

Growth and Challenges of Master Teachers in the Province of Batangas

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Abstract: Master teachers are expected to be models in as far as instructional leadership is concerned and they are the key personnel inside the classrooms that should manifest the different attributes expected of the position. They perform different duties and responsibilities as embodied in the guidelines set by the Department of Education. As master teachers they encounter problems and difficulties in the execution of their duties and responsibilities; however, committed to providing quality instruction, they continue to overcome such obstacles. With this scenario the researcher who is a master teacher himself deemed it necessary to assess the growth and challenges of the master teachers in the province of Batangas. The descriptive method of research was used in the study applying the survey technique. Respondents were the master teachers in the different public secondary schools in the province of Batangas. A researcher-made questionnaire was utilized to assess the growth and challenges of the respondents along with the personal and the professional attributes duties and responsibilities and problems encountered in the execution of such duties. It was revealed in the study that master teachers possessed the personal, social, instructional and professional attributes of effective teachers. Findings indicated also that they manifested to a great extent the duties and responsibilities relative to instruction, research and community extension service. Significant differences were noted on the respondents' assessment on the level of execution of the master teachers between research and instruction between research and extension and between instruction and extension. These led to the rejection of the null hypothesis. The findings of the study further showed that master teachers were satisfied of their jobs; however, in the execution of their functions, they encountered some problems. On the basis of the analysis on gathered data, an enhancement program was proposed. It was recommended that the proposed enhancement program be reviewed and implemented to the public secondary schools and the province of Batangas in the hope of enhancing the effectiveness of the master teachers.

Keywords: Growth, Challenges, Master Teachers, Assessment

1. Introduction

Teaching is not only a profession; it is also an art as well as a science. It involves creativeness and imaginativeness. It is also a system of actions and interactions between the teachers and their students. The most important change in education has to do with attitude and behavior of teachers toward their work and the education of students. Teacher factor is definitely vital in the teaching-learning process. Teachers are one of the greatest factors in the development of a functional citizen in

today's growing complex society and in the future. They serve as a model and their hands shape the destinies and fate of the future leaders and youth of the society. Teachers disseminate new trends in the field of education and instrumental to the learners' acquisition of wisdom, knowledge, skills and attitude, habits and values, and aesthetics sense, learners enrich their mental capacity, which later is an instrument of their later development through their teachers. Realizing the important role of the teachers, the government, together with other agencies designed a scheme for their advancement, to rank them among the highest professionals.

Cognizant of the vital role which teachers play in the education reform, ex- President Ferdinand E. Marcos promulgated on March 21, 1978 Executive Order No. 500 entitled "Establishing a New System of Career Progression for the Public School Teacher". More popularly known as the Master Teacher Scheme (MTS), E.O. No. 500 was instituted primarily to encourage excellent teachers to remain as classroom teachers and to recognize the teaching ability of teachers not by promoting or shifting them to administrative responsibilities.

This plan aims to position the teachers among the highest professionals to set a new spirit of professionalism, discipline, and dedication to the public educational system. With this scheme, the most competent and deserving teachers are promoted to the position of Master Teacher I making them gain status and rank in salary. This serves both as an incentive and recognition of their highly satisfactory ability and performance as a classroom teacher. A Master Teacher I has the same salary as a Principal I and Master Teacher II has the same salary as Principal II. The bases of promotion are academic preparation, experience, performance, and other meritorious considerations such as leadership potentials and accomplishments. The salary scale for Master Teacher is parallel to that of a principal and a District Supervisor.

Master teachers are considered models as they possess the vital criteria on professional, instructional, social, and personal competencies. Likewise, they are educationally trained in order to have outstanding performance in school and in the community. The creation of a master teacher item is indeed a big step toward strengthening the teacher's effectiveness. It is believed that with the increase in status, rank and salary of the competent and efficient teachers, the talented ones will be

encouraged to enroll in the teaching position. Likewise, those who are in the teaching force will be encouraged to improve their efficiency not only in their classroom performance as teachers but would upgrade their professional preparation by enrolling in a graduate school. The Career Progression Scheme for public school teachers does not limit itself to monetary compensation. Sec. 6 of the rules and regulations for the implementation of the scheme provides among others that master teachers are expected to assist teachers in improving their efficiency, to take and assure leadership in preparation of teaching aids and instructional materials, and to perform their functions commensurate to their capabilities. It is evident that master teachers play a significant role in the educational process because of their training and qualifications. They are looked upon as a great help in improving the total teaching-learning situation in every school. They are expected to have continued commitment to excellent performance of their duties and responsibilities commensurate to the salary and recognition accorded to them.

Today, the responsibilities of the master teachers have substantially increased during the past years. Many factors have contributed to broaden the scope of their work. Among such influences are the tremendous increases in the school population, the additional job requirements brought about by the many educational innovations and the instance that the master teachers are now given more authority makes it exceedingly important that they understand and are prepared to meet the many duties and responsibilities inherent in the position. These added responsibilities are intended to maximize the teaching-learning situation and to improve their morale, which will possibly generate in their added efficiency and dedication to the service.

As a Master Teacher I, the researcher considers his position both challenging and fulfilling. It is challenging in the sense that he assists the principal and the department head in administrative works such as observing the teacher in the classroom, preparing the PSSLC, modules, other instructional materials, helping teachers improve their technical competence and assisting them in performance of their instructional related work.

It is fulfilling because as a master teacher, he is in a position to make positive contributions and make provisions that appropriate action results from a group and the knowledge and skill he has imparted to his co-teachers are well-accepted and implemented in the classrooms. It is a common observation, however, among administrators and teachers that some master teachers do not perform as efficiently as expected and their performance are far below expectations showing mediocre performance. It is in this premise that the researcher being a master teacher would like to assess the growth and challenges of master teachers in the Province of Batangas. The result of the assessment will serve as basis in proposing a scheme toward more productive performance of master teachers.

2. Research design

This study used the descriptive research design to find out the growth and challenges of master teachers in the Province of Batangas the findings of which will serve as basis for designing a scheme toward a more productive performance of master teachers in the province of Batangas. According to Khan (2003), the descriptive method as used to gather information and determine the nature of situations. This is a type of research design that helps to gather and interpret the significant relationship between variables. The study used the survey questionnaire, documentary analysis, interview and focus group discussion to gather the needed data and information.

3. Subject of the study

The subject of the study the 152 master teachers in the Province of Batangas such as Division of Batangas, Division of Batangas City, Division of Lipa City and Division of Tanauan City. Since there are limited master teacher positions in the province of Batangas, there was no sampling method being used in the study.

4. Conclusion

Based on the findings, the following conclusions were drawn:

- The personal, social, instructional and professional attributes are possessed by the master teachers to a very great extent.
- Master teachers' level of execution of their duties and responsibilities relative to instruction, research and community extension is manifested to a great extent.
- There are highly significant differences on the respondents' assessment on the level of execution of the master teachers in the areas of research, instruction and community extension. Hence, the hypothesis is rejected.
- In addition, pairwise comparison results show that there are significant differences on the respondents' assessment on the level of execution of the master teachers between research and instruction, between research and extension and between instruction and extension. Hence, the hypothesis is rejected.
- The master teachers are evidently satisfied with their job and have viable potentials which enhance their job description.
- The topmost problems confronting the selection and role function of master teachers are: they cannot perform instructional supervision due to full teaching loads, lack of training to perform instructional supervision and difficulty in the utilization of instructional technologies. Among the issues confronting the selection and role function of master teachers are the delayed results of ranking of applicants, appointment to position by seniority and difficult qualification guidelines and requirements.
- The proposed scheme encourages productive performance of master teachers and when

implemented may maximize their ability and efficiency to perform their roles and functions.

A. Recommendations

Based on the findings and conclusions, the researcher recommends the following:

- In-service trainings and seminars may be provided to improve the master teachers' personal, social, instructional and professional competencies.
- Continuing professional development may be encouraged to improve the level of execution of master teachers of their duties and responsibilities relative to instruction, research and community extension.
- Skills on research writing and community extension may be improved through exposure to research conferences and community extension services.
- Capability building seminars, trainings and workshops may be provided to enhance the attitudes and level of job satisfaction of master teachers.
- The issue and problems identified should be addressed upon so as to retain good teachers and teacher-mentors in the public education system.
- The proposed scheme toward more productive performance of master teachers may be looked into and used to enhance performance of master teachers.

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