

Organizational Support, Instructional and Professional Competencies of Master Teachers: A Theory

Jean L. Clariño

University of the Visayas, Cebu, Philippines

ABSTRACT

Master Teachers are viewed as highly proficient individuals in their respective schools or division. They work hand in hand with the school heads in the supervision of teachers. In the advent of the implementation of the Philippine Professional Standards for Teachers (PPST) where the RPMS is anchored, they were tasked to observe classes of teachers and give teachers their over-all rating. They too perform mentoring, coaching and providing technical assistance so teachers may elevate their levels of teaching performance. Thus, this study was primarily conducted to identify the levels of organizational support received by Master Teachers and their levels of instructional and professional competence. Significant relationship between the variables were also delved into. The respondents were the 63 elementary Master Teachers of Toledo City Division for School Year 2018-2019. Two sets of questionnaires were answered by all the respondents in order to determine the levels of organizational support they receive and their levels of instructional and professional competence. The findings revealed that elementary Master Teachers received a very high support from the department, they too have an advanced level of instructional and professional competence. Moreover, the findings unveiled that the level of organizational support has no bearing on the instructional and professional competence of master teachers. Hence Clariño's Competency Theory for Master Teachers was generated. In addition, the study recommends that master teachers should sustain their advanced levels of instructional and professional competence and that a theory validation should be undertaken.

KEYWORDS: Elementary Master Teachers, Organizational Support, Instructional, Professional Competence, Clariño's Competency Theory for Master Teachers, Philippines, Asia

INTRODUCTION

Education is seen as the most vital tool an individual should possess in order to deal with the complexities of the real world. It is an armor that is self owned and cannot be transferred to anyone. In this context, teachers came in as persons who are professionals capable of disposing the duty to make learners learn and become eventually educated.

In the Department of Education (Dep Ed), teachers enter the profession with an entry position of Teacher 1, gets promoted to Teacher 2, to Teacher 3 and eventually enter the Master Teacher position. However, in the Senior High School department, entry position can go directly to Master Teacher provided that they meet the qualification desired. In this level, the responsibility of the teacher increases as the position requires one to be a highly competent educator. More or less, both Master Teachers and school heads have similar functions over their subordinates though with different competencies to look into. Considering the key indicators of evaluating teachers, master teachers need to observe teachers, provide technical assistance and immerse them in the broad world of teaching. They should be content experts as well as able to dispose mentoring, coaching and giving of technical assistance to their fellow teachers both beginning and proficient ones. In connection to this, it is assumed that master teachers must possess the appropriate

and adequate amount of skills in order to dispose such tasks effectively and efficiently.

In the advent of the implementation of the Philippine Professional Standards for Teachers (PPST), Master Teachers were tasked to give the rating on the over-all performance of the teachers for that certain school year. These include their teaching 2 competence, professional development, community linkages as specified in the Individual Performance and Commitment Review Form (IPCRF) for all teachers. This will become an important parcel of their teaching career as this will help them if they seek for promotion. Moreover, the observation of classes were directed to the master teachers as well. They will be observing teachers, feedback them with their teaching performance and bring out the best in them through their coaching. This will be reflected in the Classroom Observation Tool (COT) which reflects the rating of the teacher in terms of their teaching competence and will then become one of the required Means of Verification (MOV) once their yearly rating will commence.

In the study of Agam, Reifsnider, and Wardell (2016), Master Teachers are the core component of ensuring that the curriculum is implemented on a daily basis at the school

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level. Their role is displayed not only through multiple career paths but also through ongoing applied professional development. They are intended to develop, motivate, recruit, and retain high quality teachers in order to increase student achievement. According to White (June, 2015), Master Teacher could provide the opportunity for the expert teacher to be remunerated at a level commensurate with the post of principal. The –master teacher|| serves as mentor, facilitator, curriculum specialist, collaborator and advocate for professional development and other vital policies within the educational institution. Master teacher shall be maintained in the classroom and shall not be assigned duties of an administrator. This provision shall not prohibit the master teacher from serving as an evaluator.

It has been observed in Toledo City Division that elementary Master Teachers are quite hesitant to observe classes and give COT rating to other teachers. They are caught 3 unarmed in the implementation of the PPST. There are doubts coming from the teachers whether or not the ratings

they will be getting from the Master Teachers are justifiable. Notwithstanding, master teachers will also serve as the raters of the teachers in their overall performance by the end of the school year. This would mean that they will not only look into the teaching of the teachers but in the over all aspects of the RPMS as well. This would run from the instructional skills of the teachers, to their professional skills and the level by which they link to the community. Moreover, ancillary services in the school were also delegated to the master teachers. Indeed, a broad task for them.

To address all these issues effectively, it is essential to assess the degree of organizational support received by the elementary Master Teachers in the Division as well as their levels of instructional and professional competencies so that necessary assessments, adjustments and interventions can be initiated. Having these in mind the researcher prompted to conduct this study. Findings of the study served as bases for a theory generation.

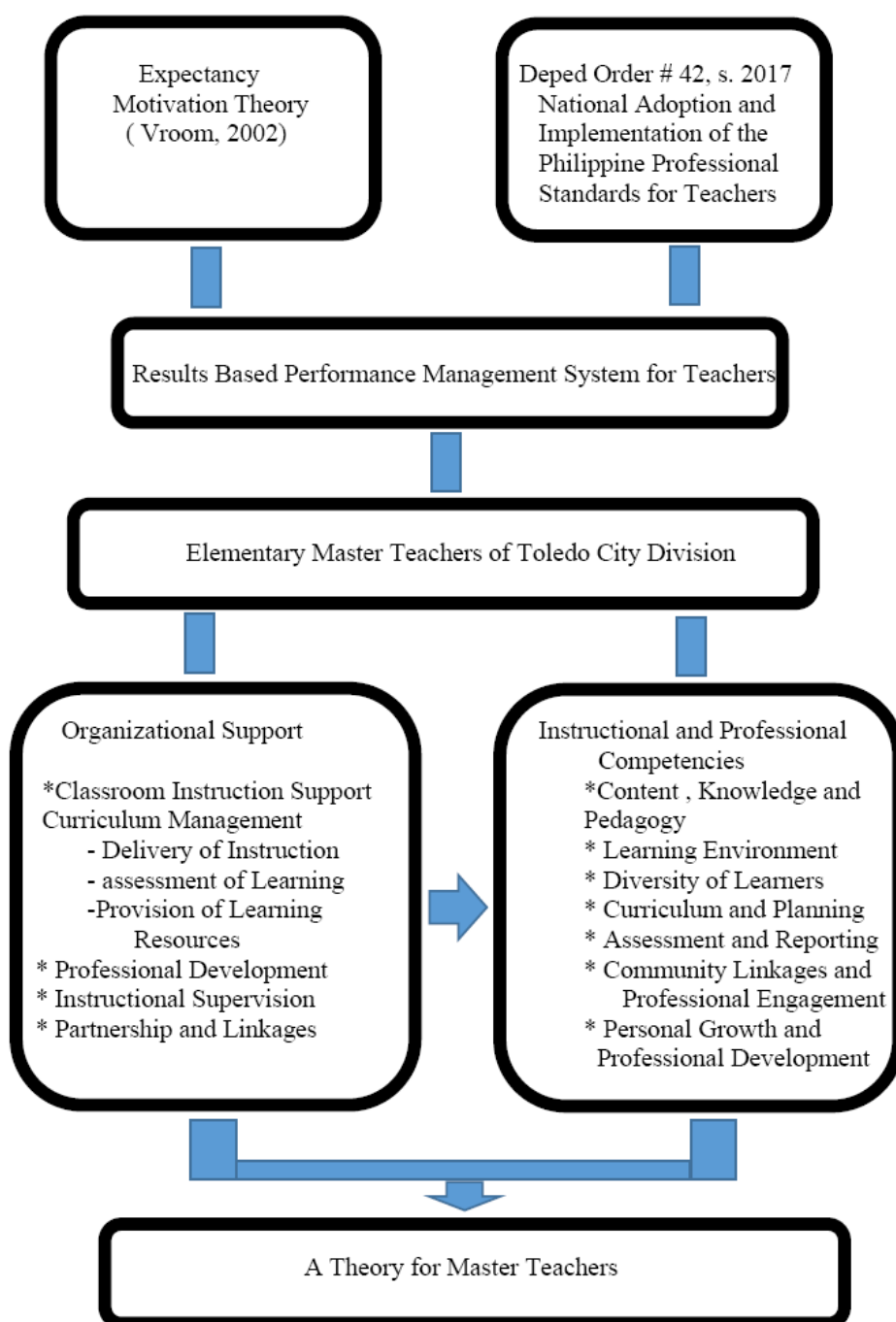


Figure1: Schematic Diagram of the Theoretical Framework of the Stud

Statement of Purpose

This study intended to assess the organizational support, instructional and professional competencies of elementary Master Teachers of Toledo City Division for School Year 2018-2019 as bases for a theory generation.

Specifically, this study sought to answer the following sub problems:

1. What is the degree of organizational support given to elementary Master Teachers in terms of:
 - 1.1. classroom instruction support;
 - 1.1.1. curriculum management;
 - 1.1.2. delivery of instruction;
 - 1.1.3. assessment of learning; and
 - 1.1.4. provision of learning resources;
 - 1.2. professional development;
 - 1.3. instructional supervision; and
 - 1.4. partnership and linkages?
2. What is the level of instructional and professional competencies do Master Teachers possess in terms of the following domains of the PPST:
 - 2.1. content, knowledge and pedagogy;
 - 2.2. learning environment;
 - 2.3. diversity of learners;
 - 2.4. curriculum and planning;
 - 2.5. assessment and reporting;
 - 2.6. community linkages and professional engagement; and
 - 2.7. personal growth and professional development?
3. Is there a significant correlation between organizational support provided to Master Teachers and their:
 - 3.1. instructional competence; and
 - 3.2. professional competence?
4. Based on the findings of the study, what theory can be generated?

Null Hypotheses

Ho 1 : There is no significant correlation between the organizational support provided and instructional competencies of Master Teachers.

Ho2 : There is no significant correlation between the organizational support provided and the professional competencies of Master Teachers

RESEARCH METHODOLOGY

This chapter presents the methodology that was used in this study. It presents the research design used that gave a description of the research environment. It also described the data collection procedures and the analytical tools used to make sense of the empirical data collected.

Design

The researcher utilized the quantitative method using descriptive and correlational research designs. It determined the level of organizational support received by the Master Teachers of Toledo City Division and the levels of their instructional and professional competencies.

Moreover, a correlational design was used in order to determine the relationship between the level of

organizational support to that of the instructional competencies and professional competencies of Master Teachers.

Environment

This research was conducted in the Division of Toledo City, categorized as a medium division in Region VII. Part of the Division of Cebu Province before. It became a schools division in 1963. Its office is located within the compound of South City Central School until the new division office building in D. Macapagal Highway, Poblacion Toledo City was constructed in 2011. It now caters 13 high schools (Junior and Senior High) and 51 elementary schools divided into 10 clusters. Clusters 1-8 are for the elementary schools while clusters 9 and 10 are the secondary schools (Junior and Senior High). It now has a population of 1, 610 teachers. 976 of which are elementary teachers as per data provided by the Human Resource Department of Toledo City Division.

Respondents

With the eight clusters of Toledo City Division comprising all elementary schools. All 63 elementary master teachers became the respondents of the study by complete enumeration.

Respondents must have the duly approved appointment from the Civil service Commission as Elementary Master Teachers regardless of their number of years in the position. Master Teachers I and II alike are part of the considered respondents.

Table 1. Table of Respondents

School Cluster	f	%
Cluster 1	6	9.50%
Cluster 2	7	11.00%
Cluster 3	6	9.50%
Cluster 4	9	14.25%
Cluster 5	10	16.60%
Cluster 6	11	17.35%
Cluster 7	8	12.30%
Cluster 8	6	9.50%
Total	63	100%

Instruments

The study used two tools in gathering data needed for the organizational support, instructional and professional competencies of master teachers.

First, a self -made questionnaire was used to gather data in determining the level of organizational support received by elementary Master Teachers in Toledo City Division. The questionnaire is made up of four parts namely Classroom Instruction Support, Professional Development, Instructional Supervision and Partnership and Linkages with four indicators each. The content and concepts in the formulation of each statements were crafted from RA 9155 (Governance of Basic Education Act of 2011) and DepEd Order No. 13, s. 2016 on the utilization of school MOOE. Likert Scale of 4- Very High Support, 3- High Support, 2- Low Support and 1- No support was used.

The questionnaire was validated by three content experts from the Department of Education: two Schools Division

Superintendents and the Chief Administrative Officer of Region VII. It was mock tested to 20 elementary Master Teachers of Cebu City Division. The tool has a reliability coefficient gained of 0.982 which is interpreted as highly reliable.

Finally, the second tool used the 7 domains of the Philippine professional Standards for Teachers (PPST) with its 37 strands to gather data on the instructional and professional competencies of Master Teachers. Likert Scale of 5-Advanced, 4-Proficient, 3-Satisfactory, 2-Fair and 1-Poor was used

Data Gathering Procedures

In gathering the data needed the following three steps were observed:

A. Preliminary Procedures

The researcher submitted three possible titles for her proposal. She secured an approved title from the Dean of the Graduate School of Education. Having sought an approved title, the researcher then proceeded to the crafting of Chapters 1 to 3 basing on the previously approved working title. Then the manuscript underwent a design hearing for the screening of its content and soundness. Having passed the panelist, the researcher complied all suggestions and submitted the proposal for IRB evaluation on Technical and Ethical Considerations. The IRB then gave the researcher the NTP (Notice to Proceed) with the data gathering

B. Distribution of the Tools

The researcher sent letters of intent to conduct the study to the officials of the Department of Education namely the schools Division Superintendent and the school heads of the elementary Master Teachers. It significantly asked the assistance and cooperation of Department of Education to derive at a desirable outcome of the study. In addition, signed consent forms were sought from the elementary Master Teachers who were the respondents after they were explained regarding their voluntary participation, understanding and their contribution to the present undertaking. Subsequently, the researcher administered the tool personally so that questions can be entertained and items that were not clear with the respondents were explained to ensure cooperation throughout the study. The respondents were given enough time preferably 30 minutes to answer the questionnaires. They were assured that due confidentiality will be given to their answers and that the answered questionnaires will be kept in a secure place for the validity of the data.

C. Post Activities

The data gathered from the respondents were subjected for treatment using the appropriate statistical tool. A statistician was consulted in order to ensure validity of the treatment of data. Then the results were presented analyzed so that findings can be arrived.

Data Analysis

In the treatment of data, the following statistical procedures were used;

Weighted Mean was employed in analyzing the degree of organizational support and in the levels of instructional and professional competencies of elementary master teachers.

Pearson's Correlation Coefficient also known as **Pearson's r** was utilized to determine if there is significant correlation between the organizational support and the instructional and professional competencies of the elementary master teachers.

Ethical Considerations

Ethical Considerations were specified as one of the most important parts of the research. The researcher by virtue of the guidelines prescribed by the university it shall fully comply all the requirements needed in the conduct of the study. Before the study was carried out, this research underwent ethical review and approval by the Institutional Review Board (IRB) which is the ethics committee of the university. Written consent of the participants was sought by the researcher patterned on the UVIRB's Informed Consent Form.

Risk and Benefit Assessment

There were only minimal risks associated with this research. The researcher protected all respondents from physical and mental discomfort, harm and danger that may arise from participating in a study. If risks of such consequences existed, the respondents were informed of that fact. Research procedures likely to cause serious or lasting harm was not be used unless the failure to use these procedures might expose them to risk of greater harm, or unless the research has a great potential benefit and fully and voluntary consent is obtained from each participant. In addition, if they feel that some of the questions the researcher asked were stressful or upsetting, if they do not wish to answer a question, they may skip it and go to the next question, or they may stop immediately. If the informants became upset or distressed as a result of their participation in the research project, the researcher arranged appropriate support. Any support was provided by qualified staff who is not a member of the research team. The counselling will be provided free of charge.

The researcher cannot guarantee or promise the informants will receive any benefits from this research; however, possible benefits may include better understanding on the organizational support, instructional and professional competencies of Master Teachers

Beneficence: The researcher saw to it that the respondents of this research study were not exposed to harm and injury. Otherwise, the encouragement of shelling out their thoughts and feelings based on their experience relieve them from negative mental and emotional baggage. Further, the generation of the theory shall aid them more. In this research study the researcher saw too it that maximum benefits was afforded to the respondents since they will be able to use the theory generated.

Respect: Utmost confidentiality and secrecy were strictly observed in order to impose respect for human dignity. Responses of the respondents shall not identify them directly or indirectly. During the conduct of the study with the distribution of the questionnaires, respondents may require the space he needs to be avoiding the knowledge of other people of his participation of the study. Answered questionnaires were stored randomly without any sequence so as to maintain its confidentiality.

Justice: Respondents were given with equal treatment regardless of their positions, gender and tenure in service. Privacy of each respondent was highly observed. They were given enough space and distance in answering the questionnaires.. The treatment of one respondent while answering the questionnaire was the same with other respondents. The benefit of one respondent was the benefit of every other respondents of the study. Special treatment was absolutely denied.

A. Content, Comprehension and Documentation of Informed Consent

In order to safeguard the rights of the informants in this study, an informed consent form indicating approval by the IRB was given to the informants together with the discussion of the nature of the research study. Participation in the research study was completely voluntary and agreement to the said research was validated by the informant's signature in the consent form. The following are the provisions that were provided in the consent form:

Participant status: Orientation were given to the respondents so that the endeavor was truly more of a research than a treatment or intervention. It also emphasized that the data used was purely for research purpose only and names and descriptions directly and indirectly identifies the respondents were avoided.

Study goals: The purpose of this study was to describe the organizational support, instructional and professional competencies of Master Teachers. The researcher presented these purpose of the study to the respondents through an orientation prior to the distribution of the questionnaires. They were informed that a theory generation will be done as an output of the study which will also be very helpful for them, competencies of elementary Master Teachers which were purely quantitative.

Procedures: Data collection procedures were discussed to the respondents. It involved answering sets of questionnaires which assessed the degree of which the respondents feel about their organizational support, and the level professional and instructional skills of elementary Master Teachers. They were likewise informed that statistical tools used in the treatment of data were weighted mean and Pearson Product

Nature of the commitment: The researcher asked the availability of the participant in answering the two sets of questionnaires for about 30 minutes in their most convenient time and place and that they were only asked to answer the questionnaires once.

Sponsorship: The study is part of an academic requirement for the degree in Doctor of Education major in Leadership and Management and the expenses incurred was shouldered by the researcher.

Participant selection: The study with the complete enumeration, that was, to include all of the elementary Master Teachers of Toledo City Division.

Risks: In the conduct of the study there was no known risk involved be it physically, mentally, emotionally or socially. Data that the respondents provided were purely of their own

evaluation and that these data were not directly point out to them as these were handled with utmost confidentiality. This did not definitely endanger their current position as well

Potential risks: There was no foreseen major risk in the conduct of the study especially during the administration or distribution as well as the retrieval of the questionnaires from the participants. The data that they provided did not affect their reputation. The researcher tried his best to keep the respondents in their most relaxed moments to avoid stress both physically and emotionally.

Benefits: The respondents benefited from this research since they were given the chance to freely evaluate the organizational support, instructional and professional competencies of Master Teachers. Most importantly, they acquired a validated result as to the areas needed for their improvement.

Potential benefits: Identified potential benefits to the respondents was the generation of a theory that described the Master Teachers instructional and professional competence.

Alternatives: This study focused on responses of the Master Teachers towards organizational support in relation to their professional and instructional skills. The best way to collect data was by a questionnaire, alternative procedure was not applicable

Compensation: There was no monetary compensation given to the respondents, however a simple token and snacks were given to the them.

Confidentiality pledge: To protect the privacy of the participants, anonymity was guaranteed by not mentioning their names in the manuscript, directly or indirectly implicating their identities and reputation.

Authorization to Access Private Information: The protection of the privacy of research participants was ensured. Privacy and anonymity of respondents was of a paramount importance. This aspect was part of the consent form. Only the researcher or with authority will receive any information about those who composed the study.

Voluntary consent: The participation of respondents was voluntary and no amount of coercion was applied. Their participation was not considered as a part of their rating in their performance assessment and they were not forced to participate. Any private information was only disclosed to the researcher.

Right to withdraw and withhold information: Respondents were informed that they can withhold information if they wish to and withdraw from participation if they like to anytime and this will not result to any effect on rating in their RPMS.

Contact information: The researcher provided the respondents with his contact number and University of the Visayas contact number if ever they have questions, comments or complains regarding the conduct of the study specifically on the gathering of data.

University of the Visayas- Institutional Review Board

2nd Floor, Administration Building, Colon Street, Cebu City
Telephone No. 253-7401 local 116 or email at:
uvirb2017@gmail.com
JEAN L. CLARIÑO
09289401291

B. Debriefing, Communications and Referrals

Debriefing refers to probing or instructing a person or a group people at the end of a mission or period of service. This involved conference between the investigator and the subject after the research session. This was done for several purposes. In research, this can be done in order to smoothen the critical points or to make things clear and understood so as to sustain the harmonious relationship between the researcher and the respondents. This was further done with the researcher thanking the respondents as well as the explanations over some incurred deceptions, if any, that preserves the reliability of the research and protection of whomever in at risk of being harm, physically or psychologically.

Participation in any research study involves human as respondents which may associated with the categorized groups that include giving incentives, the level of compensation or reward for time taken to participate. The simple token of appreciation may be given to each respondent as a form of incentive with the assurance that their responses will never affect their responses but only to encourage the respondents to participate in the study. Incentives were given as a means of being grateful for the

RESULTS AND DISCUSSIONS

This chapter contains the presentation, analysis, and interpretation of the data gathered on the Elementary master teachers' organizational support provided to the elementary master teachers, and their instructional and professional competencies.

Organizational Support to the Elementary Master Teachers

Perceived organizational support deals with the degree to which master teachers believe that their organization values their contributions and cares about their well-being and fulfills socio-emotional needs. The extent of the perceived organizational support to the master teachers is determined in terms of the support in classroom instruction, professional development, instructional supervision, and partnership and linkages.

Classroom instruction is the purposeful direction of the learning process that is primarily tasked to a teacher inside the classroom and is one of the major teacher class activities. It determines the success of the instruction used and implemented by the teacher that eventually results to a joyful and fun filled learning experiences for all the learners. It is manifested by the interactive teaching-learning process inside the classroom as facilitated by the teacher. The extent of classroom instruction support is determined in terms of curriculum management, delivery of instruction, assessment of learning, and provision of learning resources. This is measured using the weighted mean and standard deviation and the results are shown in Table 1.

Table 1 Organizational Support on Classroom Instruction of the Master Teachers

Curriculum Management	Weighted Mean	Descriptive Equivalent
1. Developing school programs and school improvement plan	3.49	Very High Support
2. Offering educational programs, projects and services which provide equitable opportunities for all learners	3.38	Very High Support
3. Feedback mechanism is established to ensure coordination and open-communication.	3.37	Very High Support
4. Democratic consultation is observed in the decision-making process.	3.33	Very High Support
Average Delivery of Instruction	3.39	Very High Support
1. Empowered to make decisions on what is best for the learners they serve, have the flexibility to serve the needs of all learners	3.60	Very High Support
2. Allowing learners to learn a range of core competencies prescribed for elementary education programs	3.56	Very High Support
3. Encouraging local initiatives for improving the quality of basic education	3.54	Very High Support
4. Introducing new and innovative modes of instruction to achieve higher learning outcomes;	3.49	Very High Support

time and effort spared for the participation of the research, that is, during the distribution of the questionnaire.

C. Conflict of Interest

There was a need to identify the conflict of interest that can occur during the conduct of research and its identification and prevention will be the responsibility of the researcher in order to keep balance and fairness of the actions the researcher may need to do. Besides, interest will never be the reason of the researcher to fail to maintain a sound judgment and reflection of the interpretation and analysis of the respondents.

On the conduct of the study personal concept and ideas never overruled the response of the respondents about, organizational support, instructional and professional skills of the master teachers. Likewise, in this study, a statement of agreement between the Principal Investigator (PI) and research adviser states that the Principal Investigator (PI)/ researcher will be the secondary author in any and all publication of this study. Reproduction of this paper will only be allowed with the consent of the principal investigator.

D. Collaborative Study Terms of Reference

Statement of Agreement: In this study, a statement of agreement between the Principal Investigator (PI) and research adviser states that the Principal Investigator (PI)/ researcher will be the secondary author in any and all publication of this study. Reproduction of this paper will only be allowed with the consent of the principal investigator.

Average Assessment of Learning	3.55	Very High Support
1. Providing various types of assessments like demonstration of skills, knowledge and values they need to become caring, self-reliant, productive and patriotic citizens.	3.60	Very High Support
2. Allowing schoolchildren to learn a range of core competencies prescribed for elementary education programs.	3.54	Very High Support
3. Face-to-face learning activities and other learning opportunities for learners' development and improvement	3.51	Very High Support
4. Programs, projects and services developed are translated, adapted and offered to fit local needs.	3.38	Very High Support
Average Provision of Learning Resources	3.51	Very High Support
1. Resources appropriated are adequate (school desks and textbooks and other instructional materials intended are allocated directly)	3.22	High Support
2. Procurement of small capital expenditure items worth P15,000 and below, as provided in the new Government Accounting Manual issued by the Commission on Audit and subject to separate guidelines issued by DepEd.	3.13	High Support
3. Procurement of school supplies and other consumables for teachers and students deemed necessary in the conduct of classes	3.10	High Support
4. Reproduction of teacher-made activity sheets or exercises downloaded from the Learning Resource Management and Development System(LRMDS)	3.08	High Support
Average	3.13	High Support
Factor Average	3.39	Very High Support

Note. n = 63. 1.00-1.74 - No Support; 1.75-2.49 - Low Support; 2.50-3.24 - High Support; 3.25-4.00 - Very High Support

In the area of curriculum management, the results reveal that the master teachers received a very high support in all its indicators. They claimed that they are highly supported in developing school programs and improvement plans, and in offering educational programs, projects and services which provide equitable opportunities for all learners. Moreover, feedback mechanisms and democratic consultations are observed in the system which is considered necessary in the decision-making process. According to Bilgin and Dimirer of 2012, supporting employees brings pleasure in their jobs and this leads to job satisfaction.

In the area of instructional delivery, the results indicate that most of the master teachers gained a very high support. In which most of them claimed that they are empowered to make decisions; introduced new and innovative modes of instruction, and encouraged local initiatives. In addition, learners are also provided to learn a range of core competencies.

On the other hand, in learning assessment, the results indicate that most of the master teachers gained a very high support. They claimed that they received great support in proving various types of assessments, developing programs, projects and services, allowing school children learn a range of competencies and in giving face-to-face learning activities and other learning opportunities. Master Teachers in the Division often become the core group in the production of lesson exemplar. In fact, in one of the guidelines in the ranking for Master Teacher Position is an instructional innovation that is corroborated by at least (four) four teachers and yielded a positive result.

Moreover, in the provision of learning resources, the results reveal that most of the Master Teachers gained a high support. This includes adequacy of resources, procurement of school supplies and other consumables, reproduction of teacher-made activity sheets, and procurement of small capital expenditure items which are stipulated under the Government Accounting Manual. This is clearly a concrete result of the strict division wide campaign on the transparency of the accounting of school MOOE. In fact, several school heads were already reprimanded on the non compliance of the monthly liquidation of their school MOOE. Instructional materials were also provided to all teachers basing on their requested needs. Schools in Toledo City Division have already started to acquire television sets and printers for the use of learning instruction by the teachers. However, in all of the indicators in Organizational Support this has the lowest average since crucial resources such as desks, classrooms, tables and chairs are beyond the capacity of the school heads to provide to their teachers. These resources are already within the boundaries of the National Level. Schools heads can only report a shortage of these resources and will have to wait if budget allocation or provision of these resources will be granted to their schools.

In general, Master Teachers received a very high support on classroom instruction. Moreover, it can also be gleaned from Table 1 that delivery of instruction gained the highest support among the four indicated criteria. This implies that instructional delivery is really a very important aspect in molding holistic learners and in performing their jobs. The Ministry of Education (2017) in Guyana ones averred that the purpose of the teachers is to make the lesson delivery fluid and simple in order to teach the learners the concepts and skills which will be added to their existing knowledge.

Professional development is an undertaking such as seminars, conferences or training to achieve professional growth so as to level up the quality of the teacher's instructional skill. The extent of professional development support is determined using the weighted mean and standard deviation and the results are shown in Table 2.

Table 2 Organizational Support on Professional Development of the Master Teachers

Indicators	Weighted Mean	Descriptive Equivalent
1. Expenses for school-based training and activities selected or designed to improve learning outcomes, such as but not limited to, Learning Action Cells (LAC) and Continuous Improvement (CI) sessions.	3.43	Very High Support
2. Given opportunity to choose career alternatives for advancements.	3.32	Very High Support
3. Supporting special curricular programs (e.g. advocacy, assessment, capacity building, learning environment, learner development, and research).	3.27	Very High Support
4. Encouraging teacher development.	3.27	Very High Support
Factor Average	3.32	Very High Support

Note. n = 63. 1.00-1.74 - No Support; 1.75-2.49 - Low Support; 2.50-3.24 - High Support; 3.25-4.00 - Very High Support

The tabular values reveal that most of the master teachers gained a very high support in the area of professional development. This indicates that organizational support in the area is greatly observed in the aspects of teacher development, expenses for school-based training and activities, special curricular programs, and the opportunity to choose career alternatives for advancements. Master teachers were given the freedom to pursue graduate school studies in any major of specialization they may desire.

In Toledo City Division, the implementation of the School Learning Action Cell (SLAC) is also closely monitored by the SGOD. Every school should have an approve matrix of the said activities. Moreover, In-Service training for teachers credit them 15 CPD units as an indication that professional growth is also an outlook in the division. Teachers were also encouraged to pursue graduate studies not just for promotion but for professional growth as well.

Instructional supervision is a way of assessing, feed backing and monitoring the effective delivery of instruction in the classrooms by the teachers. The extent of instructional supervision support is determined using the weighted mean and standard deviation and the results are shown in Table 3.

Table 3 Organizational Support on Instructional Supervision of the Master Teachers

Indicators	Weighted Mean	Descriptive Equivalent
1. Encouraging instructional initiatives for the improvement learning and to provide the means by which these improvements may be achieved and sustained.	3.51	Very High Support
2. Facilitates for delivery of quality educational programs, projects and services.	3.46	Very High Support
3. Providing instructional advice and support to the teachers.	3.46	Very High Support
4. Curricula supervision.	3.41	Very High Support
Factor Average	3.46	Very High Support

Note. n = 63. 1.00-1.74 - No Support; 1.75-2.49 - Low Support; 2.50-3.24 - High Support; 3.25-4.00 - Very High Support

The tabular values reveal that most of the master teachers gained a very high support in the area of instructional supervision. This indicates that organizational support in the area is greatly observed in the aspects of curricula supervision, delivery of quality educational programs, projects and services, instructional advice and support to the teachers, and instructional initiatives for the learning improvement. Master teachers are seen as instructional leaders in their respective schools. As reiterated by its SDS, "*Bantay ug mas maayo pa na ninyo nang mga T1 sa inyong school.*" (Watch out Master Teachers, T1 may be better than you in your school) "*Master teachers should be ready to give technical assistance to Teachers I-III and your classrooms should be conducive to learning.*" "*Ajaw papiri kay MT ka.*" (Perform at your best, because you are an MT)

Indeed master teachers took these statements as a positive challenge to always stay on top and to function as someone worthy to emulate in their respective stations.

Partnership and linkages refer to other stakeholders that are deemed helpful in the realization of the mission and vision of the school. They can assist the needs of the school especially on the delivery of instruction and physical facilities. The extent of partnership and linkages support is determined using the weighted mean and standard deviation and the results are shown in Table 4.

Table 4 Organizational Support on Partnership and Linkages of the Master Teachers

Indicators	Weighted Mean	Descriptive Equivalent
1. Accepting donations, gifts, bequests and grants for the purpose of upgrading teachers'/learning facilitators' competencies, improving and expanding school facilities and providing instructional materials and equipment. Such donations or grants must be reported to the school head, appropriate district supervisors and division superintendents.	3.49	Very High Support

2. Expanding linkages with other government agencies, local government units and nongovernmental organizations for support of various school activities.	3.46	Very High Support
3. Establishing school and community networks and encouraging the active participation of teachers organizations, non-academic personnel of public schools, and parents-teachers-community associations.	3.44	Very High Support
4. Educational programs, projects and services take into account the interests of all members of the community.	3.43	Very High Support
Factor Average	3.46	Very High Support

Note. n = 63. 1.00-1.74 - No Support; 1.75-2.49 - Low Support; 2.50-3.24 - High Support; 3.25-4.00 - Very High Support

The tabular values reveal that most of the master teachers gained a very high support in the area of partnership and linkages. This indicates that organizational support in the area is greatly observed in the aspects of school and community networks, acceptance of donations, gifts, bequests and grants, interest on educational programs, projects and services, and expansion of linkages with other government agencies, local government units and non government organizations. This has contributed to the fact that master teachers often become the chairman, coordinators or leaders in almost all events initiated by the school. The lead in the solicitation of funds, in the meeting of stakeholders in the absence of the school head. Thus, they become identified figures in the school from an outsider (stakeholders). Therefore the find it easier to network with them in the establishments of linkages for the benefit of the school.

Summary on the Organizational Support Provided to the Master Teachers

The summarized data of the organizational support to the master teachers include the classroom instruction, professional development, instructional supervision, and partnership and supervision is shown in Table 5.

Table 5 Summarized Data on the Organizational Support to the Master Teachers

Factors	Weighted Mean	Descriptive Equivalent
Partnership and Linkages	3.46	Very High Support
Instructional Supervision	3.46	Very High Support
Classroom Instruction	3.39	Very High Support
Professional Development	3.32	Very High Support
Overall Average	3.41	Very High Support

Note. n = 63. 1.00-1.74 - No Support; 1.75-2.49 - Low Support; 2.50-3.24 - High Support; 3.25-4.00 - Very High Support

The tabular values reveal that master teachers gained a very high support from the organization. More specifically, they claimed to have received a very high support in the areas of instructional supervision and partnership and linkages. This suggests that supporting employees is imperative in order to enhance job satisfaction. Similarly, studies in Pakistan education institutions organizational support have indicated that in order to address job dissatisfaction, organizational support is one of the important factors. The authors further stipulate that low perceived institution support was associated with low educator job satisfaction. In addition, Chiang and Hsieh (2012) studied Taiwanese education and found a strong positive relationship between organizational support and job satisfaction.

Instructional Competence of Master Teachers refer to the competencies of the master teachers in performing their duties and responsibilities as instructional leaders of a group of teachers. It is as well pertaining to the ability of master teachers in handling their own classes. The instructional competence of the master teachers is measured in terms of content, knowledge, and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting.

Content, knowledge and pedagogy refer to the mastery of the subject content and the different strategies in teach. The competence in content, knowledge and pedagogy is determined using the weighted mean and standard deviation and the results are shown in Table 6.

Table 6 Competence on Content, Knowledge and Pedagogy of Master Teachers

Indicators	Weighted Mean	Descriptive Equivalent
The teacher has		
1. Classroom communication strategies	4.62	Advanced
2. Content knowledge and its application within and across curriculum areas	4.59	Advanced
3. Strategies for developing critical and creative thinking, as well as other higher-order thinking skills	4.57	Advanced
4. Strategies for promoting literacy and numeracy	4.56	Advanced
5. Mother Tongue, Filipino and English in teaching and learning	4.57	Advanced
6. Research-based knowledge and principles of teaching and learning	4.49	Advanced
7. Positive use of ICT	4.10	Proficient
Factor Average	4.50	Advanced

Note. n = 63. 1.00-1.80 - Very Poor; 1.81-2.60 - Fair; 2.61-3.40 - Satisfactory; 3.41-4.20 - Proficient; 4.21-5.00 - Advanced

The tabular values reveal that in the area under content, knowledge and pedagogy most of the master teachers gained an advanced competence. Moreover, they performed very well in using classroom communication strategies and content knowledge and its application within and across curriculum areas. This indicates that master teachers do have mastery of the nature of their job wherein they can demonstrate effectively their knowledge and apply this to any related and complex areas. In addition, they also claimed that they can outstandingly utilize classroom communication strategies that make delivery of lesson smooth and fluid as well as learning of the students easy. Master Teachers often serve as demonstration teachers during in service training and other curricular workshops. Being a demonstration teacher is also one of the basic qualification when one sought for promotion as such.

However, of all the domains the positive use of ICT gained the lowest mean. This implies that master teachers still need to adapt with the evolution of technology and its importance in the field of teaching. This is a basically caused by having master teachers that are already too adept with the traditional modes of teaching like utilization of charts, pictures and flashcards not to mention those who were already on the verge of their retirement. Although the Department of Education has revolutionize the use of ICT in its Reporting and Assessment, master teachers still need to enhance their ICT skills in teaching.

Learning environment refers to the conducive place whereby learners are able to learn the concepts in an enjoyable and safe venue. The competence in dealing with the learning environment is determined using the weighted mean and standard deviation and the results are shown in Table 7.

Table 7 Competence on Learning Environment of Master Teachers

Indicators	Weighted Mean	Descriptive Equivalent
The teacher considers		
1. Support for learner participation	4.82	Advanced
2. Promotion of purposive learning	4.79	Advanced
3. Management of learner behavior	4.78	Advanced
4. Management of classroom structure and activities	4.65	Advanced
5. Learner safety and security	4.52	Advanced
6. Fair learning environment	4.49	Advanced
Factor Average	4.68	Advanced

Note. n = 63. 1.00-1.80 – Very Poor; 1.81-2.60 – Fair; 2.61-3.40 – Satisfactory; 3.41-4.20 – Proficient; 4.21-5.00 – Advanced.

The tabular values reveal that in the area under learning environment most of the master teachers gained an advanced competence. Moreover, they performed very well in supporting learner participation, promoting purposive learning and in managing learner behavior. This indicates that Master Teachers are already advanced in terms of creating conducive learning venues for learners to progress in school. Classrooms of Master Teachers frequently form part in various bench marking activities that aimed to showcase classroom structuring, instructional materials bureau and how the learners were able to educationally make use of those.”

Diversity of learners refers to the various levels and ways by which learners learn including their special learning needs. This shows the ability of the teacher to address the different learning styles of the learners so that they may acquire the needed skills that are needed as they progress in their school life. The competence in handling diversity of learners is determined using the weighted mean and standard deviation and the results are shown in Table 8.

Table 8 Competence on Diversity of Learners of Master Teachers

Indicators	Weighted Mean	Descriptive Equivalent
The teacher considers		
1. Learners' gender, needs, strengths, interests and experiences	4.73	Advanced
2. Learners' linguistic, cultural, socio-economic and religious backgrounds	4.72	Advanced
3. Considers Learners with disabilities, giftedness and talents	4.71	Advanced
4. Considers Learners in difficult circumstances	4.70	Advanced
5. Learners from indigenous groups	4.70	Advanced
Factor Average	4.71	Advanced

Note. n = 63. 1.00-1.80 – Very Poor; 1.81-2.60 – Fair; 2.61-3.40 – Satisfactory; 3.41-4.20 – Proficient; 4.21-5.00 – Advanced.

The tabular values reveal that in the area under diversity of learners most of the master teachers gained an advanced competence. Moreover, they performed very well in giving consideration on the learners' gender, needs, strengths, experiences, socio-economic, and cultural backgrounds. This indicates that master teachers already gained an advantage when it comes to dealing with diverse learners. Their experience and training honed them to be as such. In the recent endeavor of the Division of Toledo City, Master Teachers were recommended participants in the Division wide echo seminar on the utilization of the Multi-Factored Assessment Tool (MFAT) to be used in addressing needs of the special children streamlined in the regular classes from Kindergarten to Grade Six. Master Teachers also act as Guidance Designates in their respective schools sense elementary

public schools nowadays do not have access to licensed Guidance counselors. In this regard, they often participate in Guidance related seminars offered by Toledo City Division. Their sense of independence in choosing strategies for teaching also contributed in their advanced stage in dealing with learner diversity.

Curriculum and planning refer to the preparation in the delivery of the lesson so that learners may better absorb the concepts that is in line with the curriculum implemented by the Department of Education. The competence in curriculum and planning is determined using the weighted mean and standard deviation and the results are shown in Table 9.

Table 9 Competence on Curriculum and Planning of Master Teachers

Indicators	Weighted Mean	Descriptive Equivalent
1. Engaged in Professional collaboration to enrich teaching practice	4.92	Advanced
2. Learning outcomes are aligned with learning competencies	4.87	Advanced
3. Maintains Relevance and responsiveness of learning programs	4.84	Advanced
4. Plans and manages of teaching and learning process	4.76	Advanced
5. Uses Teaching and learning resources including ICT	4.37	Advanced
Factor Average	4.75	Advanced

Note. n = 63. 1.00-1.80 – Very Poor; 1.81-2.60 – Fair; 2.61-3.40 – Satisfactory; 3.41-4.20 – Proficient; 4.21-5.00 – Advanced.

The tabular values reveal that in the area under curriculum planning most of the master teachers gained an advanced competence. Moreover, they performed very well in engaging professional collaboration and aligning learning outcomes with the learning competencies. This indicates that Master Teachers have highly benefited from the different opportunities provided for them in the field. They serve as the core group in planning for the content in In service Training alongside the different Education Program Supervisors, they act as extension of the School Head in curricular planning, they give technical assistance to teachers in areas of planning, teaching, feed back and reporting. They front lined the crafting of teaching innovations such as Intervention Materials, Teaching-Learning Action Researches and Reading Remediation Activities. In the study of Carolan Guinn (2007) they concluded that master teachers should be developed as 'job-embedded, site based, needs-based, collaborative' and sustainable. They further stressed that master teachers should have pedagogic approaches which involve offering personalised scaffolding, using flexible means to reach defined ends, mining subject-area expertise, and creating a caring classroom in which differences are seen as assets.

Finally it can be noted from the values on the table that the use of ICT resources in teaching and learning gained a lowest weighted mean. It can be linked to the previous result in table 6 in which master teachers still need to enhance their ICT skills as it is nowadays a very vital aid in the delivery of their instruction. Attendance in workshops and seminars on ICT integration and utilization in the teaching-learning process can be a good option for master teachers.

Assessment and reporting refer to the ways by which learner's progress are monitored and are feed backed to the learners and to their parents for enrichment and reinforcement. The competence in assessment and reporting is determined using the weighted mean and standard deviation and the results are shown in Table 10.

Table 10 Competence on Assessment and Reporting of Master Teachers

Indicators	Weighted Mean	Descriptive Equivalent
1. Communicates learners needs, progress and achievement to key stakeholders	4.81	Advanced
2. Designs, selection, organization and utilization of assessment strategies	4.75	Advanced
3. Uses assessment of data to enhance teaching and learning practices and programs	4.55	Advanced
Factor Average	4.79	Advanced

Note. n = 63. 1.00-1.80 – Very Poor; 1.81-2.60 – Fair; 2.61-3.40 – Satisfactory; 3.41-4.20 – Proficient; 4.21-5.00 – Advanced.

The tabular values reveal that in the area under assessment and reporting most of the master teachers gained an advanced competence. Moreover, they performed very well in monitoring and evaluating learners' progress, and in giving feed backs to improve learning. This indicates that Master Teachers can promote and relay pupils' development at an advanced stage. This is very evident in their pursuit to assist school heads in the crafting of the School Improvement Plan (SIP) and in the dissemination of the School Report Card (SRC). These documents will track the development of the Priority Improvement Areas as identified by the school in the data gathered. These are also useful concrete evidences upon which Master Teachers may act upon so that the needs of the learners can be better addressed. Home visitations, parent conferences, stakeholders' convergence were also vital activities happening in the school actively participated by Master Teachers. They often take the lead in the above mentioned activities which aim to build positive relationship among the stakeholders and the school. Card Distributed and PTA meetings as stipulated in the official DepEd calendar were also strictly adhered to.

Finally tabular values reveal that the use of assessment of data to enhance teaching and learning practices and programs gained the lowest weighted mean of 4.55. This implies that master teachers need to further strengthen the practice of item analysis every after summative tests and periodical test in order to spell out competencies that are difficult to teach. Master teachers may also need to further utilize the results in the School Monitoring and Adjustment (SMEA) so that programs to be undertaken

or initiated by the school may be fitted with the gaps and concerns emerging from the data on the SMEA. These programs and initiatives maybe on the drop-out rate, absenteeism, cutting of classes, non-readers or on the conduct of remedial classes.

Summary on the Instructional Competence of the Master Teachers

The summary of the instructional competence of the master teachers includes the competence in content, knowledge, and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting is shown in Table 11.

Table 11 Summarized Data on the Instructional Competence of the Master Teachers

Factors	Mean	Descriptive Equivalent
Assessment and Reporting	4.79	Advanced
Curriculum and Planning	4.75	Advanced
Learning Environment	4.71	Advanced
Learners Diversity	4.71	Advanced
Content, Knowledge and Pedagogy	4.50	Advanced
Overall Average	4.69	Advanced

Note. n = 63. 1.00-1.80 – Very Poor; 1.81-2.60 – Fair; 2.61-3.40 – Satisfactory; 3.41-4.20 – Proficient; 4.21-5.00 – Advanced.

The tabular values reveal that master teachers outstandingly demonstrate their instructional competence in all the areas. Moreover, they gained the highest rating in the areas of assessment and reporting, and curriculum and planning. As Van Driel and Berry 2012: 28 put it, “Master teachers refer to those with pedagogic skills despite its gendered terminology, builds on the skills of the expert teacher to contribute to the professional growth of others. This is shown in the development of Standards for Master Teachers in England (Department for Education 2011: 9-11), with their emphasis on knowledge, enhanced classroom performance, attention to outcomes, environmental awareness reflecting the ethos of the school, and professional confidence and awareness.

Furthermore, the indicator on Content, Knowledge and Pedagogy has the lowest weighted mean of 4.50. This can be duly attributed to the fact that elementary master teachers and even all elementary teachers are considered generalists. As it is said “Jack of All Trades, Master of None”. They strive to learn if not master all the competencies in all the subject areas that they will be handling and every school year a possibility of being transferred to another grade level or to another subject area/s assignment. The result can also be linked to the low weighted mean on the positive use of ICT and on utilizing research-based principles of teaching as revealed on Table 6. The two indicators may have been very substantial in enriching the content of the lesson and enhance their teaching competencies. In light of these revelation of data, master teachers still need to enhance ICT integration in their teaching and be updated with the current researches on the teaching-learning strategies.

Professional Competence of Master Teachers

Professional competence refers to the various skills of the teachers in dealing with colleagues other than that of the instructional skills.. The professional competence of the master teachers is measured in terms of community linkages and professional engagement, and personal growth and professional development.

Community linkages and professional engagement refer to the external help and assistance in the delivery of instruction.. The competence in community linkages and professional engagement is determined using the weighted mean and standard deviation and the results are shown in Table 12.

Table 12 Competence on Community Linkages and Professional Engagement of Master Teachers

Indicators	Weighted Mean	Descriptive Equivalent
1. Abides with the School policies and procedures	4.92	Advanced
2. Practices Professional ethics	4.89	Advanced
3. Engages of parents and the wider school community in the educative process	4.70	Advanced
4. Establishes of learning environments that are responsive to community context	4.65	Advanced
Factor Average	4.79	Advanced

Note. n = 63. 1.00-1.80 – Very Poor; 1.81-2.60 – Fair; 2.61-3.40 – Satisfactory; 3.41-4.20 – Proficient; 4.21-5.00 – Advanced.

The tabular values reveal that in the area under community linkages and professional engagement most of the master teachers gained an advanced competence. Moreover, they performed very well in abiding with the school policies and procedures, and in practicing professional work ethics. Master Teachers are highly skilled educators with a passion and drive to improve the instructional quality of their schools by extending their impact as teachers in the community. In addition to the skills demonstrated Master Teachers have a wealth of experience facilitating professional learning for colleagues and leading school-wide initiatives. By working closely with school and/or district leadership, Master Teachers support the development of their peers by creating professional learning opportunities, leading teacher teams, and facilitating community extensions.

Furthermore, the result reveals that the indicator on establishing learning environments that are responsive to community context gained the lowest weighted mean of 4.65. This implies that master teachers need to contemplate on utilizing contextualization of learning process and learning materials based on the needs of the locality. Master teachers need to enhance their skills on making the community as a laboratory for learning. In the content of the uploaded lesson exemplars in the LRMDs Portal of the Department of Education, teachers are encourage to use and revise them basing on the needs and availability of the community. Local human resources such as firemen, fishermen, farmers, electricians can be tapped to become an information hub for the learners. Local community sites such as libraries, museums, rivers, and establishments can also be an informational source of children's learning.

Personal Growth and Professional Development refer to the personal discipline and various endeavors participated by a teacher towards the improvement of the teaching process such as seminars, workshops, Learning Action Cell (LAC) sessions, conferences and Focus group Discussions. The competence in personal growth and professional development is determined using the weighted mean and standard deviation and the results are shown in Table 13.

Table 13 Competence on Personal Growth and Professional Development of Master Teachers

Indicators	Weighted Mean	Descriptive Equivalent
1. Establishes Professional links with colleagues	4.71	Advanced
2. Has Dignity of teaching as a profession	4.48	Advanced
3. Maintains a Philosophy of teaching	4.48	Advanced
4. Has a Professional development goals	4.48	Advanced
5. Does Professional reflection and learning to improve practice	4.41	Advanced
Factor Average	4.51	Advanced

Note. n = 63. 1.00-1.80 – Very Poor; 1.81-2.60 – Fair; 2.61-3.40 – Satisfactory; 3.41-4.20 – Proficient; 4.21-5.00 – Advanced.

The tabular values reveal that in the area under personal growth and professional development most of the master teachers gained an advanced competence. Moreover, they performed very well in establishing professional linkages. Professional development requires the improvement of teachers' knowledge and skills to maintain their effectiveness in the classroom. In the study of Celik in 2011, master teachers should be taking part in a continuous personal professional development. Moreover, Professional growth creates a better environment in school (Alia, Zohrehb and Nia, 2012).

On the other hand, the indicator on professional reflection and learning to improve practice has the lowest weighted mean of 4.41. This implies that master teachers need to look over and assess their individual Plan for Professional Development (IPPD) crafted to address their needs for professional reflection to improve learning practice. The objectives and goals enumerated therein should be aligned with their teaching needs so that necessary improvement can be targeted. They may also ask assistance from their superiors like their school heads and supervisors. LAC sessions, Post conferences with school head and supervisors are also beneficial scenarios for reflection and sharing of best practices among colleagues.

Summary of the Professional Competence of the Master Teachers

The summarized data of the professional competence of the master teachers which include the community linkages and professional engagement and personal growth and professional development is shown in Table 14.

Table 14 Summary of Data on the Professional Competence of the Master Teachers

Factors	Weighted Mean	Descriptive Equivalent
Community Linkages and Professional Engagement	4.79	Advanced
Personal Growth and Professional Development	4.51	Advanced
Overall Average	4.65	Advanced

Note. n = 63. 1.00-1.80 – Very Poor; 1.81-2.60 – Fair; 2.61-3.40 – Satisfactory; 3.41-4.20 – Proficient; 4.21-5.00 – Advanced.

The tabular values reveal that master teachers outstandingly demonstrate their professional competence in all the areas. Moreover, they gained the highest rating in the area of community linkages and professional engagement. This indicates that they have reached out beyond their teaching roles in the classroom and moved out of their comfort zones to work with the community and its stakeholders for the benefit of the school and its clientele and engaged in continuous personal and professional growth and development.

However, personal growth and professional development has the lowest weighted mean. This can be attributed to the result in table 13 showing the factor average in all its indicators was revealed. Master teachers need to further engage themselves in the strive for growth and development. This is a revelation of the fact that only a number of master teachers attended graduate school studies once promotion is already earned. Other master teacher tend to be very lenient already in terms of professional growth saying "*inyoha nasad rong time*" (it is already your time) referring to those newly hired and younger teachers in the field. As a result they lag behind those teachers in terms of professional growth and development.

Relationship among Received Organizational Support, Instructional Competence, and Professional Competence

The relationship among the variables such as the perceived organizational support, instructional competence, and professional competence is determine using the Pearson's Product Moment Correlation Coefficient with an alpha level of significance, 0.05. The results are shown in Table 15.

Table 15 Relationship among Organizational Support, Instructional Competence, and Professional Competence

Variables	r-value	p-value	Decision	Interpretation
Organizational support and Professional Competence	-.004	.978	Fail to Reject Ho	Not Significant
Organizational support and Instructional Competence	-.017	.897	Fail to Reject Ho	Not Significant

Level of significance α 0.05

Organizational Support and Instructional Competence: The results indicate that there is no significant relationship between the organizational support and the instructional competence of the master teachers since p-value (0.897) is greater than α level of significance, 0.05. This implies that the organizational support received by the master teachers does not directly influence their instructional performance.

Master Teachers are independent learners who strive to improve their own learning to deliver effective learning to the students and their peers. The core component of a master teacher is to deliver high-quality instructional competence to their students and also professional development to career teachers. (National Institute for Excellence in Teaching. (2013). One of the relevant emphasis on the PPST RPMS is the highlighted duties and functions of master teachers to wit; deliver high quality instructional competence and mentor fellow teachers in achieving instructional growth.

The result implies that master teachers are independent individuals striving to be instructionally competent as their duty calls for. They perform their duties in the area of instruction at an advanced level. They showed their resourcefulness in the performance of their roles and responsibilities so that resources for the teaching learning process can be acquired.

Organizational Support and Professional Competence: The results indicate that there is no significant relationship between the organizational support and the professional competence of the master teachers since p-value (0.978) is greater than α level of significance, 0.05. This implies that the organizational support received by the master teachers does not directly influence their professional performance. -

Professional competency therefore can be considered as a highly valued quality which accounts for the efficient use of knowledge, skills, intellect, strength and capacity that are required to carry out one's functions and duties for the profession. Master Teachers have the responsibility to identify, develop and maintain high standards of this competence even in the absence of any organizational support.

This implies that master teachers voluntarily and willingly find a way to achieve an advanced level of professional competence for the benefit of the organization, of their fellow teachers and of their learners so as they can deliver their duties and functions at a level at par with what is set of their position. Master Teachers who choose to upgrade professionally willingly spend for their own albeit the department's support. They showed their commitment to grow professionally by deciding on their own.

A Competency Theory for Master Teachers

A **theory** is a supposition or a system of ideas intended to explain something, especially one based on general principles independent of the thing to be explained.

A **proposition** is a logically and theoretically valid statement that explains relations between variables

The following propositions were arrived basing on the finding generated from the study on Organizational Support, Instructional and professional Competence of Master Teachers.

Proposition # 1

The level of organizational Support received by Master Teachers is independent from their level of instructional competence.

Elementary master teachers are resourceful individuals duly selected for their position. They can function well regardless of the level of the organizational support they may receive for their department. They likewise showed a great sense of initiative so that the quality of teaching they can deliver cannot be affected by the level of the organizational support they may receive. According to Celik (2011), knowingly, effective pedagogical ability like expertise in knowledge and instructional skills in teaching indicate the quality of teaching. On the positive note, they welcome and acknowledge the level of organizational support they receive from the department. They are armed with the passion for teaching hence they find ways to meet what is required of them to perform. Thus, regardless of the level of organizational support they may get, they can still become instructionally advanced teachers. Similarly, Thompson et al. (2004) noted that master teachers show pace, subject understanding, individual student awareness and effective communication in teaching.

Proposition # 2

The level of organizational support received by Master Teachers is independent from their level of professional competence.

Master teachers are self-fulfilling individuals who are driven to grow personally and professionally regardless of the level of organizational support they may receive from the department. They are teachers who displayed a high sense of commitment in their work and in their functions towards the department, the school and to their co-teachers. Moreover, they are part and parcel of the department who greatly welcomes organizational support. Thus, they willingly attend activities and endeavors to grow personally and professionally at an advanced level. Guskey of 2014, believed that professional development should be planned by teachers themselves. Professional and personal development for them is self vacation that can help them fulfill their duties in teaching.

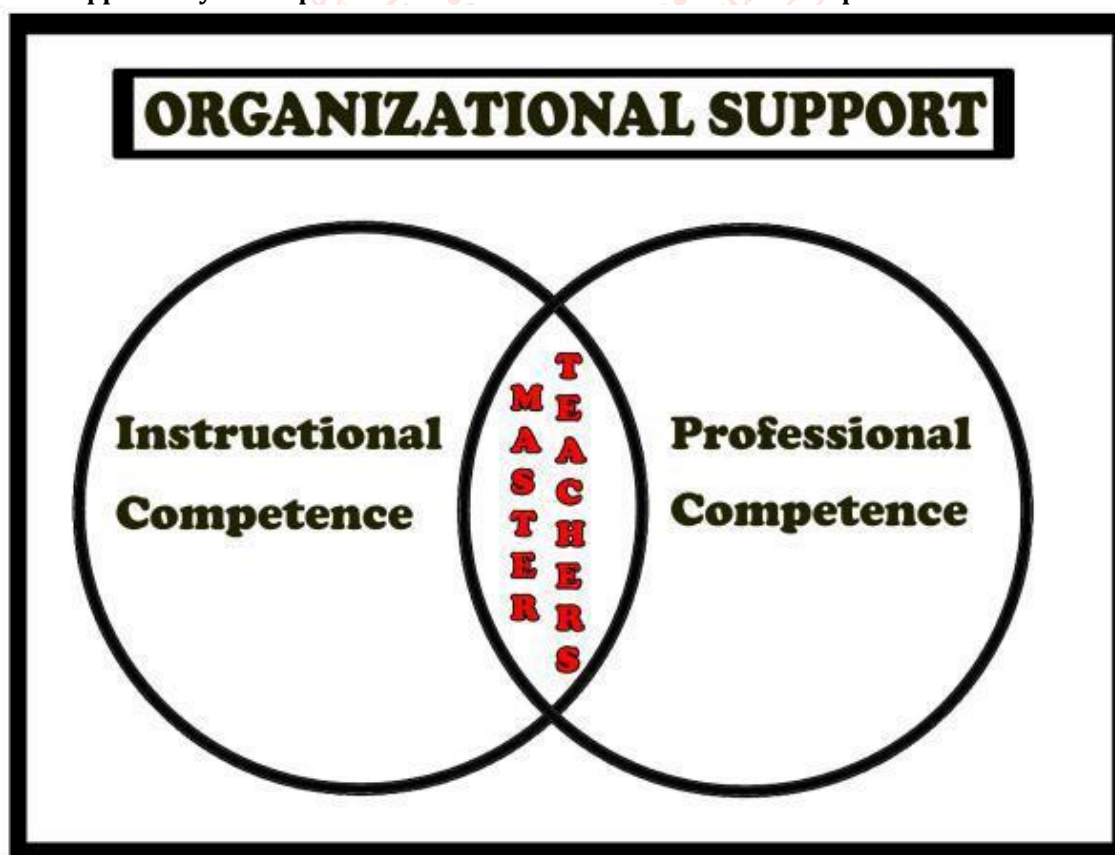
Proposition # 3

Master Teachers continuously honed their ICT skills, improved their inclination on research-based principles of teaching and further seek professional growth and development.

Master Teachers are professionals who need to engage themselves in a continuous instructional and professional development to sustain their advanced level. They should be driven with the passion to adapt with the evolution of technology and how it become a substantial tool in the teaching-learning process. They should be able to adapt with the modern changes of times that is greatly affecting the ability of the learners to absorb concepts in a non-traditional manner. The evolution of ICT and its important effects in the world of teaching should be readily embraced by master teachers regardless of their age. If taken positively, ICT can aid them in the presentation of abstract concepts into a more meaningful audio and visual learning experience.

Their sense of inquiry is honed through research based principles in teaching that are vital innovations in the pursuit of quality and meaningful learning to all the learners. Celik of 2011 noted that teachers should be taking part in a continuous personal professional development. In the same manner, Alia, Zohrehb and Nia of 2012 stated that Professional growth creates a better environment in school. Research has also invaded the field of education. It has greatly contributed to the conceptualization of a more fitting curriculum to the needs of the learners. it has given the academe various answers to various problems in schools like learners' behaviours, proven teaching strategies and positive discipline. Their sense of inquiry is honed through research based principles in teaching that are vital innovations in the pursuit of quality and meaningful learning to all the learners. Celik of 2011 noted that teachers should be taking part in a continuous personal professional development. In the same manner, Alia, Zohrehb and Nia of 2012 stated that Professional growth creates a better environment in school.

Clariño's Competency Theory for Master Teachers
Organizational Support may not impede the Instructional and Professional Competence of Master Teachers.



Education is primarily governed by licensed professional teachers hired and tasked to educate the children into becoming useful citizens someday. This is the tool seen as their armor in the complexities of the real world. These children in the formal educational set-up are immersed into the skills of reading, writing, analysis and mathematical skills. These are 21st century skills that teachers strive hard to feed them. They guide and mold them from kindergarten till they earn their degree. In so doing teachers need various kind of support and skills so that their roles and responsibilities can be well delivered.

Moreover, teachers came in the field as beginning, proficient and eventually into highly proficient individuals to mentor, coach and give technical assistance to fellow educators as so needed. They should be well equipped with the needed instructional and professional competencies as well as generate support from their respective organization or department.

Instructional competence includes Content, knowledge and pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning and Assessment and Reporting. These skills are deemed necessary in the teaching learning process. This is a great contributory factor in the success of the learners as they advanced in their academic endeavors. These should be well catered to by teachers in the classrooms and essential part of these is the ability of the master teachers to mentor, coach and give technical assistance to the beginning and proficient teachers. Master teachers being instructional leaders in the school should possess an advanced level of instructional competence. They should frontline the high manifestation of the these instructional skills in the field so as to receive respect when it comes to mentoring and coaching of other teachers. Instructional competence as well will clearly define the quality of teacher one is in the performance of the teaching job.

Professional competence is is another attribute that contributes to the holistic capability of a teacher. It greatly determines the ability of the teacher to reach out to various stakeholders so that the teaching learning process can be contextualized and indigenized based on the needs of the community where the learners are interacting with. This includes community Linkages and Professional Engagement as well as Personal Growth and Professional Development. A teacher should be professionally advanced and updated with the current trends in the field of teaching. This would mean not lagging behind with what the modern times demand. The needs of the learners also evolve with the advancement of the modern world and so teachers must have the sense of novelty. Attendance in seminars, training, workshops and conferences can become ideal steps towards professional development. Furthermore, attending Graduate school programs can be a great leap too. Community linkages should also be strengthen so as to establish a good rapport between the teacher, the school and the community. Lessons can be designed according to what the community has to offer. Community can become a great laboratory for learning where concrete manifestations of learning can be exhibited by the learners themselves. Reaching out and building a facade of camaraderie between the school and the community is a manifestation of a united stakeholders aimed at giving the learners the quality education they deserve. In

this regard, master teachers should be a bearer of an advanced professional competence.

Furthermore, Organizational Support is a part and parcel of any functioning organization. It is an aid the helps alleviate the level of performance of anyone who form part of the organization. However, in the case of Master Teachers in Toledo City Division, the level of organizational support they received had proved to be a non significant variable in the performance of their roles instructionally and professionally. This is not to discount though the support given by the department to their master teachers. Little, average or with high organizational support master teachers are part of the department who are equipped with the skills of resourcefulness, commitment to their roles and responsibilities, initiative, self-fulfilling, independent and continually improves themselves to better serve and sustain their advanced level of instructional and professional competence.

The schema of the theory vividly shows the variable on the organizational support as an external contributory factor to the over-all competence of the master teachers. It has significantly tell a story that master teachers can perform their duties both instructionally and professionally underpinning the degree of support they may receive from their organization or department. It has not reiterated though that master teachers do not at all need any organizational support. The theory suggests that despite the level of organizational support master teachers may receive from their organization or department they can still manage to display an advance level of instructional and professional competence thereby fitting to be called highly competent teachers.

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusion, and recommendations of the study on the organization support, instructional competence, and professional competence of master teachers. The presentation of findings is based on the sequence of the questions in the statement of purpose of the study.

Summary of Findings

After the thorough procedure and analysis, the researcher has come up with the following findings:

Elementary Master Teachers of the Division received very high organizational support specifically in classroom instruction, professional development, instructional supervision and partnership and linkages.

In addition, they have an advanced level of instructional competence in terms of content, knowledge and pedagogy, learning environment, diversity of learners, curriculum and planing and in assessment and reporting.

Moreover, they exhibited an advanced level of professional competence in terms of community linkages and professional development and in their personal and professional growth.

However, elementary master teachers of the Division needed to further enhance their skills on the positive use of ICT as a

vital tool in the teaching - learning process. It was also found out that they need to delve more into research-based knowledge and principles of teaching and learning as well as on their personal and professional growth and development.

Conclusion

Based on the findings of the study, the researcher safely concludes that Elementary Master Teachers in the Division, are at an advanced level in their Instructional and Professional Competencies. They are therefore, highly proficient teachers fitted to perform coaching, mentoring, giving of technical assistance and observation of classes as mandated in the Philippine Professional Standards for Teachers where the Results Based Performance Management System (RPMS) for teachers is anchored.

Elementary master teachers can display advanced level in instruction and professional aspects albeit the level organizational support they may get. Their resourcefulness, initiative and commitment drive them to choose to be at an advanced level both in instruction and in professional aspects of their roles and responsibilities. It conforms with the Vroom's expectancy theory that behavior results from conscious choices among alternatives whose purpose it is to maximize pleasure, that an employee's performance is based on individual factors such as personality, skills, knowledge, experience, professional growth and abilities.

Furthermore, elementary master teachers need to enhance their skills on the positive use of ICT, in utilizing research-based principles in teaching and in their professional growth and development.

Recommendations

In the light of the findings and the conclusion of the study, the researcher has come up to these following recommendations:

1. The theory generated from the findings of this study should be subjected to validation.
2. The Department of Education should review its provision on crucial learning resources to master teachers and teachers alike as these are deemed necessities in the teaching learning process. Master teachers should at all times sustain their levels of instructional and professional competence through attendance in graduate school programs, participation in workshop and conferences as well as engagement in various training.
3. Future studies may find great use of the findings of the study especially when theory validation is conducted.
4. Finally, the following topics are suggested for future research undertakings:
 - A. Preparing teachers for a changing world: What teachers should learn and be able to do.
 - B. Teacher quality in a changing policy landscape: Improvements in the teacher pool
 - C. Master teachers as professional developers: Managing conflicting versions of professionalism
 - D. Walking in two worlds: Master teachers serving as site coordinators in partner schools

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