



# STRATEGIES AND PRACTICES OF SECONDARY SCHOOL HEADS AND HIGHLY PROFICIENT TEACHERS AND COMPETENCIES OF PROFICIENT TEACHERS

**JOSEPH M. QUITON**

Institute of Graduate and Professional Studies,  
Lyceum-Northwestern University  
Dagupan City

**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 school heads and 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 school heads and 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:** strategies, practices, skills, competencies, school heads

## INTRODUCTION

Education is necessary for a country's development. It provides preparation for the citizens to be valuable participants in the development of the community. It is undeniable that education is one of the most significant accomplishments of an individual. However, the COVID-19 pandemic significantly changes the life of every individual living in a community. It does not only affect human health; it also makes a general shift in the education sector. The students are the ones who are greatly affected by the said health emergency. The process of education was affected because of the current situation (UNESCO, 2020). At this time, the role of teachers is essential. There is a need to adapt to the so-called new normal in education. Emerging to the recent changes in the mode of delivering quality education is a great challenge for teachers. However, teachers are the heart of this education improvement process. Thus, teacher's recognition and collaboration with the monitoring and supervisory strategies and practice, therefore, the methods, processes, forms, or procedures utilized by school heads and master teachers at schools, produce the mechanism for any educational achievement.

According to Peklaj (2015), teacher competency is a factor that impacts students learning. In his study, it shows that teachers' competencies are vital for promoting cognitive, motivational, and social processes. The development of these processes will eventually lead to students' achievement. Teachers must know the concepts of teaching strategies, teaching methods, and activities (classroom management, communication, problem-solving). They must also possess values and attitudes that are appropriate for all learners. All of these have a relationship to student achievement. Similarly, through DepEd Memorandum No. 50 series of 2020, the organization was able to identify and present the priorities for teachers' and school leaders' professional development. It also presented the important competencies that teachers must possess, especially in the new normal. Teachers must apply varied techniques in teaching that will improve the performance of the learners, especially in numeracy and literacy. They must also demonstrate mastery of the content in their field of specialization with integration in other learning areas and must develop

activities that improve the higher order thinking skills of the students. These identified competencies are vital in the implementation of the different learning delivery modalities in the new normal.

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.

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.

In addition, according to Sullivan and Glanz (2020) and Zepeda (2020), there are different changes in the term supervision. The concept of clinical supervision has constantly encountered numerous criticisms. As time passed by, there were transitions in the idea of clinical supervision. It was due to modern social issues, scholastic responsibility, and electoral mandates. Experts try to provide a clear view regarding the changes in the supervisory processes and produce an impression on the challenges correlated with instructional supervision. Reflection and knowledge creation are more collaborative foundational learning concepts than traditional and teacher-centered learning.

The presented supervision styles were presented already different times for it is said to improve the supervisory practices of every school leader. Aseltine et al. (2016) named this as performance-based supervision and evaluation model (PBSE). They truly believe that the practices coupled with this model can help re-professionalize teachers' performance, which will enable them to acquire effective strategies that may help improve the critical and instructional ability of schools. It was established and initially executed in their home state of Connecticut, where it showed a useful way of improving instruction and student learning and enhancing professional culture.

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).

Saxena & Saxena (2020) constructed a framework highlighting the role of teachers in times of pandemics. It also emphasizes the levels of teaching for effective learning. As the learners have distinct personalities and learning styles, teachers must develop and implement varied teaching strategies appropriate to learners' abilities. Aside from the different teaching strategies, in the study of Warden, Stanworth, Ren & Warden (2013), they presented that the primary source of the problem in synchronous learning is behavior. Thus, teachers must still employ effective virtual classroom management. It is a measure of success in the new normal of teaching.

### Statement of the Problem

This study generally aimed to determine the strategies and practices of school heads and highly proficient teachers' and competencies of proficient teachers in Infanta District, Schools Division Office I Pangasinan during the school year 2023-2024.

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 school heads and highly proficient teachers in the monitoring and supervision of proficient teachers?
2. What is the mean level of the highly proficient teachers' competencies and skills?
3. Is there a significant relationship between proficient teachers' mean level of observance of school heads and highly proficient teachers' practices of monitoring and supervision and highly proficient teachers' competencies and skills?
4. Do the teachers' mean level of observance of school heads and highly proficient teacher's practices singly or in combination influence proficient teachers' competencies and skills?

5. Based from the findings, what learning and development programs can be develop to further develop school heads and highly proficient 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 school heads and master teacher's strategies and practices in monitoring and supervision of teachers in the new normal as well as 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 and master teachers' 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 and master teachers' Supervision and Monitoring Practices and Teachers' Competencies in the new normal. 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 and master teachers in the monitoring and supervision of 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.

### Tools for Data Analysis

To derive valid and accurate results, appropriate statistical measures were employed.

To answer sub-problem 1 on the proficient teachers' level of observation on the strategies and practices of the school heads and highly proficient teachers in the monitoring and supervision of proficient teachers, average weighted mean was used:

Rating	Limits	Descriptive Equivalent
1	1.00-1.49 -	Not Observed
2	1.50-2.49 -	Moderately Observed
3	2.50-3.49 -	Observed
4	3.50-4.00 -	Highly Observed

To answer sub-problem 2 on the mean level of the proficient teachers' competencies and skills in distance education, average weighted mean was used.

Rating	Limits	Descriptive Equivalent
1	1.00-1.49 -	Below Basic
2	1.50-2.49 -	Basic
3	2.50-3.49 -	Proficient
4	3.50-4.00 -	Highly Proficient

To answer sub-problem 3 on the significant relationship between proficient teachers' mean level of observance of school heads and highly proficient teachers' practices of monitoring and supervision and teachers' competencies and skills, Chi square was used.

$$1 F (1, 265) = 14.790; p < .01; R^2 = .053$$

Dependent Variable: Teacher's Competencies

$$2 F (2, 264) = 14.954; p < .01; R^2 = .049$$

To answer sub-problem 4 on the proficient teachers' level of observance of school heads and highly proficient teacher's practices singly or in combination influence teachers' competencies and skills, average weighted mean was used.

Rating	Limits	Descriptive Equivalent
1	1.00-1.49 -	Not Observed
2	1.50-2.49 -	Moderately Observed
3	2.50-3.49 -	Observed
4	3.50-4.00 -	Highly Observed

## RESULTS AND DISCUSSION

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

**Table 1. Proficient Teacher's Level of Observation on Strategies Implemented by School Heads and Highly Proficient Teachers**

Indicator	Highly Proficient Teacher		School Head	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Assisting Teachers in the Use of Technology in the Teaching Process	3.61	Highly Observed	3.5	Highly Observed
2. Conducting Virtual Observation	3.64	Highly Observed	3.64	Highly Observed
3. Conducting Online SLAC Session	3.63	Highly Observed	3.65	Highly Observed
4. Online Monitoring of Teachers' Instruction and Teaching Delivery appropriately	3.62	Highly Observed	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 and highly proficient teachers' observance of implementing strategies in monitoring and supervision of proficient teachers.

The presented data shows that in most of the indicative statements, the school head and highly proficient teachers' implementation of strategies in monitoring and supervision of teachers in the new normal is highly observed. The teachers perceived that school heads and highly proficient teachers 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.

It also implies that school leaders were also considerate about the struggle experienced by the teachers in the new normal. Even though they advise the teachers to employ active learning in teaching, they are not pressuring the teachers. It is a good sign that they are employing appreciative inquiry in the conduct of virtual observation. The most recent work by Murphy (2013), which highlights various aspects of classroom observation, served as the support of the study results. Also, based on the study of Iroegbu and Eyo (2016), classroom observation offers an opportunity for supervisors to assess teachers' styles, their classroom management skills, and various aspects of teaching that are difficult to attain through other forms of evaluation. Moreover, it allows teachers to receive constructive feedback on their teaching techniques and methods to improve them further. In a nutshell, it is one of the most common ways of reflecting on pedagogical practices (Farrell, 2020), which can help teachers evaluate their strengths and weaknesses.

**Table 2. Proficient Teacher's Level of Observation on Practices Implemented by School Head and Highly Proficient Teachers**

Indicator	Highly Proficient Teacher		School Head	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Instructional Supervision	3.61	Highly Observed	3.63	Highly Observed
2. Staff Development,	3.61	Highly Observed		Highly Observed
3. Curriculum Development	3.59	Highly Observed	3.63	Highly Observed
4. Mentoring and Instructional Support for Teachers	3.61	Highly Observed		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 proficient teacher's level of observation on practices implemented by school heads and highly proficient teachers reveals that both of them 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).

It also implies that master teachers and school heads are working hand-in-hand, and they have the same practices towards staff development. It also entails that they are regularly having conferences and staff meetings. It is an exemplary manifestation of their consistency in monitoring teachers. They may be doing this practice to determine the concerns of the teachers immediately. According to Ekyaw (2014), to improve the instruction of teachers, the school leaders must plan for the effective delivery of staff development programs. They must ensure that these efforts will have an allotted budget and enough time for planning and implementation of the program.

**Table 3. Level of Proficient 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 4 presents the level of teachers' competencies and skills

Likewise, the study of Ferreira, Behrens, Torres, and Marriott (2018) stated that an online education teacher must explore and use all of the technological possibilities related to teaching and learning as well as they should have a clear understanding of the knowledge embedded in this network. Therefore, when using technological resources, the teacher must clearly understand that these resources are designed to foster learning in the same way that ICT fosters socialization and collaboration in knowledge production.

At present, the challenge posed by after pandemic shows that teachers may make fun-filled activities to motivate the learners to attend online classes and be participative and even be interested in modular distance learning. Teachers may utilize different online applications to be able to sustain the interest of the learners. This was supported by the study of Litman (2020) stated in the Victoria Transport Policy Institute.

Moreover, the result reveals that teachers are adaptable to the changes. Teachers provided different options to both the students and parents as to how they will help each other in monitoring the achievement and progress of the students and the platforms that they will use to have open communication with them. They are also introducing new applications to continuously reach students and parents so that they can address the needs, answer their queries, and provide feedback regarding the status of each student.

Table 4 shows the test of the relationship between teachers' observance of school heads and master teachers' practices of monitoring and supervision and teachers' competencies.

**Table 4. Correlation Matrix for School Head/Highly Proficient Teachers' Practices and Proficient Teacher's Competencies**

Teacher's Competencies	School Head/Highly Proficient Teacher 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

Findings show that school heads/highly proficient teachers' 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 and master teachers.

On the other hand, staff development as a practice of the school heads/master teachers has a highly significant relationship on collaboration/teamwork skills ( $r=.214$ ) at 0.01 level of significance. In contrast, all other indicators have no significant relationship to the staff development of school heads and master teachers.

It implies that the practices of SH/MT on staff development enable the teachers to promote collaboration and teamwork among them. It means that in this time of the pandemic, there is a need for the school leaders to appropriately guide the teachers to help them overcome the challenges brought by COVID-19 through collaborative efforts. It also implies that reasonable staff development practices may encourage the teachers to participate in whatever programs the school will implement in this new normal. Furthermore, in terms of curriculum development as a practice of the school heads/master teachers, it has a significant negative relationship on knowledge of distance education field ( $r=-.122$ ) and a significant positive relationship on planning skills ( $r=.134$ ) at 0.05 level of significance. In contrast, the remaining indicators have no significant relationship to curriculum development.

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

**Table 5. Test of Prediction on the Influence of School Head and Highly Proficient Teachers Practices to Teacher's Competencies**

Step	Predictors	Unstandardized Coefficients		Standardized Coefficients	t-value	pvalue
		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  $F(1, 265) = 14.790; p < .01; R^2 = .053$

Dependent Variable: Teacher's Competencies

2  $F(2, 264) = 14.954; p < .01; R^2 = .049$

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

A two-step hierarchical stepwise multiple regression tests were employed to determine which among the four (4) important practices of school head/highly proficient teacher 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 SH/MT provides 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 SH/MT 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.

### Summary

The school head and highly proficient teachers' implementation of strategies in monitoring and supervision of teachers is highly observed. The teachers perceived that school heads and highly proficient teachers 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. The shift from the face-to-face delivery of learning to online and modular distance learning requires the teachers to be knowledgeable in the use of the technology. Because of this, assistance from school leaders is highly valuable.

Likewise, it denotes that school heads and highly proficient teachers follow the same routine, framework, and strategies to conduct school learning action cells. The level of observations provides a clear manifestation that they are knowledgeable in providing and enhancing teachers' knowledge, skills, and attitudes through different learning development activities and programs.

The teacher's mean level of observation on practices implemented by school heads and master reveals that both the school heads' and master teachers' 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.

Indicators show that the teachers are highly proficient. It implies that teachers are competent and possess the appropriate skills in dealing with the new normal in education. They are also equipped with the needed skills and competencies to handle classes in the new standard set-up wherein different learning modalities provide continuous essential education services to the students.

Moreover, the result reveals that teachers are adaptable to the changes brought by the pandemic. Teachers provided different options to both the students and parents as to how they will help each other in monitoring the achievement and progress of the students and the platforms that they will use to have open communication with them. They are also introducing new applications to continuously reach students and parents so that they can address the needs, answer their queries, and provide feedback regarding the status of each student.

### Conclusions

Based from the findings, the following conclusions are drawn:

The said new normal in education does not only pertain to the delivery of learning to the students, but it also changes the monitoring and supervision strategies and practices of school leaders. In this time, teachers' competencies and skills were also glazed with different challenges brought by the present pandemic. Teachers need to adapt to the said new normal and must adopt the different learning delivery modalities presented by the Department of Education. However, teachers' competencies and skills still manifest highly proficient, considering the present situation. Thus, teachers' recognition and collaboration with the monitoring and supervisory strategies and practices of the School Heads and master teachers considered to be highly observed.

Likewise, these imply that the strategies and practices implemented by the SH/MT have a significant relationship to teachers' competencies and skills. That the methods, processes, form, or procedures utilized by school heads and master teachers at schools, produced the mechanism for any educational achievement and professional attainment. Moreover, it denotes that the proper

strategies implemented has significant relationship to the practices employed by the SH/MT. It explains that if they effectively and efficiently performed the different ways in implementing the activities aligned to the stipulated practices, it will be manifested in their actions on providing proper instructional support to the development of the competencies and skills of the teachers. Finally, it is concluded that staff development implemented by the school head, moderately influences teachers' competencies and skills. It signifies that they are giving the proper advancements to teachers; however, these advancements might be limited and do not completely address the needs of the teachers in this new normal considering the present distance learning implemented.

### Recommendations

Based from the conclusions, the following are recommended.

1. School Heads may send their master 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. Master 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-of-the-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.

### REFERENCES

- Aseltine, M. J., Faryniarz, J. O. and Rigazio-Digilio, A. J. (2016). *Supervision for earning: A Performancebased Approach to Teacher Development and School Improvement*. Virginia: Association for Supervision and Curriculum Development.
- Binauhan, Rochelle C. (2019). *Learning Action Cell Implementation in The Public Elementary Schools In The Division Of Cavite*. International Journal of Advanced Research and Publications. Volume 3 Issue 11
- Bayrakçı, Mustafa & Karacaoğlu, Ömer Cem (2020). *Determination of learning outcomes of curriculum development in education according to questions in KPSS (public personnel selection examination) educational sciences test*. International Journal of Curriculum and Instruction. Vol. 12(2), pp 507-532
- Burns, Mary. (2015). *Distance Education for Teacher Training: Modes, Models and Methods*. Education Development Center, Inc. Washington, DC.
- Canon, Crisostomo B. (2015). *Level of Awareness among Grades 7 and 8 Teachers and the Level of Support of DepEd Calamba City to Outcomes-Based Education (OBE) Approach* (Unpublished Master's Thesis, Laguna College of Business and Arts).
- Chikere, Cornell C. & Nwoka, Jude (2015). *The Systems Theory of Management in Modern Day Organizations - A Study of Aldgate CongressResort Limited Port Harcourt*. International Journal of Scientific and Research Publications, Volume 5, Issue 9.
- DepEd Order No. 12, s. 2020. *Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency*.
- DepEd Memorandum No. 50, s. 2020. *DepEd Professional Development for Teachers and School Leaders for School Year 2020-2023*.
- Department of Education (2020). *Instructional Supervision: Standards, Procedures and Tools*. Basic Education Sector Reform Agenda, Teacher Education and Development.
- Dolorosa, Rodrigo S. (2020). *Administrators' Performance in Compliance with the Standards for Instructional Supervision in the National Capital Region: Basis for Enhanced Supervisory Plan*. International Journal of Creative Research Thoughts (IJCRT). Volume 8, Issue 7, ISSN: 2320-2882
- Ekyaw, BA. (2014) *The Practices and Challenges of Instructional Supervision in AsossaZone Primary Schools*, Jimma University of Education and Professional development Studies of Educational Planning and Management, Jimma Ethiopia. Retrieved from: <http://my.spc.edu.ph:70/e>
- Ertmer, P.A., Ottenbreit-Leftwich, A., Sadik, O., Sendurur, E., & Sendurur, P. (2012). *Teacher Beliefs and Technology Integration Practices: A Critical Relationship*. Computers & Education, 59, 423-435.

- Ghavifekr, Simin & Rosdy, Wan Athirah Wan (2015). Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools. *International Journal of Research in Education and Science*. Volume 1, Issue 2, Summer 2015 ISSN: 2148-9955.
- Glanz, J. (2020). *Paradigm Debates in Curriculum and Supervision: Modern and Postmodern Perspectives*. Westport, CT: Bergin and Garvey.
- Glickman, C. D; Gordon, S. P., and Ross-Cordon. 2020. *Supervision of Instruction: A Developmental Approach*. (4th ed.). Boston, MA: Allyn & Bacon.
- Gumban, Herchel (2019). *School-Based Learning Action Cell (SLAC) Activities: A Tool to Enhance Work Performance of Teachers in Norala Districts*. Mindanao State University Graduate School
- Hero, Jesson L. (2020). Level Shifting, Workload, School Location, Teacher Competency and Principal Leadership Skills in Public Elementary Schools. *International Journal of Academic Pedagogical Research (IJAPR)*, Vol. 4 Issue 7, July – 2020, Pages: 8-13.
- Holloway, E. (2005). *Clinical supervision: A systems approach*. Thousand Oaks, CA: Sage Iroegbu & Eyo (2016). Principals' Instructional Supervision and Teachers' Effectiveness. *British Journal of Education*. Vol.4, No.7, pp.99-109
- Johnson, A. M., Jacovina, M. E., Russell, D. E., & Soto, C. M. (2016). Challenges and Solutions When Using Technologies in the Classroom. In S. A. Crossley & D. S. McNamara (Eds.) *Adaptive Educational Technologies for Literacy Instruction* (pp.13-29). New York: Taylor & Francis. Published with acknowledgment of federal support.
- Laska, Lon (2016). Monitoring and Evaluating the Performance of Teachers Through the Process of Observation in the Classroom. *European Journal of Multidisciplinary Studies*. Vol.1 No. 2.
- Lewis, L., & Parsad, B. (2008). Distance education at degree-granting postsecondary institutions:2006– 07 (NCES 2009–044). Washington: Retrieved from <http://nces.ed.gov/pubs2009/2009044.pdf>Institute
- Lewis, Mitzi (2007). *Step versus Hierarchical Regression: Pros and Cons*. University of North Texas.
- Litman, Todd (2020). *Planning Principles and Practices*. Victoria Transport Policy Institute Mojavezi, Ahmad and Tamiz, Marzieh Poodineh (2012). The Impact of Teacher Self-efficacy on the Students' Motivation and Achievement. *Theory and Practice in Language Studies*, Vol. 2, No. 3, pp. 483-491.
- Murthy, P. 2020. In the New Vision, July 2020. Ornstein, A. C., & Hunkins, F. P. (2012). *Curriculum: Foundations, principles, and issues* (6th ed.). Boston, MA: Pearson.
- Peklaj, Cirila (2015). Teacher Competencies Through the Prism of Educational Research. *CEPS Journal*. Vol.5. No 3.
- Prytula, M. & K. Weiman, (2012) "Collaborative professional development: An examination of changes in changes in teacher identity through the professional learning community model. " *Journal of Case Studies in Education* 3 (Jul 2012): 1-19, 2012.
- Puteh, Marzita (2016). *Effective Teaching: Pedagogical Content Knowledge*. Universiti Pendidikan Sultan Idris (UPSI). Retrieved January 07, 2021, from <https://www.researchgate.net>
- Saxena R., Saxena S.K. (2020). Preparing Children for Pandemics. In: Saxena S. (eds) *Coronavirus Disease 2019 (COVID-19). Medical Virology: From Pathogenesis to Disease Control*. Springer, Singapore. [https://doi.org/10.1007/978-981-15-4814-7\\_15](https://doi.org/10.1007/978-981-15-4814-7_15)
- Smith, Kendra (2009). *A Brief Summary of Supervision Models*. Retrieved. January 05, 2021, from <https://www.marquette.edu>
- Sullivan, S. and Glanz, J. 2020. *Supervision the Improves Teaching: Strategies and Techniques*. Thousands Oaks, CA: Corwin Press, Inc.
- Tarek, S. (2016). *Distance Learning: The Role of the Teacher*, Available online at [www.docuri.com](http://www.docuri.com), Date Accessed, 15 August 2015
- Thach, E.C., Murphy, K.L. (1995). Competencies for Distance Education Professionals. *ETR&D* 43, 57-79 (1995). <https://doi.org/10.1007/Bf02300482>
- Tuscano, F. (2020). It's not about Online Learning: A Reflection on the "New Normal" in Education, Available online at [www.francisjimtuscano.com](http://www.francisjimtuscano.com), Date Accessed 16 August 2020
- Zepeda, S. J. 2020. *Instructional Supervision: Applying Tools and Concepts*. Larchmont, NY: Eye on Education

