Navigating Master Teachers' Instructional Supervision Practices and Teaching Competence of Teachers: Implication for Professional Development Program

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Abstract

Teachers' competence that has become a serious problem nationally in the Philippines, another issue also is found in students' achievements. The lack of teachers' competences has inevitably contributed to the low achievement of students. Filipino students compare to other countries are still behind in terms of performance and achievement. This study aimed to determine the extent of instructional supervision practices of master teachers and instructional competence of teachers. Findings served as basis for professional development program implication. This study utilized the descriptive- correlation method. Thirty teachers (30) were chosen to participate in the research process. Weighted mean, t-test and Pearson r moment correlation were used to analyse the data. Findings revealed that the instructional supervision practices of master teachers was rated Always. Assessment of learning outcomes obtained the highest mean and describe as always. The teaching competence of teachers along with diversity of learners, teaching behaviour in actual teaching, learners' behaviour in the classroom and teacher's ability was describe Always. The computed t-value in diversity of learners has significant difference on the instructional competence of teachers along with diversity of learners and teacher behaviour in actual teaching is existed. There is significant difference on the instructional competence of teachers relative to learners' behaviour in the classroom and teacher ability across ages. There is no significant relationship between the instructional supervision practices of master teachers and the teaching competence of teachers.

Keywords: Master Teachers, Instructional Supervision Practices, Teaching Competence

1. Main text

1.1. Introduction

A professional, ongoing, and collaborative approach for improving instruction is called instructional supervision. It is defined by direction, support, idea exchange, creation, or facilitation to assist instructors in enhancing the environment for learning and the caliber of instruction in the classrooms. It is extending a

helping hand to a fellow professional by a supervisor or instructional leader who is highly skilled and knowledgeable and who collaborates with others in a school setting that fosters the growth of a professional learning community.

Master instructors need to develop in a few areas of their technology capabilities, but they are "Excellent" in terms of their pedagogical understanding, topic knowledge, assessment skills, and mentoring abilities. The Individual Performance Commitment Review Form (IPCRF) for Master Teachers indicates a very satisfactory level of performance. When it comes to coaching and mentoring, instructional supervision and evaluation, content knowledge and pedagogy, assessment, and reporting, master teachers are "Excellent" at helping other teachers. Master educators act as role models and mentors. They offer information, encouragement, and helpful critique. They work together with educators to inspire, transmit enthusiasm, and motivate progress. The respondents' evaluation of the degree of master teachers' instructional leadership competencies is unaffected by the age, sex, position, number of years in the role, and highest level of education attained by instructors. Since their performance is based on more than just their Individual Performance Commitment Review Form (IPCRF) results, the competencies of master teachers are not correlated with their scores in the areas of technological knowledge, pedagogical knowledge, content knowledge, evaluation skills, and mentoring skills (Gestupa, 2023).

Instructors receive the same amount of technical assistance from master instructors regardless of their age, sex, position, number of years in the role, and highest level of education. There is no correlation between the level of instructional leadership competencies possessed by master teachers and the technical support they offer to teachers in grades 1-3. Master educators must get better at using technology and providing educational ideas. Master educators, on the other hand, often provide coaching through formal observation and feedback. Through orientations, LAC and INSET, as well as occasionally individual conferences, they provide support, mentoring, and coaching (Marana, 2018).

There are numerous positions available in the department for master teachers. Master teachers should make up twenty percent of the district's entire teaching staff, according civil service norms. When it comes to directions in their area of expertise, they are proficient. In-service training, resource speaker roles, and program chairing are among the additional duties assigned to master teachers. One of their duties is to guarantee that other educators have the abilities necessary to teach by providing astute supervision, recommendations, and encouraging remarks to help other educators grow.

To preserve and raise the standard of instruction at the school, the master instructors oversaw the instructional practices of the teachers. In contrast to training, supervision can offer the instructor on-going support and direction according to their requirements and choices. These ought to be viewed as the benefits that supervision offers in terms of professional support for the advancement of teachers' careers. The issue of poor student accomplishment and teacher competency may be addressed in part by the supervision of teachers. It is crucial to provide teachers with the best possible assistance for their professional development, so it is necessary to remove the barriers to the current system of teacher monitoring while also improving it.

Besides the issue of teachers' competence that has become a serious problem nationally in the Philippines, another issue also is found in students' achievements. The lack of teachers' competences has inevitably contributed to the low achievement of students. Filipino students compare to other countries are still behind in terms of performance and achievement.

In Sultan Kudarat Division, the office strengthens the instructional supervision of teachers. A series of team supervision has been conducted to ensure that teachers are guided with timely and relevant instructional skills and activities suggested in improving their performance par learners' achievement.

The researcher conducted this study to determine the practices of master teachers in instructional supervision and the teaching competence of teachers after the supervision of master teachers has been conducted. The competence of the researcher to conduct this study has been forced because no research has

been studies on how the practices of masters teachers in instructional supervision affects the teaching competence of teachers in lower ranked. Thus, there is a clear need that teachers must be supervised and evaluated with the help of the master teachers.

1.2. Conceptual Framework

One of the most important efforts in organizing the education process is to improve and maintain the quality of education. Teachers as education agents are professionals who have an important role in designing and applying the learning practice, evaluating the outcome of learning, guiding students and conducting studies as well.

As a result, assistance in raising teachers' levels of professionalism is always needed. Among the methods used to enhance professionalism is instructional supervision. One of the most important aspects of implementing educational management in schools is the supervisory process. According to Sergiovanni (1987), referenced by Mudawali and Mudzofir (2017), supervision is an ongoing effort to motivate, plan, and advise educators in schools, both individually and collectively, in order to improve their comprehension of and capacity for realizing the practical application of learning. Consequently, there is a direct connection between teacher professional development and instructional supervision. The focus of a comprehensive review conducted in recent years has been the connection between teacher professionalism and supervision (Mudawali and Mudzofir, 2017).

Technical assistance of master teachers given based on the needs of the organization and in line with its vision and goal. Learning is a collaborative and cooperative process. Any kind of professional guidance, support, or help that "others" might require to carry out their responsibilities more successfully is referred to as technical assistance. In order to help with problem resolution, performance improvement, generating outcomes, and data collection to support policy making (RO), technical assistance is offered. The three most important ways to provide technical help are classroom monitoring, LAC sessions, and one-on-one coaching. Teachers are being improved and developed in those three areas where they are lacking in order to meet the diverse needs of their students. The focus is mostly on how normal school employees can help the staff improve student performance and close the achievement gap. School administrators have a big impact on teachers' professional development (Magcanas, 2019).

The current study moored in navigating the instructional supervision practices of the master teachers and the teaching competence of teachers in the lower ranks. The different instructional supervision practices include instructional support for teacher effectiveness and efficiency, enhancing teacher capability building, curriculum enhancement and assessment of learning outcomes served as independent variables. The dependent variable of the study is all about the instructional competence of teachers in the lower ranks after the instructional supervision has conducted. The instructional competence of teachers focusd on the diversity of learners, teachers' behaviour in actual teaching, learners' behaviour in the classroom and teachers' ability.

The following diagram depicts how the two variables were treated to determine the extent of the instructional supervision practices of master teachers and instructional competence of teachers.

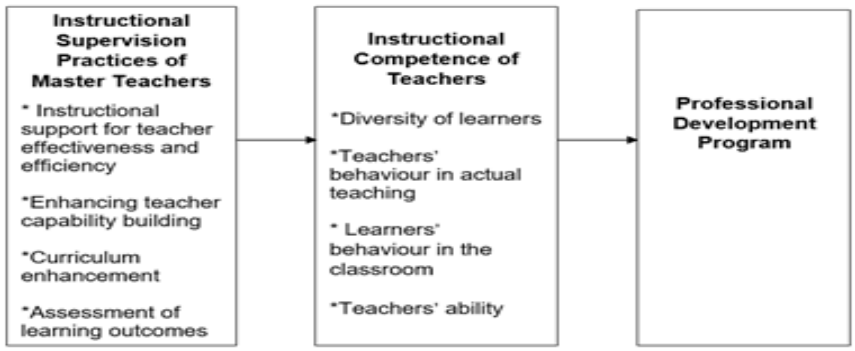

Figure 1. Schematic Design of the Conceptual Framework

1.3. Statement of the Problem

This study aimed to determine the extent of instructional supervision practices of master teachers and instructional competence of teachers. Findings served as basis for professional development program implication.

Specifically, it seeks the answer to the following questions:

1. What is the extent of the instructional supervision practices of master teachers in terms of:
   1.1 Instructional support for teacher effectiveness and efficiency;
   1.2 Enhancing teacher capability building;
   1.3 Curriculum enhancement; and
   1.4 Assessment of learning outcomes?
2. What is the extent of the instructional competence of teachers when it comes to:
   2.1 Diversity of learners;
   2.2 Teachers' behaviour in actual teaching;
   2.3 Learners' behaviour in the classroom;
   2.4 Teachers' ability?
3. Is there a significant difference on the instructional competence of teachers according to their age?
4. Is there a significant relationship between the instructional supervision practices and the instructional competence of teachers?
5. What program can be proposed base on the findings of the study?

1.4. Research Methodology

This study utilized the descriptive- correlation method. It described the extent of the instructional supervision practices of master teachers and instructional competence of teachers. Relationship of the study was determined.

This research design underlies three premises in gathering necessary data. First, information for the relevant variables involved was collected, averaged and synthesized. Second, after determining the average score for each variable, the extent to which the subjects' scores using the set criteria for each variable was determined. Third inferential statistics was utilized to examine the relationship of two variables.

The respondents involved of the study were teachers with position as Teachers I to III who was tasked to assess the extent of the instructional supervision practices of master teachers and their instructional competence. A total of thirty teachers (30) were chosen to participate in the research process.

Two sets of sampling techniques were used in the research study. The Total enumeration and the purposive sampling were used in the selection of respondents. The first mode was applied to the selection of master teachers were all of them was chosen to participate in the study. Purposive sampling was used to select the sample size of teachers.

1.5. Data Instrument and Procedure

The researcher employed the adapted instruments. This instrument is a standardized design to measure the variables under study. The pertinent data on the study was gathered through the use of survey questionnaire. The instrument used in the instructional supervision practices was obtained from the DepEd Instructional Supervision handbook. The instrument is composed of four (4) strands and each strand has 6 statements. To determine general extent of the instructional supervision practices, the following scale was used:

4	3.26-4.00	Always	Has a very high degree of providing support to teachers in improving teaching learning and learning outcomes
3	2.51-3.25	Frequent	Has high degree of providing support to teachers in improving teaching learning and learning outcomes
2	1.76-2.50	Occasionally	The degree of providing support to teachers in improving teaching learning and learning outcomes was averagely practiced.
1	1.00-1.75	Never	Has low degree of providing support to teachers in improving teaching learning and learning outcomes

Part 2 of the research survey focused on the instructional competence of teachers. The research instrument was adapted from the National Competency-based Teachers' Standards (NCBTS). It has four strands with 6 statements for each. To determine general extent of the instructional competence of teachers, the following scale was used:

4	3.26-4.00	Always	The instructional supervision influences the teacher's competence very high.
3	2.51-3.25	Frequent	The instructional supervision influences the teachers' competence highly.
2	1.76-2.50	Occasionally	The instructional supervision influences the teachers' competence occasionally.
1	1.00-1.75	Never	The instructional supervision influences the teachers' competence lowly.

1.6. Data Analysis

All data gathered from the respondents was organized, tallied, tabulated and presented in a series of tables. Weighted means was used for research questions no. 1 and 2. The t-test of data treatment was used for question no 3. The Pearson r moment correlation was used for question no. 4. No statistical treatment for question no. 5

1.7. Results and Discussion

Instructional Supervision Practices of Master Teachers

. Instructional supervision refers to the efforts of designated school officials towards providing instructional leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives. Table 1 present the findings.

Table 1. Summary of the Instructional Supervision Practices of Master Teachers

Indicators	Means	Verbal Equivalent
1.Instructional Support for Teacher effectiveness and Efficiency	3.66	Always
2.Enhancing Teacher Capability Building	3.44	Always
3.Curriculum Enhancement	3.62	Always
4.Assessment of Learning Outcomes	3.84	Always
Overall Mean	3.64	Always

Table 1 shows, the experts' assessment relative to the extent of the instructional supervision practices of master teachers was describe Always as manifested in the result (M=3.64). As shown, the consistent ratings for all the indicators further substantiate the overall result. This means that the master teachers have very high degree of providing support to teachers in improving teaching learning and learning outcomes, hence instructional supervision is always conducted to help teachers improve their instructional skills and teaching approach.

When taken singly, Assessment of Learning Outcomes obtained the highest mean of 3.88 and describe as Always. The result implies that master teachers gave assistance and focus on the assessment of learners through giving of technical assistance to teachers.

Teaching Competence of Teachers

Table 2 shows, the experts' assessment relative to the extent of the teaching competence of teachers was describe Always as manifested in the result (M=3.47).

Table 2. Summary of the Teaching Competence of Teachers

Indicators	Means	Verbal Equivalent
1. Diversity of Learners	3.67	Always
2.Teacher Behavior in Actual Teaching	3.26	Always
3. Learners' Behavior in the Classroom	3.45	Always
4. Teacher's Ability	3.49	Always
Overall Mean	3.47	Always

As shown, the consistent ratings for all the indicators further substantiate the overall result. This means that instructional supervision influences the teacher's competence very high and they believe that conducting of observation is one way to enhance their skills and improve their teaching prowess.

The findings implies that teaching competence of teachers meet the standard protocol of achieving the common goals in the delivery of competencies to the learners, henceforth teachers are akin of their competence in eth field of their discipline because of the instructional supervision conducted by the master teachers.

Significant difference on the Instructional Competence of Teachers across Age

Table 3 shows the experts' assessment relative to the significant difference on the instructional competence of teachers across their ages.

Table 3. Analysis on Significant difference on the Instructional Competence of Teachers across Age

Variables	Mean	t-value	t-critical	Interpretation
1. Diversity of Learners	3.68[a]	25.885		Significant
2.Teacher Behavior in Actual Teaching	3.66[a]	25.911		Significant
3. Learners' Behavior in the Classroom	3.45	26.034	2.003	Significant
4. Teacher's Ability	3.50	25.992		Significant

As shown, the computed t-value in diversity of learners was 25.885 higher than t-critical value of 2.003 and teaching behaviour in actual teaching was 25.911 higher the critical value of 2.003. This means that the null hypothesis is rejected; hence significant difference on the instructional competence of teachers along with diversity of learners and teacher behaviour in actual teaching is existed. The ages of the teachers contributed significantly to their instructional competence in handling diverse learners and their behaviour in actual teaching. The result implies that the approaches given by the teachers are not the same to other teachers. Result indicates that the superscript indicates a comparable result hence the mean is likely equal.

The computed t-value of 26.034 is higher than the t –critical value of 2.003 along with learners' behaviour in the classroom. Continually, the t-value on teacher ability was 25. 922 which is higher the t-critical value of 2.003. There is significant difference on the instructional competence of teachers relative to learners' behaviour in the classroom and teacher ability across ages.

This implies that teachers' competence is not same when it comes to their age level. Whether young ages or retirement ages, the degree of teachers' instructional competence and their level of hard work to deliver the desired competencies on the different types of learners are different from each other.

Subsequently, findings indicate that the degree of instructional supervision given by the master teachers is differently from the other teachers regardless of their age level.

Correlation Analysis between the Instructional Supervision Practices of Master Teacher and Teaching Competence of Teachers

Table 4 shows the experts' assessment relative to the significant relationship of the instructional supervision practices of master teachers and teaching competence of teachers.

Table 4. Correlation Analysis between the Instructional Supervision Practices of Master Teacher and Teaching Competence of Teachers

Variables	Mean	R	t_{comp} value	$t_{critical}$ value	Interpretation
Instructional Supervision of Master Teachers	3.64	0.09	0.47	2.04	Not Significant
Teaching Competence of Teachers	3.47				

$\propto = 0.05$, two-tailed

As shown, the $t_{computed}$ value of the instructional supervision practices of master teachers and teaching competence of teachers is 0.47 and the $t_{critical}$ value is 2.04 at .05 level of confidence. The relationship among the two variables is represented by (r) correlation coefficient with the degree of relationship of 0.09.

Through there exist some degree of relationships, these is considered low relationships and not significant as displayed t-computed which is smaller than t-critical value. This implies that there is no significant relationship between the instructional supervision practices of master teachers and the teaching competence of teachers. In other words, the increase or decrease in the degree of the teachers' teaching competence significantly not attributed to the kind of practices during instructional supervision conducted by the master teachers.

Findings of the study implies that instructional supervision practices of master teachers is very high as manifested by their means, however this is not a manifestation that the teaching competence of teachers is dependent alone to the kind of technical assistance during instructional supervision conducted by the master teachers.

1.8. Conclusion

Based on the major statistical findings of this study, the master teachers have very high degree of providing support to teachers in improving teaching learning and learning outcomes, hence instructional supervision is always conducted to help teachers improve their instructional skills and teaching approach. There is significant difference on the instructional competence of teachers relative to learners' behavior in the classroom and teacher ability across ages.

1.9. Recommendation

1. Review and implement the proposed professional development program in order develop and improve teachers' competence.
2. Master teachers should continue to assess and give technical assistance to the teachers.
3. Professional development program should cater on handling learners' behaviour.

Proposed Professional Development Program

Title: School Learning Action cell in Improving Teaching Competence and Master Teachers' Role

Rationale

Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. It recognises that development can be provided in many ways, ranging from the formal to the informal. It can be made available through external expertise in the form of courses, workshops or formal qualification programmes, through collaboration between schools or teachers across schools (e.g. observational visits to other schools or teacher networks) or within the schools in which teachers work. In this last case, development can be provided through coaching/mentoring, collaborative planning and teaching, and the sharing of good practices.

From the findings, teaching competence of teachers' is important to enhance the effectiveness of classroom instruction in K to 12 program. The instructional supervision practices of master teachers should be enhance especially in technical assistance on research and student assessment.

General Objective

This development program entails to strengthen and develop the instructional supervision practices of master teachers and teaching competence of teachers.

Specific Objectives

1. To update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research;
2. To help weaker teachers become more effective

Areas of Concern	Specific Objectives	Activities	Resources	Person's Involved	Time Frame	Success Indicators
1. Enhance Teacher capability Building	Develop the ability of master teachers in improving teacher capability	Conduct in-service training Workshop	MOOE and SEF Funds for the handouts and training materials	Principal, Training teams, Teachers	January – May 2018	100% target achieved

2. Teaching competence	Enhance teachers' instructional delivery and development of instructional materials Test construction and assessment of learners' needs	Workshop Classroom Planning Mentoring	MOOE and PTA funds for the materials	Principal, Training teams, teachers	Whole year round Whole year round	100% target achieved 100% target achieved

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