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Iloilo City

MASTER TEACHERS' MENTORSHIP QUALITY AND INSTRUCTIONAL EFFECTIVENESS AS
RELATED TO THEIR SUPERVISORY AND ADMINISTRATIVE COMPETENCE:
INPUTS TO THE DEVELOPMENT OF A PROFESSIONAL
LEARNING COMMUNITY PROGRAM

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In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy in Education
(Educational Management)

by
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Abstract

Conducted in February - May 2020, this survey-correlational research aimed to determine the mentorship quality, instructional effectiveness and supervisory competence, and administrative competence of Senior High School Master Teachers designated as Subject Group Heads of the Schools Division of Iloilo assigned in the public integrated mother/central Senior High Schools in the Third Congressional District of the Province of Iloilo and the relationship among these variables. The data needed in the study were provided by the thirty (30) Senior High School Master Teachers designated as Subject Group Heads, five (5) Assistant School Principals In-Charge of SHS Academics and three (3) Senior High School Coordinators who represented the School Heads/Principals and one hundred twenty (120) Senior High School Teachers. The data-gathering instrument used was the Questionnaire Checklist on Mentorship Quality, Instructional Effectiveness, Supervisory Competence and Administrative Competence of Master Teachers Designated as Subject Group Heads with parts adapted from Hudson & Peard (2005), DepEd Results-based Performance Management System (RPMS) Manual for School Heads and Teachers (2018), National Competency-Based Standards for School Heads-Training & Development Needs Assessment (NCSSH-TDNA), and Abad (1990). The data-gathering instrument was submitted to a panel of experts

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for face and content validation, construct, and reliability test, to establish its administrability for the purpose it was intended. Means and standard deviations were utilized in the descriptive data analysis while Pearson's r set at 0.05 alpha level was used in the inferential data analysis. Results revealed that Senior High School Master Teachers designated as Subject Group Heads had "good mentorship quality", were "very effective" in the performance of their duties and responsibilities as highly proficient teachers, and were "very competent" in performing the supervisory and administrative functions. Results also revealed that positive and significant relationships existed among mentorship quality, instructional effectiveness, supervisory competence, and administrative competence of Senior High School Master Teachers designated as Subject Group Heads. As an offshoot of this study, the researcher developed the Proposed Professional Learning Community Program. The program was crafted to identify key indicators for factors or areas of mentoring, instruction, supervision and administration that the Senior High School Master Teachers designated as Subject Group Heads should improve as revealed in the results of the study. When ranked according to their means, the bottom five (5) indicators in each of the mentorship quality, instructional effectiveness, supervisory competence, and administrative competence of Senior High School Master Teachers designated as Subject Group Heads serve as the focus of the Professional Learning Community Program. The program was validated by three (3) experts in the field of educational management. They suggested that the parts of the program shall include modules with lessons and specific activities to be accomplished by the participants and to be discussed during team meetings. The Proposed Professional

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Learning Community Program will be submitted to the Office of the Schools Division Superintendent of the Schools Division of Iloilo for review and approval. Once approved, it can have its pilot implementation in the Schools Division of Iloilo with Senior High School Master Teachers designated as Subject Group Heads assigned in the five (5) congressional districts of the Province of Iloilo as participants.

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GRADUATE SCHOOL
Iloilo City

TABLE OF CONTENTS

	Page
Title Page	i
Approval Sheet	ii
Acknowledgment	iii
Abstract	vi
Table of Contents	ix
List of Figures	xii
List of Tables	xiii
List of Appendices	xv
Chapter	
1 INTRODUCTION TO THE STUDY	1
Background and Theoretical Framework of the Study	2
Statement of the Problem and the Hypotheses	10
Definition of Terms	12
Delimitation of the Study	15
Significance of the Study	17
2 REVIEW OF RELATED LITERATURE	20
K to 12 Basic Education Program and Senior High School Curriculum	20
Philippine Professional Standards for Teachers	25
Senior High School Master Teachers	42

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

Subject Group Head Designation of Senior High School Master Teachers	50
Master Teachers as Instructional Leaders	54
Mentoring for Effective Teaching	60
Core Skills in Administration and Supervision	77
Professional Learning Community	83
Summary	88
3 RESEARCH DESIGN AND METHODOLOGY	91
Purpose of the Study and Research Design	91
Method	92
Respondents	92
Data-Gathering Instrument	94
Demographic Profile	94
Procedure	106
Data Analysis Procedure	107
4 RESULTS AND DISCUSSION	108
Descriptive Data Analysis	108
Inferential Data Analysis	112
Proposed Professional Learning Community Program for Senior High School Master Teachers Designated as Subject Group Heads	131
5 SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	216
Summary of the Problem, Method, and Findings	216
Conclusions	221

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
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Implications	223
Recommendations	226
REFERENCES	227
APPENDICES	239

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

LIST OF FIGURES

Figure		Page
1	Hudson's Mentoring Model	6
2	The Relationships among Mentorship Quality, Instructional Effectiveness, Supervisory Competence and Administrative Competence of Senior High School Master Teachers Designated as Subject Group Heads	10

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

LIST OF TABLES

Table		Page
1	Domains, Strands, and Indicators for Highly Proficient Teachers (Master Teacher I – IV)	33
2	Senior High School (SHS) Qualification Standards (QS) for Master Teachers for the Academic Track and Core Subjects	46
3	Senior High School (SHS) Qualification Standards (QS) for Master Teachers for the Arts and Design Track	47
4	Senior High School (SHS) Qualification Standards (QS) for Master Teachers for the Sports Track	48
5	Senior High School (SHS) Qualification Standards (QS) for Master Teachers for the Technical-Vocational-Livelihood Track	49
6	SHS Organizational Structure Overview Sheet for Stand-Alone Senior High School	51
7	SHS Organizational Structure Overview Sheet for Integrated Senior High School	52
8	Number of Participants Who Were Considered from Each School	93
9	Mentorship Quality and Instructional Effectiveness among SHS Master Teachers	110
10	Supervisory and Administrative Competence among SHS Master Teachers	112
11	Relationship between Mentorship Quality and Instructional Effectiveness, Supervisory Competence and Administrative Competence among SHS Master Teachers	114
12	Relationship between Instructional Effectiveness and Supervisory Competence and Administrative Competence among SHS Master Teachers	117

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

13	Relationship Between Supervisory Competence and Administrative Competence Among SHS Master Teachers	118
14	Survey Results on Mentorship Quality of Senior High School Master Teachers Designated as Subject Group Heads in Specific Factors	119
15	Survey Results on Instructional Effectiveness of Senior High School Master Teachers Designated as Subject Group Heads in Specific Areas	121
16	Survey Results on Supervisory Competence of Senior High School Master Teachers Designated as Subject Group Heads in Specific Areas	124
17	Survey Results on Administrative Competence of Senior High School Master Teachers Designated as Subject Group Heads in Specific Areas	126
18	Results of the Evaluation of the Proposed Professional Learning Community Program for Senior High School Master Teachers Designated as Subject Group Heads	130

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

LIST OF APPENDICES

Appendix

A	Letter to the School Head	240
B	Letter to the Validator of the Proposed Professional Learning Community Program for Senior High School Master Teachers Designated as Subject Group Heads	243
C	The Validator's Evaluation Sheet of the Proposed Professional Learning Community Program for Senior High School Master Teachers Designated as Subject Group Heads	244
D	Data-Gathering Instrument	245

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WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

232

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WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

236

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WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

238

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