



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
Schools Division of Bohol

**Office of the Schools
Division Superintendent**

June 8, 2026

DIVISION MEMORANDUM
No. **379**, s. 2026

**DATA GATHERING FOR THE RESEARCH ON THE TECHNICAL ASSISTANCE
PROVISION OF PUBLIC SCHOOLS DISTRICT SUPERVISORS IN THE
IMPLEMENTATION OF THE ARAL PROGRAM**

To:
Assistant Schools Division Superintendent
Chief Education Supervisors
Public Schools District Supervisors
Secondary School Heads
All Others Concerned

1. In support of continuous improvement and evidence-based decision-making in educational program implementation, this Office authorizes the conduct of data gathering for the research entitled: “Level of Competence in the Technical Assistance Provision of Public Schools District Supervisors in the ARAL Program Implementation in SDO Bohol, School Year 2026–2027: Proposed Enhancement Measures.”
2. The study aims to determine the level of competence demonstrated by Public Schools District Supervisors in providing technical assistance relative to the implementation of the ARAL Program and to identify appropriate enhancement measures to strengthen program delivery.
3. Specifically, the data gathering intends to:
 - a) assess the level of competence of District Supervisors in providing technical assistance under the ARAL Program;
 - b) determine areas of strength and opportunities for improvement;
 - c) gather stakeholders’ feedback regarding technical assistance mechanisms; and
 - d) formulate evidence-based enhancement programs and interventions.
4. Data collection shall be conducted through an online survey questionnaire using the following link: <https://docs.google.com/forms/d/e/1FAIpQLScNBOpIJFtvTtWv6wqIXJBppZqJQNtDJRqjB2So-KFJG7Aeog/viewform?usp=publish-editor>
5. Respondents are requested to answer the questionnaire completely and honestly. Participation shall be voluntary and responses shall be treated with strict confidentiality and used solely for research purposes.



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6. The respondents of this study are the fifty-eight (58) Public Schools District Supervisors / Acting Public Schools District Supervisors without disrupting regular school/district operations.
7. Immediate dissemination of and compliance with this Memorandum is desired.


FAY C. LUAREZ EdD, PhD. TM, CESO V
Schools Division Superintendent *FCL*

FCL/CID



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**Level of Competence in the Technical Assistance Provision of Public Schools
District Supervisors in the ARAL Program Implementation in SDO Bohol,
School Year 2026–2027: Proposed Enhancement Measures**

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MA. MAYA V. TUMALON**
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DepEd ROVII-Policy, Planning, and Research Division

A Basic Research Report

presented to the

Regional Research Committee

for

Non-BERF 2026 RO- initiated Research 2026

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Abstract

This study aimed to determine the **Level of Competence in the Technical Assistance Provision of Public Schools District Supervisors (PSDS) in the ARAL Program Implementation in Schools Division Office (SDO) Bohol for School Year 2026–2027** and to formulate appropriate enhancement measures based on the findings.

Specifically, the study sought to: (1) describe the profile of the respondents in terms of age, sex, highest educational attainment, length of service as PSDS, number of schools supervised, and ARAL-related trainings attended; (2) assess the level of competence of PSDS in providing technical assistance in the areas of technical assistance planning, instructional supervision and support, coaching and mentoring, monitoring and evaluation, data-based decision making, and stakeholder engagement; (3) identify the challenges encountered in the provision of technical assistance; (4) determine the relationship between selected profile variables and competence level; and (5) propose enhancement measures to strengthen technical assistance delivery.

The study employed a **descriptive–correlational research design** using a researcher-developed survey questionnaire. The respondents consisted of Public Schools District Supervisors in SDO Bohol involved in the implementation and supervision of the ARAL Program. Data gathered were analyzed using frequency count, percentage, weighted mean, and appropriate inferential statistical tools to determine relationships among variables.

The findings of the study are expected to provide evidence on the current competence level of district supervisors and identify areas requiring professional support and capability-building interventions. Results are likewise expected to serve as basis for designing a **Technical Assistance Enhancement Framework** to improve supervisory practices and strengthen ARAL Program implementation across districts.

The proposed enhancement measures emphasize continuous professional development, instructional leadership strengthening, coaching and mentoring mechanisms, data-informed decision-making, and systematic monitoring and evaluation. Ultimately, the study intends to contribute to improved technical assistance delivery, more responsive district support systems, and enhanced educational outcomes in SDO Bohol.

Keywords: *Technical Assistance Provision, Public Schools District Supervisors, ARAL Program, Competence, Enhancement Measures, SDO Bohol, Instructional Leadership*

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Chapter I

INTRODUCTION

Introduction of the Research

Education reforms and intervention programs continue to evolve to address persistent learning gaps and improve learner outcomes across basic education. The implementation of the ARAL Program serves as one of the strategic interventions designed to strengthen learner support mechanisms and enhance educational delivery through responsive instructional practices, academic assistance, and collaborative school governance. Its success depends not only on school-level implementation but also on the quality of technical support provided by educational leaders and supervisors.

Within the Department of Education structure, Public Schools District Supervisors (PSDS) play a significant role in ensuring that programs and initiatives are effectively translated into practice at the school level. As instructional leaders and field supervisors, they are tasked to provide Technical Assistance (TA) to school heads and teachers through planning, coaching, mentoring, monitoring, evaluation, and professional guidance. Through these functions, district supervisors contribute to improving program implementation quality and sustaining school improvement efforts.

In the context of the ARAL Program implementation in Schools Division Office (SDO) Bohol for School Year 2026–2027, the provision of timely, relevant, and responsive technical assistance becomes increasingly important. District supervisors are expected to support schools in interpreting program guidelines, identifying implementation challenges, utilizing performance data, strengthening instructional practices, and ensuring alignment of interventions with educational goals.

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Despite existing support systems, variations in supervisory practices, workload demands, availability of resources, and professional competencies may influence the effectiveness of technical assistance delivery. Differences in competence levels among district supervisors can affect the consistency and quality of implementation across schools and districts. Consequently, there is a need to assess the extent to which Public Schools District Supervisors demonstrate competence in delivering technical assistance under the ARAL Program.

This study is anchored on the premise that competent technical assistance contributes to stronger instructional leadership, improved school implementation processes, enhanced teacher support, and ultimately better learner outcomes. Determining the competence level of PSDS in areas such as technical assistance planning, instructional supervision and support, coaching and mentoring, monitoring and evaluation, data-based decision making, and stakeholder engagement will provide empirical evidence for targeted professional development initiatives.

Furthermore, the findings of this study are expected to serve as a basis for developing appropriate enhancement measures and institutional support mechanisms that may strengthen district-level supervision and improve the implementation of the ARAL Program in SDO Bohol. The proposed enhancement measures may inform future capability-building activities, policy directions, and technical assistance frameworks that support continuous improvement and sustainable educational outcomes.

Through this undertaking, the study intends to contribute to the advancement of supervisory practices and reinforce the role of Public Schools District Supervisors as catalysts of educational quality and learner success in SDO Bohol.

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Context of the Study

The Department of Education continuously implements programs and interventions aimed at improving learning outcomes and ensuring that all learners receive quality, accessible, relevant, and inclusive education. As part of these initiatives, schools are expected to strengthen intervention mechanisms that respond to learning gaps and support the academic progress of learners. The implementation of the ARAL Program serves as one of the educational strategies intended to reinforce learning recovery, improve instructional delivery, and provide additional support to learners who require academic intervention.

Successful implementation of educational programs requires effective governance and sustained technical support at all levels of the education system. Within the school governance structure, Public Schools District Supervisors (PSDS) perform a critical function in facilitating implementation through technical assistance provision, instructional supervision, monitoring, coaching, mentoring, and professional support to school heads and teachers.

Technical Assistance (TA) refers to the systematic process of providing guidance, expert support, capacity-building opportunities, and performance feedback to improve program execution and organizational effectiveness. In the educational setting, technical assistance ensures that schools are capable of translating policies and program directives into measurable actions and outcomes. Through this mechanism, district supervisors help schools address implementation challenges, align interventions with expected standards, and sustain continuous improvement efforts.

In the Schools Division Office (SDO) Bohol, district supervisors are expected to lead and support schools in implementing the ARAL Program effectively during School

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Year 2026–2027. Their responsibilities include assisting school heads in planning and executing intervention activities, guiding teachers in instructional implementation, monitoring program progress, utilizing educational data for decision-making, and mobilizing stakeholder support to strengthen program delivery.

However, the complexity of supervisory responsibilities, diversity of school contexts, increasing administrative requirements, and varying levels of professional preparation may affect the competence and effectiveness of technical assistance provision. Differences in supervisory practices and capability levels may influence the extent to which schools receive adequate support and achieve intended program outcomes.

Given these conditions, there is a need to assess the level of competence of Public Schools District Supervisors in providing technical assistance during the implementation of the ARAL Program in SDO Bohol. Examining competencies in technical assistance planning, instructional supervision and support, coaching and mentoring, monitoring and evaluation, data-based decision making, and stakeholder engagement can generate valuable information for strengthening supervisory practices.

The findings of this study are expected to provide empirical evidence that may guide decision-makers in designing responsive professional development programs and enhancement measures for district supervisors. Likewise, the study may contribute to the development of a more structured and sustainable technical assistance framework that supports effective ARAL Program implementation and promotes improved educational outcomes across schools in SDO Bohol.

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PART III. LEVEL OF COMPETENCE IN TECHNICAL ASSISTANCE PROVISION

Directions:

Rate the level of competence demonstrated by the Public Schools District Supervisor in providing Technical Assistance under the ARAL Program.

Use the scale below:

Scale	Description	Interpretation
5	Always	Highly Competent
4	Often	Competent
3	Sometimes	Moderately Competent
2	Seldom	Less Competent
1	Never	Not Competent

A. TECHNICAL ASSISTANCE PLANNING

Indicators	5	4	3	2	1
1. Develops Technical Assistance plans aligned with ARAL objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identifies school needs through assessment and consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Aligns technical support with district priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Establishes implementation timelines and targets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Coordinates support mechanisms effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Subtotal: _____

B. INSTRUCTIONAL SUPERVISION AND SUPPORT

Indicators	5	4	3	2	1
1. Provides guidance to school heads on ARAL implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Supports teachers through instructional feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Facilitates learning improvement strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Conducts classroom support and instructional visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Promotes learner-centered interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Subtotal: _____

C. COACHING AND MENTORING

Indicators	5	4	3	2	1
1. Conducts coaching sessions regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provides timely and constructive feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Encourages reflective professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Supports continuous professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates responsiveness to identified needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Subtotal: _____

D. MONITORING AND EVALUATION

Indicators	5	4	3	2	1
1. Conducts regular monitoring activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Uses monitoring tools appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Documents findings systematically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provides recommendations for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Follows up implementation progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Survey Instrument
Level of Competence in the Technical Assistance Provision of Public Schools District Supervisors in the ARAL Program Implementation in SDO Bohol, School Year 2026–2027

Research Title:

Level of Competence in the Technical Assistance Provision of Public Schools District Supervisors in the ARAL Program Implementation in SDO Bohol, School Year 2026–2027: Proposed Enhancement Measures

PART I. INTRODUCTORY STATEMENT

Dear Respondent,

You are invited to participate in this study which aims to determine the level of competence of Public Schools District Supervisors (PSDS) in providing Technical Assistance (TA) during the implementation of the ARAL Program in SDO Bohol for School Year 2026–2027.

Your responses shall be treated with confidentiality and will be used solely for research purposes. Please answer honestly and completely.

Thank you for your participation.

Instructions:

Place a check mark (✓) in the appropriate box that best describes your response.

PART II. RESPONDENT PROFILE

A. Personal Information

Name (Optional): _____

District: _____

Age: _____

Sex:

Male

Female

Highest Educational Attainment:

Bachelor's Degree

Master's Degree Units

Master's Degree Holder

Doctoral Units

Doctoral Degree Holder

Length of Service as PSDS:

Less than 5 years

5–10 years

11–15 years

16 years and above

Number of Schools Supervised:

1–10

11–20

21 and above

ARAL Program-Related Trainings Attended:

None

1–2

3–5

More than 5

Subtotal: _____

E. DATA-BASED DECISION MAKING

Indicators	5	4	3	2	1
1. Uses school data in planning interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interprets implementation reports accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Recommends evidence-based strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Monitors progress using performance indicators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Utilizes results for continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Subtotal: _____

F. STAKEHOLDER ENGAGEMENT

Indicators	5	4	3	2	1
1. Builds partnerships to support ARAL implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Encourages school-community collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Coordinates with local stakeholders effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Mobilizes available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Promotes shared accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Subtotal: _____

PART IV. CHALLENGES ENCOUNTERED

Please indicate the extent to which each factor affects Technical Assistance provision.

Statement	High	Moderate	Low
Insufficient time allocation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limited resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Need for additional training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiple supervisory assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data management challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stakeholder coordination concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Others: _____

PART V. OPEN-ENDED QUESTIONS

What strengths of PSDS contribute to effective Technical Assistance in the ARAL Program?

What enhancement activities do you recommend to improve Technical Assistance provision?

What additional support should SDO Bohol provide?



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This research on the **Level of Competence in the Technical Assistance Provision of Public Schools District Supervisors in the ARAL Program Implementation in SDO Bohol, School Year 2026–2027: Proposed Enhancement Measures**, has been prepared by:


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 Name and Signature of the Researcher

Prepared by:


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MAULITIE C. YAP
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 Assistant Schools Division Superintendent

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