

Master Teachers as Instructional Leaders: An Exploration of School Leadership Capacity in the Division of Biliran

Teresito M. Laude^{a*}, Tyrone James T. Ralar^b, Jerome T. Arcenal^c

*^aDepartment of Education- Schools Division Office of Biliran, Lucsoon National High School, Lucsoon, Naval,
Biliran*

^bCollege of Education, Naval State University-Main Campus, Naval, Biliran

^cSupreme Student Council, Naval State University-Main Campus, Naval, Biliran

Abstract

The study was conducted to determine the instructional competence and instructional leadership capacity among master teachers of the secondary schools in the Division of Biliran. The survey included 32 master teachers, 14 school heads, 224 teachers and 501 students who answered the survey-questionnaires in a simple random sampling regarding the instructional leadership capacity and teaching competence of master teachers. Findings revealed that master teachers of the secondary schools in the Division of Biliran were “Mastered” and “Very High” in their instructional competence as this is also revealed in the National Achievement Test (NAT) results of the respective schools. Master teachers have this capability to lead the school particularly in improving the academic performance of the students. Moreover, their instructional leadership capacity showed “Highly Proficient” especially on curriculum content and pedagogy, on planning, assessing and reporting learners’ outcomes and on personal growth and professional development. It is then beneficial for a master teachers to be a school leaders because they are already exposed to different responsibilities given to them.

Keywords: instructional competence; instructional leadership; leadership capacity; academic performance; school leaders.

* Corresponding author.

I. Introduction

Master teachers are independent learners who strive to improve their own learning to deliver effective learning to the students and their peers. The core component of a master teacher is to deliver high-quality instructional competence to their students and also professional development to career teachers. Professional growth is an expectation for the master teacher, not only providing it to others but also searching out opportunities for themselves [1].

As competent leaders, they have mastered the management skills of their classrooms and found a way to accelerate learning for all their students. These educators are exceptional communicators who have a strong connection with their students and adapt the curriculum to their learners' needs. They recognize that the education process is about much more than sharing content but creating independent learners who have the critical thinking skills to grow and thrive. Thus, the principle of lifelong learning and the view of the teaching profession as one that requires teachers' expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study [2]. Author in [3] stated further that the primary role of the master teacher is to visit classrooms and coach teachers using reflective practice to improve instruction. Specific responsibilities of the master teacher include curriculum and professional development and support such as providing individual support and planning small group meetings or trainings for teachers.

In the Division of Biliran, strict implementation regarding the guidelines of the Results-Based Performance Management System (RPMS) was conducted to all teaching and non-teaching positions [4]. It seeks to ensure that employees focus work efforts towards achieving the Department of Education's vision, mission, values and strategic priorities. It is also a mechanism to manage, monitor and measure performance, identify human resource and organizational development needs. One of this relevant emphasis is the highlighted duties and functions of master teachers to wit; deliver high quality instructional competence and mentor fellow teachers in achieving professional growth.

Based from the consolidated National Competency Based Teaching Standard (NCBTS) –Teachers Strength Needs Assessment (TSNA) results for three consecutive years starting SY: 2013-2014, SY: 2014-2015 and SY: 2015-2016 of Human Resource Development (HRD), Schools Governance Operations Division (SGOD) revealed that there is a need for the secondary master teachers in the Division of Biliran to acquire relevant skills and trainings. Skills particularly on ICT aided instruction, pedagogy in teaching, and training design were among the cited training needs for the master teachers. These will further enhance their instructional competence and leadership capacity as master teachers who have different duties and functions given to them in their respective schools.

1.1 Objectives of the Study

This study aimed to determine the level of competence of master teachers and the performance of the students in secondary schools in the Division of Biliran. Specifically, the study sought to achieve the following objectives.

- 1) determine the profile of master teachers in the Division of Biliran in terms of: sex; age; highest educational

attainment; teaching experience; field of specialization; position; trainings attended; and special assignment; 2) find out the instructional competence of the master teachers in terms of: mastery of the subject matter skills; teaching strategy skills; classroom management skills; evaluation skills; and mentoring skills; 3) find out the instructional leadership of the master teachers in terms of: curriculum content and pedagogy; planning, assessing and reporting; and professional growth and development; 4) ascertain the performance of the students in secondary schools under the tutelage of the master teachers through the NAT result; 5) identify the problems encountered by the secondary master teachers in the Division of Biliran; 6) ascertain the significant relationship between the profile of the master teachers and their instructional competence; 7) ascertain the significant relationship between the profile of the master teacher and their instructional leadership; 8) ascertain the significant relationship between the master teachers' instructional competence and the academic performance of the students; 9) ascertain the significant relationship between the master teachers' instructional leadership and the academic performance of the students; and 10) design a Development Plan to improve the instructional competence and instructional leadership skills of the master teachers.

1.2 Framework of the Study

Theoretical framework. One fundamental thought that primarily relates to the rationale of this study is the Constructivism Theory of Jerome Bruner (1966) which sees learning as a dynamic process in which learners construct new ideas or concepts in their current or past knowledge and in response to the instructional situation. The learner selects and transforms information, constructs hypotheses and make decisions. This provided a framework for thinking about and analyzing the role of master teachers as instructional leaders in their respective schools in the Division of Biliran.

Bruner's Constructivist Theory is a general framework for instruction based upon the study of cognition. According to him, important outcomes of learning include not just the concepts, categories and problem-solving procedures invented previously by the culture, but also the ability to "invent" these things for oneself. Cognitive growth involves an interaction between basic human capabilities and "culturally invented technologies that serve as amplifiers of these capabilities."

Constructivism implies the notion that learners do not passively absorb information but construct it themselves. The resources of master teachers used should be focused in encouraging, aiding and allowing the teachers and students to uncover the main principles on their own. Communication between them, the students and teachers is the key concept. This concept of instructional competence and leadership skills of master teachers' primarily work with delivering effective classroom instruction, analyzing student data obtained through their performance, conducting an action research, give technical assistance, mentoring fellow teachers through INSETs and helping the implementation of the curriculum in their respective schools are the main functions and duties which is stipulated in their Individual Performance and Commitment Review Form (IPCRF).

Conceptual framework. The conceptual framework of the study is presented in Figure 1. The conceptualization of this research basically revolves around establishing correlation between the instructional competence and leadership capacity of the master teachers and the academic performance of the secondary students in the

Division of Biliran. The independent variables considered will be the profile of the secondary master teachers in the Division of Biliran to wit: sex, age, teaching experience, highest educational attainment, field of specialization, position, trainings / seminars attended within the last five years and their special assignments given to them. Meanwhile, the dependent variables will be the instructional competence of the master teacher namely: mastery of the subject matter skills, teaching strategy skills, classroom management skills, evaluation skills and mentoring skills of the master teachers. Hypothesized are whether significant relationships exist between master teachers' profile and their instructional competence, between master teachers' profile and their instructional leadership, between their instructional competence and the academic performance of the students, and between master teachers' instructional leadership and the academic performance of the students.

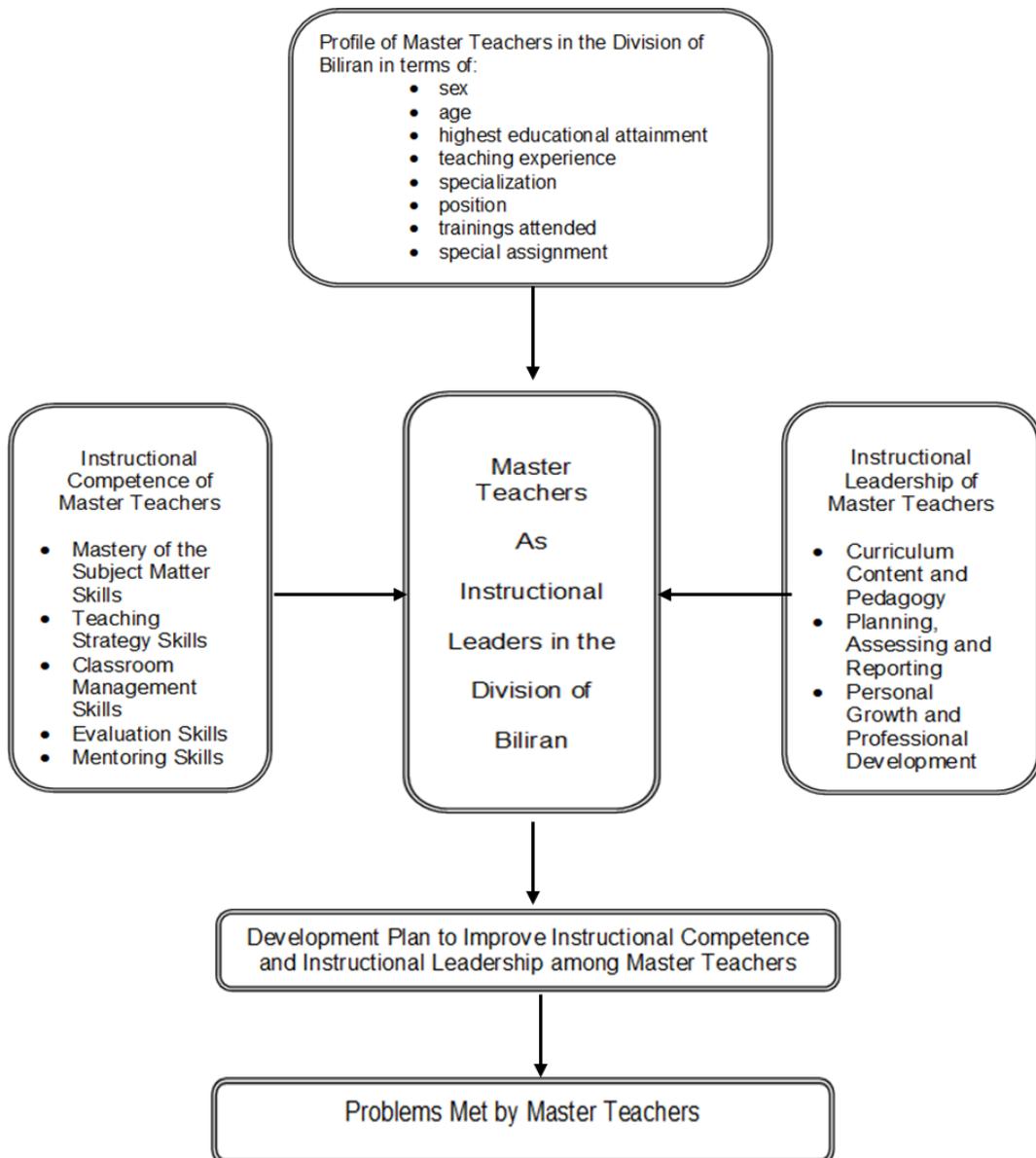


Figure 1: The Conceptual Framework of the Study

II. Methodology

The study utilized the descriptive correlational research method with the survey questionnaires as the main testing instrument focusing on the instructional competence of all master teachers in the Division of Biliran. The design fits precisely in this study as its process goes beyond mere gathering and tabulating of the data. The main data gathering instrument used in this research is a standardized questionnaire on the instructional competence and instructional leadership of the master teachers. The data gathered in this study were tallied, processed into frequency counts, analyzed and interpreted using the appropriate statistical tools namely: frequency, percentage, rank, mean, Pearson Product Moment Correlation and Chi-square correlation. The distribution to and retrieval of the questionnaires from master teachers, teachers and students were done personally by the researcher.

III. Results and Discussion

3.1 Profile of the respondents

The profile of the respondents presented in Table 1 on the proceeding page includes their sex, age, highest educational attainment, number of years in teaching, field of specialization, position and special assignment.

Table 1: Profile of Master Teachers

Sex	f	%
Male	8	25
Female	24	75
TOTAL	32	100.00

Age	f	%
22 – 45 years old	15	46.88
46 – 59 years old	17	53.12
TOTAL	32	100.00

Highest Educational Attainment	f	%
BS/AB	1	3.13
MS/MA with units	15	46.88
MS/MA	9	28.13
Ph. D/Ed. D. with units	5	15.63
Ph. D/Ed. D.	2	6.26
TOTAL	32	100.00

Number of Years in Teaching	f	%
5 years and below	0	0.00
6 to 9 years	2	6.25
10 to 14 years	4	12.5
15 to 19 years	3	9.38
20 to 24 years	16	50
25 years and above	7	21.88
TOTAL	32	100.00

Field of Specialization	f	%
Araling Panlipunan	1	3.13
Science	12	37.5
Math	7	21.88
TLE	5	15.63
Values Education	1	3.13
English	4	12.5
Filipino	2	6.25
TOTAL	32	100.00

Position	f	%
Master Teacher I	27	84.38
Master Teacher II	5	15.62
Master Teacher III	0	0.00
Master Teacher IV	0	0.00
TOTAL	32	100.00

Special Assignments	f	Rank
ICT Coordinator	2	6
SHS Coordinator/Head	8	1
INSET Coordinator	3	3
YES-O Coordinator	1	12
Training and Development Coordinator	3	3
GAD Coordinator	2	6
Physical Facilities Coordinator	1	12
LIS Coordinator	1	12
Math Coordinator	1	12
ADM Coordinator	1	12
Class Program Coordinator	1	12
LAC Coordinator	2	6
Department Head	3	3
School Paper Adviser	1	12
Career Guidance Advocate	1	12
English Coordinator	1	12
TOTAL	32	

Note: Multiple Response*

As reflected in Table 2, out of 32 master teacher-respondents in the Division, 15 master teachers or 46.88 percent are 22-45 years old and 17 master teachers or 53.12 percent are 46-59 years old. Generally, master teachers of the secondary schools in the Division of Biliran were in the middle-age group. As reflected in the table, only 1 or 3.13 percent was BS/AB holder, 15 or 46.88 percent were MS/MA with units and only 2 respondents had Ph.D./Ed.D. degree respectively. It could be noted that majority of the master teachers were not MS/MA graduate.

In terms of years in teaching, the table reveals that 2 master teachers or 6.25 percent had been in the service from 6-9 years of teaching in their own respective schools, 4 or 12.5 percent from 10-14 years, 3 or 9.38 percent from 15-19 years, 16 master teachers or 50 percent from 20-24 years and lastly, 7 master teachers or 21.88 percent from 25 years and above of teaching experience which means that majority of them are categorized as experienced teachers.

As shown in the table, majority of the respondents belong to Master Teacher I position with 27 or 84.38 percent while only 5 or 15.62 percent belong to Master Teacher II. This implies that there is high qualification standard to be accomplished in order to reach higher rank such as Master Teacher III and Master Teacher IV positions especially in the Senior High School Program. Their educational qualifications should be in vertical articulation with their field of specialization such as Master of Arts in Teaching (MAT) and Doctor of Philosophy (Ph.D.)

The table also reveals the special assignments and other ancillary functions given to master teachers among the secondary schools in the Division of Biliran. Of the 32 respondents, 8 master teachers were assigned as Senior High School (SHS) Coordinator and Department Head in their corresponding subject and field of specialization. Other ancillary functions such as Training and Development Coordinator, INSET and ICT Coordinator were among the special assignments given to them by their school head.

3.2 Number of Trainings and Seminars Attended

Table 2: Number of Trainings and Seminars Attended

Number of Training and Seminars Attended	Division	Regional	National
5 and below	30	31	32
6 – 9	1	1	0
10 and above	1	0	0
TOTAL	32	32	32

Attendance in the Division, Regional and National Trainings/Seminars is presented in Table 2. It could be gleaned from table that all of the master-teacher respondents participated and attended the seminars sponsored

by the Department of Education (DepEd) especially in the K to 12 Curriculum. Almost of the respondents have 5 times and below in attendance of the said trainings and seminars which means that majority of them need more trainings and seminars in the future in order to equip themselves with the necessary skills and knowledge in developing life-long learners.

Instructional Competence of Master Teachers

The following are the instructional competence of the master teachers namely; mastery of the subject matter skills, teaching strategy skills, classroom management skills, evaluation skills and mentoring skills.

On the Mastery of the Subject Matter Skills

Table 3 presents the mastery of the subject matter skills of the master teachers in the secondary schools in the Division of Biliran. Based on the table, “Explains the lesson by citing relevant examples and situation” obtained the highest weighted mean of 4.53 interpreted as “highly mastered”.

This means that master teachers utilized varied teaching strategies and integrate examples and learning situations in order to effect learning to the students. Further, they are also practicing the localization and contextualization of the curriculum which is beneficial to the students since they can relate the lesson to their community.

As to its mastery of the subject matter, the item on “Answer questions clearly with confidence” obtained a weighted mean of 4.49 interpreted as “highly mastered” which means that they are always prepared themselves with sufficient instructional materials in delivering the lesson to the students. As further revealed in the table, almost all of the items were interpreted as “highly mastered”. The overall weighted mean of 4.28 interpreted as “mastered” manifests that the master teachers have mastered their lessons and helped students understand and make learning more fun and interactive.

On Teaching Strategy Skills of Master Teachers

With regard to the teaching strategy skills, Table 4 shows the indicators on the different strategies utilized by the master teachers in delivering the lessons to the students.

The items “Encourages the students to think and clarify lessons through effective questioning towards the students” and “Motivates the students by asking questions effectively to develop critical thinking and creativity” obtained the same weighted mean of 4.56 interpreted as “Very High”.

This implies that the master teachers strategically utilized varied methods of teaching in order for the students to develop their thinking ability skills, thus making them more creative and focused to the topics presented during the teaching-learning process.

Table 3: On the Mastery of the Subject Matter Skills

INDICATORS	WM	INTERPRETATION
1. Comprehensive and accurate grasp of the subject matter.	4.23	Mastered
2. Relates subject matter to other fields of knowledge	4.30	Highly Mastered
3. Integrates subject matter with relevant topics.	4.24	Mastered
4. Enrich discussions with contemporary issues and events.	4.16	Mastered
5. Answers students' inquiry intelligently and to the point	4.21	Mastered
6. Provides varied learning experience for the intellectual development.	4.31	Highly Mastered
7. Provides intelligent resolution of the students' questions.	4.29	Mastered
8. Possesses the skill in the science and art of motivation.	4.19	Mastered
9. Explains difficult concepts well.	4.15	Mastered
10. Provides appropriate reinforcement.	4.05	Mastered
11. Manifests confidence and firmness with every information being given in the class.	4.38	Highly Mastered
12. Emphasizes difficult parts of the lesson easy to understand.	4.36	Highly Mastered
13. Explains the lesson by citing relevant examples and situations.	4.53	Highly Mastered
14. Readily defines important terms in the lesson.	4.44	Highly Mastered
15. Relates subject matter to previous topics and areas of interest.	4.35	Highly Mastered
16. Is able to relate lesson to other subjects.	4.04	Mastered
17. Answer questions clearly with confidence.	4.49	Highly Mastered
18. Cites current and timely information on the subject.	4.22	Mastered
19. Show a full grasp of the lesson taught each day.	4.18	Mastered
20. Reflects mastery of the entire subject he/she teaches.	4.43	Highly Mastered
AWM	4.28	Mastered

In terms of presentations and delivery of the subject matter to the students, the item “Organizes and presents subject matter clearly and coherently” got a weighted mean of 4.42 interpreted as “Very High”. This means that they prepared well and organized their lessons in the teaching-learning process in the classroom. Further, these teachers were in the service for a long time and really master their daily routine in the school. However, the item “Utilizes ICT instruction in delivering the lesson to the students” obtained the lowest weighted mean of 4.14 interpreted as “High” which means that master teachers do not have enough skills in ICT instruction as an aid towards teaching. This implies further that using modern technologies such as LCD Projector, laptop and multi-media presentations will make students more attentive to the discussion, thus providing the immediate and

effective learning.

Table 4: On Teaching Strategy Skills of Master Teachers

INDICATORS	WM	INTERPRETATION
1. Organizes and presents subject matter clearly and coherently.	4.42	Very High
2. Communicate ideas effective in English/Filipino fluently.	4.44	Very High
3. Presents the lesson systematically and analytically	4.32	Very High
4. Stimulates thinking and clarify lessons through effective questions.	4.41	Very High
5. Adjust teaching methods to students' needs, interest and abilities.	4.41	Very High
6. Uses variety of teaching techniques, approaches and strategies to make the lesson interesting and meaningful.	4.43	Very High
7. Utilizes ICT instruction in delivering the lesson to the students.	4.14	High
8. Encourages students to ask questions and to express their own point of view.	4.50	Very High
9. Provides challenging tasks, problems and assignments.	4.44	Very High
10. Selects, prepares and utilizes instructional materials effectively in achieving teaching objectives.	4.30	Very High
11. Organizes and presents subject matter clearly and coherently.	4.40	Very High
12. Presents the lesson systematically and analytically.	4.36	Very High
13. Uses language effectively in expressing ideas in class discussion.	4.55	Very High
14. Encourages the students to think and clarify lessons through effective questioning towards the students.	4.56	Very High
15. Adjust teaching methods to students' needs, interests, and activities.	4.37	Very High
16. Uses different teaching techniques, approaches and strategies to make the lesson interesting and meaningful.	4.48	Very High
17. Relates lesson to the existing conditions and real life situation convincingly.	4.39	Very High
18. Utilizes instructional materials that sustains students' attention in achieving teaching objectives.	4.22	High
19. Is able to utilize activities that are helpful for students to understand the lesson.	4.49	Very High
20. Motivates the students by asking questions effectively to develop critical thinking and creativity.	4.56	Very High
AWM	4.41	Very High

On Classroom Management Skills of Master Teachers

Table 5 presents the classroom management skills of master teachers. Based from the table, the item "Commands respect from the students" earned the highest weighted mean of 4.70 interpreted as "Very High". This means that students have high respect for them since they are remarkable and knowledgeable individuals in their respective teaching careers. This is followed by "Ensures cleanliness and orderliness in class" which has a weighted mean of 4.65 interpreted as "Very High". It means that master teachers had the total control inside the classroom since students behaved properly while participating in prepared activities for them. "Sustains students' interest in the lesson and class discussion" earned a weighted mean of 4.50 interpreted as "Very High" which means that students' interest during the teaching-learning process were sustained by the master teachers

through varied teaching strategies.

Table 5: On Classroom Management Skills of Master Teachers

INDICATORS	WM	INTERPRETATION
1. Commands respect from the students.	4.70	Very High
2. Prepares adequately for the day's learning activities.	4.45	Very High
3. Ensures cleanliness and orderliness in class.	4.65	Very High
4. Is keen about healthy and balanced instruction with students.	4.38	Very High
5. Utilizes class periods productively	4.42	Very High
6. Awakens and maintains students' interest in the lessons and class discussion.	4.41	Very High
7. Administers test effectively and returns corrected papers and other students' work promptly.	4.30	Very High
8. Achieves teaching objectives to the optimum degree possible for the particular subject, lesson, or activity within a reasonable time frame.	4.36	Very High
9. Handles disciplinary problem effectively.	4.47	Very High
10. Makes classroom atmosphere cordial and cooperative to enhance the learning process.	4.45	Very High
11. Commands respect from the students	4.66	Very High
12. Shows a great deal of patience towards the students.	4.50	Very High
13. Starts learning activities on time	4.38	Very High
14. Comes to class early and leaves on time.	4.40	Very High
15. Makes every moment in class active promoting fun about learning.	4.40	Very High
16. Sustains students' interest in the lesson and class discussion.	4.50	Very High
17. Establishes authority in the classroom effectively by making students obey rules set forth.	4.44	Very High
18. Helps the class achieve the objectives set for the day.	4.45	Very High
19. Makes the students behave according to how they are expected to.	4.41	Very High
20. Is able to assist students in doing cooperative group tasks.	4.48	Very High
AWM	4.46	Very High

On Evaluation Skills of Master Teachers

Table 6 depicts the evaluation skills of master teachers. The item “Gives grades on the basis of students’ actual performance” got the highest weighted mean of 4.62 interpreted as “Excellent”. This tells us that students’ grades are based on their performance in the classroom. Hence, the K to 12 Curriculum is outcome-based in terms of assessing the students. “Evaluates performance of the students on the basis of the course objectives through discussions, quizzes, and major examinations” obtained a weighted mean of 4.57 interpreted as “Excellent” which means that master teachers had a full understanding on summative assessment [5]. This order is a policy guideline in classroom assessment for the K to 12 Basic Education Program.

The item “Uses different methods in evaluating students’ learning aligned to the learning objectives such as oral performance, projects, hands-on and etc.” obtained a weighted mean of 4.49 interpreted as “Excellent”. This means that master teachers utilized authentic assessment in giving grades to the students. Further, in terms of fairness, the item “Treats each student fairly in giving grades” received a weighted mean of 4.51 interpreted as “Excellent”. It implies further that master teachers established no favoritism in giving grade to their students. However, the item “Selects and utilizes criterion referenced tests” got the lowest weighted mean of 4.26 interpreted as “Good”. This means that they have little understanding on the utilization of criterion referenced tests in assessing the performance of the students.

On Mentoring Skills of Master Teachers

Mentoring skills of master teachers is depicted in Table 7. One of the many functions of master teacher is to mentor fellow teachers and give technical assistance in content and skills difficulties, designing capacity development program and conducting action research in their respective schools. The item “Contributes ideas in crafting the School Improvement Plan (SIP) and Annual Implementation Plan (AIP)” obtained the highest weighted mean of 4.17 interpreted as “Evident” which means that master teachers had contributed much in crafting the School Improvement Plan (SIP) and the Annual Implementation Plan (AIP) in order for their school to achieve its goals and objectives in a certain period of time.

Then the item “Evaluates teacher-made tests and interpret results” obtained a weighted mean of 3.56 interpreted as “Evident” which means that they were given responsibility to assist teachers in making test questions as a form of assessing the performance of the students. Further, the results of the said evaluation will be the bases of the master teachers in giving technical assistance to their fellow teachers. Another duty of the master teacher noted in the table is the item “Serves as trainer in school-based INSET”. It obtained a weighted mean of 4.01 interpreted as “Evident” which implies that they lead in initiating school-based capability building trainings and seminars in empowering the teachers through formal face to face gatherings. The item “Assists principal in instructional monitoring of teachers” also got a weighted mean of 3.92 interpreted as “Evident” which tells us that master teachers of the secondary schools in the Division of Biliran are the strong partners of the school head in monitoring the instructional duties of the teachers by observing classes, checking of lesson plans, guiding in making instructional materials and evaluating their yearly performance.

Table 6: On Evaluation Skills of Master Teachers

INDICATORS	WM	INTERPRETATION
1. Evaluates students' performances fairly and uses adequate and accurate standards measures of evaluation.	4.44	Excellent
2. Selects and utilizes criterion referenced tests.	4.26	Good
3. Analyzes and interprets evaluation results skillfully.	4.43	Excellent
4. Utilizes evaluation result as a basis for improving instruction.	4.42	Excellent
5. Uses varied forms of evaluation tools.	4.29	Good
6. Evaluates performance of the students on the basis of the course objectives through discussions, quizzes, and major examinations.	4.57	Excellent
7. Gives grades on the basis of students' performance.	4.61	Excellent
8. Treats each student fair and square.	4.53	Excellent
9. Exercises no favoritism.	4.42	Excellent
10. Acts according to own intellectual judgment.	4.38	Excellent
11. Acts according to own intellectual judgment.	4.46	Excellent
12. Provides evaluative activities appropriate to students' abilities, interest, and needs.	4.45	Excellent
13. Gives evaluation result ratings that are well-accepted by the students.	4.23	Good
14. Utilizes evaluation result as a basis for improving instruction.	4.41	Excellent
15. Uses different methods in evaluating students' learning aligned to the learning objectives such as oral performance, projects, hands-on and etc.	4.49	Excellent
16. Includes items in the tests that are based on lesson objectives consisted with actual discussions activities and classroom interactions.	4.52	Excellent
17. Gives grades on the basis of students' actual performance.	4.62	Excellent
18. Treats each student fairly in giving grades.	4.51	Excellent
19. Bases ratings according to the objectives of the lessons and criteria set in class.	4.55	Excellent
20. Allows students to rate their own performances in some of the activities in the class.	4.24	Good
AWM	4.44	Excellent

Instructional Leadership of Master Teachers

There are three identified instructional leadership of the master teachers among the secondary schools in the Division of Biliran namely:

curriculum content and pedagogy, planning, assessing and reporting of learners' outcome and personal growth and professional development which made them also school leaders.

Table 7: On Mentoring Skills of Master Teachers

INDICATORS	WM	INTERPRETATION
1. Mentor co-teachers in content and skills difficulties.	3.87	Evident
2. Conduct echo-seminars for co-teachers.	3.63	Evident
3. Assists in designing capacity development programs for teachers.	3.77	Evident
4. Serves as trainer in school-based INSET.	4.01	Evident
5. Helps in the proper and accurate dissemination/implementation of school policies. .	4.02	Evident
6. Uses active listening skills as a means to improve communication.	4.00	Evident
7. Conducts in-depth studies or action researches on instructional problems.	3.53	Evident
8. Provide guidance and assistance as the novice teacher assumes new roles and responsibilities.	3.86	Evident
9. Provides a variety of growth experiences for the beginning teacher.	3.71	Evident
10. Assists beginning teachers in using the curriculum guide as aid for teaching.	3.73	Evident
11. Gives technical assistance to new teachers in formulating lesson plans.	3.71	Evident
12. Assists principal in instructional monitoring of teachers.	3.92	Evident
13. Describes the ways in which adults identify and solve problems.	3.66	Evident
14. Clarifies the role of observation and evaluation.	3.71	Evident
15. Evaluates teacher-made tests and interpret results.	3.56	Evident
16. Provides assistance in applying varied teaching techniques to make teaching more fun and interactive.	3.63	Evident
17. Facilitates in conceptualizing training proposals during INSET.	3.97	Evident
18. Contributes ideas in crafting the School Improvement Plan (SIP) and Annual Implementation Plan (AIP).	4.17	Evident
19. Assist the school head in instructional monitoring of teachers.	3.88	Evident
20. Assists school head in class monitoring.	3.71	Evident
AWM	3.80	Evident

On Curriculum Content and Pedagogy

Table 8 shows the expertise on curriculum content and pedagogy of master teachers. It can be gleaned from the table that the item “Shows fairness in dealing with the learners” got the highest weighted mean of 4.30 interpreted as “Highly Proficient”. This implies the capability of the respondents in treating their students fairly especially in performance assessment and giving of grades.

The item “Aligns lesson objectives, teaching methods, learning activities and instructional strategies” obtained a weighted mean of 4.29 interpreted as “Proficient” which means that they anchored their lesson objectives to the curriculum guide and utilized varied teaching strategies in order to make learning more fun and interactive.

“Facilitates students in participating actively in the learning tasks with some levels of independence” also got a weighted mean of 4.27 interpreted as “Proficient” which means that master teachers acted as facilitator of learning and let the students actively involved during the teaching-learning process in the classroom.

The item “Utilizes technology resources in planning, designing and delivery of the lesson” got a weighted mean of 4.14 interpreted as “Proficient” which tells us that master teachers utilized ICT instruction in their respective classes as an aid for learning and make their teaching interactive for the students. However, the item “Provides appropriate intervention activities for learners at risk” obtained the lowest weighted mean of 4.08 interpreted as “Proficient” which means that students who have poor performance must be given intervention activities for them to catch up the lesson and not be left behind.

In terms of integrating language and values to their teaching, the item “Integrates language, literacy, skills and values in teaching” obtained a weighted mean of 4.22 interpreted as “Proficient”. This implies that respondents have practiced the holistic approach of teaching the students especially in the K to 12 curriculum. Then the item “Encourages learners to use higher order thinking skills in asking questions” obtained a weighted mean of 4.23 interpreted as “Proficient” which means that they encourage their students to develop their higher order thinking skills in asking questions every time they have activities in the classroom.

On Planning, Assessing and Reporting Learners’ Outcomes

Table 9 reveals that the respondents were “Highly Proficient” on Planning, Assessing and Reporting Learners’ Outcomes with an average weighted mean of 4.35. This implies that master teachers have full understanding in planning activities, assessing the performance of the students and reporting it to the parents as part of their professional duties. Further, the item “Formulates daily lesson plan with complete parts” ranked first among others with a weighted mean of 4.61 interpreted as “Highly Proficient” followed by “Uses appropriate formative, summative test congruent to the lesson” obtaining a weighted mean of 4.53, and “Prepares formative test congruent to the objectives of the lesson” ranked 3 with a weighted mean of 4.45.

It can also be noted that out of the 20 indicators on Planning, Assessing and Reporting Learners’ Outcomes, there were 9 indicators that the respondents are also “Highly Proficient”.

Table 8: On Curriculum Content and Pedagogy

INDICATORS	WM	INTERPRETATION
1. Teaches accurate and updated content using appropriate approaches and strategies.	4.13	Proficient
2. Aligns lesson objectives, teaching methods, learning activities and instructional strategies.	4.29	Proficient
3. Encourages learners to use higher order thinking skills in asking questions.	4.23	Proficient
4. Engages and sustains learners' interest in the subject matter by making content meaningful and relevant.	4.20	Proficient
5. Establishes routines and procedures to maximize use of time and instructional materials.	4.21	Proficient
6. Integrates language, literacy, skills and values in teaching.	4.22	Proficient
7. Presents lesson logically in a development manner.	4.27	Proficient
8. Utilizes technology resources in planning, designing and delivery of the lesson.	4.14	Proficient
9. Creates situations that encourage learners to use higher order thinking skills.	4.11	Proficient
10. Sets lesson objectives within the experiences and capabilities of the learners.	4.24	Proficient
11. Utilizes varied techniques and strategies suited to different kinds of learners.	4.12	Proficient
12. Shows fairness in dealing with the learners.	4.30	Highly Proficient
13. Paces lesson appropriate to the needs and difficulties	4.17	Proficient
14. Provides appropriate intervention activities for learners at risk.	4.08	Proficient
15. Helps learners answer in own words at a desired cognitive level.	4.23	Proficient
16. Facilitates students in asking questions relevant to the lesson.	4.29	Proficient
17. Facilitates students in participating actively in the learning tasks with some levels of independence.	4.27	Proficient
18. Guides students in showing appropriate behavior of individualism, cooperation competition in classroom interaction.	4.27	Proficient
19. Helps students in imbibing the valuing learning from the teacher and from classmates.	4.23	Proficient
20. Invites students in demonstrating varied ways, learning achieved in the activities.	4.19	Proficient
AWM	4.21	Proficient

These include: “Keeps accurate records of learners’ performance level” with a weighted mean of 4.53, “Gives

assignment as reinforcement or enrichment of the lesson” with a weighted mean of 4.40, “Provides opportunity for learners to demonstrate their learning” with a weighted mean of 4.36, “Determine mastery level of the class; uses formula” with a weighted mean of 4.33, “Gives homework as follow-up of the lesson” with a weighted mean of 4.35, “Asks questions that developed critical skills (e.g. open-ended questions)” with a weighted mean of 4.35, “Provides activities for interactive/group work/cooperative learning” with a weighted mean of 4.37, “Formulates questions or tasks which are congruent to the objectives” with a weighted mean of 4.44 and “Facilitates in the conduct of Parents-Teacher Conferences” with a weighted mean of 4.31.

Table 9: On Planning, Assessing and Reporting Learners’ Outcomes

INDICATORS	WM	INTERPRETATION
1. Formulates daily lesson plan with complete parts.	4.61	Highly Proficient
2. Uses appropriate formative, summative test congruent to the lesson.	4.53	Highly Proficient
3. Uses non-traditional authentic assessment techniques when needed.	4.27	Proficient
4. Keeps accurate records of learners’ performance level.	4.53	Highly Proficient
5. Gives assignment as reinforcement or enrichment of the lesson.	4.40	Highly Proficient
6. Provides opportunity for learners to demonstrate their learning.	4.36	Highly Proficient
7. Prepares formative test congruent to the objectives of the lesson.	4.45	Highly Proficient
8. Determine mastery level of the class; uses formula	4.33	Highly Proficient
9. Uses expanded time for remediation/enrichment activities based on the results of the assessment.	4.14	Proficient
10. Recognizes students’ individual differences and provided activities for remediation, reinforcement and enrichment.	4.21	Proficient
11. Gives homework as follow-up of the lesson.	4.35	Highly Proficient
12. Asks questions that developed critical skills (e.g. open-ended questions)	4.35	Highly Proficient
13. Provides activities for interactive/group work/cooperative learning.	4.37	Highly Proficient
14. Provides questions that includes activities for fast, average and slow learners.	4.26	Proficient
15. Formulates questions or tasks which are congruent to the objectives.	4.44	Highly Proficient
16. Utilizes varied strategies, techniques and activities suited to the different kinds of learners.	4.29	Proficient
17. Leads in the preparation and enrichment of curriculum in the K to 12 Program.	4.28	Proficient
18. Provides timely, appropriate reinforcement/feedback to the learners’ behavior.	4.26	Proficient
19. Reports to stakeholders the progress of students’ academic performance.	4.29	Proficient
20. Facilitates in the conduct of Parents-Teacher Conferences.	4.31	Highly Proficient
AWM	4.35	Highly Proficient

However, the item “Uses expanded time for remediation/enrichment activities based on the results of the assessment” got the lowest weighted mean of 4.14 interpreted as “Proficient”. This means that master teachers need to give enrichment activities based on the results of the assessment to help their students cope with the lesson and improve their academic performance.

On Personal Growth and Professional Development

Table 10 reveals that the respondents were “Highly Proficient” on their personal growth and professional development with an average weighted mean of 4.34. This implies that they have improved their personal growth and upgraded themselves by attending trainings and seminars, enrolling in graduate studies for their professional development, making them more competitive in their field of expertise.

Further, the item “Attends K to 12 Seminars/Trainings/Workshops sponsored by DepEd” ranked first among others with a weighted mean of 4.55 interpreted as “Highly Proficient” followed by “Abides by the Code of Ethics for Professional Teachers” obtained a weighted mean of 4.49 interpreted as “Highly Proficient”, and “Demonstrates desirable personal characteristics of honesty, integrity, dedication, courtesy and human relations” rank 3 with the weighted mean of 4.46.

It can also be noted that out of the 20 indicators on personal growth and professional development, there were 13 indicators that the respondents are also “Highly Proficient”. These include: “Maintains stature and behavior that upholds the dignity of teaching” with a weighted mean of 4.42, “Manifests personal qualities like enthusiasm, flexibility, caring attitudes and others” with a weighted mean of 4.38, “Demonstrate a personal philosophy of teaching in the classroom” with a weighted mean of 4.37, “Improves teaching performance based on feedback from mentor, students, peers and superiors” with a weighted mean of 4.30, “Accepts accountability for learning outcomes” with a weighted mean of 4.35.

Meanwhile, the item “Uses self-assessment (TSNA) to enhance strengths and correct one’s weakness” earned a weighted mean of 4.33, “Participates actively in professional organizations” got a weighted mean of 4.42, “Establishes leadership, stress tolerance, fairness, justice, proper attire and good grooming” with a weighted mean of 4.42, “Shows willingness to enroll in Graduate Studies and Post-Graduate Courses” with a weighted mean of 4.33, “Demonstrates appropriate behavior in dealing with students, superiors and stakeholders” with a weighted mean of 4.46, “Selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her knowledge” and “Maintains appropriate appearance and decorum at all times” obtained a weighted mean of 4.44.

However, the item “Acquires National Certificate assessment skills from TESDA” received the lowest weighted mean of 3.49 interpreted as “Proficient”. This implies that as 21st century teachers in the K to 12 curriculum, master teachers should acquire relevant skills from TESDA for their personal growth and professional development.

Table 10: On Personal Growth and Professional Development

INDICATORS	WM	INTERPRETATION
1. Maintains stature and behavior that upholds the dignity of teaching.	4.42	Highly Proficient
2. Manifests personal qualities like enthusiasm, flexibility, caring attitudes and others.	4.38	Highly Proficient
3. Demonstrate a personal philosophy of teaching in the classroom.	4.37	Highly Proficient
4. Updates oneself with the recent developments in education.	4.27	Proficient
5. Improves teaching performance based on feedback from mentor, students, peers and superiors.	4.30	Highly Proficient
6. Accepts accountability for learning outcomes.	4.35	Highly Proficient
7. Reflects on one's quality of teaching vis-à-vis learning outcomes of.	4.24	Proficient
8. Uses self-assessment (TSNA) to enhance strengths and correct one's weakness.	4.33	Highly Proficient
9. Participates actively in professional organizations.	4.42	Highly Proficient
10. Abides by the Code of Ethics for Professional Teachers	4.49	Highly Proficient
11. Demonstrates desirable personal characteristics of honesty, integrity, dedication, courtesy and human relations.	4.46	Highly Proficient
12. Establishes leadership, stress tolerance, fairness, justice, proper attire and good grooming.	4.42	Highly Proficient
13. Demonstrates willingness to improve/develop professional skills through NSET and IPPD implementation.	4.49	Highly Proficient
14. Shows willingness to enroll in Graduate Studies and Post-Graduate Courses.	4.33	Highly Proficient
15. Attends K to 12 Seminars/Trainings/Workshops sponsored by DepEd.	4.55	Highly Proficient
16. Demonstrates appropriate behavior in dealing with students, superiors and stakeholders.	4.46	Highly Proficient
17. Selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her knowledge.	4.32	Highly Proficient
18. Develops a yearly plan/growth plan for new learning based on analyses of School Improvement Plan and Annual Implementation Plan.	4.23	Proficient
19. Maintains appropriate appearance and decorum at all times.	4.44	Highly Proficient
20. Acquires National Certificate assessment skills from TESDA.	3.49	Proficient
AWM	4.34	Highly Proficient

Performance of the Secondary Schools

The annual academic performance of the schools in the country is determined through its National Achievement Test MPS administered by NETRC. Results obtained will be the point of reference on the interventions to be applied by the school in order to sustain or improve their level of performance.

National Achievement Test (NAT)

Table 11 shows the results of the National Achievement Test MPS for two consecutive years in the identified secondary schools in the Division of Biliran that have master teachers. The result of the said test will be the basis as to the instructional leadership capacity and the teaching competence of the master teachers in their respective schools.

Table 11: National Achievement Test

School	SY: 2013 – 2014	SY: 2014 – 2015	Average MPS	Interpretation
A	60.56	57.80	59.18	Moderate
B	46.73	49.78	48.25	Low
C	56.29	55.58	55.94	Moderate
D	58.65	59.95	59.30	Moderate
E	66.31	54.89	60.60	Moderate
F	65.41	50.99	58.20	Moderate
G	56.82	57.61	57.21	Moderate
H	57.01	46.29	51.65	Moderate
I	46.72	45.12	45.92	Low
J	61.37	51.80	56.58	Moderate
K	71.66	61.56	66.61	Moderate
L	66.16	50.56	58.36	Moderate
M	75.38	47.48	61.43	Moderate
N	62.01	53.83	57.92	Moderate

Based from the table, majority of the secondary schools have a “Moderate” level in terms of their Mean Performance Score of the National Achievement Test. This means that master teachers play a vital role in the academic performance of the students through their instructional competence and leadership skills which makes learning more fun and interactive. Only two secondary schools got a “Low” level of MPS rating namely: School B and School I respectively.

According to Author [6], academic performance reflects the learning of a student and on how well the students meet the standard set by the educational governing bodies. Author [7] described this as the core concern about educational program and adding that student achievement is the most compelling evidence about teacher quality. In particular, the interest is in what students gain while working with the teacher- the difference between where

pupils/ students start and end in their achievement. Essentially, it determines the contributions of the teacher, or teacher effects on students learning.

Further, Author [8] stated that the outcome of the teaching process had to be measurable so that the emphasis on behaviorism, as learning is defined as what students can actually do when they have finished a course of study obtaining a change of behavior after an experience reflected the objectives set.

Problems Encountered by Master Teachers

Problems Encountered by Master Teachers. Table 13 depicts the different cited problems encountered by the respondents in their respective schools. More class preparations is the major identified problem of master teachers based of ranking in the problems encountered. The data suggests that the greater number of teaching load given to the master teacher deemed greater time which is beyond their capacity that they can handle. This implies that master teachers can be effective and as able to perform their duties if they should not be given more class preparations in their respective school.

Table 12: Problems Encountered by Master Teachers

Problems Encountered by Master Teacher	f	Rank
Overlapping of ancillary service/ coordinatorship	3	4
Learning Materials	9	2
Internet Connection	5	3
More class preparations	13	1
TOTAL	30	

Note: Multiple Response*

Further, provisions of learning materials and Internet Connection were another cited problem by the master teachers. Insufficient of learning materials will hinder quality instruction among the student, thus can affect the performance of the school in National Achievement Test.

Relationship of Variables

To determine the significant relationships between variables, Chi-square correlation, the Pearson r and the t-test were used.

Table 13 shows the relationship between the profile of the master teachers and their instructional competence. As shown in the table, there is significant relationship between the age and number of years in service of the master teacher as to their instructional competence. This implies that the age and the years in service greatly contribute to the instructional competence since they are mature and have expertise in their respective field of specializations.

Thus, it will prove that quality learning comes from quality teaching. Therefore, the null hypothesis which states that there is no significant relationship between the profile of the master teachers and their instructional competence in school was rejected. This connotes further that the profile of the master teachers and their instructional competence in their respective schools is highly significant.

Table 13: Significant Relationship between the Profile of the Master Teacher and their Instructional Competence

Variable	X ²	r- value	df	p-value	Interpretation
Sex	22.870	----	21	0.351	Ho Accepted
Age	----	0.46	----	0.003	Ho Rejected
Highest Educational Attainment	----	0.120	----	0.558	Ho Accepted
Teaching Experience	----	0.433	----	0.002	Ho Rejected
Field of Specialization	19.573	----	24	0.761	Ho Accepted
Position	----	0.215	----	0.065	Ho Accepted
Trainings Attended	----	0.249	----	0.062	Ho Accepted
Special Assignment	10.25	----	8	0.215	Ho Accepted

Table 14 shows the relationship between the profile of the master teachers and their instructional leadership. Based from the table, it can be gleaned that sex, age, field of specialization, position, trainings attended and special assignment obtained a p-value of 0.817, 0.054, 0.212, 0.611, 0.331 and 0.215 respectively. These p-values were in the 0.05. This means that there is no sufficient evidence that mentioned variables are directly associated with the instructional leadership of the master teachers.

However, highest educational attainment and teaching experience obtained an r- value of 0.442 and 0.317 respectively. Their p-values reached 0.002 and 0.004 respectively which signifies a significant relationship. This implies that highest educational attainment and teaching experience are directly associated with their instructional leadership considering the number of years they have in the service. This implies further that highest educational attainment and teaching experience are good indicators for the instructional leadership of the master teachers of the secondary schools in the Division of Biliran.

Table 14: Significant Relationship between the Profile of the Master Teacher and their Instructional Leadership

Variable	X ²	r- value	df	p-value	Interpretation
Sex	----	0.019	----	0.817	Ho Accepted
Age	----	0.132	----	0.054	Ho Accepted
Highest Educational Attainment	----	0.442	----	0.002	Ho Rejected
Teaching Experience	----	0.317	----	0.004	Ho Rejected
Field of Specialization	24.45	----	18	0.212	Ho Accepted
Position	----	0.09	----	0.611	Ho Accepted
Trainings Attended	15.24	----	8	0.331	Ho Accepted
Special Assignment	10.25	----	8	0.215	Ho Accepted

Table 15 presents the significant relationship between the instructional competence of the master teachers and the academic performance of the students. As shown in the table, the instructional competence of the master teacher was correlated with the academic performance of the students, and a strong relationship existed. The instructional competence of the respondents shows a strong relationship with the academic performance of the students as indicated by the r values of 0.547. Hence, the hypothesis which states that there is no significant relationship between the instructional competence of the master teachers and the academic performance of the students was rejected. This means that there is a linear and direct relationship between the instructional competence of the master teachers and the performance of the students. This implies further that the more competent the teacher is, the greater is the teaching to be effective.

According to Authors [9], competence gives the teacher the responsibility to present evidence of the achievement of the students. The question is how teachers perform, identifies the competencies and relate to overall performance of the students according to the capacity.

Table 15: Significant Relationship between the Instructional Competence of the Master Teachers and the Academic Performance of the Students

Variable	r- value	p-value	Interpretation
Instructional Competence of Master Teachers and Academic Performance of the Students	0.547	0.04	Ho Rejected

Table 16 presents the relationship between the instructional leadership of the master teachers and the academic

performance of the students. The table shows an r- value of 0.028 which signifies a very weak relationship, a p-value of 0.817 which is greater than 0.05. This means that the null hypothesis was accepted and concluded that instructional leadership has nothing to do with the academic performance of the students. This implies further that instructional leadership is away quite far from classroom instruction, thus, it does not significantly affect the performance of the students.

Table 16: Significant Relationship between the Instructional Leadership of the Master Teachers and the Academic Performance of the Students

Variable	r- value	p-value	Interpretation
Instructional Leadership of Master Teachers and Academic Performance of the Students	0.028	0.817	Ho Accepted

IV. Conclusion

As gleaned from the findings of the study, the following conclusions are drawn.

Master teachers of the secondary schools in the Division of Biliran were excellent and “Mastered” their instructional competence. They showed expertise in subject matter skills, classroom management skills, evaluation skills, teaching strategy skills and mentoring skills which is very evident in the academic performance of the students.

Moreover, their instructional leadership capacity showed “Highly Proficient” especially on curriculum content and pedagogy, on planning, assessing and reporting learners’ outcomes and on personal growth and professional development. It means that master teachers have the potential and capability to lead their respective school particularly in improving the academic performance of the students and giving technical assistance to their colleagues.

V. Recommendation

Based on the issues and implications of the results, the following recommendations are forwarded.

- 1.) School Heads may send their master teachers to attend seminars/ trainings to abreast themselves with the latest development in education and engage themselves in any professional activities that will uplift their instructional competence and instructional leadership capacity; 2) Master teachers should continue achieving highest educational attainment by enrolling to Graduate School studies that is align to their field of specialization in order to enhance their teaching competence and instructional leadership and be promoted to Master Teacher III and Master Teacher IV; 3) Skills enhancement trainings should be given to the master teachers in the Division of Biliran by coordinating to TESDA as part of their continuing professional

development program to acquire the necessary skills; 4) All possible strategies should be taken into account by the school through the initiatives of the School Head by mobilizing all available resources to avail the state-of-the-art equipment, Instructional Materials and many others to facilitate and effect learning in every classroom; 5) Master teachers should design training programs such as INSETs and other formal face-to-face seminars for their colleagues in order for them to be given technical assistance in improving also their teaching competence; 6) In order to improve the National Achievement Test (NAT) results of the secondary schools in the Division of Biliran, master teachers should make parallel review materials to facilitate the students in answering the said examination; 7) A Development Plan should be made in order to enhance the instructional competence and instructional leadership capacity among master teachers in the Division of Biliran; 8) Intensive and focused monitoring and evaluation activities should be properly conducted in all the secondary schools in the Division of Biliran as to the implementation of the Individual Performance Commitment and Review Form (IPCRF) for master teachers; and 9) A follow-up research focusing on the instructional competence and instructional leadership capacity of master teachers should be conducted to determine the effectiveness of the inputs herein recommended for implementation.

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