

Professionalism and Technical Assistance Skills of Master Teachers in Relation to Teachers' Performance

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Abstract

The main concern of this study is to determine the professionalism and technical assistance skills of master teachers in relation to teachers' performance. Specifically, the study aimed to find out the profile of the respondents in terms of the following selected variables: age, highest educational attainment, and length of service. The instrument used in this study was a self-made questionnaire. The level of professionalism of Master Teachers' in terms of the following areas; Attitudes towards peers and superiors, Attitudes towards stakeholders and attitudes towards learners and the Technical Assistance Skills of Master Teachers' in terms of the following areas; Capability building, Information Sharing, and Group Work Management were assessed. It was conducted in the Division of Bacolod City and the respondents of the study were the 164 master teachers and 45 school heads in the elementary level. The instrument to gather the data of the study was a self-made questionnaire. Findings revealed that there are 45 school heads in the study whom the majority are older. In terms of highest educational attainment, the majority are from lower (MA Graduate). In terms of length of service, the majority are from longer in service (8 years and more). There are 164 master teachers in the study whom the majority are older. In terms of highest educational attainment majority are from higher (MA & Ph.D. Graduate) In terms of length of service, the majority are from longer in service (5 years and more). The level of professionalism and the level of technical assistance of master teachers in terms of the areas as assessed by the school heads and the master teachers is Very High. The level of professionalism of master teachers in terms of the areas as assessed by the school heads when they are grouped according to age, highest educational attainment, and length of service is Very High. The level of professionalism of master teachers in terms of the areas as assessed by the master teachers themselves is High for younger, lower and shorter in service and is Very High for older, higher and longer in service. The level of technical assistance of master teachers in terms of the areas as assessed by the school heads when they are grouped according to age, highest educational attainment, and length of service is Very High. The level of technical assistance of master teachers in terms of the areas as assessed by the master teachers themselves when they are grouped according to age is Very High. According to highest educational attainment, for lower is High and for higher is Very High. For the length of service, shorter was high, and longer in service is Very High. The level of teachers' performance during the School Year 2019 – 2020 is Very Satisfactory. No significant differences existed in the levels of professionalism of master teachers as assessed by the school heads and the master teachers themselves in the area of attitudes towards peers and superiors and attitudes towards learners. But significant difference is shown in the area of attitudes towards stakeholders. No significant differences existed in levels of technical assistance skills of master teachers as assessed by the school heads and the master teachers themselves in the area of capability building, information sharing, and group work management. No significant relationship existed between the level of professionalism of master teachers as assessed by the school heads and master teachers themselves and the teachers' performance. No significant relationship exists between the level of technical assistance skills of master teachers as assessed by the school.

Keywords: Master Teachers, Professionalism, Technical Assistance

Introduction

Pursuant to the provisions of paragraph (E), Article II of RA no.7836, otherwise known as the Philippine Professionalization Act of 1994, "the Board for Professional Teachers hereby adopts and promulgates the "Code of Ethics for Professional Teachers. Teachers are duly licensed professionals who possess dignity and reputation with high moral values as well as technical and professional competence. Furthermore, teachers must manifest professionalism towards peers, superiors, stakeholders, and learners (R.A. 7836). The DepEd Manual of 2016 defines technical assistance (TA) as any form of professional help, guidance, or support aimed at elevating teachers' performance. It is an active, procedural process that makes use of tools via process consultation and focuses on achieving set goals. Moreover, the delivery of TA can take in varied forms. It could be in the form of information sharing, capability building, and group work management. Within the information area, sharing are policies, guidelines, directions, and instructions of the top DepEd management. Capability building refers to the development of competencies or knowledge, skills, and attitudes. In group and work management, the TA provider is helping the clients in accomplishing outputs or targets based on their work plan. Master Teachers (MTs) provide technical assistance to teachers to improve their competence. When a teacher wanted to conduct in-service training or Learning Action Cell (LAC), the head of the school will approve the plan, while the specific mentor of the teacher shall assist in planning, organizing, managing, and controlling the training. As stated in their duties and responsibilities, MTs assist the school heads in designing capacity development programs for teachers to improve performance. The performance of educators in the academe is highly affected by different kinds of inner drives. In schools, teachers' performance can be charted well through teachers' developmental programs, and they will get motivated, and their confidence level will surely increase. Motivation directly affects job performance when efforts are properly accounted (Rivera, 2017). The researcher has personally observed and noted that the primary role of a master teacher (MT) is to deliver high-quality instructional competence to their learners and provide professional development to teachers. Further, the researcher observed that MTs manifest varied attitudes. MTs also showed varied technical assistance skills. For these reasons, the researcher is motivated to determine the level of professional and technical assistance skills of MTs.

Objectives of the Study

This study aimed to determine the professionalism and technical assistance skills of Master Teachers in relation to Teachers Performance in the Division of Bacolod city during the School Year 2019-2020..

Materials and Methods

Research Design

Descriptive research was used in this kind of study in determining the professionalism and technical assistance skills of master teachers in relation to teachers' performance.

Descriptive research, in the words of Galloway (2014), is a research design that collects data that describes events or phenomena.

This design is appropriate in the present problem since it also deals with valuable information in improving facts in which scientific judgment may be based on assessing the present problem.

Respondents

There were 45 School Heads in Elementary Level and 164 Master Teachers of Division of Bacolod City for the School Year 2019-2020 who served as respondents of these studies. Total enumeration was used to achieve sufficient results. Further, their Individual Performance Commitment and Review Form IPCRF results were also considered to answer the school year's Teachers' Performance.

Instruments

The instrument to gather the data of the study was a self-made questionnaire. The self-made questionnaire includes the following:

Part I is the respondents' profile, which includes variables such as age, highest educational attainment, and length of service.

Part II and Part III are the questionnaires proper on the Professionalism and Technical Assistance Skills of MT's in relation to teachers' performance which focused on the following areas: Attitudes towards peers and superior, Attitudes towards stakeholders, Attitudes towards learners, Capability building, Information Sharing, and Group Work Management. Each area has seven (7) indicators.

Each item was rated on a scale of 1 to 5, where 5 is interpreted as always, 4 as often, 3 as sometimes, 2 as rarely, and 1 as almost never.

Validity

Validity is the extent to which the interpretations of the results of a test are warranted, which depends on the particular, intended use of the test (Shields, 2015).

Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform. It is rare, if nearly impossible, that an instrument is 100% valid, so validity is generally measured in degrees. As a process, validation involves collecting and analyzing data to assess the accuracy of an instrument. There are numerous statistical tests and measures to assess the validity of quantitative instruments, which generally involve pilot testing. For the questionnaires' content and face validity, the researcher's formulated questionnaires were presented to the adviser, then to the panel of experts called "jurors" to examine the individual items for critiquing and validation. The first juror is a graduate of Doctor of Philosophy major in Educational Management. She is an expert in research. She is now the Division Program Supervisor in English. The second juror is also a graduate of Doctor of Philosophy major in Educational Management. She is an expert in action research. She is now the Division Program Supervisor. The third juror is a graduate of Doctor of Philosophy major in Educational Management. He is an expert in the field of research. He is now the Public Schools District Supervisor of District IV-B. The fourth juror is a graduate of Doctor of Philosophy major in Educational Management. She is an expert in research. She is now the Public Schools District Supervisor of District III-B. The fifth juror is a graduate of Doctor of Philosophy major in Educational Management. She is an expert in research. She is now the Public Schools District Supervisor of District II-B.

The suggestions and recommendations of the said experts were incorporated in the final copy of the questionnaire. To determine the validity of the research instrument, the researcher adopted the criteria developed to evaluate survey questionnaires set forth by Carter V. Good and Douglas E. Scates.(2011) The interpretations are as follows: Excellent (4.04 – 5.00); Very Good (3.28 - 4.03); Good (2.52 – 3.27); Poor (2.52 – 3.27); Very Poor (1.00 – 1.75). The validity index from the five jurors is 4.80 interpreted as Excellent. This obtained validity showed that the research instrument was valid.

Reliability

Reliability is a measure of the stability or consistency of test scores. You can also think of it as the ability for a test or research findings to be repeatable (Kuder, 2014). To establish the reliability of the research instruments, a very important reliability test to 15 SH's and 15MT's at the Elementary level in the Division of Silay City. After the questionnaires were retrieved, the results were subjected to the Cronbach Alpha formula to obtain the reliability rating. The responses of the respondents were tallied and subjected to statistical computation using the SPSS software. To be reliable, the obtained value of the test is between 0.70 to 1.00 (Bluman, 2017). The computed reliability value on the Professionalism was 0.945 while 0.940 for technical assistance skills interpreted as "excellent." Therefore, the research instrument was very reliable.

Gathering Procedure

The researcher wrote a letter of intent to conduct the study addressed to the Schools Division Superintendent of the Division of Bacolod City. The same letter was used to request the PSDS's to allow their school heads and MT's to participate as respondents of the study.

Due to COVID 2019, the researcher used online using google form. A link was sent to all respondents to answer online. However, not all have answered online, so the researcher was forced to see them personally.

Analytical Schemes

This study employed three analytical schemes based on the research objectives, which are descriptive, comparative, and relational.

Objective No.1, which aimed to determine the profile of the respondents, used the descriptive analytical scheme.

Objective No. 2, which aimed to determine the level of professionalism of Master Teachers in terms of the following areas as assessed by the school heads and the Master Teachers themselves likewise used the descriptive analytical scheme.

Objective No. 3, which aimed at the level of technical assistance skills of Master Teachers in terms of the following areas as assessed by the school heads and the Master Teachers themselves, used the descriptive analytical scheme.

Objective No. 4, which aimed to determine the level of professionalism of Master Teachers as assessed by the school heads when they are grouped according to the aforementioned variables, used the descriptive analytical scheme.

Objective No. 5, which aimed to determine the level of professionalism of Master Teachers as assessed by the Master Teachers themselves when grouped according to the aforementioned variables, also used the descriptive analytical scheme.

Objective No. 6, which aimed to determine the level of technical assistance skills of Master Teachers as assessed by the school heads when grouped according to the aforementioned variables, used the descriptive analytical scheme.

Objective No. 7, which aimed to determine the level of technical assistance skills of Master Teachers as assessed by the Master Teachers themselves when they are grouped according to the aforementioned variables, used the descriptive analytical scheme.

Objective No. 8, which aimed to determine Teachers performance, used the descriptive analytical scheme.

Objective No. 9, which aimed to determine the significant difference in the level of professionalism of Master Teachers as assessed by the school heads and the Master Teachers themselves, used the comparative analytical scheme.

Objective No. 10, which aimed to determine the significant difference in the level of technical assistance skills of Master Teachers as assessed by the School Heads and the Master Teachers themselves, the comparative analytical scheme was used.

Objective No.11, which aimed to determine the significant relationship between the level of professionalism of Master Teachers as assessed by the school heads and the Master Teachers themselves and teachers' performance, used the relational analytical scheme.

Objective No. 12, which aimed to determine the significant relationship between the level of technical assistance skills of Master Teachers as assessed by the School Heads and the Master Teachers themselves and teachers' performance, used the relational analytical scheme.

Statistical Tools

Based on the objectives stated in this study, the researcher used frequency count and percentage, mean and Mann Whitney U-test and Pearson's r.

Objective No.1, which aimed to determine the profile of the respondents, frequency count, used the percentage.

Frequency is a measure of the number of times that an event occurs (Oxfordcentre, 2017). This was used in counting the number of respondents that belong to each category of the variables in their demographic profile. In comparison, a percentage is another way of expressing a proportion. A percentage is equal to the proportion times 100 (Oxfordcentre, 2017). Likewise, this was used in converting the frequency into the percentage of the respondents that belong to each category of the variables in the demographic profile.

Objective No. 2, which aimed to determine the level of professionalism of Master Teachers in terms of the following areas as assessed by the school heads and the Master Teachers themselves, used the mean.

The mean is also known as the arithmetic mean and is the most commonly used measure of central tendency. In computing the mean, the sum of the measures is divided by the number of measures in a variable (Mathematics-Grade 8 Learner's Module, 2015).

The mean scores were interpreted as follows;

Mean Score Range	Verbal Interpretation
4.50 – 5.00	Very High Level
3.50 – 4.49	High Level
2.50 – 3.49	Moderate Level
1.50 – 2.49	Low Level
1.00 – 1.49	Very Low Level

Objective No. 3, which aimed at the level of technical assistance skills of Master Teachers in terms of the following areas as assessed by the school heads and the Master Teachers themselves, also used the mean.

Objective No. 4, which aimed to determine the level of professionalism of Master Teachers as assessed by the school heads when they are grouped according to the aforementioned variables, used the mean.

Objective No. 5, which aimed to determine the level of professionalism of Master Teachers as assessed by the Master Teachers themselves when they are grouped according to the aforementioned variables, also used the mean.

Objective No. 6, which aimed to determine the level of technical assistance skills of Master Teachers as assessed by the school heads when they are grouped according to the aforementioned variables, used the mean.

Objective No. 7, which aimed to determine the level of technical assistance skills of Master Teachers as assessed by the Master Teachers themselves when they are grouped according to the aforementioned variables, used the mean.

Objective No. 8, which aimed to determine the level of teachers' performance, used the mean.

The mean scores were interpreted as follows;

Mean Range Scoring	Interpretation
4.500 – 5.000	Outstanding
3.500 – 4.499	Very Satisfactory
2.500 – 3.499	Satisfactory
1.500 – 2.499	Unsatisfactory
Below – 1.499	Poor

Objective No. 9, which aimed to determine the significant difference in the level of professionalism of Master Teachers as assessed by the school heads and the Master Teachers themselves, used the Mann-Whitney U test.

Mann-Whitney U test is the non-parametric alternative test to the independent sample t-test. It is a non-parametric test that is used to compare two sample means that come from the same population and Used to test whether two sample means are equal or not. Usually, the Mann-Whitney U test is used when the data is ordinal or when the assumptions of the t-test are not met (Laer, 2017).

Objective No. 10, which aimed to determine the significant difference in the level of technical assistance skills of Master Teachers as assessed by the school heads and the Master Teachers themselves, also used the Mann-Whitney U test.

Objective No. 11, which aimed to determine the significant relationship between the level of professionalism of Master Teachers as assessed by the school heads and the Master Teachers themselves and teachers' performance, used the Spearman rho.

Spearman rho is an appropriate statistical test for determining the relationship between variables that are either interval or ratio. Calmorin and Piedad (2014) a measure of correlation used when both variables are interval or ratio scale measurements and define the linear relationship between two random variables, that is, r measures the extent to which the data points cluster (Altares et al.,2015)

Objective No. 12, which aimed to a significant relationship between the level of technical assistance skills of Master Teachers as assessed by the school heads and the Master Teachers themselves and teachers' performance, also used the Spearman rho.

- a.) A significant p-value is less than or equal to 0.05 level of significance: and
- b.) A significant p-value is more than or equal to 0.05 level of significance.

A computer software IBM-SPSS (Statistical Package for Social Science International Business Machine), was used in the Statistical analyses of all the data in the study.

Results and Discussion

Profile of School Heads and Master Teachers Categorized by Age, Highest Educational Attainment (HEA), and Length of Service (LOS).

Table 2, and 3 shows the results for the first objective of the study which sought to determine the profile of the SHs and MTs based on age, highest educational attainment, and length of service.

Table 2 : Profile of School Heads

Variables	Categories	Population (N)	Percentage (%)
Age	Younger (below 50 years old)	20	44.4
	Older (50 years old, and above)	25	55.6
Highest Educational Attainment	Lower (MA Graduate)	31	68.9
	Higher (PhD Graduate)	14	31.1
Length of Service	Shorter (less than 8 years)	22	48.9
	Longer (8 years, and above)	23	51.1
	Total	45	100.0

As depicted in Table 2, there were 45 School Heads in the study. In terms of age, younger respondents got 44.4 %, while older respondents got 55.6 %. In terms of highest educational attainment, the group with LEA (MA Graduate) group got 68.9 % while the group with HEA (PhD Graduate) group got 31.1 %. In terms of length of service, those with shorter LOS (less than 8 years) got 48.9 %, while those with longer LOS (8 years and above) got 51.1 %. In other words, most of SHs belong to the older group, lower HEA, and longer LOS.

Table 3 : Profile of Master Teachers

Variables	Categories	Population (N)	Percentage (%)
Age	Younger (below 50 years old)	81	49.4
	Older (50 years old, and above)	83	50.6
Highest Educational Attainment	Lower (Bachelor Graduate)	41	25.0
	Higher (MA & PhD Graduate)	123	75.0
Length of Service	Shorter (less than 5 years)	77	47.0
	Longer (5 years, and more)	87	53.0
	Total	164	100.0

Table 3 shows the profile of MTs totaling to 164. In terms of age, younger got 49.4 % while older got 50.6 %. In terms of highest educational attainment, lower (Bachelor graduate) got 25.0 % while higher (MA & PhD Graduate) got 75.0 %. Finally, in terms of length of service, shorter (less than 5 years) got 47.0 %, while longer (5 years and more) got 53.0 %.

while longer (5 years, and more) got 53.0 %. Simply put, most of MTs belong to the older category, with HEA, and with longer LOS.

Level of Professionalism of Master Teachers in Attitude Towards Peers and Superiors, Attitudes Towards Stakeholders, and Attitudes Towards Learners when Assessed by School Heads and Master Teachers

The second objective sought to determine the level of professionalism of MTs in the areas of attitudes towards peers, and superiors (ATPS), attitudes towards stakeholders (ATS), and attitudes towards learners (ATL) as assessed by SHs, and the MTs themselves. The results of these data are presented in tables 4-6.

The table that follows illustrates the results of the level of professionalism of MTs in ATPS as assessed by SHs, and the MTs themselves.

Table 4 : Level of Professionalism of Master Teachers in Attitudes Towards Peers and Superiors (ATPS) when Assessed by School

Heads (SHs), and Master Teachers (MTs)

Area	School Heads		Master Teachers	
	Mean	Interpretation	Mean	Interpretation
1. Manifests genuine enthusiasm & pride in teaching as a noble calling.	4.64	Very High Level	4.52	Very High Level
2. Demonstrates effective interpersonal relationship with peers and superiors	4.62	Very High Level	4.49	High Level
3. Develops support system for teachers and superior	4.62	Very High Level	4.53	Very High Level
4. Provides time and structure for the most competent teachers to engage in curriculum development	4.53	Very High Level	4.45	High Level
5. Encourages a better pattern of initial teacher preparation, improves the induction into teaching, and gives focus on-the-job staff development	4.53	Very High Level	4.42	High Level
6. Shows compassion and respect in dealing with peers and superiors	4.64	Very High Level	4.60	Very High Level
7. Demonstrates a positive attitude towards peers and superiors	4.76	Very High Level	4.65	Very High Level
Overall mean	4.62	Very High Level	4.52	Very High Level

In the area of ATPS, the overall mean as assessed by SHs is 4.62, duly interpreted as “very high level (VHL).” On the other hand, as assessed by MTs themselves, the mean is 4.52, also interpreted as VHL. This shows that SHs have high regard for MTs and believe that the latter are doing their job well, and thus, they are empowered.

When the items were taken individually, both respondents scored the highest in item no. 7 and lowest in items nos. 4 and 5.

Item no.7 deals with the duties of these 2 school officials to demonstrate a positive attitude towards peers and superiors, which got the mean of 4.76 and 4.65, respectively, and subsequently interpreted VHL. This suggests a similarity of perceptions between these groups of respondents. Furthermore, professionalism is evident as both officials manifest a positive ATPS. In contrast, items 4 and 5 bring the spotlight on the duties of SHs and MTs to provide time and structure for the most competent teachers to engage in curriculum development; and to encourage a better pattern of initial teacher preparation, to improve the induction into teaching, and to give focus on on-the-job staff development. Both items obtained a mean of 4.53, interpreted as VHL as assessed by SHs. If at all, the result implies that MTs are less engaged in curriculum development and implies they are less-empowered and less focused on on-the-job staff development. These results corroborate Magallanes’ (2017) study, which reported that empowerment appears to be an important driving force to attain the school goals and objectives.

Meanwhile, another item where MTs scored the lowest is item no. 5 that deals with their duty of encouraging a better pattern of initial teacher preparation, improving the induction into teaching, and giving focus on on-the-job staff development. The obtained mean score is 4.42, interpreted as HL, and implies that MTs are less focused on on-the-job staff development, presumably because they think that this is more of the function of SHs. Incidentally, this result contradicts Tugbang’s (2017) paper, where on-the-job staff development was included in the School Improvement Plan (SIP) and Work and Financial Plan (WFP).

Table 5 : Level of Professionalism of Master Teachers in Attitudes Towards Stakeholders (ATS) when Assessed by School Heads (SHs), and Master Teachers (MTs)

Area	School Heads		Master Teachers	
	Mean	Interpretation	Mean	Interpretation
1.Provides leadership in the planning process among stakeholders	4.60	Very High Level	4.27	High Level
2.Shares responsibilities with stakeholders for the attainment of the objectives of the plan.	4.51	Very High Level	4.27	High Level
3.Accepts positively the suggestions made by the stakeholders for the development of the school system	4.62	Very High Level	4.31	High Level
4.Recognizes stakeholders support through programs and activities	4.56	Very High Level	4.56	Very High Level
5.Renders the best services by providing an environment conducive to such learning and growth	4.59	Very High Level	4.49	High Level
6.Provides initiative to actively participate in community movements.	4.58	Very High Level	4.24	High Level
7.Listens to stakeholder suggestions for the improvement of the school systems.	4.58	Very High Level	4.45	High Level
Overall mean	4.57	Very High Level	4.37	High Level

In the area of attitudes towards stakeholders as assessed by SHs, and MTs, the total mean is 4.57 and 4.37, interpreted as “very high level,” and “high level,” respectively. This simply shows that, as observed by SHs, MTs have been demonstrating good behavior towards stakeholders, who play a vital role in the development of the school operation.

When items were taken individually, item no. 3 scored the highest at 4.62 and subsequently interpreted as VHL for SHs. The item talks about their job of positively accepting the suggestions made by the stakeholders for the development of the school system. The result implies the involvement of stakeholders in the planning process and speaks volume of the recognition of the important roles of stakeholders in the development of the school operation.

In contrast, item no. 2 scored the lowest at 4.51 but still interpreted as VHL for SHs. The item talks about their job of sharing responsibilities with stakeholders to attain the plan's objectives. The result implies that the tasks are less delegated since SHs are the ones meeting the stakeholders most of the time. MTs are always involved in the planning but not in meeting with stakeholders. This result connects with the study of Magallanes (2017), which revealed that stakeholders' initiative to do things without being told, and their willingness to accept responsibilities empower them and ultimately yielded better results.

Meanwhile, the highest mean of the MTs is item no. 4, which deals with the need to recognize stakeholders' support through programs, and activities. The obtained mean score is 4.56, duly interpreted as VHL, and implies collaboration among stakeholders. Further, there is involvement among the parents.

Still on the data in Table 5, the lowest mean of the MTs was in item no.6, which deals with the duties of school officials to provide initiative to actively participate in community movements. This item obtained a mean score of 4.24, duly interpreted as "high level," and implies that MTs are less engaged in community activities on the presumption that they are very preoccupied with working for the academic performance of the learners. Incidentally, this result contradicts the study of Wells (2020), showing a very great extent of parental involvement in community initiatives.

Table 6 summarizes the result of the level of professionalism of MTs in ATL as assessed by SHs and the MTs themselves.

Table 6 : Level of Professionalism of Master Teachers in Attitudes Towards Learners (ATL) as Assessed by School Heads (SHs), and Master Teachers (MTs)

Areas	School Heads		Master Teachers	
	Mean	Interpretation	Mean	Interpretation
1.Demonstrates awareness of the needs of the learners	4.69	Very High Level	4.69	Very High Level
2.Uses learners' performance results to develop the school's educational goals.	4.51	Very High Level	4.57	Very High Level
3.Recognizes the interest & welfare of the learners	4.62	Very High Level	4.61	Very High Level
4.Demonstrates love and understanding to the learners' situations	4.60	Very High Level	4.63	Very High Level
5.Teaches the learners according to their needs and abilities	4.69	Very High Level	4.57	Very High Level
6.Extends needed assistance in solving learners problems and difficulties	4.62	Very High Level	4.59	Very High Level
7.Creates, and inspires a friendly and positive atmosphere for the learners.	4.69	Very High Level	4.66	Very High Level
Overall mean	4.63	Very High Level	4.61	Very High Level

In attitudes towards learners as assessed by SHs and MTs, the total mean is 4.63, and 4.61 respectively, interpreted to mean VHL. They have almost the same perceptions though SHs are quite higher than MTs because they deal with all the learners while the MTs are focused more on their assigned sections. Both manifested professionalisms.

When items were taken individually, items no. 1, 5, and 7 scored the highest at 4.69 and henceforth interpreted as VHL for SHs. In exact order, these items talk about their job of demonstrating awareness of the needs of the learners, teaching learners according to their needs and abilities, and creating an inspiring, friendly, and positive atmosphere for the learners. Furthermore, it shows that they have conducted some tests to determine the needs of the learners, like the learning styles as well as multiple intelligences. It further implies the teachers have a good rapport with the learners and that the school is fully implemented the child protection policy.

In the meantime, the lowest item of the SHs recorded in item no.2, which reads, “Uses learners’ performance results to develop the school’s educational goals.” The obtained mean score was 4.51, interpreted as VHL, and subsequently shows that there is a need for MTs to use learners’ performance results to develop the school educational goals. It further implies that all programs and activities must be geared towards the attainment of educational goals. The preceding result concurs with the study of Esteron (2014), which revealed that the extent of implementation of TA mechanism on the aspect of practices was very great.

This section now shifts focus on MTs, who scored the highest in item no. 1, which discusses their duty of demonstrating awareness of the needs of the learners. The mean score is 4.69, which is interpreted VHL and implies that they have conducted some tests to determine the needs of the learners, like the learning styles and multiple intelligences.

On the contrary, MTs scored the lowest in item no. 2 and no. 5, which talked about using learners’ performance results to develop the school’s educational goals; teaching learners according to their needs and abilities. These two items got a mean score of 4.57, interpreted to mean VHL, and show a need for MTs to use learners’ performance results to develop the school educational goals. It means that all programs and activities must be geared towards attaining educational goals and the enhancing learners’ abilities. The result concurs with Esteron's (2014) study, which reported the very great extent of implementation of TA mechanism on the aspect of practices.

Level of Technical Assistance Skills of Master Teachers in Capability Building, Information Sharing, and Group Work Management as Assessed by School Heads, and Master Teachers

The third objective sought to determine the TA skills of MTs in the areas of capability building, information sharing, group work management as assessed by SHs, and the MTs themselves. The data are shown in table 7-9.

Table 7 displays the result of the level of TA Skills of MTs in capability building as assessed by SHs, and the MTs themselves.

Table 7 : Level of Technical Assistance Skills of Master Teachers in Capability Building as Assessed by School Heads, and Master Teachers

Items	School Heads		Master Teachers	
	Mean	Interpretation	Mean	Interpretation
1.Demonstrates ability to create, communicate, and enact a clear vision based on the school context	4.67	Very High Level	4.34	High Level
2.Provides technical assistance, expertise, and support to teachers.	4.62	Very High Level	4.50	Very High Level
3.Extends TA or coaching to the Teachers to improve performance and behavior towards work and mentoring to improve classroom management.	4.49	Very High Level	4.63	Very High Level
4.Mentors the Teachers in the LAC session, FGD to improve teaching strategies	4.60	Very High Level	4.68	Very High Level
5.Provides timely, accurate, and specific feedback in a collegial manner to teachers regarding performance	4.58	Very High Level	4.60	Very High Level
6.Plans, and Implements learning programs that meet the school's goals, and plans	4.62	Very High Level	4.57	Very High Level
7.Conducts demo teaching and sharing effective strategies	4.56	Very High Level	4.41	High Level

Overall mean	4.59	Very High Level	4.53	Very High Level
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In capability building, the overall mean as assessed by SHs, and MTs is 4.59 and 4.53, respectively, interpreted as "Very High Level," although SHs rating is higher than MTs. This implies that the SHs have observed MTs conducting capability-building activities. This is true because there is now a guideline on the roles and functions of MTs.

When items were taken individually, item no. 1 scored the highest at 4.67 and subsequently interpreted as VHL for SHs. The item talks about their job of demonstrating the ability to create, communicate, and enact a clear vision based on the school context. MTs, however, scored the opposite in item no.1. This contrasting result implies that the SHs feel that they had involved the MTs in creating, communicating, and enacting a clear vision. However, the MTs feel that they still have inherent potentials which have not been tapped in various activities.

Still referring to Table 7, SHs scored the lowest in item no.3, which talks about their job of extending TA or coaching to teachers to improve performance, and behavior towards work, and mentoring to teachers to improve classroom management. The mean score obtained is 4.49, interpreted as HL, and further implies that MTs need to enhance their coaching and technical assistance skills to improve the teaching-learning process. This result contradicts the study of Mendez (2016), which revealed the very great extent of MTs facilitating skills in providing broad-based capacity building opportunities to the schools to ensure the improvement of learning outcomes and activities.

Meanwhile, MTs scored the highest in item no.4, which deals with mentoring teachers in the LAC session and FGD to improve teaching strategies. The mean score of 4.68, interpreted as VHL shows that MTs are aware of their primary roles and functions that are geared towards quality performance in school. In contrast, MTs scored the lowest in item no.1, which talks about demonstrating the ability to create, communicate, and enact a clear vision based on the school context. The mean score obtained was 4.34, duly interpreted as HL, and implies the need to enhance the knowledge and skills of the MTs to further elevate their job performance. This result is supported by the study of Mendez (2016), which reported the very high extent of MTs in facilitating skills and in providing broad-based capacity-building opportunities to schools to improve learning outcomes.

Table 8 : Level of Technical Assistance Skills of Master Teachers in Information Sharing as Assessed by School Heads, and Master Teachers

Items	School Heads		Master Teachers	
	Mean	Interpretation	Mean	Interpretation
1.Maintains confidentiality in sharing information and discussing strategies	4.73	Very High Level	4.60	Very High Level
2.Provides information in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child	4.71	Very High Level	4.50	Very High Level
3.Shares information in an appropriate and secured way.	4.67	Very High Level	4.52	Very High Level
4.Shares constantly information in the form of meetings, FGD, & LAC sessions, and directions from higher authorities.	4.62	Very High Level	4.51	Very High Level
5.Shares accurate and honest information to parents, co-teachers, and school heads	4.58	Very High Level	4.59	Very High Level
6.Shares information that can help to improve the teaching-learning process	4.71	Very High Level	4.62	Very High Level
7.Shares information to parents about their children's performance	4.62	Very High Level	4.57	Very High Level
Overall mean	4.66	Very High Level	4.55	Very High Level

In the area of information sharing, coming from the joint assessment of SHs and MTs, the total mean score is 4.66 and 4.55, respectively, and duly interpreted as VHL. This shows that SHs are very much satisfied with the task of MTs in information sharing.

When items were taken individually, the highest item coming from

SHs is no.1, which says, "Maintains confidentiality in sharing information and discussing strategies," having obtained a mean score of 4.73, interpreted as very high level. This implies that MTs can be trusted by SHs. The MTs are always there to help the SHs in the operation of the school system.

The lowest item from the SHs is no.5, which says, "Shares accurate, and honest information to parents, co-teachers, and school heads," having obtained a mean score of 4.58 interpreted as "Very High Level." This implies that MTs must share information that is data-based. It further implies that there is a need to improve the information dissemination system of the school. This finding conforms with Mendez's (2016) study, which revealed that feedbacking and sharing information are really important to professional development.

On the MTs side, the highest item is no. 6, which reads, "Shares information that can help improve the teaching-learning process," having obtained a mean score of 4.62, interpreted as Very High. This means that the MTs followed their mechanism in the information sharing.

Still on MTs, the lowest item is no. 2, which says, "Provides information in a timely fashion to reduce the risk of missed opportunities to offer support, and protection to a child," Despite being the lowest, it still obtained a mean score of 4.50, fittingly interpreted as Very High Level. This result is aligned with the study of Mendez (2016), where the implementation of TA in the area of information sharing was very great.

Table 9 : Level of Technical Assistance Skills of Master Teachers in Group Work Management as Assessed by School Heads, and Master Teachers

Items	School Heads		Master Teachers	
	Mean	Interpretation	Mean	Interpretation
1.Helps SH in planning and strategizing in order to improve performance	4.64	Very High Level	4.54	Very High Level
2.Establishes rapport with peers & superiors	4.60	Very High Level	4.61	Very High Level
3.Helps SH & staff in solving problems or resolves issues	4.76	Very High Level	4.45	High Level
4.Provides task, and responsibilities that can help solve the problems of peers, and SH	4.67	Very High Level	4.43	High Level
5.Leads in preparation of instructional materials available for teachers & learners	4.58	Very High Level	4.51	Very High Level
6.Discusses and provides qualitative remarks to the group	4.60	Very High Level	4.48	High Level
7.Helps teachers in accomplishing outputs based on their work plans.	4.62	Very High Level	4.54	Very High Level
Overall mean	4.63	Very High Level	4.50	Very High Level

In the area of group work management as assessed by SHs, and MTs, the total mean is 4.63, and 4.50 respectively, interpreted as "Very High Level." The mean of the SHs is quite higher than the MTs. This simply shows that the SHs have seen the MTs working collaboratively with the teachers; thus, a clear manifestation of teamwork.

The highest item of the SHs is no. 3 "Helps SHs & staff in solving problems or resolves issues" having obtained a mean score of 4.76 interpreted as "Very High Level". This simply shows that SHs are very much satisfied with the support of MTs in solving problems and resolves issues.

Now shifting to SHs, they got the lowest in item no. 5, which reads, "Leads in preparation of instructional materials available for teachers, and learners," and obtained a mean score of 4.58, which is duly interpreted as "very high level." This simply shows that leading in the preparation of instructional materials is not very apparent on the part of SHs. This further implies that they need to enhance their knowledge in indigenization. This result conforms with the study of Esteron (2014), which reported that the extent of implementation of TA mechanism on the aspect of professional responsibilities was very great.

Meanwhile, the highest item for MTs is no. 2, which reads, “Establishes rapport with peers & superiors,” having obtained a mean score of 4.61, interpreted as “Very High Level.” This shows that MTs feel that they have a good relationship with their peers and superiors. Moreover, the lowest item for MTs is in item no.4 that says, “Provides task, and responsibilities that can help solve the problems of peers, and SH,” having obtained a mean score of 4.43, duly interpreted as “high level.” This result implies that MTs fall short in providing tasks and responsibilities that can help solve the problem of peers and SHs. It further implies that there is a need for training of MTs on providing tasks and responsibilities. This finding contradicts the study of Esteron (2014), which reported the very great extent of implementation of TA mechanism on the aspect of professional responsibilities.

Level of Professionalism of Master Teachers as Assessed by School Heads when Grouped by Age, Highest Educational Attainment (HEA), and Length of Service (LOS)

The fourth objective sought to determine the level of professionalism of MTs as assessed by SHs when they are grouped according to the aforementioned variables such as age, highest educational attainment, and length of service. Tables 10-18 represent these data.

Table 10 : Level of Professionalism of Master Teachers in Attitudes Towards Peers and Superiors (ATPS) as Assessed by School Heads when Grouped by Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
1. Manifests genuine enthusiasm & pride in teaching as a noble calling.	4.55	Very High Level	4.72	Very High Level
2. Demonstrates effective interpersonal relationship with peers and superiors	4.55	Very High Level	4.68	Very High Level
3. Develops support system for teachers and superior	4.60	Very High Level	4.64	Very High Level
4. Provides time and structure for the most competent teachers to engage in curriculum development	4.55	Very High Level	4.52	Very High Level
5. Encourages a better pattern of initial teacher preparation, improves the induction into teaching, and gives focus on-the-job staff development	4.40	Very High Level	4.64	High Level
6. Shows compassion and respect in dealing with peers and superiors	4.50	Very High Level	4.76	Very High Level
7. Demonstrates a positive attitude towards peers and superiors	4.65	Very High Level	4.84	Very High Level
Overall mean	4.54	Very High Level	4.68	Very High Level

As illustrated in table 10, in the area of attitude towards peers and superiors the younger, and the older group obtained the overall mean scores of 4.54, and 4.68 respectively. Both scores were interpreted as “Very High Level.” The slight difference in the result may mean that the expectations of the younger group are quite higher than the older ones.

When items were taken individually, the highest item of the respondents in the younger and older group is no.7, which talked about demonstrating a positive attitude towards peers and superiors. The mean score obtained is 4.65 and 4.84, respectively, with a “Very High Level” of interpretation. This means that they practice professionalism in their workplace and further implies their awareness of the Code of Ethics.

Still on MTs’ ATPS, the lowest item from the younger group is no.5, which reads, “Encourages a better pattern of initial teacher preparation, improves the induction into teaching, and gives focus on-the-job staff development.” This item obtained a mean score of 4.40, interpreted as high level, and simply implies that

MTs are less focused on the job staff development. This further implies that the mechanisms on teacher preparation are given less importance.

On the flip side, the lowest item from the older group recorded at item no. 4, which says, "Provides time, and structure for the most competent teachers to engage in curriculum development." It obtained a mean score of 4.52, interpreted as "Very High Level." This means that MTs are less engaged in curriculum development which includes contextualization and indigenization. This finding contradicts the study of Palacios (2019), which reported the very great extent of curriculum implementation in the area of localization and indigenization.

Table 11 : Level of Professionalism of Master Teachers in Attitudes Towards Stakeholders (ATS) as Assessed by School Heads when Grouped by Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
1.Provides leadership in the planning process among stakeholders	4.70	Very High Level	4.52	Very High Level
2.Shares responsibilities with stakeholders for the attainment of the objectives of the plan.	4.55	Very High Level	4.48	High Level
3.Accepts positively the suggestions made by the stakeholders for the development of the school system	4.75	Very High Level	4.52	Very High Level
4.Recognizes stakeholders support through programs and activities	4.35	High Level	4.72	Very High Level
5.Renders the best services by providing an environment conducive to such learning and growth	4.50	Very High Level	4.68	Very High Level
6.Provides initiative to actively participate in community movements.	4.55	Very High Level	4.60	Very High Level
7.Listens to stakeholder suggestions for the improvement of the school systems.	4.55	Very High Level	4.60	Very High Level
Overall mean	4.56	Very High Level	4.58	Very High Level

Table 11 shows both younger and older groups obtained the overall mean score of 4.56 and 4.58, respectively, and subsequently interpreted as VHL. The slight difference would mean that the older group has already established rapport which the people in the community.

When items were taken individually, item no. 3 scored the highest at 4.75 and subsequently interpreted VHL for respondents in the younger group. The item talks about positively accepting the suggestions made by the stakeholders for the development of the school system. This shows that they are open-minded and have learned the importance of listening. Meanwhile, the lowest item of the respondents in the younger group goes to item no.4, which reads, "Recognizes stakeholders support through programs, and activities." It obtained a mean score of 4.35, duly interpreted HL, and could mean less importance given to stakeholders evidenced by their less involvement in school activities. This finding contradicts the study of Wells (2020), which reported the very great extent of involvement of parents in the activities intended for the school and community.

This section now shifts focus to the older group. As shown in the preceding table, the highest mean was in item no.4, which says, "Recognizes stakeholders support through programs, and activities." This shows that they have established rapport with the people in the community. Further, they have already established a committee on awards. On the flip side, the lowest item was found in no.2, which says, "Shares responsibilities with stakeholders for the attainment of the objectives of the plan." This item obtained a mean score of 4.48, interpreted as "high level," and means there was less delegation of duties and responsibilities and less involvement of stakeholders. This contradicts with the study of Wells (2020), which revealed the very great extent of involvement of stakeholders in school and community.

Table 12 : Level of Professionalism of Master Teachers in Attitudes Towards Learners (ATL) as Assessed by School Heads when Grouped by Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
1.Demonstrates awareness of the needs of the learners	4.65	Very High Level	4.72	Very High Level
2.Uses learners' performance results to develop the school's educational goals.	4.40	High Level	4.60	Very High Level
3.Recognizes the interest & welfare of the learners	4.50	Very High Level	4.72	Very High Level
4.Demonstrates love and understanding to the learners' situations	4.44	High Level	4.72	Very High Level
5.Teaches the learners according to their needs and abilities	4.75	Very High Level	4.64	Very High Level
6.Extends needed assistance in solving learners problems and difficulties	4.65	Very High Level	4.60	Very High Level
7.Creates and inspires a friendly and positive atmosphere for the learners.	4.70	Very High Level	4.68	Very High Level
Overall mean	4.58	Very High Level	4.66	Very High Level

As shown in Table 12, in the area of attitudes towards stakeholders, the younger and the older groups obtained an overall mean score of 4.58, and 4.66 respectively. Both scores were interpreted as “Very High Level.” The slight difference may mean that the standard of the younger group is quite higher than that of the older group.

When items were taken individually, the highest item of the respondents in the younger group is no. 5, which reads, “Teaches the learners according to their needs, and abilities.” having obtained a mean score of 4.75 interpreted as “Very High Level.” This simply shows that they have already conducted profiling of their learners. They had able to identify the needs and capabilities of their learners. Meanwhile, the lowest item of the respondents in the younger group is no.2, "Uses learners' performance results to develop the school's educational goals," having obtained a mean score of 4.40 as "high level." This simply shows that learners performance result was used for grading only. Learners' performance still has many uses.

The preceding result is aligned with the study of Magallanes (2014), which concluded that most of the time, assessment is done through paper, and pencil tests and the result is used for grading only.

Moving on, the highest item of the respondents in the older group are nos. 1, 3, and 4. Item 1 reads, “Demonstrates awareness of the needs of the learners;” item 3 says, “Recognizes the interest, and welfare of the learners;” and item 4 reads, “Demonstrates love and understanding to the learners’ situations.” The obtained mean score is 4.72, duly interpreted as “Very High Level”. This implies that the learners are the center of all activities. It further implies that the school is implementing the Child Protection Policy (CPP).

On the flip side, the lowest items of the same group of respondents are item nos. 2, and 6 that read, “Uses learners’ performance results to develop the school’s educational goals;” and “Extends needed assistance in solving learner’s problems, and difficulties.” The mean score obtained was 4.60, interpreted as “Very High Level”. This implies that they have not reached the standards in extending assistance to learners with problems and difficulties. This further implies that the learner’s performance results are oftentimes used for grading only. This finding is aligned with the study of Magallanes (2014), who concluded that most of the time, assessment is done through paper, and pencil tests and the result is used for grading only.

Table 13 : Level of Professionalism of Master Teachers in Attitudes Towards Peers and Superiors as Assessed by School Heads when Grouped by Highest Educational Attainment

Areas	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation

1. Manifests genuine enthusiasm & pride in teaching as a noble calling.	4.74	Very High Level	4.42	High Level
2. Demonstrates effective interpersonal relationship with peers and superiors	4.64	Very High Level	4.57	Very High Level
3. Develops support system for teachers and superior	4.67	Very High Level	4.50	Very High Level
4. Provides time and structure for the most competent teachers to engage in curriculum development	4.61	Very High Level	4.35	High Level
5. Encourages a better pattern of initial teacher preparation, improves the induction into teaching, and gives focus on-the-job staff development	4.61	Very High Level	4.35	High Level
6. Shows compassion and respect in dealing with peers and superiors	4.67	Very High Level	4.57	Very High Level
7. Demonstrates a positive attitude towards peers and superiors	4.80	Very High Level	4.64	Very High Level
Overall mean	4.68	Very High Level	4.48	High Level

As shown in Table 13, the overall mean obtained are 4.68 and 4.48 interpreted as “Very High Level” and "High Level" respectively. This simply shows that the expectation of the respondents with higher educational attainment is quite "High."

When items were taken individually, the highest item of the respondents in the lower and higher group are the same in item no. 7, "Demonstrates a positive attitude towards peers, and superiors," having obtained mean scores of 4.80, and 4.64 respectively interpreted as “Very High Level”. The slight difference would mean that those with higher educational attainment have high expectations also.

Meanwhile, the lowest items of the respondents in the lower and higher group are found in no. 4 and no. 5, which says, “Provides time, and structure for the most competent teachers to engage in curriculum development;” and “Encourages a better pattern of initial teacher preparation, improves the induction into teaching, and gives focus on-the-job staff development.” Mean scores recorded at 4.61 and 4.35, interpreted as “Very High Level” and "High Level,” respectively. This implies that the MTs are less engaged in curriculum development, which includes contextualization and indigenization. This result concurs with the study of Palacios (2019), which reported how very great was the extent of curriculum implementation in the area of localization and indigenization.

The lowest item of the respondents in the higher group is also no. 4, "Provides time, and structure for the most competent teachers to engage in curriculum development," having obtained a mean score of 4.35 interpreted as "high level.” This means that MTs are less engaged in curriculum development which includes contextualization and indigenization.

This concurs with the study of Palacios (2019), which revealed that the extent of curriculum implementation in the area of localization and indigenization was very extent.

Table 14 : Level of Professionalism of Master Teachers in Attitudes Towards Stakeholders as Assessed by School Heads when Grouped by Highest Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
1. Provides leadership in the planning process among stakeholders	4.58	Very High Level	4.64	Very High Level
2. Shares responsibilities with stakeholders for the attainment of the objectives of the plan.	4.45	High Level	4.64	Very High Level
3. Accepts positively the suggestions made by the stakeholders for the development of the school system	4.58	Very High Level	4.71	Very High Level
4. Recognizes stakeholders support through programs and activities	4.61	Very High Level	4.42	High Level
5. Renders the best services by providing an environment conducive to such learning and growth	4.64	Very High Level	4.50	Very High Level
6. Provides initiative to actively participate in community movements.	4.54	Very High Level	4.64	Very High Level
7. Listens to stakeholder suggestions for the improvement of the school systems.	4.58	Very High Level	4.57	Very High Level

Overall mean	4.57	Very High Level	4.59	Very High Level
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As reflected in Table 14, the overall mean of the two groups are 4.57 and 4.59 respectively, interpreted as “Very High Level”. The slight difference would mean that they have almost the same perception. They have a good relationship with the people in the community and stakeholders.

When items were considered individually, the highest item of the respondents in the lower group is no. 5, which says, “Renders the best services by providing an environment conducive to such learning, and growth” having obtained a mean score of 4.64 interpreted as “Very High Level”. It simply shows that they are very sensitive to the needs of the learners as well as stakeholders. They are rendering the service what is expected of them. However, the lowest item of the respondents in the lower group is no. 2, which reads, “Shares responsibilities with stakeholders for the attainment of the objectives of the plan," having obtained a mean score of 4.45 interpreted as a high level. To summarize, these findings show that division of labor is less practiced, stakeholders are less-tapped, and there is less delegation of responsibilities.

The preceding result is in contrast with the study of Wells (2020), who reported that parental involvement was very great extent and that many benefits were gained through their involvement.

On the other hand, the highest item of the respondents in the higher group is no.3, which reads, “Accepts positively the suggestions made by the stakeholders for the development of school system,” having obtained a mean score of 4.71 interpreted as “Very High Level”. It is very apparent that MTs are open-minded, as observed by School Heads. It also shows that there is a continuous improvement plan. Meanwhile, the lowest item was in item no. 4 that says, “Recognizes stakeholders support through programs, and activities," having obtained a mean score of 4.42, interpreted as "High Level.” This means that giving recognition to stakeholders is given less importance. This result contradicts the study of Tugbang (2019), where there was an institutionalization of the creation of committees on awards.

Table 15 : Level of Professionalism of Master Teachers in Attitudes Towards Learners (ATL) as Assessed by School Heads when Grouped by Highest Educational Attainment

Areas	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
1.Demonstrates awareness of the needs of the learners	4.67	Very High Level	4.71	Very High Level
2.Uses learners’ performance results to develop the school’s educational goals.	4.51	Very High Level	4.50	Very High Level
3.Recognizes the interest & welfare of the learners	4.67	Very High Level	4.50	Very High Level
4.Demonstrates love and understanding to the learners' situations	4.58	Very High Level	4.64	Very High Level
5.Teaches the learners according to their needs and abilities	4.61	Very High Level	4.85	Very High Level
6.Extends needed assistance in solving learners problems and difficulties	4.61	Very High Level	4.64	Very High Level
7.Creates and inspires a friendly and positive atmosphere for the learners.	4.67	Very High Level	4.71	Very High Level
Overall mean	4.62	Very High Level	4.65	Very High Level

As manifested in Table 15, the overall mean of the two groups are 4.62 and 4.65 respectively, interpreted as “Very High Level”. This simply shows that they have an almost similar perception. Further, they are much concerned with their learners.

When items were considered individually, the highest item of the respondents in the lower group is 4.67, interpreted as “Very High Level”. in item no.1, no. 3, and no. 7 “Demonstrates awareness of the needs of the learners”, “Recognizes the interest, and welfare of the learners”, and “Creates, and inspires friendly, and

positive atmosphere to the learners.” This implies that the center of every activity in the learner. This further implies that the school is implementing the CFSS.

Meanwhile, the lowest item of the respondents in the lower group is no. 2 that says, “Uses learners’ performance results to develop the school’s educational goals,” having obtained a mean score of 4.51, interpreted as “Very High Level”. It shows that learners’ performance result is only used for grading the learners. It is aligned with the study of Magallanes (2014), she concluded that most of the time, assessment is done through paper and pencil test, and the result is used for grading.

On the other hand, the highest item of the respondents in the higher group is no. 5, which reads, “Teaches the learners according to their needs, and abilities,” having obtained a mean score of 4.85 interpreted as “Very High Level”. This simply shows that they have the profile of their learners. They know the strengths and weaknesses of their learners. In contrast, the lowest items of the respondents in the higher group are no. 2 and no. 3 that read, “Uses learners’ performance results to develop the school’s educational goals;” and “Recognizes the interest & welfare of the learners.” These two items obtained a mean score of 4.50, interpreted as “Very High Level”. This simply shows that learners performance result is used solely for grading. Further, the learners need some more attention. This conforms with Magallanes (2014), who reported that the result of performance is used only for grading purposes.

Table 16 : Level of Professionalism of Master Teachers in Attitudes Towards Peers and Superiors (ATPS) as Assessed by School Heads (SHs) when Grouped by Length of Service (LOS)

Areas	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
1. Manifests genuine enthusiasm & pride in teaching as a noble calling.	4.72	Very High Level	4.56	Very High Level
2. Demonstrates effective interpersonal relationship with peers and superiors	4.68	Very High Level	4.56	Very High Level
3. Develops support system for teachers and superior	4.72	Very High Level	4.52	Very High Level
4. Provides time and structure for the most competent teachers to engage in curriculum development	4.54	Very High Level	4.52	Very High Level
5. Encourages a better pattern of initial teacher preparation, improves the induction into teaching, and gives focus on-the-job staff development	4.54	Very High Level	4.52	Very High Level
6. Shows compassion and respect in dealing with peers and superiors	4.63	Very High Level	4.65	Very High Level
7. Demonstrates a positive attitude towards peers and superiors	4.77	Very High Level	4.73	Very High Level
Overall mean	4.66	Very High Level	4.58	Very High Level

As reflected in Table 16, the overall mean of the two groups are 4.66, and 4.58 respectively, interpreted as “Very High Level”. This implies that they are aware of the Code of Ethics.

When items were taken individually, item no. 7 scored the highest at 4.77 and 4.73 for both respondents with shorter and longer LOS. The said item talks about demonstrating a positive ATPS that an interpretation of VHL. This shows that they have a good rapport with their peers and superiors and manifest professionalism.

Meanwhile, the lowest items of the respondents in the group with LOS are nos.4 and 5, which reads, “Provides time, and structure for the most competent teachers to engage in curriculum development; and “Encourages a better pattern of initial teacher preparation, improves the induction into teaching, and gives focus on-the-job staff development.” The mean score obtained is 4.54, duly interpreted as VHL, and implies that MTs have a lot of catching up to do regarding curriculum development, which includes contextualization and indigenization. It further implies that on-the-job staff development at DepEd leaves so

much to be desired. This result is aligned with the study of Palacios (2019), which revealed that the extent of curriculum implementation in the area of contextualization and indigenization was very great.

On the other hand, the lowest items of the respondents in the group with longer LOS are nos. 3, 4, and 5, which, in exact sequence, reads, “Develops support system for teachers, and superior;” “Provides time, and structure for the most competent teachers to engage in curriculum development;” and “Encourages a better pattern of initial teacher preparation, improves the induction into teaching, and gives focus on-the-job staff development.” These items obtained a mean score of 4.52 interpreted and got interpreted as VHL. This result implies that MTs engagement in curriculum development has not reached the maximum. Simply put, they are less focused on the job staff development.

This conforms with the study of Palacios (2019), which revealed that the extent of curriculum implementation in the area of contextualization and indigenization was very great.

Table 17 : Level of Professionalism of Master Teachers (MTs) in Attitudes Towards Stakeholders (ATS) as Assessed by School Heads (SHs) when Grouped by Length of Service (LOS)

Areas	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
1.Provides leadership in the planning process among stakeholders	4.68	Very High Level	4.52	Very High Level
2.Shares responsibilities with stakeholders for the attainment of the objectives of the plan.	4.59	Very High Level	4.43	High Level
3.Accepts positively the suggestions made by the stakeholders for the development of school system	4.72	Very High Level	4.52	Very High Level
4.Recognizes stakeholders support through programs, and activities	4.68	Very High Level	4.43	High Level
5.Renders the best services by providing an environment conducive to such learning and growth	4.72	Very High Level	4.47	High Level
6.Provides initiative to actively participate in community movements.	4.59	Very High Level	4.56	Very High Level
7.Listens to stakeholder suggestions for the improvement of the school systems.	4.63	Very High Level	4.52	Very High Level
Overall mean	4.66	Very High Level	4.49	High Level

As presented in Table 17, the overall mean of both groups are 4.66 and 4.49 interpreted as VHL and HL, respectively. This means that SHs with LOS has a higher standard in terms of professionalism.

When items were taken individually, items no. 3 and no. 5 scored the highest at an average of 4.72 and duly interpreted VHL for respondents with shorter LOS. These twin items talked about positively accepting the suggestions made by the stakeholders for the development of the school system and rendering the best services by providing an environment conducive to such learning and growth. This result shows that they are open-minded, value the ideas of others, and provide good services.

Meanwhile, the lowest item of the respondents in the group with shorter LOS are no. 2 and no. 6, which says, “Shares responsibilities with stakeholders for the attainment of the objectives of the plan” and “Provides initiative to actively participate in community movements.” The mean score obtained is 4.59, duly interpreted VHL, and goes to show that division of labor and delegation is less implemented. It further implies that there is less participation in community activities. This finding contradicts the study of Wells (2020), which reported a great extent on stakeholders’ participation in the area of school, community, and learners.

On the other hand, the highest item of the respondents with longer LOS recorded at item no. 6, which reads, “Provides initiative to actively participate in community movements,” which obtained a mean score of 4.56

duly interpreted VHL. This result implies that they have actively participated in community activities and have demonstrated good rapport with the people in the community.

Moreover, the lowest items of the respondents in the longer group are no. 2 and no. 4 “Shares responsibilities with stakeholders for the attainment of the objectives of the plan,” and “Recognizes stakeholders support through programs, and activities” having obtained a mean score of 4.43 interpreted as “high level.” This simply shows that stakeholders are less involved. Collaboration is less evident.

This contradicts the study of Wells (2020), where it revealed that stakeholder's involvement in school and community activities has great benefits.

Table 18 : Level of Professionalism of Master Teachers in Attitudes Towards Learners as Assessed by School Heads when Grouped by Length of Service (LOS)

Areas	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
1.Demonstrates awareness of the needs of the learners	4.77	Very High Level	4.60	Very High Level
2.Uses learners’ performance results to develop the school’s educational goals.	4.50	Very High Level	4.52	Very High Level
3.Recognizes the interest & welfare of the learners	4.63	Very High Level	4.60	Very High Level
4.Demonstrates love and understanding to the learners' situations	4.54	Very High Level	4.65	Very High Level
5.Teaches the learners according to their needs and abilities	4.68	Very High Level	4.69	Very High Level
6.Extends needed assistance in solving learners problems and difficulties	4.68	Very High Level	4.56	Very High Level
7.Creates and inspires a friendly and positive atmosphere for the learners.	4.81	Very High Level	4.69	Very High Level
Overall mean	4.66	Very High Level	4.60	Very High Level

As reflected in Table 18, the overall mean of the groups are 4.66, and 4.60 respectively, interpreted as “Very High Level”. This means that regardless of the length of service, they manifest professionalism.

When items were taken into consideration, the highest item of the respondents in the shorter group is no. 7, "Creates, and inspires friendly, and positive atmosphere to the learners," having obtained a mean score of 4.81 interpreted as “Very High Level”. This implies that the Child–Friendly School System (CFSS) is fully implemented. Further, it implies that the school has a pleasant school environment.

Meanwhile, the lowest item of the respondents in the shorter and longer groups are in no. 2, which reads, "Uses learners' performance results to develop the school's educational goals," having obtained a mean score of 4.50, and 4.52 respectively interpreted as “Very High Level”. This simply shows learners’ performance result is used at the minimum only. It is used for grading systems only.

It is aligned with the study of Magallanes (2014). She concluded that most of the time assessment is done through paper and tests, and the result is used for grading.

On the other hand, the highest item of the respondents in the longer group are nos. 5 and 7, which read, "Teaches the learners according to their needs, and abilities, and creates," and “Inspires friendly, and positive atmosphere to the learners” having obtained a mean score of 4.69 interpreted as “very high level.” This implies that the MTs have conducted the profiling of learners; they know their needs and abilities to protect their rights and privileges. It further implies that the schools are fully implemented the CFSS.

Summary of Findings

The majority of the SHs are older and have a longer length of service (LOS) but with lower educational attainment. On the other hand, most MTs are older with higher educational attainment (HEA) and longer years of service (LOS).

In terms of attitude towards peers and superiors, the most critical task for MTs is to engage the most competent teachers in curriculum development; and encourage a better teacher preparation pattern, focusing on on-the-job staff development for SHs and MTs respectively.

In terms of attitudes towards stakeholders, serious attention goes to the need to involve shareholders in school's plans and programs; and that SHs and MTs have to take initiatives by actively participating in community movements.

In terms of attitudes towards learners, data on performance assessment and evaluation need to be inputted into the school's educational goals and for SHs and MTs to adapt their teaching strategies to students' needs and abilities.

In capability-building, SHs and MTs need the skills to create, communicate, and enact a clear vision based on school context. In addition, there is a need to level up classroom management by extending TA or coaching to teachers to improve performance and behavior towards work and teacher mentoring.

On the other hand, the lowest item in the area of information sharing are no. 5 and no. 2, which say, "Shares accurate and honest information to parents, co-teachers and school heads;" and "Provides information in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child" for SHs and MTs, respectively.

Meanwhile, the lowest items in the area of group work management are no. 4 and no. 5 on the need to provide task and responsibilities that can help solve the problems of peers; and leading in preparation of instructional materials available for teachers and learners" for both SHS and MTs.

The level of professionalism of MTs as assessed by SHS when grouped by age, highest educational attainment, and length of service is "Very High Level."

In terms of age, the lowest items in attitudes towards peers and superiors are no. 4 and no. 5, that read, "Provides time and structure for the most competent teachers to engage in curriculum development" and "Encourages a better pattern of initial teacher preparation, improves the induction into teaching and gives focus on-the-job staff development" for older and younger respondents, respectively.

On the other hand, the lowest scores in attitudes towards stakeholders are on items no. 2 and no. 4, which talked on the sharing of responsibilities with stakeholders to attain the objectives of the plan and on the need to recognize stakeholders support through programs and activities for older and younger respondents, respectively.

Talking of attitudes towards learners, the lowest items are no. 2 and no. 6 on using learners' performance results to develop the school's educational goals and on extending needed assistance in solving learners' problems difficulties for younger and older respondents, respectively.

In terms of highest educational attainment, the lowest items in the area of attitude towards peers and superiors are no. 4 and no. 5 that read, "Provides time and structure for the most competent teachers to engage in curriculum development" and "Encourages a better pattern of initial teacher preparation, improves the induction into teaching and give focus on-the-job staff development" for lower and higher respectively.

In the area of attitudes towards stakeholders, the lowest items are no. 2 and no. 4, which read, "Shares responsibilities with stakeholders for the attainment of the objectives of the plan" and "Recognizes stakeholders support through programs and activities" lower and higher, respectively.

Meanwhile, the lowest items in the area of attitudes towards learners are no. 2 and no. 3, which read, "Uses learners' performance results to develop the school's educational goals" and "Recognizes the interest and welfare of the learners" for lower and higher respectively.

In terms of length of service, the lowest items in the area of attitudes towards peers and superiors are no. 3, no. 4 and no. 5, which states, "Develops support system for teachers and superior;" "Provides time and structure for the mote competent teachers to engage in curriculum development;" and "Encourages a better pattern of initial teacher preparation, improves the induction into teaching and gives focus on-the-job staff development" for shorter and longer group, respectively.

Meanwhile, the lowest items in the area of attitudes towards stakeholders are no. 2, no. 4 and no. 6 "Shares responsibilities with stakeholders for the attainment of the objectives of the plan," "Recognizes stakeholders support through programs and activities" and "Provides initiative to actively participate in community movements" for groups with shorter and longer length of service (LOS), respectively.

Moreover, the lowest items in attitudes towards learners are no. 2 "Recognizes the interest and welfare of the learners" are the same for respondents with shorter and longer LOS.

The level of professionalism of MTs as assessed by themselves when they are grouped according to the variables of age, highest educational attainment, and length of service is very high level except for the younger group that rated only "High Level" in the area of attitudes towards stakeholders.

In terms of age, the lowest items in the area of attitudes towards peers and superiors are no. 4 and no. 5 "Provides time and structure for the most competent teachers to engage in the curriculum" and "Encourages better pattern of initial teacher preparation, improves the induction into teaching and gives focus on-the-job staff development" for older and younger respectively.

On the other hand, the lowest items in the area of attitudes towards stakeholders are no. 1, no. 2 and no. 6 "Provides leadership in the planning process among stakeholders," "Share responsibilities with stakeholders for the attainment of the objectives of the plan," and "Provides initiative to actively participate in community movements" for older and younger groups, respectively.

Meanwhile, the lowest items in the attitudes towards learners are no. 5 and no. 6, that read, "Teaches the learners according to their needs and abilities" and "Extends needed assistance in solving learners' problems and difficulties" for younger and older groups, respectively.

In terms of highest educational attainment, the lowest items in attitudes towards peers and superiors are no. 4, and no. 5 "Provides time and structure for the more competent teachers to engage in curriculum development" and "Encourages a better pattern of initial teacher preparation, improves the induction into teaching and gives focus on-the-job staff development" for the shorter and longer group.

On the other hand, the lowest items in the area of attitudes towards stakeholders are no.2 and no. 6 "Shares responsibilities with stakeholders for the attainment of the objectives of the plan" and "Provides initiative to actively participate in community movements for lower and higher groups respectively.

Meanwhile, the lowest items in the area of attitudes towards learners are no. 2 and no. 5 "Uses learners' performance results to develop the school's educational goals" and "Teaches the learners according to their needs and abilities" and extend needed assistance in solving learners' problems and difficulties" for the respondents with shorter and longer group respectively.

In terms of length of service, the lowest items of attitudes towards peers and superiors are no. 4 and no. 5 "Provides time and structure for the most competent teachers to engage in curriculum development" and "Encourages a better pattern of initial teacher preparation, improves the induction into teaching and gives focus on-the-job staff development" for shorter and longer groups respectively.

On the other hand, the lowest items in the area of attitudes towards stakeholders are no. 2 and no. 6, "Shares responsibilities with stakeholders for the attainment of the objectives of the plan" and "Provides initiative to actively participate in community movements" for shorter and longer group respectively.

Moreover, the lowest items in the area of attitudes towards learners are no. 2 and no. 5, "Uses learners performance results to develop the schools' educational goals" and "Teaches the learners according to their needs and abilities" for shorter and longer group, respectively.

The level of T.A. skills of MTs as assessed by the SHs when they are grouped according to the variables of highest educational attainment and length of service is "Very High Level" except the length of service, which is rated only "High Level" in capability building.

In terms of age, the lowest item in capacity building is no. 3 "Extends TA or coaching to the teachers to improve performance and behavior towards work and mentoring to teachers to improve classroom management" for both groups.

Meanwhile, in the area of information sharing, the lowest items are no. 4, no. 5, and no. 7 "Shares constantly information in the form of meetings, FGD, and LAC sessions and directions from higher authorities," "Shares accurate and honest information to parents, co-teachers and school heads," and "Shares information to parents about their children's performance" for younger and older group respectively.

Moreover, in the area of group work management, the lowest items are no. 5, no. 6, and no. 7 "Leads in preparation of instructional materials available for teachers and learners," "Discusses and provides qualitative remarks to the group" and "Helps teachers in accomplishing outputs based on their work plans" for the younger and older group, respectively.

In terms of highest educational attainment, the lowest item in the area of capability building is no. 3 "Extends TA or coaching to the teachers to improve performance and behavior towards work and mentoring to teachers to improve classroom management" for both groups respectively.

Meanwhile, in the area of information sharing, the lowest items are no. 3 and no. 5 "Shares information in an appropriate and secured way" and "Shares accurate and honest information to parents, co-teachers and school heads" for lower and higher groups, respectively.

Moreover, in the area of group work management, the lowest items are no. 4 and no. 5 "Provides task and responsibilities that can help solve the problems of peers and SH" and "Leads in preparation of instructional materials available for teachers and learners", for the lower and higher group respectively.

In terms of length of service, the lowest item in the area of capability building is no. 3 "Extends TA or coaching to the teachers to improve performance and behavior towards work and mentoring to teachers to improve classroom management" for groups with shorter and longer LOS, respectively.

On the other hand, in the area of information sharing, the lowest items are no. 5 and no. 7 which reads, "Shares accurate and honest information to parents, co-teachers and school heads" and "Shares information to parents about their children's performance" for groups with shorter and longer LOS, respectively.

Meanwhile, the lowest items in group work management are no. 2, no. 5, and no. 6, "Establishes rapport with peers and superiors," "Leads in preparation of instructional materials available for teachers and learners," and "Discusses and provides qualitative remarks to the group for shorter and longer group" for shorter and longer group respectively.

The level of T.A. skills of MTs as assessed by the MTs themselves when they are grouped according to the variable of age, highest educational attainment, length of service was generally "Very High Level," except for the older group who rated "High Level" in the area of group work management, lower educational attainment also rated "High Level" in the areas of information sharing and group work management. Further, the shorter length of service also rated "High Level" in the three areas.

In the variable of age, the lowest item in the area of capability building is no.1, "Demonstrates ability to create, communicate and enact a clear vision based on the school context" for both older and younger groups.

On the other hand, the lowest items in the area of information sharing are no. 2 and no. 4 "Provides information in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child" and "Shares constantly information in the form of meetings, FGD and LAC session and directions from the higher authorities" for older and younger group respectively.

Moreover, in the area of group work management, the lowest item is no.4, "Provides task and responsibilities that can help solve the problems of peers and SH" for the younger and older group, respectively.

In terms of the highest educational attainment, the lowest items in the area of capability building are no. 1 and no. 7 "Demonstrates ability to create, communicate and enact a clear vision based on the school context" and "Conducts demo teaching and sharing effective strategies" for both lower and higher groups, respectively.

On the other hand, the lowest items in the area of information sharing are no. 2 and no. 3, "Provides information in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child" and "Shares information in an appropriate and secured way" for lower and higher group respectively.

Moreover, in the area of group work management, the lowest items are no. 3 and no. 6 "Helps SH & staff in solving problems or resolves issues," "Provides task and responsibilities that can help solve the problems of peers and SH" for lower and higher group respectively.

In terms of length of service (LOS), the area of capability building the lowest item is no. 1 "Demonstrates ability to create, communicate and enact a clear vision based on the school context" for groups with shorter and longer LOS, respectively.

On the other hand, in the area of information sharing, the lowest items are no. 2 and no. 4, which state, "Provides information in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child;" and "Shares constantly information in the form of meetings, FGD and LAC session and directions from the higher authorities" for groups with shorter and longer LOS, respectively.

Moreover, in the area of group work management, the lowest items are no. 3 and no. 4 "Helps SH and staff in solving problems or resolves issues" and "Provides task and responsibilities that can help solve the problems of peers and SH" for groups with shorter and longer LOS, respectively.

The level of teachers' performance during the school year 2019-2020 is very satisfactory.

No significant difference exists in the level of professionalism of MTs in the area of attitudes towards peers and superiors and attitudes towards learners. However, a significant difference exists in attitudes towards stakeholders as assessed by the SHs and MTs.

Moving on, no significant difference has been found in the level of T.A. skills of MTs as assessed by the SHs and MTs themselves.

There was no significant relationship between the level of professionalism of MTs as assessed by the SHs and the MTs themselves and teachers' performance.

Finally, no significant relationship was found between the level of technical assistance skills of MTs as assessed by the SHs and the MTs themselves and teachers' performance.

Conclusions

The following conclusions are drawn based on the findings of the study:

The study results revealed that the SHs in the Division of Bacolod City are mostly older, with longer years of service and lower educational attainment, while most of the MTs are older, with higher educational attainment and longer years in the service. In the level of professionalism of MTs in attitudes towards peers and superiors and attitudes towards learners as assessed by the SHs and MTs themselves, the researcher concludes that they have embraced the Code of Ethics and R.A. 7836, which reads, "Teachers Professionalization of 1994". As a result, they are observing professionalism in the workplace. Further, the MTs' participation in the community programs and activities was not given full attention. In the level of technical assistance skills of MTs in capability building, information sharing and group work management as assessed by the SHs and MTs themselves, it concludes that the MTs are aware of their primary roles and functions. In addition, they know the different guidelines governing the MTs. This paper concludes in the level of professionalism of MTs as assessed by the SHs when they are grouped according to variables of age, highest educational attainment and length of service that regardless of the aforementioned variables, the SHs and MTs themselves have responsibly shown ethical behavior in the workplace. Professionalism is very apparent. This paper concludes in the level of professionalism, data gathered show SHs and MTs consistently observing ethical behavior in the workplace. Professionalism is very evident in the level of technical assistance skills of MTs as assessed by SHs when they are grouped according to variables of age, highest educational attainment and length of service, this paper concludes that the MTs has a good rapport with internal and external stakeholders. They support their SHs in attaining the goals of the school. In the level of technical assistance skills of MTs as assessed by the MTs themselves when they are group according to variables of age, highest educational attainment and length of service the researcher concluded that there are some items that need to be improved. They still need enhancement program to develop themselves. In the level of teachers' performance, it can be concluded that MTs are effective in performing their tasks and functions. They have contributed for the improvement of the teaching-learning process. In the significant difference in the level of professionalism of MTs in the areas of attitudes towards peers and superiors and attitudes towards learners, and in the area of attitudes towards stakeholders, it can be concluded that they have almost the same perceptions views in terms of attitudes towards peers and superiors and attitudes towards learners. But, on the other hand, they differ in their observation and experiences in terms of attitudes towards stakeholders because most of the time the stakeholders and the school heads are the ones communicating with each other. Furthermore, in the significant difference in the level of T.A. skills of MTs as assessed by the SHs and MTs themselves, this paper concludes that MTs are doing their job well that's why they have the same observations or views. Further, good performance is very much evident. In the significant relationship between the level of professionalism of MTs as assessed by the SHs and the MTs themselves and teachers' performance, the researcher concludes that they have the same observations and experiences. MTs are doing their functions in accordance with the guidelines. In the significant relationship between the level of technical assistance skills of MTs as assessed by the SHs and

the MTs themselves and teachers' performance the researcher concluded that both are aware of the functions of the MTs. Collaboration is evident. MTs are doing their job well.

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