

EFFECTIVENESS OF MASTER TEACHERS' ASSISTANCE  
AND INSTRUCTIONAL COMPETENCE OF NON-  
MASTER TEACHERS: A CORRELATION

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A Thesis  
Presented to  
The Faculty of the Graduate School  
Samar State Polytechnic College  
Catbalogan, Samar

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In Partial Fulfillment  
of the Requirements of the Course in  
Master of Arts in Education

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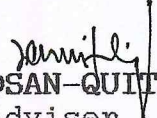
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August 1999


## APPROVAL SHEET

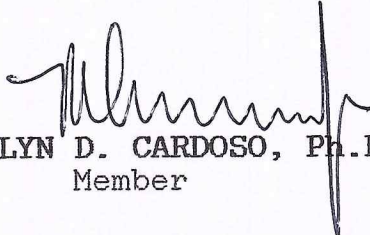
In partial fulfillment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION** major in **ADMINISTRATION AND SUPERVISION** this thesis entitled "**EFFECTIVENESS OF MASTER TEACHERS' ASSISTANCE AND INSTRUCTIONAL COMPETENCE OF NON-MASTER TEACHERS: A CORRELATION**", was prepared and submitted by **MRS. ISABEL RADOMES-ESPIÑA**, who having passed the comprehensive examination with a rating of **PASSED**, is hereby recommended for oral examination.

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## **ACKNOWLEDGEMENT**

With deepest gratitude and appreciation the RESEARCHER wishes to acknowledge the following, who have extended her their kind support and generous assistance while this work was in progress; without them, this could not have materialized;

Dr. Thelma C. Quitalig, Asst. Schools Division Superintendent, Division of Samar, the researcher's adviser, for her all out support, expertise and encouragement in making this research a reality;

Dr. Jesusita L. Arteche, Schools Division Superintendent, Division of Samar, for her personal as well as professional suggestions and encouragement to continue and finish this research work;

Mr. Teotimo M. Orbeso, Asst. Schools Division Superintendent, Division of Samar, for his untiring support and advises;

To the chairman and members of the panel of examiners, headed by Dr. Rizalina M. Urbiztondo, Dean of Graduate Studies, Dr. Marilyn D. Cardoso, Director of RIELGA, Dr. Ulrico B. Mustacisa, Education Supervisor I for Filipino, DECS, Division of Samar, and Prof. Remedios S. Mendiola, Education Supervisor I, Non-Formal Education, DECS, Division of Samar for their critical review, suggestions and recommendations;

To her intimate friends, Dr. Ulrico B. Mustacisa, Education Supervisor I for Filipino and Mrs. Trinidad A. Escobar, Education Supervisor I for English, both from the DECS, Division of Samar for their helping hands;

Mrs. Joji A. Macapañas, my "inaanak", the Secretary of the Dean of the Graduate Studies for her untiring efforts in the production of this work;

To my household members of the "Handmaids of the Lord" for their encouragement and prayers;

Special acknowledgement goes to the District Supervisors, Principals and teachers of Catbalogan I, II, III, IV Central Schools all in Catbalogan, Samar for their support while the researcher fielded her questionnaires;

Finally, to my family; Mrs. Genoviva D. Radomes, my loving mother, for her untiring love and prayers, my brother and sisters, sons and daughter-in-law, Eric, Errol and Muffet for their all out support and understanding. To all of them, the researcher is greatly indebted to, for without them, life would never be the same.

Most and foremost, the researcher acknowledge the very concrete, loving kindness of the Heavenly Father, for the many graces and blessings showered upon her and her family all these years. Without HIM, nothing could be possible.

I.R.E.

## **DEDICATION**

to

my dearest granddaughters,

**MARRIELLE and CHESKA MAE,**

to my loving

**NANAY,**

and my ever-loving and understanding

sons and daughter-in-law

**ERIC, ERROL and MUFFET**

I wholeheartedly dedicate

this humble work . . . .

***Belle***

## **ABSTRACT**

The main purpose of this study was to assess the effectiveness of master teachers' assistance and its relation to the level of instructional competence and non-master teachers receiving such assistance in the central schools of the four districts of Catbalogan, Samar, Division of Samar. The performance ratings of the master teachers are classified into two descriptions: 1) the "Outstanding", with a numerical value from 9.25 to 10.0, which was received by all master teachers and 25 non-master teachers. The rest of the non-master teachers received "Very Satisfactory" ratings ranging from 8.25 to 9.0. The performance ratings received by master and non-master teachers are either "Very Satisfactory" or "Outstanding" which could be attributed to the fact that teachers in the central schools are more or less trained teachers and are already exposed to the intricacies of the teaching job, hence are very good performers. Performance Contract should be prepared by master teachers and make it explicit about their functions, for clarity and guidance. Team Teaching should be made as a functional scheme in improving master teachers and non-master teachers work relations.



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## Chapter 1

### THE PROBLEM AND ITS BACKGROUND

#### Introduction

Education plays a vital role in the progress and development of any nation. It is a vital weapon for economic emancipation, political independence and cultural renaissance. Education, in order to attain and realize its objectives, must come to a point of becoming a quality education evidenced by the progress and development of the nation. The quality of education is said to be dependent upon several factors. One of which is the quality of teachers that the system employs.

It will be noted that demands for improving teacher quality in holding teachers accountable for students' achievement have increased over recent years. Eissenberg and Rudner (1988: 21-22), claimed that some educators and policy makers believed that there is a need to identify indicators of effectiveness and to evaluate schools and teachers on the basis of these indicators. Also a growing number of educators emphasized that there is a need to raise school standards for teacher certification and performance.

Like other professionals, the teacher's obsession is to achieve a useful social goal. Academically, therefore, he gears his teaching and choice of content and strategies,

with due consideration for the policies and goals set by the government and the school to academic relevance (Rivera and Sambrano, 1992: 28).

Educators agree that an excellent teacher is a person who has the personal qualities of agreeableness, consideration for others, sincerity and the like. He is professionally interested and competent, manifests scholarship and culture, respects children and is respected by children. Also, the teacher establishes wholesome pupil-teacher relationship (Aquino, 1974: 291).

As a respected member of the teaching profession, a teacher must be skilled in the performance of his work which is concerned with the dissemination of knowledge. If education is the transfer of man's accumulated knowledge through the years, then it is a teacher's responsibility to transmit skills well without sacrificing quality. Aware of his influence on the learners, the teacher is always guided by the principles of learning and the importance of the five senses of learning. Learning is best manifested in the student's or pupil's listening, observing, and doing (Weaver, 1960: 4).

But very few envy a teacher. It is because of the nature of his work. From the classroom to his home he carries a truckload of paperworks to be done. The writer has been wondering as to how a teacher could manage to make

his classroom activities so interesting and meaningful to his pupils. Sometimes he could no longer find time to upgrade his teaching competencies by reading the new trends and innovations in the teaching profession which oftentimes results in the poor achievement of the pupils.

However, with the creation of the so-called "master teacher" or commonly known as the "horizontal promotions", an ordinary classroom teacher could now have the chance to upgrade his teaching competencies through the assistance of a master teacher. The functions of the master teachers include the following (Perez, 1981: 9): a) serve as demonstration-teacher; b) act as teacher-consultants on the classroom problems which teachers encounter during their day-to-day teaching; and c) assist teachers in the preparation of instructional materials and devices.

Although, there is now available number of masters who, expectedly are conversant of teaching methodologies and strategies in bettering instruction in the classrooms, there are not enough of them in our schools, since out of the 443 classroom teachers in the four districts of Catbalogan alone, only 41 are master teachers whose ratio is that, for every master teacher, there are 11 non-master teachers. Because of this, and since not all can become master teachers, the ordinary classroom teachers are duty-bound to improve themselves, pedagogically. This situation,



therefore, should also be looked into not only by their direct supervisors or administrators but also by the top-most management.

Lately however, it is observed that some of the master teachers in the division of Samar do not live up to the expectations of non-master teachers based on the abovementioned functions especially in assisting them. In this regard, the writer would like to find out the reality of the assistance of master teachers and its influence on the instructional competence of non-master teachers receiving such assistance in the four central schools of Catbalogan, Samar, where most of the master teachers are found. Hopefully, from the result of this study, the master teachers and non-master teachers will become better aware of their responsibilities thus consider each other in improving teaching-learning situations in the classroom.

### **Statement of the Problem**

This study attempted to assess the effectiveness of master teachers' assistance and its relation to the level of instructional competence of non-master teachers receiving such assistance in the central schools of the four districts of Catbalogan, Division of Samar. Specifically, it sought answers to the following questions:



1. What is the profile of master teachers and non-master teachers as to:

- 1.1 age and sex;
- 1.2 educational qualification;
- 1.3 teaching experience; and
- 1.4 performance rating?

2. What is the extent of assistance given by the master teachers to the non-master teachers as perceived by the principals, master teachers, and the non-master teachers themselves along the following areas:

- 2.1 Planning;
- 2.2 Teaching Strategies/Pedagogy;
- 2.3 Development and/or Utilization of Instructional Materials;
- 2.4 Classroom Management; and
- 2.5 Pupil Evaluation?

3. Are there significant differences among the perceptions of the three groups of respondents on the above cited question?

4. What is the level of instructional competence of the non-master teachers as perceived by the three groups of respondents?

5. Are there significant differences among the perceptions of the three groups of respondents on the above cited

question?

6. Is there a significant relationship between the extent of assistance manifested by the master teachers and the level of instructional competence delivered by non-master teachers?

7. What problems are encountered by the respondents relative to the assistance given by the master teachers?

8. What solutions are recommended by the respondents relative to the problems they encountered?

9. What policy redirections can be drawn from the findings of this study?

### Hypotheses

The following hypotheses were tested in this study:

1. There are no significant differences among the perceptions of the three groups of respondents on the extent of assistance given by the master teachers to the non-master teachers along the following areas:

1.1 Planning;

1.2 Teaching Strategies/Pedagogy;

1.3 Development and/or Utilization of  
Instructional Materials;

1.4 Classroom Management; and

1.5 Pupil Evaluation.

2. There are no significant differences among the

perceptions of the three groups of respondents on the level of instructional competence of non-master teachers.

3. There is no significant relationship between the extent of master teachers' assistance and the level of instructional competence delivered by the non-master teachers.

### Theoretical Framework

Education is a continually growing science. Teachers never "complete" their education. This clinches to the saying "who dares to teach must never cease to learn". Throughout their careers, teachers are in pursuit of fuller education -- either general, specialized or professional education. From this context, therefore, this study is anchored on the concepts of Mohl, et. al (1960: 464), underscoring the importance of continuous growth which states that:

Life soon loses its zest for the person who makes no effort to advance his own knowledge and deeper his understanding. The insurance for mental health is the stimulus of a strong impelling interest in personal and professional improvement. In the field of intellectual achievement, the teacher should be a worthy representative of the culture she serves. The teacher's interest could be constantly revitalized by new ideas. . .

From the above concepts, it is emphasized that knowledge and/or information acquisition is a never-ending



process. This is the foremost responsibility of a teacher which likewise is given focus in this study. In revitalizing the teacher's interest by new ideas, he has to consider such new ideas in the field of planning, teaching strategies/pedagogy, development and/or utilization of instructional materials, classroom management, and pupil evaluation.

According to Reyes (1981: 16), "good method" contributes to good teaching, but advanced and up-to-date knowledge of the instruction is foremost. Therefore, it does not matter much what method will be used as long as the teacher could deliver the content and most specially teach the student how to think. If he succeeds in making his students think, then he will not worry anymore as to how they will cope with actual life situations outside the school parameters or classrooms.

In the words of Adler (1976: 116-117), teaching as a cooperative art, like forming and healing, involves a relation between the mind of the learners and that of the teacher. The latter is not merely a talking book, a live phonograph record or a broadcast audience. Between the teacher and the learners exists an intangible personal interchange of ideas, the teacher, giving, and the student, receiving guidance for the development of his mind. The



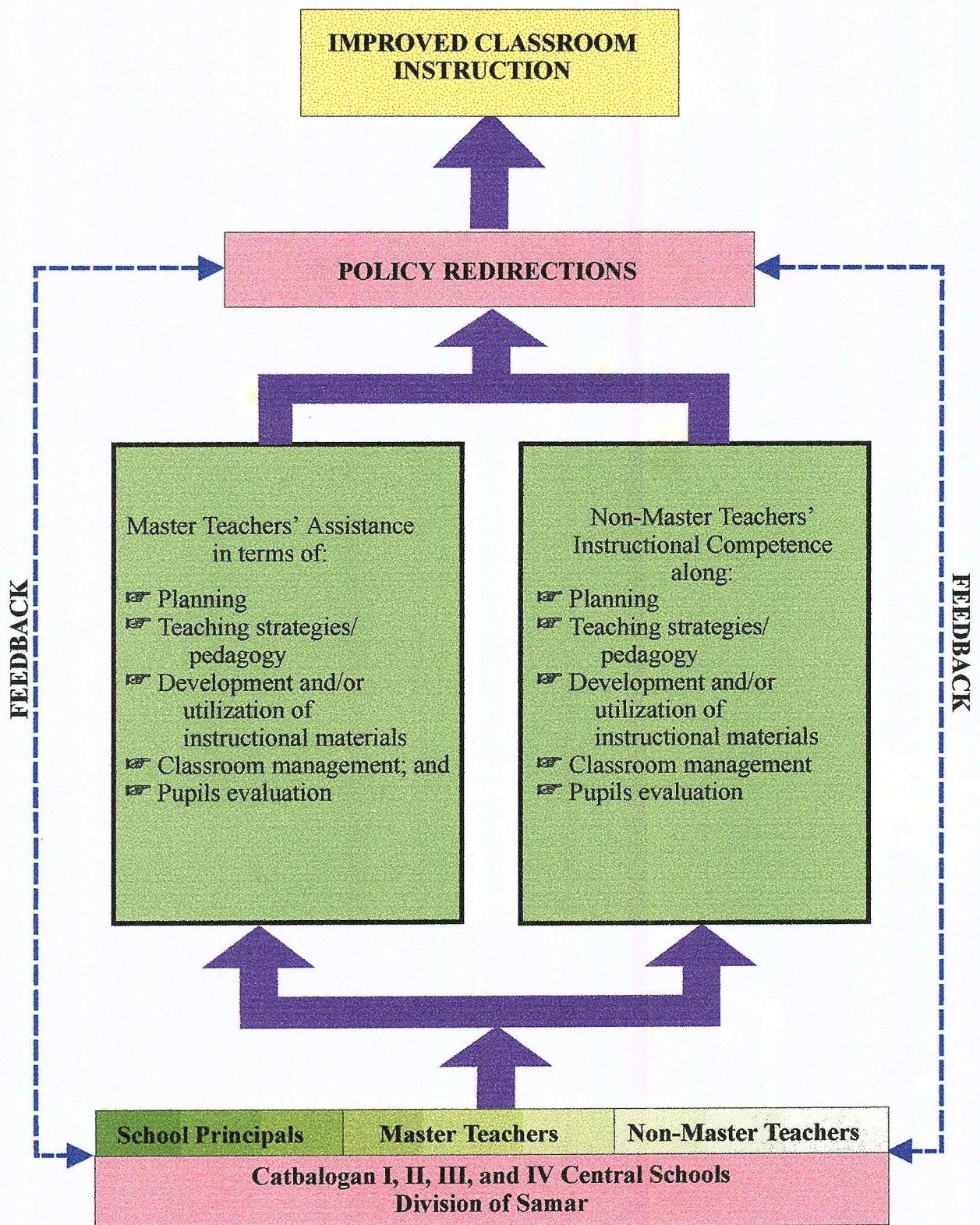
teacher shows the student how to learn and think independently and respond intelligently. Such response and growth are teacher's reward.

According to Sutaria (1973: 131), the present generation of teachers must be wise to meet the challenge of change. She must envision a future which inevitably leads to a better quality of life. She must possess foresight and drive in order that she can educate the young, i.e. help them how to live, to learn in order to use knowledge to improve the quality of their lives; to learn to think freely and critically; to learn to love the world and make it more humane; and to learn to develop and prepare for more effective participation in the school processes.

### Conceptual Framework

The conceptual framework of this study is illustrated in Figure 1 on the following page. As gleaned from the figure, the base is the research environment represented by the four central elementary schools in the school districts of Catbalogan I, II, III and IV, Division of Samar, where the respondents are the principals, master teachers and non-master teachers coming from the said central schools.

The three categories of respondents are the ones responsible in assessing the extent of effectiveness of master teachers' assistance to the non-master teachers in



**Figure 1.** The schematic diagram showing the variables considered and the processes undertaken.



doing the following: 1) planning; 2) teaching strategies/pedagogy; 3) development and/or utilization of instructional materials; 4) classroom management; and 5) pupils evaluation. These same concerns are then assessed by the same respondents from the point of view on how the non-master teachers made use of them in relation to their instructional competence as a result of the assistance provided them by the master teachers, as shown by the boxes above the research environment. After having them correlated, the study is expected to bear significant outputs in terms of policy redirections. Feedbacks as well, are major considerations that had given insights and ideas to better or improve whatever policy redirections spelled out as a result of the conduct of this study.

From the policy redirections of this study, there is hope that the resultant of which is an improved classroom instruction which is shown at the apex of the framework.

### Importance of the Study

This study was conceived on the point of view that so many have the strong belief that the key to quality education of a child is the teacher. The teacher is the primary instrument in the child's success or failure to higher level of learning. From this contention, they must be made up of "strong fibers", physically and intellectually

(Laroza, 1980: 9). Therefore, teachers must be well equipped as to the methods, techniques, and strategies in the teaching profession.

With the creation of the horizontal promotion known as "master teacher", it is expected that the abovementioned view will become real and true of teachers. Further, the writer believes that this study will be beneficial to the following: a) non-master teachers; b) pupils; c) master teachers; d) school administrators; e) community; and f) future researchers.

To the non-master teachers. The findings of this study will help them realize the importance of the master teachers' assistance in improving the level of their instructional competencies aside from the information they will gather as to how far they have accomplished in terms of their goals and objectives.

To the pupils. Through this study, the school children will be informed as to the extent of influence of some external factors on their academic performance, like the teachers' efforts in facilitating learning in the classrooms.

To the master teachers. The findings of this study will be an information for master teachers as to the effect



of their assistance to the improvement of teachers' teaching competencies. Also, this study will encourage master teachers to do more in terms of teaching assistance to non-master teachers and surely would make such always available.

To the school administrators. Through this study, the school administrator will be provided adequate and relevant information as to the importance of master teachers' assistance to non-master teachers' teaching effectiveness and/or teaching competencies. They will also be appraised as to how much work is being coped with by master teachers aside from their teaching job.

To the community. This study will become a source of information of the community folks as regards the responsibilities of both the master teachers and the non-master teachers especially the parents group and community leaders, who most of the time are considered by top-level management in assessing the performance of the school personnel.

To future researchers. This study will become a significant material for future researchers regarding the relationship that might have existed between the master teachers' assistance and the level of instructional competence of non-master teachers receiving such assistance.

This study can likewise become the basis of conducting similar studies in other districts or divisions in the region or elsewhere.

### Scope and Delimitation

This study sought to determine the effectiveness of master teachers' assistance to the instructional competencies of non-master teachers in the central schools of the four districts of Catbalogan, Division of Samar.

A total of 175 respondents were involved in this study, broken down as follows: four principals, 39 master teachers, and 132 non-master teachers of the abovesited schools in the four districts in Catbalogan, Samar who were made to assess the performance of the master teachers and non-master teachers according to their respective roles in the improvement of instruction.

This study was conducted during the school year 1998-1999.

The maps of the Division of Samar and the municipality of Catbalogan indicating the research universe and the population involved in this study are shown in Figures 2 and 3.

### Definition of Terms

For a common frame of reference, the following terms

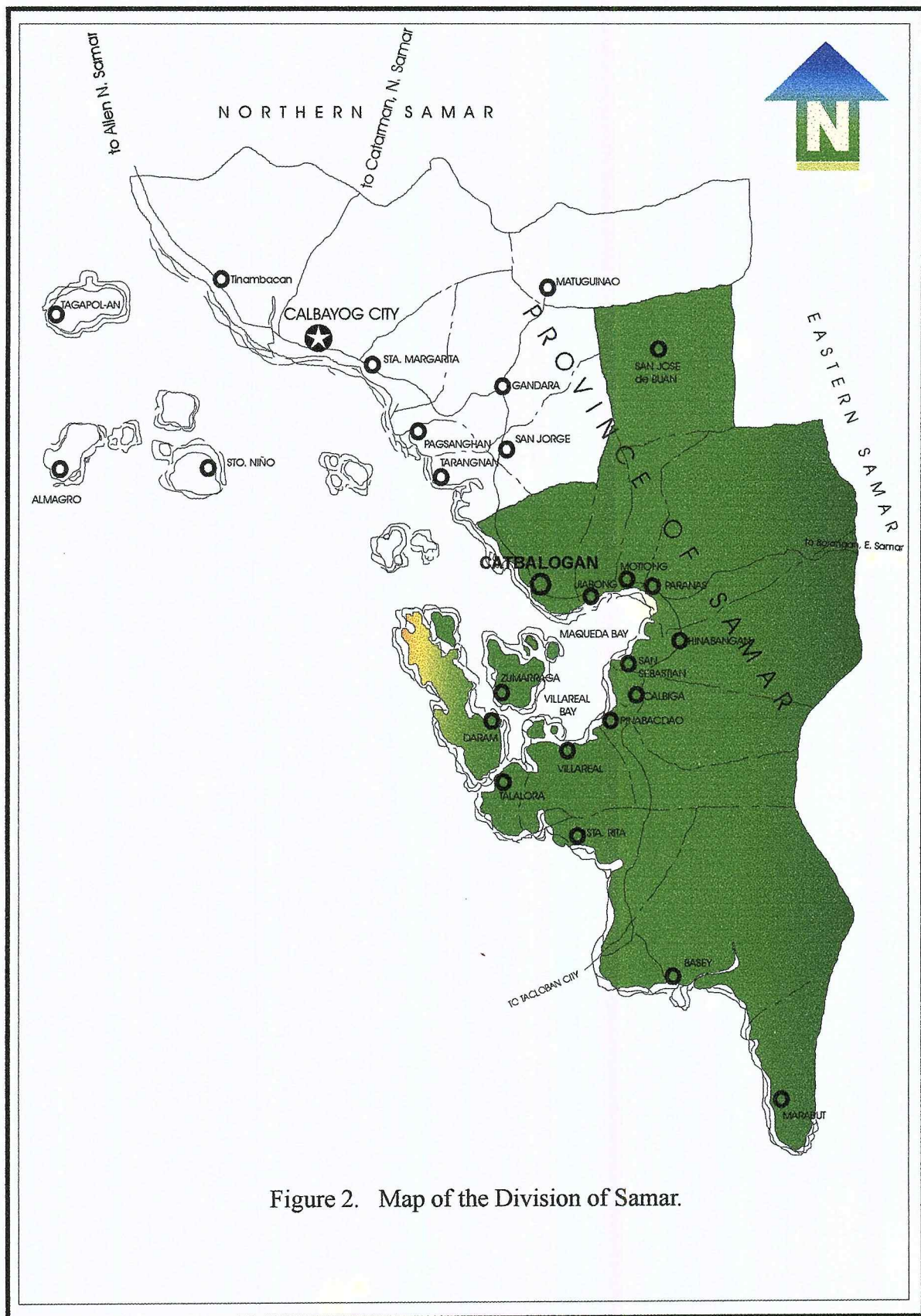


Figure 2. Map of the Division of Samar.



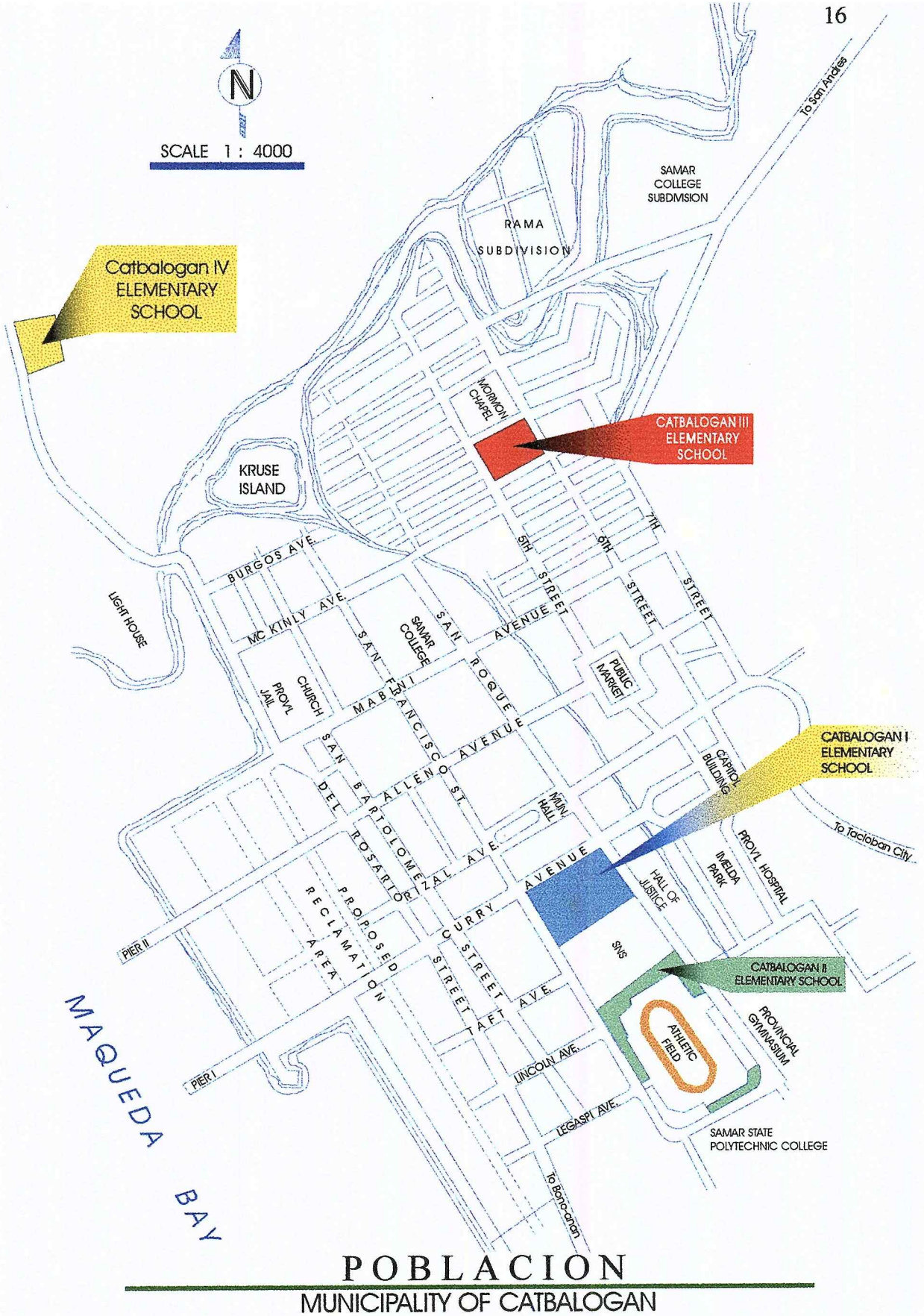


Figure 3. Map of the Municipality of Catbalogan showing the 4 districts of Catbalogan, Division of Samar.

are defined conceptually and operationally:

**Assistance.** This is an act of aiding or helping in a professional capacity (Reader's Digest, Great Illustrated Dictionary, 1984: 111). As used in this study, it refers to the help extended by master teachers to non-master teachers in improving their teaching competence.

**Classroom management.** This refers to the planning, directing and controlling of classroom activities that can be carried on efficiently and economically (Arabit, et.al., 1993: 28). As used in this study, it refers to the indicators showing the ability of the non-master teachers to put things in order which were subjected into the respondent's assessments categorized as outstanding, very satisfactory, satisfactory, fairly satisfactory, and unsatisfactory.

**Competence.** This refers to the state or quality of being capable or having an adequate skill or ability (Reader's Digest, Great Illustrate Dictionary, 1984: 359). In this study, it means the outstanding ability of the teacher in doing the following: planning, teaching strategies/pedagogy; development and/or utilization of instructional materials; classroom management, and pupils evaluation.

**Development.** It is defined as the sequence of



continuous change in a system, extending over a considerable time; specifically, such change is related and enduring particular changes, as follows (Aquino and Kahayon, 1995: 35-36). As used in this study, it refers to the construction and/or preparation of instructional materials by the teachers and how they are accomplishing/utilizing such task categorized as outstanding, very satisfactory, satisfactory, fairly satisfactory and unsatisfactory.

**Effectiveness.** This means having the intended or expected effect or serving the purpose (Grolier International Dictionary, 1979: 751). As used in this study, it refers to the capability of bringing about an effect to the learning of pupils after having considered the following: planning, teaching strategies/pedagogy, development and/or utilization of instructional materials, classroom management, and pupils evaluation.

**Horizontal promotion.** This refers to the advancement in rank or responsibility (Reader's Digest, Illustrated Dictionary, 1984: 680). As used in this study, it refers to master teacher position, which allows one to get promoted to that rank but still that of the category of a teacher.

**Instruction.** This refers to the imparted or acquired item of knowledge or a lesson (Reader's Digest, Great Illustrated Dictionary, 1984: 872). As used in this study,



it means the kind of teaching done by teacher to furnish the learner with some lasting direction which is described in terms of their classroom performance.

Instructional materials. This refers to the multisensory instructional aids like texts, pictures, games, simulations which are used to enhance understanding of learners (Ornstein, 1990: 319).

Master teacher. As used in this study, it refers to one occupying the master teacher I or II position who is considered as expert and most knowledgeable as far as teaching methods, techniques and strategies are concerned, and who possesses the following qualifications; very satisfactory performance, more than three years in the service, a demonstration teacher, chairman in any school-related activities and instrumental in community development as certified by barangay captain or municipal mayor (MEC Order No. 10, s. 1979).

Non-master teachers. As used in this study, it refers to the ordinary classroom teacher who is occupying a salary grade between 10 and 11.

Pedagogy. This refers to the art of teaching (Reader's Digest Great Illustrated Dictionary, 1984: 1254). As used in this study, it refers to five instructional indicators contained in the questionnaire which are assessed by

respondents into outstanding, very satisfactory, satisfactory, fairly satisfactory, and unsatisfactory.

**Perception.** This refers to the awareness of the external world or some aspects of it, through physical sensations and the interpretation of these by the mind (Reader's Digest, Great Illustrate Dictionary, 1984: 1262). As used in this study, it means the assessment made by the respondents relative to the extent of assistance provided by the master teachers to non-master teachers and competence of non-master teachers.

**Planning.** This refers to the decision-making which is based on knowledge of (1) the general goals of the school; (2) the objectives of the course or subject; (3) student's abilities, aptitudes, needs and interests; (4) content to be included and appropriate units into which the subject can be divided; and (5) techniques of short-range instruction or lesson planning (Ornstein, 1990: 465).

**Pupil evaluation.** This refers to the consideration of evidence in the light of value standard and in terms of the particular situations and the goals which the individual learner is striving to attain (Good as cited by Calmorin, 1984: 15). As used in this study, it is one of the indicators of non-master teacher's competence which is focused on the ability to assess the learners' progress

which is further categorized as outstanding, very satisfactory, satisfactory, fairly satisfactory, and unsatisfactory.

Quality Education. This refers to the national education thrust which implies an upgrading of educational standards in process that is similar to the attainment of excellence in education as well as in life (Sutaria, 1974: 20).

School administrator. This refers to the school official who administers its business affairs (Reader's Digest, Great Illustrated Dictionary, 1984: 32). In this study, it means the school principal in the central schools of the four districts in Catbalogan, Samar.

Teaching strategies. It refers to procedural variation of a given method and a highly personalized style of carrying out a particular step of such a method (Garcia, 1989: 22-23). In this study, it means an indicator of non-master teachers' competence which is focused more or less on the facilitating job of the teachers in creating effective teaching-learning techniques which is also categorized into outstanding, very satisfactory, satisfactory, fairly satisfactory, and unsatisfactory.



## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains relevant information and readings in the form of literature obtained from books and general references and related studies from unpublished works like theses and dissertations reviewed to enrich this present study. Also, it includes a brief explanation on the information as it relates to the study.

#### Related Literature

Executive Order No. 500 which was signed into law by the then Ferdinand E. Marcos, on March 23, 1978, is known as the "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".

MECS Order No. 10, s. 1979, issued by the then Minister Jaime C. Laya, contained the guidelines for the selection of master teachers whose focus is based on their expertise as far as teaching methods, techniques and strategies are concerned. In the same order, the master teacher is expected to demonstrate and assist the weaker and new

teachers on how to carry on the effectiveness and efficiency of teaching. Also, it is the task of the master teacher to disseminate knowledge and information when the need arises in the school.

Sardea (1984: 243), in her article in the Philippine Journal of Education, stated that the teachers who were appointed to the position as master teachers were doing their jobs very well. In their district, each master teacher is assigned to a grade chairmanship and at the same time subject area chairman. They assist the teachers in the preparation of instructional materials and help the administrators in preparing and consolidating reports. Considering the multifarious jobs these master teachers do, everyone looked up to them with esteem.

Something must be done. Educators must keep up with the changing world. There is an urgent need for them to make frequent redefinition of the goals and objectives of education and redirect training of those involved to meet the socio-economic demands of the time. Also, teachers must examine their roles and consequently do the restructuring of their competencies, thereby becoming quality teachers.

Bent (1968: 12), emphasized some ideas relative to quality teachers. Quality teachers help pupils think, solve complex problems, exercise and develop creative ability and

imagination. Quality teachers have vitality in the classroom. They employ expressive as well as linguistic activities in instruction. They help make use of instructional materials, dramatize and demonstrate for learning activities can be interesting and exciting if they are presented by teachers who have developed desirable teaching personalities. Quality teachers are few and it takes a long time to educate them.

Ordillas (1993: 15), also states that the accepted measure of quality education is the attainment of the following: a) to produce the best in an individual so that he may realize his full potentials; b) to assist the child in becoming a good citizen and a responsible adult to assume responsibility as a member of his community, and c) to prepare a person to be a productive member of society.

In order that the above view could be realized, there really is a need for teachers to make better of themselves. This can be done through the following: a) attendance at classes outside the organization, for instance, universities, colleges, adult education centers, or even in conferences and seminars; b) self-learning endeavors, such as correspondence or television courses, video or audio cassette programs, and community service activities; and c) in-service training opportunities, such as varied



programs for personnel development.

Cunningham (1960: 490), places great store in the education and experience of teachers when he said:

Perfect schools are the results not so much of good methods as of good teachers, teachers who are thoroughly prepared, experienced and well-grounded in the matter they have to teach; who possess the intellectual and moral qualifications required by their important offices; and cherish a pure and holy love for the youths confided to them.

Educational psychologist like Ebel (1972: 190), contends that in school, the factors that condition and facilitate learning and achievement are: a) the competence of teachers, administrators and supervisory staff; b) the curriculum, the methods of teaching; and c) adequacy of school plant, equipment, textbooks, and services. In support to this, Rogers (1947: 34), pointed out that a significant factor which facilitates learning is the rapport of the teacher with the pupils in the classroom. His stand was further corroborated by Emerson (1960: 490) who said: "It is not what you study but with whom you study that matters." The implication is apparent that it is not the subject matter that counts most, but the teacher's personality, ability, and behavior that steer the child's learning for that subject matter.

A good teacher, according to Rogers (1947: 188), is "one who is a real person, being what he is, entering into a

relationship with the pupils in a passionate realness or sincerity, with awareness, without presenting a front or a facade". He further cited some significant traits of a good teacher, such as: 1) being trustful and open in accepting others; and b) being emphatic and understanding - one who puts himself at the shoes of others. Furthermore, he said that the best learning takes place where there is smooth interpersonal relationship or rapport between the teacher and the pupils.

Kelly (1956: 270), elaborates the above contention as regard the role of the teacher in the classroom to ensure learning and effective teaching, when he said:

The teacher's task is to encourage and 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.

While the way to ensure an effective teaching-learning situation is through teacher and pupil rapport, nevertheless, it is worthy to note also that the degree of success or failure of teaching depends upon the extent to which the teacher takes into account the social-emotional climate in the classroom (Baroda, 1975: 126). In short, it is the teacher who steers and guides the proceedings in the classroom. The Magna Carta for Public School Teachers (RA 4670), articulates that it is incumbent upon the teacher to

select his subject matter, his methodologies and the resources which he could utilize in his routinary teaching.

In support to the above contention, Calderon (1998: 72-74), pointed out that the teacher is a key person in the teaching-learning situation. He is the manager of the classroom situation, the facilitator of learning, and the evaluator of the pupil achievements. Hence, he must possess the following: 1) mastery of the subject matter, which is based upon the principle that one cannot give what he does not have; 2) mastery of the methods and tools of teaching, where the teacher is expected to combine the best features of techniques and manipulates with utmost dexterity the tools at hand and can turn out the most desirable and finest outcome of his teaching - the literate graduate; 3) mastery of the medium of instruction and the art of communication, where expectedly, the teacher must possess oral proficiency in the medium of instruction used and is skillful in formulating questions, explaining points of clarification, reacting to students insights; 4) mastery of lesson planning and subject matter organization, which is believed to have a contribution to the success of the learning session; 5) mastery of classroom management, which is more directed to the teacher's role as manager and director of classroom activities, where learning sessions are conducted smoothly



and effectively; and 6) mastery of measurement and evaluation of achievement, wherein the teacher should be conversant in the construction of more or less valid, reliable, and useful measuring instruments in the form of tests and examinations and then be able to evaluate or transmute the resulting scores into school marks, and should also be able to use them as basis for instituting remedial measures.

Considering the social, political and economic systems in Philippine society, Botor and Ortinero (1994: 56-57), stressed the fact that the Filipino people need a teacher who can answer the challenges of this society. As a decision-maker, the Filipino teacher must be logical and critical in his thoughts on whatever direction he takes in life. He must be open yet analytical about innovations. He must be willing to experiment on new things and keep the wisdom of the old ones. He should also be willing to share what he has in terms of ideas and techniques. He must be creative and resourceful. He must be versatile enough to provide for the limitations of the Philippine educational system, as well as to provide for the lack of educational technology. He must be able to come up with creative and functional approaches that will facilitate learning in his classroom.

Classroom management is relatively confined to the more mechanical aspects of teaching activities. Some of the things a teacher should consider in this aspect are consistency in the exercise of rules or standards set by the pupils themselves, regulations on seating and attendance, the handling of instructional materials and equipment, and the control of activities during the class period. The success or failure of teaching is determined often by the way the class is organized and managed. A well-managed class creates an atmosphere conducive to exchange and interaction and develops well-disciplined students who participate and are involved in class activities (Arabit, et.al., 1993: 28).

Teachers should also know and understand, that a mark of modern educational practice is the recognition of the need to provide teachers with an up-to-date knowledge of the large variety of audio-visual resources available and instructions in the intelligent use of them. Children today are exposed in the world of mass media. Therefore, a good teacher must be resourceful. He knows that lasting learning is effected when lessons are presented in a clear, concrete and meaningful way with the proper utilization and selection of multi-sensory aids (Arabit, et.al., 1993: 49).

Another consideration of teacher's competence is his

ability to effectively plan and present his subject, as contended by Arabit, et.al. (1993: 68-69). As a teacher, his primary duty is to teach others the knowledge and skill he possesses. The importance of planning each lesson cannot be over emphasized. No teacher can go to class unprepared and adequately teach. Preparation is absolutely necessary. He must know exactly what he will teach and how he will teach it. The lesson plan should be organized on paper and used as a guide whenever he presents the lesson. It should given him a comprehension of the main objective which a subject or course of study seeks to realize and should furnish a working basis for the specific aims that the individual lesson is seeking to obtain.

There is also one distinguishing attribute of a teacher, that of his being able to objectively measure and/or evaluate his students' performance in class. This is very important the fact that classifications of learners have been on the basis of examination results converted into grades. Another purpose of evaluation is corrective feedback, that is, using evaluation for the improvement of teaching and learning. With this end in mind, ensures teacher that each learner will be placed at an appropriate level within each learning sequence and that each will be exposed to experiences for which he can profit (Bucu,



et.al., 1994: 204-205).

From all the above views, it can, therefore, be deduced that nowadays, there is a demand for high performing teachers who bear the burden of meeting the ever-broadening and over-expanding demands on education brought about by national development goals, citizenship responsibilities and the need to cope with society's needs. The assumption for high performing teachers is that they are the most critical factor in the school system.

### Related Studies

Under this heading are several studies which were reviewed and found to have bearing or semblance with this present study.

In 1989, Montejo conducted a study entitled "Educational Qualification and Job Performance of Public Elementary School Teachers in Catbalogan Central Schools". In this study, it was found out that as teachers upgrade their educational qualifications, they also improve their teaching competencies. Based on the findings of the study it was concluded that the teachers were efficient workers as clearly suggested by their performance rating.

Montejo recommended that teachers should endeavor to grow professionally. They should not depend too much on the privilege given by the school but should spend their own

time, money, and efforts to upgrade themselves and thereby improve their skills and competencies in the teaching-learning process.

The study of Montejo is related to the present study the fact that both studies addressed teachers' performance which at the same time delved on teachers development program aimed at the teachers' improvement. They differed on the aspects of their subjects because while the present study talks on master teachers and non-master teachers, the latter was only addressing the ordinary classroom teachers.

A study conducted by Mabini (1986) on the "Evaluation of the Performance of the College Teachers of the Samar State Polytechnic College," revealed that there was a significant relationship between educational qualification and performance ratings of teachers. She further cited other variables that affect performance and instructional competence of teachers such as teaching experience, subject handled and even how the teacher was employed.

The abovementioned study is cited here in this present study considering that it has semblance with this study because both talked on the effectiveness of teachers in teaching-learning situation. They differed on the subjects because while the present study involved elementary school teachers, the former involved college teachers. Also,

Mabini's study was confined to Samar State Polytechnic College's teachers, while the present study made use of the teachers from the four central schools of Catbalogan I, II, III and IV districts.

A study entitled "The Teaching Efficiency of the Public Elementary Teachers of the Division of Cebu", conducted by Castro (1980), revealed that all things being equal, a teacher who has longer years of teaching experience in particular grade, subject or area of discipline, is more competent than a teacher who is a neophyte in the job. Likewise, her finding implied that length of service added to the professional growth of teachers enhances the teacher's teaching performance.

The study of Castro is similar to the present study in the sense that both looked into teachers' effectiveness. Also, the two studies focused on the same curriculum, the elementary education. They differed on the locale, because while the former was conducted in Cebu, the present discussed a particular situation in Catbalogan, Samar. Also they were conducted in different periods.

In 1988, Abrugeña explored the characteristics and orientation of master teachers and how these are related to pupils' achievement in grades I to VI, in her study entitled "The Achievement of Pupils Taught by Master Teachers and



Non-Master Teachers in Selected Subjects: Relationship to Teachers Characteristics." This study tested two hypotheses: that classes taught by master teachers are likely to perform better in the achievement test in selected subjects than those taught by non-master teachers; and the differences in the achievement scores are associated with differences in the teachers' characteristics and personality traits.

The findings of the abovementioned study revealed that a) the level of achievement of grade I to VI pupils taught by master teachers and those taught by non-master teachers did not differ significantly; b) master teachers as revealed by the mean scores of classes taught by them were not really better teachers; c) teaching category (master teacher or non-master teachers) had no significant relationship to pupil achievement; and d) among the professionals and demographic characteristics of teachers, only experience correlated significantly with pupil achievement.

The study of Abrugeña is mentioned in this study because both dealt on the same subjects, the master teachers and the non-master teachers and also addressed the same curriculum. They differed in the sense that while the former was on the relationship of pupils academic performance to teacher characteristics, the latter treated the extent of

effectiveness of master teachers' assistance on the level of instructional competence of non-master teachers. Also they differed on the locale and the period of the conduct of the studies, because the former was a research work at the University of the Philippines, Diliman, Quezon City in 1988, while the present study is a research at the Samar State Polytechnic College, Catbalogan, Samar, during the school year 1999-2000.

In 1988, Malacad conducted a study entitled "Teaching Positions and Perceptions on Expected and Actual Functions of MT I and II". In this study it was found out that the four groups of respondents agreed that Master Teachers I and II should perform their functions to a large extent. In the same study, the perceptions on functions that Master Teachers I and II actually do, revealed that the Master Teachers respondents, perceived themselves to be performing to a large extent as shown by the combined mean. For the non-master teachers respondents, they perceived that master teachers are just moderately performing their functions.

In the above study of Malacad, it was concluded that Master Teachers I and II should perform their functions to a large extent. However, more are expected from Master Teachers II than Master Teacher I. As regard what Master Teachers I and II actually do, the respondents' perceptions

vary, thus upholding the hypothesis that significant differences exist in the perceptions on functions that MT I and II actually do.

The study of Malacad is considered in this study the fact that it has similarity with the present study. Their similarities are on: 1) the subjects of the study; b) the functions and/or responsibilities of Master Teacher I and II; c) the criteria to which the Master Teachers I and II are expected to do with their corresponding scale of performance; and d) the categories of respondents which are the school administrators, the master teachers, and the non-master teachers. They differed on the locale and the period in the conduct of the studies because the former was conducted at the Technological University of the Philippines, Manila in 1988 while the latter was conducted at the Samar State Polytechnic College, Catbalogan, Samar, in 1999.

A study entitled "The Tasks of Master Teacher I as Perceived by Administrators and Master Teachers Themselves", conducted by Factors (1985), revealed that master teachers are best in preparing lesson plans which are comprehensive and were particular in using appropriate teaching strategy and the necessary visual aids, as perceived by the school administrators. As a resource consultant, the master



teachers, as perceived by both the school administrators and the master teachers themselves are good. The same group of respondents agreed that master teachers have the ability to organize and head committees to prepare school programs for different school celebrations like Education Week, Book Week, Christmas programs, Recognition Day, and Graduation Ceremonies.

The above study is similar to this present study because both delved on the tasks of master teachers and how they are performing them as perceived by the school administrators and the master teachers themselves. Their difference lies on the focus of the studies because while the former was on the specific tasks of the master teachers, the latter was specifically concerned on the extent of the master teachers' assistance to the instructional competence of non-master teachers.

Tolentino (1992) conducted a study on "Tasks Achievement of Master Teachers of Concepcion Tarlac: An Assessment", which revealed the following: 1) all master teachers appointed to the position are qualified as per criteria set in the guidelines in the selection of master teachers, dated March 21, 1978; and 2) the master teachers deserved their salary because aside from their teaching load, they have additional functions to perform like

resource consultant, curriculum planners, and teaching demonstrator. In this same study it was recommended that there must be an orientation of master teachers, school administrators, and non-master teachers on the actual performance and duties and/or specific functions of master teachers, so that this will pave the way for effective performance of the tasks.

The study of Tolentino is related to this present study because both studies were concerned with master teachers' functions on specific tasks and the corresponding level of their performance. The only difference is on the locale because the previous study was conducted at Tarlac College of Agriculture, Camiling, Tarlac, in 1992, while the present study was done at the Samar State Polytechnic College, Catbalogan, Samar, during the school year 1998-1999.

In 1985, Bajar conducted a study entitled "The Master Teachers in Selected Districts in the Division of Masbate: Their Accomplishments in Relation to the Pupil Achievement, SYs 1983-1985". The study revealed that: a) master teachers were given special assignments and additional work and responsibilities in addition to their regular teaching assignments; b) master teachers were involved in assisting other teachers towards improving their competencies,

particularly in lesson planning, teaching strategies, evaluation techniques, preparation of instructional materials, coaching contestants in different contests, resource speakers and consultants in seminars and conferences, and conducting researches on educational as well as community development.

From the abovementioned study, it was concluded that majority of the master teachers were assigned in the central schools and only a few were assigned in the barrio schools, most of them had number of teaching experience between 21 and 30 years, majority of the master teachers were rated very satisfactory performance and the rest were rated outstanding performance, majority of the classes of the master teachers obtained higher class means or subject means than the district mean, and majority of the master teachers were assigned to teach in the intermediate grades.

In the same study, it was recommended that master teachers be assigned to the barrio schools especially in the remote areas where supervisory visits are infrequent for better pupil achievements and output, more master teachers be assigned to teach in the primary grades where their teaching competencies and efficiency are most needed for better foundation in the basics, and master teachers be placed on vacation-leave basis to enable them to prepare



devices and make plans for demonstration teaching for the coming school year.

The study of Bajar is especially relevant to this present study because of the semblance on: a) the subjects of the study, who are the master teachers; b) the different functions and responsibilities of the master teachers which are the variables of both studies, and c) the personal variates of master teachers like their age, sex, educational qualification, and length of service. The difference lies on the locale, period of the study, and the specific focus of the studies, because while the former was conducted in Sorsogon, Sorsogon in 1985, relating the master teachers' accomplishments to the achievement of pupils, the present study focused on the extent of master teachers' assistance on the instructional competencies of non-master teachers in the four central schools of Catbalogan, Samar, for school year 1998-1999.

Ynalbis (1995) in her study "Educational Qualification and Instructional Competence of Elementary Grade Teacher," disclosed that those teachers who were sampled with "outstanding" ratings were the teachers with high qualifications and the remaining greater number of teachers with a "very satisfactory" ratings were those with advanced studies or units in graduate studies. These findings showed

that the instructional competence was affected by teachers' educational qualifications which further led to the conclusion that when educational qualification is upgraded, instructional competence is improved.

From the above study, the following were the recommendations, 1) teachers should always attend seminars, professional meetings and educational trainings to gain new ideas, expand knowledge, and enrich experience; 2) should advance studies to gain expertise; and 3) should love work and should report to school early to have enough time for planning teaching processes.

The study of Ynalbis has significant bearing on the present study considering that there is relatedness being observed from both studies on the point of their objectives which are on teachers' effectiveness and / or competencies in the elementary schools. They differed only in terms of samples, instruments and period of the study since the former considered the elementary teachers from the general point of view as teachers; the questionnaire which was focused on teacher competency and this was conducted four years ago, while the latter is classified teacher in its specific category of master teacher and non-master teacher; the instrument was questionnaire-checklist eliciting only the result of master teacher's assistance to non-master

teachers' instructional competencies during the school year 1998-1999.

Teraza (1997) conducted a study entitled "Influence of Teachers Instructional Competence on Pupils Achievement Test". This study found out that among the three areas of instructional competence, teaching performance proved to have the greatest influence on the performance of Grade VI pupils in the National Elementary Assessment Test, followed by professional skills, personal skills and teacher instructional competence.

Teraza concluded that the "Very Satisfactory" rating of teachers in the area of instructional competence was indicative of their dedication to the teaching profession, and this instructional competence could be considered as good predictor of the achievement test.

The study of Teraza and the present study have something in common, like their being an assessment studies on the effectiveness of elementary school teachers focused on their instructional competence. The difference lies on their specific objectives because while the former was on the influence of teacher's instructional competence on pupils achievement test, the latter was on the influence of master teachers' assistance on the instructional competence of non-master teachers receiving the assistance.



## Chapter 3

### METHODOLOGY

This chapter is concerned with the discussion of the research design, the instruments used in gathering the data, how they were validated, the sampling procedure in the selection of the respondents, and the statistical treatment of data.

#### Research Design

This study used the descriptive-correlational method designed to assess the effectiveness of the assistance of master teachers on the quality of instruction of non-master teachers in the central schools of the four districts of Catbalogan, Division of Samar, for school year 1998-1999. The basic instrument that was used to help answer the objective of this study is the questionnaire-checklist which was supplemented by the data gathered from documentary analysis, and also information derived from unstructured interview.

#### Instrumentation

As mentioned above, the major instrument that was used in gathering pertinent information and data for this study, was the questionnaire-checklist. To check the validity of

the information contained in the questionnaire-checklist, unstructured interview and documentary analysis were likewise used.

Questionnaire-checklist. There were three sets of questionnaire-checklist that were used in this study. The first set was designed to gather responses from the non-master teachers. It composed of four parts, part I for the personal profile of the concerned teachers, while part II had elicited information on the respondents' assessment on the extent of assistance extended by the master teachers to the non-master teachers. Also, in this same part, the non-master teachers' instructional competence had also surfaced as a result of the assessment/perceptions of the same group of respondents. Part III was for the problems the respondents had experienced, and Part IV was for the recommended solutions of the problems they encountered. The second set of questionnaire-checklist was designed for the master teachers themselves, also comprising of four parts: part I for the personal profile of the master teachers. Part two on one hand elicited information on the personal assessment of master teachers and also their assessment on the level of effectiveness manifested by the non-master teachers after having received assistance from them. Part III and IV were also of the same concerns with that of the

non-master teacher's instrument. The third set was for the school principal with three parts. Part I was on the principal's assessment on the extent of assistance extended by master teachers to the non-master teachers. Also, the assessment of the principal-respondents on the level of instructional competence displayed by the non-master teachers was considered in the same part of the questionnaire. Part II was for the problems encountered by the respondents. The suggested solutions of the problems they encountered were displayed in Part IV of the said instrument.

Documentary analysis. This instrument was used in crosschecking some information contained in the questionnaire like teaching experience (number of years) which was obtained from the Records Section of the DECS, Division Office. Performance rating as well was obtained from the files found at the Office of the School Administrative Officer III of the same office.

Unstructured interview. This kind of interview was undertaken by the researcher in cases where there was a need to validate or verify responses that were made by the respondents of the study as reflected in the questionnaire.



### Validation of Instruments

The research instruments initially developed were subjected to pilot testing in the central school of the district of Jiabong where the three categories of respondents were also available, like the master teacher, the non-master teachers and the school principal. This was done to determine the functionality of the questionnaires and in order to further check the flaws in the items and even in the directions therein.

The conduct of the validation of the instrument was administered immediately after the pre-oral defense which took place on the last week of May, 1999, where the enrollment period in the elementary schools in the Division of Samar had taken place.

After the validation, the instruments were finalized and were submitted to her adviser for approval and "go" signal for the actual fielding in the subject schools in the four districts of Catbalogan, Samar.

### Sampling Procedure

Total enumeration was used in determining the number of respondents for the three categories of respondents coming from the four central schools of Catbalogan I, II, III and IV districts.

To provide a specific information as to the number of

Table 1

## The Respondents

School	Principals			Master Teachers			Non-Master Teachers		
	Actual	No. who	% of	Actual	No. who	% of	Actual	No. who	% of
	No. :	responded:	respon-	No. :	responded:	respon-	No. :	responded:	respon-
	:	:	dents :	:	:	dents :	:	:	dents
Catbalogan I	1	1	100 %	11	9	82 %	53	50	94.34%
Catbalogan II	1	1	100 %	12	12	100 %	31	29	93.55%
Catbalogan III	1	1	100 %	15	15	100 %	36	33	91.67%
Catbalogan IV	1	1	100 %	3	3	100 %	25	20	80.00%
Total / Mean	4	4	100 %	41	39	95.5%	145	132	89.89%

respondents from each central school, table 1 above is presented.

### Data Gathering Procedure

After the approval of the final draft of the questionnaire-checklist, the researcher requested permission from the Schools Division Superintendent of the Division of Samar to conduct the study and to field the instruments to the school principals, master teachers, and non-master teachers from the four central schools in the four school districts of Catbalogan, Samar.

The researcher personally administered the research

instruments to the concerned respondents and stayed in the school the whole day to give them enough time in assessing the items contained in the questionnaire. The administration and retrieval of the instruments were done within the first two weeks of the regular classes of June 1999. During this period, the researcher also obtained data from the Records Section and the Office of the School Administrative Officer regarding the length of service and performance ratings of some respondents who failed to answer the questionnaires completely.

### Statistical Treatment

The data gathered through the use of questionnaire were organized, tabulated and subjected to statistical treatment using the statistical measures like frequency count, weighted mean scores, percentage, One-way Analysis (ANOVA) and the Pearson Product Moment Correlation Coefficient. The .05 level of significance was used.

Specifically, in the determination of the extent of assistance of the master teachers on the instructional competence of non-master teachers, level of competence of non-master teachers, extent of sensitivity to problems encountered, extent of agreement to the suggested solutions, the five-point Likert scale was used including the interpretations of their weighted means:



<u>Scale</u>	<u>Weighted Mean</u>	<u>Interpretation</u>
5	4.51 - 5.00	Full Extent (FE)/Outstanding (O)/ Extremely Felt (EF) / Strongly Agree (SA)
4	3.51 - 4.50	High Extent (HE)/Very Satisfactory (VS)/Highly Felt (HF) Agree (A)
3	2.51 - 3.50	Moderately Extent (ME)/Satisfactory (S)/Moderately Felt (MF)/Uncertain (U)
2	1.51 - 2.50	Minimum Extent (ME)/Fairly Satis- factory (FS)/Slightly Felt (SF)/ Disagree (D)
1	1.00 - 1.50	No Assistance Given (NA) Unsatis- factory (US)/Not Felt (NF)/ Strongly Disagree (SD)

To compare the perceptions of the three groups of respondents on the extent of master teachers' assistance and the level of instructional competence delivered by the non-master teachers, the one-way Analysis of Variance (ANOVA) was employed using the following formula (Padua and Santos, 1998: 77-80):

1. The Total Sum of Squares

$$SST = (\text{Sum of squares of all observations}) - (\text{Grand total})^2/N$$

2. The Between Sum of Squares

$$SSB = (\text{square of total for group 1})/n_1 + (\text{square of total for group 2})/n_2 - (\text{Grand total})^2/N$$

3. The Within Sum of Squares

$$SSW = SST - SSB$$

4. The average (mean square) are:

$$4.1 \quad \text{MSB} = \text{SSB}/(K-1)$$

$$4.2 \quad \text{MSW} = \text{SSW}/(N-2)$$

5. The table for Analysis of Variance

=====								
Source of Variations	:	Sum of	:	Degrees of	:	Mean Square	:	Computed
	:	squares	:	Freedom	:		:	f-value
-----								
Between Groups	:	SSB	:	K - 1	:	MSB	:	MSB/MSW
	:		:		:		:	
Within Groups	:	SSW	:	N - k	:	MSW	:	
	:		:		:		:	
-----								
Total	:	SST	:	N - 1	:		:	
=====								

6. The F-test

$$F = \frac{\text{Mean squares for between groups}}{\text{Mean squares for within groups}}$$

7. The Scheffe's Test

This is used to find where the difference or differences are significant. Since there were three groups of respondents who were involved in this study, three comparisons have been made, such as:

7.1 A vs. B, where A is for the non-master teachers and B for the master teachers

7.2 A vs. C, where C is for the school principals

7.3 B vs. C, as in above legend

The Scheffe's Test formula used is: (Downie and Heath, 1974: 214-215):

$$F = \frac{\bar{X}_A - \bar{X}_B}{S_w^2 (N_1 + N_2) / (N_1 N_2)}$$

Where:

$\bar{X}_A$  - mean of one group

$\bar{X}_B$  - mean of other group

$N_1$  - number of cases of one group

$N_2$  - number of cases of the other group

$S_w$  - variance of the weighted mean

In establishing the relationship between the extent of assistance of master teachers and the level of instructional competence delivered by the non-master teachers as a result of the assistance, the Pearson Product Moment Correlation Coefficient (Pearson  $r$ ), was used (Graham, 1993: 190);

$$r = \frac{S_{xy}}{S_x S_y}$$

where:  $x$  = refers to the variable representing the degree of the effectiveness of master teachers' assistance

$y$  = refers to the variable representing the quality of teachers instructional competence



S<sub>xy</sub> = refers to the covariance, given by the formula:

$$\frac{\sum xy}{n} - \bar{X} \bar{Y}$$

To test the significance of the relationship between the two independent variables mentioned above, the Fisher's t-test was used whose formula is shown below: (Guilford, 1973: 157-159):

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

where:

t = refers to the computed Fisher's t-test

N = refers to the number of paired variables

r = refers to the computed correlation coefficient using Pearson-r formula

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains the presentation, analyses and interpretations of data gathered with the use of questionnaire and documentary analysis undertaken by the researcher.

#### The Profile of the Master Teachers

The profile of the master teachers tells about their age and sex, educational qualification, teaching experience, and performance rating for the last school year 1998-1999. They are specifically discussed below.

Age and sex. Table 2 on the following page shows the age and sex profile of the master teachers. As reflected on the table, there are more female master teachers than the male master teachers in the four central elementary schools in the districts of Catbalogan where their ages spread from 43 years old to 63 years old. It can be pictured from the table that it is from age 51 to age 58 where most of the master teachers' ages clustered, having 56 years old as the highest, which is 5 or 12.82 percent followed by 52 and 53 years old where there are 4 for each of them which is 10.26 percent. The third highest in terms of percent which is 7.69 are ages 51, 54, and 58 having 3 master teachers for

Table 2

## The Profile of Master Teachers as to Age and Sex

Age Distri- bution	Sex		Frequency (Total)	Percentage (%)
	Male	Female		
63	0	2	2	5.13
62	0	1	1	2.56
61	0	2	2	5.13
60	0	1	1	2.56
59	0	1	1	2.56
58	1	2	3	7.69
57	0	2	2	5.13
56	0	5	5	12.82
55	0	2	2	5.13
54	1	2	3	7.69
53	1	3	4	10.26
52	0	4	4	10.26
51	1	2	3	7.69
50	0	1	1	2.56
49	1	1	2	5.13
48	0	1	1	2.56
44	0	1	1	2.56
43	0	1	1	2.56
Total/	5	34	39	100.00
Average				
Age	53.0 years	54.7 years	54.5 years	-
SD	3.4 years	4.8 years	4.7 years	-

each age distribution. The lowest which is represented by 1 or 2.56 percent, are ages from 43, 44, 48, 50, 59, 60, and 62.

On the average, the male MTs pegged an average age of 53.0 years while the females posted an average age of 54.7



years. As a whole, the average age of the MTs turned out to be 54.5 years with a standard deviation of 4.7 years.

It appears, therefore, that the master teachers were generally in their mid 50's and only very few were in their early 40's which explains the fact that their positions as master teachers require seniority in the service.

Educational Attainment. The profile on educational qualification of master teachers is shown in Table 3. The study found out that out of 39 master teachers involved in the study, 15 or 38.46 percent were Bachelor of Science in Elementary Education (BSEEd) graduates with 31-40 units in MA; 14 or 35.90 percent were BSEEd graduates with 21 - 30 units in MA; 8 or 20.52 percent had completed Academic Requirements in MA; and 1 or 2.56 percent each for the doctor's degree holder and Master of Arts in Physical Education holder.

From the picture, it will be remembered that the criteria for MT-I and II do not require applicants to have earned MA degrees, thus explains why most of them fell within 31 - 40 units in MA and only one had earned MA and Ph.D./Ed.D., respectively.

Teaching Experience. In Table 4, the length of service of master teachers is reflected. As pointed out in the

Table 3

## The Educational Attainment of Master Teachers

=====		
Highest Educational Attainment : Frequency : Percentage (%)		
-----		
Doctor of Education/Philosophy (Ed.D./Ph.D)	1	2.56
Master of Arts in Physical Education	1	2.56
Completed MA Academic Requirements	8	20.52
BSEEd with 31-40 MA units	15	38.46
BSEEd with 21-30 MA units	14	35.90
-----		
Total	39	100.00
=====		

table, it can be noted that out of 39 master teachers, there are 13 or 33.33 percent who had served for 33 - 35 years; 10 or 25.64 percent had 30 - 32 years of service; 5 or 12.82 percent each for 27 - 29 and 36 - 38 years of service; 3 or 7.69 percent had 21 - 23 years of service; and 1 or 2.56 percent had served each for 15 - 17, 24 - 26, and 39 - 41 years.

In general, the length of service of the MTs clustered around the mean value of 31.4 years in the service considering that qualification for the position requires number of years in the service, which means that those who

Table 4

## Length of Teaching Experience of Master Teachers

=====		
No. of Years Distribution	: Frequency	: Percentage (%)
-----		
39 - 41	1	2.56
36 - 38	5	12.82
33 - 35	13	33.33
30 - 32	10	25.64
27 - 29	5	12.82
24 - 26	1	2.56
21 - 23	3	7.69
18 - 20	0	0
15 - 17	1	2.56
-----		
Total	39	100.00
-----		
Average/Mean	31.4 years	-
-----		
SD	4.9 years	-
=====		

have served less in terms of number of years had lesser chance to get the position than those who had been in the service for sometime.

Performance Rating. The master teachers from Catbalogan I Central Elementary School were rated by their school principal for the last rating period, "Outstanding" which numerically is equivalent to 9.25 to 10.0 points.



This same performance rating was also received by all master teachers from Catbalogan II, III and IV Central Schools. This particular performance rating is expected from this group of teachers the fact that they are considered as "classroom specialists" where they can help the non-master teachers improve their instructional competence, aside from other responsibilities attached to their positions.

### The Profile of the Non-Master Teachers

The profile of the non-master teachers, just like the master teachers speaks also of their age and sex, educational qualification, teaching experience, and performance rating for the last school year 1998-1999. Specific information of each is discussed below.

Age and sex. Table 5 shows the age and sex of the non-master teachers. As reflected on the table, out of the 132 respondents, there were 23 males and 109 females. The ages of the males spread from 31 years to 54 years, while the females were having ages from 28 years to 60 years. Looking at the figures on the table, their ages clustered from age 40-42 to 58-60. This means that the teachers of Catbalogan I, II, III and IV central schools are composed of young and old, where the youngest is 28 years old and the oldest is 60 years old.

Table 5

**The Profile of Non-Master Teachers  
as to Age and Sex**

=====				
Age in:	Sex		:	:
Years:-----			:	Total
	: Male	: Female	:	: Percentage
-----				
58 - 60	-	15		15
				11.28
55 - 57	3	16		19
				14.29
52 - 54	2	20		22
				16.54
49 - 51	2	10		12
				9.02
46 - 48	4	6		10
				7.52
43 - 45	4	11		15
				11.28
40 - 42	3	7		10
				7.52
37 - 39	1	7		8
				6.77
34 - 36	2	5		7
				5.26
31 - 33	2	5		7
				5.26
28 - 30	-	7		7
				5.26
-----				
Total	23	109		132
				100 %
-----				
Percent	17.29	82.71		100%
				-
-----				
Mean	44.9 years	47.7 years		47.4 years
				-
-----				
SD	7.4 years	9.3 years		8.9 years
				-
=====				

To have a closer look of the data contained in Table 5, the highest number of non-master teachers was 22 or 16.54 percent, falling on the age of 52 - 54.

The average age in years of the males and females who were non-master teachers were 44.9 years and 47.7 years, respectively which resulted to an over-all mean of 47.4 years with a standard deviation of 8.9 years.

This result can be construed that most of the non-master teachers serving in the four central schools in the districts situated in the municipality of Catbalogan, Samar, had more or less been in their middle-most years in their profession. Also, in terms of sex, the teaching profession is more attractive to the female teachers.

The educational attainment. The educational profile of the non-master teachers in the central schools of the four districts in Catbalogan varies, that is, out of 132 non-master teachers, 37 or 28.03 percent were BEEd with 0-9 units in MA; 29 or 21.97 percent were BEEd with 21 - 30 units in MA; 28 or 21.21 percent were BEEd with 31 - 40 units in MA; 27 or 20.46 percent were BEEd with 10 - 20 units in MA; and for those who had completed already their academic requirements in MA, there were 11 or 8.33 of them. These are all shown in Table 6.

This finding suggests that a greater number of non-master teachers considered the graduate course as an important endeavor in their professional life since there



Table 6

## The Educational Attainment of Non-Master Teachers

=====		
Highest Educational Attainment : Frequency : Percentage (%)		
-----		
Completed Academic Requirements in MA	11	8.33
BEEEd with 31 - 40 units in MA	28	21.21
BEEEd with 21 - 30 units in MA	29	21.97
BEEEd with 10 - 20 units in MA	27	20.46
BEEEd with 0 - 9 units in MA	37	28.03
-----		
Total	132	100.00
=====		

were about 51.51 percent of them had earned from 20 - 40 units in MA.

Length of Service/Teaching Experience. Table 7, shows the length of service or teaching experience of non-master teachers. As shown on the table, there were 27 or 20.45 percent who have served for 27 - 29 years; 25 or 18.94 percent had served for 15 -17 years; 19 or 14.39 percent have served for 21 - 23 years; 18 or 13.64 percent have served for 24 - 26 years; 12 or 9.09 percent had served for 9 - 11 years; 11 or 8.33 percent had 6 - 8 years in the service; 9 or 6.82 percent had 12 - 14 years and 18 - 20 years, in the service, respectively; and 2 or 1.52 percent

Table 7

## Length of Service of Non-Master Teachers

=====		
No. of Years Distribution	: Frequency	: Percentage (%)
-----		
30 - 32	2	1.52
27 - 29	27	20.45
24 - 26	18	13.64
21 - 23	19	14.39
18 - 20	9	6.82
15 - 17	25	18.94
12 - 14	9	6.82
9 - 11	12	9.09
6 - 8	11	8.33
-----		
Total	132	100.00
-----		
Mean	19.5 years	-
-----		
SD	7.0 years	-
=====		

have served for 30 - 32 years.

From the result, it can be implied that the older the non-master teachers, the longer they had been in the service. Also, since they are teaching in the central schools, it is understandable that most of them have served for a number of years as evidenced by the computed average length of service which was peffed at 19.5 years because

teachers in these said schools started teaching in barangay schools and were transferred only to the central schools after having served for a considerable number of years.

Performance Rating. The non-master teachers were rated by their school principals "Outstanding" and "Very Satisfactory". For the "Outstanding" teachers, there were 25 or 18.94 percent of the non-master teachers who have received this kind of assessment, while the ones considered as "Very Satisfactory" were composed of 107 or 81.06 percent of the teachers. Expectedly, these two levels of assessment are the ones which will describe these teachers from these four central schools of Catbalogan due to the fact that in terms of service, they have served for sometime and have already been exposed to varied situations that contributed to their being equipped with the instructional and/or teaching competencies.

The Extent of Assistance Given by the  
Master Teachers to the Non-Master  
Teachers as Perceived by the  
Principals, Master Teachers  
and Non-Master Teachers

This portion contained the assessment of the three groups of respondents on the extent of assistance given by the master teachers to the non-master teachers relative to instructional competence along planning, teaching strategies/pedagogy, development and/or utilization of



instructional materials, classroom management, and pupil evaluation.

The Perceptions of the Principals Along Planning. In Table 8, several indicators in planning were considered for

Table 8

The Extent of Assistance Given by the Master Teachers to the Non-Master Teachers Along Planning as Perceived by the Principals

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	FE	HE	ME	MinE	NA			
	(5)	(4)	(3)	(2)	(1)			
1. Formulation of teaching objective under the three domains.		(8) 2		(4) 2		(12) 4	3.0	ME
2. Utilization of participative planning and decision-making in classroom instruction.		(8) 2	(6) 2			(14) 4	3.5	ME
3. Organization of instruction around well-prepared activities and materials.		(8) 2	(6) 2			(14) 4	3.5	ME
4. Provision of an outdoor resource for learning.		(4) 1	(6) 2	(2) 1		(12) 4	3.0	ME
Total		(28) 7	(18) 6	(6) 3		(52) 16	13.0	
Grand Mean							3.25	ME
Legend:	4.51 -	5.00 -	Full Extent	(FE)				
	3.51 -	4.50 -	High Extent	(HE)				
	2.51 -	3.50 -	Moderate Extent	(ME)				
	1.51 -	2.50 -	Minimum Extent	(MinE)				
	1.00 -	1.50 -	No Assistance	(NA)				

the principals to assess so that "Utilization of participative planning and decision-making in classroom instruction", "Organization of instruction around well-prepared activities and materials", were rated highest with a weighted mean of 3.5 described as "Moderate Extent". The other indicators which are on the "Provision of an outdoor resources for pupils greater learning", and "Formulation of teaching objectives under the three domains", received a weighted mean of 3.0, described also as "Moderate Extent". From the picture on the table, it can be implied that the principals considered the second and third indicators to have been given more attention by the master teachers in helping the non-master teachers become instructionally competent. On the whole, the grand mean of 3.25 ascertained the fact that master teachers had only done enough in assisting the non-master teachers on planning.

#### The Perception of the Master Teachers Along Planning.

The indicators in planning contained in Table 9 were assessed by them in assisting non-master teachers in improving their instructional competencies. Among the indicators, it is on the "Organization of instruction" where the master teachers have rated the highest which is 3.87, classified as "High Extent". This is followed by "Formulation of teaching objectives" and "Utilization of

Table 9

**The Extent of Assistance Given by the Master  
Teachers to the Non-Master Teachers Along  
Planning as Perceived by the  
Master Teachers Themselves**

Indicators	Assessment Scale					Total	Weighted Means	Interpre- tation
	FE	HE	ME	MinE	NA			
	(5)	(4)	(3)	(2)	(1)			
1. Formulation of teaching objective under the three domains.	(35) 7	(84) 21	(27) 9	(4) 2		(150) 39	3.85	HE
2. Utilization of participative planning and decision-making in classroom instruction.	(25) 5	(92) 23	(33) 11			(150) 39	3.85	HE
3. Organization of instruction around well-prepared activities and materials.	(35) 7	(84) 21	(30) 10	(2) 1		(151) 39	3.87	HE
4. Provision of an outdoor resource for learning.	(30) 6	(48) 12	(51) 17	(6) 3		(138) 39	3.55	HE
Total	(125) 25	(304) 76	(141) 47	(12) 6		(589) 156	15.12	
Grand Mean							3.78	HE

Legend:

4.51	-	5.00	-	Full Extent	(FE)
3.51	-	4.50	-	High Extent	(HE)
2.51	-	3.50	-	Moderate Extent	(ME)
1.51	-	2.50	-	Minimum Extent	(MinE)
1.00	-	1.50	-	No Assistance	(NA)

participative planning in classroom instruction" which they rated 3.85, described also as "High Extent". The lowest rating was addressed to the last indicator about "Provision of an outdoor resources for learning" which received a



weighted mean of 3.55. Although this is the lowest in quantity, still it is considered "High Extent" in terms of quality or interpretation.

On the whole, the grand mean of 3.78, described as "High Extent", suggests that the master teachers had made assessment of themselves ideally, the fact that these assessments reflect the extent of assistance they are offering to non-master teachers.

The Perception of the Non-Master Teachers Along Planning. In Table 10, the extent of assistance given by the Master Teachers to the non-master teachers along planning as perceived by the non-master teachers themselves showed that it is in "Utilization of participative planning and decision-making in classroom instruction" where the rating is high with a weighted mean of 2.79. This is followed by 2.74, which is about "Formulation of teaching objective under the three domains". The lowest is the assistance on the "Provision of an outdoor resource for learning", which received a weighted mean of 2.50. Although there are differences in numerical value, all the indicators, except the last indicator, received the same qualitative description of "Moderate Extent". The last indicator, is described as "Minimum Extent" by the non-master teachers.

Table 10

**The Extent of Assistance Given by the Master  
Teachers to the Non-Master Teachers Along  
Planning as Perceived by the Non-  
Master Teachers**

Indicators	Assessment Scale					Total	Weighted Means	Interpre- tation
	FE	HE	ME	MinE	NA			
	(5)	(4)	(3)	(2)	(1)			
1. Formulation of teaching objective under the three domains.	(55) 11	(132) 33	(90) 30	(52) 26	(32) 32	(361) 132	2.74	ME
2. Utilization of participative planning and decision-making in classroom instruction.	(70) 14	(132) 33	(78) 24	(58) 29	(30) 30	(368) 132	2.79	ME
3. Organization of instruction around well-prepared activities and materials.	(45) 9	(124) 31	(96) 32	(52) 26	(34) 34	(351) 132	2.66	ME
4. Provision of an outdoor resource for learning.	(30) 6	(92) 23	(117) 39	(40) 20	(39) 39	(330) 132	2.50	MinE
Total	(200) 40	(480) 120	(381) 127	(202) 101	(135) 135	(1410) 528	10.69	
Grand Mean							2.67	ME

Legend:

4.51	-	5.00	-	Full Extent	(FE)
3.51	-	4.50	-	High Extent	(HE)
2.51	-	3.50	-	Moderate Extent	(ME)
1.51	-	2.50	-	Minimum Extent	(MinE)
1.00	-	1.50	-	No Assistance	(NA)

Further, the said table (Table 10) provides a total picture of how the non-master teachers viewed of the extent of assistance given by the master teachers to them in terms

of the planning competency which is measured through the different indicators provided, which had given a grand weighted mean of 2.67, described as "Moderate Extent".

The Perception of the Principals on Teaching Strategies/Pedagogy. The extent of assistance given by the master teachers along teaching strategies/pedagogy as perceived by the principals, is pictured in Table 11. As can be gleaned from the table, all the indicators like "Provision of drill in a variety of ways"; "Provision of numerous opportunities for learner's learning and review"; "Relating work in class to the problems and interests of the pupils"; and "Provision of activities which encourage pupils to work independently", received a weighted mean of 3.5, which is described as "Moderate Extent". The first indicator in the table which is about the "Provision of varied activiries during each class period", had been perceived by the principals to be "Moderate Extent" with a numerical value of 3.25. Looking at the same table, the extent of assistance given by the master teachers to the non-master teachers along teaching strategies/pedagogy, the principals had given an assessment whose grand weighted mean is 3.45, described as "Moderate Extent".

The Perception of the Master Teachers Along Teaching Strategies/Pedagogy. It can be pictured from Table 12 that



Table 11

**The Extent of Assistance Given by the Master Teachers to the Non-Master Teachers Along Teaching Strategies/Pedagogy as Perceived by the Principals**

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	FE (5)	HE (4)	ME (3)	MinE (2)	NA (1)			
1. Provision of varied activities during each class period.		(4) 1	(9) 3			(13) 4	3.25	ME
2. Provision of drill in a variety of ways. in classroom instruction.		(8) 2	(6) 2			(14) 4	3.5	ME
3. Provision of numerous opportunities for learner's learning.		(8) 2	(6) 2			(14) 4	3.5	ME
4. Relating work in class to the problems and interests of the pupils.		(8) 2	(6) 2			(14) 4	3.5	ME
5. Provision of activities which encourage pupils to work independently.		(8) 2	(6) 2			(14) 4	3.5	ME
Total		(36) 9	(33) 11			(69) 20	17.25	
Grand Mean							3.45	ME

Legend:      4.51 - 5.00 - Full Extent (FE)  
                  3.51 - 4.50 - High Extent (HE)  
                  2.51 - 3.50 - Moderate Extent (ME)  
                  1.51 - 2.50 - Minimum Extent (MinE)  
                  1.00 - 1.50 - No Assistance (NA)

the master teachers have varied perceptions of themselves regarding the extent of their assistance to the non-master

Table 12

**The Extent of Assistance Given by the Master Teachers to the Non-Master Teachers Along Teaching Strategies/Pedagogy as Perceived by the Master Teachers**

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	FE	HE	ME	MinE	NA			
	(5)	(4)	(3)	(2)	(1)			
1. Provision of varied activities during each class period.	(40) 8	(96) 24	(21) 7			(158) 39	4.05	HE
2. Provision of drill in a variety of ways.	(55) 11	(76) 19	(21) 7			(160) 39	4.11	HE
3. Provision of numerous opportunities for learner's learning	(55) 11	(80) 20	(18) 6			(161) 39	4.14	HE
4. Relating work in class to the problems and interests of the pupils.	(55) 11	(60) 15	(27) 9	(4) 2		(154) 39	3.95	HE
5. Provision of activities which encourage pupils to work independently.	(55) 11	(72) 16	(30) 10			(157) 39	4.03	HE
Total	(260) 52	(384) 95	(117) 39	(8) 4		(790) 195	20.28	
Grand Mean							4.06	HE

Legend:

4.51	-	5.00	-	Full Extent	(FE)
3.51	-	4.50	-	High Extent	(HE)
2.51	-	3.50	-	Moderate Extent	(ME)
1.51	-	2.50	-	Minimum Extent	(MinE)
1.00	-	1.50	-	No Assistance	(NA)

teachers along teaching strategies/pedagogy. The indicator which received the highest weighted mean of 4.14 is the

"Provision of numerous opportunities for learner's learning and review". This is followed by the "Provision of drill in a variety of ways" which received a weighted mean of 4.11. The lowest indicator which was rated by the master teachers with a weighted mean of 3.95 is "Relating work in class to the problems and interests of the pupils". Although there are differences in the weighted means regarding the perceptions of the master teachers on the extent of their assistance in this area, qualitatively, they fall under the same description of being "High Extent". This finding implies that the master teachers had ideally assessed them on this aspect as compared to the kind of assessment given by the principals and the non-master teachers whose grand weighted means are 3.45, which is described as "Moderate Extent" and 2.72, described also as "Moderate Extent", respectively.

The Perception of the Non-Master Teachers Along Teaching Strategies/Pedagogy. In Table 13, the assessment of the non-master teachers regarding the extent of assistance given by the master teachers to them to improve their instructional competence had a grand weighted mean of 2.72, described as "Moderate Extent".

Specifically, the five different indicators received different weighted means of 2.83, 2.79, 2.60, and 2.57,



Table 13

The Extent of Assistance Given by the Master  
Teachers to the Non-Master Teachers Along  
Teaching Strategies/Pedagogy as  
Perceived by the Non-Master  
Teachers

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	FE	HE	ME	MinE	NA			
	(5)	(4)	(3)	(2)	(1)			
1. Provision of varied activities during each class period.	(45) 9	(112) 28	(105) 35	(40) 20	(40) 40	(343) 132	2.6	ME
2. Provision of drill in a variety of ways.	(40) 8	(124) 31	(81) 27	(44) 22	(40) 40	(339) 132	2.57	ME
3. Provision of numerous opportunities for learner's learning	(55) 11	(124) 31	(117) 39	(58) 29	(26) 26	(368) 132	2.79	ME
4. Relating work in class to the problems and interests of the pupils.	(45) 9	(156) 39	(108) 36	(48) 24	(28) 28	(374) 132	2.83	ME
5. Provision of activities which encourage pupils to work independently.	(55) 11	(124) 31	(102) 34	(50) 25	(25) 25	(374) 132	2.83	ME
Total	(240) 48	(640) 160	(513) 171	(236) 118	(159) 159	(1798) 660	13.62	
Grand Mean							2.72	ME

Legend:      4.51 - 5.00 - Full Extent (FE)  
                  3.51 - 4.50 - High Extent (HE)  
                  2.51 - 3.50 - Moderate Extent (ME)  
                  1.51 - 2.50 - Minimum Extent (MinE)  
                  1.00 - 1.50 - No Assistance (NA)

all falling under the description of "Moderate Extent".

The 2.83 weighted mean is for the following indicators: a)

Relating work in class to the problems and interests of the pupils, and b) Provision of activities which encourage pupils to work independently. The weighted mean of 2.79 is addressed to the "Provision of numerous opportunities for learner's learning and review". This is followed by 2.60 which is for the "Utilization of varied activities during each class session/period". The lowest assessment of 2.57 is for the "Provision of drill in a variety of ways", which means that the master teachers havenot given particular attention to this area as perceived by the non-master teachers. It can be pointed out further from this finding, that the master teachers have to give emphasis on the kind of assistance they will be offering to the non-master teachers particularly in matters related to teaching strategies/pedagogy. Furthermore, this finding shows that this particular function of assisting the non-master teachers had not been addressed to very well by the master teachers.

The Perception of the Principals Along Development and/or Utilization of Instructional Materials. Shown on Table 14 is the extent of assistance given by the master teachers to the non-master teachers along development and/or utilization of instructional materials as perceived by the principals.

Table 14

**The Extent of Assistance Given by the Master Teachers  
to the Non-Master Teachers Along Development and/  
or Utilization of Instructional Materials  
As Perceived by the Principals**

Indicators	Assessment Scale					Total	Weighted Means	Interpre- tation
	FE	HE	ME	MinE	NA			
	(5)	(4)	(3)	(2)	(1)			
1. Construction of appropriate instructional materials.	(5) 1	(8) 2	(3) 1			(16) 4	4.0	HE
2. Utilization of visual aids and/or audio visual materials.		(16) 4				(16) 4	4.0	HE
3. Utilization of supplementary materials of several reading levels.		(12) 3	(3) 1			(15) 4	3.75	HE
Total	(5) 1	(36) 9	(6) 2			(47) 12	11.75	
Grand Mean							3.92	HE

Legend:

4.51 -	5.00 -	Full Extent	(FE)
3.51 -	4.50 -	High Extent	(HE)
2.51 -	3.50 -	Moderate Extent	(ME)
1.51 -	2.50 -	Minimum Extent	(MinE)
1.00 -	1.50 -	No Assistance	(NA)

From the table, there are three indicators which were addressed to such as the "Construction of appropriate instructional materials" which received a weighted mean of 4.0; the "utilization of visual aids and/or audio-visual



materials" with a weighted mean of 4.0; and the "utilization of supplementary materials of several reading levels", with a weighted mean of 3.75.

Both assessments of 4.0 and 3.75 fall under the qualitative description of "High Extent" which means that the principals considered the assisting function of master teachers to non-master teachers relative to the development and/or utilization of instructional materials as very good. This assessment is quite ideal from the point of view of the principals who are considered as immediate head or supervisor of both master teachers and non-master teachers.

The Perception of the Master Teachers Along Development and/or Utilization of Instructional Materials. Table 15 shows the extent of assistance given by the master teachers to the non-master teachers along development and/or utilization of instructional materials as perceived by the master teachers themselves. Of the three indicators, it is on the "Construction of appropriate instructional materials" where the respondents gave a weighted mean of 4.08. This is followed by the next indicator on "Utilization of visual aids and/or audio-visual materials", which received a weighted mean of 4.03. The lowest weighted mean of 3.77 is addressed to the last indicator which is on "Utilization of

Table 15

**The Extent of Assistance Given by the Master Teachers  
to the Non-Master Teachers Along Development  
and/or Utilization of Instructional  
Materials as Perceived by the  
Master Teachers Themselves**

Indicators	Assessment Scale					Total	Weighted Means	Interpre- tation
	FE	HE	ME	MinE	NA			
	(5)	(4)	(3)	(2)	(1)			
1. Construction of appropriate instructional materials.	(50) 10	(84) 21	(21) 7			(159) 39	4.08	HE
2. Utilization of visual aids and/or audio visual materials.	(45) 9	(84) 21	(24) 8			(157) 39	4.03	HE
3. Utilization of supplementary materials of several reading levels.	(35) 7	(76) 19	(30) 10	(6) 3		(147) 39	3.77	HE
Total	(130) 26	(244) 61	(75) 25	(6) 3		(463) 117	11.88	
Grand Mean							3.96	HE

Legend:      4.51 - 5.00 - Full Extent (FE)  
                  3.51 - 4.50 - High Extent (HE)  
                  2.51 - 3.50 - Moderate Extent (ME)  
                  1.51 - 2.50 - Minimum Extent (MinE)  
                  1.00 - 1.50 - No Assistance (NA)

supplementary materials of several reading levels".

Generally, the master teachers agreed that they have performed this function very well since the grand weighted mean is 3.96, which falls under the description of "High Extent". Further, this finding reveals that the

The Perception of Master Teachers Along Classroom Management. In Table 18, the extent of assistance given by

Table 18

The Extent of Assistance Given by the Master Teachers to the Non-Master Teachers Along Classroom Management as Perceived by the Master Teachers

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	FE	HE	ME	MinE	NA			
	(5)	(4)	(3)	(2)	(1)			
1. Provision of activities for application and extension of learning.	(50) 10	(72) 18	(33) 11			(155) 39	3.97	HE
2. Organization of learning environment.	(55) 11	(72) 18	(30) 10			(157) 39	4.03	HE
3. Assignment of children to appropriate working groups.	(60) 12	(72) 18	(27) 9			(159) 39	4.08	HE
4. Provision of enough textbooks, references and other reading materials.	(50) 10	(64) 16	(27) 9	(8) 4		(149) 39	3.82	HE
5. Provision of classroom furniture and equipment.	(30) 6	(56) 14	(48) 16	(6) 3		(140) 39	3.58	HE
Total	(245) 49	(336) 84	(165) 55	(14) 7		(760) 195	19.48	
Grand Mean							3.90	HE

Legend:

4.51	-	5.00	-	Full Extent	(FE)
3.51	-	4.50	-	High Extent	(HE)
2.51	-	3.50	-	Moderate Extent	(ME)
1.51	-	2.50	-	Minimum Extent	(MinE)
1.00	-	1.50	-	No Assistance	(NA)



the master teachers to non-master teachers along classroom management is featured. From the table, the highest weighted mean of 4.08 is addressed to one indicator of classroom management which is on "Assignment of children in appropriate working groups". This is followed by "Organization of learning environment", which received a weighted mean of 4.03. The lowest rating/assessment is 3.58 which is for the "Provision of classroom furniture and equipment". The data shown on the table suggest that it is on assigning children to appropriate working groups where the master teachers had paid particular attention in assisting non-master teachers in the area of classroom management. The concern on provision of classroom furniture and equipment had not been given focus.

The Perception of Non-Master Teachers Along Classroom Management. The extent of assistance given by the master teachers to non-master teachers along classroom management as perceived by the non-master teachers is shown on Table 19. Among the indicators, it is on "Assignment of children to appropriate working groups" where the non-master teachers agreed that the master teachers had given the most attention with a weighted mean of 2.97. This is followed by the "Organization of learning environment" whose weighted mean is 2.79. The least considered indicator by the non-master

Table 19

The Extent of Assistance Given by the Master  
Teachers to the Non-Master Teachers Along  
Classroom Management as Perceived  
by the Non-Master Teachers

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	FE	HE	ME	MinE	NA			
	(5)	(4)	(3)	(2)	(1)			
1. Provision of activities for application and extension of learning.	(55) 11	(140) 35	(93) 31	(40) 20	(33) 33	(367) 132	2.78	HE
2. Organization of learning environment.	(50) 10	(164) 41	(84) 28	(36) 18	(35) 35	(369) 132	2.79	HE
3. Assignment of children to appropriate working groups.	(90) 18	(128) 32	(111) 37	(48) 24	(24) 24	(395) 132	2.99	HE
4. Provision of enough textbooks, references and other reading materials.	(50) 10	(108) 27	(111) 37	(48) 24	(34) 34	(351) 132	2.65	HE
5. Provision of classroom furniture and equipment.	(30) 6	(128) 32	(72) 24	(54) 27	(35) 35	(339) 132	2.57	HE
Total	(275) 55	(668) 167	(459) 153	(228) 114	(161) 161	(1821) 660	13.78	
Grand Mean							2.75	HE

## Legend:

4.51	-	5.00	-	Full Extent	(FE)
3.51	-	4.50	-	High Extent	(HE)
2.51	-	3.50	-	Moderate Extent	(ME)
1.51	-	2.50	-	Minimum Extent	(MinE)
1.00	-	1.50	-	No Assistance	(NA)

teachers is the "Provision of classroom furniture and equipment", with a weighted mean of 2.57. Looking at the grand weighted mean of 2.75, implies that there is a need to refocus the attention of master teachers as to how they could help the non-master teachers improve their instructional competence along classroom management.

The Perception of the Principals Along Pupil Evaluation. Table 20 portrays the extent of assistance given by the master teachers to non-master teachers along pupil evaluation, as perceived by the principals group. Among the five indicators, the one which received the highest weighted mean of 3.25 is the "Provision of feedback to the pupils concerning test results". This is followed by two indicators which received an equal weighted mean of 3.0, that of "Monitoring of learning progress" and "Evaluation of learners achievement". Also, two indicators received the same weighted mean of 2.75, which are "Clarification or definition of instructional objectives" and "Preassessment of learner's needs of pupils entry performance". Although there are differences in the numerical values of the assessment of the principals' group in this area, qualitatively speaking, all the assessments fall under the same description of "Moderate Extent".

The weighted mean of 3.25 contained in the said table



Table 20

**The Extent of Assistance Given by the Master Teachers to the Non-Master Teachers Along Pupil Evaluation as Perceived by the Principals**

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	FE	HE	ME	MinE	NA			
	(5)	(4)	(3)	(2)	(1)			
1. Clarification or definition of instructional objectives.	(4) 1	(3) 1	(4) 2			(11) 4	2.75	ME
2. Preassessment of learner's needs or pupils entry performance.	(4) 1	(3) 1	(4) 2			(11) 4	2.75	ME
3. Monitoring of learning progress.	(8) 2			(4) 2		(12) 4	3.0	ME
4. Evaluation of learners achievement.	(8) 2			(4) 2		(12) 4	3.0	ME
5. Provision of feedback to the pupils concerning test results.	(5) 1	(4) 1		(4) 2		(13) 4	3.25	ME
Total	(5) 1	(28) 7	(6) 2	(20) 10		(59) 20	14.75	
Grand Mean							2.95	ME
Legend:	4.51 -	5.00 -	Full Extent	(FE)				
	3.51 -	4.50 -	High Extent	(HE)				
	2.51 -	3.50 -	Moderate Extent	(ME)				
	1.51 -	2.50 -	Minimum Extent	(MinE)				
	1.00 -	1.50 -	No Assistance	(NA)				

suggests that it is on the "Provision of feedback to the pupils concerning test results" where the master teachers

did well as perceived by the principals.

The Perception of the Master Teachers Along Pupils Evaluation. In Table 21, the extent of assistance given by master teachers to non-master teachers along pupil

Table 21

The Extent of Assistance Given by the Master Teachers to the Non-Master Teachers Along Pupil Evaluation as Perceived by the Master Teachers Themselves

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	FE	HE	ME	MinE	NA			
	(5)	(4)	(3)	(2)	(1)			
1. Clarification or definition of instructional objectives.	(35) 7	(92) 23	(27) 9			(154) 39	3.95	HE
2. Preassessment of learner's needs or pupils entry performance.	(40) 8	(84) 21	(27) 9	(2) 1		(152) 39	3.92	HE
3. Monitoring of learning progress.	(45) 9	(88) 22	(21) 7			(158) 39	4.05	HE
4. Evaluation of learners achievement.	(60) 12	(88) 22	(15) 5			(163) 39	4.18	HE
5. Provision of feedback to the pupils concerning test results.	(35) 7	(92) 23	(27) 9			(154) 39	3.95	HE
Total	(215) 43	(444) 111	(117) 39	(2) 1		(781) 195	20.05	
Grand Mean							4.01	HE
Legend:	4.51 - 5.00 - Full Extent	(FE)	1.51 - 2.50 - Minimum Extent	(MinE)				
	3.51 - 4.50 - High Extent	(HE)	1.00 - 1.50 - No Assistance	(NA)				
	2.51 - 3.50 - Moderate Extent	(ME)						

evaluation, as perceived by the master teachers themselves is featured. Along this area, there are five indicators which are considered, where the highest weighted mean of 4.18 is addressed to "Evaluation of learner's achievement". Next to this is on "Monitoring of learning progress" where the weighted mean is 4.05. The lowest assessment is on the "Preassessment of learner's needs or pupil's entry performance", with a weighted mean of 3.92. Also, in this same table, the interpretation of each assessment is provided where all the numerical values fall under the "High Extent" description, which means that the master teachers regarded themselves very high along this area.

**The Perception of the Non-Master Teachers Along Pupil Evaluation.** Table 22 shows the perception of the non-master teachers on the extent of assistance given by the master teachers to them on pupil evaluation. As gleaned from this table, the weighted mean of 2.91 is the highest which addresses the indicator on "Evaluation of learners achievement", which is described as "Moderate Extent". Monitoring of learning progress ranked second with a weighted mean of 2.85, also described as "Moderate Extent." It is On "Provision of feedback to the pupils concerning test results", where the non-master teachers rated the



Table 22

The Extent of Assistance Given by the Master  
Teachers to the Non-Master Teachers  
Along Pupil Evaluation as Perceived  
by the Non-Master Teachers

Indicators	Assessment Scale					Total	Weighted Means	Interpre- tation
	FE	HE	ME	MinE	NA			
	(5)	(4)	(3)	(2)	(1)			
1. Clarification or definition of instructional objectives.	(40) 8	(116) 29	(111) 37	(52) 26	(32) 32	(352) 132	2.67	ME
2. Preassessment of learner's needs or pupils entry performance.	(30) 6	(124) 31	(144) 48	(38) 19	(28) 28	(363) 132	2.75	ME
3. Monitoring of learning progress.	(45) 9	(168) 42	(51) 17	(4) 2	(29) 29	(376) 132	2.85	ME
4. Evaluation of learners achievement.	(75) 15	(136) 2	(75) 25	(68) 34	(21) 21	(384) 132	2.91	ME
5. Provision of feedback to the pupils concerning test results.	(25) 5	(116) 29	(69) 23	(78) 39	(29) 29	(335) 132	2.54	ME
Total	(215) 43	(660) 165	(450) 150	(240) 120	(140) 140	(1810) 660	13.72	
Grand Mean							2.74	ME

Legend:

4.51	-	5.00	-	Full Extent	(FE)
3.51	-	4.50	-	High Extent	(HE)
2.51	-	3.50	-	Moderate Extent	(ME)
1.51	-	2.50	-	Minimum Extent	(MinE)
1.00	-	1.50	-	No Assistance	(NA)

extent of assistance given by the master teachers as lowest, with a weighted mean of 2.54, but still described as "Moderate Extent".

The same table provides the grand weighted mean of 2.74, which falls under the description of "Moderate Extent". It further signifies that the non-master teachers regarded the assistance given to them by the master teachers as mediocre. Furthermore, it can be implied that master teachers have not paid so much attention to this particular function attached to their position, which is providing assistance to non-master teachers in improving their instructional competence.

**The Comparison of Perceptions of the Three Groups of Respondents on the Extent of Assistance Given by MTs Along Planning**

The perceptions of the three groups of respondents on the extent of assistance given by master teachers to the non-master teachers along planning, teaching strategies/pedagogy, development and/or utilization of instructional materials, classroom management, and pupil evaluation are presented and discussed below.

**On Planning.** Table 23 compares the perceptions of the principals, master teachers and non-master teachers on the extent of assistance given by master teachers to non-master teachers along planning. On the part of the principals, the kind of assistance given by the master teachers regarding the components of planning were considered as "Moderate

Table 23

**The Comparison of Perceptions of the Three Groups  
of Respondents on the Extent of Assistance  
Given by MTs Along Planning**

Source of Variation	df	Sum of Squares	Mean square (Variance)	Computed F	F-value at .05
Among means of conditions	2	2.45462	1.22731	29.934	19.38
Within conditions	9	0.36908	0.041		
Total	11	2.8237			

Decision: Significant

Extent" with a weighted mean of 3.25. The master teachers on one hand gave a weighted mean of 3.78, described as "High extent". The non-master teachers had 2.67, described as "Moderate Extent".

When these three assessment values were compared using the Analysis of Variance, One-way Classification, it was found out that the computed F-test of 29.934 is significant at .05 level whose F-value is only 19.38. From this finding, the null hypothesis which states that there are no significant differences among the perceptions of the three groups of respondents on the extent of assistance given by master teachers to non-master teachers, is rejected. The



rejection can be attributed to the fact that the assessments from the three groups of respondents were viewed from different perspectives.

### Further Testing Using Scheffe's Test

The computed F-value of 29.934 showed a remarkable significance over the Tabular F-value at .05 level with 2 and 9 degrees of freedom which is 19.38 only. This result was subjected to further test using the Scheffe's test shown on Table 24, which features the three different groups; group B, for master teachers; and C, for non-master teachers group. As shown on the table, all the comparisons of

Table 24

### Further Testing Using the Scheffe's Test

Group	X1 - X2	XD2	XW2	N1+N2	N1	N2	XD2	F-table
Comparison							XW2(N1+N2/N1N2):	at .05
A vs. B	3.25 - 3.78	.2809	.041	8	16		13.7024	8.805
A vs. C	3.25 - 2.67	.3364	.041	8	16		16.4104	8.805
B vs. C	3.78 - 2.67	1.2321	.041	8	16		60.1024	8.805

### Legend:

- A - Principals' group
- B - Master Teachers' group
- C - Non-Master Teachers' group

perceptions among principals, master teachers, and non-master teachers groups differed significantly as proven by the results of Scheffe's test of 13.7024, 16.4104, and 60.1024 as against the F-value of 8.805 at .05 level of significance.

On Teaching Strategies/Pedagogy. The comparison of perceptions of the principals, master teachers and non-master teachers on the extent of assistance given by master teachers along teaching strategies/pedagogy is shown on Table 25. As can be gleaned from the table, the computed F-value of 193.17731 is highly significant at .05 level, with df of 2 and 12, whose value is only 19.41. From this finding, the null hypothesis which states that there is no

Table 25

Comparison of Perceptions of the Three  
Groups of Respondents Along Teaching  
Strategies/Pedagogy

Source of Variation	df	Sum of Squares	Mean square (Variance)	Computed F	F-value at .05
Among means of conditions	2	4.44756	2.22378	193.177	19.41
Within conditions	12	0.13814	0.0115116		
Total	14	4.5857			

Decision: Significant

significant difference in the perceptions of the three groups of respondents regarding the extent of assistance given by the master teachers to non-master teachers along teaching strategies/pedagogy, is rejected.

### Further Testiing Using the Scheffe's Test

The computed F-test of 193.177 when compared with the F-value at .05 level, df 2 and 12, of 19.41 is very much greater, so that from this finding bearing significant difference between the two values, further testing of the F-test is provided in Table 26. The data contained on the table show where the significant difference lie, and it is on the three comparisons; that is, between group A

Table 26

### Further Testing Using Scheffe's Test

Group	X1 - X2	XD2	XW2	N1+N2	N1 N2	XD2	F-table
Compa-							at .05
rison						XW2(N1+N2/N1N2):	
A vs. B	3.45 - 4.06	.3721	.012	10	25	77.52	8.811
A vs. C	3.45 - 2.72	.5329	.012	10	25	111.0208	8.111
B vs. C	4.06 - 2.72	1.7956	.012	10	25	374.0833	8.111

Legend:

- A - Principals group
- B - Master Teachers group
- C - Non-Master Teachers group



(principals) and group B (master teachers); between group A and group C (non-master teachers); and between group B and group C.

From the findings, it can be deduced that the three groups did not agree on common ground as to the degree of assistance given by the master teachers to non-master teachers along teaching strategies/pedagogy.

On Development and Utilization of IM's. The perceptions of the three groups of respondents on the extent of assistance given by master teachers to the non-master teachers along development and utilization of instructional materials, using Analysis of Variance, One-way

**Table 27**

**Comparison of Perceptions of the Three Groups  
of Respondents on the Extent of Assistance  
Along Development and Utilization of IMs**

=====					
Source of Variation	: df	: Sum of	: Mean square	: Computed	: F-value
	:	: Squares	: (Variance)	: F	: at .05
-----					
Among means of conditions	2	2.90696	1.45348	89.869	19.33
Within conditions	6	0.09704	0.0161733		
-----					
Total	8	3.00400			
=====					

Decision: Significant

Classification is shown in Table 27. The computed F-value of 89.869 when compared with the F-value of 19.33 at .05 level whose degrees of freedom are 2 and 6 is greater and therefore significant, thus the rejection of the null hypothesis in this area. This means that the three groups of respondents did not come to agree on the degree of assistance given by the master teachers to non-master teachers along development and utilization of instructional materials.

#### Further Testing Using the Scheffe's Test

To find out where the significant differences lie among

Table 28

#### Further Testing Using the Scheffe's Test

Group	: X1 - X2	: XD2	: XW2	: N1+N2	: N1 N2	: XD2	: F-table
Compa-	:	:	:	:	:	:-----:	at .05
rison	:	:	:	:	:	:XW2(N1+N2/N1N2):	
A vs. B	3.95 - 3.96	.0016	.162	6	9	0.1482	8.793
A vs. C	3.92 - 2.73	1.4161	.162	6	9	131.1204	8.793
B vs. C	3.96 - 2.73	1.5129	.162	6	9	140.0833	8.793

Legend:

- A - Principals group
- B - Master Teachers group
- C - Non-Master Teachers group

the perceptions of the principals, master teachers, and non-master teachers when their responses exhibited an F-test of 89.869 as against the F-value of 19.33 at .05 level of significance, further testing of the said result was done and table 28 provides a specific information.

As shown on the table, it is on the second comparison, which is between the principals' group and non-master teachers' group, and the third comparison between master teachers' group and non-master teachers' group which bear the significance as reflected by the results of the Scheffe's test for the said two comparisons which are 131.1204 and 140.0833, respectively, as against the value of the F-table at .05 level, df odf 2 and 6, which is 8.793. This means further that the two groups had different assessment on how the master teachers are assisting the non-master teachers along development and utilization of instructional materials.

**On Classroom Management.** The comparison of perceptions of the three respondents on the extent of assistance given by the master teachers to non-master teachers along classroom management is shown in Table 29.

From the table the computed F-test value of 37.9537 is greater than 19.41 which is the F-value at .05 level with df of 2 and 12. This finding led to the rejection of the null



Table 29

**Comparison of Perceptions of the Three Groups  
of Respondents Along Classroom Management**

Source of Variation	df	Sum of Squares	Mean square (Variance)	Computed F	F-value at .05
Among means of conditions	2	3.52216	1.76105	37.9537	19.41
Within conditions	12	0.55624	0.0464		
Total	14	4.0783			

Decision: Significant

hypothesis that speaks of no significant difference of the perceptions of the three groups of respondents regarding the extent of assistance given by the master teachers to non-master teachers along classroom management.

**Further Testing Using the Scheffe's Test**

The computed F-value of 37.9537 is greater than 19.41 which is the F-value at .05, df 2 and 12, which led to the rejection of the null hypothesis in this area. From this finding, the Scheffe's Test provided an information as to where the significant difference lies, which is contained in Table 30.

As can be gleaned from the table, there are two comparisons which shows where the significant difference

was rated "Very Satisfactory" by the master teachers themselves, with a grand weighted mean of 3.90. Among the four indicators, the "Formulation of teaching objectives under the three domains", received the highest weighted mean of 4.03, described as "Very Satisfactory". This is followed by the "Organization of instruction around well-prepared activities and materials" with a weighted mean of 3.95, also described as "Very Satisfactory". The lowest weighted mean of 3.65 is addressed to the "Provision of an outdoor resource for pupils greater learning". Although this is rated as the lowest, when assessed qualitatively, still is "Very Satisfactory". Specific information is provided on Table 34.

The Perception of the Non-Master Teachers Along Planning. Table 34 provides the specific information relative to the assessment of the non-master teachers of themselves after having been assisted by the master teachers along planning. The highest weighted mean of 2.93 is addressed to the "Organization of instruction around well-prepared activities and materials". The next indicators rated equally by the non-master teachers are the "Formulation of teaching objectives under the three domains" and "Utilization of participative planning and decision-making in classroom instruction, with a weighted mean of

Table 34

**The Level of Instructional Competence of the  
Non-Master Teachers Along Planning as  
Perceived by the Master Teachers**

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	O	VS	S	FS	US			
	(5)	(4)	(3)	(2)	(1)			
1. Formulation of teaching objectives under the three domains.	(20) 4	(128) 32	(9) 3			(157) 39	4.03	VS
2. Utilization of participative planning and decision-making in classroom instruction.	(20) 4	(116) 29	(18) 6			(154) 39	3.73	VS
3. Organization of instruction around well-prepared activities and materials.	(20) 4	(116) 29	(18) 6			(154) 39	3.95	VS
4. Provision of an outdoor resources for learning.	(25) 5	( 72) 18	(45) 15	(2) 1		(144) 39	3.69	VS
Total	(85) 17	(432) 108	(93) 31	(2) 1		(609) 156	15.60	
Grand Mean							3.90	VS

Legend:

4.51	-	5.00	-	Outstanding	(O)
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)

2.90. "Provision of an outdoor resource for learning", the last indicator on the table is rated lowest with 2.75. The



Table 35

**The Level of Instructional Competence of the  
Non-Master Teachers Along Planning as  
Perceived by the Non-Masters Teachers**

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	O	VS	S	FS	US			
	(5)	(4)	(3)	(2)	(1)			
1. Formulation of teaching objectives under the three domains.	(25) 5	(188) 47	(84) 28	(56) 28	(21) 21	(382) 132	2.90	S
2. Utilization of participative planning and decision-making in classroom instruction.	(30) 6	(184) 46	(102) 34	(44) 22	(25) 25	(282) 132	2.90	S
3. Organization of instruction around well-prepared activities and materials.	(30) 6	(176) 44	(72) 24	(64) 32	(16) 16	(386) 132	2.93	S
4. Provision of an outdoor resources for learning.	(30) 6	(148) 37	(69) 23	(80) 40	(20) 20	(231) 132	2.75	S
Total	(115) 23	(696) 174	(327) 109	(244) 122	(82) 82	(1281) 258	11.48	
Grand Mean							2.87	S

Legend:      4.51 - 5.00 - Outstanding (O)  
                  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)

grand mean of 2.87 is described as "Satisfactory" which further implies that the non-master teachers are expecting more assistance from the master teachers regarding planning

aspects.

The Perception of the Principals Along Teaching Strategies/Pedagogy. In Table 36, all the five indicators under teaching strategies/pedagogy, received the same assessment from the principals group, with a weighted mean of 3.5, described as "Satisfactory". From this finding it can be argued that the principals, generally speaking, are satisfied with the level of instructional competence being displayed by the non-master teachers after having been assisted by the master teachers. Further, the result or grand weighted mean of 3.5, described as "Satisfactory" indicates a good performance from the master teachers regarding their function in assisting the non-master teachers become better in delivering their instructional competence.

The Perceptions of the Master Teachers Along Teaching Strategies/Pedagogy. Table 37 presents the perception of the master teachers on the level of instructional competence of non-master teachers along teaching strategies/pedagogy. There are five indicators considered under this area and it is on the "Provision of numerous opportunities for learner's learning and review" that is rated the highest with a weighted mean of 3.95 which is described as "Very Satisfactory". Next to this are the two indicators which are

Table 36

**Level of Instructional Competence of the Non-Master  
Teachers Along Teaching Strategies/Pedagogy  
As Perceived by the Principals**

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	O (5)	VS (4)	S (3)	FS (2)	US (1)			
1. Provision of varied activities during each class period.	(8) 2	(6) 2				(14) 4	3.5	S
2. Provision of drill in a variety of ways.	(8) 2	(6) 2				(14) 4	3.5	S
3. Provision of numerous opportunities for learner's learning and review.	(8) 2	(6) 2				(14) 4	3.5	S
4. Relating work in class to the problems and interests of the pupils.	(8) 2	(6) 2				(14) 4	3.5	S
5. Provision of activities which encourage pupils to work independently.	(8) 2	(6) 2				(14) 4	3.5	S
Total	(40) 10	(30) 10				(70) 20	17.5	
Grand Mean						3.5		S

## Legend:

4.51	-	5.00	-	Outstanding	(O)
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)



Table 37

**The Level of Instructional Competence of the  
Non-Master Teachers Along Teaching  
Strategies/Pedagogy As Perceived  
by the Master Teachers**

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	O	VS	S	FS	US			
	(5)	(4)	(3)	(2)	(1)			
1. Provision of varied activities during each class period.	(20) 4	(100) 25	(30) 10			(150) 39	3.85	VS
2. Provision of drill in a variety of ways.	(20) 4	(104) 26	(27) 9			(151) 39	3.87	VS
3. Provision of numerous opportunities for learner's learning and review.	(30) 6	(104) 26	(24) 8			(154) 39	3.95	VS
4. Relating work in class to the problems and interests of the pupils.	(25) 5	(104) 26	(27) 9			(152) 39	3.90	VS
5. Provision of activities which encourage pupils to work independently.	(25) 5	(104) 26	(27) 9			(152) 39	3.90	VS
Total	(120) 24	(516) 129	(135) 45			(759) 195	19.47	
Grand Mean							3.89	VS

## Legend:

4.51	-	5.00	-	Outstanding	(O)
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)

"Relating work in class to the problems and interests of the pupils" and "Provision of activities which encourage pupils to work independently", with a weighted mean of 3.90, also described as "Very Satisfactory". The lowest rating is 3.85, addressing the "Utilization of varied activities during each class session/period".

As can be seen from the table, it can be deduced that the master teachers made an assessment of "Very Satisfactory" for the instructional competence of non-master teachers, after having been assisted by them. Of course, it can be implied that subjectivity might have come in, in their assessment considering that their ratings will reflect the kind of services they are extending to the non-master teachers.

The Perception of the Non-Master Teachers Along Teaching Strategies/Pedagogy. The level of instructional competence of non-master teachers along teaching strategies/pedagogy as perceived by the non-master teachers themselves is shown on Table 38.

The highest weighted mean of 3.12 is addressed to two indicators, that one on "Relating work in class to the problems and interests of the pupils" and the "Provision of activities which encourage pupils to work independently". This is followed by the "Provision of numerous opportunities

Table 38

**The Level of Instructional Competence of the Non-Master Teachers Along Teaching Strategies/  
Pedagogy As Perceived by the Non-Master Teachers Themselves**

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	O	VS	S	FS	US			
	(5)	(4)	(3)	(2)	(1)			
1. Provision of varied activities during each class period.	(60) 12	(176) 44	(69) 23	(56) 28	(22) 22	(383) 129	2.97	S
2. Provision of drill in a variety of ways.	(25) 5	(196) 49	(87) 29	(46) 23	(21) 21	(375) 127	2.95	S
3. Provision of numerous opportunities for learner's learning and review.	(25) 5	(212) 53	(90) 30	(50) 25	(16) 16	(393) 129	3.05	S
4. Relating work in class to the problems and interests of the pupils.	(50) 10	(200) 50	(93) 31	(40) 20	(17) 17	(400) 128	3.12	S
5. Provision of activities which encourage pupils to work independently.	(40) 8	(228) 57	(81) 27	(30) 15	(21) 21	(400) 128	3.12	S
Total	(200) 40	(1012) 253	(420) 140	(222) 111	(97) 97	(1951) 641	15.21	
Grand Mean							3.04	S

## Legend:

4.51	-	5.00	-	Outstanding	(O)
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)



for learner's learning and review", with a weighted mean of 3.05. The lowest weighted mean is 2.95, which is on "Provision of drill in a variety of ways". All these assessments fall under the description of "Satisfactory", which means that the non-master teachers had just done enough in terms of their instructional competence, as perceived by themselves.

The Perception of the Principals Along Development and/or Utilization of IM's. Table 39 portrays the level of instructional competence of non-master teachers along development and/or utilization of instructional materials as perceived by the principals group. There are only three indicators under this variable or area where the highest weighted mean of 3.75 is addressed to the "Utilization of visual aids and/or audio visual materials". The other two indicators have a weighted mean of 3.5 which is described as "Satisfactory".

Considering the grand weighted mean of all these indicators, it revealed that 3.58 is described qualitatively as "Very Satisfactory", which could mean that the principals group had come up to an agreement that the non-master teachers have done more than enough when it comes to their instructional competence along development and/or utilization of instructional materials.

Table 40

**The Level of Instructional Competence of the Non-Master Teachers Along Development and/or Utilization of Instructional Materials as Perceived by the Master Teachers**

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	0	VS	S	FS	US			
	(5)	(4)	(3)	(2)	(1)			
1. Construction of appropriate instructional materials.	(35) 7	(96) 24	(21) 8			(156) 39	4.0	VS
2. Utilization of visual aids and/or audio-visual materials.	(25) 5	(104) 26	(24) 8			(153) 39	3.92	VS
3. Utilization of supplementary materials of several reading levels.	(15) 3	(108) 27	(24) 8	( 2) 1		(149) 39	3.82	VS
Total	(75) 15	(308) 77	(69) 23	( 2) 1		(458) 117	11.74	
Grand Mean							3.91	VS

## Legend:

4.51	-	5.00	-	Outstanding	(0)
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)

development and/or utilization of instructional materials, as perceived by the master teachers is pictured. As shown on the table, the highest weighted mean is 4.0, followed by 3.92, and last is 3.82, all falling under "Very Satisfactory" description. This result tells that the

master teachers have high regard of the non-master teachers particularly on how they are performing their tasks in facilitating instruction in the classroom.

The Perception of the Non-Master Teachers Along Development and/or Utilization of IMs. The perception of the non-master teachers with respect to the level of their instructional competence along development and/or utilization of instructional materials is shown on Table 41. Among the three indicators under this variable, two were rated 3.10, classified as "Satisfactory", and these are on the "Construction of appropriate instructional materials" and "Utilization of supplementary materials of several reading levels". The last one received a weighted mean of 2.95, also described as "Satisfactory". In short, the non-master teachers rated themselves with an acceptable level of 3.05 which conforms with the principals assessment.

The Perception of the Principals Along Classroom Management. The perception of the principals regarding the level of instructional competence of non-master teachers along classroom management is shown on Table 42. From the table, it can be seen that among the five indicators under this variable or area, it is on the "Organization of learning environment" where the respondents rated high, with a weighted mean of 3.5, described as "Satisfactory". The



Table 41

**The Level of Instructional Competence of the  
Non-Master Teachers Along Development and/or  
Utilization of Instructional Materials as  
Perceived by the Non-Master Teachers**

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	O	VS	S	FS	US			
	(5)	(4)	(3)	(2)	(1)			
1. Construction of appropriate instructional materials.	(75) 15	(192) 48	(84) 28	(42) 21	(22) 22	(409) 132	3.10	S
2. Utilization of visual aids and/or audio-visual materials.	(55) 11	(204) 51	(90) 30	(54) 27	(16) 16	(409) 132	3.10	S
3. Utilization of supplementary materials of several reading levels.	(55) 11	(164) 41	(99) 33	(56) 28	(21) 21	(389) 132	2.95	S
Total	(185) 37	(560) 140	(273) 91	(152) 76	(59) 59	(1207) 396	9.15	
Grand Mean							3.05	S

## Legend:

4.51	-	5.00	-	Outstanding	(O)
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)

other four indicators on the other hand, received an equal weighted mean of 3.25, also described as "Satisfactory".

From this picture, it can be implied that the principals were simply satisfied with the level of

Table 42

**The Level of Instructional Competence of Non-Master  
Teachers Along Classroom Management  
as Perceived by the Principals**

Indicators	Assessment Scale					Total	Weighted Means	Interpre- tation
	O	VS	S	FS	US			
	(5)	(4)	(3)	(2)	(1)			
1. Provision of activities for application and extension of learning.		(8) 2	(3) 1	(2) 1		(13) 4	3.25	S
2. Organization of learning environment.	(5) 1	(4) 1	(3) 1	(2) 1		(14) 4	3.5	S
3. Assignment of children to appropriate working groups.		(8) 2	(3) 1	(2) 1		(13) 4	3.25	S
4. Provision of enough textbooks, references and other reading materials.		(8) 2	(3) 1	(2) 1		(13) 4	3.25	S
5. Provision of classroom furniture and equipment.		(8) 2	(3) 1	(2) 1		(13) 4	3.25	S
Total	(5) 1	(36) 9	(15) 5	(10) 5		(66) 20	16.30	
Grand Mean							3.30	S

## Legend:

4.51	-	5.00	-	Outstanding	(O)
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)

performance the non-master teachers have shown relative to their instructional competence.

The Perception of the Master Teachers Along Classroom Management. Table 43 shows the level of instructional competence the non-master teachers had exuded or displayed as perceived by the master teachers.

From the table, the highest weighted mean of 3.92 described the "Organization of learning environment". This is followed by 3.87, then 3.82 and 3.78, all described as "Very Satisfactory".

This finding further revealed that the master teachers are sold to the kind of instructional competence the non-master teachers have, after they have received assistance from them.

The Perception of the Non-Master Teachers Along Classroom Management. In Table 44, the perception of the non-master teachers about the level of instructional competence they have exhibited along classroom management is presented. From the table, it can be seen that the highest weighted mean of 2.94, described as "Satisfactory" was addressed to "Assignment of children to appropriate working groups". This is followed by "Organization of learning environment", whose weighted mean is 2.88, also described as "Satisfactory". Another indicator whose weighted mean is nearly the same as that of the second highest is "Provision of enough textbooks, references and



Table 43

**The Level of Instructional Competence of Non-Master Teachers Along Classroom Management as Perceived by the Master Teachers**

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	O	VS	S	FS	US			
	(5)	(4)	(3)	(2)	(1)			
1. Provision of activities for application and extension of learning.	(15) 3	(92) 23	(33) 11			(147) 39	3.78	VS
2. Organization of learning environment.	(35) 7	(84) 21	(30) 10			(152) 39	3.92	VS
3. Assignment of children to appropriate working groups.	(40) 8	(68) 17	(39) 13			(150) 39	3.87	VS
4. Provision of enough textbooks, references and other reading materials.	(35) 7	(48) 12	(39) 13	(8) 2		(149) 39	3.82	VS
Total	(125) 25	(292) 73	(141) 47	(8) 2		(598) 156	15.39	
Grand Mean							3.85	VS

## Legend:

4.51	-	5.00	-	Outstanding	(O)
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)

other reading materials". The "provision of activities for application and extension of learning", was rated 2.78,

Table 44

**The Level of Instructional Competence of Non-Master Teachers Along Classroom Management as Perceived by the Non-Master Teachers**

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	O	VS	S	FS	US			
	(5)	(4)	(3)	(2)	(1)			
1. Provision of activities for application and extension of learning.	(30) 6	(164) 41	(72) 24	(86) 43	(20) 20	(366) 132	2.78	S
2. Organization of learning environment.	(50) 10	(124) 31	(93) 31	(62) 31	(17) 17	(380) 132	2.88	S
3. Assignment of children to appropriate working groups.	(35) 7	(180) 45	(84) 28	(36) 18	(24) 24	(388) 132	2.94	S
4. Provision of enough textbooks, references and other reading materials.	(45) 9	(144) 36	(105) 35	(36) 18	(26) 26	(378) 132	2.87	S
5. Provision of classroom furniture and equipment.	(45) 9	(144) 36	(72) 24	(48) 24	(29) 29	(365) 132	2.77	S
Total	(205) 41	(756) 189	(426) 142	(268) 134	(116) 116	(1877) 660	14.24	
Grand Mean							2.85	S

## Legend:

4.51	-	5.00	-	Outstanding	(O)
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)

having the same description of "Satisfactory". The lowest weighted mean is 2.77, addressing the "Provision of

classroom furniture and equipment".

From the findings, it can be implied that the non-master teachers had just perceived them to be good in terms of instructional competence after having been assisted by the master teachers. This further means that the master teachers had not exhibited so much efforts in assisting the non-master teachers carry out effective instruction.

The Perception of the Principals Along Pupil Evaluation. Table 45 shows the perception of the principals on the level of instructional competence of non-master teachers along pupil evaluation. There are five different indicators under this variable or area where the principals group considered the "Evaluation of learners achievement" as the most displayed competence when they rated it 3.75 which is described as "Very Satisfactory". This was followed by two indicators which were rated equally by the principals, and they are: 1) monitoring of learning progress; and 2) provision of feedback to the pupils concerning test results. The weighted mean received by these two indicators is 3.5, described as "Satisfactory". The lowest weighted mean of 3.0, also with a description of "Satisfactory" is addressed to the "Clarification or definition of instructional objectives".

Generally, the principals group assessed the



Table 45

**The Level of Instructional Competence of Non-Master Teachers Along Pupil Evaluation as Perceived by the Principals**

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	D	VS	S	FS	US			
	(5)	(4)	(3)	(2)	(1)			
1. Clarification or definition of instructional objectives.		( 8) 2		( 4) 2		(12) 4	3.0	S
2. Preassessment of learner's needs or pupils entry performance.	( 5) 1	( 4) 1		( 4) 2		(13) 4	3.25	S
3. Monitoring of learning progress.	( 5) 1	( 4) 1	( 3) 1	( 2) 1		(14) 4	3.5	S
4. Evaluation of learners achievement.	( 5) 1	( 4) 1	( 6) 2			(15) 4	3.75	VS
5. Provision of feedback to the pupils concerning test results.		( 8) 2	( 6) 2			(14) 4	3.5	S
Total	(15) 3	(28) 7	(15) 5	(10) 5		(68) 20	17.0	
Grand Mean							3.4	S

## Legend:

4.51	-	5.00	-	Outstanding	(D)
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 of non-master teachers along pupil evaluation as "Satisfactory", whose grand mean is 3.4.

### The Perception of the Master Teachers Along Pupil

Evaluation. The perception of the master teachers on the level of instructional competence of non-master teachers along pupil evaluation is displayed on Table 46. From the table, all the five indicators received the weighted means of 3.78, 3.83, 3.86, 3.89, and 3.92, all described as "Very Satisfactory". These numerical values revealed that the master teachers' opinions of the instructional competence of non-master teachers is very high.

This finding could be attributed to the fact that the rating of the master teachers reflect the kind of assistance they are extending to the non-master teachers, hence subjectivity is reflected or being portrayed here.

### The Perception of the Non-Master Teachers Along Pupil

Evaluation. In Table 47, the level of instructional competence of non-master teachers along pupil evaluation as perceived by the non-master teachers themselves, is depicted. As shown on the table, the non-master teachers considered themselves well in the "Evaluation of learners achievement", when they gave a weighted mean of 3.04. The next indicator which is on "Monitoring of learning progress", the non-master teachers gave a weighted mean of 3.02. This is followed by 2.96 addressing the indicator on "Provision of feedback to the pupils concerning test

Table 46

**The Level of Instructional Competence of Non-Master  
Teachers Along Pupil Evaluation as  
Perceived by the Master Teachers**

Indicators	Assessment Scale					Total	Weighted Means	Interpre- tation
	O	VS	S	FS	US			
	(5)	(4)	(3)	(2)	(1)			
1. Clarification or definition of instructional objectives.	(10) 2	(100) 25	(24) 8	( 8) 4		(147) 39	3.78	VS
2. Preassessment of learner's needs or pupils entry performance.	(20) 4	(92) 23	(24) 8	( 8) 4		(149) 39	3.83	VS
3. Monitoring of learning progress.	(20) 4	(96) 24	(18) 6	(10) 5		(151) 39	3.89	VS
4. Evaluation of learners achievement.	(15) 3	(112) 28	(12) 4	( 8) 4		(152) 39	3.92	VS
5. Provision of feedback to the pupils concerning test results.	(10) 2	(112) 28	(15) 5	( 8) 4		(150) 39	3.86	VS
Total	(75) 15	(512) 128	(93) 31	(10) 5		(749) 195	19.28	
Grand Mean							3.86	VS
Legend:	4.51 -	5.00 -	Outstanding	(O )				
	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)				

results". The indicator which received the lowest weighted mean of 2.80 is the "Clarification or definition of instructional objectives".

Although, there are differences in the numerical values



Table 47

**The Level of Instructional Competence of Non-Master Teachers Along Pupil Evaluation as Perceived by the Non-Master Teachers**

Indicators	Assessment Scale					Total	Weighted Means	Interpretation
	O	VS	S	FS	US			
	(5)	(4)	(3)	(2)	(1)			
1. Clarification or definition of instructional objectives.	(30) 6	(156) 39	(93) 31	(50) 25	(26) 26	(369) 132	2.80	S
2. Preassessment of learner's needs or pupils entry performance.	(35) 7	(160) 40	(111) 37	(44) 22	(21) 21	(385) 132	2.92	S
3. Monitoring of learning progress.	(35) 7	(196) 49	(93) 31	(48) 24	(18) 18	(398) 132	3.02	S
4. Evaluation of learners achievement.	(35) 7	(196) 49	(87) 29	(48) 24	(17) 17	(401) 132	3.04	S
5. Provision of feedback to the pupils concerning test results.	(40) 8	(192) 48	(78) 26	(46) 23	(23) 23	(390) 132	2.96	S
Total	(175) 35	(900) 225	(462) 154	(236) 118	(105) 105	(1943) 660	14.74	
Grand Mean							2.95	S

## Legend:

4.51	-	5.00	-	Outstanding	(O)
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)

of the five indicators, still, when assessed qualitatively, they all fall under the description of "Satisfactory". This finding showed that the non-master teachers rated them just

enough after having been assisted by the master teachers which could further mean that they did experience or feel just enough of this assistance expected to have been given by the master teachers to them.

The Comparison of the Perceptions of the  
Three Groups of Respondents on the Level  
of Instructional Competence of Non-  
Master Teachers

The perceptions of the three groups of respondents on the level of instructional competence of non-master teachers along planning, teaching strategies/pedagogy, development and/or utilization of instructional materials, classroom management, and pupil evaluation were subjected to statistical treatment, the result of which are discussed below.

On Planning. Table 48 shows the statistical treatment of the perceptions of the three groups of respondents, using Analysis of Variance, One-Way Classification, with a computed F-value of 72.9151 which if compared with the F-value at .05 level, whose df is 2, 9, with a value of 19.38 is very much greater and therefore led to the rejection of the null hypothesis which states that there is no significant difference in the perceptions of the three groups of respondents with respect to the level of instructional competence of non-master teachers along

Table 48

Comparison of Perceptions of the Three Groups of  
Respondents on the Level of Instructional  
Competence of Non-Master Teachers  
Along Planning

Source of Variation	df	Sum of Squares	Mean square (Variance)	Computed F	F-value at .05
Among means of conditions	2	2.12912	1.06456	72.9151	19.38
Within conditions	9	0.13112	0.0146		
Total	11	2.26024			

Decision: Significant

planning.

### Further Testing Using the Scheffe's Test

Table 49 provides for the group comparison of the perceptions of the three groups of respondents on the level of instructional competence displayed by the non-master teachers. The computed F-test value of 72.9151 showed a very significant difference as against the 19.38 F-value at .05, with 2 and 9 degrees of freedom.

From the table, all the three group comparisons bear significant differences which could mean that the different weighted means were independent assessment of the three groups of respondents and do not belong to the same



Table 49

## Further Testing Using the Scheffe's Test

Group	: X1 - X2	: XD2	: XW2	: N1+N2	: N1 N2	: XD2	: F-table
Compa-	:	:	:	:	:	:	at .05
rison	:	:	:	:	:	:XW2(N1+N2/N1N2):	:
A vs. B	3.44 - 3.90	.2116	.0146	8	16	28.9663	8.805
A vs. C	3.44 - 2.87	.3249	.0146	8	16	44.5069	8.805
B vs. C	3.90 - 2.87	1.0609	.0146	8	16	145.3288	8.805

## Legend:

- A - Principals group
- B - Master Teachers group
- C - Non-Master Teachers group

points of view.

On Teaching Strategies/Pedagogy. The statistical treatment of the perceptions of the three groups of respondents regarding the level of instructional competence of non-master teachers along teaching strategies/pedagogy is shown on Table 50. The computed F-value of 349.65 is extremely greater than the table F-value of 19.45 which is at the .05 level of significance whose degrees of freedom are 2 and 12. With this result, the null hypothesis stating that there is no significant difference in the perceptions of the three groups of respondents on the level of

Table 50

Comparison of Perceptions of the Three Groups  
on the Level of Instructional Competence  
of Non-Master Teachers Along  
Pupil Evaluation

Source of Variation	: df	: Sum of	: Mean square	: Computed	: F-value
	:	: Squares:	: (Variance) :	: F	: at .05
Among means of conditions	2	1.81818	0.90909	349.65	19.41
Within conditions	12	0.0316	0.0026		
Total	14	1.84978			

Decision: Significant

instructional competence of non-master teachers along teaching strategies/pedagogy, is rejected. The rejection of the null hypothesis is founded on the idea that the three groups did not have a common view as to how the non-master teachers are doing in terms of their instructional functions.

#### Further Testing Using the Scheffe's Test

The computed F-value of 349.65 as against the table F-value of 19.45 is significantly different. Due to this significance, further testing was done in order to find out where the significant difference lies or differences lie through the Scheffe's Test. From the testing, it was found

Table 51

## Further Testing Using the Scheffe's Test

Group	X1 - X2	XD2	XW2	N1+N2	N1	N2	XD2	F-table
Comparison								at .05
							$XW2(N1+N2/N1N2)$	
A vs. B	3.5 - 3.89	.1521	.0026	10	25		146.25	8.811
A vs. C	3.5 - 3.04	.2116	.0026	10	25		203.4615	8.811
B vs. C	3.89 - 3.04	.7225	.0026	10	25		694.7115	8.811

## Legend:

- A - Principals group
- B - Master Teachers group
- C - Non-Master Teachers group

out that all the three group comparisons displayed a difference which is extremely significant as shown on Table 51. This means that all the three groups did not agree on a particular level regarding the instructional competence of non-master teachers.

On Development and/or Utilization of Instructional Materials. Table 52 presents the statistical treatment of the perceptions of the three groups of respondents on the level of instructional competence delivered by non-master teachers along development and/or utilization of instructional materials. Through the use of Analysis of



Table 52

**Comparison of Perceptions of the Three Groups of  
Respondents on the Level of Instructional  
Competence of Non-Master Teachers Along  
Development and/or Utilization of IMs**

=====					
Source of Variation	: df	: Sum of	: Mean square	: Computed	: F-value
	:	: Squares:	(Variance)	F	: at .05
-----					
Among means of conditions	2	1.13869	0.569345	46.6676	19.33
Within conditions	6	0.07292	0.0122		
-----					
Total	8	1.21159			
=====					

Decision: Significant

Variance, One-Way Classification, the computed F-value of 46.6676 was arrived at. When compared with the F-value of 19.33 at .05 level of significance with df of 2 and 6, a very significant difference which was noted led to the rejection of the null hypothesis which states that there is no significant difference in the perception of the three groups of respondents regarding the level of instructional competence of non-master teachers along development and/or utilization of instructional materials.

**Further Testing Using The Scheffe's Test**

The computed F-test value of 46.6676 is significant

Table 53

## Further Testing Using Scheffe's Test

Group	X1 - X2	XD2	XW2	N1+N2	N1	N2	XD2	F-table
Comparison								at .05
							$XW2(N1+N2/N1N2)$	
A vs. B	3.58 - 3.91	.1089	.0122	6	9		13.4466	8.793
A vs. C	3.58 - 3.05	.2809	.0122	6	9		34.679	8.793
B vs. C	3.91 - 3.05	.7396	.0122	6	9		91.3086	8.793

## Legend:

- A - Principals group
- B - Master Teachers group
- C - Non-Master Teachers group

at .05 level with df of 2 and 6, whose value is 19.33. When further testing was done, it was found out that the three group comparisons bear the significant difference. They are Group A and B, Group A and C and Group B and C, representing the principals group and the master teachers group, the comparison between the principals group and the non-masters group, and the comparison between the master teachers group and the non-master teachers group.

Comparatively speaking, the Scheffe's test values of 13.4466; 34.679 and 91.3086, are very much greater than the F-value of 8.793 at .05 level of significance. Hence, the rejection of the null hypothesis under this variable or

area.

On Classroom management. The weighted means of the perceptions of the three groups of respondents which are 3.30, 3.73, and 2.85, when compared using Analysis of Variance, One-Way Classification, showed a significant difference at .05 level, df of 2 and 12, with table value of 19.41. This finding led to the rejection of the null hypothesis for this purpose which could mean further that the three groups of respondents differ in their views as to how the non-master teachers performed their instructional functions after receiving assistance from the master teachers.

Table 54

Comparison of Perceptions of the Three  
Groups of Respondents

=====					
Source of Variation	df	Sum of	Mean square	Computed	F-value
:	:	Squares:	(Variance)	F	at .05
-----					
Among means of conditions	2	1.93648	0.96824	31.2335	19.41
Within conditions	12	0.3674	0.031		
-----					
Total	14	2.30388			
=====					

Decision: Significant



### Further Testing Using The Scheffe's Test

The computed F-test of 31.2335 when compared with the table F-value at .05, df of 2 and 12, which is 19.41 is greater, hence significant. With this result, the F-test value was further tested to find out where the difference lies from among the three group comparisons.

As revealed by Table 55, all the comparisons that is between Group A which is for the principals group and Group B for the master teachers, between Group A and Group C for the non-master teachers, between Group B which is for the master teachers and Group C, for the non-master teachers,

Table 55

### Further Testing Using the Scheffe's Test

Group	: X1 - X2	: XD2	: XW2	: N1+N2	: N1	: N2	: XD2	: F-table
Compa-	:	:	:	:	:	:	:-----:	: at .05
rison	:	:	:	:	:	:	:XW2(N1+N2/N1N2):	:
A vs. B	3.3 - 3.73	.1849	.031	10	25		14.9032	8.811
A vs. C	3.3 - 2.85	.2025	.031	10	25		16.3306	8.811
B vs. C	3.73 - 2.85	.7744	.031	10	25		62.4516	8.811

#### Legend:

- A - Principals group
- B - Master Teachers group
- C - Non-Master Teachers group

are significant. This means that in all the comparisons, the respondents did not agree on the level of instructional competence displayed by the non-master teachers.

Pupil evaluation. Table 56 shows the result in the statistical treatment of the weighted means of the perceptions of the three groups of respondents where the computed F-test value of 33.1379 is greater than the table F-value of 19.41 at .05 level of significance. This finding led to the rejection of the null hypothesis which states that there is no significant difference in the perception of the three groups of respondents on the level of instructional competence of non-master teachers along pupil evaluation.

Table 56

The Comparison of Perceptions of the Three  
Groups of Respondents on the Level  
of Instructional Competence of  
Non-Master Teachers Along  
Pupil Evaluation

Source of Variation	df	Sum of Squares	Mean square (Variance)	Computed F	F-value at .05
Among means of conditions	2	2.06118	1.03059	33.1379	19.41
Within conditions	12	0.3732	0.0311		
Total	14	2.43438			

Decision: Significant

### Further Testing Using the Scheffe's Test

The computed F-value of 33.1379 when compared with the table F-value of 19.41 is significantly different. Because of this significance, the F-value had been subjected into further testing to find out where the difference lies. Table 57 provides a specific information about this, where all the comparisons; that is, between Group A and Group B, Group A and C, and Group B and Group C where the Scheffe's test value of 17.0096; 16.2781; and 66.5675 are greater than the F-table at .05 (8.811). This finding revealed that all the three group comparisons bear the significance exuded by the F-test.

Table 57

### Further Testing Using the Scheffe's Test

Group	X1 - X2	XD2	XW2	N1+N2	N1	N2	XD2	F-table
Compa-								at .05
rison							XW2(N1+N2/N1N2):	
A vs. B	3.4 - 3.86	.2116	.0311	10	25		17.0096	8.811
A vs. C	3.4 - 2.95	.2025	.0311	10	25		16.2781	8.811
B vs. C	3.86 - 2.95	.8281	.0311	10	25		66.5675	8.811

#### Legend:

- A - Principals group
- B - Master Teachers group
- C - Non-Master Teachers group



The Relationship Between the Extent of Assistance Given by MTs and the Level of Instructional Competence of Non-Master Teachers

The existing relationship between the extent of assistance given by master teachers to the non-master teachers and the level of instructional competence of non-master teachers was determined in this study. As shown on Table 58, the correlation coefficient of 0.59 indicates a relatively high or strong relationship between the two. This means that the extent of assistance given by the master teachers to non-master teachers affects or influences in a way the level of instructional competence of non-master teachers, so that when the extent of assistance given by master teachers is high, expectedly, the level of instructional competence of non-master teachers is also

Table 58

The Correlation Coefficient Between the Extent of Assistance Manifested by the Master Teachers and the Level of Instructional Competence Delivered by Non-Master Teachers

=====		
Indicators	: Value	: Interpretation
-----		
Pearson r	0.59	relatively strong or high correlation
Degrees of freedom (N-2)	37	
Fisher's t-value	4.445	
Tabular t-value	2.032	
Evaluation	Significant	Reject the $H_0$
=====		

high. Further, the significance of this relationship as evidenced by the computed Fisher's t-value of 4.445 is greater than the tabular t-value of 2.032 whose degrees of freedom is 37. This therefore led to the rejection of the null hypothesis which states that there is no significant relationship between the extent of assistance manifested by the master teachers and the level of instructional competence delivered by non-master teachers.

The Problems Encountered by the Three  
Groups of Respondents Relative to the  
Assistance Given by the Master Teachers  
to Non-Master Teachers

Tables 59, 60 and 61 show the problems of the three groups of respondents relative to the assistance given by the master teachers to non-master teachers. From the three tables, there are 11 problems considered with different assessments from the three groups of respondents. In Table 59, the principals group classified the problems into "Moderately Felt" which has numerical values ranging from 2.75 to 3.0 and the "Slightly Felt" which has the weighted mean of 2.5. Looking specifically at the problems, the principals agreed that it is on "Unpreparedness of master teachers in assisting non-master teachers" and "Master teachers assistance not living up to expectations" which are considered as the real problems to be addressed to.

For the master teachers group, they believed that their real problem is the "Nonconversant in the planning process

Table 59

**The Problems Encountered by the Principals Relative  
to the Assistance Given by the Master  
Teachers to the Non-Master Teachers**

Problems	Assessment Scale					Total	Weighted Mean	Interpre- tation
	(5)	(4)	(3)	(2)	(1)			
1. Nonconversant in the planning process by the personnel involved.			( 9 ) 3		( 1 ) 1	(10) 4	2.50	SF
2. Absence of shared commitment from the master teachers.		( 4 ) 1	( 6 ) 2		( 1 ) 1	(11) 4	2.75	MF
3. Unpreparedness of master teachers of their role to assist.	( 5 ) 1		( 6 ) 2		( 1 ) 1	(12) 4	3.0	MF
4. Reluctance of master teachers in assisting non-master teachers.	( 5 ) 1		( 3 ) 1	( 2 ) 1	( 1 ) 1	(11) 4	2.75	MF
5. Display of negative values among MTs.		( 4 ) 1	( 6 ) 2		( 1 ) 1	(11) 4	2.75	MF
6. Boring and ineffective ways in assisting the non-master teachers.		( 4 ) 1	( 3 ) 1	( 2 ) 1	( 1 ) 1	(10) 4	2.5	SF
7. Unresourceful master teachers in recognizing non-master teachers needs.		( 8 ) 2		( 2 ) 1	( 1 ) 1	(11) 4	2.75	MF
8. Wastage in the use of time resource like devoting several minutes to insignificant details.		( 4 ) 1	( 3 ) 1	( 2 ) 1	( 1 ) 1	(10) 4	2.5	SF
9. Master teachers assistance not living up to expectations.	( 5 ) 1	( 4 ) 1		( 2 ) 1	( 1 ) 1	(12) 4	3.04	MF
10. Overemphasis on insignificant classroom details.		( 4 ) 1	( 3 ) 1	( 2 ) 1	( 1 ) 1	(10) 4	2.5	SF
11. Overemphasis on old fashioned and/or traditional culture in the educational community.		( 8 ) 2		( 2 ) 1	( 1 ) 1	(11) 4	2.75	MF
Total	(15) 3	( 40 ) 10	( 39 ) 13	( 14 ) 7	( 11 ) 11	(119) 44	29.75 2.71	MF
Grand Mean								
Legend:	4.51 - 5.00 - Extremely Felt (EF)	2.51 - 3.50 - Moderately Felt (MF)						
	3.51 - 4.50 - Highly Felt (HF)	1.51 - 2.50 - Slightly Felt (SF)						
		1.00 - 1.50 - Not Felt (NF)						



Table 60

**The Problems Encountered by the Master Teachers  
Relative to the Assistance Given by the  
Master Teachers to the Non-Master Teachers**

Problems	Assessment Scale					Total	Weighted Mean	Inter- pre- tation
	(5)	(4)	(3)	(2)	(1)			
1. Nonconversant in the planning process by the personnel involved.	(10) 2	(60) 15	(36) 12	(8) 4	(2) 2	(127) 39	3.26	MF
2. Absence of shared commitment from the master teachers.	(10) 2	(24) 6	(42) 14	(20) 10	(2) 2	(112) 39	2.88	MF
3. Unpreparedness of master teachers of their role to assist.	(10) 2	(28) 7	(30) 10	(22) 11	(5) 5	(105) 39	2.71	MF
4. Reluctance of master teachers in assisting non-master teachers.	(10) 2	(32) 8	(33) 11	(8) 4	(10) 10	(103) 39	2.66	MF
5. Display of negative values among MTs.	(10) 2	(28) 7	(27) 9	(14) 7	(9) 9	(101) 39	2.59	MF
6. Boring and ineffective ways in assisting the non-master teachers.	(5) 1	(24) 6	(39) 13	(12) 6	(8) 8	(101) 39	2.59	MF
7. Unresourceful master teachers in recognizing non-master teachers needs.	(5) 1	(28) 7	(30) 10	(20) 10	(7) 7	(92) 39	2.37	SF
8. Wastage in the use of time resource like devoting several minutes to insignificant details.	(10) 2	(32) 8	(33) 11	(16) 8	(7) 7	(106) 39	2.72	MF
9. Master teachers assistance not living up to expectations.	(10) 2	(28) 7	(30) 10	(14) 7	(8) 8	(94) 39	2.41	SF
10. Overemphasis on insignificant classroom details.	(10) 2	(20) 5	(36) 12	(12) 6	(9) 9	(89) 39	2.29	SF
11. Overemphasis on old fashioned and/or traditional culture in the educational community.	(10) 2	(12) 3	(36) 12	(18) 9	(8) 8	(96) 39	2.47	SF
Total	(100) 20	(316) 79	(372) 124	(164) 82	(75) 75	(1126) 429	28.95 2.63	MF
Grand Mean								
Legend:	4.51 - 5.00 - Extremely Felt (EF)	2.51 - 3.50 - Moderately Felt (MF)						
	3.51 - 4.50 - Highly Felt (HF)	1.51 - 2.50 - Slightly Felt (SF)						
		1.00 - 1.50 - Not Felt (NF)						



by the personnel involved", which has a weighted mean of 3.26. This is followed by the "Absence of shared commitment from themselves", with a weighted mean of 2.88. The lowest weighted mean of 2.29, described as "Slightly Felt" is addressed to the problem on "Overemphasis on insignificant classroom details. The group of the master teachers agreed that the eleven problems shown in Table 60 fall under the "Moderately Felt" problems and the "Slightly Felt" problems.

On Table 61, the problems of the non-master teachers are presented. Looking at the table, this group considered all the eleven problems as "Moderately Felt", having numerical values from 2.98 to 3.15.

Comparatively speaking, the three groups of respondents have made an assessment of the eleven cited problems on the three tables (Tables 54, 55, and 56) from their own perspectives which could mean that each group has a different experience when it comes to master teachers - non-master teachers work relationship.

#### The Solutions Recommended by the Three Groups of Respondents Relative to the Problems They Encountered

In Tables 62, 63, and 64, the solutions recommended by the three groups of respondents are presented. In Table 62, the suggested solutions were classified into "Strongly Agree" and "Agree" by the principals group, where



Table 62

**The Solutions Recommended by the Principals  
Relative to the Problems They Encountered**

Solutions	Assessment Scale					Total	Weighted Mean	Inter- pre- tation
	(5)	(4)	(3)	(2)	(1)			
1. Objective conduct of evaluation of teachers performance including ranking of teachers in MT positions.	(10) 2	( 8) 2				(18) 4	4.5	A
2. Upgrading of MTs effectiveness through in-service trainings.	(20) 3					(20) 4	5.0	SA
3. Conduct of values education reorientation for MTs.	( 5) 1	( 8) 2	( 3) 1			(16) 4	4.0	A
4. Observance of the Code of Ethics for public servants/officials.	(10) 2	( 8) 2				(18) 4	4.5	A
5. Conduct of workshop on visioning.	(10) 2	( 8) 2				(18) 4	4.5	A
6. Emphasis on "Time-on-Task" in classroom activities management.	(15) 3	( 4) 1				(19) 4	4.75	SA
7. Promote friendly atmosphere in the school where everybody is respected and recognized.	(20) 4					(20) 4	5.0	SA
8. Promote cooperativism among school personnel in the school community.	(15) 3	( 4) 1				(19) 4	4.75	SA
9. Emphasis on job specification, job description and job accomplishment among MTs.	(10) 2	( 8) 2				(18) 4	4.5	A
10. Promote innovation and change in the school community.		(12) 3	( 3) 1			(15) 4	3.75	A
11. Promote "Culture of Excellence" in the school community.	(10) 2	( 8) 2				(18) 4	4.5	A
Total	(120) 24	( 68) 17	( 6) 2			(199) 44	49.75 4.52	SA
Grand Mean								
Legend:	4.51 - 5.00 - Strongly Agree	(SA)	2.51 - 3.50 - Uncertain	(U)				
	3.51 - 4.50 - Agree	( A)	1.51 - 2.50 - Disagree	(D)				
			1.00 - 1.50 - Strongly Disagree	(SD)				



Top of

### The Solutions Recommended by the Non-Master Teachers Relative to the Problems They Encountered

Solutions	Assessment Scale					Total	Weighted Mean	Inter- pre- tation
	(5)	(4)	(3)	(2)	(1)			
1. Objective conduct of evaluation of teachers performance including ranking of teachers in MT positions.	(165) 33	(256) 64	(48) 16	(20) 10	(3) 3	(516) 132	3.91	A
2. Upgrading of MTs effectiveness through in-service trainings.	(200) 40	(260) 65	(33) 11	(14) 7	(3) 3	(534) 132	4.05	A
3. Conduct of values education reorientation for MTs.	(215) 43	(240) 60	(60) 20	(14) 7	(2) 2	(530) 132	4.02	A
4. Observance of the Code of Ethics for public servants/officials.	(225) 45	(240) 60	(33) 11	(4) 2	(2) 2	(554) 132	4.2	A
5. Conduct of workshop on visioning.	(220) 44	(236) 59	(42) 14	(14) 7	(3) 3	(535) 132	4.06	A
6. Emphasis on "Time-on-Task" in classroom activities management.	(275) 55	(204) 51	(42) 14	(12) 6	(2) 2	(551) 132	4.18	A
7. Promote friendly atmosphere in the school where everybody is respected and recognized.	(255) 51	(236) 59	(33) 11	(10) 5	(2) 2	(553) 132	4.19	A
8. Promote cooperativism among school personnel in the school community.	(285) 57	(208) 52	(27) 9	(12) 6	(3) 3	(555) 132	4.21	A
9. Emphasis on job specification, job description and job accomplishment among MTs.	(270) 54	(208) 52	(42) 14	(14) 7	(3) 3	(545) 132	4.13	A
10. Promote innovation and change in the school community.	(265) 53	(212) 53	(36) 12	(12) 6	(5) 5	(542) 132	4.11	A
11. Promote "Culture of Excellence" in the school community.	(185) 37	(192) 48	(51) 17	(10) 5	(3) 3	(529) 132	4.01	A
Total	(2560) 512	(2492) 623	(447) 149	(136) 68	(31) 31	(5944) 1452	45.07 4.10	A
Grand Mean								
Legend:	4.51 - 5.00 - Strongly Agree	(SA)	2.51 - 3.50 - Uncertain	(U)				
	3.51 - 4.50 - Agree	(A)	1.51 - 2.50 - Disagree	(D)				
			1.00 - 1.50 - Strongly Disagree	(SD)				



numerically speaking, the weighted mean of 5.0 is addressed to "Upgrading of MT's effectiveness through in-service trainings" and "Promote friendly atmosphere in the school where everybody is respected and recognized". These are the most suggested solutions to address the different problems encountered by this group.

Table 63 presents the solutions recommended by the master teachers with respect to the problems they encountered. Although, this group classified the 11 suggested problems into "Strongly Agree" and "Agree" just like the principals group, their most recommended solutions have weighted means of 4.63 and 4.51. All the rest are rated from 4.06 to 4.47, all under the description of "Agree".

For the non-master teachers group, they all described the solutions as under their "agreeable" state having numerical values from 3.91 to 4.21. The highest weighted mean of 4.21 is addressed to the solution which is about "Promoting cooperativism among school personnel in the school community". This is followed by "Promoting friendly atmosphere in the school", with a weighted mean of 4.19. The suggested solution where the non-master teachers group considered as just enough in its being feasible is the "Objective conduct of evaluation of teachers' performance

including ranking of teachers to MT positions". This means that there is not so much this suggested solution can do in solving problems experienced by them since this is not anymore the felt problem in the system. Specific or detailed information is shown on Table 64.



## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses or presents the summary of findings, conclusions and recommendations.

#### Summary of Findings

The following are the findings of this study which are based on the gathered data or information contained in Chapter 4.

1. The age distribution of the master teachers clustered around the mean of 54.5 years old, while those of the non-master teachers posted a mean of 47.1 years old. In terms of the gender difference, it is indeed confirmed in this study that in the teachers' group, there are more female than male teachers since there are 34 female master teachers and 109 female non-master teachers and only 5 male master teachers and 23 male non-master teachers.

2. In terms of educational attainment, most of the master teachers have already earned greater number of units in the graduate school than the non-master teachers, who most of them are not anymore particular of attending the said school/classes.

3. In terms of the teaching experience or length of service of the master teachers, the average length of



service was posted at 31.4 years. For the non-master teachers, the mean was pegged at 7.0 years.

4. The performance ratings of the master teachers and non-master teachers are classified into two descriptions: 1) the "Outstanding", with a numerical value from 9.25 to 10.0, which was received by all master teachers and 25 non-master teachers. The rest of the non-master teachers received "Very Satisfactory" ratings ranging from 8.25 to 9.0.

5. The perceptions of the three groups of respondents on the extent of assistance given by master teachers to non-master teachers along planning had a computed F-value of 29.934 which is greater than the table F-value of 19.38, which is at .05 level, with df of 2 and 9. From this result the null hypothesis stating that there are no significant differences among the perceptions of the three groups of respondents on the extent of assistance given by master teachers is rejected.

6. The comparison of the perceptions of the three groups of respondents on the amount of assistance given by master teachers along teaching strategies/pedagogy showed a very significant difference where the computed F-value is 193.177 as against the table F-value of 19.41. This led, therefore to the rejection of the null hypothesis for this aspect.

7. The extent of assistance given by master teachers along development and utilization of instructional materials as perceived by the three groups of respondents showed a computed F-value of 89.869, which is greater than the table F-value of 19.33. With this result, the null hypothesis under this area was rejected.

8. On classroom management, the three groups of respondents perceived the master teachers to have done this under "Moderate Extent", so that when the numerical values were subjected to F-test, it resulted to 37.9537, which is greater than the table F-value of 19.41. This significant difference led to the rejection of the null hypothesis contained in Chapter 1.

9. The comparison of the perceptions of the three groups of respondents on the extent of assistance given by master teachers to non-master teachers along pupil evaluation, yielded an F-value of 90.13. This is greater than the table F-value of 19.41, thus the rejection of the null hypothesis stated in Chapter 1.

10. The computed F-value of 72.9151 showed a significant difference over the table F-value of 19.38. This difference led to the rejection of the null hypothesis which states that there is no significant difference in the perceptions of the three groups of respondents with respect

to the level of instructional competence of non-master teachers.

11. The computed F-value of 349.65 is very significant at .05 level, with df of 2 and 12. Because of this, the null hypothesis in chapter 1 was proved false, hence its rejection. When further tested, all the three group comparisons show or bear this significance.

12. The perceptions of the three groups of respondents on the level of instructional competence delivered by the non-master teachers showed a computed F-value of 46.6676. This is greater than 19.33, the table F-value at .05 level, with df of 2 and 6. From this result, it is proven that the null hypothesis is false, thus its rejection. Speaking of where the significant differences lie, they are on the three group comparisons; that is, between Group A and Group B, between Group A and Group C and between Group B and Group C.

13. The weighted means of 3.30, 3.73, and 2.85, when compared using the F-test value of 19.41 showed a significant difference. The hypothesis under this area was rejected.

14. The comparison of the perceptions of the three groups of respondents on the level of instructional competence of non-master teachers along pupil evaluation, yielded a computed F-value of 33.1379. This result is greater than the table F-value of 19.41, hence, the



rejection of the null hypothesis in this study.

15. The correlation coefficient of 0.59 indicates a relatively high or strong relationship between the extent of assistance given by master teachers to the non-master teachers and the level of instructional competence exhibited by non-master teachers. This significant relationship resulted to the rejection of the null hypothesis in this study.

16. The problems encountered by the three groups of respondents were considered by them as "Moderately Felt", where the principals group has a grand weighted mean of 2.71; the master teachers, 2.63; and the non-master teachers, 2.63. This finding showed an agreement from the three groups of respondents.

17. The solutions recommended by the three groups of respondents were rated by the principals very high, with a description of "Strongly Agree". The master teachers, on one hand had "Agreed" that all the solutions are feasible and workable. The last group, the non-master teachers, had a grand weighted mean of 4.10, which is also described as "Agree".

### Conclusions

Based on the above findings, the following conclusions are drawn, to wit:

1. Master teachers are older than the non-master teachers in the four central schools of Catbalogan, Samar. In terms of gender division, more female teachers are teaching in these central schools than their male counterpart.

2. The disparity in the educational qualification between the master teachers and non-master teachers is due simply to the fact that master teachers were promoted because of higher or better qualification than the ordinary classroom teachers.

3. The length of service of master teachers and non-master teachers clustered most between 33-35 years and 27-29 years respectively. This is so because those teachers who were asked to serve in the central school should have more or less an accrued service of 5 - 10 years.

4. The performance ratings received by master teachers and non-master teachers are either "Very Satisfactory" or "Outstanding" which could be attributed to the fact that teachers in the central schools are more or less trained teachers and are already exposed to the intricacies of the teaching job, hence are very good performers.

5. The significant difference in the perceptions of the three groups of respondents on the extent of assistance given by the MT's was exhibited because their assessments

came from different perspectives, which could mean that they have different opinions regarding the amount of assistance extended by master teachers to the non-master teachers.

6. The significant differences in the perceptions of the three groups of respondents on the level of instructional competence of non-master teachers were exhibited in this study because each of the three groups of respondents had independently made an assessment of how the non-master teachers are performing their tasks as teachers.

7. The high or strong relationship between the extent of assistance given by master teachers and the level of instructional competence of non-master teachers surfaced considering that the degree of assistance exerted by master teachers had a corresponding influence on the instructional competence of teachers.

8. The problems experienced by the respondents relative to the assistance of master teachers were simply considered to be "Moderately Felt" by them, which could mean to have not affected so much the concerned school personnel.

9. The suggested solutions by the respondents were rated or assessed by the principal-respondents to have their strong points in enhancing the competence of non-master teachers. The master teachers and non-master teachers, on the other hand, "agreed" that these said suggested problems



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## APPENDICES

## APPENDIX A

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

July 13, 1998

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

Madam:

In my desire to start writing my thesis proposal, I have the honor to request approval of one of the titles of my thesis; preferably the number one:

1. EFFECTIVENESS OF MASTER TEACHERS' ASSISTANCE AND QUALITY OF INSTRUCTION OF TEACHERS: A CORRELATION
2. MEDIUM OF INSTRUCTION IN SOCIAL STUDIES IN THE ELEMENTARY SCHOOLS: ANALYSIS
3. SOCIAL STUDIES INSTRUCTION IN THE SECONDARY SCHOOLS IN SAMAR

Hoping for your favorable action on this request.

Very truly yours,

(SGD.) ISABEL R. ESPINA  
Researcher

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.  
Dean, Graduate Studies



## APPENDIX B

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

SCHOOL OF GRADUATE STUDIES

## APPLICATION FOR ASSIGNMENT OF ADVISER

NAME ESPIÑA. ISABEL RADOMES  
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE: Master of Arts in Education

AREA OF SPECIALIZATION: Administration & Supervision

TITLE OF PROPOSED THESIS/DISSERTATION: EFFECTIVENESS OF

MASTER TEACHERS ASSISTANCE AND INSTRUCTIONAL COMPETENCE

OF NON-MASTER TEACHERS: A CORRELATION

(SGD.) ISABEL R. ESPIÑA  
Applicant

THELMA C. QUITALIG, Ph.D.  
Name of Designated Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.  
Dean, Graduate Studies

CONFORME:

(SGD.) THELMA C. QUITALIG, Ph.D.  
Adviser

In 3 copies: 1st copy - for the Dean  
2nd copy - for the Adviser  
3rd copy - for the Applicant

## APPENDIX C

**QUESTIONNAIRE-CHECKLIST**  
**(For Master Teachers)**

Dear Respondents,

This questionnaire-checklist is designed to elicit information on the extent of assistance you have extended to the non-master teachers in improving their instructional competence. Please give your sincere and honest responses to the questions by putting a check (/) under the appropriate column for the assesment scale corresponding to the indicators at the leftmost column. The data gathered will be utilized in the thesis entitled, "EFFECTIVENESS OF MASTER TEACHERS ASSISTANCE AND THE INSTRUCTIONAL COMPETENCE OF NON-MASTER TEACHERS: A CORRELATION." Rest assured that your responses will be kept highly confidential.

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

Very sincerely yours,

ISABEL R. ESPINA  
 Researcher

-----

I - Respondent's Profile

Name (Optional): \_\_\_\_\_  
 Age: \_\_\_\_\_ Sex: \_\_\_\_\_  
 Educational Qualification: \_\_\_\_\_  
 Teaching Experience (no. of years) : \_\_\_\_\_  
 Performance Rating: \_\_\_\_\_

II - Assessment Proper:

- A. How do you generally assess the extent of assistance you have extended to the non-master teachers under your jurisdiction? Put a check (/) under FE if "Full Extent", HE if "High Extent", ME if "Moderate Extent", MinE if "Minimum Extent", and NA if "No Assistance Given", to the following indicators.

Indicators	Assessment Scale				
	FE (5)	HE (4)	ME (3)	MinE (2)	NA (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 resource for learning.					
2. Teaching Strategies/Pedagogy					
2.1 Provision of varied activities during each class period.					
2.2 Provision of drill in a variety of ways.					
2.3 Provision of numerous opportunities for learner's 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 of appropriate instructional materials.					



3.2	Utilization of visual aids and/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.					
5.	Pupil Evaluation					
5.1	Clarification or definition of instructional objectives.					
5.2	Preassessment of learner's needs or 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.					

B. What is your personal assessment of the level of instructional competence of non-master teachers after having been assisted by you? 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	Assessment Scale				
	O	VS	S	ES	US
	(5)	(4)	(3)	(2)	(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 session/period.					
2.2 Provision of drill in a variety of ways.					
2.3 Provision of numerous opportunities for learner's 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 and/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.					
5.	Pupil Evaluation					
5.1	Clarification or definition of instructional objectives.					
5.2	Preassessment of learner's needs or 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.					

III - The Problems encountered by the non-master teachers relative to the assistance given by the master teachers.



Direction: Below is the list of common problems experienced by non-master teachers as regards the kind or manner of assistance given by the master teachers. Please rate them according to how you have experienced them in your implementation of classroom instruction using the descriptive scales below:

- 5 - Very Much Felt (VMF)  
 4 - Much Felt (MF)  
 3 - Moderately Felt (Mod F)  
 2 - Slightly Felt (SF)  
 1 - Not Felt (NF)

Problems	Assessment Scale				
	VMF	MF	ModF	SF	NF
	(5)	(4)	(3)	(2)	(1)
1. Nonconversant in the planning process by the personnel involved.					
2. Absence of shared commitment from the master teachers.					
3. Unpreparedness of master teachers of their role to assist.					
4. Reluctance of master teachers in assisting non-master teachers.					
5. Display of negative values among MTs					
6. Boring and ineffective ways in assisting the non-master teachers.					
7. Unresourceful master teachers in recognizing non-master teachers needs.					
8. Wastage in the use of time resource like devoting several minutes to insignificant details.					
9. Master teachers assistance not living up to expectations.					

10. Overemphasis to insignificant class-room details.					
11. Overemphasis of old fashioned and/or traditional culture in the educational community.					

#### IV - Recommended Solutions

Directions: Below are some workable solutions of the problems you have encountered relative to the master teachers assistance given to the non-master teachers. Please rate them according to the degree of their applicability in solving the abovementioned problems. Check (/) only the value that corresponds to your judgment using the descriptive scales below:

- 5 - Strongly Agree (SA)
- 4 - Agree (A)
- 3 - Uncertain (U)
- 2 - Disagree (D)
- 1 - Strongly Disagree (SD)

Solutions	Assessment Scale				
	SA	A	U	D	SD
	(5)	(4)	(3)	(2)	(1)
1. Objective conduct of evaluation of teachers performance including ranking of teachers to MT positions.					
2. Upgrading of MTs effectiveness through in-service trainings.					
3. Conduct of values education re-orientation for MTs.					
4. Observance of the Code of Ethics for public servants/officials.					
5. Conduct of workshop on visioning.					

6. Emphasis on "Time-on-Task" in class-room activities management.					
7. Promote friendly atmosphere in the school where everybody is respected and recognized.					
8. Promote cooperativism among school personnel in the school community.					
9. Emphasis on job specification, job description and job accomplishment among MTs					
10. Promote innovation and change in the school community.					
11. Promote "culture of Excellence" in the school community.					
=====					



## APPENDIX D

**QUESTIONNAIRE-CHECKLIST**  
**(For Non-Master Teachers)**

Dear Respondents,

This questionnaire-checklist is designed to elicit information on the extent of assistance given you by the master teachers as well as the level to which you have utilized such assistance in improving your instructional competence. 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 "EFFECTIVENESS OF MASTER TEACHERS ASSISTANCE AND THE INSTRUCTIONAL COMPETENCE OF NON-MASTER TEACHERS: A CORRELATION". Rest assured that your responses will be treated highly confidential.

I hope for your wholehearted cooperation in this regard.

Very sincerely yours,

ISABEL R. ESPINA  
 Researcher

=====

I - Respondent's Profile

Name (Optional) \_\_\_\_\_  
 Age: \_\_\_\_\_ Sex: \_\_\_\_\_  
 Educational Qualification: \_\_\_\_\_  
 Teaching Experience (no. of years): \_\_\_\_\_  
 Performance Rating: \_\_\_\_\_

II - Assessment Proper

- A. How do you generally assess the extent of assistance extended to you by the master teachers who have jurisdiction over you? Put a check under FE if "Full Extent", HE if "High Extent", ME if "Moderate Extent", MinE if "Minimum Extent", and NA if "No assistance Given", to the following indicators.

Indicators	Assessment Scale				
	FE	HE	ME	MinE	NA
	(5)	(4)	(3)	(2)	(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 learning.					
2. Teaching Strategies/Pedagogy					
2.1 Provision of varied activities during each class period.					
2.2 Provision of drill in a variety of ways.					
2.3 Provision of numerous opportunities for learner's 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 of appropriate instructional materials.					
3.2 Utilization of visual aids and/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.					
5.	Pupil Evaluation					
5.1	Clarification or definition of instructional objectives.					
5.2	Preassessment of learner's needs or 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.					

B. How do you personally assess the level to which you have manifested your instructional competence as a result of the assistance extended to you by 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	Assessment Scale				
	O	VS	S	ES	US
	(5)	(4)	(3)	(2)	(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 session/period.					
2.2 Provision of drill in a variety of ways.					
2.3 Provision of numerous opportunities for learner's 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 and/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.					
5.	Pupil Evaluation					
5.1	Clarification or definition of instructional objectives.					
5.2	Preassessment of learner's needs or 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.					

III - The Problems encountered by the non-master teachers relative to the assistance given by the MT.

Direction: Below is the list of common problems experienced by non-master teachers as regards the kind or manner of assistance given by the master teachers. Please rate them according to how you have experienced them in your implementation of classroom instruction using the descriptive scales below:

- 5 - Very Much Felt (VMF)  
 4 - Much Felt (MF)  
 3 - Moderately Felt (Mod F)  
 2 - Slightly Felt (SF)  
 1 - Not Felt (NF)

Problems	Assessment Scale				
	VMF	MF	ModF	SF	NF
	(5)	(4)	(3)	(2)	(1)
1. Nonconversant in the planning process by the personnel involved.					
2. Absence of shared commitment from the master teachers.					
3. Unpreparedness of master teachers of their role to assist.					
4. Reluctance of master teachers in assisting non-master teachers.					
5. Display of negative values among MTs					
6. Boring and ineffective ways in assisting the non-master teachers.					
7. Unresourceful master teachers in recognizing non-master teachers needs.					
8. Wastage in the use of time resource like devoting several minutes to insignificant details.					
9. Master teachers assistance not living up to expectations.					
10. Overemphasis to insignificant classroom details.					
11. Overemphasis of old fashioned and/or traditional culture in the educational community.					



## IV - Recommended Solutions

Directions: Below are some workable solutions of the problems you have encountered relative to the master teachers assistance given to the non-master teachers. Please rate them according to the degree of their applicability in solving the abovementioned problems. Check (/) only the value that corresponds to your judgment using the descriptive scales below:

- 5 - Strongly Agree (SA)  
 4 - Agree (A)  
 3 - Uncertain (U)  
 2 - Disagree (D)  
 1 - Strongly Disagree (SD)

Solutions	Assessment Scale				
	SA	A	U	D	SD
	(5)	(4)	(3)	(2)	(1)
1. Objective conduct of evaluation of teachers performance including ranking of teachers to MT positions.					
2. Upgrading of MTs effectiveness through in-service trainings.					
3. Conduct of values education re-orientation for MTs.					
4. Observance of the Code of Ethics for public servants/officials.					
5. Conduct of workshop on visioning.					
6. Emphasis on "Time-on-Task" in classroom activities management.					
7. Promote friendly atmosphere in the school where everybody is respected and recognized.					
8. Promote cooperativism among school personnel in the school community.					



9. Emphasis on job specification, job description and job accomplishment among MTs

10. Promote innovation and change in the school community.

11. Promote "Culture of Excellence" in the school community.

## APPENDIX E

QUESTIONNAIRE-CHECKLIST  
(For Principal)

Dear Respondents,

This questionnaire-checklist is designed to elicit information on the extent of assistance given by the master teachers to the non-master teachers as well as the level to which they have utilized such assistance in improving their instructional competence. Please give your sincere and honest responses to the questions by putting a check (/) under appropriate column for assessment scale corresponding to the indicators at the leftmost column. The data gathered will be utilized in the thesis entitled, "EFFECTIVENESS OF MASTER TEACHERS ASSISTANCE AND THE INSTRUCTIONAL COMPETENCE OF NON-MASTER TEACHERS: A CORRELATION". Rest assured that your responses will be treated highly confidential.

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

Very truly yours,

ISABEL R. ESPIÑA  
Researcher

=====

I - Assessment Proper

- A. How do you personally assess the extent of assistance given or extended by the master teachers to the non-master teachers in their instructional competence? Put a check (/) under FE if "Full Extent", HE if "High Extent", ME if "Moderate Extent", MinE if "Minimum Extent", and NA if "No Assistance Given", to the following concerns.



Indicators	Assessment Scale				
	FE	ME	ME	MinE	NA
	(5)	(4)	(3)	(2)	(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 learning.					
2. Teaching Strategies/Pedagogy					
2.1 Provision of varied activities during each class period.					
2.2 Provision of drill in a variety of ways.					
2.3 Provision of numerous opportunities for learner's 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 of appropriate instructional materials.					
3.2 Utilization of visual aids and/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.					
5.	Pupil Evaluation					
5.1	Clarification or definition of instructional objectives.					
5.2	Preassessment of learner's needs or 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.					

B. How do you personally assess the level of performance of non-master teachers assisted by the master teachers in improving their instructional competence? 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 concerns.

Indicators	Assessment Scale				
	O	VS	S	ES	US
	(5)	(4)	(3)	(2)	(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 session/period.					
2.2 Provision of drill in a variety of ways.					
2.3 Provision of numerous opportunities for learner's 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 and/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.					
5.	Pupil Evaluation					
5.1	Clarification or definition of instructional objectives.					
5.2	Preassessment of learner's needs or 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.					

III - The Problems encountered by the non-master teachers relative to the assistance given by the master teachers.

Direction: Below is the list of common problems experienced by non-master teachers as regards the kind or manner of assistance given by the master teachers. Please rate them according to how you have experienced them in your implementation of classroom instruction using the descriptive scales below:

- 5 - Very Much Felt (VMF)  
 4 - Much Felt (MF)  
 3 - Moderately Felt (Mod F)  
 2 - Slightly Felt (SF)  
 1 - Not Felt (NF)

Problems	Assessment Scale				
	VMF	MF	ModF	SF	NF
	(5)	(4)	(3)	(2)	(1)
1. Nonconversant in the planning process by the personnel involved.					
2. Absence of shared commitment from the master teachers.					
3. Unpreparedness of master teachers of their role to assist.					
4. Reluctance of master teachers in assisting non-master teachers.					
5. Display of negative values among MTs					
6. Boring and ineffective ways in assisting the non-master teachers.					
7. Unresourceful master teachers in recognizing non-master teachers needs.					
8. Wastage in the use of time resource like devoting several minutes to insignificant details.					
9. Master teachers assistance not living up to expectations.					
10. Overemphasis to insignificant classroom details.					
11. Overemphasis of old fashioned and/or traditional culture in the educational community.					

## IV - Recommended Solutions

Direction: Below are some workable solutions of the problems you have encountered relative to the master teachers assistance given to the non-master teachers. Please rate them according to the degree of their applicability in solving the abovementioned problems. Check (/) only the value that corresponds to your judgment using the descriptive scales below:

- 5 - Strongly Agree (SA)  
 4 - Agree (A)  
 3 - Uncertain (U)  
 2 - Disagree (D)  
 1 - Strongly Disagree (SD)

Solutions	Assessment Scale				
	SA	A	U	D	SD
	(5)	(4)	(3)	(2)	(1)
1. Objective conduct of evaluation of teachers performance including ranking of teachers to MT positions.					
2. Upgrading of MTs effectiveness through in-service trainings.					
3. Conduct of values education re-orientation for MTs.					
4. Observance of the Code of Ethics for public servants/officials.					
5. Conduct of workshop on visioning.					
6. Emphasis on "Time-on-Task" in classroom activities management.					
7. Promote friendly atmosphere in the school where everybody is respected and recognized.					
8. Promote cooperativism among school personnel in the school community.					



9. Emphasis on job specification, job  
description and job accomplishment  
among MTs

10. Promote innovation and change in the  
school community.

11. Promote "Culture of Excellence" in  
the school community.




CURRICULUM VITAE

## CURRICULUM VITAE

NAME	:	ISABEL R. ESPINA
DATE OF BIRTH	:	December 10, 1939
PLACE OF BIRTH	:	Catbalogan, Samar
PROVINCIAL ADDRESS	:	Catbalogan, Samar
PRESENT POSITION	:	Division Coordinator Social Studies
PRESENT STATION	:	DECS Division Office Catbalogan, Samar
CIVIL STATUS	:	Married

## EDUCATIONAL BACKGROUND

ELEMENTARY . . . . .	Sacred Heart College Catbalogan, Samar 1947 - 1952
SECONDARY . . . . .	Sacred Heart College Catbalogan, Samar 1952 - 1956
COLLEGE . . . . .	University of the East Metro Manila
DEGREE OBTAINED. . . . .	Associate on Secretarial Course
	Bachelor of Science in Elem. Education
GRADUATE STUDIES . . . . .	SSPC, Catbalogan, Samar
CURRICULUM PURSUED . . . . .	Master of Arts in Adm. & Supv.



## CIVIL SERVICE ELIGIBILITIES

Teachers' Examination . . . . . December 29, 1965

### POSITION HELD

Trainer . . . . .	Regional PRODED Training PROGRAM 1981 - 1983
President . . . . .	Division Social Studies Club 1979 - 1987
District President. . . . .	Teachers' Club Catb. I District 1987 - 1996
President . . . . .	Teachers Club, Central School Catb. I Central School
Auditor . . . . .	FESCO (Federation of Samar Cooperative)
President/Chairman. . . . .	CICESTCO, Catb. I Central Elem. School (School Teachers Cooperative)
Division Coordinator for Social Studies . . . . .	DECS, Division Office Catbalogan, Samar

### TRAININGS/SEMINARS/CONFERENCES

1. Population Education Training Course  
Catbalogan I Central Elementary School - 1970
2. Seminar in New Curriculum Designs  
Philippine Normal College - 1971
3. District Re-echo Seminar-Workshop in Art Education  
Catbalogan I Central Elementary School - 1980

4. Seminar on ORFF-SCHULWERK Approach in Teaching Music  
Cubao Elementary School, Q.C. - 1974
5. Level IV Teachers Development Program  
72 hours - 1977
6. Seminar-Conference on Special Education  
16 hours - 1978
7. Re-echo Seminar-Workshop in Communication and Arts in  
Filipino - 16 hours - 1978
8. Re-echo Seminar-Workshop on Non-Formal Education  
13 hours - 1978
9. District Re-echo Seminar on Forest Conservation  
1978
10. Division Social Studies Seminar-Workshop  
24 hours - 1978
11. Seminar-Workshop on Educational Technology  
48 hours - 1979
12. Seminar-Workshop in Social Studies Division Level  
16 hours - 1980
13. Regional Seminar in Bilingualism in Filipino  
24 hours - 1980
14. District Re-echo Seminar-Workshop in Social Studies  
16 hours - 1980
15. Regional Conference for Social Studies Trainors  
24 hours - 1981
16. National Conference for Social Studies Specialist  
24 hours - Cebu City - 1982
17. Division Seminar on School Campus Journalism and  
Technical Writing  
24 hours - 1981
18. 5th National Folk Dance Workshop  
Folk Arts Theater, Manila - 24 hours - 1984

19. National Trainors Training on the Use of the Educational Module on International Migration and Development  
24 hours - Cebu City
20. Level II Training on the Revised Population Education Curriculum  
September 21-25, 1998, Baybay, Leyte
21. Parents, Students and Educators Forum on Human Rights Education,  
24 hours, - RELC, Tacloban City - 1998
22. Seminar-Workshop on Oral and Local History  
24 hours - Sacred Heart College, Catbalogan, Samar
23. 1998 Regional Centennial Educators Congress  
July 9-10, 1998 - Kanhuraw, Tacloban City
24. Training on Republic Act No. 7610  
November 16-20, 1998, Tacloban City
25. Regional Consultative Planning Work-Conference  
July 16-17, 1998 - Tacloban City
26. Division-Based Regional Orientation Conference on Evaluation Guidelines for Master Teacher Position in the Elementary Level  
October 19-20, 1998
27. First National Conference on "Bio-diversity, Multicultural Education and Information Technology  
January 27-31, 1999 - UP Diliman, Q.C.
28. 1999 Educators Congress  
Baguio City - May 18-21, 1999



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