Research Article

Exploring the School Heads Working Condition in Supporting Communities of Practice (CoP) and Technical Assistance (TA) to Teachers: A Multiple Case Study

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ABSTRACT

This study explored the school heads' working conditions in supporting Communities of Practice and Technical Assistance to teachers as vehicles to address problems in the teaching and learning processes and promote learning and collaboration within organizations. A qualitative research design employing multiple case study methods was utilized. The study included one (1) Principal-in-Charge (PIC), three (3) school heads, and three (3) master teacher positions. A total of seven (7) participants participated in this study. Moreover, the study employed semi-structured interview guide questions. The data were analyzed using Colizzi's thematic analysis.

The results showed that the working conditions supporting the communities of practice and technical assistance to teachers are classroom observation, learning action cell, In-Service Training (In-SeT), and conference and urgency. The following working conditions may affect or influence school heads and master teachers in supporting communities of practice and technical assistance to teachers: intellectance (openness to new experiences), communication channels, schedules, lack of leadership, and knowledge of technical assistance providers. Participants experienced challenges, motivations, fulfillment, and positivity in implementing CoPs and TAs. The following themes were coded on the influence of experiences on communities of practice and technical assistance to teachers: positivity, flexibility, thriving, social support and interaction, and positivity.

The openness to new experiences, such as a sense of curiosity, open-mindedness, and acceptance of novel experiences, is needed for CoPs and TAs to prosper in school. Communication channels should be clear and appropriate to their audience, allow deeper conversations, and exchange ideas, thoughts, opinions, knowledge, and data in CoP and TA should be understood with clarity and purpose. School leaders must be empowered with managerial and leadership skills to support and influence communities of practice and technical assistance to teachers.

Keywords: *School heads, Supporting communities, Teachers, Technical assistance, Working conditions*

Introduction

Implementing a Communities of Practice (CoP) faces challenges relating to knowledge transfer across institutions. A CoP might fail for various reasons, including a lack of a shared identity, consensus, uncertainty, geographic distance, cultural considerations, and an open possibility for informal knowledge sharing and collaboration.

According to Tremblay (2004) as cited by Salendab (2021), the most significant challenges to putting a CoP into practice were getting and keeping people interested in the project and creating a system for recognizing people who participate. School heads can best support teachers by mentoring, allowing peer collaboration time, providing relevant evaluations, and treating them as respected professionals.

Communities of Practice and the provision of technical assistance (TA) in school present a superb chance for teachers to get together to advance knowledge and expertise on a subject, deal with practical difficulties, and encourage the creation of innovative local practices. Supporting a community of practice of school heads may influence teachers in frontline management roles and begin significantly changing the school culture in favor of a learning organization, according to a crucial message for school management.

A CoP fosters mutual respect, encourages recognition, fosters the confidence of community practitioners, raises job satisfaction, and serves as a practical means of achieving individual goals for community betterment (Wilding et al., 2021). As a result, it becomes more appealing to prospective members as its knowledge base improves and expands.

The Department of Education (DepEd) defined Communities of Practice and Technical Assistance as professional assistance, direction, or support for efficiently performing tasks. It is an active process involving resources like tools and opportunities for consultation and learning the necessary skills to accomplish goals (Niepes, 2018).

Only the principal, teachers, staff, and school as a learning community were the subjects of studies on how leadership was produced. Any society that wants to innovate and advance must remain connected. Without cooperation, no organization can effectively produce knowledge. The conditions that would allow the many stakeholders in these CoPs to collaborate effectively were the main emphasis of Bouchamma, April, and Basque's (2015) study. Communities of practice were examined for pre-service teacher. The literature on the working environment and experiences of school administrators and master teachers in communities of practice and technical support for teachers is currently lacking.

Hence, this study demystified school heads' working conditions in supporting Communities of Practice (CoP) and Technical Assistance to teachers as vehicles to address problems in the teaching and learning processes and promote learning and collaboration within organizations.

Statement of the Problem

This study explored the school heads' working conditions in supporting Communities

of Practice (CoP) and Technical Assistance to teachers and explained their experiences and influence on supporting Communities of Practice (CoP) and Technical Assistance to teachers.

Specifically, it sought to answer the following questions:

1) How do school heads describe their working conditions in supporting the Communities of Practice and Technical Assistance to teachers?
2) What working conditions may affect/influence supporting their Communities of Practice and Technical Assistance to teachers?
3) How do school heads describe their experiences in supporting the Communities of Practice and Technical Assistance to teachers?
4) How do these experiences influence their support of Communities of Practice and Technical Assistance to teachers?

Review of Related Literature
Communities of Practice Defined

Communities of practice are formed by people who engage in collective learning in a shared area of human endeavor. Examples include a tribe learning to survive, a group of artists searching for new mediums, a team of engineers tackling related problems, a class of students defining their identities, a network of surgeons researching cutting-edge techniques, or a scattering of inexperienced managers offering support (Salendab et al., 2021).

CoPs have also been widely employed in many organizational and professional contexts to promote learning by discussing shared interests and concerns to achieve individual and group objectives. Communities of Practice (CoPs) are a growingly popular paradigm for enabling staff development in higher education as a result of this.

According Dorfler and Eden (2019), different types of master-apprenticeship relationships, which foster self-knowledge and reflective practice, are the most favorable conditions for growing competence in practice. To create a secure, supportive, collaborative, and encouraging environment so that people can develop their teaching practices. To shape ideas of participatory value through collegiality.

As a result, CoPs and ongoing professional development (CPD) programs—through which staff members get official training from the institution that is frequently explicitly connected with the Professional Standards Framework—should not be confused (Botham, 2018).

CoP can also assist in integrating academic processes to boost interdisciplinarity. Also, it can assist lifetime learning and development for instructors while enhancing their educational experiences. The subject of other studies is experts. According to Brooks et al. (2020), peripheral members provide fresh and insightful viewpoints to the CoP, enabling specialists to pick up knowledge from amateurs.

In his investigation of the learning processes in dispersed CoPs, Myers (2021) discovers that storytelling is crucial to building on the knowledge of others. Instead of direct dialogue, sharing tacit information depends on mutual identification. By communicating and learning situated stories about what worked effectively or poorly and by strategically aligning inside massive international organizations, CoPs facilitate the sharing of tacit knowledge (Salendab et al., 2021).

Planning and managing one's identity trajectory while negotiating the complex terrain of several CoPs can be crucial for being a proficient practitioner (Pyrko et al., 2019).

Valentine (2018) proposes that to create a conducive environment for knowledge exchange inside regional CoPs, managers' formal requirements need to be reformulated. According to this perspective, CoPs primarily achieve change through changing and improving work habits and enhancing process efficiency through collaborative learning (Spanellis et al., 2021). Wenger-Trayner & Wenger-Trayner (2015) contend that quantitative measures of CoPs may and need to be used to supplement the substantial amount of qualitative research in this field.

Technical Assistance Provision to Teachers

DepEd Teachers combine technical support to enhance the provision of essential education services. It requires specialized skills, is an active process with steps to follow, uses tools through process consulting, and is goal-focused. Additionally, it is a journey that respects

the client's capacity and pace while reminding them of their primary role and accountability (DepEd, 2022). TA is offered to address issues, boost performance, and produce outcomes.

Provisions for technical help get underway with a clear aim in mind and an understanding of what needs support. Technical support needs to consider more strategic ways and approaches when difficulties and concerns keep coming up if they are addressed and handled. Considering significant factors that affect the success (or failure) of provisions would be essential (Magcanas, 2019). The stakeholders of the process, including the technical help providers, the beneficiaries of the provision, and the learners and their achievements, would be a top priority at any step. All aid provisions would take off with a thorough grasp of how they relate to and affect one another. Thus, it is crucial to understand the traits of the stakeholders, including their settings, experiences, interests, and demands. To identify places where communication and mutual support flourish and sustain developments, carefully evaluate their internal connections and relationships.

Using strategy maps that easily communicate useful information in navigating the provision of technical assistance is a straightforward method. Strategy maps can display the causal relationships that link improvements to desired results. They are essential to communicate both the strategy and the systems and procedures that will be used to accomplish it (Pepito & Acibar, 2015). It is crucial to provide everyone involved with a clear understanding of how their duties relate to the organization's broader goals so they can work cooperatively and in unison to achieve the shared aim. People can carry out a plan more successfully and effectively when they completely comprehend it.

Although plans for providing technical assistance in the DepEd are supposedly derived from annual technical assistance plans, which are then cascaded to the ground for implementation, education supervisors must vigilantly influence policy development when they make recommendations before and after implementation. These plans are drawn from reports of monitoring and evaluation and recommendations made by education supervisors to the superintendents of school divisions. Their contributions should result from their professional experiences and a skillful study of the management of systems, processes, and potential dangers in the educational environment. As a result, it would be necessary for educational administrators to improve their capacity for systemic and risk-based thought. They must be able to formulate their inputs in light of school principals' and teachers' actual struggles and goals.

Methods

This study utilized a Qualitative Research Design using a Multiple-Case Study conducted primarily through in-depth conversations through key informant interviews and observations. According to Aspers and Corte (2019), qualitative research is an iterative process in which new meaningful distinctions are made as a result of getting closer to the phenomenon under study to advance scientific understanding. Since the study aims to explore the school heads' working conditions in supporting Communities of Practice (CoP) and Technical Assistance to teachers and explain their experiences and influence on supporting Communities of Practice (CoP) and Technical Assistance to teachers, this design seems appropriate.

Participants

One (1) Principal-in-Charge (PIC), three (3) school heads, and another three (3) master teachers of the three (3) elementary schools of Bagumbayan-I - I District were the participants of the study. A total of seven (7) participants participated in this study. Participants were selected using the non-probability purposive sampling technique as it is necessary for qualitative research.

Research Instrument

The study employed semi-structured interview guide questions containing open-ended questions that would elicit and describe the school heads' working conditions in CoP and TA and describe the school heads' experiences in supporting the Communities of Practice and Technical Assistance to teachers. The researchers formulated the questions upon reviewing the relevant studies and literature. Subject

experts were also asked to validate the instrument's accuracy, usefulness, and appropriateness.

Data Analysis

After interviewing the participants, the data were organized, analyzed, and interpreted. Through the researchers' interaction with and immersion in the raw data, findings in patterns, themes, or the emergence of categories show the essence of the inductive form of qualitative data analysis. Word Cloud Application was used to determine the emerging themes and patterns. The researchers used content analysis to demystify school heads' conditions and describe and explain the experiences of teachers in Communities of Practice and Technical Assistance based on the results of Colizzi's thematic analysis. This referred to the process of categorizing speech or behavioral data. This technique involves rewriting the stories that respondents had provided, taking into account the particulars of each instance and the varied experiences of each responder. In other words, content analysis is the researcher's modification of original qualitative data using a thematic framework. Finally, Colizzi's thematic analysis was also used.

Result and Discussion

Table 1. The Working Conditions in Supporting the Communities of Practice and Technical Assistance for Teacher

Significant Statement	Participant	Formulated Meaning	Cluster Themes	Emerging Themes
"I used the results of classroom observations in conducting communities of practice and technical assistance to teachers. This served as my basis in conducting technical assistance to teachers."	School Head A	School heads used the result of classroom observation in conducting technical assistance and planning for topics to be discussed in communities of practice.	The use of results of classroom observation.	Classroom Observation
"I adhered to the mandates of DepEd Order No. 35, s. 2016: Learning Action Cell (LAC). I conducted CoPs and TA based on the urgency of the needs of the teachers."	Master Teacher B	It was shown that Master Teachers conducted Learning Action Cell (LAC) sessions in response to the mandate of the Department of Education.	Adherence to DepEd Order No. 35, s. 2016: Learning Action Cell (LAC).	Learning Action Cell
"We need to conduct Learning Action Cell as mandated by the Department of Education."	Master Teacher C			
"I coached, mentored, and observed classes to be able to help teachers who are in need of technical assistance in terms of classroom instructions."	School Head B	Communities of Practice and Technical Assistance were deemed necessary to ensure effective program implementation and eventually achievement of higher or better learning outcomes.	In-Service Training (In-SeT) and Conferences for teachers' professional development.	In-Service Training (InSeT) and Conferences
"In-service Training, Learning Action Cell (LAC) Session; Coaching, Mentoring, and Class Observation (COT)."	Master Teacher A			

Significant Statement	Participant	Formulated Meaning	Cluster Themes	Emerging Themes
"School-Based InSeT, Teachers' Conferences and Faculty Group Discussion give us the opportunity to help one another in the school."	School Head C			
"I am also conducting coaching, and mentoring, to guide and empower my subordinates to address the urgent needs of the teachers."	Principal-in-charge	School Heads conduct CoP and TA to address the urgent needs of the teachers.	Sense of urgency	Urgency

Table 1 shows the working conditions in supporting the communities of practice and technical assistance for teachers.

The following themes were generated using the word cloud. Such themes include classroom observation, learning action cells, in-service training (InSeT), and conference and urgency.

- **Classroom Observation**

School heads used the result of classroom observation in conducting technical assistance and planning for topics to be discussed in communities of practice.

The purpose of the Classroom Observation Tool (COT) is to document a single classroom observation visit of a teacher's instruction. Following that, school administrators use the information gathered to direct their efforts to coach and mentor teachers (PPST Framework, 2019).

"I used the results of classroom observations in conducting communities of practice and technical assistance to teachers. This served as my basis in conducting technical assistance to teachers." (School Head A)

(PPST Framework, 2019).

Master Teachers conducted the communities of practice through Learning Action Cell (LAC) sessions in adherence to the mandate of the Department of Education.

"I adhered to the mandates of DepEd Order No. 35, s. 2016: Learning Action Cell (LAC). I conducted CoPs and TA based on the urgency of the needs of the teachers." (Master Teacher B)

"We need to conduct Learning Action Cell as mandated by the Department of Education." (Master Teacher C)

- **Learning Action Cell**

It was shown that Master Teachers conducted Learning Action Cell (LAC) sessions in response to the mandate of the Department of Education.

Lewis (2002) thought professional development was the secret to advancing education. This policy, which is based on the idea of lifelong learning and the DepEd's commitment to helping teachers reach their full potential in order to succeed in their profession, demonstrates the full support of the DepEd for the ongoing professional development of its teaching staff. This can be done through the school-based LAC, which primarily supports teachers in their practice and student achievement by acting as a professional learning community.

- **In-service Training (InSeT) and Conference and Urgency**

The school heads, master teachers, and principal-in-charge also conducted coaching, mentoring, classroom observations, visitation and monitoring, and in-service training to address the urgent needs of the teachers.

"I coached, mentored, and observed classes to be able to help teachers who need technical assistance in terms of classroom instructions." (School Head B)

"In-service Training, Learning Action Cell (LAC) Session; Coaching, Mentoring, and Class Observation (COT)." (Master Teacher A)

"School-Based InSeT, Teachers' Conferences and Faculty Group Discussion allows us to help one another in the school." (School Head C)

"As a Father of the District and a Principal in Charge, I conducted school visitation and monitoring every month. Giving information

about DepEd Division and Regional Memorandums regarding programs and activities. Having conferences with the teachers in every school, having feedback concerning issues/problems they encountered in implementing quality education services. I assisted them with their school heads in making good decisions related to their duties and responsibilities. My district also conducted District Training. We have monthly School Heads Meeting. I am also conducting coaching and mentoring to guide and empower my subordinates to address the urgent needs of the teachers." (Principal-in-charge)

Achieving higher or better learning outcomes was eventually deemed necessary, and communities of practice and technical assistance were deemed essential to ensuring effective program implementation. Performance should be impacted, but more importantly, so should the overall well-being of the workforce and the business. Technical assistance makes it easier to offer the school opportunities for broad-based capacity building so that services are delivered successfully and learning outcomes are improved.

Table 2. Working Conditions that may Affect/Influence Supporting Communities of Practice and Technical Assistance to Teachers

Significant Statement	Participant	Formulated Meaning	Cluster Themes	Emerging Themes
"Open-mindedness and interests of teachers help in the smooth conduct of technical assistance."	Master Teacher B	Open-mindedness, interests, receptiveness, and openness to new experiences are needed for communities of practice and technical assistance to prosper in schools.	The importance of open-mindedness, interests, receptiveness, and openness to new experiences in the conduct of CoP and TA.	Intellectance (Openness to new experiences)
The receptiveness of the teachers is also equally important in the process of implementing communities of practice."	School Head B			
"The modes of communication and teachers' openness to new experiences can affect the dynamics of communities of practice and technical assistance."	School Head A			
"Communication channels may influence how we can conduct and support communities of practice and technical assistance to teachers."	Master Teacher A	This means that being able to communicate is vital to being an effective TA provider. Communication not only conveys information, but it encourages effort, modifies attitudes,	Successful CoP and TA requires a clear communication channel.	Communication Channels,

Significant Statement	Participant	Formulated Meaning	Cluster Themes	Emerging Themes
"Communication in all grade levels, information dissemination through group chat and in teachers' meetings, and everyday reminders during flag up ceremony."	School Head B	and stimulates thinking among participants during communities of practice.		
"The modes of communication and teachers' openness to new experiences can affect the dynamics of communities of practice and technical assistance."	School Head A			

Table 2 reflects the working conditions that may affect/influence supporting communities of practice and technical assistance to teachers with the following themes:

- **Intellectance (Openness to new experiences)**

Participants believe that communities of practice and technical assistance to teachers are Intellectance or the openness of teachers to new experiences.

"Open-mindedness and interests of teachers help in the smooth conduct of technical assistance." (Master Teacher B)

The receptiveness of the teachers is also equally important in the process of implementing communities of practice." (School Head B)

"The modes of communication and teachers' openness to new experiences can affect the dynamics of communities of practice and technical assistance." (School Head A)

- **Communication Channels**

The participants of the study believed that communication has a significant influence on technical assistance and communities of practice in school.

"Communication channels may influence how we can conduct and support communities of

practice and technical assistance to teachers." (Master Teacher A)

"Communication in all grade levels, information dissemination through group chat and in teachers' meetings, and everyday reminders during flag up ceremony." (School Head B)

"The modes of communication and teachers' openness to new experiences can affect the dynamics of communities of practice and technical assistance." (School Head A)

"Scheduling; Feedbacking, constant and open communication with our teachers." (Master Teacher B)

This implies that effective communication is essential for TA providers. In communities of practice, communication not only helps participants exchange information promotes effort, changes attitudes, and stimulates thought.

This is supported by Trohanis TA Projects (2014). Technical assistance providers and educators need reliable and consistent ways to provide input, explain ambiguities, and recognize and fix issues as soon as they appear. Achieving "readiness for change" among those who might need more information to accept the new idea properly can also be facilitated by maintaining open lines of communication.

Table 3. Experiences in Supporting the Communities of Practice and Technical Assistance to Teachers

Significant Statement	Participant	Formulated Meaning	Cluster Themes	Emerging Themes
"Scheduling; Feedback-ing, constant and open communication with our teachers."	Master Teacher B	This means that teachers' work-loads influenced the support in communities of practice and tech-nical assistance	Overlapping schedules, ancillary tasks, and workloads f School Heads and Master Teachers may influ-ence CoP and TA to teach-ers.	Schedules
"Overlapping schedules affect the performance of technical assistance in school."	Master Teacher C			
"Workloads and sched-ules hinder the smooth conduct of technical as-sistance."	School Head B			
"The lack of leadership also influenced the communities of prac-tice and technical assis-tance to teachers."	Master Teacher C	The primary TA providers are the school heads. Thus, leadership should take its cues from them.	Leadership should ema-nate from school heads.	Lack of Leadership
"The knowledge of the technical assistance provider is a great fac-tor in supporting the success of the conduct of communities of prac-tice through LAC ses-sions and teachers' conferences, and tech-nical assistance."	Principal-in-charge	TA providers need to offer a broad range of knowledge, TA approaches, and levels of intensity in order to effec-tively respond to the diverse and unique needs of their clients.	TA providers are equipped with knowledge, skills, and values to be able to help teachers through CoP and TA.	Knowledge of Tech-nical Assis-tance Pro-vider.
"There are so many challenges, we cannot control the conflict of ideas between teachers and mentors even our school principal in making decisions for the best of our prac-tices but we come up with a strong agree-ment and one goal deci-sion for the sustainabil-ity and betterment of our CoP and TA to our teachers. Sometimes confusing but still we	Master Teacher A	This means that offering technical assistance to teachers and par-ticipating in com-munities of prac-tice are not al-ways easy tasks. This implies the challenge of cre-ating professional learning commu-nities in schools.	School Heads and Mater Teachers faced differ-ent chal-lenges in the conduct of CoP and TA to teachers.	Challeng-ing

Significant Statement	Participant	Formulated Meaning	Cluster Themes	Emerging Themes
focus on achievable goals."				
"Challenging because not all will be implemented, will be able to attain the goal. But the fact there is the full support of everyone is important."	Master Teacher B			
"Sometimes there were misconceptions towards the Master teacher and teachers observed during the giving of technical assistance, but at the end of the day it will come up with positive results."	School Head B			
"Challenging because not all will be implemented, will be able to attain the goal. But the fact there is the full support of everyone is important. This motivates us to go farther."	Master Teacher B	Despite the challenges that school heads and master teacher experience they still felt the motivation to move forward.	Participants were still motivated despite the different challenges that they experienced.	Motivating
"Overlapping schedules but still meeting the objectives and goals."	School Head C			

Table 3 presents the experiences in supporting the communities of practice and technical assistance to teachers. The following themes were coded on experiences in supporting the communities of practice and technical assistance to teachers: Schedules, Lack of Leadership, Knowledge of Technical Assistance Provider, Challenging, and Motivating

- **Schedules**
The participants also considered workloads and overlapping schedules to influence the support of communities of practice and technical assistance to teachers.

"Overlapping schedules affect the performance of technical assistance in school." (Master Teacher C)

"Scheduling; Feedbacking, constant and open communication with our teachers." (Master Teacher B)

"Workloads and schedules hinder the smooth conduct of technical assistance." (School Head B)

This means that teachers' workloads influenced the support in communities of practice and technical assistance.

The following literature supports the result: A lack of time is the most significant obstacle for learning communities (Flogaitis et al.,

2018). It might be challenging for teachers to implement new practices during the school day. Finding a suitable time for instructors to get together in groups is challenging. Furthermore, not all teachers can commit to all meetings due to their job demands. In this case, teachers could feel that participating in group projects and discussions is taking up too much of their important time.

- **Lack of Leadership**

The lack of leadership supporting learning communities has been identified as influencing the support of communities of practice and technical assistance to teachers. Enabling conditions must be created for learning communities to function in school organizations. Leadership is crucial in this process. It takes the proper leadership support to change old interactional patterns, create trustworthy networks, and make student work available for public review (Salendab, 2021).

In this sense, more is needed to provide opportunities for teachers to collaborate as a community of learners inside the confines of a school day or in addition to their regular duties. Teachers require assistance with the inquiry processes and developing a setting that promotes, models, and embeds an inquiry perspective (Salendab et al., 2021).

"The lack of leadership also influenced the communities of practice and technical assistance to teachers." (Master Teacher C)

According to Levine (2010), as cited by Salendab (2021), school administrators have the right to participate in the learning community's most crucial activity because they are essential members.

- **Knowledge of Technical Assistance Provider**

The participants believed that the technical assistance provider's and LAC leader's knowledge affected the support for communities of practice and technical assistance for teachers.

"The knowledge of the technical assistance provider is a great factor in supporting the success of the conduct of communities of practice through LAC sessions, teachers' conferences, and technical assistance." (Principal-in-charge)

To effectively address their clients' varied and particular needs, TA providers must provide a wide range of TA approaches and levels of intensity (U.S. Department of Education, Office of Special Education Programs, 2012). It is crucial to evaluate the client's strengths and needs, the desired outcomes, the context, the available resources, and time constraints before choosing the right type and level of support to offer.

- **Challenging**

"There are so many challenges; we cannot control the conflict of ideas between teachers and mentors, even our school principal, in making decisions for the best of our practices, but we come up with a strong agreement and one goal decision for the sustainability and betterment of our CoP and TA to our teachers. Sometimes confusing, but still we focus on achievable goals." (Master Teacher A)

"A sigh of relief and very worthy." (School Head A)

"Challenging because not all will be implemented, will be able to attain the goal. But the fact there is the full support of everyone is important." (Master Teacher B)

"Sometimes there were misconceptions towards the Master teacher, and teachers observed during the giving of technical assistance, but at the end of the day it will come up with positive results." (School Head B)

"Overlapping schedules but still meeting the objectives and goals." (School Head C)

"Supporting Communities of practice and technical Assistance in every school head, in every school, is not easy because they have different needs, different cultures of practice, and different school environments. They have different strengths and weaknesses. They have different plans, strategies, and innovations in coping with quality basic education. However, the experience of knowing that they are doing their best in doing everything for the best implementation of communities of practice, I have a feeling of happiness, satisfaction, and fulfillment despite life-challenging due to the fast-changing world of DepEd." (Principal-in-charge)

Results revealed that school heads, master teachers, and principal-in-charge were challenged by conflicts, misconceptions, and overlapping schedules during the conduct of communities of practice and technical assistance to teachers. However, it was also revealed that they felt the motivation and fulfillment in doing so.

This means that offering technical assistance to teachers and participating in communities of practice are challenging tasks. This implies the challenge of creating professional learning communities in schools.

- **Motivating**

As illuminated by these participants, it emerges as a driving force that propels individuals and teams to transcend challenges and reach new heights in their educational pursuits. The following responses support the claim:

"But the fact there is the full support of everyone is important. This motivates us to go farther." Master Teacher B

"We are always motivated by the goal of the CoPs through LAC sessions and technical assistance." School Head A

"Overlapping schedules but still meeting the objectives and goals." School Head C

The study of Mak and Pun (2015) suggests that participants in communities of practice (CoPs) who are motivated and committed are more likely to be fully engaged in collaborative work. This emphasizes the positive impact of motivation on the depth and speed of collaborative endeavors. Hence, when individuals within CoPs are motivated, they are not only more willing to participate actively but are also likely to contribute more effectively and passionately to the collective goals and objectives of the community.

Table 4. Influence of Experiences on Communities of Practice and Technical Assistance to Teachers

Significant Statement	Participant	Formulated Meaning	Cluster Themes	Emerging Themes
"A sigh of relief and very worthy." "Supporting Communities of practice and technical Assistance in every school head, in every school is not easy because they have different needs, different cultures of practice, and different school environments. They have different strengths and weaknesses. They have different plans, strategies, and innovations in coping with quality basic education. But the experience of knowing that they are doing their best in doing everything for the best implementation of communities of practice, I have a feeling of happiness, satisfaction, and fulfillment despite life-challenging due to the fast-changing world of DepEd."	School Head A Principal-in-charge	Communities of practice and Technical Assistance to teachers is a fulfilling task. It is the fulfillment of the duties and responsibilities of school heads, master teachers, and the principal-in-charge.	Fulfillment	Fulfilling

Significant Statement	Participant	Formulated Meaning	Cluster Themes	Emerging Themes
"Sometimes there were mis-conceptions towards the Master teacher and teachers observed during the giving of technical assistance, but at the end of the day it will come up with positive results."	School Head B	Participants have seen the bright side of CoP and TA.	The advantages of CoP and TA have been noticed by participants.	Positivity
"It influences me in a way that would be able to think positively, be more flexible, and strive for more innovations." "As a principal, I need teachers to thrive. Social Support and Social Interaction have a positive influence on our physical and mental health."	Master Teacher B School Head A	The experience in Communities of Practice and Technical Assistance to Teachers developed positivity among the participants. The positive influence of CoP and TA was seen by the school head.	Results showed that CoP and TA had led school heads and master teachers to have a positive outlook on the said endeavor.	Positivity
"Well-planned activities with efficient time management." "It is very important and deemed necessary to ensure through planning the effective program implementation and eventually achievement of higher learning outcomes. My experiences have taught me to be ready all the time for the provision of TA to my co-teachers." "As a principal, I need teachers to thrive. Social Support and Social Interaction have a positive influence on our physical and mental health."	School Head C Master Teacher A School Head A	The experiences have taught school heads and Master teachers to plan well the activities of communities of practice and technical assistance. This is evident in the influence of their experiences on plans.	Success in this field is the new goal of school heads and master teachers.	Thriving
"It influences me in a sense that it will help me to think more of the most suitable strategies to sustain, to improve more towards CoP and TA success and goal-attainable and achievable."	Master Teacher A	This means that research participants remain adaptive throughout the engagement on CoP and TA.	Developed the ability to change to suit changing conditions.	Flexibility

Significant Statement	Participant	Formulated Meaning	Cluster Themes	Emerging Themes
"It influences me in a way that would be able to think positively, and be more flexible. and strive for more innovations."	Master Teacher B			
"It influences me in a way to plan for CoPs and Technical Assistance that is functional and suitable for every teacher."	Principal-in-charge			
"As a principal, we need teachers to thrive. Social Support and Social Interaction have a positive influence on our physical and mental health."	School Head A	Participants' answers also demonstrated the value of social support and engagement in promoting communities of practice and providing technical assistance to teachers.	CoP and TA exhibit social engagement and support.	Social Support and Interaction
"Develop trusting personal relationships and work collaboratively among pupils. Teachers and stakeholders will be a great influence to attain quality education."	Master Teacher C			
"Without good relationships among teachers, power and personality will affect the support to CoPs and TAs."	School Head C			

This table poses the influence of experiences in communities on practice and technical assistance to teachers. This finding generates the following themes:

• **Fulfilling**

The sentiments echoed by School Head A and the Principal-in-Charge resonate with a profound sense of achievement and contentment. Their words convey a deep and meaningful sense of fulfillment derived from their dedication to successfully implementing communities of practice and educational initiatives.

"A sigh of relief and very worthy." School Head A

"But the experience of knowing that they are doing their best in doing everything for the best implementation of communities of practice, I have a feeling of happiness, satisfaction, and fulfillment despite life-challenging due to the fast-changing world of DepEd." Principal-in-Charge

Despite the challenges posed by the rapidly evolving landscape of education, these voices express a profound satisfaction in knowing that their efforts positively impact and contribute to improving their educational communities.

This theme embodies the intrinsic rewards of their work, underscoring the profound sense of fulfillment that comes from wholehearted commitment to their roles in the dynamic world of DepEd.

McGregor and Doshi (2015) discussed strategies for sustaining organizational improvement efforts, highlighting the importance of finding satisfaction in the process. In education, this concept can be extended to educators

who experience a profound sense of satisfaction and fulfillment despite facing obstacles in their roles by actively engaging in positive change and improvement through collaboration.

- **Positivity**

School Heads and Master Teachers collectively underscore the transformative influence of a positive outlook within the educational landscape.

"It influences me in a way that would be able to think positively, be more flexible, and strive for more innovations." Master Teacher B

"As a principal, I need teachers to thrive. Social Support and Social Interaction positively influence our physical and mental health." School Head A

"Sometimes there were misconceptions towards the Master teacher, and teachers observed during the giving of technical assistance, but at the end of the day, it will come up with positive results." School Head B

These perspectives emphasize the power of positivity in fostering flexibility, innovation, and mental well-being. Whether it is the ability to embrace innovation, recognize the importance of social support, or acknowledge the potential for positive outcomes despite initial challenges, this theme illuminates the constructive impact of maintaining a positive mindset in pursuing educational excellence. Positivity emerges as a driving force that enhances professional growth and contributes to educators' and communities' overall success and well-being.

Skaalvik and Skaalvik (2017) delved into positivity, specifically examining the relationship between teacher self-efficacy and engagement. Their study sheds light on how positivity, as manifested through teacher self-efficacy, significantly impacts educators' engagement in communities of practice, underlining the vital role of positivity in the teaching profession."

- **Positivity**

"It influences me in a sense that it will help me to think more of the most suitable strategies to sustain, to improve more towards CoP and TA success and goal-attainable and achievable." (Master Teacher A)

"It influences me in a way that would be able to think positively, be more flexible, and strive for more innovations." (Master Teacher B)

It would help if you remained flexible as the TA provider throughout the engagement. Be adaptable to the requirements of the organization. (Magcanas, 2019).

Participants' answers also demonstrated the value of social support and engagement in promoting communities of practice and providing technical assistance to teachers. The statements that follow back up the argument.

"I need teachers to succeed because I am the principal. Our physical and mental health are positively impacted by social support and interaction.." (School Head A)

"Develop trusting personal relationships and work collaboratively among pupils. Teachers and stakeholders will be a great influence to attain quality education." (Master Teacher C)

"Without good relationships among teachers, power and personality will affect the support to CoPs and TAs." (School Head C)

- **Thriving**

Participants in the study recognized the positive impact of their experiences on their engagement in communities of practice (CoPs) and their ability to provide technical assistance (TA). The following statements were noted:

"The success of the CoPs and Tas is due to the lessons learned by the teachers, school heads and supervisors on their experiences." Master Teacher B

"Well-planned activities with efficient time management." School Head C

"It is crucial and necessary to ensure effective program implementation and achieving higher learning outcomes through planning. My experiences have taught me always to be ready to provide TA to my co-teachers." Master Teacher A

"As a principal, I need teachers to thrive. Social Support and Social Interaction positively influence our physical and mental health." School Head A

The participants indicated that their experiences enabled them to thrive within communities of practice and provide technical assistance. This implies that their prior knowledge,

experiences, and learning contributed to their effectiveness in these collaborative settings. They acknowledged that the success of CoPs and TA initiatives was attributed to the lessons they had learned from their experiences. This suggests that practical knowledge and insights gained from past encounters played a crucial role in their ability to contribute effectively.

The result corroborates the investigation of Huang and Li (2018) on how experienced teachers are more likely to participate and benefit from online professional learning communities, emphasizing the role of prior experience. Their prior knowledge and experience contributed significantly to their interest in furthering their knowledge and expertise.

- **Flexibility**

In exploring the theme of flexibility in the context of communities of practice (CoPs) and technical assistance (TA) initiatives, our findings reveal a common thread among the participants.

"It influences me in a sense that it will help me to think more of the most suitable strategies to sustain, to improve more towards CoP and TA success and goal-attainable and achievable." Master Teacher A

"It influences me in a way that would be able to think positively and be more flexible. Moreover, strive for more innovations." Master Teacher B

"It influences me to plan for CoPs and Technical Assistance that is functional and suitable for every teacher." Principal-In-Charge

These highlighted the transformative impact of flexibility, fostering a mindset that encourages adaptive thinking, positive outlooks, and innovative strategies. As the researchers delve into these insights, they uncover how flexibility contributes to goal attainment and creating functional, teacher-centric CoPs and TA approaches. This theme underscored the dynamic nature of educational collaboration and the importance of adaptability in driving progress and innovation within the educational landscape.

According to Yurtseven and Dulay (2022), academic motivation, flexibility, and adaptability significantly predict attitudes toward the teaching profession. Studies already done on flexibility in educational settings indicate that the idea is beneficial to professional learning. (McIlveen et.al, 2019).

- **Social Support and Interaction**

Participants' answers also demonstrated the value of social support and interaction in promoting communities of practice and providing technical assistance to teachers. The statements that follow back up the argument.

"As a principal, we need teachers to thrive. Social Support and Social Interaction have a positive influence on our physical and mental health." (School Head A)

"Develop trusting personal relationships and work collaboratively among pupils. Teachers and stakeholders will be a great influence to attain quality education." (Master Teacher C)

"Without good relationships among teachers, power and personality will affect the support to CoPs and TAs." (School Head C)

This means that teachers supported each other's professional growth and well-being. Teachers offer assistance, encouragement, and empathy when needed.

The result aligns with the findings of Akinyemi et al. (2020), underscoring the pivotal role of strong working relationships among educators. These relationships facilitated mutual support, fostering an environment where teachers freely shared their classroom challenges, confided in their peers, and readily received assistance. According to Patton and Parker (2017), communities of practice are groups of teachers who discuss their professional needs and discover ways to collaborate to achieve their objectives.

Conclusion

School heads and master teachers consider the following working conditions in supporting the communities of practice and technical assistance to teachers: the results of classroom observation, learning action cell in school, In-Service Training (InSeT), and school head–teacher conferences, and the urgency of the need of teachers. Intellectance (openness to new experiences), communication channels, schedules, lack of leadership, and knowledge of technical assistance providers may affect or influence school heads and master teachers'

working conditions in supporting communities of practice and technical assistance to teachers:

Principals-in-charge, school heads, and master teachers faced challenges such as conflicts, misconceptions, and overlapping schedules during the conduct of communities of practice and technical assistance to teachers. However, it was also revealed that they felt positivity, motivation, and fulfillment. These experiences have taught school heads and master teachers to thrive, to be positive and flexible, and to be able to relate to teachers through social support and interactions in the conduct of communities of practice and technical assistance.

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