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RESEARCH ARTICLE

THE INSTRUCTIONAL COMPETENCE AND LEADERSHIP OF SENIOR HIGH SCHOOL MASTER TEACHERS AND THE SCHOOLS' PERFORMANCE IN THE DIVISION OF LAGUNA

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Abstract

This study aimed to determine the instructional competence and leadership of senior high school master teachers and the schools' performance in the Division of Laguna. This study used the descriptive methods of research to determine the instructional competence and leadership of senior high school master teachers in the Division of Laguna. The participants consisted of 14 school heads, 50 master teachers and 117 teachers of the senior high schools in the Division of Laguna. The findings of the study showed that senior high school master teachers in the Division of Laguna showed expertise in subject matter, classroom management skills, evaluation skills, teaching strategy skills and mentoring skills. Moreover, the instructional leadership capacity of the master teachers based on curriculum content and pedagogy, and planning, assessing and reporting were found to be good; As regard their professional growth and development it was said to be highly proficient. In the area of teaching performance that master teachers are consistent in their participation in seminars/workshops and are outstanding in classroom observation. But in the area of action research they were only assessed as satisfactory. Appropriate recommendations were made to improve the preceding findings especially on the area of doing action research.

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Introduction:-

Based on the information given by the Individual Performance Commitment and Review Form (IPCRF, 2018-2019), senior high school master teachers in the division of Laguna may acquire relevant skills and trainings. Skills particularly on pedagogy in teaching, peer coaching and training design are among the cited training needs for the master teachers.

The role of the master teacher can best be defined as a data-driven support structure that leads professional development where authentic application from field-testing is embedded to improve student achievements and teacher effectiveness.

The master teachers must support the development of their peers by creating professional learning opportunities, leading teacher teams and facilitating coaching conversation. Administrators like that instruction is front and center and therefore the heart of higher cognitive process, the master teachers are performing on instructions and must ready to coach and refine teachers in a very less threatening way than school administrators.

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However, it was found out by the researcher that some senior high school master teachers did not meet some tasks required of them based on the conducted written interview of the researcher.

It will be a problem of the school if the master teachers are not capable for the position since they are responsible for instructions which will be given to teachers and students. This study is about the instructional competence and instructional leadership of the master teacher.

Objectives:-

This study aimed to determine the instructional competence and leadership of senior high school master teacher in the Division of Laguna.

Specifically, it answered the following questions:

1. What is the level of master teachers' instructional competence and instructional leadership skills?
2. What is the level of teachers' performance and students' performance?
3. Is there a significant relationship between the level of master teachers' instructional competence and teachers' performance?
4. Is there a significant relationship between the level of master teachers' instructional competence and students' performance?
5. Is there a significant relationship between the level of instructional leadership of master teacher and teachers' performance?
6. Is there a significant relationship between the level of instructional leadership of master teacher and students' performance?

Methodology:-

This study used the descriptive methods of research to determine the instructional competence and leadership of senior high school master teachers in the Division of Laguna. The participants consisted of 14 school heads, 50 master teachers and 117 teachers of the senior high school in the Division of Laguna.

The data were gathered using questionnaire and checklist instruments which describes and then interpreted, whereas the numerical values were statistically analyzed.

Literature Review:-

Classroom observation represents, at least in mainstream policy circles, a mean of measuring productivity in education spending through the assessment of teaching practices. While one might identify nuances within the approaches used across educational systems in the planet, "[one] of the underpinning issues traversing the different contexts and purposes of observation in schools is the notion of teacher effectiveness" (O'Leary, 2012, p. 793)

One of the important factors of teacher training is the classroom observation on how to facilitate lessons and giving feedback which is constructive. (O'Leary, 2012).

The teachers observed by the school head or authorized observer on how the teachers facilitate the students. The feedback will consider as constructive by the teacher that he/she can be used to improve his/her performance.

Observation manuals are systems with categories or rubrics which raters use to gauge the standard of teaching within lessons (Bell, Dobbelaer, Klette, & Visscher, 2018). During the observation, the observer used official form containing rubrics or criteria to judge the quality of teaching within the lessons. The evaluation or activities should be aligned with the objectives.

A recent report of the World Bank Group, for example, recommended focusing on observational outcomes such as the teachers' use of instructional time and materials, the teachers' core pedagogical practices and the teachers' ability to keep students engaged (Bruns et al., 2015)

In connection with the study of the researcher wherein the purpose of monitoring the teacher during his classes is not only to test the ability of teacher on how to handle classes but to test the learners' outcome.

Another significant variable on teacher's performance is conducting an action research. This is one of the good performance of being a teacher researcher and even the administrators and some other non-teaching personnel to consider (Mills, 2011).

One of the development in the teaching profession is conducting a research to actually contribute with the existing problems inside the classroom. As a teacher researcher, he or she has the right to implement based on the result of what he studied.

An action research intended to school or inside the classroom may contribute to the development of learners and can probably enhance learning that will lead to the quality education (Johnson, 2012).

Therefore, through the initiative of teachers the existing problems that occur through experiences tend to end using an action research project which will be beneficial to school.

In attending seminars, the participants give attention for reading and writing skills to develop comprehension, ideas, and reasoning (Padgett, Keup, &Pascarella, 2013; Playmouth, 2011).

Training's and seminars about the new methods and techniques in teachings, orientations on the K-12 Curriculum, Values Formation Seminars and the likes are being held to prepare in globalization. Their attendance to these seminars help create an effective learning environment, improve teaching-learning situations, keep updated on modern instructional devices and encourage them to become better teachers in the modern world. And since the department is offering free trainings and seminars, teachers must grab this chance for self- improvement.

Seminars can contribute for the development of teachers not only in teacher but even in the other fields. Teachers can enhance teaching skills as part of his professional development for the learners. (Weber, Gabbert, Kropp, &Pynes, 2007).

One of the importance of attending seminars like in-service training (INSET) a school - based seminar workshop which is about his instructions, particularly in pedagogy in teaching, how to handle students, promoting attitudes and behavior to uplift student-centered learning.

The trainings and seminars will be used as their training ground in preparation for employment (Laguador, et.al (2015), thus, the company and other industry prioritized individual with great skills to increase their production. TESDA will evaluate the students through assessment to be more competent in the near future. The aims of the new programs are to improve the skills of those already employed in the workplace and also to support the training of the apprentices. The programs furthermore target those who are not yet employed by providing them with a vocational training opportunity to the learners.

According to the study of Alton-Lee (2004), the experiences of teachers must align with their teaching practices and pedagogies for the students. The teachers ensure that the learning objectives will be achieved. The teachers need to improve and innovate for the quality education.

Teaching and learning should be effective instead poorly managed classrooms (Jones & Jones, 2012) It means that the classroom management strategies of the teacher should be effective to support and facilitate effective teaching and learning. Effective classroom management must establish a positive classroom environment wherein teacher-student friendly relationships.

According to the definition of classroom management given by Evertson and Weinstein (2006) that "the teachers can establish good and friendly environment to promote learning academically and socially. (pp. 4-5). The teachers are responsible to create different strategies for the learning goals of the students. The teachers need not to believe often in the effectiveness of strategies for unless that the strategy has been implemented successfully as evidence in many classrooms.

O'Neill and Stephenson (2012) stated that during coursework unit earners on classroom management leads to be prepared on handling students with confidence. However, they mentioned that teacher trainees are not fully able to

apply properly the strategies that they learned or may not apply properly to handle misbehavior of students. They are not actually effective about classroom rules and other strategies that they have.

Brophy (2006) defines Classroom management as an actions to create and maintain friendly environment to create learning including facilities, students and how to establish rules and regulations inside classroom. (p. 17). This is a responsibility of teacher to increase learning. It emphasizes the importance of actions taken by the teacher to facilitate learning among the students.

A research stated that the beginning teachers mentored properly can influence students' achievement. (Strong, Fletcher, & Villar, 2004). Publicly schools, effective professional development affects students. Student learning and achievement increase when educators engaged in effective professional development focused on the abilities of educators need so as to handle students' major learning challenges.

According to the study of Gershenfeld (2014) the goal between mentors and mentees is to be successful in their career. The mentor should guide and share the knowledge to meet the competencies needed for achievement to satisfy individual mentees' goals.

Role modeling is a good attitude of mentee to be successful and to meet goals objectives (Ragins and Kram, 2007).

The mentor should participate in the trainings to meet the competencies before engaging in mentoring to acquire knowledge and skills. Studies shows that experience in mentoring play a vital role for the mentor to meet the set objectives which is very limited (Eagan et al., 2013).

Friendly relationship with the students is needed to student-teacher which is the best foundation of success. There is a significant effect with the student-teacher relationships positively.

The 'curriculum' is all about learnings prepared by the institutions (Jadhav&Patankar, 2013). It tells about how teaching personnel and the administrators or the management cooperate in preparing academically to improve learning outcomes for the future of the youth. The implementation of the program containing methodologies and new practicing in teaching, the system, and providing learning experiences of the learners for their future. It is planned what is to be taught and what is to be learned.

According to Ornstein (2011), curriculum is a document explained methods of teaching or pedagogical approach to be used by the teaching personnel to achieve goals containing set of objectives. The written documents will serve as a guide of teachers in their instructions containing competencies to be taught by the teachers.

According to Bernstein (2012), pedagogy of teaching can acquire new forms of learning based on the method used by the teachers. The teacher provides information and evaluates at the end which serves as a guide for improvements.

According to Alexander (2014, p.540). Pedagogy comprises teachers' abilities, talent, and reasoning including his initiative, knowledge, and understanding about curriculum to transform it to the students wherein learning will follow. The strategies used by the teacher should be positive so that students will encourage to cooperate or participate inside the classroom.

The set objectives in any pedagogy of teaching are to develop student learning, which in turn is quality education (UNESCO, 2005) includes creative, emotional, and social development as indicators of quality learning.

From the study of (Klenowski, 2012); monitoring the development of learners' outcome is through the initiative of instructor and making a report about the learners' development will follow for transparency purposes. Teachers experienced on measuring the performance of the students can be difficult to measure the achievements that is not the same from one another. (Connolly et al., 2012). The hardest part is to decide the grades of the learners wherein critics may encounter positively or negatively during the issuance of report card.

According to (Ingersoll, 2004), The experienced or inexperience teacher can both encounter great challenges particularly in subject matter content, the inconsistent law, new pedagogical approach, rules and regulations and the

needs of students. If the teacher remains inside the four corners of her/his classroom nothing will improve. The students will be affected and nothing will be improved as well.

Research results have shown that trainings in teaching and approaches and even the environment that integrate knowledge and skills is effective or has the positive impacts on performance of teachers (Butler & Cartier, 2004, et. al;). It means that the researchers or educators are agree to the ability of teachers to enhance learning with his own capabilities. Otherwise they will have difficulty on how to develop students' development.

Fleer's (2002) stated that the students should aware about their environment particularly social issues. They all agree with the educational empowerment and sustainable changes in learning environments from the people with unity, respect, and cooperatively.

The students need the changes particularly the style of teaching made by the teachers. The teaching style of teachers is considered as part of the environment within the classroom and it will happen only through the personal development of the teachers. The methodological competencies as traditional project management techniques and more complex planning and decision-making methods need to be accomplished. So that students will learn which is the primary goal of education.

The subjects need to be taught by teachers should align with his specialization so that he is capable to teach and equip knowledge on the content which lead to new understanding and skills in his performance (Shantz and Latham, 2012).

Hammond (2006) stated that the teacher should know the content of the lessons as well as how to deliver the lesson well and attending the training will determine the effectiveness of a teacher.

Based on the statement, the teacher should be able to prepare his lessons, and make familiar with the content, facts, and information because one of the aims of teaching is to share knowledge with the students.

According to Akpan, et.al (2008), The content with mastery is needed by the teacher to make him effective. The teachers should know what is to be taught and how to teach correctly the content so that learners will learn and the development takes place.

The study of Ehindero and Ajibade (2000) the pedagogy of teaching used by the teacher depends on his pedagogical approach wherein he will perform well in teaching. However, they are interconnected. The pedagogy refers to techniques or style in teaching wherein the latter measured how well did the lessons know by the teachers.

Results and Discussion:-

Table 1:- presents the overall levels of Instructional Competence of Master Teachers.

Instructional Competence	Statistical Tool	Findings	Remarks
Mastery of the Subject Matter	Mean and Standard Deviation	Overall M=4.17, SD=0.31	Master Teachers have Mastery.
Teaching Strategy	Mean and Standard Deviation	Overall M=4.08; SD=0.38	Teaching Strategy is good.
Classroom Management	Mean and Standard Deviation	Overall M=4.00; SD=0.52	Classroom Management is good
Evaluation	Mean and Standard Deviation	Overall M=4.08; SD=0.52	Evaluation Skills is good
Mentoring	Mean and Standard Deviation	Overall M=3.58, SD=0.70	Mentoring Skills is good

Based on the results generated on the level of instructional competence, the master teachers were found to have mastery of the subject matter. The overall mean of 4.17; SD= 0.31 is a proof that master teachers do have mastery of the subject matter. The preceding findings were affirmed by Akpan, et.al (2008) who stated that the content with mastery is needed by the teacher to make him effective.

As shown on the table, the respondents consistently rate the master teachers' teaching strategy skills as good. The over-all mean of 4.08; SD=0.38 which has a verbal interpretation of good is supplemented by the means earned by each indicator under this category. This is affirmed by Bernstein (2012) who opened that pedagogy is a sustained process wherein students acquire new forms or develops existing forms of conduct, knowledge, practice and criteria from appropriate provider and evaluator.

With the overall mean of 4.10, SD=0.52 and verbal interpretation of good simply showed the classroom management skills is good. The findings are in similar tone with the study of Jones & Jones (2012), Marzano et.al. (2003), and Van de Grift et.al. (2011) which concluded that effective teaching and learning cannot take place in poorly managed classrooms. It means that the classroom management strategies of the teacher should be effective to support and facilitate effective teaching and learning.

Probing the data on Table 1, the senior high school master teachers were rated good in terms of evaluation skills (M = 4.08; SD=0.52). The findings were affirmed by Flores & Monroy (2008) who stated that in research assessment teachers must be recorded the score and show the results to be transparent. (Florez & Monroy, 2008).

The findings in Table 5 is a reflection of the good mentoring skills of the master teachers (M = 3.58, SD = 0.70). The indicators consistently earned means with verbal interpretation of good, it can be deduced that senior high school master teachers have good mentoring skills. Studies shows that experience in mentoring play a vital role for the mentor to meet the set objectives which is very limited (Eagan et al., 2013).

Table 2:- Presents the overall levels of Instructional Leadership of Master Teachers.

Instructional Leadership	Statistical Tool	Findings	Remarks
Curriculum, Content and Pedagogy	Mean and Standard Deviation	Overall M=3.51; SD=0.63	Very Satisfactory
Planning, Assessing and Reporting	Mean and Standard Deviation	Overall M=3.52; SD=0.51	Very Satisfactory
Personal Growth and Professional Development	Mean and Standard Deviation	Overall M=4.39; SD=0.39	Highly Proficient

Table 2 suggests that master teachers' instructional leadership skills based on curriculum content and pedagogy registered an over-all mean of 3.51 verbally interpreted as very satisfactory. The preceding findings are supported by Jadhay & Patankar (2013) when explained that the concept 'curriculum is about the preparations of instructions academically for the learners. In Curriculum reform, the presence of teaching and non-teaching personnel or the administrators are needed specially the board of directors to engage professional development for the learners in their near future.

The master teachers have a very satisfactory instructional leadership skill in terms of planning, assessing, and reporting (M = 3.52, SD = 0.51). The finding 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. The preceding data is supported by Connolly et al. (2012) who stated that teachers experienced on measuring the performance of the students can be difficult to measure the achievements that is not the same from one another.

The master teachers were rated as highly proficient in their instructional leadership skills in terms of professional growth and development (M = 4.39, SD = 0.39)

The finding 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. According to (Ingersoll, 2013), The experienced or inexperience teacher can both encounter great challenges particularly in subject matter content, the inconsistent law, new pedagogical approach, rules and regulations and the needs of students. If the teacher remains inside the four corners of her/his classroom nothing will improve. The students will be affected and nothing will be improved as well.

Table 3:- Presents the overall levels of Teachers' Performance.

Teachers' Performance	Statistical Tool	Findings	Remarks
Classroom Observation	Mean and Standard	Overall	

	Deviation	M=4.27; SD=0.50	Outstanding
Action Research	Mean and Standard Deviation	Overall M=2.72; SD=0.30	Satisfactory
Seminars/Workshops/Trainings	Mean and Standard Deviation	Overall M=4.40; SD=0.25	Consistently Participated

In general, based on classroom observation, the teachers showed outstanding performance ($M = 4.27$, $SD = 0.50$). In sum, master teachers' performance in terms of classroom observation is "outstanding" meaning the educators were able to satisfy the necessary behaviours during classroom observation.

The preceding findings uphold O'Leary's (2014) ideas saying that it is an essential component of teacher training which involves observing a teacher facilitating a lesson and providing constructive feedback.

The overall teachers' performance of action research is satisfactory ($M = 2.72$, $SD = 0.30$). This finding is complemented by the earned mean of each indicator which also manifest satisfactory rating. This means that most senior high school teachers were not able to conduct classroom-based research to remedy some problems and issues in school. Most of them were not able to participate in any research conference nor attend seminar about action research.

It provides new information and understanding about the improvement of educational practices on how to solve problems within the school (Mills; Stringer, 2008).

Based on the study of the researcher several problems encountered within the school like problems in teaching-learning practices, through research it guides teachers to motivate or enhance to think possible remedies with the existing problems both numeracy and literacy and expand teachers' pedagogical repertoire.

Based on the data attendance and participation to seminars/workshops/trainings of teachers are consistent participated ($M = 4.40$, $SD = 0.25$). Since attendance in the division, regional, and national trainings/seminars of the senior high school teachers are sponsored by the Department of Education majority of them have attended more trainings and seminars in order to equip themselves with the necessary skills and knowledge in developing life-long learners.

This is supplemented by the study of Weber, et.al (2007) maintains that seminars have been investigated for their effectiveness in different fields: education, medicine, business, and at different levels: school, university or professionals.

Table 4:- Level of Schools' Performance in Terms of Mean Percentage Score (MPS) in the Achievement Test.

SY 2017-2018	Mean	SD	V.I	SY 2018-2019	Mean	SD	V.I
School Annual Achievement Test	63.84	5.13	Moving Toward Mastery	School Annual Achievement Test	68.31	5.33	Moving Toward Mastery

The overall performance of students in terms of students' achievement test for the school year 2017-2018 was rated as "Moving Toward Mastery" ($M = 63.84$, $SD = 5.13$) and for the school year 2018-2019 was rated as "Moving Toward Mastery" ($M = 68.31$, $SD = 5.33$). Generally, the students' performance is low, which is very contradictory to the previous findings on the performance of the senior high school master teachers.

According to study of Cuevas, Lee, Hart, & Deaktor (2005) that modern method of teaching can enhance students' achievement. It shows that students rely by themselves to cultivate knowledge independently.

Table 5 reflects the students' performance in terms of National Certificate Holder.

Table 5:- Students' Performance in terms of National Certificate.

Track/Strand	No. of Test Takers	No. of Passers	Percentage of Passers (%)	VI
ABM- Bookkeeping	123	60	48.78	Moderately

				High
TVL-SMAW	111	105	94.59	Very High
HE-Cookery	258	218	84.50	Very High
HE-Caregiving	75	68	90.66	Very High
HE-FBS	23	15	65.21	High
HE-Tailoring	20	18	90.00	Very High
ICT-CSS	185	155	84.00	Very High
ICT-Animation	12	8	66.67	High
TVL-EIM	35	20	57.14	Moderately High
Agri-Fishery and Arts	21	14	66.67	High
Total	863	681	78.91	High

The level of students' performance in terms of National Certificate Holders was rated as "High".

In the study of Laguador, et. al (2015) state the trainings and seminars will be used as their training ground in preparation for employment. Thus, the company and other industry prioritized individual with great skills to increase their production. TESDA will evaluate the students through assessment to be more competent in the near future. The aims of the new programs are to improve the skills of those already employed in the workplace and also to support the training of the apprentices. The programs furthermore target those who are not yet employed by providing them with a vocational training opportunity to the learners.

Relationship between master teachers' instructional competence and their performance:

Table 6:- Correlation among the Level of Instructional Competence of Master Teachers in terms of Mastery of the Subject Matter and the Performance of Teachers and Students.

Performance of Teachers	Polychoric (r)	Confidence Interval		Analysis
		Low	High	
1. Classroom Observation	-0.558	-0.788	0.007	Not Significant
2. Action Research	-0.092	-0.472	0.481	Not Significant
3. Seminars/Workshops/Trainings	0.495	-0.612	0.213	Not Significant
Performance of Students				
1. Mean Percentage Score (MPS)	0.274	-0.851	0.659	Not Significant
2. National Certificate Holder (NCH)	-0.707	0.000	0.000	Significant

r greater than or equal to 0.7 – strong agreement between variables; Variables without confidence intervals are non-significant

There is a significant correlation between the level of instructional competence of master teachers in terms of mastery of the subject matter and the performance of the students in terms of National Certificate Holder (NCH) ($r = -0.707$).

Findings were supplemented by the University of Washington Centre for Instructional Development and Research (2012) which emphasizes the point by stating that center consultants "can provide with a neutral, non-threatening perspective on teaching and help reflect on whether, where and how to make changes." Fostering trust is important given evidence that some faculty resent being observed, coached, and generally told how to teach.

It means that the mastery of subject content by a teacher greatly determines the quality of teaching and subsequent learning.

Table 7:- Correlation between the Level of Instructional Competence of Master Teachers in terms of Teaching Strategy Skills and the Performance of Teachers and Students.

Performance of Teachers	Polychoric (r)	Confidence Interval		Analysis
		Low	High	
1. Classroom Observation	-0.346	-0.357	0.819	Not Significant
2. Action Research	-0.020	0.000	0.000	Significant
3. Seminars/Workshops/Trainings	-0.841	-0.123	0.380	Not Significant

Performance of Students				
1. Mean Percentage Score (MPS)	0.194			Not Significant
2. National Certificate Holder (NCH)	-0.707	0.000	0.000	Significant

r greater than or equal to 0.7 – strong agreement between variables; Variables without confidence intervals are non-significant

Based on Table 7, there is a significant correlation between instructional competence of master teachers in terms of teaching strategy skill and the performance of teachers in action research ($r = -0.020$) and between instructional competence of master teachers in terms of teaching strategy skill and the performance of students in national certificates assessments. The other correlations are not significant.

Findings were supplemented by Johnson, 2007 wherein pedagogical skills of the teachers are important for quality education (Johnson, 2007). Similarly, the learners have also become both, culturally and socially diversified. And to be globally competitive new teaching skills is needed to achieve learnings

Table 8:- Correlation between the Level of Instructional Competence of Master Teachers in terms of Classroom Management Skills and the Performance of Teachers and Students.

Performance of Teachers	Polychoric (r)	Confidence Interval		Analysis
		Low	High	
1. Classroom Observation	-0.446	-0.558	0.000	Not Significant
2. Action Research	0.175	-0.088	0.634	Not Significant
3. Seminars/Workshops/Trainings	0.289	-0.577	0.105	Not Significant
Performance of Students				
1. Mean Percentage Score (MPS)	0.507	-0.295	0.951	Not Significant
2. National Certificate Holder (NCH)	-0.189	-0.886	0.661	Not Significant

r greater than or equal to 0.7 – strong agreement between variables; Variables without confidence intervals are non-significant

Based on table above, the level of instructional competence of master teachers has no significant correlation with the performance of teachers and students in all variables.

Findings were supplemented by O'Neill and Stephenson (2012) which emphasize that completing focused coursework units on classroom management in teacher training programs leads to increased feelings of preparedness, familiarity, and confidence

Table 9:- Correlation between the Level of Instructional Competence of Master Teachers in terms of Evaluation Skills and Teachers and Students' Performance.

Performance of Teachers	Polychoric (r)	Confidence Interval		Analysis
		Low	High	
1. Classroom Observation	-0.822	0.000	0.000	Significant
2. Action Research	0.078	-0.369	0.999	Not Significant
3. Seminars/Workshops/Trainings	0.707	-0.256	0.211	Not Significant
Performance of Students				
1. Mean Percentage Score (MPS)	0.374	0.000	0.000	Significant
2. National Certificate Holder (NCH)	-0.294	-0.532	0.389	Not Significant

r greater than or equal to 0.7 – strong agreement between variables; Variables without confidence intervals are non-significant

Table 9 reflects significant correlations between instructional competence of master teachers in terms of evaluation skill and the performance of teachers in classroom observation ($r = -0.822$).

Findings were supplemented by Stokking et al. (2004), explained that reliability of assessment depends between tasks and rates. It focuses on rubric scores. This is to fix the standard of the program rather than the standard of one assessment method. It stated that the standards used should rely upon whether the assessment is employed formatively or summatively

Table 10:- Correlation between the Level of Instructional Competence of Master Teachers in terms of Mentoring Skills and the Teachers and Students' Performance.

Performance of Teachers	Polychoric (r)	Confidence Interval		Analysis
		Low	High	
1. Classroom Observation	0.460	0.130	0.470	Significant
2. Action Research	0.288	0.120	0.314	Significant
3. Seminars/Workshops/Trainings	0.016	-0.137	0.349	Not Significant
Performance of Students				
1. Mean Percentage Score (MPS)	-0.575	-0.551	-0.119	Significant
2. National Certificate Holder (NCH)	-0.199	-0.343	0.230	Not Significant

r greater than or equal to 0.7 – strong agreement between variables; Variables without confidence intervals are non-significant

Based on Table 10, there is a significant correlation among instructional competence of master teachers in terms of mentoring skills and the performance of teachers in classroom observations ($r = 0.460$) and action research ($r = 0.288$) and the performance of the students in the achievement test as reflected in their MPS ($r = -0.575$). Findings were supplemented by study of Strong, et. al, 2004; Serpell & Bozeman, (1999) who stated that a research is the beginning of teachers mentored properly can influence students' achievement.

In public schools, effective professional development affects students. Student learning and achievement increase when educators engaged in effective professional development focused on the skills educators need in order to address students' major learning challenges.

Table 11:- Correlation between the Level of Instructional Leadership of Master Teachers in terms of Curriculum, Content and Pedagogy and the Performance of Teachers and Students.

Performance of Teachers	Polychoric (r)	Confidence Interval		Analysis
		Low	High	
1. Classroom Observation	0.493	0.283	0.576	Significant
2. Action Research	0.258	0.116	0.262	Significant
3. Seminars/Workshops/Trainings	0.106	0.024	0.419	Significant
Performance of Students				
1. Mean Percentage Score (MPS)	-0.620	-0.522	-0.619	Significant
2. National Certificate Holder (NCH)	-0.252	-0.318	0.152	Not Significant

r greater than or equal to 0.7 – strong agreement between variables; Variables without confidence intervals are non-significant

Based on table 11, there is a significant correlation among instructional leadership of master teachers in terms of curriculum content and pedagogy and the performance of teachers in classroom observations ($r = 0.493$), action research ($r = 0.258$) and seminars/workshops/trainings ($r = 0.106$). There is also a significant correlation between curriculum content and the performance of the students in the achievement test through their MPS ($r = -0.620$). Findings were supplemented by UNESCO, (2005). It means that the learning of an individual or students were based on the strategy of teaching by the teachers. He/she may use other techniques teaching in order that students may well understand the lessons.

Table 12:- Correlation between the Level of Instructional Leadership of Master Teachers in terms of Planning, Assessing and Reporting and the Performance of Teachers and Students.

Performance of Teachers	Polychoric (r)	Confidence Interval		Analysis
		Low	High	

1. Classroom Observation	0.456	0.283	0.558	Significant
2. Action Research	0.221	0.108	0.352	Significant
3. Seminars/Workshops/Trainings	0.160	-0.042	0.352	Not Significant
Performance of Students				
1. Mean Percentage Score (MPS)	-0.575	-0.531	-0.131	Significant
2. National Certificate Holder (NCH)	-0.333	-0.357	0.116	Not Significant

r greater than or equal to 0.7 – strong agreement between variables; Variables without confidence intervals are non-significant

There is a significant correlation among instructional leadership of master teachers in terms of planning, assessing and reporting and the performance of teachers in classroom observations ($r = 0.456$) and action research ($r = 0.221$). There is also a significant correlation between planning, assessing and reporting and the performance of the students in the achievement test through their MPS ($r = -0.575$). This means that either of these possibilities is significant.

Findings were supplemented by the study of (Klenowski & Wyatt-Smith, 2012) stated that monitoring the development of learners' outcome is through the initiative of instructor and making a report about the learners' development will follow for transparency purposes.

Table 13:- Correlation between the Level of Instructional Leadership of Master Teachers in terms of Personal Growth and Professional Development and the Performance of Teachers and Students.

Performance of Teachers	Polychoric (r)	Confidence Interval		Analysis
		Low	High	
1. Classroom Observation	-0.330	-0.382	0.097	Not Significant
2. Action Research	-0.575	-0.545	-0.121	Significant
3. Seminars/Workshops/Trainings	0.160	-0.011	0.403	Not Significant
Performance of Students				
1. Mean Percentage Score (MPS)	0.221	0.107	0.285	Significant
2. National Certificate Holder (NCH)	0.456	0.289	0.520	Significant

r greater than or equal to 0.7 – strong agreement between variables; Variables without confidence intervals are non-significant

As reflected in Table 13, there is a significant correlation between professional growth and development and the performance of teachers in action research ($r = -0.575$). Significant correlations also exist among instructional leadership of master teachers and in terms of professional growth and development and the performance of students in the achievement test through the mean percentage score ($r = 0.261$) and the percentage of passers of takers of national certificates ($r = 0.456$). Findings were supplemented by Butler & Cartier, 2004; Schraw, Crippen, & Hartley, 2006. Research results have shown the effectiveness of teaching and teacher training approaches and learning environments that integrate subject-matter knowledge and self-regulation skills.

Therefore, educators and researchers believe that teachers' ability to cultivate learners who are self-regulated during learning is tied to teachers' own self-regulation.

Conclusion:-

Senior high school master teachers of the secondary schools in the Division of Laguna showed expertise in subject matter skills, classroom management skills, evaluation skills, teaching strategy skills and mentoring skills in the academic achievement of the students and by being a national certificate holder. Moreover, the instructional leadership capacity of the master teacher has the potential and capability to lead the schools particularly in improving the mental abilities of students specifically the academic performance of the students and able to assist teachers.

The null hypothesis stating that the instructional competence of senior high school master teachers having no significant relationship among teachers' performance; the instructional competence of senior high school master teachers having no significant relationship among students' performance; the instructional leadership of senior high

school master teachers having no significant relationship among teachers' performance; the instructional leadership of senior high school master teachers having no significant relationship among students' performance in the Division of Laguna are all partially accepted.

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

1. Maintain remarkable and knowledgeable individuals in their respective teaching career. In discussing the lessons, more ideas and more examples should be given by the teacher to enhance learning. They need to be strengthened on how to evaluate students' performance.
2. The teachers should maintain high performance by attending trainings and seminars which is aligned with the specialization of teachers. The teachers need to conduct action research and need to attend research conferences to equip themselves with the necessary skills and knowledge in producing and developing life-long learners;
3. Master teachers should make parallel review materials to facilitate the students' improvement in the achievement test. The master teachers should continue to acquire relevant skills from TESDA. They need to encourage students take the National Certificate Assessments since it is not mandatory to all;
4. Skills enhancement trainings should be given to the master teachers in the Division of Laguna by coordinating with TESDA as part of their continuing professional development program to acquire the necessary skills needed to become effective mentors. All possible strategies should be taken into account by the school through the initiatives of the school heads by mobilizing all available resources to avail state-of-the-art equipment, instructional materials and many others to facilitate and effect learning in every classroom; relevant trainings needed in their course of specialization;
5. Intensive and focused monitoring and evaluation activities should be properly conducted in all the senior high schools in the Division of Laguna. The master teachers should conduct regular review classes for the students before the examination.
6. A follow-up research focusing on the instructional competence and instructional leadership of master teachers should be conducted to determine the effectiveness of the inputs herein recommended for implementation.

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