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## Master Teachers' Leadership Practices, Instructional Competence and Performance of Senior High Teachers in the City Divisions of Laguna

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### ABSTRACT

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Every educational institution's goal is to provide quality education to the learners to be globally competitive. This could be made possible by providing these learners with highly proficient teachers who are well-equipped with instructional competence and 21<sup>st</sup> century skills on mastery of the subject matter, pedagogy, classroom management and evaluation and with instructional leaders who strive to deliver effective and efficient learning to both students and colleagues. This paper aimed in determining the master teachers' leadership practices, instructional competence, and performance of Senior High School teachers in the five city divisions of Laguna, Philippines. Descriptive correlational research design was employed. The study revealed that the master teachers have very good instructional leadership practices in terms of curriculum content and pedagogy, planning, assessment and reporting, and personal growth and personal development. Moreover, Senior High School teachers' instructional competence skills showed "Highly Proficient" in terms of their mastery of the subject matter, teaching strategies, classroom management, and evaluation. Significant relationship existed between master teachers' instructional leadership practices and Senior High School teachers' instructional competence. Furthermore, the IPRCRF rating of the Senior High School teachers had nothing to do with their instructional competence and master teachers' instructional leadership practices. It is then beneficial for the master teachers and Senior High School teachers to attend seminars, workshops, and enhancement trainings to improve and sustain their instructional leadership practices and competence skills.

### Keywords:

Descriptive Correlational Study, Instructional Leadership Practices, Instructional Competence, Performance

### INTRODUCTION

The work of educational leaders according to Netolicky (2020) is always complex. It involves strategy, culture, relationships, administration, operations and complex decision-making, with multiple moving parts and often conflicting stakeholder views. The research evidence also suggests that school leaders do leadership through leading change, entrepreneurialism, partnership building and management, and policy management and implementation (Miller, 2018).

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Moreover, the role of leaders explained by Pont (2020) may include organizational, pedagogical and educational responsibilities. Depending on the circumstances, school leaders are called upon to organize scheduling, the implementation of curriculum, extracurricular activities, testing and teacher evaluation. It can be assumed therefore that schools differ in the way they implement individualized education planning and that those differences between schools are linked to the school's leadership (Lambrecht, 2020). Literature on shared instructional leadership (Marks and Printy as cited in Kim & Lee 2019) illustrates five core behaviors: (1) Instructional leaders should exert strong leadership to facilitate teacher growth and direction; (2) Instructional school leaders should offer opportunities for teacher growth; (3) school leaders discuss alternatives for instructional practices with teachers; (4)

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school leaders maintain cohesion of educational program; and (5) teachers are responsible for change and leadership roles among themselves.

Instructional leadership of the school leader is a key factor in school effectiveness (Adams, Mooi, & Muniandy, 2018; Alsaleh, 2018; Deniz & Erdener, 2020). According to Celikten (2021) instructional leadership is a broad concept with various definitions describing the roles, actions and outcomes of instructional leadership. Also, Ozdemir, Sahin, & Ozturk (2020) state that instructional leadership is the school leader's practices aimed at achieving success in the teaching-learning process and an effective instructional leader drives all stakeholders towards achieving the school's goals.

The conceptualization of educational leadership practices in this study refers to an educational leadership model that establishes the qualities, knowledge, and skills needed to lead educational institutions of the Senior High School teachers using their (IPCRF). Educational leadership aims to improve learning outcomes, create conditions for effective teaching and learning, develop learning organizations, build networks, and develop subordinates to become leaders (Hallinger & Murphy, as cited in Lorensius, Warman et al. 2021). Building trusting relationships and focusing on internal and external learning is at the core of the educational leadership role (Sebastian et al., 2019). Reliance on the collective or collaborative ability of organizational members and teams to lead change in a volatile or dynamic environment. However, leader-focused theory and authority structures make it difficult to fully benefit from the collective capabilities of groups or organizational members organization (Sebastian et al., 2019; Abonyi & Sofu, Lorensius, Warman, Silpanus & Ping 2019).

McBrayer et al. (2018) cited that leadership practice is a key component of school improvement as the educational leader is the primary leader of the school, and their decisions and actions are directly connected to school improvement. The study of these researchers confirmed that an educational leaders' knowledge of or engagement in instructional leadership practices influences the outcome of student achievement leading to school improvement. School leaders need to not only be aware of their impact but also engage in self-reflection to understand their instructional leadership practices, leadership self-efficacy, and influence of their practices on school outcomes. Lastly, instructional leaders need to maintain a focus on instructional leadership by distributing both instructional and managerial tasks to support staff such as educational leaders to ensure the work is completed with fidelity as well as remains balanced between these complimentary roles.

The findings of this investigation support the contention that Senior High School teachers to certain extent,

practice instructional leadership functions specifically those under Managing the Instructional Program dimension-items of "Coordinate the Curriculum; Supervise and Evaluate Instruction; Monitor Student Progress' functions ( Hussain, 2018).

Given the role of master teachers, they should have, revealed by Laude, Ralar, and Arcenal (2018), the capability to lead the school particularly in improving the academic performance of the students. In their study, it was found out that master teachers' instructional leadership capacity showed "Highly Proficient " especially on curriculum content and pedagogy, on planning, assessing and reporting learners' outcomes and on personal growth and professional development. Clariño (n.d.) also echoed in his study on Organizational Support, Instructional and Professional Competencies of Master Teachers: A theory that master teachers possess an advanced level of instructional competence in terms of content, knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning and in assessment and reporting. In contrast however, Romero (2019) identified that one of master teachers' problems is lack of required skills and competence in conducting instructional supervision. Hence, Clariño (n.d.) recommended that master teachers should at all times sustain their levels of instructional and professional competence through attendance in graduate school programs, participation in workshops and conferences as well as engagement in various training.

Golingay (2018) stated that Instructional competence is rooted from the colossal attributes possessed by the teachers, which embraces the potential abilities, skills, knowledge, personal character, experiences, and others that necessitate in their teaching professions. Barnuevo, Hasegawa, & Hugo (as cited in Golingay 2018) highlight that teacher occupies an important and a key element in the operation of the school system. The study cited that teachers' competence, knowledge interest, devotion, commitment, dedication, professional training, attitude and personality make up matters and largely determine the quality of services provided by the teacher.

In the study of (Martel as cited in Nair 2017) discussed that competencies play a primary role in the creation of a culture of ongoing learning. This makes it possible to achieve their goals and continue improving their competencies and learning throughout life. For teachers, the recognition of acquired competencies makes it possible to move forward in their training and continue progressing in their professional development.

Burgos & Meer (2021) stated that Individual Performance Commitment Review Form (IPCRF) was introduced to DepEd 2015. It is a general plan of task and serves as guide to teachers to be written before the start of classes,

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implemented before the Determinants Affecting the Individual Performance Commitment and Review Form (IPCRF). The study concluded that the guidelines explain mechanisms, criteria and processes for performance target setting, monitoring, evaluation and development planning. Through the RPMS, the DepEd ensures that work efforts focus towards achieving its vision, mission, values and strategic priorities toward the delivery of quality educational services to Filipino learners.

Further, Wong (2020) discussed that when the Department of Education implemented the K-12 program, mass hiring of teachers to teach in Senior High Schools were conducted. The guidelines in the selection and recruitment of Senior High School teachers did not specify to employ licensed teachers or education graduates, which led to the doubts in terms of quality and instructional competence of teachers and instructional leadership of master teachers.

Cognizant of the foregoing premises and bodies of literature, the researcher attempted to determine the following: 1) Master Teachers' instructional leadership practices in terms of curriculum content and pedagogy, planning, assessment, and reporting and personal growth and professional development 2) the Senior High School teachers' instructional competence in terms of mastery of the subject matter, teaching strategy, classroom management, and evaluation skills 3) the Individual Performance Commitment and Review Form (IPCRF) rating of Senior High School teachers 4) The significant relationship between: master teachers' instructional leadership practices and Senior High School teachers' instructional competence, master teachers' instructional leadership practices and Senior High School teachers' IPCRF rating, and Senior High School teachers' instructional competence and their IPCRF rating.

### METHODS

The study utilized descriptive-correlational research design since it determined the master teachers' instructional leadership practices, instructional competence, and performance of public Senior High School teachers in the five city divisions of Laguna. Likewise, it identified possible patterns of relationships that exist among variables, and it measured the strength of such correlation. Data used in the investigation came from the 221 public Senior High School Teachers with ranks TI, TII, TIII, and Special Science Teachers in the five city divisions of Laguna. This study was conducted within the Academic Year 2021-2022.

The researcher used three sets of survey questionnaire. The Part I dealt with the master teachers' Instructional Leadership Practices in terms of Curriculum, Content, and Pedagogy, Planning, Assessment, and Reporting learners' outcomes, and Personal Growth and Professional Development,

Part II dealt about Senior High School teachers' Instructional Competence in terms of mastery of the subject matter, teaching strategy, classroom management, and evaluation skills and Part III dealt about the Senior High School teachers' Individual Performance Commitment and Review Form (IPCRF) rating for the School Year 2020-2021. All parts were measured using the Likert-Type Scale and it was encoded using (4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree); (4 - Very High, 3 – High, 2 – Low, and 1 – Very Low) which included weighted average mean. Notably, the researcher secured first the permission from the Schools Division Superintendent of each Schools Division in five city divisions of Laguna for their approval for the conduct of the study. After the approval of the request, the following steps were followed: a) The researcher informed the public senior high school principals in each Schools Division, ask their permission and assistance to conduct the study; b.) because of strict compliance for health protocol and work from home setting amidst COVID-19 pandemic, link for google forms was sent to the respondents stated the objective of the study and clear instructions for each part of the online research instrument; c) letter of consent was attached on the survey forms before the respondents accomplish the online research instrument; and d) tabulated data for statistical treatment and analysis conforming the Republic Act No. 10173 – Data Privacy Act of 2012.

To make sure that the data gathered were precisely treated; weighted mean and ranking were used to describe the master teachers' instructional leadership practices as assessed by the respondents in terms of curriculum, content, and pedagogy, planning, assessment, and reporting learners' outcomes, and personal growth and professional development. It was also used to describe the respondents' instructional competence in terms of mastery of the subject matter, teaching strategy, classroom management, and evaluation skills. Descriptive statistics such as percentage and frequency distribution were used to describe the respondents' Individual Performance Commitment and Review Form (IPCRF) rating. Pearson r Moment Correlation Coefficient was utilized to determine the significant relationship between the Master teacher's instructional leadership practices as assessed by the respondents and their instructional competence, the Master Teacher's instructional leadership practices as assessed by the respondents and their Individual Performance Commitment and Review Form (IPCRF) rating and the respondents' instructional competence and their Individual Performance Commitment and Review Form (IPCRF) rating.

### RESULTS AND DISCUSSION

Discussion of the master teachers' instructional leadership practices, instructional competence and performance of Senior

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High School teachers is presented in the succeeding tables and textual presentations.

**Table 1. The Master Teacher’s Instructional Leadership Practices as assessed by the Respondents: Curriculum Content and Pedagogy**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. Teaches accurate and updated content using appropriate approaches and strategies.	3.66	Very Good	3.5
2. Demonstrate model lessons applying appropriate approaches/strategies to meet students’ diverse learning needs.	3.67	Very Good	2
3. Utilizes technology resources in planning, designing and delivery of the lesson.	3.69	Very Good	1
4. Models in utilizing varied techniques and strategies suited to different kind of learners.	3.61	Very Good	6
5. Facilitates students in participating actively in the learning tasks with some levels of independence.	3.66	Very Good	3.5
6. Guides students in showing appropriate behavior of individualism, cooperation, competition in classroom interaction.	3.61	Very Good	6
7. Models in providing appropriate intervention activities for learners at risk.	3.55	Very Good	10
8. Facilitates learning using appropriate innovative teaching strategies.	3.58	Very Good	8
9. Guides colleagues in school towards improving their competencies in terms of curriculum content and pedagogy through technical assistance/learning action cell.	3.57	Very Good	9
10. Support colleagues to align standards, curricula and instructional strategies.	3.61	Very Good	6
<b>Overall Weighted Mean</b>	<b>3.62</b>	<b>Very Good</b>	

As seen in Table 1, the Master Teachers’ Instructional Leadership Practices as assessed by the respondents in terms of curriculum content and pedagogy revealed that master teachers were very good in the utilization of technology resources in planning, designing and delivery of the lesson (weighted mean = 3.69), in the demonstration of model lessons applying appropriate approaches/strategies to meet students’ diverse learning needs (weighted mean =3.67); in teaching accurate and updated content using appropriate approaches and strategies (weighted mean = 3.66); in facilitating students in participating actively in the learning task with some levels of independence (weighted mean = 3.66) . Furthermore, Master Teachers were very good in modeling in providing appropriate intervention activities for learners at risk (weighted mean = 3.55); in guiding colleagues in school towards improving their competencies in terms of curriculum content and

pedagogy through technical assistance/ learning action cell (weighted mean = 3.57); and in facilitating learning using appropriate innovative teaching strategies (weighted mean = 3.58). In general, the Master Teachers were very good in Instructional Leadership Practices as assessed by the respondents in terms of Curriculum Content and Pedagogy (overall weighted mean = 3.62). This means that the senior high school master teachers provide a high-quality competence in terms of delivering his/her lessons and applying appropriate teaching pedagogies to meet students’ diverse needs. The results tell us that master teachers used technology resources to aid their instruction and to make their lessons more interactive. The findings of the study strengthen the result of the study conducted last 2017 in Italy. It provided evidence on whether ICT-related teaching practices affect student achievement. It used a unique student-teacher dataset containing variables on a wide set of very specific uses of computer and ICT

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by teachers matched with data on national standardized tests for 10<sup>th</sup> grade students. It revealed that computer-based teaching methods increase student performance

when they increase students’ awareness in ICT use and when they enhance communication (Comi, Argentin, Gui, Origo, Pagani, Science Direct, 2017).

**Table 2. The Master Teacher’s Instructional Leadership Practices as assessed by the Respondents On Planning, Assessment and Reporting**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Uses appropriate formative, summative test congruent to the lesson.	3.71	Very Good	1.5
2. Uses non-traditional authentic assessment techniques when needed.	3.62	Very Good	7
3. Keeps accurate records of learners’ performance level.	3.63	Very Good	5
4. Uses expanded time for remediation/enrichment activities based on the results.	3.64	Very Good	4
5. Recognizes students’ individual differences and provided activities for remediation, reinforcement and enrichment.	3.71	Very Good	1.5
6. Guides colleagues in school towards improving their competencies in terms of planning, assessing and reporting learner’s outcomes through technical assistance/learning action cell.	3.62	Very Good	7
7. Regularly assess student learning and ensure specific, timely feedback to students regarding feedback.	3.66	Very Good	3
8. Facilitates in the conduct of Parents-Teacher conference.	3.61	Very Good	9
9. Conducts an analysis of students’ test results for the purpose of improving performance outcomes.	3.62	Very Good	7
10. Conducts action research on students’ learning outcomes and achievement.	3.60	Very Good	10
<b>Overall Weighted Mean</b>	<b>3.64</b>	<b>Very Good</b>	

Table 2 which shows the Master Teacher’s Instructional Leadership Practices on planning, assessing and reporting learners’ outcomes as assessed by the respondents, revealed that Master Teachers were very good in using appropriate formative, summative test congruent to the lesson ( weighted mean = 3.71); in recognizing students’ individual differences and provided activities for remediation, reinforcement and enrichment (weighted mean = 3.71); in regularly assessing student learning and ensure specific, timely feedback to students regarding feedback (weighted mean = 3.66). Additionally Master Teachers were very good in conducting action research on students’ learning outcomes and achievement ( weighted mean = 3.60); in facilitating and conducting of Parents-Teacher conference ( weighted mean = 3.61); in using non-traditional authentic assessment techniques when needed (weighted mean = 3.62); in guiding colleagues in school towards improving their competencies in terms of planning, assessing and reporting learner’s outcomes through technical assistance/learning action cell (

weighted mean = 3.62); and in conducting an analysis of students’ test results for the purpose of improving performance outcomes( weighted mean = 3.62). To sum up, the Senior High School Master Teachers were very good in Instructional Leadership Practices as assessed by the respondents in terms of planning, assessing, and reporting learners’ outcomes (overall weighted mean = 3.64). The respondents find their master teachers as highly proficient in providing appropriate activities, assessment, or tests to students with consideration of their individual differences. Master teachers give importance to ensuring that students will receive specific and timely feedback as a basis for remediation or enhancement. However, conducting action research on students’ learning outcomes and achievement rank least in all indicators which quite need some attention. Moreover, about the findings of this study, it justifies the result from a conference paper entitled “Teachers’ Perception on Classroom Research”. According to Wulandari, Shandy Narmaditya, Hadi Utomo, and Hilmi Prayi (2019), classroom action research

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is highly needed in improving teaching and learning both for students and teachers. Meanwhile, the teacher tends to implement classroom action research due to the mandatory for them in order to improve their careers. Firstly, the teacher did not do classroom action research voluntarily, but it turned out to be beneficial for their classes such as

improving critical thinking skills, motivating students, increasing student activities and enhancing students’ achievements in learning economics. After implementing the action research, teachers feel more confident because they know how to use classroom action research to find out if students are learning from their lesson.

**Table 3. The Master Teacher’s Instructional Leadership Practices as assessed by the Respondents On Personal Growth and Professional Development**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. Maintains stature and behavior that upholds the dignity of teaching.	3.75	Very Good	1
2. Manifests personal qualities like enthusiasm, flexibility, caring attitudes and others.	3.73	Very Good	2
3. Uses self-assessment to enhance strengths and correct one’s weaknesses.	3.63	Very Good	9
4. Participates actively in professional organizations.	3.70	Very Good	3.5
5. Demonstrates desirable personal characteristics of honesty, integrity, dedication, courtesy and human relation.	3.70	Very Good	3.5
6. Establishes leadership, stress tolerance, fairness, justice, proper attire and good grooming.	3.67	Very Good	7.5
7. Demonstrates willingness to improve/develop professional skills through INSET and seminars.	3.62	Very Good	10
8. Attends and actively participates seminars/trainings/ workshops sponsored by the Department of Education.	3.68	Very Good	6
9. Helps in the preparation of yearly/growth plan for new learning based on the analyses of School Improvement Plan and Annual Implementation Plan.	3.69	Very Good	5
10. Shows willingness to enroll in Graduate Studies and Post-Graduate Studies.	3.67	Very Good	7.5
<b>Overall Weighted Mean</b>	<b>3.68</b>	<b>Very Good</b>	

As seen in Table 3, the Master Teacher’s Instructional Leadership Practices as Assessed by the Respondents on Personal Growth and Professional Development, revealed that Senior High School Master Teachers were very good in maintaining stature and behavior that upholds the dignity of teaching ( weighted mean = 3.75); in manifesting personal qualities like enthusiasm, flexibility, caring attitudes and others (weighted mean = 3.73); in participating actively in professional organizations (weighted mean = 3.70); and in demonstrating desirable personal characteristics of honesty, integrity, dedication, courtesy and human relation (weighted mean = 3.70). Furthermore, Senior High School Master Teachers were very good in demonstrating willingness to improve/develop professional skills through INSET and seminars (weighted mean = 3.62); in using self-assessment to enhance

strengths and correct one’s weaknesses (weighted mean = 3.63); in establishing leadership, stress tolerance, fairness, justice, proper attire and good grooming (weighted mean = 3.67); and in showing willingness to enroll in Graduate Studies and Post-Graduate Studies (weighted mean = 3.67). All in all, an overall weighted mean of 3.68 revealed that the Senior High School Master Teachers were very good in Instructional Leadership Practices in terms of personal growth and professional development. This means that master teachers maintain their professional stature as instructional leaders and personal good qualities such us enthusiasm, flexibility and caring attitudes toward their students and peers. But when it comes to willingness in attending in-service trainings and seminars, the respondents of the study find it least at the rank. They suggest that master teachers must demonstrate willingness in participating seminars and trainings to further improve

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professional growth. The importance of seminars and/or training were evident in several studies. In the study, entitled “On the Shoulders of Giants: Benefits of Participating in a Dialogic Professional Development Program for In-Service Teachers, conducted by Rodriguez, Condom-Bosch, Ruiz, and Oliver (2020), according to the respondents of the survey, the benefits of

participating in the seminar may include four different types: transforming the individual teachers’ practices; increasing the use of scientific evidence to inform teachers’ practices; engaging in and creating networks of teachers for discussing lesson plans and practices with colleagues, drawing on scientific evidence, and noticing students’ improvement in terms of learning.

**Table 4. Composite Table of the Master Teacher’s Instructional Leadership Practices as assessed by the Respondents**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Curriculum content and pedagogy	3.62	Very Good	3
2. Planning assessment and reporting	3.64	Very Good	2
3. Professional growth and development	3.68	Very Good	1
<b>Overall Weighted Mean</b>	<b>3.65</b>	<b>Very Good</b>	

Table 4 summarizes the assessment of the respondents on the Senior High School Master Teacher’s Instructional Leadership Practices. It showed that Master Teachers have very good Instructional Leadership Practices as assessed by the respondents in terms of Curriculum Content and Pedagogy, Planning, Assessment; and Personal Growth and Professional Development (overall weighted mean = 3.65). The findings of the study support the studies being conducted about the instructional leadership practices. McBrayer et

al (2020) found out in their study that the instructional leadership task of instructional supervision and evaluation is heavily evident within the observation and evaluation practices of school leaders within the study as potentially related to the statewide evaluation system. Furthermore, school leaders are confident and feel effective in their abilities related to supervision and evaluation, which may likely be attributed to the specific expectations and accountability set forth within the statewide evaluation system guidelines.

**Table 5. The Respondents’ Instructional Competence On Mastery of the Subject Matter Skills**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Provides a comprehensive and accurate grasp of the subject matter.	3.68	Highly Mastered	3.5
2. Applies content of knowledge beyond his/her area of specialization.	3.63	Highly Mastered	6.5
3. Integrates subject matter to other fields of knowledge.	3.61	Highly Mastered	8
4. Manifests confidence and firmness with every information being given in the class.	3.64	Highly Mastered	5
5. Provides students varied learning experiences for the intellectual development.	3.59	Highly Mastered	9.5
6. Possesses the skill in the science and art of questioning.	3.63	Highly Mastered	6.5
7. Cites intra and interdisciplinary content relationship.	3.59	Highly Mastered	9.5
8. Motivates learners in investigating learning area to expand their knowledge and satisfy their curiosity.	3.68	Highly Mastered	3.5
9. Reflects mastery of the entire subject being taught.	3.70	Highly Mastered	1
10. Provides opportunities for students to practice and apply learning in real-life situations.	3.69	Highly Mastered	2
<b>Overall Weighted Mean</b>	<b>3.65</b>	<b>Highly Mastered</b>	

As shown in table 5, the Senior High School teachers’ instructional competence skills in terms of mastery of the

subject matter skills revealed that Senior High School teachers were highly mastered in reflecting mastery of the

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entire subject being taught (weighted mean = 3.70); in providing opportunities for students to practice and apply learning in real-life situations; in providing a comprehensive and accurate grasp of the subject matter (weighted mean = 3.68); in motivating learners in investigating learning area to expand their knowledge and satisfy their curiosity (weighted mean = 3.68). In addition, the Senior High School teachers were highly mastered in providing students varied learning experiences for the intellectual development (weighted mean =3.59); in citing intra and interdisciplinary content relationship (weighted mean = 3.59); and in integrating subject matter to other fields of knowledge (weighted mean = 3.61). This means

that senior high school teachers are both effective and efficient when it comes to organizing their lessons to be discussed, connecting it to the previous knowledge and establishing emphasis on most important details of the subject matter. The findings of the study agreed the result of study conducted by Ekperi (2018), he concluded that a significant and positive relationship exist between teachers’ knowledge of subject matter and teaching method to the students’ academic performance. This result entails that students’ academic performance depends largely upon the quality of the teacher, especially in terms of knowledge of the subject matter.

**Table 6. The Respondents’ Instructional Competence On Teaching Strategies Skills**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Provides a comprehensive and accurate grasp of the subject matter.	3.67	Highly Proficient	1.5
2. Applies content of knowledge beyond his/her area of specialization.	3.64	Highly Proficient	7
3. Integrates subject matter to other fields of knowledge.	3.65	Highly Proficient	5.5
4. Manifests confidence and firmness with every information being given in the class.	3.63	Highly Proficient	8.5
5. Provides students varied learning experiences for the intellectual development.	3.67	Highly Proficient	1.5
6. Possesses the skill in the science and art of questioning.	3.63	Highly Proficient	8.5
7. Cites intra and interdisciplinary content relationship.	3.60	Highly Proficient	10
8. Motivates learners in investigating learning area to expand their knowledge and satisfy their curiosity.	3.66	Highly Proficient	3.5
9. Reflects mastery of the entire subject being taught.	3.65	Highly Proficient	5.5
10. Provides opportunities for students to practice and apply learning in real-life situations.	3.66	Highly Proficient	3.5
<b>Overall Weighted Mean</b>	<b>3.65</b>	<b>Highly Proficient</b>	

As illustrated in Table 6, the Senior High School Teachers’ Instructional Competence in terms of teaching strategies skills revealed that Senior High School teachers were highly proficient in providing a comprehensive and accurate grasp of the subject matter (weighted mean = 3.67); in providing students varied learning experiences for the intellectual development (weighted mean = 3.67); in motivating learners in investigating learning area to expand their knowledge and satisfy their curiosity (weighted mean = 3.66); and in providing opportunities for students to practice and apply learning in real-life situations (weighted mean = 3.66). Additionally, the Senior High School teachers were highly proficient in citing intra and interdisciplinary content relationship (weighted mean = 3.60); in manifesting confidence and firmness with every information being given

in the class (weighted mean = 3.63); in possessing the skill in the science and art of questioning (weighted mean = 3.63); and in applying content of knowledge beyond his/her area of specialization (weighted mean = 3.64). This means that the senior high school teachers are equipped with effective teaching strategies hereby providing students with accurate grasp of the subject matter. They find providing students with experiential learning an important aspect in students’ learning. On the other hand, senior high school teachers need to improve their skills in subject integration and the art of questioning. The findings of the study support the study of Dr. Isa et al., (2020), they concluded that teaching method has a great effect on students’ academic performance and the analysis showed that the discussion and demonstration teaching methods greatly improve the



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students' academic performance than the lecture method which was passive, and teacher centered. Thus, choosing specific and appropriate teaching methods that could

motivate the learners' interests and objectives is one of the most important decisions a teacher should face.

**Table 7. The Respondents' Instructional Competence On Classroom Management Skills**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Utilizes class periods productively.	3.70	Highly Proficient	2
2. Maintains students' interest and active participation in the class discussion.	3.61	Highly Proficient	7
3. Maintains classroom atmosphere friendly and cooperative to enhance the learning process.	3.66	Highly Proficient	3
4. Comes always ready and prepared adequately for every day's learning activities.	3.73	Highly Proficient	1
5. Establishes authority in the classroom effectively by making students obey rules and regulations set forth.	3.57	Highly Proficient	8.5
6. Helps students' group work run smoothly and effectively.	3.62	Highly Proficient	5.5
7. Comes to class early and leaves on time.	3.57	Highly Proficient	8.5
8. Promotes respect for cultural differences in the classroom	3.62	Highly Proficient	5.5
9. Ensures orderliness and cleanliness in class.	3.55	Highly Proficient	10
10. Provides equal opportunities for students to participate actively in class.	3.65	Highly Proficient	4
<b>Overall Weighted Mean</b>	<b>3.63</b>	<b>Highly Proficient</b>	

As seen Table 7, the Senior High School teachers' Instructional Competence in terms of classroom management skills revealed that Senior High School teachers were highly proficient in always coming ready and adequately preparing for every day's learning activities (weighted mean = 3.73); in utilizing class periods productively (weighted mean = 3.70); and in maintaining classroom atmosphere friendly and cooperative to enhance the learning process (weighted mean = 3.66). Moreover, the Senior High School teachers were highly proficient in ensuring orderliness and cleanliness in class (weighted mean = 3.55); in establishing authority in the classroom effectively by making students obey rules and regulations set forth (weighted mean = 3.57); in coming to class early and leaving on time (with a weighted mean = 3.57); and in

maintaining students' interest and active participation in the class discussion (weighted mean = 3.61). This means that senior high school teachers are very good classroom managers. They see to it they come to class ready and adequately prepared for every day's learning activities. The findings of the study support the study of Nisar et al., (2019), they concluded that there is a positive significant moderate relationship between teachers' perceived classroom management practices and student' academic achievement. The current day teachers should be more vigilant to exercise according to the current day needs for the learners of the globe in the 21<sup>st</sup> century. It is the teachers who are to work hard to make a learner ready for practical life and to make them positive about further learning in practical life.

**Table 8. The Respondents' Instructional Competence On Evaluation Skills**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Evaluates students' performances fairly and uses adequate and accurate standards measures of evaluation.	3.62	Highly Proficient	6.5
2. Uses rubrics for scoring and evaluation.	3.65	Highly Proficient	3.5
3. Evaluates performance of the students on the basis of the course objectives and most essential learning competencies through discussions, activities and quizzes.	3.62	Highly Proficient	6.5

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4. Exercises no favoritism.	3.63	Highly Proficient	5
5. Provides corrective feedback remedies in oral and written responses.	3.61	Highly Proficient	8.5
6. Provides evaluative activities appropriate to student's abilities, interests, and needs.	3.59	Highly Proficient	10
7. Employs varied forms of evaluation tools.	3.61	Highly Proficient	8.5
8. Allow students to assess their own performances using appropriate rubrics in some of the activities in the class .	3.70	Highly Proficient	1
9. Conducts remedial instruction and enhancement to improve student's performance.	3.65	Highly Proficient	3.5
10. Utilizes evaluation and performance results as basis for improving instruction.	3.68	Highly Proficient	2
<b>Overall Weighted Mean</b>	<b>3.64</b>	<b>Highly Proficient</b>	

In table 8 is the Senior High School teachers' Instructional Competence in terms on evaluation skill which revealed that Senior High School teachers were highly proficient in allowing students to assess their own performances using appropriate rubrics in some of the activities in the class (weighted mean = 3.70); in utilizing evaluation and performance results as basis for improving instruction (weighted mean = 3.68); using rubrics for scoring and evaluation (weighted mean = 3.65); and in conducting remedial instruction and enhancement to improve student's performance (weighted mean = 3.65). Moreover, the Senior High School teachers were highly proficient in providing evaluative activities appropriate to student's abilities, interests, and needs (weighted mean = 3.59); in providing corrective feedback remedies in oral and written responses (weighted mean = 3.61); in employing varied forms of evaluation tools (weighted mean = 3.61); in evaluating students' performances fairly and uses adequate and accurate standards measures of evaluation (weighted mean = 3.62); and in evaluating performance of the students

on the basis of the course objectives and most essential learning competencies through discussions, activities and quizzes (weighted mean = 3.62). Generally, an overall weighted mean of 3.64 revealed that the respondents are highly proficient in terms of their instructional competence on evaluation skills. This means that the teachers exercise good judgment in evaluating their students. They make sure that students' performances are assessed fairly by using appropriate rubrics, also, teachers find it effective if students evaluate their own tasks with the provided rubrics. Teachers also see to it that results of the assessment will be made a source of basis for improving instruction. The findings of the study on the importance of rubrics are supported by Ragupathi and Lee (2020). A rubric can provide students with informative feedback on their strengths and weaknesses and prompts them to reflect on their own work. While it can be used as a mechanics to specify and communicate the expectations of an assignment to students, it can also be a secret scoring sheet used only by teachers to assess student's work fairly, consistently, and efficiently.

**Table 9. Composite Table of the Respondents' Instructional Competence**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. Mastery of the subject matter skills	3.65	Highly Mastered	1.5
2. Teaching strategies skills	3.65	Highly Proficient	1.5
3. Classroom management skills	3.63	Highly Proficient	4
4. Evaluation skills	3.64	Highly Proficient	3
<b>Overall Weighted Mean</b>	<b>3.64</b>	<b>Highly Proficient</b>	

Table 9 summarizes the respondents' instructional competence which revealed that Senior High School teachers have high proficiency on instructional competence in terms of mastery of the subject matter skills, teaching strategy skills, classroom management skills, and evaluation skills (overall weighted mean = 3.564). This means that

teachers are instructionally competent in terms their mastery of the subject matter, teaching strategies, classroom management, and evaluation. It showed how they mastered the content they teach using appropriate teaching strategies and applied classroom management practices and evaluation techniques for students to improve their performance. In

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the study conducted by Wong (2020) about teaching competence and attitude towards the teaching professional of senior high school teachers, education versus non-education in MIMAROPA region, it revealed that there is the existence of a significant difference in all the teaching

competence dimensions of education and non-education graduates. Moreover, the education graduates manifested a more positive attitude towards the teaching profession than those non-education respondents.

**Table 10. The Individual Performance Commitment and Review Form (IPCRF) rating of the Respondents**

IPCRF rating	Frequency	Percentage
Outstanding	41	18.60
Very Satisfactory	176	79.60
Satisfactory	4	1.80
<b>Total</b>	<b>221</b>	<b>100.00</b>

As shown in Table 10, for the respondents' Individual Performance Commitment and Review Form (IPCRF) rating, from the total of 221 respondents 176 or 79.60% had a very satisfactory (3.500-4.499) Individual Performance Commitment and Review Form rating. 41 or 18.60% of the respondents had outstanding (4.500-5.000) Individual Performance Commitment and Review Form rating. Lastly, 4 or 1.80% of the respondents had satisfactory (2.500-3.499) Individual Performance Commitment and Review Form rating. Thus, the majority of senior high school teachers in public schools had very satisfactory ratings in their Individual Performance Commitment and Review Form

(IPCRF) rating. The findings of the study support the K to 12 Reform (R.A. 10533) in 2013 in changing the landscape of teacher quality requirements in the Philippines. The reform process warrants an equivalent supportive focus on teacher quality – high quality teachers who are properly equipped and prepared to assume the roles and functions of a K to 12 teachers. Nevertheless, teachers play a crucial role in nation building. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress (Llego, 2017).

**Table 11. Relationship between the Master Teachers' Instructional Leadership Practices and the Respondents' Instructional Competence**

Instructional Leadership Practices	Instructional Competence			
	Mastery of the subject matter	Teaching strategies skills	Classroom management skills	Evaluation skills
Curriculum content and pedagogy	r=0.594** Moderate correlation p=0.000	r=0.652** Moderate correlation p=0.000	r=0.664** Moderate correlation p=0.000	r=0.559** Moderate correlation p=0.000
Planning assessment and reporting	r=0.532** Moderate correlation p=0.000	r=0.570** Moderate correlation p=0.000	r=0.613** Moderate correlation p=0.000	r=0.542* Moderate correlation p=0.000
Professional growth and development	r=0.628** Moderate correlation p=0.000	r=0.763** Moderate correlation p=0.000	r=0.690** Moderate correlation p=0.000	r=0.638** Moderate correlation p=0.000

\*\*Significant @ 0.01

For the relationship between the Master Teachers' instructional leadership practices on planning, assessment and reporting learners' outcomes and respondents' instructional competence on mastery of the subject matter

skills, teaching strategy skills, classroom management skills, and evaluations skills, Pearson r values of 0.594 (mastery of the subject matter), 0.652 (teaching strategy skills), 0.664 (classroom management skills) and 0.559

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(evaluation skills) were noted, and a probability value of .000 for the four instructional competence skills was obtained. This p-value was lower than the test of significance at 0.01 signifying a significant relationship between the Master Teachers’ Instructional Leadership Practices on planning, assessment and reporting and instructional competence of Senior High School teachers, which resulted in the rejection of the null hypothesis. This means that the better the performance of master teachers in their instructional leadership practices in terms of curriculum content and pedagogy, the more competent teachers will be in terms of mastery of the subject matter, teaching strategies, classroom management practices and evaluations skills. This relationship can be explained by the concept that, when the master teachers as instructional leaders give effective technical assistance, mentoring, guidance and serve as role models to their subordinates, teachers will perform better and be instructionally competent. For the relationship between the master teachers’ instructional leadership practices on curriculum content and pedagogy and respondents’ instructional competence on mastery of the subject matter skills, teaching strategy skills, classroom management skills, and evaluations skills, Pearson r values of 0.532 (mastery of the subject matter), 0.570 (teaching strategy skills), 0.613 (classroom management skills) and 0.542 (evaluation skills) were noted, and a probability value of .000 for the four instructional competence skills was obtained. This p-value was lower than the test of significance at 0.01 signifying a significant relationship between the Master Teachers’ Instructional Leadership Practices on curriculum content, and pedagogy and instructional competence of Senior High School teachers, which resulted in the rejection of the null

hypothesis. This means that the better the master teachers perform their instructional leadership practices on curriculum content and pedagogy, the more competent teachers will be in terms of mastery of the subject matter, teaching strategies, classroom management and evaluation. For the relationship between the master teachers’ instructional leadership practices on personal growth and professional development and respondents’ instructional competence on mastery of the subject matter skills, teaching strategy skills, classroom management skills, and evaluations skills, Pearson r values of 0.628 (mastery of the subject matter), 0.763 (teaching strategy skills), 0.690 (classroom management skills) and 0.638 (evaluation skills) were noted, and a probability value of .000 for the four instructional competence skills was obtained. This p-value was lower than the test of significance at 0.01 signifying a significant relationship between the Master Teachers’ Instructional Leadership Practices on personal growth and professional development and instructional competence of Senior High School teachers, which resulted in the rejection of the null hypothesis. This means that the better the master teachers perform their instructional leadership practices on personal growth and professional development, the more competent teachers will be in terms of mastery of the subject matter, teaching strategies, classroom management and evaluation. The findings support the results of the study of Noor et al., (2018) stating that there is strong positive correlation between school leaders’ instructional leadership towards teachers’ functional competency. This shows that school leaders’ instructional leadership impacts teachers’ functional competency, especially in teachers’ knowledge dimension.

**Table 12. Relationship between the Master Teacher’s Instructional Leadership Practices and the Respondents’ IPCRF Rating**

<b>Instructional Leadership Practices</b>	<b>Pearson r</b>	<b>p-value</b>	<b>Interpretation</b>
Curriculum content and pedagogy	-0.054 Negligible correlation	0.421	Not Significant
Planning assessment and reporting	0.017 Negligible correlation	0.797	Not Significant
Personal growth and Professional development	0.047 Negligible correlation	0.483	Not Significant
Significance level @ 0.05			

For the relationship between the master teachers’ instructional leadership practices as assessed by the

respondents and their Individual Performance Commitment and Review Form (IPCRF) rating, Pearson r values of -

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0.054 (curriculum content and pedagogy), 0.017 (planning, assessment, and reporting learners’ outcomes), and 0.047 (personal growth and professional development) were noted, with probability values of 0.421, 0.797, and 0.483, respectively. These p-values were all higher than the test of significance at 0.05 signifying no significant relationship between the Master Teachers’ Instructional Leadership Practices and Senior High School teachers’ instructional competence, which resulted in the non-rejection of the null hypothesis. This means that the master teachers’ instructional leadership practices as assessed by the respondents have nothing to do with their Individual Performance Commitment and Review Form (IPCRF)

rating. This non-relationship can be explained by having the idea that despite what instructional leadership practices done by the master teachers, the performance of senior high school teachers was still the same. The findings support the results of the study of Khan (2019), that one of the distinct characteristics of an educator is by having devotion and committed to the improvement of their students when it comes to academic performance. Furthermore, he also says that a good teacher-student relationship is easy with those committed teachers who can carry out their duties and responsibility effectively and efficiently in line with the demands of their profession.

**Table 13. Relationship between the Respondents’ Instructional Competence and their IPCRF Rating**

Instructional Competence	Pearson r	p-value	Interpretation
Mastery of the subject matter skills	-0.007 Negligible correlation	0.916	Not Significant
Teaching strategies skills	0.021 Negligible correlation	0.751	Not Significant
Classroom management skills	0.052 Negligible correlation	0.441	Not Significant
Evaluation skills	0.063 Negligible correlation	0.353	Not Significant
Significance level @ 0.05			

For the relationship between the respondents’ instructional competence on mastery of the subject matter skills, teaching strategies skills, evaluation skills and classroom management skills and their Individual Performance Commitment and Review Form (IPCRF) rating, Pearson r values of -0.007 (mastery of the subject matter skills), 0.021 (teaching strategies skills), 0.052 (classroom management skills), and 0.063 (evaluation skills) were noted, with probability values of 0.916, 0.751, 0.441 and 0.353, respectively. These p-values were all higher than the test of significance at 0.05 signifying no significant relationship between the Senior High School teachers’ instructional competence and their IPCRF rating, which resulted in the non-rejection of the null hypothesis. This means that the respondents’ instructional competence on mastery of the subject matter, teaching strategy skills, classroom management skills, and evaluation skills have nothing to do with their Individual Performance Commitment and Review Form (IPCRF) rating. This non-relationship can be explained by having the idea that despite what instructional competency skills done by the teachers, their performance will still be the same. This may also be due to the fact the Individual Performance Commitment and Review Form (IPCRF) rating does not only cover content

knowledge and pedagogy of teachers which focuses on mastery of the subject matter, teaching strategies, classroom management, and evaluation skills but also includes learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional growth and development, and plus factor. This non-relationship can also be explained by Tahadlangit (2019) stating that teachers choose this profession because of devotion to teach and prioritize students’ wants, needs, interest and most especially the importance of providing learning that will help the students to become educated and successful someday.

**CONCLUSIONS**

The Master Teachers have very good instructional leadership practices in terms of curriculum content and pedagogy, planning, assessment and reporting learners’ outcomes and personal growth and professional development. The Senior High School teachers have high proficiency in their instructional competency skills on mastery of the subject matter, teaching strategies, classroom management, and evaluation. The findings imply that the better the performance of master teachers in their instructional leadership practices, the more competent the

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respondents in terms of their instructional competence skills. Furthermore, the master teachers' instructional leadership practices and Senior High School teachers' instructional competence skills had nothing to do with their Individual Performance Commitment and Review Form (IPCRF).

### RECOMMENDATIONS

The Department of Education should allocate a budget in every public school to provide instructional leaders and teachers with necessary seminars, workshops, and enhancement training to improve and sustain their instructional leadership practices and competence skills. The school heads should create a positive school environment that allows collaborative decision making, provides positive feedback, recognizes teachers' exemplary performance and contributions, develops an environment through enhancing creativity with professional development, and building positive professional relationships to create effective instructional leaders. They should also send their master teachers to attend seminars or training workshops to update themselves with the latest trends and development in education. In this manner, they can uplift their instructional leadership practices and the instructional competence of teachers. Master teachers should continue in attaining highest educational attainment by enrolling in Graduate School Studies and design and prepare localized training programs such as in-service trainings, learning action cell or focus group discussions for their colleagues, the teachers I-III for technical assistance which can help improve their teaching competence. Senior high school teachers need to be updated in different teaching strategies that will catch the interest of the students in the new generation. They need to strengthen the application or real-life situation in their lesson by citing intra and interdisciplinary content relationships. They must also ensure that STEM (Science and Technology, Engineering and Mathematics), HUMMS (Humanities and Social Sciences), ABM (Accountancy and Business Management), and GAS (General Academic Strand) students are well equipped with knowledge and necessary life skills when they enter in college, start their own business, or in job application for them to become a productive individual and stand out on their chosen career. Schools Division Superintendents should implement the proposed action plans to sustain and strengthen the instructional leadership practices of the master teachers and the instructional competence skills of SHS teachers which significantly impact students' achievement and success. Future researchers may conduct a similar study to see the

consistency of the result and determine the effectiveness of the action plan to sustain and continuously enhance the instructional competence of public schools, senior high school teachers and their performance.

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