



# SCHOOL LEADERSHIP CAPACITY OF MASTER TEACHERS AS INSTRUCTIONAL LEADERS

DEXTER G. CERINA

Institution : Institute of Graduate and Professional Studies  
Lyceum-Northwestern University  
Dagupan City

**Abstract:** The study was conducted to determine the school leadership capacity of Master Teachers as instructional leaders of the elementary schools in the First Congressional District of Pangasinan under Schools Division Office I Pangasinan. Findings revealed that master teachers of the elementary schools 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 learners. 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 leaders; school leadership; leadership capacity; academic performance

## INTRODUCTION

The Master Teachers' Individual Performance Commitment and Review Form (IPCRF) Rating was used as their standard performance rate, and their coaching and mentoring practices were assessed using a coaching and mentoring assessment tool. The coached and mentored teachers also assessed the coaching and mentoring practices of their Master Teachers through a congruent survey checklist assessment tool. The results of this study provide empirical shreds of evidence on the current coaching and mentoring practices of the Master Teachers, which are still having many gray areas since there are not many pieces of research directly related to this (Hollweck 2019) (Lowery, 2019). Furthermore, the result provides the District and the Schools Division a baseline data that will serve as a basis for future research, intervention programs, capability - training programs, and policy reforms.

The master teachers provide technical assistance to teachers to improve their competence. When a teacher wanted to conduct in-service training or learning action cell, the head of the school will approve the plan while the specific mentor of the teacher shall assist in planning, organizing, managing and controlling the training. As stated in their duties and responsibilities, MTs assist the school heads in designing capacity development programs for teachers.

Over-all, mentoring the new and developing teachers and giving them technical assistance are essential things that should not take into granted. Master teacher's role is to look ways on how these teachers should be mentored and excel in every teaching-learning process especially, so these teachers deal with young people.

Master teachers are independent individuals striving to be instructionally competent as their duty calls for. They perform their duties in the area of instruction at an advanced level. They showed their resourcefulness in the performance of their roles and responsibilities so that resources for the teaching learning process can be acquired. (Clariño, 2019) Teachers as mentees are responsible for preparing lesson plans and educating students at all levels. Their duties include assigning homework, grading exams, and documenting progress of learners. Teachers must be able to instruct a variety of subjects and reach students with engaging lesson plans. As mentees, they should be competent professional with in-depth knowledge of teaching best practices and legal educational processes. In addition to having excellent written and verbal communication skills, our ideal candidate will also demonstrate outstanding presentation and interpersonal abilities. As teachers begin their teaching career, it has become evident that not all beginning teachers stay in the profession for more than three years. Research has shown that providing beginning teachers the opportunity to work side-by-side with a mentor has positive outcomes for both the teacher and the students (American Institutes for Research, 2015).

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.

Teachers as mentees are responsible for preparing lesson plans and educating students at all levels. Their duties include assigning homework, grading exams, and documenting progress of learners. Teachers must be able to instruct a variety of subjects and reach students with engaging lesson plans. As mentees, they should be competent professional with in-depth knowledge of teaching best practices and legal educational processes. In addition to having excellent written and verbal communication skills, our ideal candidate will also demonstrate outstanding presentation and interpersonal abilities. As teachers begin their teaching career, it has become evident that not all beginning teachers stay in the profession for more than three years. Research has shown that providing beginning teachers the opportunity to work side-by-side with a mentor has positive outcomes for both the teacher and the students (American Institutes for Research, 2015). Students Academic achievement or academic performance is the level to which a student, teacher or institution has accomplished their short or long-term educational objectives. Students' Academic achievement was once understood to be the most important result of formal educational experiences and while there is little uncertainty as to the vital part such achievements show in student life. (Kell, et al, 2013).

Mentor as an instructional frontrunner finds means to support their co-teachers in carrying out their duties and responsibilities in aiding student's knowledge and understanding through efficient lesson plans of activities and suitable, sufficient, and modernized instructional materials Archibong (2012). He added and emphasized that when teaching is organized, the intention of making the teaching and learning improved for the learner is brought out. This was supported by Gabriel (2005) when he said that mentors guarantee coteachers feel encouraged while increasing their experience of finest teaching practices and student achievement. According to Umaru (2011), when mentees are nurtured and directed by their mentors in producing IMs that possess characteristics of visibility, simplicity, attraction, and clarity, it will influence student's academic performance

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. Author in 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 training for teachers.

The master teacher scheme has given the school teachers the most needed motivation to be effective, efficient, and productive. The increased salary that goes with it also contributes to the teacher's upliftment in life. It is assumed that based on the criteria of his scheme any teacher will try his best to perform his job better and aim for very satisfactory rating at the end of the school year in order to qualify him or her for promotion either in rank, status or salary. In line with the desire to give teachers of public elementary and secondary schools the opportunity and option to change career paths they like to pursue, DECS Order No. 82, s. 1997 was issued. This concerns the revised guidelines on shifting from master teacher position to administrative position and vice-versa. The existing policy on shifting relevant to master teachers and school principals was revised as follows:

- a. Shifting from the Master Teacher track to the Principal track and vice-versa shall be allowed once at any point in the progression levels provided the qualification standards are met and after passing the examination.
- b. The Master Teacher or Principal who desires to shift is ranked with all other qualified candidates for the equivalent position. The selected candidate should be given opportunities by the Division Superintendent to undergo training on the relevant competencies.
- c. For a Master Teacher I to be able to shift to the Principal's track and vice-versa at the same level, he/she should have a performance rating of very satisfactory in the last two years.

Within this context, there is a need to evaluate the competencies and performance of Master Teachers as well as look into possible factors that may enhance or hinder their effectiveness in the performance of their functions and roles. It is only through the behaviour and performance of teachers and their interactions with teachers, students, parents, and administrators, that the objectives of the school are achieved.

Patacsil's dissertation (2006) focused on the instructional assistance of Master Teachers in the public secondary schools as basis for proposed guide for effective teaching. It centered on the instructional assistance rendered by the Master Teachers to the non-master teachers in the secondary schools of Urdaneta City Division. Among the salient features on the extent of the Master Teachers instructional assistance which could be affirmed or negated in the present study were: 1) Instructional assistance given to non-master teachers was generally rated "very much rendered", 2) the least rendered service were a) introducing a system of work simplification and b) conducting researches to improve instruction. 3) Assistance by the Master Teachers along the improvement of learning process was found to be "moderately rendered", and 4) The "least rendered" services by the Master Teachers were the guiding of teachers in the preparation of action plan, preparation of self-learning kits, and assisting in the conduct of Learning Action Cell (LAC). Patacsil employed the descriptive and developmental method of research which the present study likewise adopted.

Sison's study (2005) was a tracer for the Master of Arts in Education graduates of the Lyceum Northwestern University It also employed the descriptive developmental research design. Specifically, it investigated teachers' 1) demographic profile, 2) reasons that motivated them to pursue the MAEd degree, 3) status of the MT's employment before and after the completion of MAEd degree and their promotions, 4) benefits derived from the MAEd degree and lastly 5) policy recommendations that can be proposed to address the concerns relative to the findings. According to him, anything that makes the employees happy and satisfied will boost their enthusiasm to work and produce more. He also added that good work of an employee cannot be achieved through salary or wage increase but also through cordial and happy relationships, wholesome work conditions, proper attitudes, and desirable working environment. Willingness to cooperate and enthusiasm to do his job according to manifestations of employees high morale, the styles of a leader, on the other hand, will tend to develop morale and productivity of employees.

#### Statement of the Problem

This study aimed to determine the level of competence of Master Teachers and the performance of the learners in public elementary schools in the First Congressional District of Schools Division Office I Pangasinan during the school year 2023-2024. Specifically, the study sought to achieve the following objectives.

1. What is the profile of Master Teachers in the First Congressional District of Schools Division Office I Pangasinan in terms of:
  - 1.1 sex;
  - 1.2 age;
  - 1.3 highest educational attainment;
  - 1.4 teaching experience;
  - 1.5 field of specialization;
  - 1.6 position; training attended; and
  - 1.7 special assignment;
2. What is the instructional competence of the Master teachers in terms of:
  - 2.1 mastery of the subject matter skills;
  - 2.2 teaching strategy skills;
  - 2.3 classroom management skills;
  - 2.4 evaluation skills; and mentoring skills.
3. What is the instructional leadership of the master teachers in terms of:
  - 3.1 curriculum content and pedagogy;
  - 3.2 planning, assessing and reporting; and
  - 3.3 professional growth and development;
4. What is the performance of the learners under the tutelage of the Master Teachers?
5. What are the problems encountered by the Master Teachers?
6. Is there a significant relationship between the profile of the Master Teachers and their instructional competence;
7. Is there a significant relationship between the profile of the Master Teachers and their instructional leadership;
8. Is there a significant relationship between the Master Teachers' instructional competence and the academic performance of the learners;
9. Is there a significant relationship between the Master Teachers' instructional leadership and the academic performance of the learners; and
10. Based from the findings, what development plan to improve the instructional competence and instructional leadership skills of the Master Teachers.

## METHODOLOGY

This chapter discussed the research design, sources of data, instrumentation and data collection and the tools for data analysis.

### Research Design

The study utilized the descriptive correlational research method with the survey questionnaires as the main testing instrument focusing on the instructional competence of master teachers in the First Congressional District of Schools Division Office I Pangasinan. 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.

### Sources of Data

The respondents of this study were the Master teachers and learners of First Congressional District, Schools Division Office I Pangasinan during the school year 2023-2024.

### Instrumentation and Data Collection

The main data-gathering instrument of the study was a questionnaire checklist.

To answer sub-problem 1, the profile of Master Teachers in the First Congressional District of Schools Division Office I Pangasinan, frequency and percentage were used.

To answer sub-problem 2, the instructional competence of the Master teachers, average weighted mean was used.

To answer sub-problem 3, the instructional leadership of the master teachers, average weighted mean was used.

To answer sub-problem 4, the performance of the learners under the tutelage of the Master Teachers, frequency and percentage were used.

To answer sub-problem 5, the problems encountered by the Master Teachers, average weighted mean was used.

To answer sub-problems 6, there a significant relationship between the profile of the Master Teachers and their instructional competence; Chi-square was used.

To answer sub-problem 7, the significant relationship between the profile of the Master Teachers and their instructional leadership, Chi-square was used.

To answer sub-problem 8, the significant relationship between the Master Teachers' instructional competence and the academic performance of the learners, Chi-square was used

To answer sub-problem 9, the significant relationship between the Master Teachers' instructional leadership and the academic performance of the learners, Chi-square was used.

## RESULTS AND DISCUSSION

### *Profile of the Master Teachers*

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 1A: Profile of Master Teachers**



<b>Sex</b>	<b>f</b>	<b>%</b>
Male	16	25
Female	48	75
<b>TOTAL</b>	<b>64</b>	<b>100.00</b>
<b>Age</b>	<b>f</b>	<b>%</b>
22 – 45 years old	30	46.88
46 – 59 years old	34	53.12
<b>TOTAL</b>	<b>64</b>	<b>100.00</b>
<b>Highest Educational Attainment</b>	<b>f</b>	<b>%</b>
MS/MA with units	18	28.12
MS/MA	30	46.88
Ph. D/Ed. D. with units	10	15.63
Ph. D/Ed. D.	6	9.37
<b>TOTAL</b>	<b>64</b>	<b>100.00</b>

As reflected in Table 1A, out of 64 master teacher-respondents in the Division, 30 master teachers or 46.88 percent are 22-45 years old and 34 master teachers or 53.12 percent are 46-59 years old. Generally, master teachers of the elementary schools in the First Congressional District of Schools Division Office I Pangasinan were in the middle-age group. As reflected in the table, only 30 or 46.88 percent were MS/MA with units and only 4 respondents had PhD./EdD degree respectively. It could be noted that majority of the master teachers were MS/MA graduate.

**Table 1B: Profile of Master Teachers**

<b>Number of Years in Teaching</b>	<b>f</b>	<b>%</b>
6 to 9 years	4	6.25
10 to 14 years	8	12.5
15 to 19 years	6	9.38
20 to 24 years	32	50
25 years and above	14	21.88
<b>TOTAL</b>	<b>64</b>	<b>100.00</b>
<b>Position</b>	<b>f</b>	<b>%</b>
Master Teacher I	54	84.38
Master Teacher II	10	15.62
<b>TOTAL</b>	<b>64</b>	<b>100.00</b>

In terms of years in teaching, the table reveals that 4 master teachers or 6.25 percent had been in the service from 6-9 years of teaching in their own respective schools, 8 or 12.5 percent from 10-14 years, 6 or 9.38 percent from 15-19 years, 32 Master Teachers or 50 percent from 20-24 years and lastly, 14 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 54 or 84.38 percent while only 10 or 15.62 percent belong to Master Teacher II.

**Table 1C: Profile of Master Teachers**

<b>Special Assignments</b>	<b>f</b>	<b>%</b>
ICT Coordinator	4	6
SHS Coordinator/Head	16	1
INSET Coordinator	6	3
YES-O Coordinator	2	12
Training and Development Coordinator	6	3
GAD Coordinator	4	6
Physical Facilities Coordinator	2	12
LIS Coordinator	2	12
Math Coordinator	2	12
ADM Coordinator	2	12
Class Program Coordinator	2	12
LAC Coordinator	4	6
Department Head	6	3

School Paper Adviser	2	12
Career Guidance Advocate	2	12
English Coordinator	2	12
<b>TOTAL</b>	<b>64</b>	<b>100</b>

The table also reveals the special assignments and other ancillary functions given to master teachers among the elementary schools in the First Congressional District of Schools Division Office I Pangasinan. Of the 64 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.

*Number of Training and Seminars Attended*  
**Table 2: Number of Training and Seminars Attended**

Number of Training and Seminars Attended	Division	Regional	National
5 and below	60	62	64
6 – 9	2	2	0
10 and above	12	0	0
<b>TOTAL</b>	<b>64</b>	<b>64</b>	<b>64</b>

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.

### 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 elementary schools in the First Congressional District of Schools Division Office I Pangasinan. 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”.

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.

**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
<b>AWM</b>	<b>4.28</b>	<b>Mastered</b>

#### On Teaching Strategy Skills of Master Teachers

With regard to the teaching strategy skills, Table 3 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”.

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 multimedia 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
<b>AWM</b>	<b>4.41</b>	<b>Very High</b>

#### 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
<b>AWM</b>	<b>4.46</b>	<b>Very High</b>

#### 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. This order is a policy guideline in classroom assessment for the K to 12 Basic Education Program.

**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
<b>AWM</b>	<b>4.44</b>	<b>Excellent</b>

#### 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.

#### Instructional Leadership of Master Teachers

**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
<b>AWM</b>	<b>3.80</b>	<b>Evident</b>

## Conclusion

The following conclusions are formulated:

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

Master teachers 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.

## Recommendations

On the basis of the foregoing conclusions, the following are recommended:

1.) School Heads may send their master teachers to attend seminars/ training 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 training should be given to the master teachers 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 learners’ performance, 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;

8) Intensive and focused monitoring and evaluation activities should be properly conducted in all the secondary schools 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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