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SECONDARY SCHOOL HEADS STRATEGIES AND PRACTICES AND MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH) TEACHERS' COMPETENCIES AND SKILLS

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Abstract : Monitoring and supervision are essential practices of the school leaders to determine the various aspects of the school's performance as well as teacher's competencies. This study aimed to determine the relationship between the monitoring and supervision strategies and practices of secondary school heads and MAPEH teachers' competencies and skills. The study employed a descriptive-correlational explanatory research design to determine the correlation between the variables. A stratified sampling method was utilized to select the respondents. A survey questionnaire was the primary data gathering instrument. Results of the study show that there is a relationship between the secondary school heads and MAPEH teachers' practices and strategies. It also reveals that observance of school heads practices of monitoring and supervision of teachers has a relationship to teachers' competencies and skills. In addition, only staff development influences teachers' competencies and skills. The researcher recommended that the school heads may continuously attend professional development activities to further improve some of their strategies and practices in monitoring and supervising teachers and to acquire strategies that are applicable and appropriate to the new normal; the school may offer and conduct activities that may improve and sustain the competencies and skills of teachers especially on the strategies and technology-aided materials and applications that can be used in teaching in distance learning.

Keywords: teachers' competencies, strategies and practices

INTRODUCTION

Education plays a crucial role in the development of a country, serving as a cornerstone for preparing citizens to actively contribute to the progress of their communities. It is widely acknowledged that education stands as a significant achievement for individuals, shaping their intellectual growth and skill development. However, the global pandemic has brought about profound changes affecting every aspect of life, including the education sector. Particularly, students have faced substantial challenges due to the health emergency, leading to disruptions in the traditional educational processes.

In response to these unprecedented circumstances, teachers have emerged as key figures in navigating the transition towards the "new normal" in education. Adapting to innovative methods of delivering quality education presents a formidable task for educators, highlighting the essential role they play in driving educational progress. The collaboration between teachers and educational authorities, such as school heads and master teachers, is pivotal in establishing effective monitoring and supervisory practices that enhance the overall learning experience.

Research conducted by Peklaj in 2015 highlights the pivotal role that teacher competency plays in shaping students' learning outcomes. It stresses the profound influence that teachers' competencies wield over the cognitive, motivational, and social processes that are fundamental to student achievement. For instance, when teachers are well-versed in a variety of teaching strategies, methods, and activities, they can cater to diverse learning styles and needs within the classroom, thereby enhancing student engagement and understanding.

Furthermore, the demonstration of appropriate values and attitudes by educators is paramount in fostering a positive and conducive learning environment. Teachers who exhibit qualities such as empathy, patience, and a genuine passion for teaching are more likely to inspire and motivate their students to strive for academic excellence. These attributes not only contribute to students' academic success but also cultivate important life skills and values that extend beyond the classroom.

In line with this, educational guidelines like DepEd Memorandum No. 50 series of 2020 delineate the essential competencies that teachers should possess, particularly in the ever-evolving landscape of education. These guidelines serve as a framework for educators to continuously enhance their professional skills and adapt to the changing demands of the educational system. By adhering to these guidelines and continually updating their knowledge and practices, teachers can effectively meet the diverse needs of their students and contribute to overall educational excellence.

These competencies encompass a diverse range of skills, from implementing effective teaching techniques to fostering higher-order thinking skills among students. The ability to integrate content across various learning areas and develop engaging activities is paramount for educators in adapting to different learning delivery modalities. By honing these competencies, teachers can effectively address the challenges posed by the new normal in education, ensuring the continued growth and development of their students in an ever-evolving educational environment.

Moreover, in the study of Hero (2020), he emphasized that in this time of the pandemic, teachers should update themselves about the newest trends in teaching methodologies and attend an educational conference that focuses more on 21st-century teaching methodologies, approaches, and strategies. Teachers should expose and enhance their skills in using technology in teaching for better outcomes for the students. The complex demand for these competencies is in need and a challenge for the public elementary teachers to meet in this new normal.

On the other hand, since teacher competencies are essential, there is a need to properly monitor and supervise teachers. Because of this, improving supervision is one of the major concerns of the Department of Education (DepEd). The enactment of RA 9155, otherwise known as 'The Governance of Basic Education Act of 2001', provides the framework for the governance of basic education, which sets the general directions for educational policies and standards. This framework established authority, accountability, and responsibility for achieving higher learning outcomes.

At present, teachers' competencies and skills are based on the competencies stipulated in Philippine Professional Standards for Teachers (PPST), which are related to the presented Competency Model of Thach and Murphy (1995). These competencies are (1) Content Knowledge and Pedagogical skills, (2) Knowledge of Distance Education Field, (3) Organizational Skills, (4) Planning Skills, (5) Communication and Interpersonal Skills, (6) Basic Technology Knowledge, (7) Technology Access Knowledge, (8) Feedback Skills, and (9) Collaboration/Teamwork Skills

According to Etor (2020), there are arguments between teachers, school leaders, and legislators regarding how instructional supervision is implemented and its ultimate purpose. Also, based on Iroegbu & Eyo (2016), in the absence of the school head, there is always a person who will assume the role and functions of the principal. The efficiency of the institution mainly depends on the capacity of the school to perform supervisory activities. It is important to have a clear instructional goal and work collaboratively for the improvement of teaching and learning (Smylie, 2020).

Instructional supervision involves a professional continuous, and cooperative process. Its main purpose is to improve the instruction of teachers. It requires management, support, expressing ideas, assistance, or innovation to improve teacher's ability in handling different learning situations. It will also improve the quality of learning in the schools. It may depend on the collaboration among its members and the school leaders. These leaders must possess a greater understanding and knowledge regarding the school environment. They must facilitate collaboration to create improvement for the school and its professional learning community.

Based on the study conducted by Lopez (2016) on classroom supervisory practices in the Philippines, the participants agreed that the principal sometimes records familiar words, phrases, and sentences for the teacher to provide the teacher with more accurate feedback. Results of her study also revealed that she sometimes records the series of questions asked by the teacher to improve the teacher's question techniques and occasionally records directions given by the teacher in the course of the lesson. To say that supervisors are providing their assistance to the teacher in the classroom is to explain that the observation records serve as a valuable and informative picture of follow-up work, which can be used to monitor suggestions. Regardless of the type of recording method employed, it is essential to capture as much of the visit as possible within a minimum amount of time and energy. It is essential to do this for the teacher, and the learner can benefit from the information in the classroom.

Teachers play a significant role in the so-called New Normal in Education. The role is broader as compared to the typical classroom setup. Even though they are working at home in the new normal, they must always be available for queries from the students and parents. Tarek (2016) emphasized since distance learning entails greater responsibility because it requires an interaction between the teachers and students. Teachers must always consider the individual needs of the learners. Teachers may provide collaborative virtual learning activities to motivate learners. They must demonstrate creativity in whatever they are doing since it has an impact on the learners. It enables the learners to participate in virtual learning activities and engage them in deeper learning to meet the desired learning outcomes (Tuscano, 2020).

However, Bower, Dalgarno & Kennedy (2013) stipulated that the main struggle in blended learning was communication and split attention. Looking at the present situation worldwide, teachers portray a very vital role in lessening the anxiety of the learners due to this pandemic. Educating learners in this time of pandemic is not easy. That is why teachers must be trained appropriately to facilitate teaching in the new normal. There is a need for certification and training programs utilizing different online platforms. Teachers must also be given complete and appropriate instructional materials, learning modules, and other resources needed in teaching in the new normal. Teachers are the most important in classroom teaching. They play an essential role in the development of learners. Thus, the responsibility to mold and shape pupils' abilities lies in their hands. For teachers to perform at their best and to improve their teaching competencies, they must improve their efficacy. Developed teaching efficacy in this time of pandemic is very important. The personal belief of teachers regarding their teaching capabilities contributes to their self-efficacy. These beliefs are related to their behavior demonstrated in the classroom. It established a difference in terms of types of teaching strategies and methodologies.

According to Ertmer et al. (2012), inadequate professional development and training are the most prominent reasons why there is a failure in the application of technology in the classroom. This issue becomes evident when looking at specific examples in various educational settings. For instance, in a school district where teachers do not receive ongoing training on how to effectively integrate technology into their lessons, students may miss out on valuable learning opportunities that technology can provide. Without proper professional development, teachers may struggle to keep up with the latest advancements in educational technology, leading to a disconnect between what students need and what teachers can offer.

Moreover, Johnson et al. (2016) highlighted the need for necessary resources to provide specialized training for teachers. In schools where funding is limited, teachers may not have access to the latest educational tools or opportunities for professional growth. Without adequate resources, it becomes challenging to equip teachers with the skills and knowledge needed to effectively utilize technology in the classroom.

They also added that even there are many available technologies appropriate for teaching. Teachers must be knowledgeable and confident in using these technologies. It is a fact that many teachers grew up without access to different kinds of technology. At present, these kinds of teachers will be intimidated by their learners because they are advanced in terms of technological knowledge.

Similarly, the study of Johnson et al. (2016) regarding the challenges and support to teachers' utilization of technology in teaching presented recommendations to improve using technologies in the classroom. Some of the recommendations include looking for assistance from the ISTE to find useful professional development platforms. Capacitate the ability of school leaders in the provision of professional education. Appeal for training regarding the new scholastic package adopted and provide enough and suited technological, organizational, and peer assistance to teachers.

Statement of the Problem

This study generally aimed to determine the relationship between the monitoring and supervision strategies and practices of secondary school heads and Music, Arts, Physical Education and Health (MAPEH) teachers' competencies in the First Congressional District, Schools Division Office I Pangasinan during the school year 2024-2025.

Specifically, it sought to answer to the following sub-problems:

1. What are the teachers' mean level of observation on the strategies and practices of the secondary school heads in the monitoring and supervision of MAPEH teachers?
2. What is the mean level of the MAPEH teachers' competencies and skills?
3. Is there a significant relationship between MAPEH teachers' mean level of observance of school heads and master teachers' practices of monitoring and supervision and teachers' competencies and skills?
4. Do the teachers' mean level of observance of school heads practices singly or in combination influence teachers' competencies and skills?
5. Based from the findings, what learning and development programs for MAPEH teachers can be offered to further develop teachers' competencies and skills?

METHODOLOGY

This chapter presents the methodology of the study which includes the research design, sources of data, instrumentation and data collection, and the tools for data analysis.

Research Design

The descriptive-correlational explanatory research design was employed in this study to determine the correlation between the variables using statistical analyses such as weighted mean, Pearson r, and hierarchical stepwise multiple regression analysis. Weighted mean was used to determine the teacher's mean level of observance of secondary school heads strategies and practices in monitoring and supervision of teachers as well as MAPEH teachers' competencies and skills. Pearson r was employed to establish the relationship between the assessed level of observance of school heads and master teachers' monitoring and supervision strategies and the assessed level of observance of school heads monitoring and supervision. The relationship between teachers' competencies in the new normal and assessed level of observance of school heads and master teachers' monitoring and supervision practices, the Pearson product-moment correlation was employed. Hierarchical stepwise multiple regression analysis was used to measure the influence of school heads supervision and monitoring practices and MAPEH teachers' competencies. It is utilized in order to calculate the contributions of predictors above and beyond previously entered predictors. This is also a sequential process that involves the entry of predictor variables into the analysis in steps (Lewis, 2007). It is also typically added to the researcher's understanding of the phenomena being studied since it requires thoughtful input to the researcher in determining the order of entry of independent variables and yields successive tests of the validity of the hypotheses which determine that order.

Instrumentation and Data Collection

The respondents of the study were composed of secondary schools. The sample size was calculated using Cochran's Formula at 95% confidence level with a margin of error equal to (0.05). After determining the number of schools, stratified sampling was utilized to determine the number of respondents.

The study utilized two survey questionnaires. The first instrument employed was a two-part survey questionnaire. It was designed to determine the mean level of observation on the strategies and practices of the school heads in the monitoring and supervision of MAPEH teachers. The domains that were assessed include the following strategies; Assisting Teachers in the use of technology in the teaching process, conducting virtual observation, conducting online SLAC session, online monitoring of teachers' instruction and teaching delivery; while the domains that were assessed regarding their practices include; instructional supervision, staff development, curriculum development, and mentoring and instructional support for teachers.

The second instrument is designed to determine the level of teachers' competencies and skills. The domains included were content knowledge and pedagogical skills, knowledge of distance education field, organizational skills, planning skills, communication and interpersonal skills, basic technology knowledge, technology access knowledge, feedback skills, and collaboration/teamwork skills. These survey questionnaires were answered through google form with the respondents' written consent. Proper treatment and handling of the documents were considered and handled appropriately. The researcher assured the confidentiality of the answer of the respondents.

RESULTS AND DISCUSSIONS

This chapter presents the findings on the assessments of the observation on the practices and implementation of the school heads in the monitoring and supervision of MAPEH teachers' competencies. It also reports the identified relationship between the monitoring and supervision strategies and practices of school heads and teachers' competencies.

Table 1. MAPEH Teacher's Level of Observation on Strategies Implemented by School Heads

Indicator	School Head	
	Mean	Verbal Interpretation
1. Assisting Teachers in the Use of Technology in the Teaching Process	3.5	Highly Observed
2. Conducting Virtual Observation	3.64	Highly Observed
3. Conducting Online SLAC Session	3.65	Highly Observed
4. Online Monitoring of Teachers' Instruction and Teaching Delivery appropriately	3.62	Highly Observed

Legend:
1.00-1.49 - Not Observed
1.50-2.49 - Moderately Observed
2.50-3.49 - Observed
3.50-4.00 - Highly Observed

Table 1 reveals the assessments of teachers on school heads observance of implementing strategies in monitoring and supervision of MAPEH teachers.

The presented data shows that in most of the indicative statements, the school head implementation of strategies in monitoring and supervision of MAPEH teachers is highly observed. The teachers perceived that school heads were doing their part in assisting teachers in the use of technology. Being the school leaders, they are initiating activities that motivate teachers to utilize technology to be able to deliver quality learning for the learners. They also encourage the teachers to be innovative.

Table 2 shows the results and analyses on the assessments of the teacher respondents on the observance of the practices of school heads in monitoring and supervision of teachers in the new normal.

Table 2. MAPEH Teacher's Level of Observation on Practices Implemented by School Head

Indicator	School Head	
	Mean	Verbal Interpretation
1. Instructional Supervision	3.63	Highly Observed
2. Staff Development,		Highly Observed
3. Curriculum Development	3.63	Highly Observed
4. Mentoring and Instructional Support for Teachers		Highly Observed

Legend:
1.00-1.49 - Not Observed
1.50-2.49 - Moderately Observed
2.50-3.49 - Observed
3.50-4.00 - Highly Observed

Table 2 indicates the MAPEH teacher's level of observation on practices implemented by school heads reveals that their practices are Highly Observed in all the given indicators. The effectiveness of the school mainly depends on the ability of the school to perform supervisory activities. It is important to have a clear instructional goal and work collaboratively for the improvement of teaching and learning (Smylie, 2020).

Table 3. Level of MAPEH Teachers Competencies and Skills

Indicator	Mean	SD	Verbal Interpretation
1. Content Knowledge and Pedagogical Skills	3.61	.50	Highly Proficient
2. Knowledge of Distance Education Field	3.57	.49	Highly Proficient
3. Organizational Skills	3.60	.49	Highly Proficient
4. Planning skills	3.59	.49	Highly Proficient
5. Communication and Interpersonal Skill	3.66	.47	Highly Proficient
6. Basic Technology Knowledge	3.55	.49	Highly Proficient
7. Technology Access Knowledge	3.58	.49	Highly Proficient
8. Feedback skills	3.63	.48	Highly Proficient
9. Collaboration/Teamwork skills	3.65	.47	Highly Proficient

Legend
1.00-1.49 - Below Basic
1.50-2.49 - Basic
2.50-3.49 - Proficient
3.50-4.00 - Highly Proficient

Table 3 presents the level of teachers' competencies and skills.

In the study conducted by Ferreira, Behrens, Torres, and Marriott (2018), it was emphasized that teachers need to fully explore and utilize the various technological tools available for teaching and learning. This entails not only utilizing these tools but also having a deep understanding of the knowledge that underlies their use. For instance, teachers should be proficient in using educational platforms, interactive whiteboards, and online resources to enhance their teaching methods.

Table 4. Correlation Matrix for School Heads Practices and MAPEH Teacher's Competencies

Teacher's Competencies	School Head Practices			
	Instructional Supervision	Staff Development	Curriculum Development	Mentoring & Instructional Support
Content Knowledge and Pedagogical Skills	.133*	.045	-.105	.194**
Knowledge of Distance Education Field	.053	-.035	-.122*	.006
Organizational Skills	.031	.019	.089	-.007
Planning Skills	.187**	.022	134*	.044
Communication and Interpersonal Skills	.005	.020	.061	.001
Basic Technology Knowledge	.036	.009	-.081	.006
Technology Access Knowledge	.040	-.025	.084	.052
Feedback Skills	.007	.007	.044	.033
Collaboration/Teamwork Skills	007	.214**	-.039	.031

**significant at .01 level
*significant at .05 level

Table 4 underscores the importance of teachers' adherence to school heads' monitoring and supervision practices in shaping their competencies. By actively engaging with these practices and leveraging the feedback received, teachers can enhance their skills and contribute to a more effective learning environment for students. This highlights the symbiotic relationship between effective monitoring and supervision and the professional growth of educators.

Findings show that school heads practices in terms of instructional supervision have a significant relationship to content knowledge and pedagogical skills (r=0.133) at a 0.05 level of significance. It also has a highly significant relationship to planning skills (r=.187) at a 0.01 level of significance. The remaining indicators of teacher competencies have no significant relationship to the instructional supervision of school heads.

Table 5 presents the test of prediction on the influence of school head practices singly or in combination with teacher's competencies.

Table 5. Test of Prediction on the Influence of School Head Practices to MAPEH Teacher's Competencies

Step	Predictors	Unstandardized Coefficients		Standardized Coefficients	t-value	pvalue
		[u1][u2]B	Std. Error	Beta		
	Constant	2.473	.221	.230	11.169	.000
	Staff Development	.235	.061		3.846	.000
	Constant	.2.634	.220	.286	11.963	.000
	Staff Development	.293	.062	-.228	4.750	.000
	Curriculum Development	-.113	.030		-3.791	.000

1 F (1 , 265) = 14.790; p < .01; R2 = .053
Dependent Variable: Teacher's Competencies
2 F (2, 264) = 14.954; p < .01; R2 = .049

A two-step hierarchical stepwise multiple regression tests were employed to determine which among the four (4) important practices of school heads influence teacher's competencies. Since only the 'staff development' and 'curriculum development' were among those who exhibited a significant relationship with the independent variable, the summarized data of staff development was entered in step one of the regression procedure and curriculum development followed suit in step two.

The regression estimate procedure revealed that the staff development at step one significantly contributed to the model where F (1, 265) = 14.790; p < .01, and explained 5.30 percent of the variance in teacher's competencies. It appears here that the staff development as one of the identified practices of school heads provide moderate influence for the teacher to perform at their best. Considering the regression coefficient in Table 2, it can now be claimed that an increase of 1 point in teacher's appreciation of the school heads initiative for staff development will be resulted in an average increase of at least twenty-three tenths (.235) of a point on the 5-point teacher competency scale.

Recommendations

1. School Heads may send their teachers to attend seminars/ training to abreast themselves with the latest development in education and engage themselves in any professional activities that will uplift their instructional competence and instructional leadership capacity.
2. Teachers should continue achieving highest educational attainment by enrolling to graduate school studies that is align to their field of specialization in order to enhance their teaching competence and instructional leadership and be promoted to Master Teacher III and Master Teacher IV.
3. Skills enhancement training should be given to the master teachers by coordinating to TESDA as part of their continuing professional development program to acquire the necessary skills;

4. All possible strategies should be taken into account by the school through the initiatives of the School Head by mobilizing all available resources to avail the state-ofthe-art equipment, Instructional Materials and many others to facilitate and effect learning in every classroom;

5. Master teachers should design training programs such as INSETs and other formal face-to-face seminars for their colleagues in order for them to be given technical assistance in improving also their teaching competence.

6. A Development Plan should be made in order to enhance the instructional competence and instructional leadership capacity among master teachers.

7. Intensive and focused monitoring and evaluation activities should be properly conducted in all the secondary schools as to the implementation of the Individual Performance Commitment and Review Form (IPCRF) for master teachers.

8. With the results of the analysis of the competencies held by the teacher and proven on learner learning outcomes, we need professional teachers who have good competency qualifications. For this reason, efforts are needed to improve the quality of a teacher, both in terms of study and practice. To address this, teachers should take part in training, learning seminars which, if possible, can assist in the learning process and teacher competency development.

9. For learners, it is hoped that they can improve their learning outcomes by motivating themselves not only to depend on the teacher, so learners are more independent, creative and initiative and can achieve the desired expectations. However, the next researcher is expected to be able to study or conduct follow-up research related to teacher competencies and learner learning outcomes so that they can contribute better thinking, especially in the field of education

10. A follow-up research focusing on the instructional competence and instructional leadership capacity of master teachers should be conducted to determine the effectiveness of the inputs herein recommended for implementation.

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