COMPETENCIES OF MASTER TEACHERS AND THE REAT ACHIEVEMENT OF PUPILS FROM THE HIGH AND LOW SCORING SCHOOLS IN SAMAR DIVISION

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree, Master of Arts in Administration and Supervision, this thesis entitled **"COMPETENCIES OF MASTER TEACHERS AND THE REAT ACHIEVEMENT OF PUPILS FROM THE HIGH AND LOW SCORING SCHOOLS IN SAMAR DIVISION"** has been prepared and submitted by **CECILIA A. ARGA,** who having passed the comprehensive examination is hereby recommended for oral examination.

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DEDICATION

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ABSTRACT

This study attempted to identify and assess the competencies of the master teachers in relation to how their pupils performed in the Regional Elementary Assessment Test (REAT). This study employed descriptive-comparative research design where the researcher considered the competencies of master teachers and the REAT achievement of pupils from the high and the REAT achievement of pupils from the high and low-scoring schools as the two non-manipulated entities and established a formal procedure for obtaining criterion data making use of the questionnaire and documentary analysis on the basis of which the researcher compared and concluded which of the two was better. Based on the mean percentage scores as the result of the regional Achievement Test for the school year 2000-2001, the high scoring schools, consisting of 10 elementary schools obtained a grand mean of 72.86 with a standard deviation of 3.94 while the low scoring elementary schools consisting of 10 elementary schools also obtained a grand mean of 53.38 with a standard deviation of 5.36. The instructional competence of the master teachers from these two groups of schools had very little effect on the academic achievement of pupils particularly in the REAT. This further led to the conclusion that even the master teachers had performed very well or are competent in their work as teachers, it is not a guarantee in this study that pupils' academic performance had been influenced by it. From the foregoing conclusions, it could be implied that poor pupil's performance must have been affected and influenced by other factors which were stronger than that of the teachers' instructional competence.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

At the dawn of the new millennium, globalization is making the world a single place. People are increasingly being linked in interdependence and interlocking relationships through increasing flows of technologies and ideas. On the contrary, while advance countries experience these amenities of modernization and progress, the educational growth of our country is comparatively below par. In this context, the apparent deterioration of the achievement of our elementary school pupils call into question our fundamental approach to education in this country (Beltran, 2000:1).

It will be noted that the essence of education is to enhance the capacity of citizens to create better lives for themselves. In other words, the freedom to do and to be. Education must open the doors to opportunity and people must be equipped to walk through these doors.

It is therefore important to see education addressing the dreams and aspirations of the people. It should treat the freedom of human beings as the basic

building blocks of the school system. It should be broadened to include the individual's capacity and opportunity to attain a way of life and a level of personal worth and ability (Beltran, 2000:1).

To address all the above expectations, the teacher has to come to the fore and must be an excellent teacher; one who has the personal qualities of agreeableness, consideration for others, sincerity and the like. He is professionally interested and competent, manifest scholarship and culture, respect children and is respected by children. Also the teacher establishes wholesome pupil-teacher relationship (Aquino, 1974:291).

In making the teacher the kind of teacher we want him to be, the government, particularly the top management, should consider his professional growth and development as one of its top priorities. So that in March 23, 1978, Executive Order No. 500 was signed into law, defining the so-called "Open Career Uplift System for Teachers". This is a system of career advancement for the public school teachers to enable them to aspire for higher salaries and position, although they will remain as classroom teachers. This provided for the

creation of master teacher positions, also known as the "horizontal promotion".

From the above provision, the master teacher is expected to assist the ordinary classroom teachers in their preparation of instructional materials and help the administrators in preparing and consolidating reports, aside from being assigned to a grade chairmanship and at the same time subject area chairman. Also, as a master teacher, he has to be conversant of teaching methodologies and strategies in improving instruction in the classrooms. In short, he is expected to be a quality teacher.

Quality teacher according to Bent (1968:12), is one who helps pupils think, solve complex problems, exercise and develop creative ability and imagination. Quality teacher has vitality in the classroom. He employs expressive as well as linguistic activities in instruction. He helps make use of instructional materials, dramatizes and demonstrates for learning activities.

Quality teacher therefore, is one of the bases of quality outputs in education. As Kelly (1956:270) pointed out, the role of teacher in the classroom is so

significant that he is the one who should cause the learning of pupils through effective teaching. He specifically argued that:

> The teacher's task is to encourage and to help the pupils to study effectively; to aid them in securing confidence and faith in themselves; to provide a strong motive; a definite time for study and foremost of all is to give them a feeling of security and feeling of success.

From the above contention, it is postulated that the goals of teachers and the entire school system is excellence in performance among pupils. However, teachers and personnel in public schools encounter different problems in catering to the needs of their clientele for public schools accept all types of children without taking into consideration their level of preparedness; their learning abilities; their physical and nutritional status and even the teaching capabilities of some of the teachers who are to handle the class. So master teachers positions were created to have a special group of professional teachers who will not only produce quality pupils inside their own classrooms but in the entire school. They are the instructional leaders of the school and must exert their expertise for the benefit of other pupils and

teachers to ensure that the education being provided is of high quality.

In the 27 schools included in the REAT, records showed that the master teachers have varying performances because while others are performing outstandingly, others are not receiving high competency rating from their school administrators. In some districts however, they are the group who usually receive outstanding ratings every rating period; thus the expectation from them is also very high when it comes to how their pupils should perform.

And so in order to get a more valid picture of the competencies of master teachers, the high and low scoring schools in the school year 2000-2001 were taken into consideration to find out whether the competencies of master teachers are significantly related to that of their pupils' academic performance in the REAT.

Statement of the Problem

This study attempted to identify and assess the competencies of the master teachers in relation to how their pupils performed in the Regional Elementary Assessment Test (REAT). Specifically, it sought answer to the following questions:

1. What is the profile of master teachers from the high and low scoring schools in the Division of Samar as to:

1.1 age and sex;

1.2 educational background;

1.3 number of years in teaching;

1.4 number of years as master teacher;

1.5 number of in-service training hours attended; and

1.6 performance rating?

2. Is there a significant difference between the profile of master teachers from the high and low scoring schools in the Division of Samar with respect to the abovementioned aspects?

3. What is the level of instructional competence of the master teachers from the high and low scoring schools as perceived by their school heads and the master teachers themselves in terms of planning, teaching strategies/Pedagogy, development and/or utilization of IMs, classroom management, and pupil evaluation?

4. Is there a significant difference in the instructional competence of the master teachers from the

high and low scoring schools as perceived by the two groups of respondents?

5. What is the average academic achievement of pupils from the high and low scoring schools in the REAT for SY 2000-2001?

6. Is there a significant difference between the average academic achievement of pupils from the high and low scoring schools in the REAT for SY 2000-2001?

7. Is there a significant relationship between the competencies of master teachers from the high and low scoring schools and the average academic achievement of pupils in the REAT for SY 2000-2001?

8. What possible implications and recommendations can be made from the findings of this study?

Hypotheses

The following null hypotheses were tested in this study:

1. There is no significant difference between the profile of master teachers from the high and low-scoring schools in the Division of Samar;

2. There is no significant difference in the instructional competence of the master teachers from the

high and low-scoring schools as perceived by the two groups of respondents;

3. There is no significant difference between the average academic achievement of pupils from the high and low-scoring schools in the Division of Samar for SY 2000-2001; and

4. There is no significant relationship between the competencies of master teachers from the high and low-scoring schools and the average academic achievement of pupils in the REAT for SY 2000-2001.

Theoretical Framework

This study is anchored on Thorndike's Connectionism Theory (Lardizabal, 1988:15) wherein association is established between stimulus and response. Practice strengthens the association between the stimulus and response, thus utilizing the law of exercise. The connection is strengthened by reward or satisfaction, as postulated by this theory. This makes use the law of effect. If a thing is to be learned, there should be frequent repetition of stimulus and response also.

The theory above tries to elucidate that learning occurs if there is a stimulus or an influence from the

outside; whether the influence be a person or thing; good or bad. Inasmuch as learning by imitation and identification occurs right in the early years of childhood, attention should be focused to giving the children worthwhile stimulus by providing them good models so that utmost responses will also be ensured.

Responses referred to in this instance are the outcomes of learning, and they are: 1) knowledge and information, 2) habits and skills, and 3) attitudes and appreciation. Objectives of most lessons correspond to the results expected. For instance, cognitive objectives aim at certain knowledge and information; psychomotor objectives at certain habits and skills; and affective objectives at particular attitudes and appreciations. Since knowledge and information are observable and measurable there is the tendency to overlook the development of proper attitudes and appreciations. In this world today, however, more emphasis should be given to this outcome of learning. While much progress has been made in science and technology, not much has been done in spiritual and moral development. Most of our present problems would be solved if this third outcome of learning is given priority over the others (Lardizabal, 1988:14).

In this country, there is a need to stress this third outcome of learning. Most of our problems and difficulties arise from the lack of proper values and appreciations. There is much emphasis on material things. In this context, there is much to be done to effect these expected outcomes of learning and consequently create a new society. To change or create a new society depends upon the personalities of the people comprising the group.

Thorndike's theory is further boosted by the theory of Bloom (1975:134) when he propounded that learning is the outcome of instruction. It is a change in behavior that may lead to the development of the potential of the individual so that he becomes a self-fulfilled person and an asset to society.

And so in answer to this belief, the then Department of Education, Culture and Sports (DECS) adopted strategies to improve the quality of its outputs. One of which is the creation of master teacher positions through Executive Order No. 500, dated March 23, 1978. This strategy is meant to be less expensive because when a teacher is promoted to the position, he leaves no vacant item; he occupies the same position but in upgraded status.

Although the objective of the creation of the position is to afford every competent and deserving teacher to rise in the position without having to become school administrators, it is very evident that another compelling reason for such creation is to provide a special group of professional teachers who will not only produce quality pupils inside their own classrooms but in the entire school wherever they are assigned. This is because a master teacher is not only a classroom teacher; he is an instructional leader as well. A master teacher should not only strive for good quality. Good quality may be acceptable for an ordinary classroom teacher but not for a master teacher. The latter must strive for excellence and when we speak of excellence, we refer to one of superior quality; one that outranks the rest. This is because the position of master teacher was created precisely for excellence. Excellence is the essence of the position. It is the life and spirit of excellence that gives meaning to the term master teacher (Castillo, 1987:345).

Conceptual Framework

Figure 1 shows the gist of the study which served as the springboard in unfolding the comparative relation of the competencies of the master teachers to the REAT achievement of the pupils from the high and low scoring schools.

At its base is the Division of Samar where ultimately the top ten and the ten bottom scoring schools belong. The respondents (administrators and master teachers) were taken from these schools. Going up the schema are two boxes showing the variables of the study. The leftmost box is subdivided into two to contain the competencies of MTs from the high scoring schools and the competencies of MTs from the low scoring schools. These two groups of MTs are connected to the other box to find out whether the competencies of these two groups of MTs are significantly related to the REAT achievement level of their pupils as reflected by its result per Mean Percentage Score. After establishing their relationship, findings were considered as basis for implications and for proposing recommendations for improvement of pupils performance. These implications and recommendations for improvement

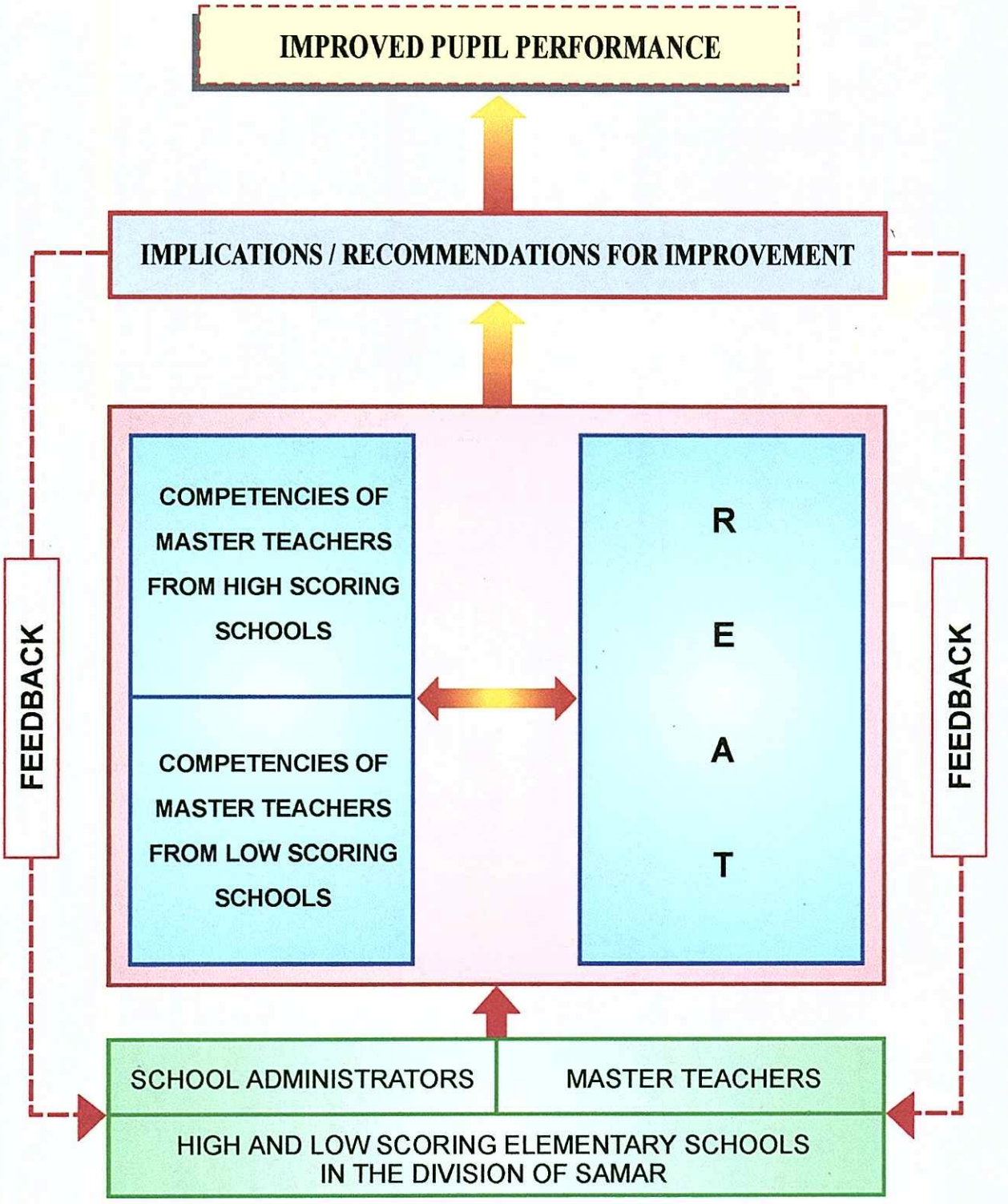

Figure 1. The Conceptual Framework of the study

also provided feedback to the twenty schools and even to the whole division.

Significance of the Study

This study could provide baseline data that can be used as inputs for planning, developing and carrying out recommendations and measures for attaining an improved pupil performance. This study is also said to be beneficial to the following:

To Policy-makers/Department of Education Officials. This would provide them bases for rationalizing the granting of master teacher positions/items to teachers aspiring for this position if the achievement level of the pupils under the teacher is low.

To School Administrators. This would provide them sound bases or reference in prioritizing allocation and procurement of resources needed to improve teaching competence and facilitate pupils learning.

To the Teachers. The result of this study would bring teachers an awareness of their accountability in so far as basic content knowledge is concerned. This would also give them encouragement to do better in their jobs after knowing the extent of their impact upon the pupils.

To the Parents. This would give them an awareness of the relationship between the teachers' competence and the pupils' achievement in the REAT, hence they will be encouraged to support the teachers in whatever undertaking the school is going through.

To the Pupils. They are the ultimate beneficiaries who are expected to receive better instruction from teachers who would be better prepared to teach after knowing some recommendations/measures for improvement which would be given at the end of this study.

To Future Researchers. This would give them insights on correlation of performances, hence guide them when they conduct their own researches.

Scope and Delimitation

This study is confined to assessing the relationship between the competencies of master teachers and the REAT achievement of pupils from the high and low scoring schools. The high-scoring schools were: Zumarraga Central Elementary School; Villareal II Central Elementary School; Igot Elementary School; Hinabangan Central Elementary School; Baras Elementary School; Mercedes Elementary School; Basey I Central Elementary School; Wright II

Central Elementary School; Pagsanghan Central Elementary School; and Jiabong Central Elementary School. Their scores ranged from 80.78 down to 68.63. The low-scoring schools were: Sta. Margarita Central School; Daram I Central Elementary School; Gandara II Central Elementary School, Costa Rica Elementary School; Osmeña Elementary School; Obayan Elementary School; Bliss Community School; Motiong Central Elementary School; Dolongan Elementary School and Bakhaw Elementary School, whose scores ranged from an average score of 50.25 down to 39.66 as the lowest score. For a clearer picture of the location of the schools, the map of the Division shown on page 16 is provided for.

The respondents of the study are all the master teachers in the abovementioned schools. For the pupils, all those belonging to the high and low scoring schools automatically become the number of pupils involved in the study. The academic achievement of the high and low-scoring schools in the REAT were considered. With respect to the master teachers, their competency ratings and profiles were likewise considered.

Specifically, this study was conducted during the school year 2001-2002.

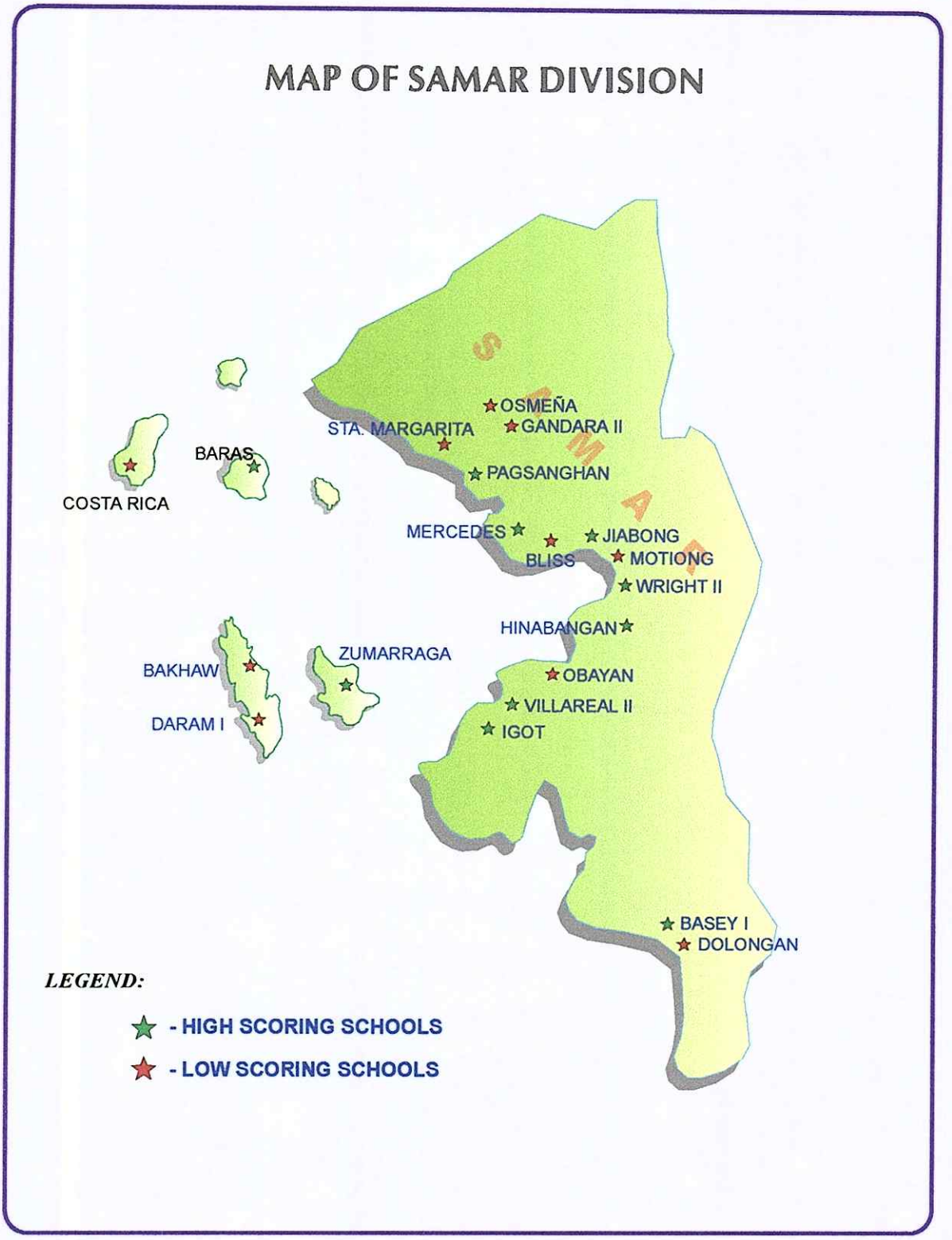

Figure 2. - Map showing the respondent schools.

Definition of Terms

To provide the readers a common understanding of the terms used here, the following terms are herein defined conceptually and operationally.

Achievement. This term refers to the measure of the extent to which a person has acquired certain information or mastered certain skills, usually as a result of specific instruction (Rivera and Sambrano, 1992:165). As used in this study, it is the rating obtained by each pupil respondent in the Regional Elementary Assessment Test, expressed in MPS.

Average Academic Achievement. This is the numerical result of the Regional Assessment Test administered to the pupils, specifically in subjects such as: English, Mathematics, HEKASI, Filipino, EPP, MSEP, and Science and Health. It is obtained by adding all the scores of the pupils who took the test and dividing it by the total number of pupils who took the test.

Competencies. This term refers to the concepts, skills and attitudes which are highly specialized and relate directly to the tool (Good, 1972:129). In this study the term refers to the skills as in planning, teaching strategies/pedagogy, development and utilization

of IMs, classroom management and pupil evaluation, that may determine the instructional expertise of the master teachers.

Competency Level. This term refers to the level of instructional competence of master teachers as perceived by them and their administrator, and they are scaled into 5, as "outstanding", 4, as "Very Satisfactory", 3, as "Satisfactory", 2 as "Fairly Satisfactory", and 1 as "Unsatisfactory".

Correlation. This is the relation of phenomena as invariable accompaniments of each other causally connected or not (Webster, 1986;1390). Operationally, it is the relationship between the performance of master teachers and REAT achievement of grade VI pupils.

High-Scoring Schools. These are the schools that ranked 1st to 10th after the 27 schools included in the REAT have been arranged from highest to lowest.

Low-Scoring Schools. These are the schools that ranked 18th to 27th after the 27 schools included in the REAT have been arranged from highest to lowest.

Master Teachers. These are the persons who are notably or supremely proficient or skilled in instruction or teaching (Webster, 1986:1390,2346). In the context of

this study, these were the classroom teachers in the high-scoring and low-scoring schools who got promoted to higher rank for having shown outstanding accomplishments in their functions as such.

Mean Percentage Score. This is the unit of measure of the achievement level of pupils in the REAT. This was taken by first computing for the Mean of all the scores of the pupils who took the test, dividing this Mean by the total number of test items given to the pupils and finally multiplying the result with one hundred.

Performance. It is the act or process of carrying out something usually with effectiveness (Webster, 1979:1678). In this study, it refers to the level of working efficiency of master teachers as reflected in the Revised Performance Appraisal System for Teachers.

Performance Rating. A marked indicator of one's work in relation to a perceived criteria for the evaluation of achievement (Webster, 1976:1185). In this study, it refers to the mark achieved by the master teachers given every end of school year, in accordance with the Revised Performance Appraisal System for Teachers.

Profile. This is a group of data representing qualitatively the extent to which an individual exhibits

traits or abilities as determined by tests or ratings (Webster, 1986:1811). Operationally, this is the description of master teachers as to their age, sex, teaching experience, number of years as master teacher, seminars and trainings attended and educational background.

Pupils. These are the children or young persons in school or in the charge of a tutor or instructor (Webster, 1986:1844). In this study, these are the pupils who are the ultimate recipients of the teaching-learning process initiated by the master teachers.

REAT. This is the acronym for Regional Elementary Assessment Test initiated by the DepEd Regional Office to assess the academic performance of pupils. This is usually given in the month of February where all the skills in the Philippine Elementary Learning Continum (PELC) are supposedly mastered by the pupils.

RPAST. This is the acronym for Revised Performance Appraisal System for teachers. This is the rating system suggested by the Department of Education, to rate the performance of teachers every end of school year.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

An extensive review of related studies and literature was conducted to strengthen the theory that the master teachers should perform outstandingly in order to produce performing pupils.

Related Literature

A master teacher should excel in making the proper choice of teaching methods on application of the methods in which he/she feels most familiar with. As a master teacher he should not limit himself to one teaching method otherwise there would be no difference between a master teacher and an ordinary teacher. Good (1984:32) cites that:

> In selecting appropriate strategies for a learning situation, the designer should consider a number of factors including the learning objectives, characteristics and needs of the participants, competencies of the instructors, and any constraints (i.e., time and physical limitations). Vary the strategies ... to maintain the participants interest. It is to be emphasized that a learning experience will consist of a number of strategies coupled together to make up the overall flow of experience...

These assertions bring us to the theory advocated by Benjamin Bloom (1976:30) which is the theory of mastery learning. This theory explains that most students can reach the optimal level of performance if the teacher considers the three most essential factors in learning, namely; cognitive entry behavior; the affective entry behavior; and the quality of instruction.

Bloom (1976:31) asserts that cognitive entry behaviors have influential linkage towards the pupils ability to accomplish certain learning tasks which require thinking skills. Careful study of the learner's cognitive behavior helps in determining proper objectives and strategies. On the other hand, in affective entry behaviors, Bloom emphasized the learner's varying degrees of emotional preparedness which are quite difficult to change. However, the quality of instruction that promotes successful experience will aid in promoting a positive effect toward learning.

The idea of mastery learning is further given greatest emphasis on MECS Order no. 6, s. 1982 implementing the New Elementary School Curriculum (NESC). The concept of mastery learning is a result of the interpretation of John F. Carrol's model of school

learning. This model defines aptitude in terms of measuring the amount of time acquired to learn the task based on performance levels under ideal pedagogical conditions. It also proposes that given enough time and assistance, every learner will master an assigned task with success (Lasam, 1991:123).

Dubbed and acclaimed to be potent approach in reducing failure and maximizing the outcomes of instruction, mastery learning has the following advantages: 1) it enables 75% to 90% of the students to achieve the same high level of learning achieved by only 25% of the under the typical group based instructional method; 2) it makes pupils' learning more efficient; and 3) it enables the pupils to learn more materials in less time. Also it requires that all pupils should master the basic skills for the grade at least 75% level of mastery. Task analysis then is important in applying the strategies. The pupil is allowed enough time to reach the criterion level which he knows is the only measure of his mastery. If the pupils don't reach the 75% proficiency level, re-teaching or remediation should be done (The NESC, 1987:64-65).

Furthermore, Lardizabal, et. al. (1988:192) aptly says that in mastery learning, the learner is treated as a unique being. Instruction is individualized within the context of the regular group instruction by means of an on-going feedback-correction process. Mastery learning is an approach for raising the achievement level of a learner. Mastery learning can ensure that each pupil will develop to his maximum potential and thus acquire successful learning experience which will engender self-confidence and ward off mental problems. It proposes strategies whereby each learner's instruction and learning can be managed within the context of an ordinary group based on classroom instruction to foster his optimum potential.

Popham and McNeil (1973:219) stressed the idea that the teacher is the crucial factor in the instructional process. It is the teacher who engages in interactive behavior with the students for the purpose of effecting change in his pupils. The change, whether it is to be attitudinal, cognitive or motor, is inter-functional on the part of the teacher. Hence, it is but proper to assess the teacher's effectiveness. In fact, evaluation serves many purpose. They are used in judging teacher's

mastery of certain essential knowledge, processes and skills as well as determining the strengths and weaknesses of a teacher. This means that the evaluation of a teacher's work must always be specific.

Lee and Lee (1980:30) noted that the function of the teacher is to supply as many situations as possible. These situations need to deal with experiences which are real to the child and involve the actual manipulation of objectives.

The Plowden Commission (1974:92) revealed that the teacher's ability is the most sufficient school input influencing classroom success and student achievement. In like manner, teacher behaviors which are believed to promote desirable learning by students is considered to be the evidence of teacher strengths and those teacher behaviors which are believed to foster undesirable student learning are considered as teacher weaknesses.

Reagan and Sheperd (1981:127) aptly said that as facilitator of learning, the teacher shall make the student achieve lasting, useful and meaningful results. He also has vision of the results of work in terms of richer life in individual and other citizens of tomorrow will merely engage in monotonous round of details.

A creative teacher who watches her children and thinks about her work comes to realize several things. If the results do not end up the way these are envisioned, she begins to invent her own procedure. However, her new procedure may not be as systematic as the old routine procedure but the sufficient answer is that it really does get good and authentic results. The learning experience itself is beneficial to the learners because of the change in behavior and attitudes as a learning consequence (Robinson, 1972:574).

Learning requires activity on the part of the learner. Active teaching and learning require both the teacher and the learner to get involve in the learning activities where the teacher directly teaches and encourages students to think aloud in solving problems and decision-making. Active teachers determine also their instructional program by matching the problem to the characteristics of the learners by considering the level of difficulty of the materials and teaching aids. It also requires to identify learner's interest level to think of creative ways to generate greater enthusiasm. As a whole, knowing the learners fully well, will lead to a successful planning (Travers, et. al., 1993:88).

The concept of active teaching implies that instruction is planned with particular learning outcomes, thus it becomes less direct as pupils mature and have developed increased ability to direct their own learning, as their attention changes from cognitive to affective outcomes, and as the class moves from units and shifts from a focus from a lower-level knowledge and skills to higher level application, analysis, synthesis and evaluation outcomes (Brophy, 1989:78).

The teacher being the fundamental tool in the enterprise is playing the very crucial and delicate role in the educative process, and should be highly competent and exercise balance in all aspects and disciplines in life in order to be effective and powerful radiating good examples for children, such that their values must be reoriented and commitment be developed and strengthened in them (Report of the Congressional Commission on Education in 1992, Sec. 27:8).

As Aquino (1988:46) shared :

> A teacher's personality has an incalculable impact on pupils. It is within the teacher's power to inspire pupils, to encourage and challenge them, to implant a sense of responsibility and perseverance and to develop their creativity and imagination. But the reverse is true, a teacher can have an

> undesirable effect in a class. To be sure, the perfect teacher does not exist, yet there are teachers who possess qualities of excellence. Superior teachers have most of these qualities, and average teachers, some.

A teacher's role is vital to the performance of the pupils to a degree that she makes herself vulnerable to opinions, judgments and even blame in case there is a failure but the following observations may be valid and true as remarked by Aquino (1988:52), that performance is not a perfect measure of learning. At times there may be major discrepancies between learning and performance. These differences may be due to factors such as illness, lack of time, fatigue, anger, lack of motivation or inability to concentrate.

It is therefore a truism that pupils' performance is an attribution of different factors surrounding the learners, study habits, economic status, plus the other factors such as the school facilities, the learning environment, teacher factors and the like. In other words, the circumstances where the child is definitely a contributory factor to the amount of learning he has.

Aquino (1988:47), charged that teachers expectations are also powerful factors in the actual performance of pupils in school. The importance of expectations in

behavior has long been recognized. He said that perhaps one of the major problems in the education of pupil in lower economic status lies in the matter of expectation. Teachers expect little, demand or require little and therefore get little.

The consistency between intent and action makes teaching systematic, measurable and achievable in the sense that the teachers consider the following important points (Joyce, 1996:479): 1) for whom is the program being developed? (characteristics of the target audience or intended learners); 2) what do we want the learners to learn or to be able to do? (objectives); 3) how is the subject content or skill best learned? (teaching and learning methods and activities); and 4) how do we determine the extent to which the learning has been achieved?

Similarly, according to Oriondo (1984:4), there are three independent aspects of the educative process that the teacher must always be aware. They are the teaching, learning and the evaluation aspects. This interdependence is clearly seen when the main purpose of instruction is conceived in terms of helping students achieve a set of

learning outcomes which include changes in the intellectual, emotional or physical domains.

Testing is a technique of obtaining information needed for evaluation purposes. Tests are devices used to obtain such information. Tests provide parents information about their children that can aid them in educational and vocational planning. Tests provide school administrators with information for planning and evaluating effectiveness of educational programs. They provide information that can be used as basis for assessing curricular strengths and weaknesses. They are used for evaluating school programs and is necessary in determining whether a particular innovative program, teaching strategy or medium of instruction is effective in attaining curricular objectives (Oriendo, 1984:9).

Gordon (1974:56-58), states that when a person is able to feel and communicate genuine acceptance of another, he possesses a capacity of being effective helping agent. Acceptance of the other just as he is, is an important factor fostering a relationship in which the other person grow, develop, make constructive changes, learn to solve problems, more in the direction of psychological health, become more productive and creative

and actualizes his fullest potential. Moreover, when teachers learn how to demonstrate through their word or inner feeling of acceptance toward a pupil, they are in a possession of a tool that the language of communication influence the pupils' abilities.

Active master teachers make judgments on the suitability of content for a given group of learners by breaking the tasks into units or subtasks. After determining the content, she carefully formulates the objectives in congruence with the chosen course content. Attainment of these objectives provides evidence to the teachers that the new materials had been mastered by objectively applying evaluative procedures communicated and known by the learners.

Regarding the teacher's new role for education in the rural area, Ramiso (1991:98), said that the rural development must be a combination of formal and non-formal education. It must have a total system or rural environment must be community-based. In this connection, it has to be understood he further opined that teachers and all agents in the community should be prepared to function under new changed circumstances.

Hence, for the prime reason that the result of this research will be used as inputs for drawing out recommendations and measures for improvement of classroom instruction expected to produce well-performing pupils, the administrators' perceptions on how their master teachers are performing and the master teachers' self-assessment of their own performance as well as the REAT achievement of pupils are relied upon heavily in determining the master teachers' competence.

Related Studies

Castel (1993) conducted the study on "Competencies of Home Economics teachers in the Division of Camiguin". Her study revealed the following findings: 1) The Technology and Home Economics teachers showed a very good competency level in knowledge and skills for home making specifically along the areas of home and family living, home management, food health and nutrition, preparing and processing foods, basic clothing and caring for the sick; 2) the competency level of the teachers in terms of age, teaching experience, educational qualification, and family income were found generally good; 3) there was a high correlation between instructional status in terms of

facilities equipment, community activities and the T.H.E. teachers competency level.

The present study is similar to Castel's study as both are into the investigation of the competency level of teachers. The studies differ in environmental aspects and population, as Castel's study involved only the teachers while the present study involves the finding of the relationship of the competencies of master teachers and the pupils' achievement from the high and low scoring schools.

Bernales (1996) in his study of "Competency of Mathematics III Teachers in the Division of Samar: An Input to a Training Program", concluded that 1) some of the Mathematics III teachers in Samar had inadequate competency on the subject; 2) there was no significant relationship between the teachers test performances in Mathematics and their sex and age; 3) there was a significant relationship between the teachers undergraduate degree, undergraduate major subject, teaching experience, number of teaching preparation and attitudes towards the present secondary Mathematics program; and 4) there was a significant difference between the knowledge competencies possessed by Mathematics

teachers in relation to school location. Respondents from urban schools have high level of competency compared to the respondents from rural schools.

Bernales gave the following recommendations: 1) in-service trainings for Mathematics teachers on knowledge/concepts that were quite difficult must be conducted; 2) Mathematics teachers should be encouraged to grow professionally by pursuing graduate studies, and 3) subscribe Mathematics journals and affiliate with Mathematics associations both locally and internationally. The present study has bearing on Bernales' study as both are on competencies of teachers and both studies consider age and sex; educational background, teaching experience as factors affecting competency of teachers. They however differ as the former deals on competency of Mathematics teachers while the latter deals on the competency of master teachers.

Another study on teachers' competency was conducted by Javier (1990) in relation to performance of graduating high school students specially in English, Science and Social Studies. He found out that teacher competence was based more on his/her educational attainment and attitudes towards the profession. However, this competence does not

have significant relation to the students' performance. It was further concluded that students' achievement was more influenced by the teachers behavioral pattern which affects instruction.

The present study is related to Javier's study as both studies delved into the factors that determined teachers' competence. The previous study differs from the present one as it dealt with teachers' competence in English, Science and Social Studies while the present study is on master teachers' competence as they relate to the achievement of the pupils specifically in the REAT.

A very recent study by Cecista (1998) entitled, "The Performance of High School Seniors in Araling Panlipunan Among Public High School in Eastern Samar: An Assessment", uncovered specific factors that influence performance in Araling Panlipunan. These factors were classified into four, viz: student factors, teacher factors, teaching situation factors, and materials/equipment/facilities factors. The extent to which the four classification of factors influenced the students' performance was found to be highly influential. The comparative analysis on the three groups of respondents, using ANOVA, was found to have no differences. The problems encountered by the

students were on language instruction, lack of instructional materials, equipment and facilities, students behavior and the administrators have difficulty in using Filipino for their supervisory work.

The similarity of the present study to Cecista's research work is that both involved the performance of learners and it covers the specific grade year level. They differ however on the following aspects: the cited work is on secondary subjects and includes performance level of three groups of respondents and its significant findings while the study present focuses on the MTs performance and the achievement of pupils as regards to their academic performance in the seven learning areas: Filipino, Science and Health, Mathematics HEKASI, EPP, MSEP and English.

Teraza (1997), in his study "Influence of Teachers' Instructional Competence on Pupils Achievement in the National Elementary Assessment Test (NEAT)", concluded that the very satisfactory rating of teachers in the area of instructional competence is indicative of their dedication to the teaching profession, and this instructional competence should be considered as good predictor of the Achievement Test. This conclusion

attested to the fact that there is a significant relationship between pupils performance in the NEAT and teachers' instructional competence.

The present study resembles the above study because it addressed instructional competence of teachers as contributory factor to students performance. They differed on the aspect as to what the performance of teachers are correlated to. The former is on National Elementary Assessment Test, while the latter is on the Regional Elementary Assessment Test.

On attendance to trainings of teachers, in Labid's (1996) study "Performance of First Year and Fourth Year Students in the Regional Test-All Project in the Public Secondary Schools: Basis for Curricular Redirection", it was assessed highly by all the respondents, implying that all learnings gained from trainings and applied by teachers in the classroom are significant inputs to students performance.

On educational attainment, the administrators and students who were involved in the study perceived it to have "high influence" on students performance, while the teachers group perceived it as "extremely influence".

By what the actual performance and differences in performance suggest as the mastery level, it can be inferred that there is yet a long way to go for the 75% to be met. The findings further implied that the first year performed better than the fourth year in the three years conduct of the Regional Test-All Project in the Division of Samar.

The present study has some semblance to Labid's study in the sense that it also focused on the performance of students in a Regional Test. However, it differs from the present study because it dealt on a comparison of performances of first year and fourth year high school students, while the study on hand concentrates on the correlation of performances of both teachers and pupils.

Jacer (1993) in his study "Factors Affecting the Performance of Elementary Schools in Leyte Division", revealed that the RO-DO (Regional Office-Division Office) test scores were significantly related to: a) instructional leadership, b) staff expectation, c) school climate, d) curriculum, e) monitoring of pupils progress, f) time-on-task, g) commitment to an academic focus and h) years of teaching experience. With these findings, Jacer concluded that supervision plays vital role in the

improved performance of pupils in the educational development of the child, and the curriculum to have impact on school performance should be given much consideration.

Similarity is viewed between the present study with the abovementioned study since both dealt with the same concerns which is on scholastic and academic performance. They differed on the respondents and focus in the sense that the present is concerned with the performance of elementary school pupils in the REAT and performance of master teachers while the previous study is concerned with the performance of pupils in the RO-DO.

Ynalbis (1994) found out in her study "Educational Qualification and Instructional Competence of Elementary Grade Teachers", that of the teachers who were sampled, those rated "outstanding" were the teachers with high educational qualifications and the remaining greater number of teachers who got "very satisfactory" were those who have advanced studies. These findings showed that instructional competence is affected by the teachers educational qualification. It was concluded therefore, that there is a substantial or positive relationship between the two variables. And as teachers keep on

upgrading their educational qualifications through various means, instructional competence becomes evident in the classroom instruction or they improve their teaching competence.

Ynalbis in her study recommended that teachers should always attend seminars, professional meetings, and undergo educational trainings to gain new ideas and knowledge. They should advance their studies to gain expertise in their field of teaching. Teachers should love their work and should go to their respective stations as early as possible to plan their teaching process which may produce a successful learning and quality learners. Proper motivation and encouragement from administrators also form part in the improvement of teachers competence as suggested in this study.

The study of Ynalbis is taken into consideration in this research because it significantly found out that teachers educational attainment, seminars and trainings attended are factors that greatly contribute to the actual performance of a teacher, a fact which coincides with the findings in the study of Labid mentioned earlier in this section. These are also some aspects being considered in the present research work. In the contrary, it differs

because unlike the present study, it does not deal on a comparison of performances of teachers and pupils.

The following findings crop up in the study of Andrade (1990) about "Teachers' Teaching Performance and Professional Preparation in Relation to Selected Variables as Basis for Modules Mathematics Teaching Strategies," that, 1) the weighted mean of students in Mathematics showed a very low aptitude, 2) teachers teaching were professionally prepared, and 3) there was no correlation between students achievement in Mathematics and teaching performance.

The findings further revealed that from the data obtained, it was found out that the students had no mastery of the skills in Mathematics in all year levels. With this, the researcher suggested that students should be exposed to the different skills in Mathematics like application, analysis and syntheses and these skills be given due emphasis in all year levels.

Cinco B. (1991) in her study "The Relationship Between Teacher and Pupils Related Variables and Achievement in Reading of Grade I Pupils in Dulag District", revealed that teacher's personality traits showed significant relationship between the social,

psychological/physical and emotional sphere of personality and the achievement of pupils. This implies that teachers should possess desirable social, physical and emotional personality traits in order that pupils will develop wholesome attitudes toward school work and eventually succeed in other activities such as academic area.

The present research work is also similar to the above study considering that it also dealt with teachers and pupils as agents in the attainment of higher levels of performance. They differed in the aspects of pupil respondent because the present study focused on achievement of pupils in the REAT while the previous study focuses on the achievement of Grade I pupils in reading.

In the study conducted by Montejo (1993) on the "Educational Qualification and Job Performance of Public Elementary School Teachers in Catbalogan Central Schools", revealed that most of the teachers in Catbalogan Central Schools were educationally qualified with a majority of them having units in graduate studies. Teachers were efficient workers as clearly suggested by their performance ratings. Ratings given to the teachers by their supervisors were predominantly "outstanding" and

"very satisfactory". No rating of "satisfactory" nor "unsatisfactory" was given. Majority of the teachers from the central schools strongly agreed to the inclusion of the different criteria now found in the Performance Appraisal System for Teachers. Most of the teachers felt that they have been rated objectively by rating officials. There was significant relationship between educational qualification and job performance of teachers, as teachers upgraded themselves professionally, they likewise improved their competencies in the teaching-learning process. The teachers were aware of the improvement on their professions after they obtained units in graduate studies.

The present study resembles the Montejo's study in the sense that they both employed the Revised Performance Appraisal System as basis of building up relationships. The present study is however different from that of the previous study because it focused on performance of teachers and pupils while the previous study focuses on performance of teachers only.

Based on the findings of the study of Conise (1991), entitled "The Teachers' Competence in Relation to Pupils' Achievement in Health and Science: Its Implication to

Science and Health Instruction", it was pointed out that the teacher competence ratings, specifically the Science and Health teachers in the District of Sta. Rita, must be based on a comprehensive evaluation of teacher performance to rule out doubts that a teacher is fully competent or incompetent and is able or unable to help his pupils achieve optimally.

Conise further states that high performance ratings given to Science and Health teachers in the District of Sta. Rita run counter to the academic achievement level for the grade VI pupils in the District. This gave rise to related implications that ratings of teachers on teacher competency in the Performance Appraisal Report were not enough guarantees that teachers were truly competent in Science and Health instruction for they did not measure specific competencies of a teacher.

Conise also cited that, one way of arriving at a fair rating for a teacher would be a regular and objective supervision of actual teaching performance of Science and Health teachers so as to focus on the academic aspect of instruction rather than on the community and related services. The overall result of the academic achievement of grade VI pupils in the District of Sta. Rita in terms

of Science and Health performance was very low. This pointed to an implication that poor test items in an achievement test can result in low scores among examinees. Although many factors were believed to influence school achievement, it was known that the teacher played a crucial role in improving pupils' achievement. The poor academic achievement of the pupils implied that the teachers were quite remiss in their basic duties as classroom teachers. Be that as it may, a pupil's intelligence must be the factor that guarantees that he should be a high achiever regardless of the type of teacher he is under.

The present study is related to the study of Conise in the sense that both dealt with performance of teachers and pupils' achievement level. The difference lies on the learning areas of concern for the present focuses on English, Science and Health, Mathematics, Filipino HEKASI, EPP and MSEP, while the previous study was on Science and Health only.

The study of Cinco, (1993), "Teachers' Personality Traits, Professional Training and Knowledge Content in Mathematics in Relation to Achievement of Intermediate Pupil of Carmen District, Cebu City" was also conducted.

In this study, it was found out that educational attainment of teachers, teachers' training in Mathematics and teacher experience were significantly related to pupil achievement in Mathematics.

The present study bears similarities with the abovementioned study since both involved variables like teaching experience and achievement of pupils. However, they differ in number of subject areas for the present study involved five learning areas and the teacher respondents concentrate on master teachers while the previous study made focus on Mathematics only.

On the studies reviewed, there was lack of agreement between the teachers' competence and some related factors affecting their competence. Among them were length of teaching experience, educational background, and in-service training courses. Such inclusive and conflicting directions of the findings and even consistent similarities in the results provided a clear need for more studies to be conducted to obtain a more valid and reliable conclusion.

Chapter 3

METHODOLOGY

Contained in this chapter are the research design used in the study, the instrumentation, the validation of instrument, the sampling procedure and the data gathering procedure. Each of them was considered for discussion in the paragraphs that follow.

Research Design

This study employed descriptive-comparative research design where the researcher considered the competencies of master teachers and the REAT achievement of pupils from the high and low-scoring schools as the two non-manipulated entities and established a formal procedure for obtaining criterion data making use of the questionnaire and documentary analysis on the basis of which the researcher compared and concluded which of the two was better. The specific statistics used were the Mean, Standard Deviation, t-test for independent samples, Pearson Product-Moment Correlation Coefficient and Fisher's t-test.

Instrumentation

Two sets of data gathering instruments were used by the researcher. One for the master teachers and another for the school heads. These data gathering instruments were a questionnaire-checklist type adopted from the standardized questionnaire used by the Department of Education, Samar Division to measure the instructional competence of teachers.

The questionnaire for the master teacher respondents consisted of two parts. The first part asked respondents to fill-out information about their educational background, teaching experience, sex and age, number of years as master teacher, number of in-service training hours attended and the performance rating for the last school year. The second part consisted of a checklist of indicators of instructional competence as in planning of instruction; teaching strategy/pedagogy; development and/or utilization of IMs; classroom management; and pupil evaluation, against which the respondents were to rate their own competencies by self-assessment using numerically-coded ratings as discussed in the succeeding paragraphs.

For competencies in planning: a rating of 5 means that the teacher is confident of his/her competence to be an outstanding one and there is a thorough planning of instruction before it is executed. A rating of 4 means there is a very satisfactory planning; a rating of 3 means there is satisfactory planning; a rating of 2 means that the planning is fairly satisfactory and rating of 1 means that no planning is done by the teacher.

For competencies in the use of teaching strategies/pedagogy: a rating of 5 means the master teacher is most familiar with the teaching strategies/pedagogy and use them outstandingly in teaching. A rating of 4 means the teacher is familiar with the teaching strategies and use them very satisfactorily. A rating of 3 means the teacher knows the teaching strategies and use them satisfactorily in classroom instruction. A rating of 2 means that the master teacher is familiar with the strategies but use them sparingly in teaching and a rating of 1 means that the teacher never use any method because he/she does not know how to use it in teaching.

For competencies in development and/or utilization of IMs: a rating of 5 means that the teacher constructs

varied and appropriate IMs and use them most effectively for outstanding results. A rating of 4 means that the master teacher constructs varied and appropriate IMs and use them in carrying out instruction for very satisfactory results. A rating of 3 means that the teacher makes IMs for classroom instruction that reaps satisfactory results. A rating of 2 means that the teacher makes IMs but use them sparingly obtaining fairly satisfactory results and a rating of 1 means that the master teacher never make IMs resulting to unsatisfactory results in teaching.

For competencies in classroom management: a rating of 5 means that the master teacher manages the classroom outstandingly; a rating of 4 means that the teacher's classroom management is very satisfactory; a rating of 3 means that the teacher manages classroom satisfactorily; a rating of 2 means that the teacher manages classroom fairly well; and means unsatisfactorily resulting to poor classroom instruction.

For competencies on pupil evaluation: a rating of 5 means that the teacher is very much aware of the progress of instruction because he/she uses the most effective ways of evaluating instruction all the time right from

the start of instruction up to the provision of relevant feedbacks to the pupils regarding their performance. A rating of 4 means that the teacher evaluates instruction very satisfactorily; a rating of 3 means that the teacher conducts pupil evaluation satisfactorily and a rating of 2 means that the teacher conducts pupils evaluation fairly; and 1 means that the teacher does not evaluate instruction and does not care about its results.

The questionnaire for the schools heads is in some way similar to that of the master teacher: the first part was used to elicit information about the respondents. The second part had the same contents with those of the master teacher respondents' but they were used by the school heads against the competencies of master teachers under them.

Another instrument that was used here was a document obtained from the Dep. Ed. Regional Office, containing the different schools involved in the REAT. It also categorically stated the actual figures showing how the different schools performed in the test.

Validation of Instrument

There was no validation of instruments used since

the standardized educational survey questionnaire of the Department of Education Samar Division was utilized; more so records from the Regional Office of the Department of Education, regarding the REAT results for the school year 2000-2001 were also used.

Sampling Procedure

This study used purposive sampling technique. After obtaining a copy of the REAT results from the Dep. Ed., Regional Office the 27 schools involved were ranked according to their corresponding Mean Percentage Scores (MPS). The schools were ranked from highest to lowest. After doing so, the 10 topmost schools in the rank were considered as the high scoring schools and the 10 lowest schools were considered as the low scoring schools. Hence, the master teachers and the pupils' achievement of the 20 high and low scoring schools automatically became the respondents of this study for the purpose of finding the relationship of competencies of master teachers and the achievement of pupils in the REAT from the high and low scoring schools. For specificity, Table 1 on page 55 shows the respondents of this study.

Data Gathering Procedure

The researcher requested and obtained permission from the Schools Division Superintendent, Samar Division, to allow her to field and administer the questionnaire-checklist to the intended respondents. The instruments were administered by the researcher through the help of the superintendent's secretary. She was able to distribute the instruments during the Executive Conference held last October 2, 2001, where all the administrators were present.

In all cases, the respondents were allowed to answer the instrument for quite some time, but since it was only a short one, some of the school heads immediately returned the questionnaire to the Division Office. But for the other schools, the researcher personally retrieved the instruments.

Another important information was sought from Dep. Ed., Regional Office. With the help of the researcher's adviser, the REAT result for SY 2000-2001 was readily given to the researcher by the in-charge of the records in the office. This became a significant input to the study.

Table 1

The Respondents

	Administrator	Master Teachers	Total
A. High-Scoring Schools			
1. Zumarraga Central School	1	7	8
2. Vilareal II Central School	1	8	9
3. Igot Elementary School	1	2	3
4. Hinabangan Central School	1	6	7
5. Baras Elementary School	1	2	3
6. Mercedes Elementary School	1	8	9
7. Base I Central School	1	13	14
8. Wright II Central School	1	7	8
9. Pagsanghan Central School	1	3	4
10. Jiabong Central School	1	7	8
Total	10	63	73
B. Low-Scoring Schools			
1. Sta. Margarita Central School	1	7	8
2. Daram I Central School	1	7	8
3. Gandara II Central School	1	4	5
4. Costa Rica Elementary School	1	1	2
5. Osmeña Elementary School	1	1	2
6. Obayan Elementary School	1	1	2
7. Bliss Community School	1	5	6
8. Motiong Central School	1	7	8
9. Dolongan Elementary School	1	1	1
10. Bakhaw Elementary School	1	1	1
Total	10	35	45

Statistical Treatment of Data

The data that were gathered were tallied and analyzed statistically. Statistical tools like the mean, standard deviation, t-test for independent samples,

Pearson Product Moment Correlation Coefficient (Pearson r) and Fisher's t were utilized.

The Mean. This statistical tool was used to come up with the profile of the master teacher respondents, particularly on the average age, average number of years in teaching, and average number of in-service training hours attended. Likewise, the mean was employed to determine the perceptions of the administrators and the master teachers themselves, on their competencies. It was computed by dividing the total scores by the number of respondents and was interpreted with the use of the scales provided for the perceptions on the instructional competencies of master teachers.

Standard deviation. This statistical tool was employed as an aid in the analysis of the mean, to determine the homogeneity and the variability of the respondents with reference to the mean. Likewise, this was used in the application of t-test for independent samples. This was computed by extracting the square root of the variances of the respondents' profile and responses.

t-test for independent samples. This statistical tool was used in comparing the perceptions of the two

groups of respondents regarding the competencies of master teachers. Likewise, this statistical measure was employed to compare the REAT achievement of pupils from the high and low scoring schools. The formula of Walpole (1982:301) was used.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{(n_1 - 1)\ s^2_1 + (n_2 - 1)\ s_2^2\ (1/n_1 + 1/n_2)}}$$

$$\text{with d.f.} = n_1 + n_2 - 2$$

where:

t = refers to the computed t-value

$\bar{X}_1$ = refers to the mean of the 1st group of respondents

$\bar{x}_2$ = refers to the mean of the 2nd group of respondents.

S_1^2 = refers to the variance of the 1st group of respondents.

S_2^2 = refers to the variance of the 2nd group of respondents.

n_1 = refers to the number of respondents in the 1st group.

n_2 = refers to the number of respondents in the 2nd group.

Pearson Product Moment Correlation Coefficient. This tool was used in answering the fourth null hypothesis in this study, that is to determine the relationship between the competencies of master teachers from the high and low scoring schools and the REAT achievement of pupils. The formula of Walpole, (1982:376) was used:

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[(N\Sigma X^2) - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

where:

r_{xy} = the computed Pearson r

x = the competency level of master teachers

y = the REAT achievement level of pupils

Fisher's t. This statistical tool was utilized to further determine the significance of the correlation as the result of the Pearson r to associate the relationship between the competencies of master teacher and the REAT achievement of pupil from the high and low scoring schools. This used the following formula (Ferguson and Takane, 1982:207):

$$t = \frac{r\sqrt{N - 2}}{\sqrt{1 - r^2}}$$

where:

t = the computed Fisher's t value

r = the computed Pearson r value

n = the number of paired observations

Finally, hypothesis testing was done at .05 level of significance adopting the following decision rules: (1) accept the null hypothesis if the computed value turned out to be lesser than the critical or tabular value; and (2) reject the null hypothesis if the computed value turned out to be equal or greater than the critical or tabular value.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of data gathered in the conduct of this research. In their analysis and interpretations, statistical tools were used. They are specifically discussed and/or treated below.

Profile of Master Teachers from the High and Low Scoring Schools in the Division of Samar

The profile of master teachers from the high and low scoring schools in the Division of Samar speaks of the following: age and sex; educational background; number of years in teaching; number of years as master teacher; number of in-service training hours attended; and performance rating. Each of these personal variates are specifically discussed below.

Age and sex. Table 2 on the following page presents the information of the master teachers from the high scoring schools relative to their age and sex. As reflected on the said table, it is on bracket 52-55 where the master teachers of the abovementioned schools clustered most where there are 21 or 33.33 percent.

Table 2

Age and Sex Profile of Master Teachers From High Scoring Schools

Age Distribution	Male	Female	Total	Percent
64-67	0	1	1	1.59
60-63	2	5	7	11.11
56-59	2	16	18	28.57
52-55	3	18	21	33.33
48-51	2	8	10	15.87
44-47	0	2	2	3.18
40-43	0	0	0	0.00
36-39	2	0	2	3.18
32-35	1	1	2	3.18
Total	12	51	63	100
Grand Mean	50.25	56.085 yrs.	53.168	-
Standard Deviation	9.325	6.854 yrs.	3.74	-

This is followed by bracket 56-59 where there are 18 or 28.57 percent of them fell under this. The lowest number on one hand is that of bracket 64-67 where there is only one or 1.59 percent of the master teachers from this group belonged here. Speaking of the male master teachers their average age was pegged at 50.25, while the female master teachers had 56.085. For the grand mean, it is 53.168 which could mean that generally the master teachers from the high performing schools are near retirement and are of

course a sure description of their being called as master teachers.

Table 3 on the other hand is the picture showing the age and sex profile of master teachers from the low scoring schools in the Division of Samar. As gleaned from the table, the highest number of master teachers relative to their ages fell on the ages of 60, 58, 56, 54, 51, and 49, where all these ages, have 3 teachers each. All the other ages had 1 and 2 teachers for each. As shown on the table, the highest age is 61 and the lowest is 32, both comprising 2.86 percent of the total respondents of 35. Speaking of the highest age of 61, it is a male master teacher who is just few years away from retirement. From the group of the female master teachers, the highest age is 60, lower by one from that of the male master teachers. With regards to the sex distribution, of the 35 respondents, only 5 comes from the male master teachers and the other 30 are all females. With regards to the average age of the male master teachers from the low scoring schools, it is 51.60 as against the 51.57 of the female master teachers for their average age. The grand mean of the whole group was pegged at 51.58. This means that the master teachers from the low scoring schools are younger by

Table 3

Age and Sex Profile of the Master Teachers from the Low Scoring Schools

Age Distribution	Male	Female	Total	Percent
61	1	0	1	2.86
60	0	3	3	8.57
59	0	1	1	2.86
58	0	3	3	8.57
57	0	1	1	2.86
56	1	2	3	8.57
55	1	0	1	2.86
54	1	2	3	8.57
53	0	1	1	2.86
52	0	1	1	2.86
51	0	3	3	8.57
50	0	2	2	5.71
49	0	3	3	8.57
48	0	2	2	5.71
47	0	1	1	2.86
46	0	1	1	2.86
44	0	1	1	2.86
40	0	2	2	5.71
39	0	1	1	2.86
32	1	0	1	2.86
Total	5	30	35	100
Grand Mean	51.60	51.57	53.58	-
Standard Deviation	10.51	6.17	7.52	-

1.59 years which is not actually speaking a real gap, hence it can be inferred as a whole that the master teachers from the high and low performing schools are in their early 50's and expectedly are already conversant of

their teaching job, thus called and/or occupying the master teachers positions.

Educational Background. The information relative to the educational background or degrees the master teachers have finished in their college course is reflected on Table 4. This is particularly for the high performing schools, while Table 5 presents this same information intended for the master teachers from the low performing schools. In Table 4, highest frequency of 28 which is equivalent to 44.44 percent is that of the graduates of BSEED. This is followed by 10 representing the BSEED whose specialization is Reading, then 7 for BSEIC which is 11.12 percent of the total number of respondents from this group. The lowest frequency that had registered is one which corresponds to BSEED in Language Teaching, Guidance and Counseling, Physical Education, and the BSIE degree holder, which represents 1.59 percent. From this finding, it can be inferred that the master teachers from the high performing schools are mostly graduates of the general curriculum for elementary education. Further, as noted, no master teacher from this group of elementary schools is Mathematics major nor Music, thus the problem on Mathematics instruction and in Music.

Table 4

Educational Background Profile of Master Teachers From High Scoring Schools

Degree and Field of Specialization	Frequency	Percent
BSEED	28	44.44
BSEED (English)	3	4.76
BSEED (Filipino)	4	6.35
BSEED (Social Studies)	2	3.17
BSEED (Science)	3	4.76
BSEED (Reading)	10	15.87
BSEED (Language Teaching)	1	1.59
BSEED (Guidance)	1	1.59
BSEED (H.E.)	2	3.17
BSEED (P.E.)	1	1.59
BSIE (I.A.)	1	1.59
BSE (IC)	7	11.12
Total	63	100.00

In Table 5, the highest frequency has registered at 13 or 37.14 percent which represents that of the BSEED. This is followed by 5 for both BSEED (English) and BSEED (Filipino). For the lowest frequency, it registered at 1 or 2.86 percent of the total number of respondents. From this picture, it can be deduced that of the 10 elementary

Table 5

Educational Background Profile of Master Teachers from Low Scoring Schools

Degree and Field of Specialization	Frequency	Percent
BSEED	13	37.14
BSEED (English)	5	14.29
BSEED (Filipino)	5	14.29
BSEED (Social Studies)	1	2.86
BSEED (Reading)	1	2.86
BSEED (Language Teaching)	1	2.86
BSEED (Guidance)	2	5.71
BSEED (H.E.)	3	8.57
BSEED (Agriculture)	1	2.86
BSEIC	3	8.57
Total	35	100.00

schools involved in this study, not all of them have a complete set of master teachers for all the subject areas, except in one big school. And this is not only true to low performing schools but also in the high performing schools where there are three subjects areas, BSEED in Language Teaching, Guidance, Physical Education, and BSIE in Industrial Arts where there is one teacher each having such specialization. Further, it can be said that since in

most schools in the elementary level, there are not enough of this master teachers to assist the school heads in improving instruction, some of the non-master teachers found it taxing to do some researches thus enable to address specific problems in the classroom.

Number of years in teaching. In Table 6, the number of years in teaching of the teachers from the high performing schools is presented. As gleaned from the

Table 6

Number of Years in Teaching of Master Teachers From the High-Scoring Schools

Number of Years in Teaching	Frequency	Percent
40 - 43	1	1.59
36 - 39	15	23.81
32 - 35	14	22.22
28 - 31	17	26.98
24 - 27	7	11.11
20 - 23	5	7.94
16 - 19	1	1.59
12 - 15	3	4.76
Total	63	100.00
Mean	31.83	-
Standard Deviation	3.97	-

Table 7 on one hand, speaks of the number of years in teaching of the master teachers from the low-scoring schools. As depicted on the table, it is on bracket 28-31 where most of the 35 master teachers have clustered their years of service in teaching. This composed about 22.86 percent of the total number of respondents. This is followed by brackets 24-27 and 32-35, where there were 6 teachers each or 17.14 percent. As to the lowest number of master teachers, it is on brackets 8-11 and 12-15 where each had registered one teacher which is equivalent to 2.86 percent of the 35 master teachers from the low-scoring schools. Speaking of the average number of years in teaching, the group had 27.114. This statistics shows that the master teachers coming from this said category of elementary schools has had enough teaching experience that warrants the position attached to them which is that of being master teachers. Like the master teachers from the high-performing elementary schools, their length of service justifies their being considered as subject specialists or instruction experts which further put them on a position that can be most advantageous for curriculum or instruction-related studies or researches.

Table 7

Number of Years in Teaching of Master Teachers From the Low-Scoring Schools

Number of Years in Teaching	Frequency	Percent
36 - 39	5	14.29
32 - 35	6	17.14
28 - 31	8	22.86
24 - 27	6	17.14
20 - 23	5	14.28
16 - 19	3	8.57
12 - 15	1	2.86
8 - 11	1	2.86
Total	35	100.00
Mean	27.11	-
Standard Deviation	4.50	-

Number of years as master teachers. Table 8 and 9 speak of the number of years as master teachers of the respondents coming from the high-scoring elementary schools (Table 8) and low-scoring elementary schools (Table 9). As shown on Table 8 on the following page, under year distribution, it is on 7 years where the highest number of master teachers clustered which is 9 or 14.29 percent of the 63 master teachers involved in this study. Next to

Table 8

Number of Years the Master Teachers from High-Scoring Elementary Schools Had Served as Master Teachers

Year Distribution	Frequency	Percent
21	2	3.18
20	4	6.35
18	3	4.76
15	2	3.18
14	1	1.58
13	1	1.58
11	2	3.18
10	6	9.52
9	7	11.11
8	6	9.52
7	9	14.29
6	7	11.11
5	2	3.18
4	2	3.18
3	3	4.76
2	2	3.18
1	3	4.76
0.33	1	1.58
Total	63	100.00
Mean	7.94	-
Standard Deviation	6.64	-

this is 6 years and 9 years where there are 7 teachers or 11.11 percent of the total respondents.

On the other hand, the lowest number of teachers that registered is 1 for 0.33 year, 13 and 14 years. For the average number of years that the master teachers stayed in the service as master teachers, it is 7.94 which could

mean that they have not been long in this particular position.

Table 9 is depicting as mentioned earlier, the number of years the master teachers had served as master teachers. As shown on the table, it is on 6 years where most of the master teachers from the low-scoring elementary schools had registered where 17.14 percent of the 35 respondents had it. This is followed by 12 years where 5 teachers fell under this and they composed 14.29 percent of the total respondents. With regards to the lowest number of master teachers to have registered, it is 1 for the following years: 3,4,9,11,14,16,19, and 21.

Going to the average number of years the 35 master teachers from the low-scoring elementary schools had served as master teachers, it is 9.13, only 1.19 higher than that of master teachers' length of service as master teachers from the high-scoring elementary schools. With this statistics, it means that the master teachers from the high-scoring and low-scoring elementary schools have not had a longer period of service as master teacher which could further mean that even though they have been in the service for long where their average length of service as

Table 9

Number of Years the Master Teachers from Low-Scoring Elementary Schools Had Served as Master Teachers

Year Distribution	Frequency	Percent
21	1	2.86
19	1	2.86
16	1	2.86
15	4	11.43
14	1	2.86
12	5	14.29
11	1	2.86
10	3	8.57
9	1	2.86
8	4	11.42
6	6	17.14
5	3	8.57
4	1	2.86
3	1	2.86
2	2	5.71
Total	35	100.00
Mean	7.13	-
Standard Deviation	6.49	-

depicted on Tables 6 and 7 are 31.832 and 27.114, respectively, they were promoted not long ago.

Number of in-service training hours attended. The number of training hours attended by master teachers from the high-scoring and low-scoring elementary schools in the Division of Samar is shown on Tables 10 and 11.

In Table 10, the highest training hours bracket in terms of the number of master teachers that they have attended is 157-273, which is at the same the second lowest number of training hours that they have undergone within their stay as classroom teachers. The statistics that had registered is 23 or 36.51 percent of the 63 respondent-master teachers from the high-scoring elementary schools. This is followed closely by bracket 40-156, the lowest training hours bracket on the table, where there were 17 teachers (26.98%).

As pictured, training hours bracket of 508-624, 625-741, 1444-1560, 1561-1677, and 1795-1911, had only 1 teacher each; and training hour bracket of 742-858 had zero. For the average training hours attended by the master teachers from the high-scoring elementary schools, it is 310.76 which is only equivalent to 38 days. This would mean that the mentioned respondent-master teachers did not undergo or did not have greater chances in availing of seminars/trainings within the period of their teaching for an average of 31.832 years as reflected in Table 6.

Table 10

In-Service Training Hours Attended by Master Teachers From the High-Scoring Elementary Schools

Training Hours Attended	Frequency	Percent
1795 - 1911	1	1.59
1678 - 1794	0	0.00
1561 - 1677	1	1.59
1444 - 1560	1	1.59
1327 - 1443	0	0.00
1210 - 1326	2	3.17
1093 - 1209	0	0.00
859 - 1092	2	3.17
742 - 858	0	0.00
625 - 741	1	1.59
508 - 624	1	1.59
391 - 507	3	4.76
274 - 390	11	17.46
157 - 273	23	36.51
40 - 156	17	26.98
Total	63	100.00
Mean	310.76	-
Standard Deviation	365.91	-

Table 11 on the following page has pictured a much lesser opportunities in terms of training hours that the master teachers from the low-scoring elementary schools had availed of as reflected by the highest bracket of 330-359 which is as well availed of by only one teacher. But speaking of the training-hour bracket attended most by the teachers, it is 180-209 where 12 teachers fell under here which is equivalent to 34.29 percent.

Table 11

In-Service Training Hours Attended by Master Teachers From the Low-Scoring Elementary Schools

Training Hours Attended	Frequency	Percent
330-359	1	2.86
300-329	2	5.71
370-299	3	8.57
340-369	8	22.86
210-339	2	5.71
180-209	12	34.29
150-179	0	0.00
120-149	2	5.71
90-119	2	5.71
60-89	2	5.71
30-59	1	2.86
Total	35	100.00
Mean	188.20	-
Standard Deviation	68.10	-

This is followed by bracket 340-369 with 8 (22.86%) teachers had registered their training hours attended. This is equivalent to 22.86 percent of the 35 respondent-master teachers. The lowest number of respondents had registered on training-hour bracket 30-59, with only 1 teacher or 2.86 percent. Bracket 150-179, there was none who fell under here. As averaged, the 35 master teachers had only 188.20 training hours which could mean that within an average of 27.114 years only less

time or few days that these master teachers from low-scoring elementary schools has had their seminars/trainings.

Performance rating. The performance ratings of master teachers from the high performing schools are shown on Table 12. As gleaned from the table, it is on performance rating bracket 88-91 where the greatest number of 48 from among the 63 respondent-master teachers had clustered which composed of 76.19 percent. In bracket 92-95, 11 master teachers had registered that their performance ratings had fell under this. The lowest so far is 2 which represents the number of teachers who received a performance

Table 12

Performance Ratings of Master Teachers from the High-Scoring Elementary Schools

Performance Rating	Frequency	Percent
96-99	2	3.17
92-95	11	17.46
88-91	48	76.19
84-87	2	3.17
Total	63	100.00
Mean	91.26	-
Standard Deviation	1.23	-

rating within the bracket of 84-87 and 96-99. This means that the 63 master teachers have performed well which can be categorized into "Very Satisfactory" which was achieved by a greater number whose performance ratings range from 84-92 and "Outstanding", achieved by fewer number whose performance rating is from 93-99.

Table 13 presents the performance rating of master teachers from the low-scoring elementary schools. It can be depicted from the table that most of the 35 respondents fell under bracket 92-93 where there were 15 master teachers who composed about 42.86 percent. This is followed closely by bracket 90-91 where there were 14 master teachers, lesser only by 1 from the former. This 14 composed the 40.00 percent of the 35 respondents. Speaking of the lowest distribution of master teachers, which is only 1, it is under bracket 94-95. The other remaining bracket is that of 88-89 where there were 5 master teachers who registered their performance ratings to be in this level.

With regards to the average performance ratings of both categories of master teachers, it is 91.261 for master teachers from the high-scoring elementary schools and

Table 13

Performance Ratings of Master Teachers from The Low-Scoring Elementary Schools

Performance Rating	Frequency	Percent
94-95	1	2.86
92-93	15	42.86
90-91	14	40.00
88-89	5	14.28
Total	35	100.00
Mean	91.874	-
Standard Deviation	2.55	-

91.874 for master teachers from the low-scoring elementary schools. This means that they performed their teaching job as expected by the community they served.

Comparison Between the Profiles of Master Teachers from the High and Low-Scoring Elementary Schools

Table 14 presents the summary of information regarding the profile of master teachers from the high and low-scoring elementary schools in the Division of Samar. Also, the statistical analyses are contained in this same table as to the comparison of these profiles.

As to age. As shown in Table 14, the computed t-value of 0.82 turned to be lesser than the critical t-value of 2.101 at .05 level of significance with 18 df.

As suggested by this result, the null hypothesis stating that "There is no significant difference between the profile of the master teachers from the high-scoring elementary schools and the low-scoring elementary schools as to their ages," is accepted. From this, it could only mean that the two groups of respondents have more or less the same ages since they are all master teachers whose promotion to the said position requires a considerable length of service.

As to sex. Based on the data presented in Table 14, the gap between the numerical values of the profile of master teachers from the high and low-scoring elementary schools as to their sex which are 11.4 and 6.5, respectively, had registered a computed t-value of 1.89. This value is less than the critical t-value of 2.101 at .05 level of significance with a df = 18.

The above result led to the acceptance of the null hypothesis defined under this area. With this acceptance of no significant difference could further mean that the two groups had an even distribution of sexes between them.

As to educational background. Likewise, Table 14 presents the difference between the profiles of the master teachers from the high and low-scoring elementary schools in the Division of Samar, last school year 2000-2001. From the same table, it can be gleaned that the difference between 9.70 and 4.30 is not significant as statistically proven by the computed t-value of 0.81 which is very much lower than the critical t-value of 2.101 at .05 level of significance with df=18.

The above result had led to the acceptance of the null hypothesis which states that "there is no significant difference between the profiles of the high and low-scoring elementary schools as to their educational background".

This can be inferred further that the educational background of the two groups of master teachers is more or less of the same status or requirement since all those submitting for promotion or those promoted to the position were subjected to the same criteria, hence they could not differ significantly.

Table 14

Comparison Between the Profiles of Master Teachers From the High and Low-Scoring Elementary Schools

Personal Variates	Elem. School Profile		t-value		Evaluation	Decision
	High-performing	Low-performing	Computed	Critical		
1. Age	53.17	51.58	0.82	2.101	Insignificant	Accept Ho
2. Sex	11.40	6.50	1.89	2.101	Insignificant	Accept Ho
3. Educ'l. Background	9.70	4.30	0.81	2.101	Insignificant	Accept Ho
4. Number of Years in Teaching	31.832	27.114	2.07	2.101	Insignificant	Accept Ho
5. Number of Years as MTs	7.94	7.13	0.37	2.101	Insignificant	Accept Ho
6. Number of Training hours attended	310.76	188.20	1.84	2.101	Insignificant	Accept Ho
7. Performance rating	91.261	91.874	-0.65	2.101	Insignificant	Accept Ho

As to the number of years in teaching. The same Table 14 reveals the comparison of profiles along number of years in teaching of master teachers from the high-scoring elementary schools and that of the master teachers from the low-scoring elementary schools. As shown by the table, the average years in teaching for both groups are 31.832 and 27.114, respectively. There is a considerable gap between the two which is 4.718, but when subjected to statistical testing, the computed t-value had registered at 2.07, still

less than the critical t-value of 2.101 at .05 level of significance with df=18.

With the finding mentioned above, the null hypothesis which speaks of no significant difference between the profiles along number of years in teaching of master teachers from high and low-scoring elementary schools is accepted. This means that the two groups of master teachers have more or less been in the service at the same time or been appointed as classroom teachers in nearly the same year or not very far from each other with respect to date or year.

As to number of years as master teacher. Based on the data presented on Table 14, the computed t-value of 0.37 is very much lower than the critical t-value of 2.101 at .05 level of significance whose df is = 18. This signifies that the null hypothesis stating "There is no significant difference between the profiles of master teachers from high and low-scoring elementary schools with respect to their number of years as master teachers", is true and therefore is accepted.

The acceptance of the above hypothesis proved that the master teachers from the high-scoring and low-scoring

elementary schools have gone through the same process and criteria in ranking /selection before they were promoted.

As to number of in-service training hours attended. From the same table, Table 14, it can be noted also that the computed t-value of 1.84 is much lower than the critical t-value of 2.101 at .05 level of significance with df=18. This denotes that the null hypothesis which states that "There is no significant difference between the profiles of master teachers from high and low-scoring elementary schools with respect to their number of in-service training hours attended", is accepted.

Like the other five personal variates of the master teachers discussed earlier, the two groups of master teachers did not vary in this particular aspect, though there is a considerable gap between the two averages regarding their training hours attended which are 310.76 and 188.20, when subjected to statistical testing using the t-test for independent samples. This further means that those coming from the low-scoring elementary schools are likewise availing of the same trainings/seminars the master teachers from the high-scoring elementary schools are availing or attending.

As to performance rating. Table 14 is also picturing the data regarding the performance ratings of the master teachers from the high-scoring and low-scoring elementary schools in the Division of Samar for school year 2000-2001. As gleaned from the table, the average performance ratings of both groups which are 91.261 and 91.874 do not differ much, thus when subjected to statistical analysis was strengthened to be not significantly different by the computed t-value of -0.65 as against the critical t-value of 2.101 at .05 level of significance with df=18.

The above finding has led to the acceptance of the null hypothesis which states that "There is no significant difference between the profiles of master teachers from the high and low-scoring elementary schools regarding their performance ratings".

Level of Instructional Competence of the Master Teachers from the High-Scoring Elementary Schools as Perceived by the Two Groups of Respondents

The level of instructional competence of the master teachers from the high and low-performing elementary schools are specifically presented in succeeding tables and discussed as well.

Planning. Table 15 presents the perceptions of the master teachers and the school heads of the high-scoring elementary schools as to the level of instructional competence of the master teachers along planning. As depicted on the table, the master teachers perceived themselves highly in item 1 which is on "Formulation of teaching objectives under the three domains" with a weighted mean of 4.25. This is opposed by their perception on item 4 which is about "Provision of outdoor resources for pupils' greater learning" with a weighted mean of 3.79, but described also as "very satisfactory". The Grand Mean of 4.09 speaks of a "Very Satisfactory" performance of how the master teachers rated themselves in planning the lesson for a particular session.

From the administrators' point of view, items 1 and 3 were equally rated by them with a weighted mean of 4.40, described as "Very Satisfactory", which is also the same description attached to the lowest rating they gave of item 4 pegged at 4.10. The Grand Weighted Mean of 4.30 denotes a "Very Satisfactory" performance of master teachers from this group as assessed by their school heads.

Table 15

Level of Instructional Competence of Master Teachers From the High-Scoring Elementary Schools Along Planning as Perceived by the Two Groups of Respondents

Indicators	Respondents	Level of Instructional Competence 5	4	3	2	1	Total	Weighted Mean	Interpretation
1. Formulation of teaching objectives under the three domains.	Master teachers	(85) 17	(180) 45	(3) 1	(0) 0	(0) 0	(268) 63	4.25	VS
	Administrators	(20) 4	(24) 6	(0) 0	(0) 0	(0) 0	(44) 10	4.40	VS
2. Utilization of participative planning and decision making in classroom instruction.	Master teachers	(55) 11	(196) 49	(9) 3	(0) 0	(0) 0	(260) 63	4.13	VS
	Administrators	(20) 4	(20) 5	(3) 1	(0) 0	(0) 0	(43) 10	4.30	VS
3. Organization of instruction around well-prepared activities and materials.	Master teachers	(70) 14	(192) 48	(3) 1	(0) 0	(0) 0	(265) 63	4.21	VS
	Administrators	(20) 4	(24) 6	(0) 0	(0) 0	(0) 0	(44) 10	4.40	VS
4. Provision of an outdoor resources for pupils' greater learning.	Master teachers	(20) 4	(168) 42	(0) 0	(0) 0	(0) 0	(239) 63	3.79	VS
	Administrators	(10) 2	(28) 7	(0) 0	(0) 0	(0) 0	(41) 10	4.10	VS
Grand Total	Master Teachers	(230) 46	(736) 184	(66) 22	(0) 0	(0) 0	(1032) 252	-	-
	Administrators	(70) 14	(96) 24	(6) 2	(0) 0	(0) 0	(172) 40	-	-
Grand Mean	Master Teachers							4.09	VS
	Administrators							4.30	VS

Legend:

Scale	Interpretation	
4.51 – 5.00	Outstanding	(OS)
3.51 – 4.50	Very Satisfactory	(VS)
2.51 – 3.50	Satisfactory	(S)
1.51 – 2.50	Fairly Satisfactory	(FS)
1.00 – 1.50	Unsatisfactory	(US)

Teaching Strategies/Pedagogy. The teaching strategies/ pedagogy that are being used by the master teachers were subjected into evaluation by the master teachers themselves and their administrators and this evaluation is portrayed in Table 16 on succeeding page. As reflected on the table, the highest weighted mean has pegged at 4.29 for the master teachers' perception. This particular figure is their numerical description of item 2 which is on "Provision of drill in a variety of ways". The lowest weighted mean is 4.16 which they gave it to item 5 which is about "Provision of activities which encourage pupils to work independently". The Grand Weighted Mean of 4.23 signifies a "Very Satisfactory" level of competence which is the way the master teachers have assessed themselves regarding their instructional competence.

The administrators on one hand had assessed the master teachers "Very satisfactory" on item 4 and they gave a numerical value of 4.40 considered as highest from among the given indicators. For their Grand Weighted Mean of 4.28, just like the other numerical values are also described qualitatively as "Very Satisfactory" level of

Table 16

Level of Instructional Competence Along Strategies/Pedagogy of Master Teachers from the High-Scoring Schools as Perceived by the Two Groups of Respondents

Indicators	Respondents	Level of Instructional Competence 5	4	3	2	1	Total	Weighted Mean	Inter-pretation
1. Utilization of varied activities during each class/period.	Master teachers	(85) 17	(176) 44	(6) 2	(0) 0	(0) 0	(267) 63	4.24	VS
	Administrators	(15) 3	(28) 7	(0) 0	(0) 0	(0) 0	(43) 10	4.30	VS
2. Provision of drill in a variety of ways.	Master teachers	(95) 19	(172) 43	(3) 1	(0) 0	(0) 0	(270) 63	4.29	VS
	Administrators	(20) 4	(20) 5	(3) 1	(0) 0	(0) 0	(43) 10	4.30	VS
3. Provision of numerous opportunities for learners' learning and review.	Master teachers	(90) 18	(168) 42	(9) 3	(0) 0	(0) 0	(267) 63	4.24	VS
	Administrators	(15) 3	(24) 6	(3) 1	(0) 0	(0) 0	(42) 10	4.20	VS
4. Relating work in class to the problems and interests of the pupils.	Master teachers	(85) 17	(168) 42	(12) 4	(0) 0	(0) 0	(265) 63	4.21	VS
	Administrators	(20) 4	(24) 6	(0) 0	(0) 0	(0) 0	(44) 10	4.40	VS
5. Provision of activities which encourage pupils to work independently.	Master teachers	(70) 14	(180) 45	(12) 4	(0) 0	(0) 0	(262) 63	4.16	VS
	Administrators	(10) 2	(32) 8	(0) 0	(0) 0	(0) 0	(42) 10	4.20	VS
Grand Total	Master teachers	(425) 85	(864) 216	(42) 14	(0) 0	(0) 0	(1331) 315	-	-
	Administrators	(80) 16	(128) 32	(6) 2	(0) 0	(0) 0	(214) 50	-	-
Grand Mean	Master teachers							4.23	VS
	Administrators							4.28	VS

Legend:

Scale	Interpretation	
4.51 – 5.00	Outstanding	(OS)
3.51 – 4.50	Very Satisfactory	(VS)
2.51 – 3.50	Satisfactory	(S)
1.51 – 2.50	Fairly Satisfactory	(FS)
1.00 – 1.50	Unsatisfactory	(US)

instructional competence. This nearly similar assessment of both groups of respondents points to an agreement that master teachers do really perform their responsibilities as expected.

Development and/or Utilization of IM's. The level of instructional competence along development and/or utilization of IM's by the master teachers from the high-scoring elementary schools as perceived by the master teachers themselves and their administrators is pictured on Table 17, on page 90. As shown on the table, the highest weighted mean is 4.22 addressed to item 1 from the perceptions of the master teachers of themselves. This speaks about the "Construction/preparation of appropriate instructional materials." The lowest rating they gave of themselves is 3.84, described still as "Very Satisfactory".

On the other hand, the administrators gave a weighted mean of 4.20, described a "Very Satisfactory" which is addressed also to item 1 on "Construction/Preparation of appropriate instructional materials". Speaking of the lowest weighted mean from this group of respondents, it is 3.70, also described qualitatively as "Very Satisfactory". In this particular aspect, it can be noted that they both

Table 17

Level of Instructional Competence Along Development and/or Utilization of IM's by the MTs from the High- Scoring Schools as Perceived by the Two Groups of Respondents

Indicators	Respondents	Level of Instructional Competence 5	4	3	2	1	Total	Weighted Mean	Interpretation
1. Construction/ preparation of appropriate instructional materials.	Master teachers	(85) 17	(172) 43	(9) 3	(0) 0	(0) 0	(266) 63	4.22	VS
	Administrators	(10) 2	(32) 8	(0) 0	(0) 0	(0) 0	(42) 10	4.20	VS
2. Utilization of visual aids or audio visual materials.	Master teachers	(75) 15	(176) 44	(6) 2	(0) 0	(1) 1	(260) 63	4.13	VS
	Administrators	(5) 1	(36) 9	(0) 0	(0) 0	(0) 0	(41) 10	4.10	VS
3. Utilization of supplementary materials of several reading levels.	Master teachers	(45) 9	(148) 37	(48) 16	(0) 0	(1) 0	(242) 63	3.84	VS
	Administrators	(0) 0	(32) 8	(3) 1	(2) 0	(0) 0	(37) 10	3.70	VS
Grand Total	Master teachers	(205) 41	(496) 124	(63) 21	(2) 1	(2) 2	(768) 189	-	-
	Administrators	(15) 3	(100) 25	(3) 1	(2) 1	(0) 0	(120) 30	-	-
Grand Mean	Master teachers							4.06	VS
	Administrators							4.00	VS

Legend:

Scale	Interpretation	
4.51 – 5.00	Outstanding	(OS)
3.51 – 4.50	Very Satisfactory	(VS)
2.51 – 3.50	Satisfactory	(S)
1.51 – 2.50	Fairly Satisfactory	(FS)
1.00 – 1.50	Unsatisfactory	(US)

agree on their assessment as to how the master teachers work in each of the three identified indicators. This could further mean that the master teachers and their administrators are satisfied the way master teachers perform their specific tasks.

Classroom Management. Table 18 portrays the perceptions of the master teachers and the administrators regarding the level of instructional competence along classroom management by the master teachers from the high-scoring elementary schools. As reflected on the table, it suggests that the master teachers rated themselves highest in item 3 which is about "assignment of children to appropriate working groups", with a weighted mean of 4.25, described "Very Satisfactory". Regarding the item considered themselves low or is not so much given focus to, is item 4 with a weighted mean of 3.62, but also described as "Very Satisfactory".

As to the perceptions of the administrators, the highest weighted mean of 4.10 was addressed to items 1 and 2 which are about "Provision of activities for application and extension of learning" and "Organization of learning environment" of the master teachers. The

Table 18

Level of Instructional Competence Along Classroom Management of MTs from High-Scoring Schools as Perceived by the Two Groups of Respondents

Indicators	Respondents	Level of Instructional Competence 5	4	3	2	1	Total	Weighted Mean	Inter-pretation
1. Provision of activities for application and extension of learning.		(90)	(164)	(12)	(0)	(0)	(266)		
	Master teachers	18	41	4	0	0	63	4.22	VS
		(15)	(20)	(6)	(0)	(0)	(41)		
	Administrators	3	5	2	0	0	10	4.10	VS
2. Organization of learning environment.		(90)	(168)	(9)	(0)	(0)	(267)		
	Master teachers	18	42	3	0	0	63	4.24	VS
		(5)	(36)	(0)	(0)	(0)	(41)		
	Administrators	1	9	0	0	0	10	4.10	VS
3. Assignment of children to appropriate working groups.		(95)	(164)	(9)	(0)	(0)	(268)		
	Master teachers	19	41	3	0	0	63	4.25	VS
		(5)	(32)	(3)	(0)	(0)	(40)		
	Administrators	1	8	1	0	0	10	4.00	VS
4. Provision of enough textbooks, references and other reading materials.		(20)	(136)	(66)	(0)	(0)	(228)		
	Master teachers	4	34	22	0	0	63	3.62	VS
		(0)	(24)	(9)	(0)	(0)	(35)		
	Administrators	0	6	3	0	0	10	3.50	S
5. Provision of class-room furniture and equipment.		(40)	(168)	(39)	(0)	(0)	(247)		
	Master teachers	8	42	13	0	0	63	3.92	VS
		(0)	(28)	(9)	(0)	(0)	(37)		
	Administrators	2	7	3	0	0	10	3.70	VS
Grand Total		(335)	(800)	(135)	(6)	(0)	(1276)		
	Master teachers	67	200	45	3	0	315	-	-
		(25)	(140)	(27)	(2)	(0)	(194)		
	Administrators	5	35	9	1	0	50	-	-
Grand Mean	Master teachers							4.05	VS
	Administrators							3.88	VS

Legend:

Scale	Interpretation	
4.51 – 5.00	Outstanding	(OS)
3.51 – 4.50	Very Satisfactory	(VS)
2.51 – 3.50	Satisfactory	(S)
1.51 – 2.50	Fairly Satisfactory	(FS)
1.00 – 1.50	Unsatisfactory	(US)

lowest weighted mean has registered to 3.50, described as "Satisfactory".

Speaking of the average, the master teachers rated themselves with 4.05 and the administrators 3.88. Numerically, they are different but qualitatively described as "Very Satisfactory".

Pupil evaluation. The level of instruction competence along pupil evaluation of the master teachers from the high-scoring elementary schools as perceived by the master teachers themselves and their administrators is shown in Table 19. As portrayed on the table, the master teachers rated themselves highest in item 4 which speaks about "Evaluation of learners achievement" with a weighted mean of 4.38, described as "Very Satisfactory" level of competence. While the item rated lowest is item 2 with a weighted mean of 4.22, also described "Very Satisfactory". This is on "Pre-assessment of learner's need of pupils' entry performance".

Speaking of the administrators' group, the highest rating they gave to master teachers is 4.40 addressed to item 1 about "Clarification of definition of instructional objectives". For their lowest rating, it is the weighted mean of 4.00 addressed to items 3 and 5 which speak on

Table 19

Level of Instructional Competence Along Pupil Evaluation of MTs from High-Scoring Schools as Perceived by the Two Groups of Respondents

Indicators	Respondents	Level of Instructional Competence 5	4	3	2	1	Total	Weighted Mean	Inter-pretation
1. Clarification of definition of instructional objectives.	Master teachers	(90) 18	(176) 44	(3) 1	(0) 0	(0) 0	(269) 63	4.27	VS
	Administrators	(20) 4	(28) 6	(0) 0	(0) 0	(0) 0	(44) 10	4.40	VS
2. Pre-assessment of learner's needs of pupils entry performance.	Master teachers	(85) 17	72) 43	(9) 3	(0) 0	(0) 0	(266) 63	4.22	VS
	Administrators	(15) 3	(20) 5	(3) 1	(0) 0	(0) 0	(42) 10	4.20	VS
3. Monitoring of learning progress.	Master teachers	(95) 19	(168) 42	(3) 1	(0) 0	(0) 0	(270) 63	4.29	VS
	Administrators	(5) 1	(24) 6	(3) 1	(0) 0	(0) 0	(40) 10	4.00	VS
4. Evaluation of learning progress.	Master teachers	(125) 15	(168) 42	(3) 1	(0) 0	(0) 0	(276) 63	4.38	VS
	Administrators	(20) 4	(24) 6	(0) 0	(0) 0	(0) 0	(43) 10	4.30	VS
5. Provision of feedback to the pupils concerning test results and/or accomplishment.	Master teachers	(105) 21	(32) 45	(0) 0	(0) 0	(0) 0	(273) 63	4.33	VS
	Administrators	(5) 1	(32) 8	(3) 1	(0) 0	(0) 0	(40) 10	4.00	VS
Grand Total	Master teachers	(500) 100	(836) 209	(18) 6	(0) 0	(0) 0	(1354) 315	-	-
	Administrators	(65) 13	(132) 33	(12) 4	(0) 0	(0) 0	(209) 50	-	-
Grand Mean	Master teachers							4.30	VS
	Administrators							4.18	VS

Legend:

Scale	Interpretation	
4.51 – 5.00	Outstanding	(OS)
3.51 – 4.50	Very Satisfactory	(VS)
2.51 – 3.50	Satisfactory	(S)
1.51 – 2.50	Fairly Satisfactory	(FS)
1.00 – 1.50	Unsatisfactory	(US)

"Monitoring of learning progress" and "Provision of feedback to the pupils concerning test results and/or accomplishment."

With regards to the average weighted mean, the master teachers had 4.30, described as "Very Satisfactory", while the administrators, though described qualitatively as "Very Satisfactory", also, had given a lower Grand Weighted Mean of 4.18 for the level of instructional competence along pupil evaluation of master teachers from the high-scoring elementary schools. This is so because they independently made an assessment of how the master teachers performed their tasks.

Level of Instructional Competence of Master Teachers from Low-Scoring Schools as Perceived by the Two Groups of Respondents

The level of instructional competence along planning, teaching strategies/pedagogy, development and/or utilization of IMs, classroom management, and pupil evaluation is specifically treated in the succeeding pages and tables.

Planning. Table 20 portrays the information as to how the master teachers and administrators perceived the level of competence along planning by the master teachers

Table 20

Level of Instructional Competence Along Planning of MTs from the Low-Scoring Elementary Schools as Perceived by the Two Groups of Respondents

Indicators	Respondents	Level of Instructional Competence 5	4	3	2	1	Total	Weighted Mean	Inter-pretation
1. Formulation of teaching objectives under the three domains.	Master teachers	(65) 13	(84) 21	(3) 1	(0) 0	(0) 0	(152) 35	4.34	VS
	Administrators	(10) 2	(32) 8	(0) 0	(0) 0	(0) 0	(42) 10	4.20	VS
2. Utilization of participative planning and decision-making in classroom instruction.	Master teachers	(45) 9	(88) 22	(12) 4	(0) 0	(0) 0	(145) 35	4.14	VS
	Administrators	(15) 3	(28) 7	(0) 0	(0) 0	(0) 0	(43) 10	4.30	VS
3. Organization of instruction around well-prepared activities and materials.	Master teachers	(15) 3	(116) 29	(9) 3	(0) 0	(0) 0	(140) 35	4.00	VS
	Administrators	(5) 1	(39) 9	(0) 0	(0) 0	(0) 0	(41) 10	4.10	VS
4. Provision of an outdoor resources for pupils' greater learning.	Master teachers	(0) 0	(112) 28	(21) 7	(0) 0	(0) 0	(133) 35	3.80	VS
	Administrators	(5) 1	(32) 8	(3) 1	(0) 0	(0) 0	(40) 10	4.00	VS
Grand Total	Master teachers	(125) 25	(400) 100	(45) 15	(0) 0	(0) 0	(570) 140	-	-
	Administrators	(35) 7	(128) 32	(3) 1	(0) 0	(0) 0	(166) 40	-	-
Grand Mean	Master teachers							4.07	VS
	Administrators							4.15	VS

Legend:

Scale	Interpretation	
4.51 – 5.00	Outstanding	(OS)
3.51 – 4.50	Very Satisfactory	(VS)
2.51 – 3.50	Satisfactory	(S)
1.51 – 2.50	Fairly Satisfactory	(FS)
1.00 – 1.50	Unsatisfactory	(US)

themselves from the low-scoring elementary schools. As shown by the table, the highest weighted mean from the master teachers perceptions is 4.34, described as "Very Satisfactory" level of competence and is addressed to item 1 which is about "Formulation of teaching objectives under the three domains". The lowest weighted mean of 3.80 on one hand is addressed to item 4 about "Provision of an outdoor resources for pupils' greater learning." But, this is also described as "Very Satisfactory," which means that the master teachers rated themselves highly on their competence relative to lesson preparation.

For the administrators group, the highest rating they gave to the master teachers regarding their planning competence is 4.30 for item 2 about "utilization of participative planning and decision-making in classroom instruction." This is also described qualitatively as "Very Satisfactory" which is as well in agreement with how the master teachers perceived of themselves regarding their competence in planning the lesson, thus a grand weighted means of 4.07 and 4.15, from the master teachers and administrators, respectively.

Teaching strategies/pedagogy. In Table 21 is shown the information regarding the level of competence of master teachers from the low-scoring elementary schools in the Division of Samar, as to teaching strategies/pedagogy. As reflected on the table, the master teachers rated themselves highest on item 5 for "Provision of activities which encourage pupils to work independently," with a weighted mean of 4.71, described as "Outstanding". For their lowest rating of 4.06, they addressed that to item 4 which speaks about "Relating work in class to the problems and interests of the pupils".

The administrators on the other hand has the highest rating on item 1 and 2 for "Utilization of varied activities during each class/period" and "Provision of drill in a variety of ways". While item 5 which speaks about "Provision of activities which encourage pupils to work independently", was rated by them lowest with a weighted mean of 4.00. The average of the two groups of perceptions had pegged at 4.33 for master teachers and 4.20 for administrators, both described as "Very Satisfactory" level of instructional competence along teaching strategies/pedagogy, which could further mean that

Table 21

Level of Instructional Competence Teaching Strategies/Pedagogy of MTs from Low-Scoring Schools as Perceived by the Two Groups of Respondents

Indicators	Respondents	Level of Instructional Competence 5	4	3	2	1	Total	Weighted Mean	Interpretation
1. Utilization of varied activities during each class/period.	Master teachers	(60) 12	(92) 23	(0) 0	(0) 0	(0) 0	(152) 35	4.34	VS
	Administrators	(20) 4	(20) 5	(3) 1	(0) 0	(0) 0	(43) 10	4.30	VS
2. Provision of drill in a variety of ways.	Master teachers	(60) 12	(92) 23	(0) 0	(0) 0	(0) 0	(1520) 35	4.34	VS
	Administrators	(15) 3	(28) 7	(0) 0	(0) 0	(0) 0	(43) 10	4.30	VS
3. Provision of numerous opportunities for learners' learning and review.	Master teachers	(50) 10	(88) 22	(9) 3	(0) 0	(0) 0	(147) 35	4.20	VS
	Administrators	(15) 3	(24) 6	(3) 1	(0) 0	(0) 0	(42) 10	4.20	VS
4. Relating work in class to the problems and interests of the pupils.	Master teachers	(35) 7	(92) 23	(15) 5	(0) 0	(0) 0	(142) 35	4.06	VS
	Administrators	(15) 3	(24) 6	(3) 1	(0) 0	(0) 0	(42) 10	4.20	VS
5. Provision of activities which encourage pupils to work independently.	Master teachers	(25) 5	(125) 25		(0) 0	(0) 0		4.71	VS
	Administrators	(5) 1	(32) 8		(0) 0	(0) 0		4.00	VS
Grand Total	Master teachers	(230) 46	(489) 116	(15) 5	(0) 0	(0) 0	(165) 35	-	VS
	Administrators	(70) 14	(128) 32	(3) 1	(0) 0	(0) 0	(40) 10	-	OS
Grand Mean	Master teachers							4.33	VS
	Administrators							4.20	VS

Legend:

Scale	Interpretation	
4.51 – 5.00	Outstanding	(OS)
3.51 – 4.50	Very Satisfactory	(VS)
2.51 – 3.50	Satisfactory	(S)
1.51 – 2.50	Fairly Satisfactory	(FS)
1.00 – 1.50	Unsatisfactory	(US)

the two groups of respondents agreed on the level of competence of the master teachers from the low-scoring elementary schools, that though they came up with a low performance in the REAT, does not suggest that the master teachers from this group do not know their job as teachers particularly in the use of teaching strategies. This can further be implied that there are as well other factors that could lead to this kind of performance among pupils.

Development and/or utilization of IMs. Table 22 speaks of the level of instructional competence along development and/or utilization of IMs of the master teachers from the low-scoring elementary schools. As pictured on the table, the highest weighted mean is 4.37 about "Construction/preparation of appropriate instructional materials". The lowest rating on one hand is the weighted mean of 3.89 addressed to item 3 which speaks on "utilization of supplementary materials of several reading levels". Though, numerically different, they are described both as "Very Satisfactory".

The administrators also gave their highest weighted mean of 4.30 to item 1 considered by the master teachers as highest also. Correspondingly, item 3 on "Utilization of

Table 22

Level of Instructional Competence Along Development and/or Utilization of IMs of MTs from Law-Scoring Schools as Perceived by the Two Groups of Respondents

Indicators	Respondents	Level of Instructional Competence 5	4	3	2	1	Total	Weighted Mean	Interpretation
1. Construction/ preparation of appropriate instructional materials.	Master teachers	(80) 16	(6) 16	(9) 3	- -	- -	(153) 35	4.37	VS
	Administrators	(20) 4	(20) 5	(3) 1	(0) 0	(0) 0	(43) 10	4.30	VS
2. Utilization of visual aids/audio-visual materials.	Master teachers	(25) 5	(88) 22	(24) 8	- -	- -	(137) 35	3.91	VS
	Administrators	(5) 1	(28) 7	(6) 2	(0) 0	(0) 0	(39) 10	3.90	VS
3. Utilization of supplementary materials of several reading levels.	Master teachers	(30) 6	(80) 20	(24) 8	(2) 1	(0) 0	(136) 35	3.89	VS
	Administrators	(0) 0	(24) 6	(12) 4	(0) 0	(0) 0	(36) 10	3.60	VS
Grand Total	Master teachers	(135) 27	(232) 58	(57) 9	(2) 1	(0) 0	(459) 105	-	-
	Administrators	(25) 5	(72) 18	(21) 7	(0) 0	(0) 0	(118) 30	-	-
Grand Mean	Master teachers							4.06	VS
	Administrators							3.93	VS

Legend:

Scale	Interpretation	
4.51 – 5.00	Outstanding	(OS)
3.51 – 4.50	Very Satisfactory	(VS)
2.51 – 3.50	Satisfactory	(S)
1.51 – 2.50	Fairly Satisfactory	(FS)
1.00 – 1.50	Unsatisfactory	(US)

supplementary materials of several reading levels", was noted lowest by this group with a weighted mean of 3.60, just like the master teachers who considered this item lowest, though numerically different from each other.

Classroom management. Table 23 on the following page pictures the level of instructional competence along classroom management of master teachers from low-scoring elementary schools as perceived by the master teachers themselves and their school administrators. As gleaned from the table, the master teachers rated highest item 1 on "Provision of activities for application and extension of learning" with a weighted mean of 4.11, described "Very Satisfactory". Item 4 on "Provision of enough textbooks, references and other reading materials" was rated lowest by this group of respondents with a weighted mean of 3.46, described "Satisfactory" level of instructional competence along classroom management.

The administrators group on one hand considered item 1 also as their highest with a weighted mean of 4.30, which is even higher than that of the rating given by the master teachers of themselves. Just like the former group's assessment, the latter had item 4 as their lowest with a weighted mean of 3.50, also described as "Satisfactory".

Table 23

Level of Instructional Competence Classroom Management of MTs from Low-Scoring Schools as Perceived by the Two Groups of Respondents

Indicators	Respondents	Level of Instructional Competence 5	4	3	2	1	Total	Weighted Mean	Inter-pretation
1. Provision of activities for application and extension of learning.	Master teachers	(25) 5	(116) 29	(3) 1	(0) 0	(0) 0	(144) 35	4.11	VS
	Administrators	(15) 3	(28) 7	(0) 0	(0) 0	(0) 0	(43) 10	4.30	VS
2. Organization of learning environment.	Master teachers	(30) 6	(108) 27	(3) 1	(2) 1	(0) 0	(143) 35	4.09	VS
	Administrators	(15) 3	(24) 6	(3) 1	(0) 0	(0) 0	(42) 10	4.20	VS
3. Assignment of children to appropriate working groups.	Master teachers	(20) 4	(104) 26	(15) 5	(0) 0	(0) 0	(139) 35	3.97	VS
	Administrators	(15) 3	(20) 5	(6) 2	(0) 0	(0) 0	(41) 10	4.10	VS
4. Provision of enough textbooks, references, and other reading materials.	Master teachers	(10) 2	(56) 14	(51) 17	(4) 2	(0) 0	(121) 35	3.46	S
	Administrators	(5) 1	(12) 3	(18) 6	(0) 0	(0) 0	(35) 10	3.50	S
5. Provision of classroom furniture and equipment.	Master teachers	(15) 3	(80) 20	(33) 11	(0) 0	(0) 0	(129) 35	3.69	VS
	Administrators	(5) 1	(20) 5	(12) 4	(0) 0	(1) 1	(37) 10	3.70	VS
Grand Total	Master teachers	(100) 20	(464) 116	(105) 35	(6) 3	(1) 1	(676) 175	-	-
	Administrators								
Grand Mean	Master teachers							3.86	VS
	Administrators							3.96	VS

Legend:

Scale	Interpretation	
4.51 – 5.00	Outstanding	(OS)
3.51 – 4.50	Very Satisfactory	(VS)
2.51 – 3.50	Satisfactory	(S)
1.51 – 2.50	Fairly Satisfactory	(FS)
1.00 – 1.50	Unsatisfactory	(US)

Considering the grand weighted means of 3.86 and 3.96, the two groups' overall assessment of the master teachers' level of competency along classroom management is "Very Satisfactory" which means that up to this area, they persisted on their agreement that as far as they are concerned, the master teachers did live up to their expectation in terms of how they carried out their tasks in teaching.

Pupil evaluation. In Table 24, the level of instructional competence along pupil evaluation of the MTs from the low-scoring elementary schools is shown. As gleaned from the table, the master teachers rated themselves highest on item 4 which is on "Evaluation of learners achievement", with a weighted mean of 4.49, described as "Very Satisfactory". While, item 2 was rated by them lowest with a weighted mean of 4.00, but also described as "Very Satisfactory".

Going to the administrators perceptions of the level of competence of the master teachers under them along pupil evaluation, it is item 4 also which received a highest weighted mean of 4.60, described as "Outstanding", and this is about "Evaluation of learners achievement". Also,

Table 24

Level of Instructional Competence Along Pupil Evaluation of MTs From Low-Scoring Schools as Perceived by the Two Groups of Respondents

Indicators	Respondents	Level of Instructional Competence 5	4	3	2	1	Total	Weighted Mean	Interpretation
1. Clarification of definition of instructional objectives	Master teachers	(75) 15	(72) 18	(9) 3	(0) 0	(0) 0	(156) 35	4.46	VS
	Administrators	(25) 5	(20) 5	(0) 0	(0) 0	(0) 0	(45) 10	4.50	VS
2. Pre-assessment of learner's needs of pupils' entry performance.	Master teachers	(25) 5	(100) 25	(15) 5	(0) 0	(0) 0	(140) 35	4.00	VS
	Administrators	(15) 3	(24) 6	(3) 1	(0) 0	(0) 0	(42) 10	4.20	VS
3. Monitoring of learning progress,	Master teachers	(30) 6	(108) 27	(6) 2	(0) 0	(0) 0	(144) 35	4.11	VS
	Administrators	(20) 4	(24) 6	(0) 0	(0) 0	(0) 0	(44) 10	4.40	VS
4. Evaluation of learners achievement.	Master teachers	(85) 17	(72) 18	(0) 0	(0) 0	(0) 0	(157) 35	4.49	VS
	Administrators	(30) 6	(16) 4	(0) 0	(0) 0	(0) 0	(46) 10	4.60	VS
5. Provision of feedback to the pupils concerning test results and/or accomplishment.	Master teachers	(35) 7	(100) 25	(6) 2	(2) 1	(0) 0	(143) 35	4.09	VS
	Administrators	(20) 4	(20) 5	(3) 1	(0) 0	(0) 0	(43) 10	4.30	VS
Grand Total	Master teachers	(250) 50	(452) 113	(36) 12	(2) 1	(0) 0	(740) 175	-	-
	Administrators	(110) 22	(104) 262	(6) 2	(0) 0	(0) 0	(220) 50	-	-
Grand Mean	Master teachers							4.23	VS
	Administrators							4.40	VS

Legend:

Scale	Interpretation	
4.51 – 5.00	Outstanding	(OS)
3.51 – 4.50	Very Satisfactory	(VS)
2.51 – 3.50	Satisfactory	(S)
1.51 – 2.50	Fairly Satisfactory	(FS)
1.00 – 1.50	Unsatisfactory	(US)

this group of respondents agreed on the assessment made by the master teachers when they gave item 2 a weighted mean of 4.20, which made this as their lowest rating, though still described as "Very Satisfactory".

The grand weighted means of 4.23 of the master teachers group and 4.40 of the administrators, proved that the two were in agreement as to the kind of competence there is in the master teachers from the low-scoring elementary schools.

Comparison Between the Instructional Competence of MTs from High and Low-Scoring Schools as Perceived by Two Groups of Respondents

The comparison between the instructional competence of master teachers from high and low-scoring elementary schools as perceived by the master teachers themselves and their administrators is shown in succeeding tables.

The Comparison of Perceptions from High-Scoring Schools. Table 25 on page 107, presents the comparison of perceptions of the master teachers and their administrators from the high-scoring elementary schools in the Division of Samar relative to the master teachers level of instructional competence along planning, teaching strategies/pedagogy, development and/or utilization of IMs,

Table 25

Comparison of Perceptions Relative to the Level of Instructional Competence of MTs from High-Scoring Elementary Schools

Areas of Concerns	Weighted Mean		t-value		Evaluation	Decision
	Master Teachers	Adminis-trators	Computed	Critical		
1. Planning	4.09	4.30	-1.66	2.45	Insignificant	Accept Ho
2. Teaching Strategies/ Pedagogy	4.23	3.28	-1.21	2.31	Insignificant	Accept Ho
3. Development and/or utilization of IMs	4.23	4.00	0.32	2.78	Insignificant	Accept Ho
4. Classroom	4.05	3/00	0.99	2.31	Insignificant	Accept Ho
5. Pupil Evaluation	4.30	4.18	1.27	2.31	Insignificant	Accept Ho

classroom management, and pupil evaluation. As shown on the table, the area on planning had registered a weighted mean of 4.09 from the master teachers and 4.30 from the administrators. From the gap between the two, it suggested that when subjected to statistical testing, the computed t-value of -1.66 is lower than the critical t-value of 2.45 at .05 level of significance with df= 6, thus the acceptance of the Ho.

Going to the next area of concern is the teaching strategies/pedagogy of master teachers from the high-

scoring schools and the gap that registered between the weighted means of 4.23 and 4.28 is not significant at .05 level of significance under the df=8, with a critical t-value of 2.31 as against the computed t-value of -1.21. This led therefore to the acceptance of the null hypothesis which states that "There is no significant difference between the perceptions of the two groups of respondents relative to the level of instructional competence of MTs from the high-scoring elementary schools".

The perceptions of two groups of respondents relative to the level of competence of MTs in the development and/or utilization of IMs had registered a computed t-value of 0.32 which, when compared with the critical t-value of 2.78 at .05 level of significance with df = 4, is not significant, hence the acceptance of the defined null hypothesis in this area. This can be implied that both the master teachers and their administrators agreed at a common point as to how master teachers performed their tasks in the classroom.

With respect to classroom management and how the master teachers attend to this, the weighted means of 4.05 and 3.88 clearly picture a "Very Satisfactory" performance and when subjected to statistical testing as to their

difference, it was found out that they do not vary, thus the computed t-value of 0.99 which is very much lower than the critical t-value of 2.31 at .05 level of significance with df = 8. This therefore led to the acceptance of the null hypothesis speaking of no significant difference between the perceptions of the two groups of respondents.

The last item on the table is the pupil evaluation which likewise resulted to insignificant difference as proven by the computed t-value of 1.27 as against the 2.31 critical value at .05 level of significance with df=8.

Comparison of Perceptions from the Low-Scoring Schools. Table 26 shows the level of competence along planning, teaching strategies/pedagogy, development and/or utilization of IMs, classroom management, and pupil evaluation of MTs from low-scoring schools, as perceived by the master teachers themselves and their school administrators.

As shown on the table, the planning aspect has registered a weighted means of 4.07 and 4.15 from the two groups of respondents and when subjected into statistical testing, it was found out that the gap between these two values did not show significance at .05 level with df=6, which is 2.45 as against the computed t-value of

Table 26

Comparison of Perceptions Relative to the Level of Instructional Competence of MTs from Low Elementary Schools

Areas of Concerns	Weighted Mean		t-value		Evaluation	Decision
	Master Teachers	Adminis-trators	Computed	Critical		
1. Planning	4.07	4.15	-0.63	2.45	Insignificant	Accept Ho
2. Teaching Strategies/ Pedagogy	4.33	4.20	1.07	2.31	Insignificant	Accept Ho
3. Development and/or utilization of IMs	4.06	3.93	0.51	2.78	Insignificant	Accept Ho
4. Classroom	3.86	3.96	-0.504	2.31	Insignificant	Accept Ho
5. Pupil Evaluation	4.23	4.40	-1.37	2.31	Insignificant	Accept Ho

-0.63. This led to the acceptance of the null hypothesis which speaks of no significant difference between the perceptions of the two groups of respondents.

The teaching strategies/pedagogy as an instructional aspects was perceived by the two groups of respondents highly so that the computed t-value is only 1.07, very much lower than the critical t-value of 2.31 at .05 level of significance with df=8. The null hypothesis here is also accepted.

The perceptions of the two groups of respondents relative to item 3 has a weighted means of 4.06 and 3.93.

When further tested as to whether there is a significant difference between the two, it yielded a computed t-value of 0.51, which is very much lower than the critical t-value of 2.78 at .05 level of significance with df=4. The null hypothesis which speaks of no significant difference between the two perceptions is accepted.

On classroom management, the difference between the weighted means of 3.86 and 3.96 is not significant at .05 level of significance with df=8, which is 2.31, since the computed t-value pegged only at -0.504. This means that the two groups of respondents were somehow in agreement as to the level of instructional competence along classroom management of the master teachers from the low-scoring elementary schools.

With respect to pupil evaluation, the weighted means of 4.30 and 4.18 from the master teacher and administrators, respectively, did not as well register a remarkable difference as what is suggested by the computed t-value of -1.37 as against the critical t-value of 2.31 at .05 level of significance with df=8. This therefore led to the acceptance of the null hypothesis which states that "There is no significant difference between the perceptions of the two groups of respondents relative to the level of

instructional competence along pupil evaluation by the master teachers from the low-scoring elementary schools."

Instructional competence of MTs between the high and low scoring schools. Table 27 pictures the level of instructional competence of master teachers from the high and low-scoring elementary schools as perceived by the two groups of respondents.

As shown on the table, the high-scoring and low-scoring elementary schools had registered a weighted means of 4.20 and 4.11 along planning. When subjected into statistical testing, it was found out that their difference was not significant at .05 level with df=6 as viewed by the computed t-value of 0.983 as against the critical t-value of 2.45. With this result, the null hypothesis was accepted which speaks about no significant difference.

Based on the above statistics, the teaching strategies/pedagogy was perceived by the two groups of respondents highly so that the computed t-value of -0.201 is very much lower than the critical t-value of 2.31 at .05 level of significance with df=8. This has led also to the acceptance of the null hypothesis.

Coming to the third item, which is on development and/or utilization of IMs, the two groups of respondents

Table 27

Summary of Perceptions on Instructional Competence of the MTs from High and Low-Scoring of Schools

Areas of Concerns	Level of MTs Competence		t-value		Evaluation	Decision
	High-Scoring	Low-Scoring	Computed	Critical		
1. Planning	4.20	4.11	0.983	2.45	Insignificant	Accept Ho
2. Teaching Strategies/ Pedagogy	4.256	4.266	-0.201	2.31	Insignificant	Accept Ho
3. Development and/or utilization of IMs	4.03	4.0	0.065	2.78	Insignificant	Accept Ho
4. Classroom	3.97	3.85	-0.55	2.31	Insignificant	Accept Ho
5. Pupil Evaluation	4.24	4.32	-0.84	2.31	Insignificant	Accept Ho

nearly have the same weighted means of 4.03 and 4.0. So that the 0.03 difference, when subjected to statistical testing had registered a 0.065 for its computed t-value as against the critical t-value of 2.78 at .05 level of significance with df=4. The null hypothesis here is accepted which means that the two groups of respondents just like in the previous areas of concerns, found the master teachers to be doing their job very well.

Data on classroom management, as reflected on the table have more or less the same qualification, that of a

"Very Satisfactory" level of instructional competence among our master teachers from the high and low-scoring elementary schools.

The last area on the table is on pupil evaluation and is portrayed on the table, the weighted means of 4.24 and 4.32, did not vary so much, hence the computed t-value of -0.84 which is very much lower than the critical t-value of 2.31 at .05 level of significance at df=8. From this result, the null hypothesis stating that "There is no significant difference between the level of instructional competence of master teachers from the high and low-scoring elementary schools" in the Division of Samar is accepted.

Average Academic Achievement of Pupils from the High and Low-Scoring Schools In the REAT for SY 2000-2001

Table 28 presents the average academic achievement of pupils from the high and low-scoring schools in the Regional Elementary Assessment Test (REAT) for SY 2000-2001. As shown on the table, the highest performance from the high-scoring elementary schools is that of Zumarraga Central Elem. School where the Mean Percentage Score (MPS) is 80.78. This is followed by Villareal II

Table 28

Academic Achievement of Pupils from High and Low-Scoring Schools

High-Scoring Elem. Schools	Mean Percentage Score	Rank	Low-Scoring Elem. Schools	Mean Percentage Score	Rank
1. Zumarraga CES	80.78	1	1. Sta. Margarita CES	58.25	1
2. Villareal II CES	76.84	2	2. Daram I CES	58.06	2
3. Igot Elem. School	75.73	3	3. Gandara II CES	57.86	3
3. Hinabangan Central Elem. School	75.60	4	4. Costa Rica ES	57.51	4
5. Baras Elem. School	72.60	5	5. Osmeña ES	54.00	5
6. Mercedes Elem School	70.12	6	6. Obayan ES	53.91	6
7. Basey I Central Elem. School	69.56	7	7. BLISS Comm. ES	52.61	7
8. Wright II Central Elem. School	69.41	8	8. Motiong CES	52.29	8
9. Pagsanghan Central Elem. School	69.34	9	9. Dolongan ES	49.64	9
10. Jiabong Central Elem. School	68.63	10	10. Bakhaw ES	39.66	10
Mean	72.86			53.38	
Standard Deviation	3.94			5.36	

Central Elementary School. The lowest under this group is Jiabong Central Elementary School with an MPS of 68.63.

With respect to the low-scoring elementary schools, the school having the lowest MPS is Bakhaw Elementary school in Daram, Samar, which is 39.66. Next to this is Dolongan Elementary School in Basey II District whose MPS is 49.64.

Speaking of the average of MPS for the high-scoring elementary schools, it is 72.86, which is still below the accepted performance level of 75.00 for the elementary school pupils. For the low-scoring elementary schools, the MPS of 53.38 signifies a real need in these elementary schools relative to the conduct of effective classroom instruction.

Comparison Between the Average Academic Achievement of Pupils in the REAT

The comparison between the average academic achievement of pupils in the REAT in terms of Mean Percentage Score is shown on Table 29 on the following page. As reflected on the table, the Grand Means of 72.86 and 53.38 for the academic achievement in the REAT, in the high-scoring elementary schools and low-scoring elementary schools, respectively were found to be significantly different as proven by the computed t-value of 8.78 as against the critical t-value of 2.10 at .05 level of significance with df=18. This finding therefore has led to the rejection of the null hypothesis which states that "There is no significant difference between the academic achievement of pupils in the REAT from high and low-scoring elementary schools" in the Division of Samar.

Table 29

Comparison Between the Academic Achievement of Pupils in the REAT

No.	MPS of High-Scoring	MPS of Low-Scoring
1	80.78	58.25
2	76.84	58.06
3	75.73	57.86
4	75.60	57.51
5	72.60	54.00
6	76l12	53.91
7	69.56	52.61
8	69.41	52.29
9	69.34	49.64
10	68.63	39.66
Grand Mean	72.86	53.38
Computed t-value	8.78	-
Critical t-value (.05 level, df=18)	2.10	-
Evaluation	Significant	
Decision	Reject Ho	

Relationship Between the Level of Instructional Competence of MTs from High and Low-Scoring Schools and the Academic Achievement of Pupils in the REAT

Table 30 on page 118 shows the Pearson r table to summarize the association of the level of instructional competence of master teachers

Table 30

Relationship Between the MTs Instructional Competence from the High and Low-Scoring Schools and the Academic Achievement of Pupils

Areas	Pearson r	Interpret-ation	Fisher's Test		Evaluation	Inter-pretation
			Computed	Critical		
1. High-Scoring Elem. Schools	0.16	Very Low Correlation	0.46	4.41	Insignificant	Accept Ho
2. Low-scoring elem. schools	0.0873	Negligible relationship	0.26	4.41	Insignificant	Accept Ho

from high and low-scoring elementary schools in the Division of Samar and the academic achievement in the REAT, last school year 2000-2001.

Looking at the table, specifically there are just two areas of focus on the abovementioned table, the first area of concerns is on the high-scoring elementary schools which had been associated with the level of competence of master teachers. When subjected into statistical testing, the Pearson r which was obtained was only 0.16, signifying a very low correlation. This was confirmed when the computed Fisher's test had pegged only at 0.46 as against the critical t-value of 4.41 at .05 level of h significance with df=18. In the low-scoring schools the more that the

Pearson r turned to be a negligible relationship which is 0.0873, with only 0.26 computed Fisher's test, which is very much lower than the critical t-value of 4.41 at .05 level of significance.

This finding therefore, led to the acceptance of the null hypothesis which states that "There is no significant relationship between the master teachers instructional competence and the REAT achievement of pupils from the high and low-scoring elementary schools in the Division of Samar. This means that the instructional competence of the master teachers from these two groups of schools had very little effect on the academic achievement of pupils particularly in the REAT which was the focus of this study. Further, whether the master teachers had performed very well or are competent in their tasks as teachers, it is not a guarantee in this study that pupils academic performance had been influenced by it.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS

This chapter presents the summary of the major findings of this study, the conclusions derived from the major findings and the recommendations of the researcher based on the conclusions drawn.

Summary of Findings

From the data gathered, analyzed and interpreted, the following are salient findings of this study:

1. The master teachers from the high scoring elementary schools in the Division of Samar, typically had an average age of 53.17 years old with a standard deviation of 3.74, with the female sex comprising the majority which is 51 against the males which is only 12. Majority of them were BSEED graduate, with an average of 31.83 years of teaching experience and an average of 7.94 years as master teacher, who gained an average of 310.76 hours of in-service trainings attended and obtained very satisfactory performance ratings for the last school year which was equivalent to an average of 91.26.

2. The master teachers from the low scoring schools, on the other hand, had an average age of 51.58 years old with a standard deviation of 7.52 with the female sex also comprising the majority which is 30 against the males which is only 5. Majority of them were also BSEED graduate with an average of 27.11 years of teaching experience and an average of 7.13 years as master teachers, who gained an average of 188.20 hours of in-service trainings attended and obtained very satisfactory performance ratings for the last school year which was equivalent to an average of 91.87.

3. With the use of the t-test for uncorrelated means it was found out that in all the personal variates of the master teachers discussed earlier that there was no significant difference between the master teachers from the high scoring schools and the low scoring schools, thereby accepting the first null hypothesis.

4. The over-all perception of the master teachers from the high scoring elementary schools on their instructional competence along planning was rated with a grand mean of 4.09 interpreted as "very satisfactory" while the administrators' perception obtained a grand mean of 4.30 with an adjectival rating of "very satisfactory".

5. The over-all perception of master teachers from the high scoring elementary schools on their own instructional competence along teaching strategies/pedagogy yielded an adjectival rating of "very satisfactory" with a grand mean of 4.23, while the perception of the administrators turned out to be 4.25 also interpreted as "very satisfactory".

6. The master teachers from the high scoring schools rated themselves "very satisfactory" along development and/or utilization of IMs with the corresponding grand mean of 4.06 while the administrators rated them with a grand mean of 4.00, described as "very satisfactory".

7. Along the area classroom management, the master teachers from the high scoring schools rated themselves with a grand mean of 4.05 while the administrators rated the master teachers 3.88, both described as "very satisfactory".

8. The over-all perception of the master teachers from the high scoring schools along pupil evaluation turned out to have a grand mean of 4.30, whereas the administrators rated them with a grand mean of 4.18, which fell under the "very satisfactory" adjectival rating.

9. The over-all perception of the master teachers from the low scoring elementary schools on their own instructional competence along planning yielded a grand mean

of 4.07 interpreted as "very satisfactory" while the administrators perception yielded a grand mean of 4.15 also described as "very satisfactory.

10. Both the master teachers and the administrators from the low scoring schools perceived the instructional competence of master teachers along teaching strategies/pedagogy with the grand means of 4.33 and 4.20, respectively, which are both described as "very satisfactory".

11. Along development and/or utilization of IMs, the master teachers from the low scoring elementary schools perceived their own instructional competence in this particular area with a grand mean of 4.06 while the administrators yielded a grand mean of 3.93 both interpreted as "very satisfactory.

12. The over-all perception of the master teachers on their instructional competence along classroom management had a grand mean of 3.96. The two fell under the "very satisfactory" description.

13. Along pupil evaluation, the master teachers from the low scoring schools perceived themselves with a grand mean of 4.23 whereas the administrators also yielded a grand mean of 4.40, both interpreted as "very satisfactory".

14. To test whether a significance existed between the instructional competence of the master teachers from the high and low scoring elementary schools, the t-test for uncorrelated means was employed. Along planning, when the weighted means of 4.20 and 4.11 was subjected to statistical testing, it was found out that their difference was not significant at .05 level of significance with df = 6 as viewed by the computed t-value of 0.983 against the critical t-value of 2.45. With this, the null hypothesis was accepted as having no significant difference.

Along teaching strategies/pedagogy, it was perceived by the two groups of respondents highly, so that the computed t-value of -0.201 is very much lower than the critical t-value of -0.31 at .05 level of significance with df=8. This led also to the acceptance of the null hypothesis.

Coming to the third area, which is on development and/or utilization of IMs, the two groups of respondents nearly yielded the same weighted means of 4.03 and 4.00. So the .03 difference, when subjected to statistical testing has registered a 0.065 computed t-value as against the critical t-value of 2.78 at .05 level of significance with df=4. The null hypothesis is again accepted.

Again, on classroom management, the master teachers from the high and low scoring elementary schools have more or less the same qualification, that of a "very satisfactory" level of instructional competence.

On the last area, the weighted means of 4.24 and 4.32, did not vary so much, hence the computed t-value of -0.84 which is very much lower than the critical t-value of 2.31 at .05 level of significance at df=8. From this, the null hypothesis stating that "There is no significant difference between the instructional competence of master teachers from the high and low scoring elementary schools" in the Division of Samar is accepted.

15. Based on the mean percentage scores as the result of the Regional Achievement Test for the school year 2000-2001, the high scoring schools, consisting of 10 elementary schools obtained a grand mean of 72.86 with a standard deviation of 3.94 while the low scoring elementary schools consisting of 10 elementary schools also obtained a grand mean of 53.38 with a standard deviation of 5.36.

16. To test whether there was an existing significant difference between the average academic achievement of pupils from the high and low scoring schools, the t-test for uncorrelated means was used. As a result, the computed

t-value of 8.78 turned out to be greater than the critical t-value of 2.10 at .05 level of significance with df=18. This signifies that a significant difference existed between the two categories of mean percentage scores. This findings therefore has led to the rejection of the null hypothesis which states that "There is no significant difference between the academic achievement of pupils in the REAT from the high and low scoring schools" in the Division of Samar.

17. To test whether the master teachers' instructional competence is significantly related to that of the pupils achievement in the REAT, the Pearson Product Moment Coefficient Correlation (Pearson r) was employed. When subjected to statistical testing, the Pearson r obtained was 0.16, signifying a very low correlation. This was confirmed when the computed Fisher's t had pegged only at 0.46 as against the critical t-value of 4.41 at .05 level of significance with df-18. And in the low scoring schools, the Pearson r turned out to be negligible relationship also which is .0873, with only 0.26 computed Fisher's test, signifying to be very much lower than the critical t-value of 4.41 at .05 level of significance. This findings led to the acceptance of the null hypothesis which states that "There is no significant relationship between the master

teachers instructional competence and the REAT achievement of pupils from the high and low scoring schools" in the Division of Samar.

Conclusions

From the foregoing findings of this study, the following conclusions were drawn:

1. Both the master teachers from the high scoring elementary schools and the master teachers from the low scoring elementary schools possessed the qualifications needed in handling their respective teaching positions, as to age and sex, educational background, number of years in teaching, number of years as master teacher, number of in-service training hours attended and performance ratings. These variates signify that the two groups of respondents performed their work efficiently and effectively.

2. As perceived by the administrators and the master teachers themselves relative to their level of instructional competence along planning, teaching strategies/pedagogy, development and/or utilization of IMs, classroom management and pupil evaluation, both groups of masters teachers performed very satisfactorily.

3. Based on the mean percentage score (MPS) as the result of the Regional Elementary Assessment Test (REAT), pupils from the high and low scoring schools' achievement level were found to be significantly different. Yet, even if there was a remarkable gap in the academic achievement between the high and low scoring schools, the achievement level of the high scoring schools still fell a way down below the mastery level.

4. The instructional competence of the master teachers from these two groups of schools had very little effect on the academic achievement of pupils particularly in the REAT. This further led to the conclusion that even the master teachers had performed very well or are competent in their work as teachers, it is not a guarantee in this study that pupils' academic performance had been influenced by it.

5. From the foregoing conclusions, it could be implied that poor pupils performance must have been affected and influenced by other factors which were stronger than that of the teachers' instructional competence.

Recommendations:

From the foregoing conclusions, the researcher strongly recommends the following.

1. A thorough evaluation of the system of instruction be made by the school administrators to determine where the loopholes lie.

2. Focus on the academic aspect of instruction be given more attention than any other aspect in the school system.

3. In-service trainings and seminars on new strategies and techniques of teaching be conducted to teachers to keep them abreast with these new strategies and techniques thereby improving pupil achievement. Administrators must also see to it that teachers have really gained something from seminars and trainings by asking them to report or echo what they have learned when they go back to their respective stations.

4. Factors affecting pupil performance like absenteeism, family background, economic status and health problems be given consideration by the school administrators and teachers so as to find out whether these factors might have caused the low performance of pupils and where focus of instructions must be exerted.

5. Parents assistance must be sought in the improvement of their children's academic achievement by way

of extending a follow-up instruction and/or assistance and guidance at home.

6. Teachers must be oriented on the value of compassi, commitment, creativity and resourcefulness, and competence. These are the values that must be possessed by teachers so as to make them more devoted to their work as teachers.

7. A sequel study should be conducted at the regional or national level so as to validate the result of this study.

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APPENDICES

Appendix A

Request for Approval of Thesis Title

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 8, 2001

The Dean of Graduate Studies
Samar College
Catbalogan, Samar

Sir:

In my earnest desire to start writing my thesis proposal, I have the honor to submit for your approval one of the following problems, preferably problem No. 1:

1. **PERFORMANCE OF MASTER TEACHERS AND REAT ACHIEVEMENT OF GRADE VI PUPILS: A CORRELATION.**

2. **A COMPARATIVE STUDY OF THE READING INTEREST OF GRADES FIVE AND SIX PUPILS OF DARAM I.**

3. **A CRITICAL STUDY OF DESCIPLINARY PROBLEMS OF PUPILS IN THE PUBLIC SCHOOLS OF SAMAR DIVISION.**

Very truly yours,

(SGD.) CECILIA A. ARGA
Researcher

APPROVED:

(SGD.) EUSEBIO T. PACOLOR, Ph.D.
Dean, College of Graduate Studies

Appendix B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

Assignment of Adviser

June 4, 2001
Date

Dear: **DR. QUITALIG**

Please be informed that you have been designated as adviser of Ms. Cecilia Arga candidate for the degree in MA Ed. Administration & Supervision who proposes to write a thesis/dissertation on **PERFORMANCE OF MASTER TEACHERS AND REAT ACHIEVEMENT OF GRADE VI PUPILS: A CORRELATION.**

Thank you for your cooperation.

Very truly yours,

(SGD.) **EUSEBIO T. PACOLOR, Ph.D.**
Dean

CONFORME :

(SGD.) **THELMA C. QUITALIG, Ph.D., CESO VI**
Adviser

Appendix C

CGS
Form 15

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

The Dean
College of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

February 15, 2002
Date

Sir:

This thesis/dissertation Proposal entitled **COMPETENCIES OF MASTER TEACHERS AND THE REAT ACHIEVEMENT OF PUPILS FROM THE HIGH AND LOW SCORING SCHOOLS IN SAMAR DIVISION** prepared and submitted by **Cecilia A. Arga** in partial fulfillment of the requirements for the degree of **Master of Arts in Education** is recommended for Pre/Final oral examination on the date and time convenient to your office.

THELMA C. QUITALIG,Ph.D., CESO VI
Adviser

Date of
ORAL DEFENSE
February 21, 2002
Thursday Day
2:00 P.M. Time

SSPC GRADUATE SCHOOL
Dean's Office

Appendix D

Letter Request to Field a Questionnaire

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
Catbalogan

October 22, 2001

The Schools Division Superintendent
Division of Samar
Catbalogan

Madam :

I have the honor to ask permission from your good office for the fielding of questionnaire to selected schools to gather data for my thesis entitled "Competencies of Master Teachers and the REAT Achievement of Pupils from the High and Low Scoring Schools.

Very truly yours,

(SGD.) **CECILIA A. ARGA**

APPROVED :

(SGD.) **DR. THELMA C. QUITALIG, CESO VI**
Schools Division Superintendent

Appendix E

EDUCATIONAL SURVEY QUESTIONNAIRE
(for School Heads)

Dear Respondents,

This questionnaire is designed to elicit information on instructional competence of your Master Teachers. Please give your sincere and honest responses to this questions by putting a check (/) under the appropriate column for the assessment scale corresponding to the indicators at the leftmost column. The data gathered will be utilized in the thesis entitled, "COMPETENCIES OF MASTER TEACHERS AND REAT ACHIEVEMENT OF GRADE VI PUPILS FROM HIGH AND LOW SCORING SCHOOLS IN SAMAR DIVISION". Rest assured that your responses will be kept highly confidential.

I hope for your who-hearted support in this regard.

Very truly yours,

The Researcher

I. Respondent's Information

Name (Optional) : _____

Position/Designation : _____

School : _____

District : _____

II. Assessment Proper:

What is your personal assessment of the level of instructional competence of your Master Teachers? Put a check (/) under O if "outstanding", VS if Very Satisfactory", S if "Satisfactory," FS if "Fairly Satisfactory", and US if "Unsatisfactory", for the following indicators.

INDICATORS	0 (5)	VS (4)	S (3)	FS (2)	US (1)
1. Planning					
1.1 Formulation of teaching objectives under the three domains.					
1.2 Utilization of participative planning and decision making in classroom instruction.					
1.3 Organization of instruction around well-prepared activities and materials.					
1.4 Provision of an outdoor resources for pupils' greater learning.					
2. Teaching Strategies/Pedagogy					
2.1 Utilization of varied activities during each class/period.					
2.2 Provision of drill in a variety of ways.					
2.3 Provision of numerous opportunities for learners learning and review.					
2.4 Relating work in class to the problems and interests of the pupils.					
2.5 Provision of activities which encourage pupils to work independently.					
3. Development and/or Utilization of IMs					
3.1 Construction/preparation of appropriate instructional materials.					
3.2 Utilization of visual aids/or audio-visual materials.					
3.3 Utilization of supplementary materials of several reading levels.					
4. Classroom Management					
4.1 Provision of activities for application and extension of learning.					
4.2 Organization of learning environment					
4.3 Assignment of children to appropriate working groups.					
4.4 Provision of enough textbooks, references and other reading materials.					
4.5 Provision of classroom furniture and equipment.					

INDICATORS	0 (5)	VS (4)	S (3)	FS (2)	US (1)
5. Pupil Evaluation					
5.1 Clarification of definition of instructional objectives.					
5.2 Pre-assessment of learner's needs of pupils' entry performance.					
5.3 Monitoring of learning progress.					
5.4 Evaluation of learners achievement.					
5.5 Provision of feedback to the pupils concerning test results and/or accomplishment.					

Appendix F

EDUCATIONAL SURVEY QUESTIONNAIRE
(For Master Teachers)

Dear Respondents,

This questionnaire is designed to elicit information on instructional competence of Master Teachers. Please give your sincere and honest responses to the questions by putting a check (/) under the appropriate column for the assessment scale corresponding to the indicators at the leftmost column. The data gathered will be utilized in the thesis entitled, **"COMPETENCIES OF MASTER TEACHERS AND REAT ACHIEVEMENT OF GRADE VI PUPILS FROM HIGH AND LOW SCORING SCHOOLS IN SAMAR DIVISION"**. Rest assured that your responses will be kept highly confidential.

I hope for your whole-hearted support in this regard.

Very truly yours,

The Researcher

I. Respondent's Information.

Name (Optional): _____
Age: _____ Sex: _____
Educational Background (Degree): _____Specialization:_____
Teaching Experience (no. of years): _____
No. of Years as Master Teacher: _____
No. of In-Service Training Hours Attended:_____
Average Performance Rating for Last School year: _____

II. Assessment Proper:

What is your personal assessment of the level of instructional competence of Master Teachers. Put a check (/) under O if "outstanding", VS if "very satisfactory", S if "Satisfactory", FS if "Fairly Satisfactory", and US if "Unsatisfactory", for the following indicators.

INDICATORS	O (5)	VS (4)	S (3)	FS (2)	US (1)
1. Planning					
1.1 Formulation of teaching objectives under the three domains.					
1.2 Utilization of participative planning and decision making in classroom instruction.					
1.3 Organization of instruction around well-prepared activities and materials.					
1.4 Provision of an outdoor resources for pupils' greater learning.					
2 Teaching Strategies/Pedagogy					
2.1 Utilization of varied activities during each class/period.					
2.2 Provision of drill in a variety of ways.					
2.3 Provision of numerous opportunities for learners learning and review.					
2.4 Relating work in class to the problems and interests of the pupils.					
2.5 Provision of activities which encourage pupils to work independently.					
3 Development and/or Utilization of IMs					
3.1 Construction/preparation of appropriate instructional materials.					
3.2 Utilization of visual aids/or audio-visual materials.					
3.3 Utilization of supplementary materials of several reading levels.					
4 Classroom Management					
4.1 Provision of activities for application and extension of learning.					
4.2 Organization of learning environment					
4.3 Assignment of children to appropriate working groups.					
4.4 Provision of enough textbooks, references and other reading materials.					
4.5 Provision of classroom furniture and equipment.					

INDICATORS	0 (5)	VS (4)	S (3)	FS (2)	US (1)
5. Pupil Evaluation					
5.1 Clarification of definition of instructional objectives.					
5.2 Pre-assessment of learner's needs of pupils' entry performance.					
5.3 Monitoring of learning progress.					
5.4 Evaluation of learners achievement.					
5.5 Provision of feedback to the pupils concerning test results and/or accomplishment.					

Appendix G

MEAN PERCENTAGE SCORE (MPS) BY SUBJECT AREA
SY 2000-2001

REAT FORM 2
School / Class Category

SCHOOL	SCI.	ENG.	MATH	HEKASI	MSEP	EPP	FIL.	AVE. MPS	R
1. Zumarraga Central School	81.24	83.84	71.51	81..38	79.87	83.33	84.27	80.78	1
2. Villareal II Central School	76.93	79.76	78.25	81.0	94.49	62.6	86.32	79.91	2
3. Igot Elementary School	77.59	78.82	75.81	74.91	62.16	76.67	84.60	75.79	3
4. Hinabangan Central School	75.92	76.27	65.73	88.89	67.76	75.86	78.78	75.60	4
5. Baras Elementary School	76.90	82.39	70.52	74.61	57.55	53.8	81.74	71.07	5
6. Mercedes Elementary School	69.95	72.78	67.36	72.69	57.74	69.30	81,04	61.13	6
7. Basey I Central School	73.26	73.98	59.24	76.64	51.54	52.76	81.73	67.02	7
8. Wright II Central School	76.32	80.11	67.31	63.63	57.39	63.63	76.12	67.31	8
9. Pagsanghan Central School	67.45	71.5	68.45	70.90	71.13	60.0	75.94	69.34	9
10. Catbalogan I Central School	69.42	71.45	61.10	67.75	61.96	73.32	74.45	68.49	10
11. Jiabong central School	67.25	76.61	63.03	64.63	56.43	68.52	83.44	68.56	11
12. Calbiga Central School	69.82	75.17	65.88	62.82	53.70	66.08	73.65	67.59	12
13. Catbalogan IV Central School	65.14	69.98	61.12	65.45	55.85	66.35	73.49	65.34	13
14. San. Jorge Central School	63.38	62.86	51.74	66.70	61.61	58.52	68.09	61.84	14
15. Gandara I Central School	62.52	71.70	64.77	62.61	46.50	65.23	70.18	63.36	15
16. Pabanog Elementary School	60.71	54.04	48.03	56.86	49.64	58.77	95.09	60.31	16
17. Tominamos Integrated School	59.71	60.68	56.61	59.33	48.04	61.68	69.64	59.38	17
18. Sta. Margarita Central School	64.41	64.12	50.50	64.32	40.67	43.45	74.51	57.43	18
19. Daram I Central School	60.59	54.18	50.01	65.05	54.56	57.09	67.81	58.47	19
20. Gandara II Central School	61.0	62.25	53.91	57.06	67.27	58.76	44.76	57.86	20
21. Costa Rica Elementary School	62.04	66.12	48.83	54.67	65.96	42.07	62.89	57.51	21
22. Osmeña Elementary School	56.23	60.02	46.45	51.55	47.78	57.32	58.67	54.0	22
23. Obayan Elementary School	50.13	57.07	49.05	58.95	45.87	60.45	58.95	54.95	23
24. Bliss community School	55.91	52.34	44.51	65.65	41.96	38.22	61.55	51.45	24
25. Motiong Central School	57.99	54.85	40.12	50.21	46.26	50.48	66.1	52.29	25
26. Dolongan Elementary School	50.75	61.09	44.12	57.97	40.91	44.35	58.29	49.64	26
28. Bakhaw Elementary School	47.15	42.84	34.89	42.44	37.46	22.73	50.12	39.66	27

(SGD.) OSWALDO A. SERRANO
ES-Agriculture
Team Leader

(SGD.) CORAZON S. ABELLA
ES-Social Studies
Chief Examiner

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	**CECILIA A. ARGA**
Address	:	Baclayan, Daram, Samar
Date of Birth	:	September 29, 1968
Place of Birth	:	Catbalogan, Samar
Present Position	:	Elementary Grades Teacher
Station	:	Baclayan Elementary School
Civil Status	:	Married

Educational Background:

Elementary	:	Sto. Niño Elementary School Brgy. Sto. Niño, Villareal, Samar 1976-1982
Secondary	:	Villareal Municipal High School Villareal, Samar 1982-1986
College	:	Samar College (BEED) Catbalogan, Samar 1986-1990
Graduate Studies	:	Samar State Polytechnic College Catbalogan, Samar
Curriculum Pursued	:	Master of Arts in Education
Major	:	Administration and Supervision

Civil Service Eligibility

Philippine Board Examination For Teachers	:	Catbalogan, Samar November , 1990

Position Held

Elementary Grades Teacher:		1990 to date

Honors and Awards Received

First Honors	:	Grade 1 to VI
Third Honors	:	First Year to Fourth Year

In-Service Trainings/Seminars/Workshops Attended

Reading Education Training Program-Redaja Hall, Catbalogan, Samar.

BSP 4th Provincial Jamborette and GSP Encampment, Brgy. Panayuran, Catbalogan, Samar.

Seminar Workshop on Effective of Instructional Materials on the Teaching of HEKASI IV to VI - BSP Bldg., Catbalogan, Samar.

Orientation Conference-Workshop on the Centennial of Philippine Rev., Maquida Bay Hotel and Restaurant, Tomalistes, Catbalogan, Samar.

Creative Dance Seminar Workshop, HRDC Gymnasium, Tacloban City.

Regular Annual Collection and Processing of Basic Education Data. BSP Building, Catbalogan, Samar.

Sub-Regional Workshop for DFA and School Adviser, Patria Building, Calbayog City.

Provincial JLE Centennial Junior and Senior Encampment, Samar Sports Complex, Catbalogan, Samar.

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