



MASTER TEACHERS' INSTRUCTIONAL COMPETENCE FOR EFFECTIVE TECHNICAL ASSISTANCE TO TEACHERS

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This study aimed to assess the instructional competence of master teachers in providing effective technical assistance to their colleagues. A descriptive research design was employed, utilizing a researcher-designed questionnaire to gather data from 57 school heads and 76 master teachers. Quantitative data analysis involved statistical methods such as frequency, rank, weighted mean, independent t-Test, and Pearson Correlation to examine the relationship between variables and identify significant differences in perceptions.

The findings revealed that master teachers generally demonstrated high instructional competence across various domains, with potential areas for growth identified in interdisciplinary connections, providing constructive feedback, and facilitating group work. While school heads and master teachers agreed on their evaluation skills, discrepancies in perceptions emerged regarding master teachers' subject mastery, teaching strategies, and classroom management. Importantly, master teachers reported providing extensive technical assistance across various domains, particularly in technology integration, action research, and continued learning. Furthermore, a significant positive relationship was found between the level of instructional competence demonstrated by master teachers and the extent of technical assistance they provided to other teachers.

The study also identified challenges faced by master teachers in providing technical assistance, including time constraints, addressing diverse learning gaps among teachers, and adapting to the evolving demands of their roles. Interestingly, paperwork was perceived as a less significant challenge. Based on these findings, a professional development plan was proposed to enhance master teachers' instructional competence and optimize their technical assistance through targeted interventions. This plan aims to address the identified challenges and strengthen areas requiring further development, leading to more effective support for teachers and improved student learning outcomes.

Key Words: Instructional Competence, Technical Assistance, Master Teachers, Challenges, Professional Development Plan

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