) training, and 53 or 22.36 percent attended the performance Continuous Improvement (CI). As cited during the interview, the training conducted in providing FTA was initiated by the division to ensure that the district supervisors were well-equipped in facilitating FTA. This training covered its rationale for provision, its mechanism and framework, its stages of implementation, the different hindering factors in providing TA, and suggested strategies in overcoming such hindrances. Workshops and focus group discussions were conducted as simulated activities to be performed in the actual scenario, they added during interview. Such knowledge on the accreditation process is important as this has been a mandate for educational institutions to achieve excellence and quality in delivering educational services. DepEd Order no. 20 series of 2013 or the Philippine Accreditation System for Basic Education (PASBE) encourages all learning institutions both in public and private to undergo accreditation for continuous improvement [14]. It can be concluded based on the findings of this study, district supervisors and school heads attended the same nature of trainings and seminars. It could be inferred that the capacity building of the Division is responsive to the needs of the organizational team members and have enriched them on required competencies of an FTA provider.

3.2. Extent of Implementation

3.2.1. Extent of FTA Providers Carry Out Role Functions and Responsibilities

The extent on which FTA providers carry out role function was moderate extent. The composite mean for district supervisor-respondents was 3.27 interpreted as moderate extent. Motivating clients to perform as educational leaders relative to programs and projects implementers with the weighted mean of 3.38 interpreted

as moderate extent topped the list. They were providing technical and professional support to recipients in performing their management and leadership tasks to increase learning outcomes; giving performance coaching plan to TA recipients for instructional leadership roles; providing necessary and accurate information needed in the performance of the clients effectively; and interpreting the data gathered as basis for better interventions and remedial programs were the least rated role functions interpreted as moderate extent by the district supervisors.

Table 1: Extent of the FTA Providers Carry Out Role Functions

Role Functions	District Supervisor			School Heads		
	WM	VI	R	WM	VI	R
1. Provide technical and professional support to recipients in performing their management and leadership tasks to increase learning outcomes	3.21	ME	12.5	2.95	ME	6
2. Give performance coaching plan to TA recipients for instructional leadership roles	3.21	ME	12.5	2.97	ME	3
3. Guide clients in performing their assignments as fiscal managers to become transparent, ethical, and accountable leaders	3.26	ME	7.5	2.96	ME	4
4. Give clear directions on the expected outcomes by communicating details and standard operating procedures accordingly	3.26	ME	7.5	2.95	ME	6
5. Provide necessary and accurate information needed in the performance of the clients effectively	3.21	ME	12.5	2.94	ME	6.5
6. Motivate clients to perform as educational leaders relative to programs and projects implementers efficiently	3.38	ME	1	3.0	ME	1
7. Identify gaps needed to be resolved like low performance indicators to realize vision and mission	3.26	ME	7.5	2.95	ME	6
8. Utilize data gathered to inform higher authorities enabling them towards policy formulation	3.26	ME	7.5	2.90	ME	10
9. Interpret the data gathered as basis for better interventions and remedial programs	3.21	ME	12.5	2.81	ME	14
10. Create opportunities for clients in exploring their ideas in achieving their target goals	3.35	ME	2	2.87	ME	12
11. Collaborate with stakeholders in attaining organizational objectives	3.26	ME	7.5	2.94	ME	8.5
12. Support best FTA practices in mentoring other staff in delivering quality basic education to diverse learners	3.32	ME	3	2.89	ME	11
13. Encourage clients in moving forward for performance continuous improvement relative to servant leadership	3.29	ME	4	2.98	ME	2
14. Provide reinforcement, rewards, and incentives towards technical assistance better performance	3.26	ME	7.5	2.84	ME	13
COMPOSITE MEAN	3.27	ME		2.92	ME	

Legend: 4- Great Extent (GE)

3- Moderate Extent (ME)

2- Least Extent (LE)

1- None at All (NA)

For the school head-respondents, the composite mean was 2.92 interpreted as moderate extent. Motivating clients to perform educational leaders relative to programs and projects implementers efficiently topped the list. Interpreting the data gathered as basis for better interventions and remedial programs was rated least and interpreted as moderate extent.

3.2.2. Extent of FTA Providers Carry Out Responsibilities

Table 2: Extent of the FTA Providers Carry Out Role Functions

Role Functions	District Supervisor			School Heads		
	WM	VI	R	WM	VI	R
1. Provide technical and professional support to recipients in performing their management and leadership tasks to increase learning outcomes	3.21	ME	12.5	2.95	ME	6
2. Give performance coaching plan to TA recipients for instructional leadership roles	3.21	ME	12.5	2.97	ME	3
3. Guide clients in performing their assignments as fiscal managers to become transparent, ethical, and accountable leaders	3.26	ME	7.5	2.96	ME	4
4. Give clear directions on the expected outcomes by communicating details and standard operating procedures accordingly	3.26	ME	7.5	2.95	ME	6
5. Provide necessary and accurate information needed in the performance of the clients effectively	3.21	ME	12.5	2.94	ME	6.5
6. Motivate clients to perform as educational leaders relative to programs and projects implementers efficiently	3.38	ME	1	3.0	ME	1
8. Identify gaps needed to be resolved like low performance indicators to realize vision and mission	3.26	ME	7.5	2.95	ME	6
8. Utilize data gathered to inform higher authorities enabling them towards policy formulation	3.26	ME	7.5	2.90	ME	10
9. Interpret the data gathered as basis for better interventions and remedial programs	3.21	ME	12.5	2.81	ME	14
10. Create opportunities for clients in exploring their ideas in achieving their target goals	3.35	ME	2	2.87	ME	12
11. Collaborate with stakeholders in attaining organizational objectives	3.26	ME	7.5	2.94	ME	8.5
12. Support best FTA practices in mentoring other staff in delivering quality basic education to diverse learners	3.32	ME	3	2.89	ME	11
13. Encourage clients in moving forward for performance continuous improvement relative to servant leadership	3.29	ME	4	2.98	ME	2
14. Provide reinforcement, rewards, and incentives towards technical assistance better performance	3.26	ME	7.5	2.84	ME	13
COMPOSITE MEAN	3.27	ME		2.92	ME	

Legend: 4- Great Extent (GE)

3- Moderate Extent (ME)

2- Least Extent (LE)

1- None at All (NA)

3.3. Level of Competencies of FTA Providers

Table 3: Level of Competence of the FTA Providers

COMPETENCIES	District Supervisor			School Heads		
	WM	VI	R	WM	VI	R
1. Identifying and prioritizing Technical Assistance needs based on accurate data analysis	3.12	ME	15	2.94	ME	10
2. Performing analytical expertise in proving and interpreting data	3.21	ME	10	2.87	ME	14.5
3. Utilizing effective communication and listening techniques to facilitate the delivery of FTA	3.18	ME	13	2.87	ME	14.5
4. Observing skill by keeping an open mind on non- verbal gesture that can be heard, seen or touched	3.29	ME	3	2.97	ME	6.5
5. Recording data using STAR technique such as situation or task at hand, action taken and result	3.24	ME	8	2.95	ME	8.5
6. Asking open-ended questions during working phase	3.26	ME	6	2.97	ME	6.5
7. Listening to the response for one question before asking another one	3.29	ME	3	3.02	ME	1
8. Attending or responding to learning needs being noted and observed	3.18	ME	13	2.88	ME	13
9. Being continuously on the watch to be able to catch any expressed or implied need by the client	3.18	ME	13	2.92	ME	11
10. Integrating or synthesizing points and ideas	3.35	ME	1	2.91	ME	12
11. Summarizing shared ideas and perspectives	3.29	ME	3	3.0	ME	2.5
12. Giving and receiving feedback immediately to become effective and relevant	3.26	ME	6	2.99	ME	4
13. Coaching enabling learning and development process to facilitate the performance improvement	3.26	ME	6	3.0	ME	2.5
14. Monitoring the process and progress of TA provided according to standards set	3.21	ME	10	2.95	ME	8.5
15. Evaluating the impact or results of TA provided	3.21	ME	10	2.98	ME	5
COMPOSITE MEAN	3.24	ME		2.95	ME	

Legend: 4- Great Extent (GE)

3- Moderate Extent (ME)

2- Least Extent (LE)

1- None at All (NA)

The level of competencies of FTA providers was moderate extent. For the district supervisor-respondents, the composite mean was 3.24 with moderate extent. Integrating and synthesizing points and ideas with a weighted

mean of 3.35 as moderate extent topped among competencies.

Identifying and prioritizing Technical Assistance needs based on accurate data analysis with a weighted mean of 3.12 as moderate extent was rated least. For the school head respondents, the composite mean was 2.95 interpreted as moderate extent.

Listening to the response for one question before asking another one with a weighted mean of 3.02 was interpreted as moderate extent the was rated first.

Performing analytical expertise in proving and interpreting data; and utilizing effective communication and listening techniques to facilitate the delivery of FTA were rated 2.87 interpreted as moderate extent.

The instructional leaders must be knowledgeable when it comes to conceptual skills to introduce change and to initiate steps for innovations.

They must be well-versed in technical aspects in leading this organization. They should have a widened understanding of the whole scenario before he can resolve specific gap or barrier [18].

School heads should be competent in communication skills to become more effective in facilitating their functions. The school heads should strive harder to strengthen their communication skills to be effective in performing their tasks [19].

The extent on which FTA providers carry out responsibilities was moderate extent. For the district supervisor-respondents, the composite mean was 3.27 with moderate extent.

Involving every member for decision-making relative to organizational goals with weighted mean of 3.47 as moderate extent was the top on rank. Preparing monitoring tool for programs implementation with a weighted mean of 3.12 was rated the least and verbally interpreted as moderate extent.

This posture of motivating, others find alignment to the ERG theory by Alderfer wherein existence, relatedness and growth needs highly motivated the individuals to perform well [15].

The district supervisors as FTA providers facilitated the recipients to assess their own needs and these served as the goals which kept the recipients motivated to do the tasks assigned for them. Motivation served as the driving force which made them energetic, dynamic, and work-oriented [16].

Leaders must possess the qualities of influencing and motivating others in order to do the tasks effectively [17]. The flame that keeps the fire burning continuously serves as the fuel for fast moving and working hard.

3.4. Degree of Clients' Satisfaction

Table 4: Degree of Clients Satisfaction Relative to the Assistance Provided

Behavioural Manifestations	Teachers			School Heads		
	WM	VI	R	WM	VI	R
1. Enjoy learning through open discussion with professional experts to get novel and innovative ideas	3.17	MS	3	2.84	MS	4
2. Feel holistically developed by having continuous improvement along the process of implementation	3.10	MS	5.5	2.80	MS	9
3. Feel comfortable in dealing with FTA providers while the process is going on	3.02	MS	12	2.86	MS	3
4. Become self-reliant in fulfilling duties and functions after receiving TA	3.04	MS	9.5	2.81	MS	7
5. Resolve problems easily to bridge the gaps in order to attain target goals	3.03	MS	11	2.80	MS	9
6. Become open- minded in embracing new task	3.18	MS	2	2.88	MS	2
7. Make appropriate decision relative to performance of task assigned	3.08	MS	7	2.82	MS	6
8. Assume responsibility for further personal and professional growth	3.10	MS	5.5	2.91	MS	1
9. Feel empowered after mentoring and peer tutoring relative to TA	3.04	MS	9.5	2.83	MS	5
10. Feel self-actualized in teaching profession or an instructional leader as a result of FTA	3.06	MS	8	2.73	MS	12
11. Feel inspired to perform assigned task	3.15	MS	4	2.74	MS	11
12. Accept criticisms constructively for personal growth	3.22	MS	1	2.80	MS	9
COMPOSITE MEAN	3.10	MS		2.82	MS	

Legend: 4- Very Satisfied (VS) 3- Moderately Satisfied (MS)

2- Least Satisfied (LS) 1- Not Satisfied (NS)

The degree of clients' satisfaction was moderately satisfied. For the school head-respondents, the composite mean was 2.82 interpreted as moderately satisfied. Assuming responsibility for further personal and professional growth with a weighted mean of 2.91 was rated best interpreted as moderately satisfied. Feeling self-actualized in teaching or instructional leader after TA with a weighted mean of 2.73 was rated least with moderate satisfaction.

For the teacher-respondents, the composite mean was 3.10 as moderately satisfied. Accepting criticisms constructively for personal growth with weighted mean of 3.22 as moderately satisfied was rated first. Feeling comfortable in dealing with FTA providers while the process is going on with a weighted mean of 3.02 as moderately satisfied was rated least. The strong organizational culture is characterized by the effective managerial style of the administrators, sound work group relations, openness to organizational change and adequate organizational communication [20]. There was also correlation in the self-appraisal of principals and assessment of teachers [21]. The principals manifested positive leadership behavior. They were able to lead their co-workers and these practices would gradually lead to caring for others.

3.4.1. Difference in Respondents Assessments in Terms of Gender

In the assessments of district supervisors in terms of gender, the computed p-values were all greater than 0.5 significant level therefore there was no significant difference.

For the school heads, there was significant difference on the assessments on the extent of carrying out role

functions and issues and problems in terms of gender. The computed p-values were less than 0.05 significant level. However, there was no significant difference on the school heads' assessments on the extent of carrying out responsibilities and competencies when grouped in terms of gender. The computed p-values were greater than 0.05 significant level.

3.4.2. Difference in the Respondents Assessments in Terms of Length of Service

For the district supervisor-respondents, there was no significant difference on the assessments on the extent of carrying out role functions, responsibilities, and level of competencies in terms of length of service. The computed p-values were greater than 0.05 significant level. However, there was significant difference on the district supervisors' assessments on issues and problems encountered when grouped according to length of service. The computed p-value was less than 0.05 significant level. For the school head-respondents, there was significant difference on the assessments on carrying out role functions and responsibilities, level of competencies, and issues and problems encountered by FTA providers when grouped according to length of service. The computed p-values were all less than 0.05 significant level.

3.4.3. Difference in the Respondents Assessment in Terms of Educational Attainment

For the district supervisor-respondents, there was no significant difference on the assessments on extent of carrying out role functions and responsibilities, level of competencies, and issues and problems encountered by FTA providers in terms of educational attainment. The computed p-values were all greater than 0.05 significant level.

For the school head-respondents, there was significant difference on the extent of FTA providers carry out role functions and responsibilities, and level of competencies in terms of educational attainment. However, there was no significant difference on issues and problems encountered by FTA providers.

3.4.4. Difference in the Respondents Assessment in Terms of Nature of Trainings/Seminars Attended in FTA

For the district supervisor-respondents, there was no significant difference on the assessments on the extent of FTA providers carry out role functions and responsibilities, and level of competencies in terms of nature of trainings/seminars attended in FTA.

However, there was significant difference on assessment on issues and problems encountered by FTA providers in terms of nature of trainings/seminars attended in FTA.

For the school head-respondents, there was no significant difference on the assessments on the extent of carrying out role functions and in issues and problems encountered by FTA providers when grouped according to nature of trainings/seminars attended in FTA.

However, there was significant difference in the assessments on extent of carrying out responsibilities and level of competencies in terms of nature of trainings/seminars attended in FTA.

3.5. Issues and Problems Encountered by FTA Providers

Table 5: Issues and Problems Encountered by FTA

Issues and Problems	District Supervisor			School Heads		
	WM	VI	R	WM	VI	R
1. Resistance to change towards new programs and tasks	2.62	ME	9	2.57	ME	1.5
2. Apprehensive attitude and sincere commitment on the part of clients to provide honest data for situational analysis	2.71	ME	3	2.56	ME	3
3. Insufficient skills and competencies to manage pressure brought about by overlapping activities	2.56	ME	10	2.46	SE	9
4. Weak collaboration among stakeholders to commit towards organizational goals and interventions	2.68	ME	5	2.53	ME	4.5
5. Insufficient clear term of reference intended for FTA provider, planning and mechanism framework to facilitate TA	2.79	ME	1	2.43	SE	10
6. Ineffective trusting interpersonal relationship with clients	2.65	ME	7	2.51	ME	6.5
7. Insufficient capacity building program for FTA and benchmarking practices	2.76	ME	2	2.51	ME	6.5
8. Weak spirit of co-ownership among stakeholders	2.65	ME	7	2.49	SE	8
9. Insufficient policies and standard operating procedures pertaining to the task performance	2.65	ME	7	2.53	ME	4.5
10. Insufficient financial and material resources to facilitate effective FTA	2.71	ME	4	2.57	ME	1.5
Composite Mean	2.68	ME		2.52	ME	

Legend: Moderate Extent - ME Slight Extent – SE

For the district supervisor-respondents, the composite mean was 2.68 interpreted as moderate extent. Insufficient clear term of reference intended for FTA provider, planning and mechanism framework to facilitate TA with a weighted mean of 2.79 as moderate extent topped the list. Insufficient skills and competencies to manage pressure brought about by overlapping activities with a weighted mean of 2.56 interpreted as moderate extent.

For the school head-respondents, the composite mean was 2.52. Insufficient financial and material resources to facilitate effective FTA, and resistance to change towards new programs and tasks were the top most among issues and problems, both with weighted mean of 2.57 interpreted as moderate extent. Insufficient clear term of reference intended for FTA provider, planning and mechanism framework to facilitate FTA with a weighted mean of 2.43 interpreted as slight extent.

The behavioral modification is needed to enhance effectiveness [22]. Apprehensive attitude should be addressed first by application of behavior modification technique. The top most requirements for an organizational effectiveness are the culture of strong dedication, commitment to excellence and teamwork. Furthermore, it is important to get the commitment of people who are directly responsible for implementing change for betterment. This could be attained through coaching [23].

3.6. Proposed Performance Coaching Plan

The proposed performance coaching plan is based from the findings of the study. It presents the coaching target goals, areas of concern, strategic activities, and coaching feedback mechanism framework.

4. Conclusion

1. Majority of the Field Technical Assistance providers were females, with 21-30 years in service, BEED/BSED Graduates with MA units, and attended trainings/seminars on orientations in Field Technical Assistance Implementation, utilization of Results-Based Performance Monitoring System (RPMS), and School Based Management (SBM).
2. The Field Technical Assistance providers moderately carried out role functions and responsibilities.
3. The Field Technical Assistance providers had moderate level of competencies.
4. The clients experienced moderate satisfaction level relative to the assistance provided by FTA providers.
5. The assessments of the district supervisors differ when grouped according to length of service, educational attainment, and nature of trainings and seminars attended, however the gender had no effect on their assessments. The assessments of the school heads differ when grouped according to gender, length of service, educational attainment, and nature of trainings and seminars attended.
6. The district supervisors encountered problems and issues relative to insufficiency of term of reference and mechanism framework of FTA, insufficiency of capacity building program, and apprehensive attitude of the clients while the school heads encountered issues and problems relative to insufficiency of financial and material resources and attitude of the clients.
7. The proposed performance coaching plan prepared contained coaching target goals, areas of concern, strategic activities, and coaching feedback mechanism framework.

Acknowledgements

The researcher expresses heartfelt gratitude to the College of Teacher Education headed by Dr. Rowena Abrea, research panel members, Department of Education of Batangas Province headed by SDS Carlito D. Rocafort and researcher's family especially Carol.

References

- [1] The Technical Assistance Handbook by BESRA Basic Education Sector Reform Agenda, 2006.
- [2] Durian, The Principal's Handbook, 2005.

- [3] Technical Assistance Handbook, STRIVE, 2007.
- [4] DepEd Order No.2, Series 2015.
- [5] P. Bilbao. *The Teaching Profession*. Lorimar Publishing Inc. Quezon City, 2006, pp. 256-257.
- [6] Jack R. Fraenkel. *How to Design and Evaluate Research in Education*. New York: Mc Graw-Hill International Edition, 2010, pp.24-25.
- [7] Doris Tulio. *Foundations of Education*. Manila: National Bookstore, 2008, pp, 45-46.
- [8] M. D. Mc. Leod. (2001) "Flukes, Opportunities, and Planned Interventions: Factors Affecting Women's Decisions to Become School Administrators." *Educational Administration Journal*. Quarterly, vol. 37, pp.462-502. [July 2017].
- [9] J.Sanchez. (2010). "Gender Issues in K to 12 Educational Leadership." *Advancing Women Leadership Journal*. vol. 30, p.13, [July 2017].
- [10] E.Jonhson (2003). "Conflict and the School Leader: Expert or Novice." *Journal of Research for Educational Leaders*. vol.3, pp.28-45, [July 2017].
- [11] Nilo E. Colinares. *21st Century Trends, Issues and Challenges in Philippine Education*. Philippines: National Bookstore, 2010, pp.57-58.
- [12] Vergara, Liseo V., *Training and Development Needs Assessment for School Heads in the Province of Batangas*, Unpublished, 2015.
- [13] Co Torralba, Thelma, *A School-Based Curriculum Improvement Model for Public Elementary Schools*, University of the Philippines, 2003.
- [14] DepEd Order No. 83, Series 2012.
- [15] C.P. Ald erfer. *Existence, Relatedness and Growth: Human Needs in Organization Setting*. New York, The Free Press, 2000, pp.123-125.
- [16] Christine Forde. *Professional Development, Reflection, and Inquiry*. London: Paul Chapman Publishing, 2006, pp.187-188.
- [17] M.D. Cuntupay, *What I learned from being a good principal? The Modern Teacher*, 2014, pp.89.
- [18] Bloom, Castagna, Moir and Warren. *Blended Coaching Skills and Strategies to Support Principal Development*. New York Publishing House, 2002, pp.67-68.

- [19] R.S. Sopide, *Competencies of School Heads, Teacher Performance and Students' Academic Achievement*, University of The Philippines, 2006.
- [20] R.M. Dadigan, *Organizational and Role Performance of Administrators in Relation to Job Satisfaction of the Faculty of Mapua Institute of Technology*, Manuel L. Quezon University, Manila, 2003.
- [21] L.G. Abalos, *Leadership Behavior of Public Elementary School Principals in the Division of Quezon City: Their Relationships to Organizational Culture and Organizational Effectiveness*, MLQU, 2005.
- [22] A. C. Ornstein, Allan C. *Strategies for Effective Teaching*. New York: Harper Collins Publishers, 2001, pp.45-46.
- [23] G.Yukl. *Leadership in Organization* (6th ed.). New Jersey: Pearson Education, 2006, pp.43-44.