Technical Assistance Delivery of Education Program Supervisors in the Department of Education Cavite Cluster

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ABSTRACT

Education Program Supervisors (EPS) play a crucial role in strengthening instructional leadership, ensuring curriculum implementation, and providing technical assistance that improves educational quality. This study examined the technical assistance delivery practices of Education Program Supervisors (EPS) within the Department of Education (DepEd) Cavite Cluster for School Year 2022–2023. Specifically, it described their personal and professional characteristics, determined their competence levels in delivering technical assistance as assessed by EPS and school heads, analyzed differences in assessments, identified issues and concerns, and developed an enhanced technical assistance program.

Keywords: delivery of technical assistance, education program supervisor, issues and concerns, technical assistance program

INTRODUCTION

The Philippine educational system has a dynamic structure that continually evolves to meet societal needs while maintaining its core goals and policies. Within this framework, school administrators and supervisors play a crucial role in managing daily operations to enhance student outcomes. Their performance is regularly assessed as part of the supervisory process to ensure effectiveness. Symaco and Bustos (2022) highlight the role of governance in shaping educational policies and ensuring accountability, reinforcing the importance of supervisory roles in adapting to evolving challenges. This aligns with the need for structured leadership and continuous assessment to improve student performance.

These demands have placed Education Program Supervisors (EPS) at the forefront of innovation. They must now balance administrative responsibilities with the creation of engaging learning experiences that cater to diverse student needs. In response, the Department of Education (DepEd) has implemented a rationalized legislative structure through DepEd Order 52, s. 2015, mandating that each Schools Division Office be led by a Schools Division Superintendent (SDS), assisted by an Assistant Schools Division Superintendent (ASDS).

Effective supervision of school leaders enhances teacher performance, ensures instructional consistency, and supports student success. Regular assessments strengthen lesson planning, increase community involvement, and improve teacher engagement, highlighting the significance of ongoing evaluations for principals and supervisors.

For TA to be successful, meaningful connections must be established between stakeholders and technical advisors. Educators and school leaders must trust that their advisors understand the context of their work, possess the expertise to help achieve their goals, and can provide timely, high-quality resources that align with their needs. Additionally, it is essential for educators to feel respected, valued, and assured that their privacy is safeguarded.

The Curriculum Implementation Division (CID) is responsible for articulating the basic education curriculum, enforcing curriculum standards, localizing and indigenizing curriculum delivery, and facilitating access to diverse, high-quality learning resources. CID also oversees curriculum implementation, providing technical support through a learning management system. EPS within CID play multiple instructional leadership roles, fostering a learning environment conducive to effective teaching and optimal student engagement.

Education Program Supervisors at the DepEd Cavite Cluster serve as both instructional leaders and administrative managers. They oversee curriculum implementation and foster productive learning environments. In addition to supporting teachers in their professional development, they also adapt to evolving laws and regulations within the education sector. This dual function enables EPS to positively shape teaching practices while ensuring that educational standards are consistently met and maintained.

Given their extensive responsibilities, the researcher seeks to examine the vital role of EPS in providing localized technical support to schools, clusters, and districts. While existing literature highlights their contributions to educational quality, a significant research gap remains regarding the specific types of technical assistance they offer and how this support translates into effective professional development programs for educators and school administrators.

Moreover, although EPS are recognized for identifying and addressing diverse educational needs, there is limited evidence on how they prioritize and allocate resources such as funding and personnel to maximize their impact on learning outcomes. This gap is particularly relevant within the Department of Education and other educational institutions, where a deeper understanding of technical assistance mechanisms can improve the quality, efficacy, and efficiency of the education system. Oblea (2019) examined the status, issues, and challenges of field technical assistance for secondary teachers in a DepEd School Division, identifying concerns related to management expectations, motivation and incentive factors, capacity, resources, policy, and environmental support.

Additionally, existing studies often fail to address the implications of EPS support for equitable access to high-quality education. By exploring these dimensions, this study aimed to provide a more comprehensive understanding of the role of EPS in fostering educational improvement, ensuring that all students benefit from enhanced learning opportunities. The findings would help bridge existing research gaps while the output would contribute to the development of more effective support systems for education stakeholders.

As this research delves into the untapped areas of EPS-led technical assistance, it reveals the depth of their contributions and the innovative strategies they employ to support schools. The findings are expected to shed light on how their work influences professional development, resource allocation, and overall educational outcomes—offering valuable insights that can strengthen support systems and inform future policy directions.

OBJECTIVES

This study examined the technical assistance delivery practices among education program supervisors within the DepEd Cavite Cluster.

Specifically, this study aimed to achieve the following objectives:

Describe the personal and professional characteristics of education program supervisors in terms of the following variables:

1.1 age;
1.2 sex;
1.3 civil status;
1.4 educational attainment; and
1.5 length of service.

Determine the level of competence of the EPS in the delivery of technical assistance as assessed by the school heads and EPS themselves in terms of:

2.1 curriculum and special curricular programs;

2.2 PPAs technical assistance;

2.3 instructional leadership;

2.4 learning resource management;

2.5 learning delivery; and

2.6 assessment of learning.

Find the difference between the assessments of two groups of respondents.

Identify the issues and concerns in delivering technical assistance.

Prepare an enhanced technical assistance program.

MATERIALS AND METHODS

The study employed a descriptive research design involving 161 respondents: 101 school heads and 60 EPS from selected Schools Division Offices within the Cavite Cluster. A purposive sampling technique was used. Data were collected using a validated researcher-made questionnaire supplemented by interviews and focus group discussions. Quantitative data were analyzed using frequency, percentage, mean, standard deviation, and inferential statistics, while qualitative responses underwent thematic analysis. Data triangulation was applied to ensure validity and reliability.

RESULTS AND DISCUSSION

Findings showed that the majority of EPS are mid-career professionals aged 31–45, predominantly female, married, and holders of master's degrees, with less than 15 years of service. Both EPS and school heads assessed EPS as highly competent in all six domains of technical assistance delivery. There were no significant differences between the assessments of the two groups, indicating shared perceptions of EPS competencies. No significant relationships were found between EPS profiles and their competencies, except for age, which was related to learning delivery and assessment.

Key issues identified include the need to systematically evaluate the impact of technical assistance, ensure access to knowledgeable experts, and tailor support to meet diverse institutional needs. These findings highlight the importance of structured support mechanisms and contextualized capacity-building initiatives to sustain educational quality at the division level.

Personal Characteristics of Education Program Supervisors

Age

Table 1 Personal Characteristics of EPS in Terms of Age

Category	f	%
56 and above	4	7.54
46-55	16	30.19
31-45	29	54.73
30 years and below	4	7.54
Total	**53**	**100**

The table shows that the majority of Education Program Supervisors (EPS) fall within the age range of 31 to 45 years, representing the highest frequency. This suggests that most EPS are in their prime working years, a stage often associated with a balance of experience, expertise, and professional growth.

Sex

Table 2 Personal Characteristics of EPS in Terms of Sex

Category	F	%
26-40	11	20.75
16-25	9	16.98
15 years and below	33	62.27
Total	**53**	**100**

Based on the table, the distribution of respondents' profile in terms of sex shows that the majority of

Education Program Supervisors (EPS) are female, representing the higher frequency. This suggests that women play a dominant role in school leadership, reflecting the growing recognition of their capabilities in effectively managing and leading educational programs. Their presence in these positions highlights the increasing trust in their ability to drive meaningful improvements in education.

Civil Status

Table 3 Personal Characteristics of EPS in Terms of Civil Status

Category	F	%
Single	13	24.53
Married	38	71.70
Widowed	2	3.77
Total	**53**	**100**

The table indicates that the majority of Education Program Supervisors (EPS) are married, representing the highest frequency, followed by those who are single and widowed. This suggests that many EPS may find stability and support in their personal lives, which can help them manage the complex responsibilities of their role. Given the demanding nature of the position, balancing multiple tasks efficiently is essential.

Educational Attainment

Table 4 Personal Characteristics of EPS in Terms of Educational Attainment

Category	F	%
Bachelor’s degree	17	32.08
Master’s Degree	24	45.28
Doctoral Degree	12	22.64
Total	**53**	**100**

The table shows that the majority of Education Program Supervisors (EPS) have completed their master's degrees, representing the highest frequency. This is followed by those who hold a bachelor's degree and those who have attained a doctoral degree. The prevalence of master's degree holders among EPS suggests that advanced education is a common pathway for professionals in this role, likely due to the belief that higher education enhances their skills, knowledge, and overall effectiveness.

Length of Service

Table 5 Personal Characteristics of EPS in Terms of Length of Service

Category	F	%
26-40	11	20.75
16-25	9	16.98
15 years and below	33	62.27
Total	**53**	**100**

The table indicates that the majority of Education Program Supervisors (EPS) have served for 15 years or less, representing the highest frequency. This is followed by those with 26–40 years of service and those with 16–25 years. The data suggests that most respondents have substantial experience in leadership roles, which may reflect their effectiveness and contributions to educational development.

Level of competence of the EPS in the delivery of technical assistance

Curriculum and Special Curricular Programs.

Overall, the computed composite mean indicates that EPS perceive themselves as highly competent in providing technical assistance related to curriculum and special curricular programs. This confidence in their abilities reinforces their commitment to supporting teachers and school leaders in implementing effective strategies. Moreover the computed composite mean indicates that school heads assessed EPS as highly competent in delivering technical assistance related to curriculum and special programs. This reflects their ability to provide essential support and guidance, strengthening the quality of curriculum implementation and specialized programs in schools.

PPAs Technical Assistance

Overall, the computed composite mean suggests that both Education Supervisors and school heads perceive EPS as highly competent in delivering technical assistance. These results indicate that EPS are effectively performing their role in providing support, guidance, and expertise to enhance educational practices. Their ability to deliver technical assistance contributes significantly to improving curriculum implementation and specialized programs, ultimately fostering better academic outcomes for students.

Instructional Leadership

Overall, the computed composite mean indicates that EPS perceive themselves as highly competent in delivering technical assistance in instructional leadership. This suggests their confidence in their ability to guide and support teachers in refining instructional strategies, fostering collaboration, and improving overall teaching practices. Moreover, the computed composite mean suggests that school heads perceive EPS as highly competent in delivering technical assistance in instructional leadership. This indicates strong confidence in their ability to provide guidance, mentorship, and support to schools.

Learning Resource Management

Overall, the computed composite mean indicates that EPS consider themselves highly competent in delivering technical assistance in learning resource management. This assessment highlights their expertise in various aspects of resource distribution, evaluation, and procurement while reinforcing their critical role in ensuring that instructional materials are effectively managed to support educational objectives and enhance teaching practices. Moreover, the computed composite mean indicates that school heads perceive EPS as highly competent in delivering technical assistance in learning resource management. This finding highlights their capabilities across various aspects of resource distribution, evaluation, and procurement.

Learning Delivery

Overall, the computed composite mean suggests that EPS perceive themselves as highly competent in delivering technical assistance in learning delivery. Their self-assessment underscores their proficiency in facilitating instructional support that aligns with the diverse needs and goals of the educational framework. Moreover, the computed composite mean suggests that school heads consider EPS highly competent in delivering technical assistance in learning delivery. Their ability to facilitate instructional support and align technical assistance with educational frameworks reinforces their effectiveness in fostering collaboration, professional growth, and educational excellence.

Assessment of Learning

Overall, EPS's recognition of their competence in delivering technical assistance in learning assessment highlights their strategic role in ensuring effective instructional practices. Their ability to analyze data, support teachers, refine assessment strategies, and develop intervention programs reinforces their commitment to advancing education. Moreover, the computed composite mean suggests that school heads perceive EPS as highly competent in delivering technical assistance in learning assessment. This assessment highlights their ability to employ diverse evaluation strategies, analyze data effectively, align assessments with instructional objectives, and develop intervention programs.

Table 6 Competencies Table 2.1 to 2.6

Domain	EPS Mean	SHs Mean	VI
Curriculum & Special Programs	3.49	3.58	HC
PPAs TA	3.62	3.53	HC
Instructional Leadership	3.63	3.53	HC
LRM	3.56	3.49	HC
LD	3.57	3.54	HC
Assessment of Learning	3.61	3.52	HC

Difference between the assessments of the two groups of respondents

The results indicated that all variables obtained p-values exceeding the 0.05 significance level, resulting in the failure to reject the null hypothesis. This suggests no notable difference in the perception of school heads and EPS regarding the competencies of the latter. With the highest p-value of 0.683, the data implies that both groups most similarly assessed the learning delivery of EPS.

Table 7 Difference between the assessment of the two groups of respondents

Variables	p-values	Computed t-values	Decision on Ho	Verbal Interpretation
Curriculum and special curricular program	.338	.961	Failed to Reject Ho	Not Significant
Performance partnership agreement (PPA)	.349	.940	Failed to Reject Ho	Not Significant
Instructional leadership	.288	1.066	Failed to Reject Ho	Not Significant
Learning resource management	.502	.673	Failed to Reject Ho	Not Significant
Learning delivery	.683	.410	Failed to Reject Ho	Not Significant
Assessment of learning	.388	.866	Failed to Reject Ho	Not Significant

Issues and Concerns in the Delivery of Technical Assistance

Table 8 Issues and Concerns in the Delivery of Technical Assistance

ITEMS	EPS		School Heads	
	WM	VI	WM	VI
1. Assess the impact and effectiveness of technical assistance in achieving desired outcomes and improving educational practices.	3.65	SA	3.54	SA
2. Ensure access to knowledgeable and experienced technical experts who can provide appropriate guidance and support.	3.63	SA	3.43	SA
3. Deliver technical assistance that is tailored to the specific needs and goals of the educational institutions receiving support.	3.58	SA	3.42	SA
4. Determine the critical areas where technical assistance is required and prioritize them effectively.	3.56	SA	3.38	SA
5. Build the capacity of educational institutions to independently sustain and apply the technical assistance provided.	3.56	SA	3.42	SA
6. Coordinate technical assistance efforts with existing educational programs and initiatives to avoid duplication or confusion.	3.56	SA	3.46	SA
7. Ensure that technical assistance programs are culturally relevant and responsive to the local educational context.	3.56	SA	3.49	SA
8. Monitor the progress and outcomes of technical assistance initiatives and conducting effective follow-up to address any ongoing needs or	3.54	SA	3.46	SA

challenges.				
9. Establish clear lines of communication and promoting effective collaboration among all stakeholders involved in the technical assistance process.	3.53	SA	3.48	SA
10. Allocate resources, including funding, materials, and personnel, for delivering technical assistance programs within budgetary constraints.	3.40	SA	3.40	SA
Composite Mean	**3.56**	**SA**	**3.45**	**SA**

Legend: EPS- Education Program Supervisor
WM- Weighted Mean VI- Verbal Interpretations
SA- Strongly Agree

In general, the computed composite mean reflects EPS's strong agreement on the identified challenges in delivering technical assistance. These concerns are widely acknowledged as critical factors in ensuring the success and effectiveness of assistance programs. Moreover, the computed composite mean reflects strong agreement among school heads regarding the identified challenges in technical assistance delivery. Their recognition of these concerns underscores the importance of addressing them systematically to enhance effectiveness, alignment, and sustainability.

Enhanced Technical Assistance Program

Based on the key results of the study, an enhanced technical assistance program was developed to support school improvement within the DepEd Cavite Cluster through the expertise of education program supervisors. Designed to be holistic, responsive, and adaptable, the program aims to address the evolving needs of the educational landscape while empowering educators and fostering inclusive, innovative learning environments. The initiative builds upon the key areas of technical assistance, focusing on curriculum and special curricular programs, instructional leadership, learning resource management, learning delivery, and assessment of learning. These domains, particularly those that ranked lowest, provided the foundation for targeted improvements within the program.

The technical assistance program was carefully structured, incorporating insights from significant findings and indicators that shaped its design. To ensure effective implementation, it was organized into key result areas, objectives, strategies and activities, personnel involvement, timelines, and resource allocation. This structured approach reflects a commitment to systematic and meaningful educational development.

The program follows an organized methodology, ensuring that all identified competencies and challenges are systematically addressed. The inclusion of clearly defined objectives, strategic activities, and personnel involvement provides a practical roadmap for execution. The timeline for implementation establishes realistic milestones that allow for continuous monitoring and assessment, ensuring sustained progress. Resource allocation further supports the program's goals, facilitating necessary funding and materials to enhance educational outcomes.

CONCLUSIONS

Based on the findings of the study, the

following conclusions are drawn:

1. Most Education Program Supervisors fall within the age range of 31 to 45 years old, are predominantly female, married, hold a master's degree, and have served for 15 years or less, suggesting that mid-career professionals with advanced education make up the majority of EPS.

2. The EPS are highly competent in delivering technical assistance, as assessed by both school heads and EPS themselves, across curriculum and special curricular programs, PPAs technical assistance, instructional leadership, learning resource management, learning delivery, and assessment of learning, indicating a strong alignment between self-assessment and stakeholder evaluation.
3. There is no significant relationship between the Education Program Supervisors' competency levels and their profile variables, except for age, which influences learning delivery and assessment of learning.
4. School heads and EPS share similar perceptions of EPS competencies, indicating no significant difference in their assessments, which suggests consistency in the evaluation criteria used by both groups.
5. Key issues in delivering technical assistance include evaluating its impact on educational outcomes, ensuring access to knowledgeable experts, and tailoring assistance to meet the specific needs of educational institutions.
6. An enhanced technical assistance program was proposed to improve school performance through the structured and effective support of Education Program Supervisors within the DepEd Cavite Cluster, reinforcing the need for systematic improvements to sustain educational development.

RECOMMENDATIONS

Based on the findings, the following recommendations are offered to enhance the delivery of technical assistance by education program supervisors:

1. The Department of Education may establish mentorship programs pairing younger EPS with experienced supervisors to facilitate knowledge transfer, skill development, and professional growth.
2. To strengthen EPS competencies, continuous professional development programs may focus on emerging educational trends, technology integration, and innovative teaching strategies.
3. Targeted seminars and workshops on learning delivery and assessment may help address the unique challenges EPS encounter at different career stages, ensuring they receive relevant support.
4. Regular feedback and evaluation forums may enhance collaboration between school heads and EPS, fostering open discussions to clarify expectations, align goals, and improve technical assistance delivery.
5. A standardized assessment framework may be developed to evaluate technical assistance initiatives, incorporating continuous feedback mechanisms and tailored guidelines to address institutional needs effectively.
6. The proposed enhanced technical assistance program may undergo a pilot implementation in selected schools, allowing for evaluation and refinement before broader application, ensuring responsiveness to evolving educational requirements.

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AUTHOR'S PROFILE

She is an Education Program Supervisor at the Department of Education, Schools Division of General Trias City, Philippines. With expertise in curriculum implementation, instructional supervision, and learning resource development, she leads initiatives that support teacher capacity building and digital transformation in education. Her work focuses on delivering technical assistance that aligns with national standards and local needs. A strong advocate of inclusive, data-driven practices, she engages in action research to inform educational policy and strengthen support systems. Beyond her professional responsibilities, she is a committed parent, community member, and lifelong learner pursuing leadership development in public service.