



TECHNICAL SUPPORT OF SCHOOL HEADS IN ENHANCING TECHNOLOGICAL PROFICIENCY OF GRADE 2 TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

This study determined the technical support by the school heads and the technological proficiency of Grade 2 teachers in public elementary schools in one City Division in Albay for the School Year 2025–2026, serving as the basis for developing a learning and development program to enhance both school heads’ support and teachers’ digital competencies. Specifically, it examined the extent of technical support of the School Heads in enhancing the technological proficiency of Grade 2 teachers along content, pedagogy, assessment of learning, and learning resources, and assessed teachers’ technological proficiency in using flexible learning management system (LMS), educational online resources (EOR), digital proficiency in communication (DPC) and utilization of computer hardware and software applications (UCHS). This study identified the learning and development training design to enhance the school heads’ technical support and teacher’s technological proficiency to further strengthen these areas. The study was delimited to three districts of the Division in Albay, Bicol Region, Philippines, involving 55 school heads and 65 Grade 2 teachers. A descriptive research design was employed, utilizing survey questionnaires and assessment tools to gather

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

April 2026

Available online at <https://www.instabrightgazette.com>



data. Data were analyzed using frequency counts, percentages, weighted means, and correlation analysis to determine differences between variables.

The extent of technical support provided by school heads was highest in Learning Resources, with a weighted mean of 4.27, interpreted as High Extent of Support, while the lowest support was observed in guiding teachers in using digital portfolios, with a weighted mean of 3.87, also interpreted as High Extent of Support. In Pedagogy, the highest support was in developing teachers' skills in digital storytelling and multimedia presentations WM = 4.12, High Extent of Support, whereas the lowest was in increasing budget allocations for technology WM = 4.08, High Extent of Support. For Assessment of Learning, support was highest in facilitating communication of student progress to stakeholders WM = 4.17, High Extent of Support, with the least support given to digital formative assessments WM = 3.98, High Extent of Support. The ANOVA results showed that the computed F-value of 8.35 was higher than the critical value of 2.87 at the 0.05 level of significance, indicating a significant difference in the extent of technical support across the variables. In terms of teachers' technological proficiency, the highest proficiency was observed in accessing the LIS, WM = 4.48, Very Satisfactory, while the lowest proficiency was in basic device operations such as booting, restarting, and shutting down equipment WM = 3.73, Very Satisfactory. The computed F-value of 4.56 exceeded the critical value of 3.20 at $\alpha = 0.05$, showing a significant difference in the level of technological proficiency among the variables.

Recommendations included addressing the need for better digital support. Future efforts focus on increasing resource allocation and providing targeted training on digital

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portfolio use. Since support across areas is uneven, future strategies should aim to develop a balanced support system that enhances assistance in content, pedagogy, and assessment equally. Given weaknesses in device maintenance and scoring, professional development programs should prioritize routine device management and assessment procedures. To strengthen the link between support and digital skills, future initiatives should involve school leaders more actively in providing ongoing, personalized support to teachers. Developing comprehensive, ongoing evaluation tools will be essential in future efforts to monitor progress, identify gaps, and guide continuous improvement in digital competencies and support systems. Future researchers are encouraged to expand the scope of the study by including a larger sample size and additional school divisions to improve the generalizability of finding. Further studies may also explore other variables such as teachers' attitude, digital literacy levels, availability of ICT infrastructure and centralized automation of school forms.

INTRODUCTION

Education plays a vital role in shaping a child's future and contributing to national development. Effective school leadership creates a positive school climate, supporting teachers, students, and the community, and ensuring that school programs are implemented efficiently. Strong technical and instructional support from school heads improves the quality of teaching, encourages professional growth, and raises the overall performance of the school.

Article XIV of the 1987 Philippine Constitution, Sections 1, 2, 5, and 10, provides the legal foundation of this study. Section 1 upholds the State's duty to protect and promote the

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

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right of all citizens to quality education at all levels and to make it accessible to all. Section 2 emphasizes the establishment of a complete, adequate, and integrated system of education relevant to national development. Section 5 highlights the State's priority on research, science and technology, and innovation to support national development. Section 10 further strengthens the promotion of science and technology and encourages research and innovation as tools for progress. In addition, DepEd Order No. 42, s. 2017 formally adopted the Philippine Professional Standards for Teachers as the national framework for teacher quality. Under Domain 1, Indicator 1.3.2 emphasizes the positive and purposeful use of Information and Communication Technology (ICT) to facilitate teaching and learning. This indicator requires proficient teachers not only to use digital tools but to integrate them responsibly, ethically, and pedagogically to enhance learner engagement, understanding, and achievement, reflecting the demands of 21st-century education. The National Competency-Based Standards for School Heads (NCBSSH) introduced by DepEd Order No. 32, s. 2010, provides guidance on leadership competencies, while DepEd Memorandum No. 50, s. 2020 identifies key areas for professional development of teachers and school heads aligned with national professional standards.

The purpose of this study was to determine the extent to which public elementary school heads provide technical support for the learning and development program to teachers, and how such support impacts school programs and overall performance. The findings aimed to contribute to the design of relevant training programs that strengthen leadership capacity and advance teacher development in schools.

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Setting of the Study

This study was conducted in public elementary schools under a Schools Division located within the third district of Albay. This city division is within the western part of the province, approximately 27 kilometers from Legazpi City, and has a land area of about 246.75 square kilometers divided into 55 barangays grouped into the Upland, Mayon Unit, and Poblacion areas. The area was geographically characterized by a mix of coastal plains, lowland agricultural areas, and upland communities situated near mountainous terrains. It was also known for its rich agricultural activities, particularly rice and coconut farming, which serve as the primary source of livelihood among residents. The presence of both rural and semi-urban communities contributes to varied school contexts in terms of resources, accessibility, and learning conditions.

This setting was chosen because it represents a diverse range of teaching environments in terms of school size, location, and access to technological resources. The division is composed of several districts, each hosting multiple public elementary schools serving Key Stage 1 learners. The selected schools are situated in accessible areas, making it feasible for school heads and Grade 2 teachers to participate in the study. This setting is ideal for examining the extent of technical support provided by school heads along content knowledge, pedagogy, assessment of learning, and learning resources.

Research Design

This study employed a descriptive method utilizing a survey technique. The descriptive method of research was deemed appropriate because the main purpose of the study is to

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systematically describe and interpret existing conditions, practices, and perceptions related to the variables under investigation without manipulating them. The descriptive method was chosen because it allows the researcher to systematically gather, analyze, and present data on the current conditions, practices, and perceptions of the respondents without manipulating any variables. According to McCombes (2023), descriptive research aims to provide an objective and accurate depiction of a population or phenomenon. In this study, the method was appropriate as it focuses on identifying existing conditions, determining patterns, and describing the relationships among variables based on the responses collected from the participants. In this study, the method was used to gather and analyze data from respondents to determine existing conditions, identify patterns, and describe relationships among the variables under investigation.

Research Methodology

Survey methodology focused on the systematic collection of data from a group of respondents through the use of structured instruments such as questionnaires (Groves & Fowler, 2009). In this study, the survey technique was utilized to gather relevant information from the respondents regarding their experiences, practices, and perceptions related to the variables being investigated. A structured questionnaire was employed to ensure uniformity of responses and to facilitate the efficient collection of quantifiable data. This approach enabled the researcher to observe, document, and analyze existing conditions without manipulating any variables or establishing cause-and-effect relationships.

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Sources of Data

This study utilized both primary and secondary sources of data. These sources were employed to ensure a comprehensive, reliable, and well-balanced collection of information relevant to the objectives of the study. questionnaires accomplished by 55 public elementary school elementary schools.

The secondary data included information from relevant and credible sources such as Department of Education (DepEd) Orders, Republic Acts, leadership and management policies, books, academic journals, theses, dissertations, and verified online publications.

Respondents of the Study

The respondents of this study consisted of 55 public elementary school heads and 65 Grade 2 teachers. A purposive sampling technique was employed in selecting the teacher's respondents. Table 1 presents the distribution of the respondents of the study.

In purposive sampling, the researcher sets out to identify members of the population who are likely to possess certain characteristics, (Cochran, 1977). The respondents included fifty-five (55) public elementary school heads and sixty-five (65) Grade 2 teachers.

Table 1

Respondents of the Study

Public Schools	Elementary	Number of Respondents		Total
		School Heads	Grade 2 Teachers	
District A		18	22	40

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District B	17	23	40
District C	20	20	40
Total	55	65	120

They were chosen due to their direct involvement in both the management and implementation of instructional practices. School heads provide insights on supervision and program support, while Grade 2 teachers offer firsthand information on classroom practices at a critical stage of foundational learning. Their combined perspectives ensured a more accurate and meaningful analysis of the study variables.

Research Instruments

This study utilized two sets of instruments. The first set is a survey questionnaire, which consists of two (2) parts designed to assess various aspects of the technical support provided by school heads. These instruments were constructed to obtain valid and reliable data for analysis.

Part I focused on identifying the extent of technical support in terms of Content, Pedagogy, Assessment of Learning, and Learning Resources, using a 5-point Likert scale with the following descriptive rating 5- Very High Extent of Support, 4- High Extent of Support, 3 – Medium Extent of Support, 2- Low Extent of Support, 1- Very Low Extent of Support.

Part II assessed the level of technological proficiency of Grade 2 teachers as assessed by the respondents along Flexible Learning Management System, Educational Online Resources, Digital Proficiency Communication, and Utilization of Computer Hardware and Software.

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The second set of instruments is an assessment tool designed to measure the actual technological proficiency of teachers through performance-based tasks and scenario-driven items. It also employed a 5-point Likert scale with the same descriptive interpretation: 5 – Outstanding, 4 – Very Satisfactory, 3 – Satisfactory, 2 – Unsatisfactory, and 1 – Poor.

Validation of the Research Instrument

The validity of the research instrument was established to ensure that it accurately measures what it intends to measure. The instruments were validated by five (5) experts composed of three (3) specialists in educational research, one (1) school leadership expert, and one (1) information technology (IT) expert. They evaluated the instrument in terms of content relevance, format, organization, and presentation using a validation evaluation checklist. Their feedback and suggestions were carefully considered and incorporated to improve the clarity, accuracy, and appropriateness of the final research instrument.

After validation, the revised research instrument underwent pilot testing to determine its reliability and clarity before actual data collection. The pilot testing was conducted among respondents who were not part of the actual study to ensure objectivity and avoid bias. The responses gathered were analyzed to identify any unclear items, inconsistencies, and difficulties in answering the questionnaire. Results of the pilot testing were used as a basis for further refinement of the instrument to ensure its reliability and suitability for the actual administration of the study.

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Ethical Considerations

The researcher has a moral obligation to conduct this study ethically and respectfully, ensuring the rights, safety, and well-being of all participants. This included protecting their physical and psychological welfare, preserving confidentiality, and respecting their autonomy. Participants were fully informed about the study's objectives, procedures, potential risks, and benefits and will provide voluntary consent before participating. and understandable information was provided, allowing participants to ask questions and make informed decisions clear regarding their involvement.

To safeguard participants' privacy, all personal information was anonymized, securely stored, and accessed restricted by authorized personnel in accordance with the Data Privacy Act of 2012 (Republic Act No.10173). The researcher carefully weighed the potential risks and benefits to minimize physical, psychological, or social risks, ensuring that the study promotes public welfare without causing harm. Furthermore, ethical standards were upheld by maintaining fairness, avoiding biases, and preventing discriminatory practices that would negatively impact vulnerable groups or reinforce social inequalities.

Data Gathering Procedures

The data gathering process began with the preparation of a formal letter requesting permission to conduct the study. The researcher sought recommendations to conduct the research from the Dean of the Graduate School. After securing the approval of the Schools Division Superintendents, separate permission letters were also sent to the Public District

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Supervisors, and to the principals of the selected public elementary schools included in the scope of the study. Table 2 presents the distribution and retrieval of research instruments. After obtaining the necessary approvals, the data the collection process proceeded with the distribution of the survey instruments to the identified respondents. The researcher personally administered the paper-based questionnaires to ensure proper distribution and to provide classification when necessary.

Table 2

Distribution and Retrieval of the Research Instruments

Public Elementary Schools	Number of Questionnaire		Percent
	Distributed	Retrieved	
East District	18	22	100
West District	17	23	100
South District	20	21	100
Total	55	65	100

During the data gathering phase, some respondents were not immediately available during the distribution of the questionnaires, which caused slight delays in retrieval. Some teachers were attending training sessions, while others were occupied with teaching responsibilities and other school-related tasks. These factors limited their availability at the time of distribution and collection of instruments.

After the data gathering procedure, all responses were carefully reviewed to ensure completeness and accuracy. The data were then organized, coded, and tallied, and subsequently forwarded to the statistician for appropriate statistical treatment and analysis.

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Statistical Tools

The data were analyzed using frequency count, percentage technique, weighted mean, and F-test (ANOVA). These tools were utilized to systematically organize, describe, compare, and interpret the data, as well as to determine significant differences among variables relevant to the study.

Frequency Count. This is the method by which the number of respondents' responses and occurrences of the subject of the study was determined, and it was done by a simple one-by-one counting (Kenney & Keeping, 1951). It was used in the questionnaire that was easily determined the total number of respondents in terms of quantity.

Percentage Technique. It is a statistical technique used to describe data by showing the proportion of responses in relation to the total number of respondents. It is computed by dividing the frequency of a specific category by the total number of participants and multiplying the result by 100 percent (Calmorin & Calmorin, 2010). In this study, the percentage was used to determine the distribution of respondents' profiles and to present the frequency of responses in each category of the survey questionnaire.

The formula in computing percentage is:

$$P = \frac{f}{n} \times 100$$

Where:

P = Percentage

f = Frequency

n = number of cases

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100 = constant

Weighted Mean. It is a type of mean that is calculated by multiplying the weight (or probability) associated with a particular event or outcome with its associated quantitative outcome and then summing all the products together (Broto,2007). It is very useful when calculating a theoretically expected outcome where each outcome has a different probability of occurring. In this study, weighted mean was used to determine the responses of the teachers on the extent of technical support and level of proficiency.

The formula in computing weighted mean is as follows:

$$\bar{x} = \frac{\sum w \cdot x}{\sum w}$$

Where:

\bar{x} = weighted mean

Σ = summation

w = corresponding weights for each observation

x = the specific value of respondents

F-Test ANOVA. This is a statistical test used to determine whether there are significant differences between the means of two or more groups (Fisher, 1925). In this study, the F-Test will be used to determine whether there are significant differences in the technical support provided by school heads based on the technological proficiency of Grade 2 teachers in public elementary schools. The formula for the

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F-test is as follows:

$$F = \frac{s_1^2}{s_2^2}$$

Where:

F = F-ratio (test statistic)

s_1^2 = variance of the first sample (usually the larger variance)

s_1^2 s_2^2 = variance of the second sample

TECHNICAL SUPPORT OF SCHOOL HEADS IN ENHANCING TECHNOLOGICAL PROFICIENCY OF GRADE 2 TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

This chapter presents the analysis and interpretation of the data gathered from the instruments used in the study. It provides an in-depth discussion of the extent of technical support of the school heads provided to Grade 2 teachers in enhancing their technological proficiency. The extent of support was examined in relation to content, pedagogy, assessment of learning, and learning resources, including the significant differences among variables. Furthermore, this chapter presents the level of teachers' technological proficiency along flexible learning management system, educational online resources, digital proficiency in communication and utilization of computer hardware and software, including significant differences according to variables.

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Extent of the Technical Support

of the School Heads in Enhancing

Technological Proficiency of

Grade 2 Teachers Along Content

Content refers to the subject matter and learning materials that are supported by school heads to help Grade 2 teachers integrate technology effectively in teaching.

Table 3 presents the extent of technical support provided by school heads in Enhancing Technological Proficiency of Grade 2 Teachers along Content. The variables were evaluated based on weighted means, variables integrating technology, accessing digital tools designed instructional materials. The data revealed that the item, ensuring that teachers are knowledgeable about and have access to online resources that align with specific learning competencies, obtained the highest weighted mean of 4.29, interpreted as High Extent of Support. This shows that school heads put significant effort into giving teachers the relevant digital tool to enhance content delivery and competency mastery. Meanwhile, guiding teachers in using digital tools to design lessons that promote higher-order thinking and problem-solving obtained the lowest weighted mean of 4.03, High Extent of Support, showing less support in fostering advanced cognitive skills. This aligns with Ahmad et al. (2020), who emphasized that competent school leadership and teacher support are critical to improving student academic performance.

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Table 3

Extent of the Technical Support of the School Heads in Enhancing Technological Proficiency of Grade 2 teachers Along Content

Content	Extent of Technical Support	
	WM	VI
1. Providing technical support to teachers for integrating technology into subject-specific content (e.g., using educational apps).	4.11	High Extent of Support
2. Facilitating professional development that helps teachers use technology to implement differentiated teaching strategies for diverse learners.	4.11	High Extent of Support
3. Guiding teachers to use digital tools to design lessons promoting higher-order thinking skills and problem-solving.	4.03	High Extent of Support
4. Providing a platform for teachers to collaborate digitally on lesson planning and instructional materials.	4.04	High Extent of Support
5. Ensuring that teachers are knowledgeable about and have access to online resources that align with specific learning competencies.	4.29	High Extent of Support

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Weighted Average	4.12	High Extent of Support
Weighted Mean		
4.50-5.00	Very High Extent of Support(VHES)	
3.50-4.49	High Extent of Support (HES)	
2.50-3.49	Moderate Extent of Support (MES)	
1.50-2.49	Low Extent of Support (LES)	
1.00-1.49	Very Low Extent of Support (VLES)	

These results showed that while schools are strong in providing foundational digital resources and support, there remains a need to enhance teachers' capacity to use digital tools for more complex instructional strategies, ultimately aiming to improve overall teaching quality and student outcomes in the digital age.

Based on the findings, it is recommended that school heads further strengthen their technical support along Content by providing more focused training and coaching sessions that enhance teachers' ability to design lessons that promote higher-order thinking skills and problem-solving using digital tools. Continuous professional development programs should be implemented to improve teachers' confidence and competence in integrating technology into complex instructional strategies.

Extent of the Technical Support of the School Heads in Enhancing Technological Proficiency of Grade 2 Teachers Along Pedagogy

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The area along Pedagogy shows the extent of technical support provided by school heads in assisting Grade 2 teachers to apply appropriate teaching strategies and instructional methods using technology to improve classroom instruction and learner engagement.

Table 4 presents the extent of technical support provided by school heads to Grade 2 teachers along with their pedagogy. The variables were evaluated based on weighted means, indicating the level of support in diversifying teaching strategies, using digital tools, and fostering collaborative learning.

The data reveals that the item, ensuring that teachers have the technical skills to use digital storytelling or multimedia presentations to enhance their pedagogy, obtained the highest weighted mean of 4.12, interpreted as High Extent of Support. This indicates that school heads prioritize equipping teachers with digital skills that directly enhance instruction. Meanwhile, organizing some training sessions to improve teachers' skills in using technology to promote higher-order thinking skills, such as through digital project-based learning. This aspect received the lowest weighted mean of 3.98 High Extent of Support. This aligns with Estrada and Gumban (2024), who emphasized that effective school leadership is crucial in strengthening pedagogical practices and improving student outcomes.

Table 4

Extent of the Technical Support of the School Heads in Enhancing Technological Proficiency of Grade 2 Teachers Along Pedagogy

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

April 2026

Available online at <https://www.instabrightgazette.com>



Pedagogy	Extent of Technical Support	
	WM	VI
1. Providing technical assistance to help teachers use technology to diversify their teaching strategies (e.g., using interactive games, digital stories).	4.10	High Extent of Support
2. Encouraging and supporting teachers in using online tools for collaborative learning and group activities in the classroom.	4.10	High Extent of Support
3. Organizing training sessions to improve teachers' skills in using technology to promote higher-order thinking skills, such as through digital project-based learning.	3.98	High Extent of Support
4. Ensuring that teachers have the technical skills to use digital storytelling or multimedia presentations to enhance their pedagogy.	4.12	High Extent of Support
5. Providing a platform for teachers to collaborate digitally on lesson planning and instructional materials.	4.00	High Extent of Support
Weighted Average	4.06	High Extent of Support
Weighted Mean	Verbal Interpretation	
4.50-5.00	Very High Extent of Support (VHES)	

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3.50-4.49	High Extent of Support (HES)	
2.50-3.49	Moderate Extent of Support (MES)	
1.50-2.49	Low Extent of Support (LES)	
1.00-1.49	Very Low Extent of Support (VLES)	

These findings indicate that although foundational digital pedagogical skills receive adequate support, there is a need to enhance digital collaboration among teachers. It is recommended that investing in accessible collaboration platforms and ongoing training can further enhance professional development and collaborative practices.

Extent of the Technical Support of the School Heads in Enhancing Technological Proficiency of Grade 2 Teachers Along Assessment of Learning

Assessment of Learning refers to the extent of technical support provided by school heads in measure, monitor, and evaluate students' learning outcomes.

Table 5 presents data on the extent of technical support that school heads in enhancing technological proficiency of Grade 2 teachers in Assessment of Learning. The results indicate that the item, helping teachers use technology to communicate learner progress to parents and other stakeholders in a clear and efficient manner, obtained the highest weighted mean of 4.17, interpreted as High Extent of Support. This indicates that school heads prioritize equipping teachers with digital skills that directly enhance instruction.

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Meanwhile, encouraging and guiding teachers in using digital portfolios or another alternative assessment tools to document and evaluate student work received the lowest weighted mean of 3.87 High Extent of Support, showing relatively less support, possibly due to limited access to collaboration tools or technological constraints. This aligns with Estrada and Gumban (2024), who emphasized that effective school leadership is crucial in strengthening pedagogical practices and improving student outcomes.

The findings implied that while school heads provided substantial technical support in the assessment of learning, there remains a need to further strengthen teachers' capacity in utilizing diverse digital assessment tools particularly in the use of portfolio tools particularly in the use of Digital portfolios and alternative assessment strategies. Enhancing access to technological resources and providing continuous, targeted training may help improve teachers' competence and confidence in integrating technology into assessment practices.

Table 5

Extent of the Technical Support of the School Heads in Enhancing Technological Proficiency of Grade 2 Teachers Along Assessment of Learning

Assessment of Learning	Extent of Technical Support	
	WM	VI
1. Providing technical training to teachers on how to use online tools for formative assessment (e.g., quick polls, digital quizzes).	3.90	High Extent of Support

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2. Supporting teachers in using technology to analyze and monitor student performance data and progress from digital assessments to inform instructions.	4.14	High Extent of Support
3. Ensuring teachers have the technical know-how to provide timely and specific and constructive feedback to students through digital platforms.	4.15	High Extent of Support
4. Encouraging and guiding teachers in using digital portfolios or another alternative assessment tools to document and evaluate student work.	3.87	High Extent of Support
5. Helping teachers use technology to communicate learner progress to parents and other stakeholders in a clear and efficient manner.	4.17	High Extent of Support
Weighted Average	4.05	High Extent of Support
Weighted Mean Verbal Interpretation 4.50-5.00 Very High Extent of Support(VHES) 3.50-4.49 High Extent of Support (HES) 2.50-3.49 Moderate Extent of Support (MES) 1.50-2.49 Low Extent of Support (LES) 1.00-1.49 Very Low Extent of Support (VLES)		

Thus, it is recommended that school heads intensify technical support by organizing sustained professional development programs focused on innovative and technology-driven

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assessment methods, while also ensuring the availability of necessary digital tools and platforms to support effective implementation.

Extent of the Technical Support

of the School Heads in Enhancing

Technological Proficiency of

Grade 2 Teachers Along

Learning Resources

Learning Resources refer to the extent of technical support provided by school heads in assisting Grade 2 teachers to access, select, and utilize appropriate digital tools and instructional materials to enhance teaching and learning.

Table 6 exhibits data on the extent of technical support provided by school heads to Grade 2 teachers in the learning resources.

Weighted means indicate the level of support in providing, evaluating, and managing digital tools and instructional materials to enhance teaching and learning

Table 6

Extent of the Technical Support of the School Heads in Enhancing Technological Proficiency of Grade 2 Teachers Along Learning Resources

Learning Resources	Extent of Technical Support	
	WM	VI
1. Ensuring that teachers have access to a variety of digital learning resources		

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

April 2026

Available online at <https://www.instabrightgazette.com>



(e.g., e-books, educational websites, lms, apps, etc.).	4.27	High Extent of Support
2. Providing support for teachers to select and evaluate digital learning resources for their classroom's needs and relevance.	4.17	High Extent of Support
3. Assuring that all digital resources and learning platforms used are safe, secure, and child-appropriate.	4.17	High Extent of Support
4. Allocating the necessary budget and resources for the acquisition and maintenance of technology-based learning resources.	4.08	High Extent of Support
5. Providing technical assistance for troubleshooting and resolving issues with digital learning resources in a timely manner.	3.98	High Extent of Support
Weighted Average	4.13	High Extent of Support
Weighted Mean Verbal Interpretation		
4.50-5.00	Very High Extent of Support (VHES)	
3.50-4.49	High Extent of Support (HES)	
2.50-3.49	Moderate Extent of Support (MES)	
1.50-2.49	Low Extent of Support (LES)	
1.00-1.49	Very Low Extent of Support (VLES)	

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Table 6 exhibits data on the extent of technical support provided by school heads to Grade 2 teachers in the learning resources. Weighted means indicate the level of support in providing, evaluating, and managing digital learning resources for effective teaching. The data show that the item, ensuring that teachers have access to a variety of digital learning resources (e.g., e-books, educational websites, LMS, apps), obtained the highest weighted mean of 4.27, interpreted as High Extent of Support. This reflects the strong emphasis of school heads on resource availability to enhance teaching and learning. Whereas, providing technical assistance for troubleshooting timely manners. received the lowest weighted mean of 3.98 High Extent of Support, indicating limited financial support or funding constraints. These results align with Alvarez and Delavin (2022), who emphasize that effective management and utilization of learning resources are key aspects of school heads' professional growth and leadership.

The implication of these findings showed that while there is a solid foundation of support for digital resources, addressing budget limitations is crucial to sustain and expand access, ultimately enhancing the quality of digital learning experiences for students. To address these concerns, it is recommended that school heads strengthen technical support systems by establishing responsive mechanisms for troubleshooting and maintenance of digital resources. Additionally, prioritizing budget allocation and conducting continuous training programs for teachers can further improve the effective integration and utilization of learning resources in the classroom.

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Significant Difference in the

Extent of the Technical Support

of the School Heads in

Enhancing Technological

Proficiency Among the Variables

The significant difference in the extent of technical support of the school heads in enhancing technological proficiency among the variables was presented in Table 7. The data were analyzed using weighted means and F-test ANOVA. The results indicated variations in the level of technical support provided across the identified variables. The F-test ANOVA determined whether these differences were statistically significant.

The computed F-value of 8.35 exceeded the tabular value of 2.87 at the 0.05 significance level, indicating that there is no significant difference in the extent of technical support across the variables. The data revealed that technical support varies among the observed areas. Learning Resources WM = 4.13 received the highest support, while Assessment of Learning WM = 4.05 received value of 2.87 at the 0.05 significance level, indicating Learning Resources WM = 4.13 received the highest support, while Assessment of Learning WM = 4.05 received the lowest, suggesting disparities in the provision of technical assistance. Thus, the null hypothesis, which states that there is no significant difference in the extent of technical support among the variables, is rejected.

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Table 7

Significant Difference in the Extent of the Technical Support of the School Heads in Enhancing Technological Proficiency Among the Variables

Variables				Extent of Technical Support	
				Weighted Mean	Verbal Interpretation
1. Content				4.12	High Extent of Support
2. Pedagogy				4.06	High Extent of Support
3. Assessment of learning				4.05	High Extent of Support
4. Learning resources				4.13	High Extent of Support
Weighted Average				4.09	High Extent of Support
Sources of Variance	Degrees of Freedom	Sum of Squares	Mean Squares	Computed value	Tabular value
Between Groups	3	0.050	0.0167	8.35	2.87
Within Groups	36	0.072	0.0020		
Total	39	0.122			
Level of Significance				: 0.05	
Remark				: Significant	
Null Hypothesis				: Rejected	
Alternative Hypothesis				: Accepted	

This finding implied that some aspects of technical support, such as learning resources, may be more developed than others, like assessment of learning. These results showed that

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targeted efforts may be necessary to improve weaker areas of technical support to ensure a more balanced and effective support system that can enhance overall teaching and learning processes.

Level of Technological Proficiency

of the Teachers Along Flexible

Learning Management System

Flexible Learning Management System refers to the level of teachers' technological proficiency in using digital platforms to deliver flexible, accessible, and interactive learning experiences for students.

Table 8 presents the technological proficiency of teachers based on an assessment tool conducted in terms of Flexible Learning Management System (LMS) indicators. The weighted means reflect teachers' current skills and proficiency levels, highlighting strengths and areas for targeted professional development. The highest proficiency was observed in accessing the LIS, downloading SF1 and SF2, and recording attendance with a weighted mean of 4.48, interpreted as Very Satisfactory. This indicates that teachers are confident in performing essential LMS functions extensively used in classroom management.

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Table 8

Level of Technological Proficiency of the Teachers

Along Flexible Learning Management System

Indicators	Level of Technological Proficiency	
	WM	VI
1. Access LIS, download SF1 and SF2. Check and record the attendance in SF2.	4.48	Very Satisfactory
2. Create a simple lesson plan using MS Word or Google Docs.	4.38	Very Satisfactory
3. Access DepEd LMS and download a learning resource.	4.19	Very Satisfactory
4. Use PowerPoint or Canva to present a short lesson	4.20	Very Satisfactory
5. Record scores of summative test and periodic test in Grading Sheet and input the grades in SF9 and SF10	3.98	Very Satisfactory
Weighted Average	4.25	Very Satisfactory
Weighted Mean	Verbal Interpretation	
4.50-5.00	Outstanding (O)	
3.50-4.49	Very Satisfactory(VS)	
2.50-3.49	Satisfactory (S)	
1.50-2.49	Very Low (VL)	
1.00-1.49	Low (L)	

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Conversely, the lowest proficiency was in recording scores of summative and periodic tests in grading sheets and inputting grades into SF9 and SF10, with a weighted mean of 3.98, still Very Satisfactory, but relatively lower. This suggests a need for additional support in digital grade management. These findings align with Aquino et al. (2021), who emphasized that effective school leadership supports teachers' adaptability and skill development in digital environments. By providing guidance and resources, school leaders can further enhance teachers' technological proficiency, ultimately improving teaching effectiveness and student learning in flexible learning contexts.

The implication is that while teachers are generally proficient with core LMS functions, targeted training on grade input procedures could further enhance their technological skills. Recommendations strengthening this area will promote more efficient and accurate record management, benefiting the overall learning management process.

To further improve teachers' competencies, it is recommended that focused training sessions and hands-on workshops be conducted on digital grade management, including proper encoding and monitoring of learners' performance using SF9 and SF10.

Level of Technological Proficiency of the Teachers Along Educational

Online Resources

The results along Educational Online Resources showed that the level of technological proficiency of teachers in effectively utilize digital materials and online platforms to support instruction, enhance learning delivery, and improve student engagement.

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Table 9 presents the technological proficiency of teachers based on an assessment tool conducted in terms of Educational Online Resources (EOR) indicators. The weighted means reflecting the teachers' level of proficiency in utilizing digital tools for both instructional and communication purposes. As shown in the data, the highest level of proficiency was observed in converting a lesson plan from Word to PDF and vice versa and making an email to co-workers with attached class programs, both with a weighted mean of 4.08, interpreted as Very Satisfactory (VS). This indicates that teachers are highly capable in performing basic digital document management and communication tasks, which are essential for efficient workflow and coordination. On the other hand, the lowest proficiency was noted in uploading a short video lesson to LMS or MS Teams, with a weighted mean of 3.73, although still interpreted as Very Satisfactory. This suggests that while teachers are proficient, they may encounter minor challenges in managing and uploading multimedia instructional content on online platforms.

Table 9
Level of Technological Proficiency of the Teachers
Along Educational Online Resources

Indicators	Level of Technological Proficiency	
	Weighted Mean	Verbal Interpretation
1. Design an interactive activity using Google Slides with embedded media.	3.92	Very Satisfactory
2. Upload a short video lesson to LMS or MS Teams.	3.73	Very Satisfactory

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3. Create a quiz using Google Forms or MS Forms	3.83	Very Satisfactory
4. Convert a lesson plan from word to PDF and vice versa.	4.08	Very Satisfactory
5. Make an email to co-workers by sending the attachment of your class program.	4.08	Very Satisfactory
Weighted Average	3.93	Very Satisfactory
Weighted Mean	Verbal Interpretation	
4.50-5.00	Outstanding (O)	
3.50-4.49	Very Satisfactory (VS)	
2.50-3.49	Satisfactory (S)	
1.50-2.49	Very low (VL)	
1.00-1.49	Low (L)	

Overall, the average weighted mean of 3.93 Very Satisfactory indicates that teachers demonstrate the Strong level of technological proficiency in using educational online resources. These findings support the study of Roque (2023), which emphasizes that continuous capacity-building and school-based support enhance teachers' efficiency in utilizing digital tools for both instruction and communication.

These results imply that teachers are confident in handling common digital tasks; however, there is still a need to strengthen their skills in managing online platforms, particularly in uploading and delivering multimedia lessons.

To address this issue, it is recommended that targeted training and workshops be conducted focusing on the use of Learning Management Systems (LMS) and video integration. Additionally, continuous technical support and simplified guidelines may further enhance teachers' competence and confidence in maximizing online educational resources.

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Level of Technological Proficiency of the Teachers Along Digital Proficiency in Communication

Digital Proficiency in Communication refers to the level of teachers' technological proficiency in using digital tools and platforms to effectively communicate, collaborate, and share information with students, parents, and colleagues.

Table 10 presents the technological proficiency of teachers based on an assessment tool conducted in terms of Digital Proficiency in Communication (DPC) indicators. The weighted means show the teachers' capability in using digital tools for communication, collaboration and administrative tasks.

The data revealed that the highest proficiency was performed item analysis using Excel with a weighted mean of 4.41 Very Satisfactory, reflecting teachers' strong data management and analytical skills. The lowest proficiency was in conducting meetings via MS Teams or Zoom, with a weighted mean of 4.08 Very Satisfactory, suggesting slightly less experience or limited access to reliable virtual meeting technology. Overall, the average weighted mean of 4.27 indicates that teachers are very proficient in digital communication. These findings are consistent with Estrada et al. (2024), who emphasized that strong digital communication skills positively impact teachers' performance and student outcomes. Targeted professional development in less-mastered areas will further support effective planning, instructional delivery, and student engagement.

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Table 10

Level of Technological Proficiency of the Teachers Along Digital Proficiency in Communication

Indicators	Level of Technological Proficiency	
	Weighted Mean	Verbal Interpretation
1. Conduct a meeting or conference using MS Teams or Zoom.	4.08	Very Satisfactory
2. Create a digital portfolio using Google Sites or OneDrive	4.33	Very Satisfactory
3. Perform item analysis using Excel.	4.41	Very Satisfactory
4. Utilize MS365 tools or apps to collaborate on a lesson plan.	4.28	Very Satisfactory
5. Use Google Workspace or Microsoft Loop to manage classroom resources	4.27	Very Satisfactory
Weighted Average	4.27	Very Satisfactory
Weighted Mean		
4.50-5.00 Outstanding (O)		
3.50-4.49 Very Satisfactory (VS)		
2.50-3.49 Satisfactory (S)		
1.50-2.49 Very Low (VL)		
1.00-1.49 Low (L)		

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These results imply that teachers are proficient in digital tools, which can positively impact collaborative teaching and resource management, but recommended the continuous professional development needed to strengthen less mastered skills in virtual communication.

Level of Technological Proficiency

of the Teachers Along Utilization

of Hardware and Software

Utilization of Hardware and Software refers to the level of teachers' technological proficiency in effectively operating and managing digital devices and applications to support teaching and learning processes.

Table 11 presents the technological proficiency of teachers based on an assessment tool conducted in terms of Utilization of Hardware and Software (UHS) indicators. The weighted means indicate teachers' capability in handling electronic devices and software applications to support the teaching and learning. The highest proficiency was observed (Word, PowerPoint, Excel, Spreadsheet Publisher) with a weighted mean of 4.08 Very Satisfactory, reflecting teachers' confidence and skill due to regular use in daily teaching activities. The lowest proficiency was in booting, restarting, and shutting down devices with a weighted mean of 3.73 Very Satisfactory VS, suggesting these routine tasks are less emphasized or practiced. The school leadership supports innovation and technological skill development among teachers, which emphasized that effective school leadership supports innovation and technological skill development among teachers less emphasized or practiced of 3.73 Very Satisfactory VS, suggesting these routine tasks are less emphasized or practiced.

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Table 11

Level of Technological Proficiency of the Teachers Along

Utilization of Computer Hardware and Software

Indicators	Level of Technological Proficiency	
	WM	VI
1. Access and use each parts of laptops, computer and printer and other electronic devices.	3.92	Very Satisfactory
2. Boots up, restart and shut down electronic devices.	3.73	Very Satisfactory
3. Connects and disconnects internet connectivity to various electronic devices.	3.83	Very Satisfactory
4. Install and uninstall applications on various electronic devices	4.08	Very Satisfactory
5. Utilize productivity software (word, PowerPoint, excel, spreadsheets and publisher)	4.08	Very Satisfactory
Weighted Average	3.93	Very Satisfactory
Weighted Mean Verbal Interpretation		
4.50-5.00	Outstanding (O)	
3.50-4.49	Very Satisfactory (VS)	
2.50-3.49	Satisfactory (S)	
1.50-2.49	Very low (VL)	
1.00-1.49	Low (L)	

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Overall, the average weighted mean of 3.93 indicates that teachers are very proficient in hardware and software utilization. These findings align with Mangulabnan et al. (2021), which emphasized that effective school leadership supports innovation and technological skill development among teachers, creating an environment conducive to integrating technology into daily teaching.

The implication of these results is that teachers are competent in software application use, which supports effective teaching, but reinforcing fundamental device management skills can further enhance their technological capabilities and reduce technical issues during instruction. To further strengthen teachers' technological capabilities, it was recommended that regular training and refresher workshops be conducted focusing on both advanced software applications and fundamental hardware operations overall teaching and learning process.

Significant Differences in the Level of Technological Proficiency of the Grade 2 Teachers Among the Variables

To test the significant differences between the extent of technical support provided by school heads and the technological proficiency of Grade 2 teachers is presented in table 12. The computed F-value of 4.56 exceeded the tabular value of 3.20 at the 0.05 significance level, indicating a significant difference in the level of technological proficiency of Grade 2 Computer Hardware and Software WM = 3.93 were relative lower. Thus, the null hypothesis,

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which states that there is no significant differences between the extent of technical support and technological proficiency, is rejected. Teachers among the variables. The weighted means reveal that Communication WM =4.27 received the highest proficiency, while Educational Online Resources.

Table 12

Significant Differences in the Level of Technological Proficiency

Indicators				Level of Technological Proficiency	
				Weighted mean	Verbal Interpretation
a. Learning management system				4.25	Very Satisfactory
b. Educational online resources				3.93	Very Satisfactory
c. Communication				4.27	Very Satisfactory
d. Computer hardware and software				3.93	Very Satisfactory
Weighted Average				4.10	Very Satisfactory
Sources of Variance	Degrees of Freedom	Sum of Squares	Mean Squares	Computed value	Tabular value
Between Groups	3	0.134	0.045		
Within Groups	20	0.198	0.0099		
Total	23	0.332			
Level of Significance				: 0.05	
Remark				: Significant	
Null Hypothesis				: Rejected	
Alternative Hypothesis				: Accepted	

The results imply that the level of technical support provided by the school heads has a meaningful impact on the technological proficiency of Grade 2 teachers. It is recommended

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that school heads should offer more comprehensive and effective technical assistance, teachers tend to improve their skills and confidence in using digital tools and resources.

Learning and Development

Training Design Prepared to

Enhance Technical Support

for Grade 2 Teachers

This learning and development training design was developed for school heads aims to strengthen their technical support capabilities and foster leadership in integrating technology within educational settings. By equipping school leaders with the necessary skills and knowledge, the program seeks to enable them to provide targeted guidance and resources that enhance teachers' technological proficiency. Ultimately, this initiative aims to create a sustainable environment where school leaders actively promote the development of digital skills among teachers, thereby improving overall teaching quality and student learning outcomes through effective technology integration. School Heads are guided to mentors teachers in selecting, utilizing, and sustaining instructional technologies.

Conclusions

The conclusions were made based on the results obtained.

1. School leaders provide strong digital support, especially in learning resources and pedagogical activities, but need to improve digital portfolios and funding.
2. Support levels varied across areas, with learning resources receiving the most, indicating a need for more balanced focus.

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3. Teachers showed high digital skills overall, but routine device management and scoring still need improvement through targeted training.

4. There is a strong difference between the technical support provided by school heads and the technological proficiency of Grade 2 teachers, indicating that consistent leadership support plays a crucial role in strengthening teachers' effective use of digital tools and learning resources.

5. A learning and development training design helps identify strengths and gaps, fostering ongoing professional growth and better use of technology in teaching.

Recommendations

Based on the study's findings and conclusions, the following recommendations were made.

1. Future efforts may focus on increasing resource allocation and providing targeted training on digital portfolio use.

2. Future strategies may aim to develop a balanced support system that enhances assistance in content, pedagogy, and assessment of learning equally.

3. Professional development programs may prioritize routine device management and assessment procedures to address weaknesses in device maintenance and scoring.

4. School leaders should be more actively involved in providing ongoing, personalized support to teachers to strengthen the link between support and digital skills.

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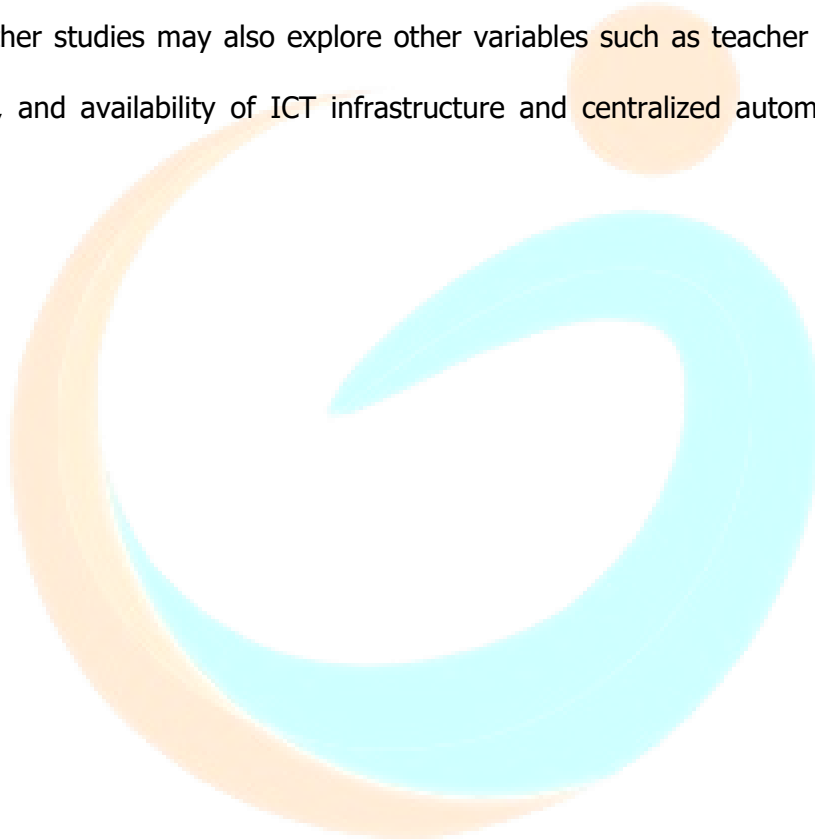
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5. Developing comprehensive, ongoing evaluation tools will be essential in future efforts to monitor progress, identify gaps, and guide continuous improvement in digital competencies and support systems.

6. Future researchers are encouraged to expand the scope of the study by including a larger sample size and additional school divisions to improve the generalizability of findings.

7. Further studies may also explore other variables such as teacher attitude, digital literacy levels, and availability of ICT infrastructure and centralized automation of school forms.



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