

Instructional Supervision and Leadership Skills of Master Teachers in the Division of Manila: Input for an Enhancement Training Program

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Abstract

The goal of this study is to assess the quality of instructional leadership and supervision among master teachers of the elementary school in the Division of Manila. One of the numerous duties of a master teacher is to mentor other teachers, provide technical support for subject and skills challenges, plan programs to build capacity, and carry out action research in their local schools. The item "Assisting the school head in instructional monitoring of teachers." received the highest weighted mean of 4.21 and was interpreted as "Highly Manifested," meaning that master teachers provided outstanding assistance in monitoring teachers in the classroom when the school head was not present. This is also one of a master teachers' primary duties and responsibilities. The weighted average score overall was 4.07, which was considered extremely manifest. It denotes that master teachers excelled at coaching teachers' performance, providing technical support for subject and skill challenges, designing capacity development programs, and carrying out action research in their own schools. In light of the study's noteworthy results and conclusions to achieve the objectives of strengthening the concrete, focused, and recognized roles of master teachers, the schools should organize a thorough Master Teacher's Enhancement Leadership Training Program and carefully planned activities with desired goals for instructional management and operation



undertakings. Execute and assess the master teachers' enhanced leadership program, which is an important leadership development tool for them since it forms the foundation for addressing their needs as instructional leaders.

Keywords: correlating, enhancement training, instructional supervision, leadership skills, master teachers

Introduction

"A master teacher is anticipated to perform at a higher level than a non-master teacher. His status as one necessitates clearer tasks and responsibilities as well as obstacles to great education. DepEd Directive No. 29 Section According to the Department of Education's (DepEd) 2002 (Merit Selection Plan), it is the department's policy to strictly uphold the principles of merit, competence, fitness, and equality. Employees will always be selected and promoted based on their relative qualifications and competence to carry out the duties and responsibilities of the position.

A few master instructors can only receive aid for additional study since "the government does not have enough finances for their professional development." A master teacher's professional development and progress are greatly aided by seminars. An efficient plan might include in-service trainings, allowing master instructors to attend conferences at other schools, requesting books and professional journals for updates or new trends and methods, and even allowing them to take time off for education.

The traditional, principal-oriented nature of leadership, which is deeply ingrained in its system, as well as the dearth of formal leadership training, present obstacles to the development of master teacher leadership. Leadership development for master teachers is no longer an



option. Both study and practice have shown how important it is for student learning, teacher retention, school culture, school improvement, the creation of quality education, policy, and effective and innovative teacher's organizations. Nonetheless, the idea of master teacher leadership still finds it difficult to flourish in typical teacher-related and educational activities. 2020 (Castrence).

The current study's findings are useful because they will inform master teachers about how to supervise instruction and lead other teachers, as well as the administration and school settings. The findings of this study may be relevant to school administrators, who will get insight into how to give master teachers enough seminars, training sessions, and workshops so that they can learn new techniques for leading and supervising regular teachers regardless of the subject matter. This action study will benefit future scholars as well because it will serve as a launchpad for new, scholarly research projects.

Literature Review

Like master teachers, leaders in other departments, businesses, and organizations never stop learning. It would be difficult for policymakers to concentrate on a leadership strategy for the Master Teachers in the Division in light of this. This will benefit the superiors since the organization will run more smoothly as Master Teachers soar in their leadership abilities. They are neither creating their own empire nor distancing themselves from their leaders. The development of leadership abilities through an improved framework is the only thing that will result in performing schools with high-caliber master instructors on staff. 2020 (Castrence)

In 2019 Department of Education published criteria for the promotion of master teachers. For the role, only individuals who are actively teaching will be taken into consideration. This includes instructors who also have regular teaching responsibilities in



addition to taking on special assignments. Master Teacher (MT) positions will be distributed proportionally based on the number of teachers. Also, each district will receive a proportional share of the division's total. In the secondary level, the allocation of one (1) MT job per subject area for at least 5-7 teachers should serve as the baseline. The posts may be filled by a qualified teacher from another district if there aren't enough qualified teachers in the district to fill the number of MT positions allocated to it.

There are various teaching roles available in the public school system in the Philippines, including Regular Teachers and Master Teachers. There are two career paths available for teachers to grow in their field: classroom teaching or school administration (leadership). After pursuing a career in school administration, a teacher may eventually be promoted to the position of principal or Master Teacher. There are two Master Teacher levels, and there are specific requirements for each level that are based on educational background, performance evaluations, and prior teaching experience.

DepEd Order No. 29 s. 2002 (Merit Selection Plan of the Department of Education) summarize the duties and responsibilities of master teachers. Among these duties are the following: guiding co-teachers in the performance of duties and responsibilities, mentoring co-teachers in content and skills difficulties, helping co-teachers design capacity development programs for teachers, providing technical assistance to teachers to improve their competencies, leading the co-teacher in the preparation of instructional materials to check, enhance, and prepare sample lesson plans for the designated grade/subject.

The master teachers' leadership style must therefore be upgraded through a comprehensive leadership skills training program. The division has scheduled meetings and seminars that all ordinary teachers, including Master Teachers, are required to attend.



The Division of Manila's Master Teachers must advance in the construction of a practical leadership development program that would demonstrate the best methods for being curriculum team leaders and raise the bar for instructional supervision.

Research Questions

The purpose of this study was to evaluate the leadership and instructional supervision abilities of master teachers. Contributions to a Training Program for Improvement, In particular, this looked for solutions to the following issues:

1. What is the profile of the respondents in terms of: age; sex; highest educational attainment; civil status; teaching experience; field of specialization; position; and supervisory assignment;
2. How do the instructional supervision of the master teachers be described in terms of: mastery of the subject matter skills; teaching strategy skills; classroom management skills; evaluation skills; and mentoring skills;
3. How do the leadership skills of the master teachers be described in terms of: curriculum content and pedagogy; planning, assessing and reporting; and professional growth and development;
4. What is the significant relationship between the profile of the master teacher and their instructional supervision and leadership skills?
5. Based from the result of the study, what training program on instructional supervision and leadership be proposed?

Methodology

A. Participants and/or other Sources of Data Information



The study focused on the instructional supervision and leadership abilities of chosen Master Teachers in the Division of Manila and used the descriptive correlational research method as its primary testing tool. The respondents of the study were composed of the thirty-four (34) Master Teachers.

Through a questionnaire, the researcher will use a convenience sample design. As a result, the researcher will be able to approach subjects who are easily accessible and close by. It will also benefit both the researcher and the responders in terms of efficiency.

B. Data Gathering Method

The research utilized the descriptive correlational research method with the survey questionnaires as the main testing instrument focusing on the instructional supervision and leadership skills of selected Master Teachers in the Division of Manila.

The main data gathering instrument used in this research is a standardized questionnaire. The data gathered in this study were tallied, processed into frequency counts, analyzed and interpreted using the appropriate statistical tools namely: frequency, standard deviation and Pearson r correlation.

Procedures for data collection

To determine the instructional supervision and leadership abilities of chosen Master Teachers in the Division of Manila, the data collected were statistically processed.

For the chosen teachers, the mean and standard deviation were used as statistical tools. The study's hypothesis was then put to the test using Pearson r correlation. The data required for the investigation were also computed using the SPSS version 23.0 application.

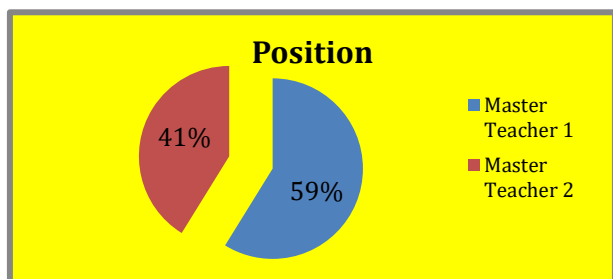
Results and Discussion

A. Presentation and Discussion of Findings/Results



As gleaned in the following figures, Analysis and interpretation of the gathered data were summarized in the following tables.

Distribution of Respondents by Position



The presents the frequency and percentage distribution of the respondents by present position/designation. As shown in the figure, two (2) clusters comprised the distribution. Majority of the respondents comprising twenty (20) or 59 percent involved in this study are Master Teacher 1, fourteen (14) or 41 percent are Master Teacher 2.

Mastery of the Subject Matter Skills

The mastery of the subject matter abilities displayed in Table 1 by the master teachers received a mean average of 4.17 and was interpreted as strongly demonstrated. This indicates that in order to facilitate learning in the students, master teachers used a variety of teaching techniques and integrated examples and learning situations.

Teaching Strategy Skills

All of the items were classified as "highly manifested," according to the table. The weighted average of 4.19 was interpreted as highly manifested. This means that the master teachers used a variety of teaching methods to help students develop their thinking abilities, making them more creative and focused on the topics presented during the teaching-learning process.

Classroom Management Skills

All of the things were classified as "very manifested," according to the table. The weighted average of 4.23 was judged as highly exhibited. It signifies that master teachers had



complete control inside the classroom because pupils behaved appropriately while participating in pre-planned activities.

Evaluation Skills

With a weighted mean of 4.32 and the interpretation of "Highly Manifested," the item "Uses multiple techniques in evaluating students' development aligned to the learning objectives" was selected. This indicates that in assigning grades to the students, master teachers used authentic assessment. Also, the item "Treats each student fairly in assigning grades" obtained a weighted mean of 4.50, which is read as "Well Manifested" in terms of fairness. It also implies that expert teachers did not establish partiality in the way they graded their students.

Mentoring Skills

The weighted average of all the data, 4.07, was judged as extremely manifest. It denotes that master teachers excelled at mentoring the performance of the teachers, providing technical support for curriculum and skill challenges, designing programs to build capacity, and conducting action research in their local schools.

Curriculum Content and Pedagogy

The weighted average score of 4.30 was considered as very proficient in both pedagogy and curriculum content. It denotes that master teachers were highly skilled in both pedagogy and curriculum content.

Planning, Assessing and Reporting

The respondents were "Very Competent" in planning, assessing, and reporting learners' outcomes. This suggests that master teachers are fully capable of organizing lessons, evaluating



student performance, and informing parents of that performance as part of their job responsibilities.

In order to create, organize, and present effective lessons, master teachers use research-based teaching techniques. Master teachers satisfy the demands of their pupils by being aware of and utilizing the most recent and efficient teaching techniques.

Professional Growth and Development

With an average weighted mean of 4.41, shows that the respondents were "Very Competent" in both their personal and professional development. By attending trainings and seminars, enrolling in graduate programs for their professional development, and upgrading themselves, they have presumably enhanced their personal growth and increased their level of competition in their area of competence.

Table 1 Significant Relationship between the Profile of the Master Teacher and their Instructional Leadership

Variables	R	Sig	Interpretation
Age	-.258	.140	Not Significant
Sex	.540**	.001	Significant
Educational Attainment	.206	.122	Not Significant
Civil Status	-.197	.140	Not Significant
Teaching Experience	.921**	.000	Significant
Field of Specialization	.071	.688	Not Significant
Position	-.026	.883	Not Significant
Supervisory Assignment	-.094	.596	Not Significant
No. of Seminars Attended	-.449**	.008	Significant

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The substantial correlation between the master instructors' profile and their instructional leadership is shown in table. Only sex, teaching experience, and number of seminars attended



are strongly correlated, as indicated in the table. National Center for Excellence in Teaching says. (2013) Delivering high-quality instructional competency to their pupils as well as professional development to career teachers is the central responsibility of a master teacher.

Table 2 Significant Relationship between the Instructional Supervision and Leadership Skills of the Master Teachers

Variables	R	Sig	Interpretation
Mastery of the Subject Matter Skills	0.739**	0.000	Significant
Teaching Strategy Skills	0.512**	0.002	Significant
Classroom Management Skills of Master Teachers	0.512**	0.002	Significant
Evaluation Skills	0.739**	0.000	Significant
Mentoring Skills	0.806**	0.000	Significant
Curriculum Content and Pedagogy	0.684**	0.000	Significant
Planning, Assessing and Reporting	0.723**	0.000	Significant
Professional Growth and Development;	0.496**	0.003	Significant

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 2 demonstrates the strong link between master instructors' leadership abilities and their ability to supervise instruction. The variables show that the master teachers' leadership abilities and instructional supervision have a strong, substantial association. The hypothesis is therefore accepted.

Conclusions and Recommendations

In light with the findings of the research, the following reflections and recommendations were made:

1. The greater the level of their instructional supervision and leadership skills to their duties and obligations in their specific school, the more highly skilled master instructors there are.



2. The higher a master teacher's level of expertise in instructional supervision, classroom management, teaching strategy, mentoring, and content pedagogy, the more effective they are.

3. Particularly in the areas of curriculum content and pedagogy, planning, assessing, and reporting, professional growth and development, mentoring skills, evaluation skills, teaching strategy, and classroom management, the instructional supervision and leadership abilities of the master teachers were highly evident and highly proficient.

4. The master instructors' level of instructional monitoring was substantially correlated with their leadership abilities. It denotes that master instructors have the potential and ability to manage their particular school, notably in terms of mentoring, monitoring, and enhancing students' academic achievement as well as providing their peers with technical support.

Recommendations

From the foregoing conclusions, the researcher offers the following recommendations:

1. It is recommended that master teachers perform in-depth research on instructional issues or action research to enhance their knowledge of 21st century abilities.

2. Master teachers should continue pursuing the highest levels of education by enrolling in graduate-level coursework related to their area of expertise in order to improve their teaching abilities and instructional leadership and advance to other positions.

3. School heads may send their master teachers to the enhancement training program so they can stay current on educational trends and participate in any professional activities that will improve their ability to supervise instruction and lead others.

4. It is recommended that Master Teachers and School will come up with a series of program and trainings focusing on Instructional supervision and Leadership.



5. Monitoring and evaluation schemes will be implemented on the target programs to determine the strengths and weaknesses of the program for Master Teachers.

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