



# THE INTERACTIONS WITH HIGHLY PROFICIENT TEACHERS: ITS EFFECT ON THE TEACHERS' PROFICIENCY

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## ABSTRACT

In the field of education, the role of interactions among highly proficient teachers has been considered one of the most important aspects of teachers' lives. These interactions might be a contributing factor to the teachers' proficiency in handling students in their class. This study aimed to develop valid and reliable measures to quantify the specific knowledge, skills, and competencies that were enhanced through interactions with highly proficient teachers. Specifically, this study was to determine the relationship of interactions with highly proficient teachers in terms of collaborative approach, nondirective approach, and directive approach, and its effect on teachers' proficiency in terms of teacher's performance, student's performance, and teacher's attitudes in La Filipina National High School. Using descriptive quantitative research, which applied correlational research design, this study sought to find out the relationship between the two variables. The study used two adapted instruments for interactions with highly proficient teachers and its effect on teachers' proficiency. The first instrument was a 15-item survey questionnaire composed of (1) collaborative approach, (2) non-directive approach, and (3) directive approach as to (1) very low, (2) low, (3) moderate (4) high and (5) very high. The second instrument was 30-item questionnaires composed of (1) teachers' performance, (2) student's performance, and (3) teachers' attitude as to (1) very low, (2) low, (3) moderate (4) high and (5) very high. The study found that there was a significant relationship between interactions of highly proficient teachers and its effect on teachers' proficiency. The result showed that positive effect on teachers' proficiency was influenced by the interaction of highly proficient teachers.

**KEYWORDS:** highly proficient teachers, teachers' proficiency, collaborative approach, nondirective approach, directive approach, teacher's performance, student's performance, teacher's attitude, correlational research design. Philippines

## INTRODUCTION

Highly proficient teachers were supposed to possess exceptional skills, knowledge, and expertise in their field of teaching. Their position required them to collaborate with colleagues, parents, and other stakeholders to support student learning and maintain open lines of communication. Their expertise, dedication, and passion hope to contribute to create and engage in effective and inspiring learning environments.

A teacher's day in Singapore included a lot of collaborative time because peer-to-peer help was a characteristic of the school. When experienced teachers devoted the majority of their time to real-time improvement of educational planning and delivery, schools were often more constructive and student-centered. Better instruction and learning, increased teacher happiness and wellbeing, and student accomplishments that surpassed those of nearly every other place in the world were the outcomes (Phillips, 2022).

In the Philippines, it was a rare case of formal peer mentoring among newly hired teachers. This was in contrast with western practice, where teaching mentors were assigned to beginning teachers (Michael, Kelly, & Carty, 2009). In La Filipina National High School, situated in Tagum City Division, it had been observed that there were teachers who complained about how the highly proficient teachers dealt with them. There were other teachers who complain because the highly proficient teachers had different relationships with them in their department, and there were also other highly proficient teachers from other departments who treated their subordinates too lightly. These comparisons brought about animosity among teachers, affecting their teaching proficiency.



Although, interaction between highly proficient teachers and members of the faculty in schools was common practice. Most existing research relied on qualitative measures such as self-assessment or observations to gauge changes in teacher proficiency. There was a need for more quantitative assessments of teacher proficiency to quantify the specific knowledge, skills, and competencies that enhanced through interactions with highly proficient teachers. This study aimed to develop valid and reliable measures to quantify the specific knowledge, skills, and competencies that were enhanced through interactions with highly proficient teachers.

### **STATEMENT OF THE PROBLEM**

Primarily, this research study would determine the correlation between the highly proficient teachers and its effect on teachers' proficiency among La Filipina National High School. In particular, it aimed to respond to the following questions:

1. What is the level of the interaction with highly proficient teachers in terms of:
  - 1.1 Collaborative;
  - 1.2 Nondirective; and,
  - 1.3 Directive approaches?
2. What is the level of proficiency of teachers in the level of:
  - 2.1 Teachers' performance;
  - 2.2 Student's performance; and
  - 2.3 Teacher's attitude?
3. Is there a significant relationship between interaction of highly proficient teachers and its effect on teachers' proficiency among La Filipina National High School Teachers?

### **1.2 Review Related Literature**

#### **Interaction with Highly-Proficient Teachers**

Highly proficient teachers had the capacity to interact with teachers as well as learners on a personal level, engage in educational activities and get a deeper grasp of the course of education.

A caliber of teachers was one of the primary factors in education's success. The National Education Association (NEA) defined highly proficient teachers as those who "demonstrate a mastery of the subject matter they teach, create engaging learning environments, assess student learning in meaningful ways, and continuously improve their practice" (NEA, 2021).

Interaction with highly-proficient teachers could partake a remarkable positive impact to teachers' proficiency. In education, monitoring as one way of teachers' interaction, this would benefit both teachers and students, independently and collectively. Which also needed a specialized assistance while enhancing training. Therefore, it was vital to have consistent response from superior which could be used to assist educators in implementing contemporary teaching approaches inside and outside of their classrooms. This was because the key goals of instructional supervisions were to provide best practices in educational process and to improve the quality of learning for the learners (Zepeda, 2016).

Looking back at the methods that were employed, supervision could also be done in a variety of ways. It was divided into three categories by (Glickman et al., 2007), including directive, non-directive, and collaborative. When adopting supervision, the supervisor used a more directive approach by giving more direction, more advice, or other forms of development support. In contrast, a non-directive technique was used when the teacher being monitored resolved issues, grows, or develops independently, and the supervisor merely offered encouragement and support.

#### **Teachers Proficiency**

Teacher proficiency referred to the knowledge, skills, and competencies that enabled a teacher to fulfill their role effectively and successfully in facilitating student learning and development. It encompassed a range of abilities and qualities that contribute to effective teaching and positive student outcomes. There were several theories and frameworks that contributed to our understanding of teachers' proficiency. According to Shing et al., (2015), Shulman's Pedagogical Content Knowledge (PCK) theory, teachers' proficiency was influenced by the integration of their content knowledge (CK) and pedagogical knowledge (PK) into a specialized form called PCK.

The proficiency of teachers in the Philippines was a crucial aspect of the country's education system. The Department of Education (DepEd) in the Philippines set standards and requirements for teachers' proficiency to ensure quality education delivery. Here were some key points regarding teacher proficiency in the Philippines: There would be Performance Evaluation where teacher proficiency was assessed through the Performance-Based Bonus (PBB) system, which evaluated teachers' performance based on various criteria, such as classroom management, instructional delivery, student learning outcomes, and professional development participation. The PBB aimed to recognize and reward teachers who demonstrated high proficiency levels. Teacher Performance Appraisal: Teacher performance appraisal



was conducted periodically to assess and provide feedback on a teacher's proficiency. This process involved classroom observations, self-assessment, and feedback from supervisors or mentors. The results of these appraisals helped identify areas for improvement and informed professional development plans (DepEd, 2020).

### 1.3 Theoretical Framework

The foundation of this study was developmental supervision, which is based on adult learning theory and teacher development (Glickman et al., 2018). It implied that supervising teachers in an effective manner was not a "one-size-fits-all" approach. The administrators have to remain mindful of what they do as they continue out their teaching supervision work, determining the plan of actions, techniques, methods, and terminology that are suitable for each student and the particular scenario.

The study's conceptual framework covered both dependent and independent variables. The independent variable was the level of the interaction of highly proficient with indicators: collaborative, nondirective, and directive approaches as reflected in Developmental supervision of Gickman et al. (2018) and the dependent variable was the proficiency of teachers of La Filipina National High School, Tagum City with indicators: teachers' performance, students' performance and teachers' attitude. job satisfaction among public secondary schools in Tagum City.

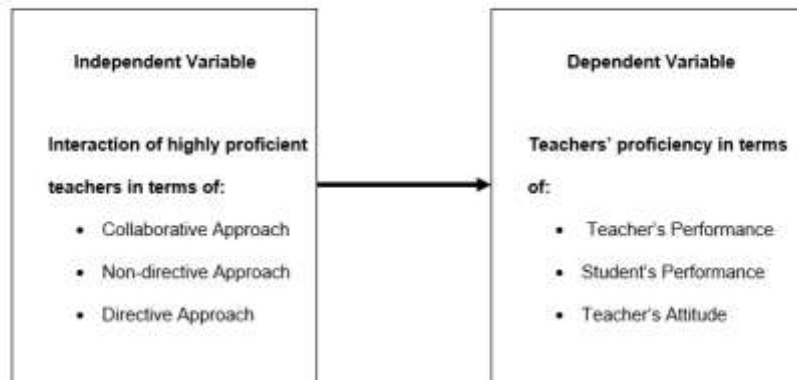


Figure 1. Conceptual Framework

## 2. METHODOLOGY

### 2.1 Research Design

The research study employed a descriptive-survey correlation research design. Instead than focusing on direct cause-and-effect links, correlational designs entailed the methodical exploration of the nature of correlations, or associations, between and among variables. Descriptive correlational studies, which explained the variables being studied and the correlations that naturally arise within and between them, were one typical design under correlational analysis (Walker, 2005). Furthermore, this study utilized the total population sampling where the entire group of teachers in the Junior High School were included as research respondents.

### 2.2 Research Locale

The study was carried out in La Filipina National High School, Tagum City, Davao del Norte. La Filipina National High School is a public institution under the Division of Tagum City. The school is located at Conception Road, Barangay La Filipina, Tagum City, Davao del Norte with approximately 5000 enrollees for the academic year 2022-2023. The school had curricular classes in Junior High School as well as Senior High School.

### 2.3 Research Respondents

In this study, the researcher employed a total population sampling design to choose the respondents. When using a purposive sample approach, total population sampling enabled the researcher to look at all members of the population who shared a specific set of characteristics. All of La Filipina National High School's junior high school teachers served as research respondents for the purposes of this study.

### 2.4. Research Instruments

The research study utilized two sets of research instruments as validated by experts. First instrument was a survey questionnaire consist of 15-items to measure the level of interaction of highly proficient teachers, as 5 items for each indicator: collaborative, non-directive, and directive approach. The second set of questionnaires was composed of 30 items to measure the level of proficiency of the teachers, as 10 items for each indicator: teachers' performance, student's performance, and teachers' attitude. The Hoque et al. (2020) study, "Relationships Between Supervision and Teachers'



Performance and Attitude in Secondary Schools in Malaysia," served as the model for the research instrument. The second questionnaire was modified by the researcher in the context of the study. However, a research-made questionnaire served as the study tool for the students' performance.

**2.4 Statistical Treatment**

This study utilized statistical tools such as mean, Pearson’s R, and frequency to identify the correlation of the level of the interaction with highly-proficient and the level of proficiency in La Filipina National high School.

**3. RESULTS AND DISCUSSION**

The data acquired was analyzed, and the results were presented in this chapter together with the conclusions drawn from the given problems.

**Level of Interaction with Highly Proficient Teachers**

This part provided the findings from the initial problem statement, which looked at the level of the interaction with highly proficient teachers according to collaborative approach, non-directive approach, and directive approach.

Interaction with Highly Proficient Teachers in terms of Collaborative Approach. Table 1 presented the result of the level of interaction with highly proficient teachers in terms of collaborative approach.

<b>1. Table 1</b>		
<b>Level of Interaction with Highly Proficient Teachers in terms of Collaborative Approach</b>		
<b>Collaborative Approach</b>	<b>Mean</b>	<b>Descriptive Rating</b>
1. The highly-proficient teacher listens and accepts teacher’s suggestions for improvement.	4.61	Very High
2. The highly-proficient teacher accepts disagreement from the teacher while discussing.	4.38	High
3. The highly-proficient teacher shares decision making responsibility with the teacher to select best teaching practices.	4.59	Very High
4. The highly-proficient teacher works as a team with teachers to overcome issues on classroom teaching.	4.68	Very High
5. The highly-proficient teacher uses this approach to teachers who suggest solutions to improve their classroom teaching.	4.63	Very High
Overall Mean	4.58	Very High

Showed in table 1 that the category ‘the highly-proficient teacher works as a team with teachers to overcome issues on classroom teaching’ got the highest mean of 4.68 and the descriptive rating of very high. This followed by ‘the highly-proficient teacher uses this approach to teachers who suggest solutions to improve their classroom teaching’ with a mean of 4.63 and the descriptive rating of very high. The category ‘the highly-proficient teacher listens and accepts teacher’s suggestions for improvement’ came with a mean of 4.61 and the descriptive rating of very high. The next category, which was ‘the highly-proficient teacher shares decision making responsibility with the teacher to select best teaching practices’ earned the mean of 4.59 with the descriptive rating of very high. Meanwhile, the category that got the lowest mean was ‘the highly-proficient teacher accepts disagreement from the teacher while discussing’ with the mean of 4.38 and the descriptive rating of high. The overall mean of emotional support was 4.58, and the descriptive rating was very high.

The outcome revealed that works as a team, uses collaborative approach, listens, and accepts suggestions, shares decision making, and accepts disagreement had contributed to the interaction of the highly proficient teachers as experienced by the teachers of La Filipina National High School. This kind of interaction considered significant among teachers.

Interaction with Highly Proficient Teachers in terms of Nondirective Approach. Table 2 presented the result of the level of interaction with highly proficient teachers in terms of non-directive approach.



2. Table 2		
Level of Interaction with Highly Proficient Teachers in terms of Nondirective Approach		
Nondirective	Mean	Descriptive Rating
1. The highly-proficient teacher allows teachers to find the best practice to solve the problem in their classroom teaching.	4.67	Very High
2. The highly-proficient teacher let teachers explore and generate variety alternatives and choose the most appropriate plan for them.	4.68	Very High
3. The highly-proficient teacher encourages teachers to be creative and innovative in their classroom teaching.	4.62	Very High
4. The highly-proficient teacher supports teacher’s suggestions to improve classroom teaching.	4.62	Very High
5. The highly-proficient teacher uses this approach to teachers who can solve problems independently.	4.61	Very High
Overall Mean	4.64	Very High

The category 'the highly-proficient teacher let teachers explore and generate variety and choose the most appropriate plan for them' had the highest mean of 4.68 and the descriptive rating of very high, as shown in the table. This followed by 'the highly-proficient teacher allows teachers to find the best practice to solve the problem in their classroom teaching' came closely with a mean of 4.67 and the descriptive rating of very high. The next category 'the highly-proficient teacher encourages teachers to be creative and innovative in their classroom teaching' and 'the highly-proficient teacher supports teacher’s suggestions to improve classroom teaching' both earned the mean of 4.62 with the descriptive rating of very high. Meanwhile, the category that got the lowest mean was 'the highly-proficient teacher uses this approach to teachers who can solve problems independently.' with the mean of 4.61 and the descriptive rating of very high. The overall mean of nondirective approach was 4.64 and the descriptive rating was very high.

Table 4		
Summary on the Extent of the Interaction with Highly Proficient Teachers in terms of the Specified Indicators		
Indicators	Mean	Interpretation
1. Collaborative Approach	4.58	Very High
2. Nondirective Approach	4.64	Very High
3. Directive Approach	4.42	High
Overall	4.55	Very High

The findings showed that enabling teachers to identify the best practice to address the problem, enabling them to investigate and generate a wide range of alternatives and select the most appropriate plan, encouraging teachers to be innovative and creative, supporting teachers' suggestions, and using a nondirective approach with teachers who are capable of solving problems on their own had all invested to the interactions of the highly proficient teachers as experienced by the teachers of La Filipina National High School. Results of the scores gathered of the interaction in terms of nondirective approach were consistent to other categories surveyed.

Interaction with Highly Proficient Teachers in terms of Directive Approach.

Table 3 presented the result of the level of interaction with highly proficient teachers in terms of directive approach.

3. Table 3		
Level of Interaction with Highly Proficient Teachers in terms of Directive Approach		
Directive Approach	Mean	Descriptive Rating
1. The highly-proficient teacher provides suggestions to improve teaching and ensure the teacher follow them	4.45	High
2. The highly-proficient teacher during the discussion with the observed teacher, makes the final decision on what needs to be improved.	4.37	High
3. The highly-proficient teacher finds solutions for the teacher to solve the problem.	4.45	High
4. The highly-proficient teacher tells the teacher what he or she must do to improve their teaching.	4.38	High
5. The highly-proficient teacher applies this approach to supervise new teachers and those seek help for improvement.	4.46	High
Overall Mean	4.42	High



The table showed that the category "the highly-proficient teacher applies this approach to supervise new teachers and those seek help for improvement " got the highest mean of 4.46 and the descriptive rating of high. This was followed by two categories ‘the highly-proficient teacher provides suggestions to improve teaching and ensure the teacher follow them’ and ‘the highly-proficient teacher finds solutions for the teacher to solve the problem’ both earned a mean of 4.45 and the descriptive rating of high. Then, the category ‘the highly-proficient teacher tells the teacher what he or she must do to improve their teaching’ with a mean of 4.38 and the descriptive rating of high. Meanwhile, the category that got the lowest mean was ‘the highly-proficient teacher during the discussion with the observed teacher, makes the final decision on what needs to be improved’ with the mean of 4.37 and the descriptive rating of high. The overall mean of directive approach was 4.42 and the descriptive rating was high.

Furthermore, a highly proficient teachers had the highest mean on providing suggestions for improving teaching and ensuring teachers followed them, found solutions, and told their teachers what they must do to improve their teaching. The lowest mean was achieved during discussions of highly proficient teachers with observed teachers, who made final decisions on what needed improvement. Overall, the directive approach has a high mean and descriptive rating.

**Summary on the Extent of the Interaction of Highly Proficient Teachers**

Presented in Table 4 was the extent of the interaction with highly proficient teachers based on the identified three indicators – collaborative approach, nondirective approach and directive approach.

<b>Table 4</b>		
<b>Summary on the Extent of the Interaction with Highly Proficient Teachers in terms of the Specified Indicators</b>		
<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
4. Collaborative Approach	4.58	Very High
5. Nondirective Approach	4.64	Very High
6. Directive Approach	4.42	High
Overall	4.55	Very High

Table 4 was the summary on the level of interactions with highly proficient teachers which gained a total mean score of 4.55 with descriptive rating of very high. It implied that the interactions of highly proficient teachers to their subordinate teachers exhibited the attributes all the time. The indicator nondirective approach reported the highest mean score of 4.64 with a descriptive equivalent of very high while directive approach has the lowest mean score of 4.42 with a descriptive equivalent of high.

Between the indicators of interaction with highly proficient teachers, it was found that the directive approach had the lowermost mean. It obscured that subordinate teachers felt less inclined to interact with their highly proficient teachers in terms of providing suggestions for the improvement of the instructional process, in the decision-making process, and in finding the best solution that could help them improve personally and professionally.

**Level of Its Effect on Teachers’ Proficiency**

This part provided the findings from the second problem statement, which looked at the level of its effect on teachers’ proficiency in terms of teachers’ performance, student’s achievement and teacher’s attitudes. Its Effect on Teachers’ Proficiency in terms of Teachers’ Performance. Table 5 presented the result of the level of its effect on teachers’ proficiency in terms of teachers’ performance.



**Table 5**

**Level of Its Effect on Teachers’ Proficiency in terms of Teachers’ Performance**

Teachers’ Performance As a teacher...	Mean	Descriptive Rating
1. My teaching becomes more creative and interesting with the guidance of my supervisor.	4.47	High
2. I have good classroom management after I have been supervised by the supervisor.	4.51	Very High
3. I do better in my teaching without receiving any guidance from my supervisor.	4.36	High
4. There is an improvement in my teaching after I have been supervised.	4.62	Very High
5. I improve my teaching practices as I often follow my supervisor’s suggestions or feedbacks.	4.58	Very High
6. Students enjoy my improved teaching style.	4.59	Very High
7. I have good classroom control after being supervised.	4.50	Very High
8. My students are more attentive in my class after I have been supervised.	4.51	Very High
9. My students perform well in exams as I change my teaching style after being supervised.	4.44	High
10. I cannot teach well if I am being supervised.	3.48	Moderate
Overall Mean	4.40	High

Table 5 revealed that the category ‘there is an improvement in my teaching after I have been supervised’ got the highest mean of 4.62 and the descriptive rating of very high. This was trailed by ‘students enjoy my improved teaching style’ with a mean of 4.59 and a descriptive rating of very high. The category ‘I improve my teaching practices as I often follow my supervisor’s suggestions or feedback’ came with a mean of 4.58 and a descriptive rating of very high. The next category, which was ‘I have good classroom management after I have been supervised by the supervisor’ and ‘my students are more attentive in my class after I have been supervised’, both earned a mean of 4.51 with a descriptive rating of very high. Next to it was the category ‘My teaching becomes more creative and interesting with the guidance of my supervisor’ had a mean of 4.47 and a descriptive rating of high. Then, the category ‘my students perform well in exams as I change my teaching style after being supervised’ came closed with a mean of 4.44 and a descriptive rating of high. And also, the category ‘I do better in my teaching without receiving any guidance from my supervisor’ got a mean of 4.36 and a descriptive rating of high. Meanwhile, the category that got the lowest mean was ‘I cannot teach well if I am being supervised’ with a mean of 3.48 and a descriptive rating of moderate. The overall mean of teachers’ performance was 4.40, and the descriptive rating was high. Moreover, there was an improvement in teaching after supervision, with students enjoying the improved teaching style. Teachers often follow their supervisor's suggestions or feedback, leading to better classroom management and more attentive students. Teaching became more creative and interesting with the supervisor's guidance, and students performed well in exams. And even without the guidance and supervision of their highly proficient teacher, teachers could perform better.

Its Effect on Teachers’ Proficiency in terms of Student’s Performance. Table 6 presented the result of the level of its effect on teachers’ proficiency in terms of student’s performance.

**Table 6**

**Level of Its Effect on Teachers’ Proficiency in terms of Student’s Performance**

Student’s Performance (when class is observed by a highly-proficient teacher)	Mean	Descriptive Rating
1. My students actively participate in class discussions and activities.	4.59	Very High
2. My students consistently complete homework assignments.	4.41	High
3. My students come to class well-prepared.	4.37	High
4. My students submit assignments on time.	4.25	High
5. My students consistently demonstrate strong performance in examinations.	4.29	High
6. My students actively engage in learning activities or performance tasks.	4.57	Very High
7. My students display positive behavior and attitude inside the classroom.	4.51	Very High
8. My students collaborate with other students to attain achievement.	4.58	Very High
9. My students ask support when struggling academically.	4.47	High
10. My students prefer differentiated instruction techniques to address their diverse learning needs.	4.55	Very High
Overall Mean	4.46	High



It was evident in Table 6 that the category ‘My students actively participate in class discussions and activities’ got the highest mean of 4.59 and the highest descriptive rating of very high. This was seconded by ‘My students collaborate with other students to attain achievement’ with a mean of 4.58 and a descriptive rating of very high. This was followed by the category ‘My students actively engage in learning activities or performance tasks’ with a mean of 4.57 and a descriptive rating of very high. The next category, which was ‘My students prefer differentiated instruction techniques to address their diverse learning needs’ earned a mean of 4.51 with a descriptive rating of very high. Alongside, the category ‘My students ask for support when struggling academically’ got a mean of 4.47 with a descriptive rating of high. Next to it was the category ‘My students consistently complete homework assignments’ which had a mean of 4.41 and a descriptive rating of high. Then, the category ‘My students come to class well-prepared’ came closed with a mean of 4.37 and a descriptive rating of high. And also, the category ‘My students consistently demonstrate strong performance in examinations’ got a mean of 4.29 and a descriptive rating of high. Meanwhile, the category that got the lowest mean was ‘My students submit assignments on time’ with a mean of 4.25 and a descriptive rating of high. The overall mean of student’s achievement when class was observed by a highly proficient teacher was 4.46, and the descriptive rating was high.

The results showed students’ performance when class was observed by the highly proficient teachers was that they actively participated in class discussions and activities, collaborated with others, actively engaged in learning activities or performance tasks, preferred differentiated instruction techniques, asked for support when struggling academically, consistently completed homework assignments, came to class well-prepared, demonstrated strong performance in examinations, and submitted assignments on time. Overall, it manifested that students’ performance was high under the observation of a highly proficient teacher; it was likely due to a combination of effective instructional practices done by the proficient teachers and a motivating, positive environment brought by the highly proficient teachers.

Teachers’ Proficiency in terms of Teacher’s Attitude. Table 7 presented the result of the level of teachers’ proficiency in terms of teacher’s attitude.

**Table 7**  
**Level of Teachers’ Proficiency in terms of Teacher’s Attitude**

<b>Teacher’s Attitude</b>	<b>Mean</b>	<b>Descriptive Rating</b>
<b>As a teacher...</b>		
1. Classroom observation allows me to think creatively to conduct the lesson.	4.68	Very High
2. I feel relaxed while I am being supervised.	4.15	High
3.Regular supervision reduces my anxiety of being supervised.	4.09	High
4. I feel supervision is inspection than a collaborative process.	3.98	High
5. I prefer to be observed as I can develop my teaching skills.	4.33	High
6. After being supervised, I am willing to spend my time to discuss my difficulties with my head teacher.	4.52	Very High
7. I feel anxious and uncomfortable when my supervisor observes me.	3.62	High
8. I do not prefer to be supervised as I am being judged.	3.46	Moderate
9. There are changes in my behavior after I have been supervised as I improve my classroom instruction and management.	4.08	High
10. I am given chance to provide suggestions for future improvement.	4.38	High
<b>Overall Mean</b>	<b>4.13</b>	<b>High</b>

Shown in Table 7 that the category ‘As a teacher, classroom observation allows me to think creatively to conduct the lesson’ got the highest mean of 4.68 and the highest descriptive rating of very high. This was followed by ‘After being supervised, I am willing to spend my time to discuss my difficulties with my head teacher’ with a mean of 4.52 and a descriptive rating of very high. Subsequently, the category ‘I am given a chance to provide suggestions for future improvement’ came with a mean of 4.38 and a descriptive rating of high. The next category, which was ‘I prefer to be observed as I can develop my teaching skills’ had earned a mean of 4.33 with a descriptive rating of high. Then, the category ‘I feel relaxed while I am being supervised’ got a mean of 4.15 with a descriptive rating of high. Next to it was the category ‘Regular supervision reduces my anxiety of being supervised’ which had a mean of 4.09 and a descriptive rating of high. In addition to this, the category ‘There are changes in my behavior after I have been supervised as I improve my classroom instruction and management’ came so close with a mean of 4.08 and a descriptive rating of high. Also, the category ‘I feel supervision is inspection than a collaborative process’ got a mean of 3.98 and a descriptive rating of high. Lastly, the category ‘I feel anxious and uncomfortable when my supervisor observes me’ gathered a mean of 3.62 with a descriptive rating of high. However, the category that got the lowest mean was ‘I do not prefer to be supervised as I am being judged’ with a mean of 3.46 and a descriptive rating of moderate. The overall mean of teachers’ proficiency in terms of teacher’s attitude was 4.13, and the descriptive rating was high.





It simply implied that classroom observation allowed teachers to think creatively, discuss difficulties with their head teacher, provide suggestions for improvement, prefer being observed to develop teaching skills, feel relaxed, and reduce anxiety. Regular supervision reduced anxiety, and there were changes in behavior after supervised instruction and management. However, some teachers felt supervision was inspection rather than collaborative and felt anxious and uncomfortable when observed. Thus, the lowest mean indicated that teachers do not prefer being supervised as they were supervised.

**Summary on the Extent of the Teachers’ Proficiency**

Presented in Table 8 was the extent of the teachers’ proficiency based on the identified three indicators – teachers’ performance, student’s performance, and teacher’s attitude.

**Table 8**  
**Summary on the Extent of the Teachers’ Proficiency in terms of the Specified Indicators**

Indicators	Mean	Interpretation
1. Teachers’ Performance	4.40	High
2. Student’s Performance	4.46	High
3. Teacher’s Attitude	4.13	High
Overall	4.33	High

Table 8 showed the summary on the level of teachers’ proficiency in terms of teachers’ performance, students’ performance, and teacher’s attitude which attained an general mean score of 4.33 with descriptive rating of high. It meant that the teachers exhibited the attributes in most situation. The indicator student’s achievement when their class was observed by a highly-proficient teacher reported the uppermost mean score of 4.46 with a descriptive equal of high, on the other hand, teacher’s attitude has the lowest mean score of 4.13 with a descriptive equivalent of high.

Amongst the indicators of teachers’ proficiency, it was found that the teacher’s attitude had the lowest mean. Several teachers changed their behavior, which might be due to their perception of class observation as an evaluation rather than a collaborative process, which made them feel uneasy and apprehensive. Furthermore, the total mean of 4.33 with a descriptive rating of high indicated the presence of highly proficient teachers during class observation greatly impacts the students and teachers’ proficiency.

**Test of Null Hypothesis**

**Relationship Between the Interaction with Highly Proficient Teachers and Teachers’ Proficiency.** This section presented the results to the first null hypothesis of this study.

Table 9 presented the relationship between the interaction with highly proficient teachers and teachers’ proficiency among La Filipina National High School teachers.

**Table 9**  
**Relationship Between the Interaction with Highly Proficient Teachers and Teachers’ Proficiency**

Factors	N	$\bar{x}$	SD	$V_{xy}$	Interpretation	P	Findings	Conclusion
Highly Proficient Teachers level of Interaction	130	4.41	0.464	0.887	High Correlational, marked relationship	0.000 df=129 2 tailed	p<0.05 Reject H <sub>0</sub>	Significant
Level of Teachers’ Proficiency	130	4.33	0.459					

Table 9 revealed the result of a relationship between interaction with highly proficient teachers and teachers’ proficiency, which is interpreted as high correlational since  $p < .05$ , and p-value of 0. It was worth noting that among 130 respondents of the study, the result found that the null hypothesis was rejected and there was a significant relationship between the interaction with highly proficient teachers and teachers’ proficiency.

As indicated by the result above, the result implied that the higher the interaction with highly proficient teachers, the higher the level of teachers’ proficiency; hence, the lower the level of interaction of highly proficient teachers, the lower the teachers’ proficiency. As we knew, highly proficient teachers often served as mentors or role models for their colleagues. Their expertise and dedication could inspire other teachers to strive for excellence in their own teaching. This mentorship relationship provided valuable guidance and support, helping less proficient teachers improve their skills. Thus, their interactions with their teachers created opportunities for peer collaboration and fostered a sense of community among teachers.



## CONCLUSION AND RECOMMENDATION

The interactions with highly proficient teachers and its effect on teacher's proficiency of La Filipina National High School were significantly related. The data analysis's findings indicated a somewhat positive association between highly proficient instructors' interactions and the degree to which those interactions affected the teachers' competency.

The data showed significant relationships between the indicators of interaction with highly proficient teachers and their effect on teachers' proficiency indicators. First, the collaborative approach had an overall mean score of 4.58 and a very high descriptive rating, which implied this interaction greatly impacted the teacher's way of teaching. Second, the nondirective approach had an overall mean score of 4.64 and very high descriptive rating, which indicated that this kind of interaction had a great effect on the teachers. Third, the directive approach had an overall mean score of 4.42 and a high descriptive rating. Among the indicators of interactions with highly proficient teachers, the directive approach recorded the lowest mean, this indicated that in order to better facilitate learning and instruction, teachers desired to be led and participate in the decision-making process.

Consequently, the effect on teacher's proficiency in terms of teacher's performance had a total mean score of 4.40 and a high descriptive rating, which indicated that highly proficient teachers had an impact on their performance, especially in supervising and managing the class. The next indicator, the student's performance, had a total mean score of 4.46 and a high descriptive rating. The active participation and increased performance of the students during the class observation of highly proficient teachers was a positive indicator that there was an effect of highly proficient teachers on the lives of the students. Lastly, the teacher's attitude had a total mean score of 4.13 and a high descriptive meaning. Among indicators on its effect on teachers' proficiency, the teacher's attitude recorded the least mean, which implied that several teachers felt that regular supervision could change their usual behavior, which could boost their excitement or give them stress and anxiety. Overall, the interaction with highly proficient teachers in terms of collaborative approach, nondirective approach, and directive approach had a great effect on teachers' proficiency in terms of the following: teacher's performance, student's performance, and teacher's attitude.

The recommendations that follow are based on the conclusions drawn from the study's findings:

1. Students should have a growth attitude, realizing that effort produces results. Continue to achieve well academically while also encouraging a polite and grateful attitude toward their teachers. Keep in mind that learning is a collaborative process in which teachers and learners both have significant responsibilities to play.
2. Teachers should be open to criticism from peers and administrators and use it as a chance to improve. Self-evaluating and analyzing your approaches to teaching will help you find areas where you may improve. Find a mentor in your organization or school who can help you adjust to changes and give direction.
3. Highly proficient teachers should be willing to change their mentoring style in response to input from those whom they mentor. Encourage opportunities for mentees to work together and exchange experiences. Be consistent with the development of the teachers you are mentoring, and keep in mind that growth and improvement require time.
4. The Department of Education should design workshops and training sessions that concentrate on enhancing teachers' and their highly proficient teacher communication abilities. This should cover dispute resolution strategies, active listening, and giving feedback. Provide department heads and school administrators with leadership development programs to assist them in leading and supporting their teaching team in an efficient manner. In order to increase the standard of instruction in schools, they should promote a culture of good communication, teamwork, and ongoing development among instructors and their supervisors.
5. Future researchers should conduct more investigations on the relationship between the interactions of highly proficient teachers and the effect on teachers' proficiency in a range of contexts, with a particular emphasis on how these interactions affect the other factors in the teaching and learning process.

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*-The Researchers*



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