



# Good Leadership and Teaching Competencies of Public Schools Master Teachers

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**Abstract**— The latest trend in education today is to empower the teachers; the front-liners in education to become effective teacher leader. Effective education leadership makes difference in improving learning. Teachers who engage in teacher leadership in any capacity have seen its impacts on learning community. Leadership, in whichever model it embraces, has as central goal to ensure and maintain the school improvement which has to do with the quality of teaching; the most influential factor of students' achievement. Master teacher is one of the front-liner in instruction that needs to grasped the essentials strategies in teaching and learning to ensure that the students learned most. one who goes above and beyond to ensure a positive learning experience for each student and who shares his or her knowledge with the broader learning community. Teacher leadership skills and competencies of a master teacher are needed for the successful of learning community. Unfortunately, there were times that master teachers cannot perform well their tasks or their performance does not reach the optimum results. This study was anchored by the importance of having good leadership and teaching competencies of public schools Master Teachers towards proposing an enhancement program for master teacher relative on their needed program to enhance their competencies and skills as teacher leader. Good Leadership as to their professional teaching competencies, core behavioral competencies and core skills.

**Keywords**— Behavioral Core Competencies, Core Skills, Good Leadership, Master Teacher, Professional Teaching Competencies.

## I. INTRODUCTION

The latest trend in education today is to empower the teachers; the front-liners in education to become effective teacher leader coincide with several studies conducted all over the world. Effective education leadership makes difference in improving learning. Teachers who engage in teacher leadership in any capacity have seen its impacts on learning community.

Leadership is the mediator which activates inspiration, motivation, support and guidance towards the right direction bringing out the maximum of teachers' potential and achieving school improvement. Perhaps, the most prevalent finding one can draw from the above is that practices such as motivations of educators, job satisfaction in the work settings, organizational commitment, organizational citizenship and teacher leadership are only some of the leadership factors which are considered to be strongly influential concerning teachers' empowerment (Emmanouil, Osia and Ioanna, 2014). Leadership, in whichever model

it embraces, has as central goal to safeguard and uphold the school improvement towards better quality of teaching; the most influential factor of students' achievement. It is obvious though that the quality and the effectiveness of leadership is understood and evaluated in correspondence with regards to teachers' motivation and effectiveness (Fullan, 2001).

Master teacher is one of the front-liner in teaching that needs to become skilled at the essential of teaching and learning towards better student outcome. Most experts agree that master teachers are those who clearly demonstrate competency in the following areas: 1. Master teachers are focused on student learning, 2. Master teachers are experts in their practice. 3. Master teachers are experts in their content areas. 4. Master teachers actively participate in ongoing professional development. 5. Master Teachers are leaders in the educational community. The statements above, highlighted the essential teacher leadership skills and competencies of a master teacher that are needed for the successful of educational community for teacher, students and school.

Unfortunately, there were times that master teachers cannot perform well their tasks. Some of them said that may be due to some factors that affect their teaching profession, which may cause low performance on their good leadership; may be due to lack of competencies and skills to perform well their teaching profession and to be an effective teacher leader.

Professional Teaching Competencies are the things that need to consider about the efficiency of teacher on its profession. According to the New Teacher Center (2011) there were Professional Teaching Competencies such as: engage and support all students in learning; create and maintain an effective environment for students learning; comprehend and unify subject matter for learning of learners; design teaching methodologies and develop engaging and participating learning environment for all students; assess student learning; and develop as a professional educator; and communication.

Core Behavioral Competencies and Core Skills were based on DepEd RPMS Framework. It supports the values and principles of act, presentation and responsibility in the agency, with the DepEd's vision and mission at its core.

Core Behavioral Competencies are the competencies of teachers that are very essential upon performing their professional tasks. It consists of self-management, professionalism and integrity, outcome emphasis, teamwork, facility direction and innovation relative on its work.

The importance of having good leadership specifically for a teacher inspired the researcher to study the good leadership of Master Teachers. Good Leadership as to their professional teaching competencies, behavioral core competencies and core skills.

The researcher wants to determine the level of good leadership public schools master teachers under Nueva Ecija Division and proposing an enhancement program for master teacher relative on their needed program to enhance their competencies and skills as teacher leader.

## II. OBJECTIVES OF THE STUDY

This study attempted to determine the level of good leadership of master teachers in Nueva Ecija Division. Specifically, it sought to response the following questions:

1. How may the performance of public school master teachers be described?
2. How may the Good leadership and teaching competencies of public school master teachers be described in terms of:
  - 2.1. Professional teaching competencies;
  - 2.2. Core behavioral competencies; and
  - 2.3. Core skills?
3. Is there a significant difference in the evaluation made of respondents when group according to leaderships and teaching competencies?
4. Is there a significant relation between the profiles of the respondents on their evaluation of good leadership and teaching competencies?
5. Is there a significant relationship in the performance of the respondents and their assessment of good leaderships?

### *Hypotheses of the Study*

1. There are no significant differences in the assessment of the two groups of respondents as to the good leaderships.
2. There are no significant relationships between the profiles of the respondents on their assessment of good leadership.
3. There is no significant relationship in the performance of respondents and their assessment of good leaderships.

## II. RESEARCH METHOD

The descriptive-survey method was employed in this study using a validated survey instrument – the questionnaire – to gather data from the respondents. It utilized the process of assessment and evaluations. Descriptive method of research comprises investigation of an enormously range of phenomena that results in a comprehensive demonstration and clarification of numerical organizations of information generated by survey (Tan, 2006). Manzano (2015), defined that the descriptive-survey research indicates the congregation of information dealing current situations. It is suitable to quantify and define prevailing phenomenon in the leadership and teaching competencies of public- school master teacher division in Nueva Ecija Division. It is of large value in providing facts about the extent of teachers' leadership as to their professional teaching competencies, behavioral core competencies and core skills by means of survey questionnaire and randomly interviews from the respondents.



The participants were 229 teachers preferably master teachers in the whole Division of Nueva Ecija, Philippines using total enumeration sampling procedure.

And the researcher was adopted survey questionnaire from the professional teaching competencies revised last June 2011 and from the behavioral core competencies and skills stated at the guiding principle in an institution and DepEd RPMS and based on Barge (2012) in Georgia Department of Education; Key Effectiveness for Teachers on System Fact Sheets consists of multiple mechanisms which subsidize the overall Teachers' Effectiveness Measure (TEM).

### III. RESULTS AND DISCUSSION

#### 1. Performance of Respondent-Master Teacher in the School

**Table 1: Master Teacher Performance in School**

Master Teacher's Performance	Frequency	Percent	Verbal Description
1	0	.0	Poor
2	0	.0	Unsatisfactory
3	83	36.2	Satisfactory
4	130	56.8	Very Satisfactory
5	16	7.0	Outstanding
<b>Total</b>	229	100.0	

As displayed in Table 1, majority of the MT in Nueva Ecija Division were having a very satisfactory performance with 130 (56.8%) of the respondents, 83 (36.2%) of the respondents were having satisfactory performance on their respective school and 16 (7%) of MT were outstanding on their performance upon performing their task in the school. No MT in N.E. division having unsatisfactory and poor performance in the school.

It means that most of the MT performed their task very well. Mostly met the quality expectation in teaching; consequently, need to improve to uplift this performance into higher level as outstanding performance, because less than 10% only of the respondents reached the outstanding performance.

#### 2. Good Professional Leadership of MT

##### 2.1. Professional Teaching Competencies

In the teaching professional competencies of both groups of respondents obtained overall weighted means of 4.45 for master teachers and 4.76 for school heads/principals which when interpreted meant, "Always". Their combined overall weighted mean was 4.61 as "Always" too. The weighted mean for school heads/principals was higher compared on master teachers. As you gleaned from the results, the verbal descriptions were "Always", most of the MT in Nueva Ecija Division, reached the expectation performance most of the time based on the given competencies and skills relative on the basis framework to determine

the degree of their teacher leadership as to their professional teaching competencies. However, the results were not reached the outstanding performance, enhancement program for these competencies are needed specifically at the weaknesses part of the results.

### ***2.2. Core behavioral competencies;***

From the results of assessment from their core behavioral competencies, the overall weighted mean for master teachers was 4.43 (Always) and for school heads was 4.80 (Always). For their combined overall weighted mean was 4.61 and interpreted as "Always". The weighted mean for school heads/principals was higher compared on master teachers. It shows that the descriptive value were "Always". It means that they regularly show those competencies on the respective school. However, the results were not reaching the outstanding performance, enhancement program for these competencies are needed.

### ***2.3 Core skills***

On the core behavioral skills of MT were both interpreted as "Always" from the overall weighted mean of 4.26 by master teachers and 4.71 by school heads. On their combined overall weighted mean, it was 4.48 that correspond to "Always". The weighted mean for school heads/principals was higher compared on master teachers. As you gleaned from the results, the results of assessments were "Always" and "Often". It means that master teachers needed an enhancement program for the core skills specifically at the ICT skills.

### ***3. Significant Difference on the Evaluation made of the Respondents Based on Leadership and Teaching Competencies of MT***

From the test results, found out that there was a significant difference on the evaluation made based on leadership and teaching competencies of MT. This was presented at the computed good leadership mean by master teachers with 4.4149 and by the school leaders with 4.7667; the good leadership variance by master teacher was 0.1257 and by the school leader was 0.0694; the t Stat for the good leadership was -7.22; and the t-critical in two-tailed of good leadership was 1.96. These findings implied that school heads have higher assessments in the good leadership and teaching competencies of MT than the master teachers themselves.

### ***4. Relationship between the Profiles of the Respondents-MT on their assessment of Good Leadership***

From the result of correlation analysis, there was only one variable which was significantly related to the good leadership. It was the highest educational attainment where the computed r-value for good leadership was 0.144, its p-value was 0.029; and its alpha was 0.05. Since the alpha value is greater than the p-value, it was found that has significantly related between highest educational attainment and good leadership. The other profiles of respondents such as civil status, sex, age, field of specialization and length of teaching experience were found that not significantly related on good leadership that parallel on the null hypothesis. These findings revealed that highest educational attainment is significantly related to good leadership; the higher the educational attainment of master teacher the higher the good leadership of it.



### ***5. Significant Relationship in the Performance of the Respondents-MT and their Assessment of Good Leaderships***

Based on the findings, there was a significant relationship between the performance and good leadership of master teachers. The computed r-value of good leadership was 0.687; the p-value was 0.000; and the alpha was 0.05. The alpha value is greater than the p-value, therefore, it shows that performance of master teacher is significant on the assessment of their good leadership. These findings insinuate that the higher the performance of a master teacher the higher the good leadership of it.

### **III. CONCLUSIONS**

The results of the study were pinched:

1. Most of MT in Nueva Ecija Division have a very satisfactory performance, enhancement program are needed to reach the outstanding performance.
2. The teaching competencies of MT as to their professional teaching competencies, behavioral core competencies and core skills are interpreted as "Always" but their weighted means are less than compared on the weighted means by the school heads/principals.
3. The evaluation of two sets of respondents-MT had significant difference on good leadership and teaching competencies. School heads have higher assessment in the teaching competencies and good leaderships than assessment of MT itself.
4. Highest educational attainment is significantly related to good leadership. The higher the educational attainment the higher the good leadership is. However, the other profiles of respondents have found not significantly related on their good leadership that coincides on the null hypothesis excluded the highest educational attainment.
5. Performance is significantly related to good leadership. The higher the performance the higher the good leadership is.

### **IV. RECOMMENDATIONS**

The following recommendations were drawn based on the findings and conclusions are:

1. The Schools Division Superintendent in the Division of Nueva Ecija with the school heads may both look into account pertaining into the needed enhancement program of teachers.
2. The Department of Education, Nueva Ecija Division must prepare an activities, seminars or training pertaining into the computer/ICT skills of a teachers to updates their skills and competencies in utilizing technology.
3. The Supervisors in all learning areas and school heads must monitor regularly the performance of their respective teachers to identify the needed enhancement for them.
4. Recognize the teachers with high performance served as mentor for other teachers.

5. The proposed enhancement program for teachers' leadership may be implemented to address their weaknesses and to assess its effectiveness to the teachers.
6. School heads/principals should: work closely with their teachers to evaluate the strong point and weaknesses of their teachers; prepare enhancement program with activities coincide on the competencies and skills needed by the teachers; conduct regular monitoring to evaluate the performance of the teachers; disseminate all necessary information after its seminar/training that she/he attended to update the teachers; encourage teachers to have an excellent performance to enhance their teacher leadership; motivate teachers to pursue their graduate studies for their professional growth; promote teacher mentoring/collaboration among teachers to enhance their performance upon sharing; and deepen on them the impact/importance of having good performance on their teacher leadership into them, to the school and in the whole organization.
7. Further studies may be conducted on the Good Leadership of Master Teachers specifically at: Good Leadership in relation to students' and teachers' performance; Assessment of the Teachers' Leadership Enhancement Program that is hereby proposed; Good leadership in relation to their Intelligence Quotient; Good leadership relatively to their Emotional Intelligence; Good leadership related to the teachers' effectiveness; and Good leadership relative to the professional learning community.

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