

# Collaborative Supervision of the Master Teachers and the Teaching Efficiency in Selected Junior High Schools in Cavite

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## Abstract

Collaborative supervision represents a modern approach to teacher development, contrasting with traditional methods involving top-down evaluations. This model fosters a cooperative approach, where teachers and supervisors collaborate to identify growth areas, set goals, and formulate improvement strategies. This distinctive approach blends elements of directive and non-directive supervision, with active engagement and shared responsibilities between supervisors and teachers (Glickman, 2007).

This study aimed to determine the collaborative supervision approach of master teachers and teaching efficiency in the selected Junior High School in Cavite, composed of 6 public junior high school in the Division of Bacoor. The 300 sample were culled out through random sampling in the prospecting Junior High School in the Division of Bacoor. The study utilized the descriptive correlational method of research. The instruments used to answer the problem was an adapted survey questionnaire for collaborative supervision of Master teachers and the teaching efficiency. It was further validated using a Cronbach' s alpha with a value of .913. Descriptive statistics were used to analyze the data gathered. Inferential and parametric statistics were used to ascertain the correlational of collaborative supervision approach of Master teachers and teaching efficiency.

The findings of the study showed that, respondents strongly agreed with their assessment on the collaborative supervision approach of master teachers. The teaching efficiency of the respondents was highly efficient, in terms of student engagement, classroom management and instructional strategies. The relationship between the assessed collaborative supervision approaches and the teaching efficiency of the respondents obtained a significant result. This implied that directive and non-directive approaches substantially influenced the efficiency of teachers on student engagement, classroom management and instructional strategies of the teachers.

Based on the findings and conclusions of the study the following recommendations were provided (1) Support and sustain the collaborative supervision practices by Master Teachers in the Division of Bacoor. (2) Prioritize supervising teachers in teaching methods and activities to optimize teaching efficiency. (3) Explore the effects of gender on teaching and learning, considering the differing assessment findings among teachers based on sex in instructional strategies. (4) Address the significant disparity in teaching efficiency assessment, especially in terms of student engagement, between teachers with a Bachelor' s and Master' s degree (5) Conduct longitudinal studies to track the long-term impact of collaborative supervision on teaching efficiency. (6) Conduct studies in diverse contexts to determine the generalizability of the study's findings to different regions, school districts, and educational settings.

(7) Introduce the proposed induction training program for master teachers to adapt the project to the Division of Bacoor, Cavite.

**Keywords:** Collaborative Supervision, Directive Supervision, Non- Directive Supervision, Teaching Efficiency, Master Teachers

## I. INTRODUCTION

Education plays a pivotal role in shaping the future of individuals and societies alike. Within the dynamic landscape of educational systems, continuous efforts are made to improve teaching and learning outcome. Collaborative supervision allows for the exchange of ideas, best practices, and constructive feedback between master teachers and Junior High School teachers. By studying this approach, you can assess its effectiveness in improving teaching quality, which ultimately benefits students. It can provide insights into how collaborative supervision fosters the professional growth of the teachers. It may uncover how exposure to experienced educators helps them develop new teaching skills, strategies, and a deeper understanding of their subject matter. Collaborative supervision often includes mentorship and emotional support. Investigating this aspect can reveal how such support systems positively affect the morale and job satisfaction of junior high school teachers, which could have broader implications for teacher retention. The ultimate goal of any educational initiative is to improve student outcomes. By examining teaching efficiency within the context of collaborative supervision, you can explore whether there is a correlation between this approach and enhanced student achievement. The focus of this study is to assess the impact of collaborative supervision on the teaching efficiency of junior high school teachers, to determine whether this approach has a measurable and positive effect on how efficiently teachers, to identify specific best practices within collaborative supervision models that involves understanding what elements of this approach contribute most significantly to improved teaching efficiency and how these practices can be replicated in other educational settings .Lastly, Collaborative supervision empowers junior high school teachers by giving them a voice and opportunities for professional growth. Investigating this approach can highlight the importance of empowering teachers to take ownership of their development.

The study explores the impact of collaborative supervision on teaching efficiency in selected junior high schools in the Division of Bacoor, with the aim of bridging existing research gaps and contributing to the enhancement of educational practices. One potential research gap could be the exploration of the challenges and opportunities faced by newly promoted Master teachers. This might involve investigating the transition process, the induction training provided to them, and their collaborative supervision approach towards the teachers.

Collaborative supervision represents a contemporary shift in the way educational institutions approach teacher development and support. It deviates from traditional models of supervision, which often involve top-down evaluations and one-way feedback. Instead, collaborative supervision encourages a more participatory and cooperative approach, where teachers and supervisors work together to identify areas for growth, set goals, and develop strategies for improvement.

Recent literature in the field of education has highlighted the significance of collaborative supervision in fostering teacher professional development and improving student learning outcomes. For instance, [1] Anderson and Hill (2020) found that collaborative supervision not only enhances teachers' instructional practices but also promotes a positive school culture and teacher job satisfaction. Additionally, [2] Smith

and Robinson (2021) reported that schools adopting collaborative supervision models tend to experience improved student achievement and reduced teacher turnover rates.

There are notable gaps in the existing research, as highlighted by [3] Yego's study noted that while instructional supervision was investigated, the specific impact of different supervisory approaches on teacher performance was not clearly established. Therefore, more research is needed to determine which aspects of collaborative supervision are most effective in improving teaching efficiency.

Furthermore, as [4] Hoque (2020) pointed out, there is a need to expand research beyond specific regions or states. To gain a comprehensive understanding of how collaborative supervision impacts teaching efficiency, studies should be conducted in diverse educational settings, including rural schools. This is crucial because the challenges and needs of teachers in different contexts may vary significantly. Qualitative research methods, as suggested by [4] Hoque (2020), can provide valuable insights into how supervisors practice developmental approaches in their interactions with teachers. This qualitative data can help identify best practices and barriers to effective collaborative supervision. Collaborative supervision is a promising approach to improving teaching efficiency among junior high school teachers. However, further research is needed to understand its specific impact on teaching efficiency and to identify best approach for its implementation. By addressing these research gaps, educational leaders can develop more effective supervision practices that benefit both teachers and students. It is imperative that future studies explore the difference of collaborative supervision in various educational contexts to provide a comprehensive understanding of its effectiveness.

While the existing literature provides valuable insights into the potential benefits of collaborative supervision, there remains a notable research gap concerning its specific impact on teaching efficiency within the context of junior high schools in the Division of Bacoor Cavite. Teaching efficiency is a multifaceted concept encompassing various aspects of on teaching efficiency, including classroom management, instructional strategies, and student engagement. Thus, there is a pressing need to investigate how collaborative supervision influences these specific dimensions of teaching efficiency in the unique context of junior high schools' teachers. This study addresses this research gap by conducting an in-depth examination of collaborative supervision practices in a carefully selected sample of junior high schools in Cavite. It aims to explore the direct and indirect effects of collaborative supervision on teaching efficiency, shedding light on the mechanisms through which this approach can enhance overall educational quality.

The Junior high school teachers in the Division of Bacoor , reflects the ongoing challenges and opportunities in the field of education. The need to conduct a study on the collaborative approach of Master Teachers and the teaching efficiency of junior high school teachers stems from the dynamic landscape of modern education. As education systems evolve, there is a growing recognition of the importance of mentorship and knowledge sharing among educators.

Master Teachers, with their wealth of experience and expertise, can play a pivotal role in enhancing the skills and capabilities of junior high school teachers. By investigating this collaborative approach, we can gain insights into how it impacts teaching efficiency, student outcomes, and overall educational quality. This study becomes even more pertinent in the context of rapidly changing teaching methods and the demand for adaptable and effective educators to meet the diverse needs of today's students.

One of the primary issues highlighted is the severe shortage of master teachers in the Division of Bacoor. According to DepEd policy and guidelines stated in DECS Order No. 70 s 1988 an allotment of at least one master teacher position per subject area with at least 4 to 7 teachers for granting master teacher

position. However, in Bacoor, based from the secondary data given by the school head it reflects that the ratio has increased to 1:25. This shortage has significant implications for the quality of collaborative supervision approach and support that teachers received. The high ratio of teachers to master teachers places a substantial burden on the available master teachers. They are tasked with supervising and supporting a much larger number of teachers than recommended. This can lead to the inability to provide thorough and meaningful supervision. Teachers may receive less individualized support and feedback, which can hinder their professional growth and development. They may not get the necessary guidance to improve their teaching strategies

Constant supervision of instructional performance is not just a responsibility but a necessity to ensure teachers are continually improving. The study proposes an alternative approach to instructional supervision, known as collaborative supervision. This approach involves a combination of directive and non-directive supervision orientations, where both supervisors and teachers actively participate and share responsibilities. Collaborative supervision empowers teachers to take ownership of their professional development. It fosters a culture of continuous improvement, where teachers and supervisors work together to identify strengths and areas for growth. The collaborative approach strikes a balance between providing guidance and allowing teachers some autonomy in their professional development. This can be particularly effective in promoting innovation and creativity in teaching. Collaborative supervision may also help alleviate the burden on master teachers by distributing some of the supervisory responsibilities to teachers themselves, thus making the best use of available resources.

The main goal of the Philippine government is to enhance educational standards, particularly due to the relatively low quality of education in the country (OECD, 2019). The 2018 Program for International Student Assessment (PISA) results placed the Philippines last among 79 participating countries, highlighting the need for improvement (OECD, 2019). In comparison to neighboring countries such as Singapore, Malaysia, Thailand, and Vietnam, the Philippine educational system lags behind (OECD, 2019).

To achieve this goal, the government is focused on improving the quality of education, with student learning outcomes as a key indicator. Teacher quality plays a pivotal role in student learning outcomes, and research has emphasized the significance of teacher learning in this context [5] Thus, continuous efforts are being made to enhance the quality of teacher education and professional development.

Various programs have been implemented at different administrative levels, including central, provincial, and local, to enhance teacher skills. Monitoring teacher learning needs has become an integral part of these initiatives. Policies aimed at increasing teacher competence have been adopted in other Asian countries as well [6] (Gepila, 2020)

However, not all of these programs have proven effective in improving teaching quality. Some research suggests that traditional instructional supervision activities may not be sufficient. This has led to the exploration of alternative approaches, such as collaborative supervision. [7]

Collaborative supervision is a distinctive approach that combines elements of directive and non-directive supervision, with both supervisors and supervisees actively engaged and sharing responsibilities. While it holds promise, its effectiveness in improving teaching quality remains uncertain, necessitating further research. [8]

Instructional supervision, regardless of the approach, serves essential purposes in education. These objectives include providing objective feedback to teachers, diagnosing and solving teaching problems,

and helping teachers develop their strategies and skills. Adequate instructional supervision can significantly contribute to the development and enhancement of education in the Philippines.

The Philippine government's commitment to improving educational standards is evident, and teacher quality is a key focus. While various programs have been implemented to enhance teacher skills, the effectiveness of different supervision approaches, particularly collaborative supervision, requires further investigation. Instructional supervision, with its goals of providing feedback, diagnosing issues, and supporting teacher development, is a crucial component of efforts to enhance education quality in the country.

Various studies conducted about teacher efficiency that supports this present study. Teachers develop their efficiency is influenced by their cognitive ability, their experience, and the environment around them. If the teacher's performance is improving as he acquires more experience in teaching, the supervisor must adjust their supervisory approach to fit with the teacher's level. They cannot use the same supervisory method with all teachers. Improving the quality of education is a top priority for governments worldwide, as it directly impacts the well-being and future prospects of their populations. In this context, teacher efficiency emerges as a pivotal factor in enhancing students' academic performance and learning outcomes. [9] Collaborative supervision, plays a crucial role in enhancing teacher performance. It involves head teachers conducting classroom visits, analyzing teacher professional records, and providing constructive feedback. This approach not only helps teachers identify their strengths and areas for improvement but also fosters a culture of continuous professional growth. He underscores the satisfaction of the majority of teachers with the collaborative supervision process. This indicates that when teachers feel supported and engaged in the supervision process, they are more likely to be motivated and efficient in their teaching roles. [10] Effective collaboration between school leaders and teachers creates an environment conducive to professional development and improved teaching practices.. In an era marked by the Fourth Industrial Revolution (Industry 4.0), the skills required for success are evolving rapidly. Teachers need to go beyond traditional teaching methods and embrace innovative strategies that empower students to become self-directed learners. Collaboration among teachers can lead to the development of teaching techniques that engage students and stimulate critical thinking. [11] .This approach not only prepares students for the challenges of Industry 4.0 but also enhances teaching efficiency by fostering a dynamic and interactive classroom environment. In the context of Industry 4.0, emphasizes the importance of learning leadership strategies by school leaders. Learning leadership involves guiding teachers in creating effective learning experiences for students. It includes the integration of technology into teaching and learning, as well as promoting professional development aligned with student development goals. [12]

[13] The quality of the teaching and learning process largely hinges on the reliability of teachers. Two fundamental aspects play a vital role in determining teacher performance: ability and desire. It is undeniable that many individuals possess the requisite skills and knowledge to perform their teaching duties effectively. However, not everyone who possesses these abilities translates them into good performance. Teachers need to not only have the necessary qualifications but also continually update their knowledge and adapt their teaching methods to meet the evolving needs of their students. Conversely, there are individuals who have a strong desire to teach and positively impact students' lives. However, they may lack the essential skills or knowledge to do so effectively. This mismatch between desire and ability can also hinder performance. Therefore, a balance between willingness and capability is crucial for achieving excellence in teaching. One of the influential factors that can significantly affect

teacher performance is the leadership within educational institutions. Transformational leadership, as identified in research conducted in Palembang city, plays a pivotal role in shaping teacher performance. [14] Effective teacher supervision plays a crucial role in enhancing teaching efficiency and improving student outcomes. This investment in teacher development enhances their skills and abilities. Transformational leaders empower teachers to take ownership of their classrooms and teaching methods. This autonomy fosters a sense of responsibility and encourages innovative teaching practices. These leaders set high expectations for teacher performance and provide constructive feedback. Teachers, in turn, strive to meet these expectations, leading to improved performance. The quality of education is closely tied to the performance of teachers. Both ability and desire are essential components that shape a teacher's effectiveness in the classroom. Additionally, transformational leadership within educational institutions can significantly influence teacher performance in a positive way. By recognizing these factors and investing in teacher development and leadership, educational institutions can enhance the quality of education and, in turn, contribute to the betterment of society. Teachers are required to facilitate learning using appropriate and innovative teaching strategies, along with classroom management practices. This involves not only knowing the material but also being able to engage students in a meaningful and effective way. Teachers should continually seek new and creative methods to impart knowledge. Additionally, teachers must create a learning environment that is conducive to students' growth and development. This includes maintaining a classroom atmosphere that is positive, safe, and supportive. Furthermore, they are expected to address the diverse learning needs of their students. This means recognizing and accommodating different learning styles and abilities. [14]

To conclude, the literature provides several frameworks for conceptualizing and investigating the collaborative supervision and teaching efficiency of master teachers. One commonality among them is that collaborative supervision has a significant influence on the teaching efficiency. Collaborative supervision in education refers to a model of professional development where experienced or master teachers work alongside with proficient teachers or less-experienced teachers to support their growth and development. This approach can have a significant impact on teaching efficiency in junior high school settings.

The collaborative supervision in the context of teaching efficiency draws upon several key theories and models to understand its impact and effectiveness. The General Systems Theory, as proposed by Ludwig von Bertalanffy, conceptualizes systems as complex entities where elements interact with each other. In collaborative supervision, this theory recognizes the interconnectedness between master teachers and teaching efficiency, acknowledging that changes in supervision approaches can have cascading effects on teaching outcomes. [15]

Bandura's Social Learning Theory adds another layer by emphasizing the role of observation and interaction in the learning process. In collaborative supervision, junior teachers learn from master teachers through modeling and feedback, enhancing both their teaching efficiency and self-efficacy. Aligned with the principles of reflective practice by Schön, collaborative supervision encourages ongoing self-reflection and professional growth. This approach emphasizes continuous improvement through reflection-in-action and reflection-on-action, which in turn contributes to enhanced teaching efficiency. Anderson's Continuum of Supervision Model provides a structured framework for collaborative supervision, recognizing the evolving roles of both master teachers and supervised teachers. It underscores the importance of collaborative efforts and shared responsibilities in continuously improving teaching efficiency. [16]

The collaborative supervision approach is a combination of directive and non-directive supervision orientation. Both master teachers and teachers are equally active and share responsibilities. This approach is based on the premise that learning is an alliance between students and teachers. Learning outcomes can be optimal if there is a close peer relationship between the master teachers and the teacher. The basis of the underlying psychology is cognitive psychology. Therefore, in order for the supervision process to achieve maximum results, it requires maximum enthusiasm and interaction between supervisors and supervisees. [7] The concept of collaborative supervision in the context of master teachers and teaching efficiency can serve as a conceptual framework for understanding and improving the supervision process in educational settings in order to enhance the teaching efficiency of teachers. Collaborative supervision combines aspects of both directive and non-directive supervision.

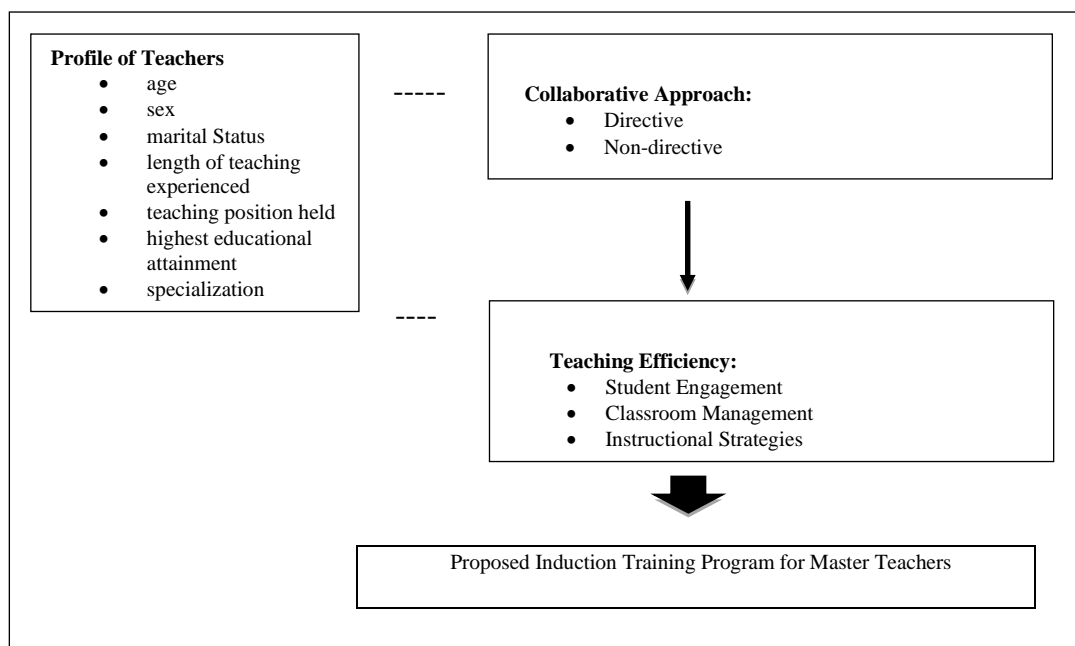
This means that while there is a clear framework and guidance in place (directive), there is also room for teachers to have a say in the process and take an active role in their development (non-directive). This balance recognizes that effective supervision is not about top-down control but rather a shared responsibility. In collaborative supervision, both master teachers and teachers are equally engaged and share responsibilities. This approach promotes a sense of ownership and commitment from both parties, which is crucial for enhancing teaching efficiency. It acknowledges that teaching is a collaborative effort between master teachers and teachers where everyone involved has a role to play. In the context of supervision, this suggests that the relationship between the master teacher (supervisor) and the teacher being supervised is pivotal. When this alliance is strong, it can lead to more efficient teaching practices and better learning outcomes for students. Collaborative supervision encourages a close peer relationship between the master teachers and the teachers. This relationship is not just based on authority but on mutual respect and support. Such a relationship can foster trust and open communication, making it easier to address teaching challenges and implement improvements. The concept's grounding in cognitive psychology is relevant because it underscores the importance of understanding how master teachers collaborate with the teachers. This knowledge can inform the supervision process, helping master teachers tailor their guidance to the specific cognitive needs of the teachers they are working with. In summary, the concept of collaborative supervision provides a valuable framework for enhancing teaching efficiency by promoting shared responsibility, strong peer relationships, and evidence-based strategies. It emphasizes the importance of the supervisor-teacher alliance and underscores the role of cognitive psychology in shaping effective supervision practices. [7]

Teachers with high efficacy are more efficient because they believe in their ability to teach and their students' ability to learn. This belief leads them to set high expectations for their students, develop effective instructional strategies, and persist in the face of challenges. As a result, teachers with high efficacy are more likely to create classrooms where students are engaged and learning. For example, a meta-analysis found that teacher efficacy had a moderate to strong effect on student achievement [16]

Another study found that teachers with high efficacy were more likely to use effective teaching practices, such as Student Engagement. Recent evidence suggests that teachers' motivational beliefs such as self-efficacy are not related to student motivation directly, but rather indirectly via student-reported instructional quality. [17] The potential mediating role of teacher-reported (in addition to student-reported) instructional quality, however, is not well understood. Finally, much of the available evidence is plagued by such critical methodological limitations as relatively small samples of teachers and classrooms and failure to account for nested data structures (students nested within classrooms. [17]

Classroom management self-efficacy has been defined as teachers' judgments of their capability to successfully perform classroom management tasks in the face of difficulties, for example, by interacting with individuals and groups, setting classroom guidelines, expectations and rules, and controlling disruptive behavior. Taken together, self-efficacy for classroom management may be vulnerable when beginning in the profession and improve as teachers accumulate mastery experiences, the strongest source of self-efficacy according to Bandura's social-cognitive theory. In this study, we accordingly expected that teachers' self-efficacy for classroom management would increase from the end of teacher education until their midcareer. [18]

Figure 1 shows the constructs and its interplay of the variables in the study. It is design to reveal the assessment of teachers on the collaborative supervision of master teachers. The profile of the teacher-respondents, such as age, sex, marital status, length of teaching experienced, teaching position held, educational attainment, and specialization was determined and calculated the comparative assessment of each of the profile variable to determine if there are significant variation in the assessment on the collaborative approach and their teaching efficiency. The study conceptualized assuming the impact between the collaborative supervision (directive, and nondirective) to teaching efficiency in terms of student engagement, classroom management and instructional strategies. The result of this study guided the develop proposed of induction training program for the master teachers for collaborative supervision approach. The proposed Master Teacher Induction Training program can serve as a practical application of the research findings, promoting effective collaborative supervision and improved teaching efficiency.



**Fig. 1 Research paradigm of the study**

The study determined the collaborative supervision of the Master teachers and its relation to the teaching efficiency with an end view of developing induction training program for master teachers' professional development. The following hypotheses were formulated; 1) There is no significant difference in the respondents' assessment on the collaborative approach when their profile is taken as test factor. 2) There is no significant difference in the assessment of the teachers on their teaching efficiency when



profile is taken as test factor. 3) There is no significant relationship between assessed collaborative supervision approaches and teaching efficiency.

The significance of the study lies in the benefits it offers to various stakeholders within the educational context.

For master teachers, the collaborative supervision approach provides opportunities for their professional growth, leadership development, and personal satisfaction. By contributing to the improvement of teaching practices and honing their skills as educators and mentors, master teachers continuously develop their teaching expertise and leadership skills. They also gain valuable experience in providing guidance and support to their peers, enhancing their communication and interpersonal skills.

School principals benefit from the study's findings as they provide baseline information for managing human resources. By observing and learning from the collaborative supervision process, principals can make informed decisions about professional development initiatives and interventions to improve teaching efficiency.

Teachers gain insight into the supervisory approach expected from master teachers, encouraging them to be cooperative during collaborative supervision. This leads to improvements in teaching strategies and teaching efficiency, ultimately benefiting students.

Students benefit from the improved teaching efficiency resulting from the collaborative supervision approach. Master teachers provide valuable insights and guidance, leading to improved student engagement, better classroom management, and more engaging lessons. As teachers become more efficient in their instruction, students are more likely to achieve higher academic results.

The Schools Division of Bacoor, Cavite, can use the study's results to design programs for supervision in junior high schools and organize effective in-service programs for master teachers and teachers. The findings inform data-driven decisions regarding teacher professional development programs and policies. Future researchers can use the study's findings as a basis to conduct similar studies on the collaborative supervision approach and its impact on teaching efficiency. They can build upon the methodologies and frameworks established in this study to explore related aspects of collaborative supervision and teaching efficiency, contributing to the validation and refinement of existing theories and concepts in the field of education.

While the study aimed to shed light on collaborative supervision and teaching efficiency in selected junior high schools in Cavite, several limitations and delimitations were acknowledged. The findings might not be universally applicable due to the small sample size and geographical scope, potentially limiting generalizability. Resource constraints could have hindered thorough data collection and analysis. The study's timeframe may have prevented a comprehensive long-term assessment of collaborative supervision's impact. External factors like curriculum changes were not within the study's scope. Social desirability bias and interpersonal dynamics could have influenced participants' responses. Additionally, cultural factors might have affected the interpretation of findings. Despite these constraints, the study provided valuable insights within its specific context, recognizing its boundaries and focusing on a particular geographical area and participant group.

## II. METHODOLOGY

The study used the descriptive correlational method of research in the sense that the relationship of the collaborative supervision approach on the teachers' efficiency was determined. The locale of the study is the Schools Division of Bacoor Cavite, Bacoor is one of the cities and municipalities that make up the

province of Cavite. Random sampling was used in this study. [4] For the collaborative supervision approach of the master teachers, a survey questionnaire from the study by Hoque (2020), titled 'Relationship Between Supervision and Teachers' Performance and Attitude in Secondary Schools in Malaysia,' was adapted with some modifications made by the researcher. Additionally, to assess teacher efficiency, a questionnaire was adapted from the study conducted by Seneviratne et al. (2019) [19]. Various data collection procedures were implemented for this study. A total of 300 questionnaires were distributed among teachers in six Junior High Schools within the Division of Bacoor. Initially, a written letter was sent to the Schools Division Superintendent of Bacoor, Cavite, seeking permission to conduct the study in public junior high schools. Upon approval and endorsement, endorsement letters were distributed to teachers-in-charge and school principals, along with a letter requesting permission to administer the questionnaire.

The collected data were analyzed using SPSS (Version 21) for Windows software program. Descriptive and inferential statistics were employed to unveil the results. Descriptive statistics, including frequency, percentage, weighted mean, and standard deviation, were utilized to analyze the gathered data.

The range of values and interpretations utilized in the collaborative supervision approach of master teachers is presented below:

Mean Range	Adjectival Rating	Interpretation
3.51-4.00	Strongly Agree	Highly practiced
2.51-3.50	Agree	Practiced
1.51-2.50	Disagree	Less practiced
1.00- 1.50	Strongly Disagree	Not Practiced

For the relationship of collaborative supervision on the teaching efficiency the following range of values were used

Mean Range	Adjectival Rating	Interpretation
3.51-4.00	A great Deal	Highly efficient
2.51-3.50	Quite a bit	Efficient
1.51-2.50	Some influence	Less Efficient
1.00- 1.50	Very little	Not Efficient

### III.RESULTS AND DISCUSSION

The majority of respondents, 44%, fall within the age range of 26-35 years old, with only 8% being 25 years old or younger. Those aged 36-45 years old represent 20%, while 28% are 46 years old or above. In terms of gender, 74% of the respondents are female, while 26% are male. Moreover, 66% of the teachers are married, 31% are single, and 3% are widowed. Regarding teaching experience, 36% have taught for 6-10 years, 31% for 3-5 years, 24% for 11 years, and only 8% for 0-2 years. Teacher I comprise the majority at 54%, followed by Teacher II at 27%, and Teacher III at 19%. Furthermore, 79% of teachers hold a Bachelor's degree, while 21% have a Master's degree, and none hold a Doctorate degree.

The assessment of teachers regarding the collaborative supervision directive approach of master teachers resulted in a composite mean score of 3.66, with a standard deviation of 0.57, indicating strong agreement with this approach. Particularly, the highest mean score (3.73) with a standard deviation of 0.46 was achieved in providing suggestions for improving teaching and learning, while the lowest mean

score (3.63) with a standard deviation of 0.67 was noted in making final decisions during discussions with observed teachers. In contrast, the assessment of teachers on the collaborative supervision non-directive approach yielded a composite mean score of 3.70, with a standard deviation of 0.55, also indicating strong agreement. Notably, the highest mean score (3.73) with a standard deviation of 0.50 was observed in allowing teachers to explore various alternatives and choose appropriate plans, while the lowest mean score (3.68) with a standard deviation of 0.59 was seen in supporting teachers' suggestions to improve classroom teaching.

The differences in teacher assessments of the Collaborative supervision approach by various factors. Utilizing ANOVA or F-Tests, assessments were grouped according to age, sex, marital status, teaching experience, teaching position, highest educational attainment, and specialization. The results showed no significant differences in collaborative supervision based on these factors. For instance, regarding age, both directive and non-directive approaches didn't vary significantly across age groups, with null hypotheses accepted. Similarly, no significant differences were found based on sex, marital status, teaching experience, teaching position, highest educational attainment, or specialization. Overall, regardless of these factors, teachers had similar observations of how master teachers practiced collaborative supervision, indicating consistency across various demographics and professional backgrounds.

The assessment of teaching efficiency encompassed three main aspects: student engagement, classroom management, and instructional strategies. Regarding student engagement, respondents scored a composite mean of 3.63, indicating its importance in teaching efficiency. Notably, helping students value learning received the highest mean score (3.71), while improving understanding of failing students scored the lowest (3.55), suggesting a need for better support strategies for struggling students.

In terms of classroom management, respondents scored a composite mean of 3.58. While getting students to follow classroom rules received the highest mean score (3.73), making expectations clear about student behavior scored the lowest (3.46), indicating a potential communication gap in setting and enforcing classroom expectations.

Instructional strategies were also assessed, yielding a composite mean score of 3.61. Providing appropriate challenges for capable students received the highest mean score (3.76), indicating a focus on differentiated instruction. Overall, respondents perceived their teaching efficiency positively, with an emphasis on student engagement and instructional strategies, while identifying potential areas for improvement in classroom management.

Further analysis explored differences in teaching efficiency based on various factors. For instance, regarding respondents' age, significant differences were observed in assessments of student engagement, classroom management, and instructional strategies, with younger teachers ranking higher in collaborative supervision effectiveness. However, no significant differences were found based on respondents' sex, marital status, length of teaching experience, teaching position, educational attainment, or specialization. Teaching efficiency was generally perceived positively, variations existed based on age and specialization. Younger teachers and those with a strong understanding of their subject matter tended to demonstrate higher efficiency in certain aspects of teaching. These findings underscore the importance of tailored support and professional development initiatives to enhance teaching effectiveness across diverse demographics and subject areas.

Collaborative Supervision Approaches	Statistical Treatment	Teaching Efficiency		
		Student Engagement	Classroom Management	Instructional Strategies
Directive	<i>Pearson r</i>	.435**	.420**	.354**
	<i>sig</i>	.000	.000	.000
	<i>Decision Ho</i>	Reject	Reject	Reject
	<i>Interpretation</i>	Significant	Significant	Significant
	<i>Degree of Correlation</i>	Moderate	Moderate	Moderate
Non-Directive	<i>Pearson r</i>	.467**	.408**	.412**
	<i>sig</i>	.000	.000	.000
	<i>Decision Ho</i>	Reject	Reject	Reject
	<i>Interpretation</i>	Significant	Significant	Significant
	<i>Degree of Correlation</i>	Moderate	Moderate	Moderate

**\*\*Correlation is significant at the 0.01 level (2-tailed).**

**Table 1. Relationship between the Assessed Collaborative Supervision Approaches and Teaching Efficiency**

Table 1 shows the relationship between collaborative supervision approaches and teaching efficiency among respondents. Using Pearson Product Moment Correlation, significant results were found, indicating that both directive and non-directive approaches substantially influenced student engagement, classroom management, and instructional strategies. The correlation coefficients were moderate to strong, suggesting effectiveness in promoting teaching efficiency. However, the non-directive approach showed slightly stronger correlations, emphasizing its benefits in fostering teacher autonomy and professional growth.

Previous research supports these findings, indicating that collaborative supervision enhances teacher self-efficacy, classroom management skills, and overall effectiveness. [15] The General Systems Theory (GST) by Ludwig von Bertalanffy offers insights into these results, emphasizing the importance of relationships, feedback, and emergence in educational systems. Collaborative supervision strengthens relationships between teachers, provides valuable feedback for improvement, and fosters emergence of new teaching practices.

Overall, the study suggests that collaborative supervision approaches play a vital role in enhancing teaching efficiency and promoting a supportive and learning-oriented school culture.

#### IV. CONCLUSIONS

Based on the data and specific problems addressed in the study, the following conclusions were drawn.

1. Master teachers highly practiced collaborative supervision approach. It is inferred that teachers strongly agree that the collaborative supervision approach is valuable and effective approach to enhance teaching efficiency.
2. The teacher respondents demonstrated high teaching efficiency in terms of student engagement, classroom management, and instructional strategies. This indicates that they are providing high-

quality instruction to their students and are receiving adequate collaborative supervision from master teachers.

3. Master teachers with a highly collaborative supervision approach is quite positive. They are seen as valuable supervisors and mentors who contribute to the professional development and overall efficiency of teachers. Their collaborative approach fosters a supportive and learning-oriented school culture, ultimately benefiting both teachers and students.
4. The respondents chosen for this study showed variation in their personal circumstances, allowing them a range of perspectives for the objective assessment of the study.
5. Teachers who are new to the profession or who are struggling with certain aspects of teaching may benefit more from the directive approach.
6. There are observable differences in the instructional strategies employed by male and female teachers. Male teachers tend to favor directive instructional strategies, characterized by clear instructions, structured activities, and a focus on teacher-led instruction.
7. Master's degrees may possess certain skills or knowledge that contribute to their enhanced teaching efficiency in terms of student engagement.

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