

MASTER TEACHERS' INSTRUCTIONAL COMPETENCE, LEADERSHIP SKILLS, AND TEACHERS' PERFORMANCE

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Abstract:

Master teachers are essential in determining the caliber of instruction and developing leadership in educational establishments. Their leadership abilities and instructional competency have a big impact on instructors' performance, which in turn affects the learning results for students. Master teachers are acknowledged by the Philippine Department of Education (DepEd) as instructional leaders who mentor their colleagues in professional development, pedagogical approaches, and curriculum implementation. This study seeks to determine the level of Master Teachers' instructional competence, leadership skills and teachers' performance in one of the clusters of a district of one of the large divisions in Central Philippines for the School Year 2023-2024. The instructional competence of MTs was measured in terms of Content and Pedagogy, Learning Environment, Curriculum and Planning, and Assessment and Reporting while leadership skills was measured in the areas of Curriculum Management, Conduct Research, Instructional Supervision, and Coaching and Mentoring. The respondents of the study were the 103 Master Teachers in the said cluster. The statistical tools used were Frequency Count, Percentage Count, Mean, Mann Whitney U Test and Spearman Rho. The results of the study showed that the level of Master Teachers' instructional competence in the areas of Content and Pedagogy, Learning Environment, Curriculum and Planning, and Assessment and Reporting are all on "high level". Furthermore, the level of Master Teachers leadership skills in terms of Curriculum Management, Conduct Research, Instructional Supervision, and Coaching and Mentoring are all on "high level". There was a significant difference in the level of Master Teachers' instructional competence when grouped and compared according to aforementioned variables. There is no significant difference in the level of Master Teachers' instructional competence when grouped and compared according to aforementioned variables. There is no significant relationship between Master Teachers' instructional competence and teachers' performance. There is no significant relationship between Master Teachers' leadership skills and teachers' performance. Several recommendations were given to enhance instructional competence and the leadership skills of MTs.

Keywords: Master Teacher, Instructional Competence, Leadership Skills

Introduction:

Nature of the Problem

Within educational institutions, master teachers have a significant influence on the quality of instruction and the development of leadership. Students' learning results are ultimately impacted by instructors' performance, which is greatly influenced by their leadership and instructional ability. As instructional leaders who mentor their peers in curriculum implementation, pedagogical techniques, and professional development, master teachers are recognized by the Philippine Department of Education (DepEd) (Matias, 2023).

But despite their critical position, little is known about how well master teachers can improve teacher performance and instructional oversight. Research shows that master teachers in the Philippines are highly skilled in professional engagement, curriculum preparation, and evaluation (Matias, 2023). Strong leadership among master instructors may be a contributing factor to better teaching practices, as evidenced by the positive correlation found between their supervisory competences and teachers' instructional performance (Concepcion & Labitad, 2024). Nonetheless, there are still gaps in our knowledge of how much the leadership abilities of master teachers contribute to long-term increases in student achievement and teacher motivation.

Furthermore, the majority of current research concentrates on quantitative evaluations of supervisory abilities, undervaluing qualitative perspectives on peer cooperation and mentorship dynamics. The absence of organized professional development programs suited to master instructors' changing duties is one of the most urgent issues. There is little empirical data on how well the present capacity-building programs are addressing instructional deficiencies, despite the recommendation for ongoing training (Matias, 2023).

Concerns regarding uniformity in instructional leadership are also raised by differences in supervisory strategies among various educational contexts. A more thorough framework that incorporates leadership development, mentoring, and research-based teaching techniques is needed to close these disparities. Future studies should examine how master teachers' leadership skills might be methodically improved in light of these difficulties in order to encourage an environment of ongoing development among instructors. Examining how instructional supervision, teacher motivation, and student performance interact can yield important information for educational reform and policy creation.

Current State of Knowledge

The duties that Master Teachers perform and the way they conduct themselves when conducting classroom observation, demonstration, conferences, workshops, micro-teaching, exam question paper moderation, and marking scheme moderation establish their instructional competency. They are also responsible for verifying teachers' regular attendance, punctuality, lesson notes, work schedules, and student notes. To enforce these duties and motivate teachers to apply their skills, when necessary, MTs must be able to supervise these tasks as academic leaders. This will ultimately improve instruction and instructional practices (Suele et al., 2019).

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Effective and dedicated MTs should be able to make improvements, raise student success, and enhance school performance. The Ministry of Education Malaysia has pledged in the Malaysian Education Development Plan to appoint a group of senior educators and top-notch academic leaders to propel schools' greatness. Therefore, one of the primary goals is to enhance school leadership performance through better training and selection practices. Through this transformation, the Education Ministry is extremely confident that the leaders they hire will be able to guide teachers, act as change agents in their schools and communities, and be an excellent instructional leader in addition to being an outstanding head or administrator. Therefore, as the leader of the school, the headmaster needs to play a role as a motivator, mentor, and teacher supervisor to improve and maintain the quality of teaching in the school (Sultan, 2022).

Another essential supervisory skill for the MT's is the capacity to communicate information, concepts, or emotions with the educational environment. They must have effective communication skills because doing so is essential to working well with others. Additionally, they have choices to make about curriculum, resources, and building requirements. Working with teachers, parents, students, and other administrators to decide what is best for everyone involved, their job necessitates constant decision-making.

Weerakon (2017) carried out a study to comprehend the issues supervisors and teachers encounter in the process of school-based instructional supervision. It was shown that the majority of school heads faced challenges with time management for the monitoring process, teachers' negative attitudes about supervision, and the lack of skilled and experienced supervisors at their institutions. The majority of other supervisors (vice principals, section heads, and subject heads) have serious issues with administrative workloads, formal supervisor training deficiencies, negative attitudes toward teacher supervision, teacher absenteeism, and a lack of pedagogical knowledge regarding instructional supervision, according to the instructional supervision process. The fact that the supervisory process's planning, implementation, and monitoring stages were not finished on schedule also became a major issue for the teachers. The effectiveness of the teaching-learning process in the classroom depends on a number of factors. To guarantee the greatest possible teaching-learning environment in the classroom, the instructional supervision approach should be used consistently and methodically. In this regard, it is important to identify the issues that teachers and supervisors have encountered in compliance with the school's instructional supervision system. It has been established that instructional supervision is a useful strategy for enhancing the effectiveness of the teaching-learning process and fostering the professional development of teachers.

Locally, Laude's (2018) conducted a study was to ascertain the master teachers' instructional leadership and competency in the secondary schools in the Division of Biliran. 32 master teachers, 14 school heads, 224 instructors, and 501 students participated in the survey by answering questions about master teachers' instructional leadership abilities and teaching proficiency using a straightforward random sampling technique. The results of the National Achievement Test (NAT) for the individual schools also showed that the master instructors of the secondary schools in the Division of Biliran were "Mastered" and "Very High" in their instructional competence. Master instructors possess the ability to guide the school, especially in raising pupils' academic achievement. Additionally, they demonstrated "Highly Proficient" instructional leadership, particularly in the areas of curricular content and pedagogy,

planning, evaluating, and reporting student outcomes, as well as professional and personal development. Since master teachers are already familiar with the various duties assigned to them, it is advantageous for them to serve as school leaders.

Theoretical Underpinnings

This study was anchored to three (3) theories: Path Goal Theory of Leadership by Robert J. House's (1974); the Theory of Instructional Competence by Erik De Corte (1976); and the Theory of Performance Richard Schechner (1985).

According to House's (1974) Theory of Leadership, supervision is a crucial aspect of leadership that highlights the responsibility of school administrators, including master teachers, in assisting their staff members in achieving better results and more job satisfaction. Clarifying the manner in which educators can accomplish their career objectives while removing obstacles to motivation is a key component of effective leadership. According to House's theory, which emphasizes the value of suitable incentives and strategic direction, subordinates are more likely to work at their best when motivational barriers are eliminated. As essential members of the school leadership team, master teachers are responsible for guiding teachers toward common educational goals and instructional excellence. Master teachers' holistic competencies—which include their knowledge, teaching abilities, and capacity to manage relationships with both colleagues and mentees—determine how effective they are as school leaders. Their professional credentials and educational background are essential to carrying out their leadership responsibilities successfully. Furthermore, their impact within the educational system is further reinforced by moral qualities like loyalty, honesty, and integrity.

De Corte developed the Theory of Instructional Competence, which emphasizes improving learning environments to promote the development of skills and knowledge. This theory combines constructivist, behaviorist, and cognitive methods to describe how people process information, react to learning stimuli, and learn on their own. Instructional competence theory offers a basis for improving teaching strategies and learning environments by encouraging active engagement and intentional knowledge creation. The convergence of general competence theory and instructional competence theory provides information on successful teaching methods that enable students to reach their full academic potential. This approach emphasizes how expert teachers must possess a variety of skills in order to fulfill their responsibilities.

Richard Schechner was the main developer of performance theory (1985), which examines how social institutions, rituals, and human relationships are performative. Ethnographic research has shown that people perform in daily situations, indicating their social group positions through behavior, speech, and even clothing choices. According to Schechner, each person plays a part that influences their identity and social interactions. The dual nature of performances—whether structured and conformist or disruptive and resistant—is also examined by performance theory, emphasizing their importance in social dynamics. Master teachers' roles as instructional leaders are better understood in terms of supervision, mentoring, and pedagogical expertise when leadership, instructional competency, and performance theories are integrated. These theoretical underpinnings offer a thorough understanding of how master instructors support teachers' professional development and add to the system's overall efficacy.

Objectives

This study aimed to determine the level of Master Teachers' instructional competence, leadership skills and teachers' performance in one of the clusters of a district of one of the large divisions in Central Philippines for the School Year 2023-2024. Specifically, this study sought to answer the following questions: 1) determine the profile of the respondents in terms of Age, Average Family Monthly Income, and Length of Service; 2) determine the level of Master Teachers' instructional competence in the areas of Content and Pedagogy, Learning Environment, Curriculum and Planning, and Assessment and Reporting; 3) determine the level of Master Teachers' leadership skills in terms of Curriculum Management, Conduct Research, Instructional Supervision, and Coaching and Mentoring; 4) determine the level of teachers' performance during the School Year 2023-2024; 5) determine if there is a significant difference in the level of Master Teachers' instructional competence when grouped and compared according to aforementioned variables; 6) determine if there is a significant difference in the level of Master Teachers' leadership skills when grouped and compared according to aforementioned variables; 7) determine if there is significant difference in the level of teachers' performance; 8) determine if there is a significant relationship between Master Teachers' instructional competence and teachers' performance; and 9) determine if there is a significant relationship between Master Teachers' leadership skills and teachers' performance.

Methodology:

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study used descriptive research design to determine the level of Master Teachers' instructional competence, leadership skills and teachers' performance in one of the clusters of a district of one of the large-sized divisions in Central Philippines for the School Year 2023-2024. According to Ary (2017), descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the way things are. Descriptive research is scientific research that describes about event, phenomena or fact systematically dealing with certain area or population.

Study Respondents

The respondents of the study were the 103 master teachers from large-sized division in Central Philippines. Since the number of respondents is quite large to handle, stratified random sampling technique was used and using Cochran formula to find the sample size. The respondents were randomly selected by the researcher from each section using the lottery technique.

Instruments

To determine the level of Master Teachers' instructional competence, leadership skills and teachers' performance, this study made use of a self-made data gathering instrument which was subjected to Validity (5.00 - excellent) and Reliability testing (MT's instructional competence it is 0.782 interpreted as good; and for leadership skills it is 0.803 interpreted as good). The questionnaire consisted of two parts: Part 1 gathered the respondents' socio-economic information, such as Age, Average Family Monthly Income, and Length of Service. Part 2 contained a total of 64 line-items. There were 32-line items for instructional competence and another 32 line-items for leadership skills.

In order to collect the data, written communications asking permission to conduct the study was sent to the Schools Division Superintendent. The purpose of the letter was to provide the SDO and the SDS a proper heads-up as to the purpose of the study, when and how the study will be conducted. The data gathering instrument was administered after the approval was secured and the copies of the instrument were retrieved after 3 days. After the collection of data, they were organized for statistical interpretation.

Data Analysis and Statistical Treatment

Objective No. 1 used descriptive analytical scheme and the statistical tools used were Frequency Count and Percentage Count to determine the profile of the respondents in terms of Age, Average Family Monthly Income, and Length of Service.

Objective No. 2 also used descriptive analytical scheme and the statistical tool used was Mean to determine the level of Master Teachers' instructional competence in the areas of Content and Pedagogy, Learning Environment, Curriculum and Planning, and Assessment and Reporting.

Objective No. 3 also used descriptive analytical scheme and the statistical tool used was Mean to determine the level of Master Teachers' leadership skills according to Curriculum Management, Conduct Research, Instructional Supervision, and Coaching and Mentoring.

Objective No. 4 still used descriptive analytical scheme and the statistical tool used was Mean to determine the level of teachers' performance when grouped according to aforementioned variables.

Objective No. 5 used comparative analytical scheme and the statistical tool was Mann-Whitney U test, to determine if there is a significant difference in the level of Master Teachers' instructional competence when grouped and compared according to aforementioned variables.

Objective No. 6 used comparative analytical scheme and the statistical tool was Mann-Whitney U test, to determine if there is a significant difference in the level of Master Teachers' leadership skills when grouped and compared according to aforementioned variables.

Objective No 7 also used comparative analytical scheme and the statistical tool was Mann-Whitney U test, to determine if there is a significant difference in the level of teacher's performance when grouped and compared according to aforementioned variables.

Objective No 8 used relational analytical scheme and the statistical tool used was Spearman rho to determine if there was a significant relationship between Master Teachers' instructional competence and teachers' performance.

Objective No 9 also used relational analytical scheme and the statistical tool used was Spearman rho to determine if there was a significant relationship between Master Teachers' leadership skills and teachers' performance.

Ethical Consideration

Key ethical principles guiding the use of human participants and minors were strictly adhered to in the study. These included providing the teachers, parents, and students with the necessary information to make a determination as to whether they want (the students) to be part of the study. The signing of the consent form, which is actually a process rather than an event was not used as coercive tool to compel participants to complete the study. They were assured of their right to withdraw from the study at any point when they became uncomfortable with the study. The identity of the children as well as their responses was kept confidential such that neither the responses nor their identity was revealed to any other person outside the research team.

Results and Discussion:

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Table 1

Profile of the Respondents

Variable	Category	Frequency	Percentage
Age	Younger (below 42 years old)	48	43.6
	Older (42 years old & above)	62	56.4
Average Family Monthly Income	Lower (below Php41,600)	35	31.8
	Higher (Php41,600 & above)	75	68.2
Length of Service	Shorter (below 12 years)	48	43.6
	Longer (12 years & above)	62	56.4
Total		110	100.00

Table 1 shows the profile of the respondent. As to Age distribution, majority of respondents (56.4%) are older (42 years and above), indicating a workforce with considerable experience. The younger respondents (43.6%) suggest a mix of fresh perspectives and seasoned expertise. As to Average Family Monthly Income: A significant percentage (68.2%) earn Php41,600 and above, implying a generally stable financial status. Those earning below this threshold (31.8%) may face economic constraints, potentially affecting job satisfaction and motivation. As to their Length of Service, a strong presence of long-serving employees (56.4%) suggests institutional knowledge retention. However, the proportion of newer employees (43.6%) indicates ongoing recruitment, possibly tied to industry demands or turnover rates. With a majority of respondents being older and having longer service periods, organizations may benefit from their accumulated knowledge but must also ensure succession planning and professional development for younger employees. Higher earnings might correlate with greater job satisfaction and stability, while lower-income groups may face financial pressures, affecting retention. The fairly balanced workforce composition suggests organizations must focus on mentorship programs, salary adjustments, and career growth opportunities to enhance sustainability.

Master Teachers' instructional competence in terms Content and Pedagogy, Learning Environment, Curriculum and Planning, and Assessment and Reporting

Table 2

Level of Master Teachers' Instructional Competence in the Area of Content and Pedagogy

Items	Mean	Interpretation
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As a Master Teacher, I...

help the school head in creating and implementing an effective instructional plan	4.00	High
provides guidance to teachers in the delivery of instruction and intervention programs	4.08	High
provide assistance to teachers in using effective teaching strategies	3.98	High
help teachers in leveraging ICT-based instruction in the classroom	3.93	High
train newly-hired teachers to acquire effective instructional skills	4.02	High
assist teachers in the preparation of their DLL/DLP	4.10	High
train teachers to use relevant and locally-available teaching materials	3.94	High
walk-through teachers on how to set academic goals for students with learning needs.	4.10	High
Mean	4.02	High

The overall mean score is 4.02, high level. This means that Master Teachers are highly competent in providing general instructions particularly in content and pedagogy showing effective leadership in curriculum planning, teacher mentoring, and instructional improvement. The highest mean score is 4.10, interpreted as high level on "Assist teachers in the preparation of their DLL/DLP" and "Walk-through teachers on how to set academic goals for students with learning needs." Lowest mean score is 3.93, interpreted as high level, on "Help teachers in leveraging ICT-based instruction in the classroom." This implies that while the line item is rated high, this score is the lowest among competencies, indicating potential challenges in fully integrating technology into instruction. This is aligned with the study of Laude (2018) who sought to determine the instructional competence and instructional leadership capacity among master teachers of the secondary schools in the Division of Biliran. Findings revealed that master teachers of the secondary schools in the Division of Biliran were "Mastered" and "Very High" in their instructional competence as this is also revealed in the National Achievement Test (NAT) results of the respective schools. Master teachers have this capability to lead the school particularly in improving the academic performance of the students. Moreover, their instructional leadership capacity showed "Highly Proficient" especially on curriculum content and pedagogy, on planning, assessing and reporting learners' outcomes and on personal growth and professional development.

Table 3

Level of master teachers' instructional competence in the area of learning environment

Items	Mean	Interpretation
<i>As a Master Teacher, I...</i>		
assist teachers in the implementation of proper classroom management	4.02	High
help the school head in the implementation of the SIP	4.01	High
assist in maintaining harmonious relationship between and among teachers, parents and students	3.81	High
assist school head and teachers in ensuring that child-friendly school environment is achieved at all times	4.24	High
assist school head in implementing school rules and monitor compliance from all stakeholders	3.99	High
help and facilitate collaborations between the school and the community	4.03	High
facilitating community support to provide a safe school environment	3.89	High
assist the school head in monitoring teachers' compliance in implementing safety and health protocol	4.12	High
Mean	4.01	High

The overall mean score is 4.01, interpreted as high level. This reflects that master teachers exhibit strong competence in fostering an effective learning environment, ensuring proper classroom management, stakeholder collaboration, and compliance with school protocols. The highest mean score is 4.24, high level, in "Assist school head and teachers in ensuring that a child-friendly school environment is achieved at all times." Lowest Mean Score is 3.81, interpreted as high level, on "Assist in maintaining harmonious relationships between and among teachers, parents, and students." While still rated high, this competency scored the lowest, possibly indicating challenges in stakeholder coordination, communication barriers, or varying expectations among groups. This result got its support on the study of aligned with the study results of Maltic (2020) who conducted an investigation on the instructional competence of Master Teachers. The findings of the study showed that senior high school master teachers in the Division of Laguna showed expertise in subject matter, classroom management skills, evaluation skills, teaching strategy skills and mentoring skills. Moreover, the instructional leadership capacity of the master teachers based on curriculum content and pedagogy, and planning, assessing and reporting were found to be good. As regard their professional growth and development it was said to be highly proficient. In the area of teaching performance that master teachers are consistent in their participation in seminars/workshops and are outstanding in classroom observation.

Table 4

Level of master teachers' instructional competence in the area of curriculum and planning

Items	Mean	Interpretation
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<i>As a Master Teacher, I...</i>		
assist the school head in creating a localized or indigenized curriculum	4.10	High
promote programs and implement projects that enhances proper observance of the prescribed curriculum	3.89	High
discuss curriculum in relation to school and other academic objectives with teachers	3.90	High
provide FGD or conduct cell group discussions to help improve the curriculum	3.93	High
seeks the opinion of teacher and the school team in identifying weak curriculum areas	4.15	High
help the school head in setting curricular goals as a team?	3.60	High
participates in the discussions on how to improve the existing curriculum	3.73	High
Help create opportunities for teachers to be heard or counted in every plan to improve the present curriculum	3.66	High
Mean	3.87	High

The level of master teachers' instructional competence in the area of curriculum and planning with a mean score of 3.87, high level. This reflects that master teachers exhibit strong competence in curriculum and planning, actively contributing to curriculum development, evaluation, and implementation. The highest mean score is 4.15, high level, on "Seeks the opinion of teachers and the school team in identifying weak curriculum areas." The lowest mean score is 3.60, high level, on "Help the school head in setting curricular goals as a team." While still rated high, this score is the lowest, possibly indicating challenges in collective decision-making regarding curricular goals, such as varying perspectives, alignment issues, or limited engagement opportunities. Aligned to this result is the study of Wiczorek and Manard (2018) conducted a study on instructional leadership challenges and practices of new principals in rural schools. The findings indicated that principals worked to balance their professional and private lives and were challenged to meet their community's expectations to be visible and engaged. The principals focused heavily on developing relationships and trust among their teachers, students, and parents.

Table 5

Level of master teachers' instructional competence in the area of assessment and reporting

Items	Mean	Interpretation
<i>As a Master Teacher, I...</i>		
provide technical assistance, expertise and support to teachers in creating effective and modern assessment format	4.16	High
shares information with teachers as to where to source assessment materials	4.20	High
help the school head in creating a system where deliverables are submitted on time without massive errors	4.10	High
remind teachers of the deadlines that they need to meet in as far as reporting is concerned.	4.29	High
assist teachers how to use assessment results to provide feedback to learners	4.16	High
utilize available platforms in communicating with teachers and students regarding assessment schedules and plans.	3.86	High
assist teachers on how to utilize two-way feedbacking system.	4.18	High
help create a culture of collaboration among teachers and parents to achieve a systematic assessment feedbacking.	4.01	High
Mean	4.12	High

The Overall Mean Score is 4.12, high level. This indicates that master teachers exhibit strong competence in assessment and reporting, ensuring timely and effective evaluation practices while fostering a culture of accountability in the school. The highest mean score is 4.29, high level, on "Remind teachers of the deadlines that they need to meet in as far as reporting is concerned." The lowest mean score is 3.86, high level, on "Utilize available platforms in communicating with teachers and students regarding assessment schedules and plans." While still rated high, this score is the lowest, possibly reflecting challenges in effectively using digital tools for assessment communication, such as access to technology, teacher familiarity with platforms, or communication consistency. Schools may need to provide additional training on digital communication platforms and ensure accessibility of technology to facilitate better coordination in assessment and reporting. Hasbay and Altindag (2018) define the factors that affect the performance of teachers working in secondary-level education and to investigate how those factors are reflected in their working environment. In this study, the factors, i.e., wages, working environment, and management, are examined via teachers who work at secondary-level education schools to reveal how their performance is affected by those factors. In total, 103 surveys are evaluated, and the reliability and validity of those surveys are checked with using the SPSS 17 software tool by applying factor, correlation, and regression analysis. As a result, this study reveals that teacher performance was affected mostly by management factors, followed by working environment and wages. Hence, the wage factor did not show any effects that directly increase teacher performance.

Master Teachers' Leadership Skills in Terms Curriculum Management, Conduct Research, Instructional Supervision, and Coaching and Mentoring

Table 6

Level of master teachers' leadership skills in the area of curriculum management

Items	Mean	Interpretation
<i>As a Master Teacher, I...</i>		
help teachers in analyzing the efficiency of the present curriculum	3.97	High
advocate a learner-centered curriculum	4.05	High
help manage innovative action to re-enforce curriculum implementation.	4.03	High
take the lead in identifying weaker curriculum areas needing improvement	3.82	High
create opportunities for teachers to have a focused group discussion on proposed curriculum changes	3.88	High
take control and ownership and stand for teachers in creating better ways to implement the existing curriculum	4.28	High
share information with teachers on how to localize the present curriculum to be more effective in addressing learners needs	4.15	High
respond to teachers queries or clarificatory questions on curricular matters	4.00	High
Mean	4.02	High

The level of master teachers' leadership skills in the area of curriculum management with a mean score of 4.02, interpreted as high level. This suggests that master teachers demonstrate strong leadership in curriculum management, effectively guiding educators in curriculum evaluation, adaptation, and implementation. The Highest Mean Score is 4.28, high level, on "Take control and ownership and stand for teachers in creating better ways to implement the existing curriculum." Lowest Mean Score is 3.82, high level, on "Take the lead in identifying weaker curriculum areas needing improvement." While still rated high, this score is the lowest, suggesting challenges in pinpointing specific weaknesses within the curriculum, possibly due to resource constraints or limited diagnostic tools. Silva, et.al (2017) study identify, select, evaluate and synthesize the available evidence on Quality Indicators in Higher Education. In this work, the parameters resulting from pedagogical surveys in a Portuguese higher education institution in the north of the country will be presented, surveys for the 2015/2016 school year, presented to 1751 students, in a total of 11 degrees and 18 master's degrees. It is analyzed the performance of a group of 68 teachers, working full time, teachers evaluated by students.

Table 7

Level of Master Teachers' Leadership Skills in the Area of Conducting Research

Items	Mean	Interpretation
<i>As a Master Teacher, I...</i>		
take the lead in finding research-based solutions to learners needs	4.09	High
initiate the creation and implementation of school-based strategies to improve learning	4.16	High
assist school head in finding learning issues based on research findings	4.35	High
closely work with teachers in providing research-based solutions to various learning difficulties in school	4.31	High
spearhead the formulation of innovative approaches to address literacy and numeracy issues among pupils	3.85	High
works with the SDO's EPS to help teachers implement action research studies which is learner-centered	4.30	High
assist teachers on how to conduct classroom-based action research studies	4.16	High
closely work with the school head in encouraging teachers to make innovative actions and remedial classes to address learning difficulties.	4.21	High
Mean	4.18	High

The overall mean score is 4.18, high level. This indicates that master teachers demonstrate strong leadership in conducting research, actively driving initiatives to improve instructional strategies, assessment approaches, and student learning outcomes. The highest mean score is 4.35, high level, on "Assist school head in finding learning issues based on research findings." The lowest mean score is 3.85, high level on "Spearhead the formulation of innovative approaches to address literacy and numeracy issues among pupils. While still rated high, this score is the lowest, indicating potential challenges in developing new strategies for literacy and numeracy improvement, possibly due to limited resources or the complexity of intervention design. Schools should focus on enhancing interdisciplinary collaboration and providing structured support to master teachers in creating research-based literacy and numeracy programs. Usman (2015) studied the effects of instructional supervision on secondary school students' academic performance in Nasarawa State with reference to the Senior Secondary Certificate Examination (SSCE). To lead the investigation to a logical conclusion, five research questions were used. The study found a significant relationship

between teachers' performance and students' academic achievement in secondary schools when regular instructional supervision is carried out using strong supervision strategies, such as checking of students' notebooks, classroom visits/inspections by school administrators, checking of teachers' lesson plans/notes, and inspection of teachers' record keeping.

Table 8

Level of master teachers' leadership skills in the area of instructional supervision

Items	Mean	Interpretation
<i>As a Master Teacher, I...</i>		
assist teachers in the preparation of instructional materials	4.08	High
closely work with School Heads/ District leaders to promote excellent teachings	3.80	High
help transform SDO measures to enhance teaching-learning experience in the new normal	3.95	High
help transform SDO measures to enhance teaching-learning experience in the new normal	3.92	High
assists and guides and help teachers in evaluating performance and accomplishment	3.89	High
leads in conducting FGDs to discuss critical issues in school	3.86	High
mentor/coach co-teacher in content and skills difficulties	4.00	High
conduct lectures/demo teaching and sharing effective strategies with the use technology	3.91	High
Mean	3.93	High

The level of master teachers' leadership skills in the area of instructional supervision with a mean score of 3.93, high level. This indicates that master teachers demonstrate strong leadership in instructional supervision, ensuring guidance in lesson planning, mentoring, and professional development. The Highest Mean Score is 4.08, high level on Assist teachers in the preparation of instructional materials." This suggests that master teachers excel in helping educators develop effective teaching resources, ensuring high-quality instruction. The Lowest Mean Score is 3.80, high level on "Closely work with School Heads/District leaders to promote excellent teachings." While still rated high, this score is the lowest, possibly indicating challenges in administrative collaboration, alignment of priorities, or engagement with district-level initiatives. Katz and Wandersman (2016), conducted a study to determine the technical assistance to enhance prevention capacity. Results indicated that an explicit model or organizing framework is rarely used to plan, implement, and/or evaluate TA; specific TA tasks performed vary widely across studies; TA is rarely delivered to recipients who are seeking to sustain innovations subsequent to adoption and implementation; however, there is systematic attention to relationships and relationship-building.

Table 9

Level of Master Teachers' Leadership Skills in the Area Of Coaching and Mentoring

Items	Mean	Interpretation
<i>As a Master Teacher, I...</i>		
conducts meetings and group discussions regularly	3.71	High
helps in making teachers understand the purpose and importance of teamwork	3.94	High
check output of teachers in focused group discussions	3.92	High
train mentees and new teachers on how to prepare effective DLPs to improve learners' engagement	4.10	High
remind teachers of key rule-out and deliverables for compliance purposes	3.47	moderate
provide capacity development plan to improve teachers' competencies	3.90	High
mentor/coach co-teacher in content and skills difficulties	3.59	High
ensure the mentor-mentee program is implemented	3.93	High
Mean	3.82	High

The level of master teachers' leadership skills in the area of Coaching and Mentoring with a mean score of 3.82, high level. This suggests that master teachers exhibit strong leadership in coaching and mentoring, actively guiding and supporting teachers in professional development and instructional improvement. The Highest Mean Score is 4.10, high level, on "Train mentees and new teachers on how to prepare effective DLPs to improve learners' engagement." This indicates that master teachers are highly effective in mentoring educators on lesson planning, ensuring structured and engaging instruction for learners. The Lowest Mean Score is 3.47, interpreted as moderate level, on "Remind teachers of key rule-out and deliverables for compliance purposes." While still rated high, this score is the lowest, possibly reflecting challenges in ensuring timely compliance with administrative requirements, such as varying levels of teacher responsiveness or clarity in expectations. The findings of the study of Thomas and Velthouse (2015) argue that for teachers to be better, an empowering environment should be provided because it fosters the development of intrinsic motivations which in turn promote and facilitate a change in teacher practice. The intrinsic change will affect the behavior of the teacher in terms of approach to work, in one's instructional

approach, materials utilized; teaching procedures which eventually leads to a change in student learning outcomes. The teachers' perception of the improvement in their students' learning then translate into a change in teachers' attitudes and beliefs.

The Level of Teachers' Performance

Table 10

Level of Teachers' Performance When Grouped According to Variables

Variables	Category	n	Mean	Interpretation
Age	Younger	48	4.41	Very Satisfactory
	Older	62	4.41	Very Satisfactory
Average Family Monthly Income	Lower	35	4.38	Very Satisfactory
	Higher	75	4.42	Very Satisfactory
Length of Service	Shorter	48	4.39	Very Satisfactory
	Longer	62	4.42	Very Satisfactory
Overall Mean		110	4.41	Very Satisfactory

The overall mean performance of 4.41 indicates that, across all variables, teachers are consistently evaluated as "Very Satisfactory." The overall mean score of 4.41, which falls within the "Very Satisfactory" category, suggests a consistently high level of teacher performance across all variables examined. While "Very Satisfactory" is commendable, the findings might prompt further investigation into what additional interventions could elevate performance to an "Outstanding" level. When grouped according to Age, both younger and older teachers have identical mean scores (4.41), indicating no significant difference in performance based on age. When grouped according to Average Family Monthly Income, the results showed that the teachers from higher-income group slightly outperformed those from lower-income groups (4.42 vs. 4.38), though both remain within the "Very Satisfactory" category. When grouped according to their Length of Service, the teachers with longer service tend to have slightly higher performance ratings (4.42 vs. 4.39), suggesting that experience might contribute to improved effectiveness. Gavino (2015) article viewed the results of performance evaluation reveal the quality and impact of the strategies and methodologies employed in the field of teaching. It reflects the level of competence of a teacher to handle the learning styles of students and the level of capability to employ varied strategies and methods of teaching for effective and efficient teaching and learning process. Likewise, performance results also show the level or extent of student's appreciation towards the totality of teacher's effort in delivering the skills and knowledge to the learners. Comparative Analysis in the Level of Master Teachers' Instructional Competence in the areas of Content and Pedagogy, Learning Environment, Curriculum and Planning, and Assessment and Reporting When Grouped and Compared According to the Aforementioned Variables

Table 11

Difference in the Level of master teachers' instructional competence in the Area of content and pedagogy When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	48	55.28	1477.500	0.949	0.05	Not Significant
	Older	62	55.67				
Average Family Monthly Income	Lower	35	44.46	926.000	0.012	0.05	Significant
	Higher	75	60.65				
Length of Service	Shorter	48	58.98	1321.000	0.307	0.05	Not Significant
	Longer	62	52.81				

When grouped according to Age and length of service, the p-values were higher than the 0.05 level of significance, therefore, there were no significant differences. The hypothesis that states "there is no significant difference in level of Master Teachers' instructional competence when grouped and compared according to aforementioned variables" is hereby "accepted". When grouped according to Average Family Monthly Income the p-value is 0.012, lower than the 0.05 level of significance, therefore the result is Significant. While age and length of service do not significantly impact instructional competence, income level does play a role. This reinforces the importance of ensuring equal professional development opportunities, particularly for lower-income educators who may face barriers in accessing advanced training and instructional resources.

Table 12

Difference in the Level of master teachers' instructional competence in the Learning Environment When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	48	54.23	1427.000	0.708	0.05	Not Significant
	Older	62	56.48				
Average Family Monthly Income	Lower	35	47.07	1017.500	0.054		Not Significant
	Higher	75	59.43				
Length of Service	Shorter	48	55.68	1479.500	0.958	0.05	Not Significant
	Longer	62	55.36				

The results indicate that none of the examined variables show a statistically significant difference, as all p-values exceed the 0.05 threshold. This suggests that instructional competence in maintaining an effective learning environment remains consistent across different demographic and professional backgrounds. The comparison based on average family monthly income presents an interesting trend. Lower-income master teachers have a mean rank of 47.07, whereas higher-income educators have a mean rank of 59.43. While the p-value of 0.054 does not meet the threshold for statistical significance, it is notably close. This may suggest that financial background has some influence on instructional competence in managing the learning environment, possibly due to differences in access to resources, professional development, and classroom materials. In conclusion, instructional competence in the learning environment remains strong across different educator groups, though income-related factors may warrant further exploration. To ensure equitable learning environments, schools should prioritize equal access to training, classroom resources, and professional development opportunities for all master teachers. For this table, the null hypothesis is hereby accepted.

Table 13

Difference in the Level of master teachers' instructional competence in the Curriculum and Planning When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	48	54.72	1450.500	0.820	0.05	Not Significant
	Older	62	56.10				
Average Family Monthly Income	Lower	35	57.66	1237.000	0.625		Not Significant
	Higher	75	54.49				
Length of Service	Shorter	48	56.91	1420.500	0.682	0.05	Not Significant
	Longer	62	54.41				

The results indicate that none of the examined variables show a statistically significant difference, as all p-values exceed the 0.05 threshold. This suggests that instructional competence in curriculum and planning remains stable across different demographic and professional backgrounds. The null hypothesis is hereby accepted. When analyzed by age, younger master teachers have a mean rank of 54.72, while older master teachers have a slightly higher mean rank of 56.10. The Mann-Whitney U value of 1450.500 and a p-value of 0.820 confirm that age does not significantly impact instructional competence in curriculum planning. Similarly, when grouped by average family monthly income, lower-income master teachers have a mean rank of 57.66, while higher-income educators have a mean rank of 54.49. The Mann-Whitney U value of 1237.000 and a p-value of 0.625 indicate no significant difference in instructional competence based on financial background. The comparison based on length of service shows that shorter-serving master teachers have a mean rank of 56.91, whereas longer-serving teachers have a mean rank of 54.41. The Mann-Whitney U value of 1420.500 and a p-value of 0.682 indicate no significant difference in instructional competence based on tenure. In conclusion, instructional competence in curriculum and planning remains consistent across different educator groups. Since age, income, and experience do not significantly affect effectiveness, schools should continue prioritizing professional development programs and collaborative planning initiatives.

Table 14

Difference in the Level of master teachers' instructional competence in the Assessment and Reporting When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	48	54.18	1424.500	0.700	0.05	Not Significant
	Older	62	56.52				
Average Family Monthly Income	Lower	35	65.59	959.500	0.023		Significant
	Higher	75	50.79				
Length of Service	Shorter	48	52.99	1367.500	0.465	0.05	Not Significant
	Longer	62	57.44				

The analysis by age shows that younger master teachers have a mean rank of 54.18, while older master teachers have a slightly higher mean rank of 56.52. With a Mann-Whitney U value of 1424.500, the findings suggest that instructional competence remains stable across different age groups. This reinforces the idea that effectiveness in assessment and reporting is shaped more by professional training and institutional practices than by age. Similarly, when grouped by length of service, shorter-serving master teachers have a mean rank of 52.99, while longer-serving teachers have a higher mean rank of 57.44. The Mann-Whitney U value of 1367.500 and a p-value of 0.465 indicate that experience does not significantly impact instructional competence in assessment and reporting. The most notable finding in the table is the statistically significant difference observed in instructional competence when grouped by income level. Lower-income master teachers have a mean rank of 65.59, which is considerably higher than the mean rank of 50.79 for higher-income educators. The Mann-Whitney U value of 959.500 and a p-value of 0.023 confirm the significance of this disparity. This suggests that lower-income master teachers may be more proactive in assessment and reporting, possibly relying on structured evaluation techniques and alternative strategies to optimize available resources. It may also indicate that lower-income educators prioritize data-driven approaches to demonstrate effectiveness and accountability in classroom assessment.

Table 15

Difference in the Level of master teachers' leadership skills in the Area of curriculum management When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	48	61.32	1208.500	0.090	0.05	Not Significant
	Older	62	50.99				
Average Family Monthly Income	Lower	35	56.37	1282.000	0.844		Not Significant
	Higher	75	55.09				
Length of Service	Shorter	48	58.49	1344.500	0.384	0.05	Not Significant
	Longer	62	53.19				

The data presented in Table 40 examines the differences in master teachers' leadership skills in curriculum management when grouped by age, family income, and length of service. The results indicate that none of the examined variables show a statistically significant difference, as all p-values exceed the 0.05 threshold. This suggests that age, financial background, and tenure do not have a substantial impact on how effectively master teachers demonstrate leadership in curriculum management. The findings suggest that leadership skills in curriculum management remain consistent across age, income, and experience levels. Since none of these factors significantly affect leadership effectiveness, schools should continue prioritizing structured professional development opportunities that sustain strong curriculum leadership among master teachers.

Table 16

Difference in the Level of master teachers' leadership skills in the Area of Conduct Research When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	48	59.60	1291.000	0.232	0.05	Not Significant
	Older	62	52.32				
Average Family Monthly Income	Lower	35	61.84	1090.500	0.152		Not Significant
	Higher	75	52.54				
Length of Service	Shorter	48	57.36	1398.500	0.587	0.05	Not Significant
	Longer	62	54.06				

This table examined differences in master teachers' leadership skills in conducting research when grouped by age, average family monthly income, and length of service. The results indicate that none of the examined variables show a statistically significant difference, as all p-values exceed the 0.05 threshold. This suggests that leadership competence in conducting research remains consistent across different educator groups. The findings highlight that leadership competence in conducting research remains stable across different educator groups, with no statistically significant impact from age, income, or tenure. Schools should continue prioritizing structured research training and collaborative inquiry initiatives to sustain strong educational research leadership among master teachers.

Table 17

Difference in the Level of master teachers' leadership skills in the Area of Instructional Supervision When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	48	53.48	1391.000	0.554	0.05	Not Significant
	Older	62	57.06				
Average Family Monthly Income	Lower	35	60.43	1140.000	0.263		Not Significant
	Higher	75	53.20				
Length of Service	Shorter	48	53.43	1388.500	0.544	0.05	Not Significant
	Longer	62	57.10				

The results indicate that none of the examined variables show a statistically significant difference, as all p-values exceed the 0.05 threshold. This suggests that leadership competence in instructional supervision remains stable across different demographic and professional backgrounds. The comparison based on length of service reveals that shorter-serving master teachers have a mean rank of 53.43, while longer-serving teachers have a mean rank of 57.10. The Mann-Whitney U value of 1388.500 and a p-value of 0.544 reinforce that tenure does not significantly influence leadership effectiveness in instructional supervision. This suggests that both newer and more experienced educators contribute meaningfully to supervisory roles, likely benefiting from structured leadership training and continuous professional growth initiatives. Overall, the findings suggest that leadership competence in instructional supervision is stable across different educator groups, with no statistically significant impact from age, income, or tenure. Schools should continue prioritizing structured mentoring programs, instructional leadership training, and collaborative supervision initiatives to ensure master teachers maintain strong instructional oversight and support.

Table 18

Difference in the Level of master teachers' leadership skills in the Area of Coaching and Mentoring When Grouped and Compared According to Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	48	60.49	1248.500	0.146	0.05	Not Significant

	Older	62	51.64				
Average Family Monthly Income	Lower	35	58.56	1205.500	0.489		Not Significant
	Higher	75	54.07				
Length of Service	Shorter	48	59.31	1305.000	0.266	0.05	Not Significant
	Longer	62	52.55				

The results indicate that none of the examined variables show a statistically significant difference, as all *p*-values exceed the 0.05 threshold. This suggests that leadership competence in coaching and mentoring remains consistent across different demographic and professional backgrounds. The findings suggest that leadership competence in coaching and mentoring is stable across different educator groups, with no statistically significant impact from age, income, or tenure. Schools should continue fostering structured mentorship programs, collaborative leadership training, and peer coaching initiatives to sustain strong instructional mentorship among master teachers.

Table 19

Relationship in the Levels of master teachers' instructional competence and teachers' performance

Variable	Rho	p-value	Sig. level	Interpretation
Master Teachers' Instructional Competence	-0.039	0.683	0.05	Not Significant
Teachers' Performance				

The data in examined the relationship between master teachers' instructional competence and teachers' performance. The results show a correlation coefficient (**rho**) of -0.039 and a **p-value** of 0.683, indicating that there is no statistically significant relationship between these two variables at the 0.05 significance level. This finding suggests that variations in master teachers' instructional competence do not directly influence overall teacher performance. While instructional competence remains important in shaping teaching strategies and methodologies, external factors such as school policies, institutional support, teacher motivation, and classroom conditions may play a more dominant role in determining performance outcomes. Since the correlation is weak and not significant, schools should focus on holistic professional development programs that support both instructional competence and performance-driven approaches. Strengthening collaborative teaching frameworks, mentorship initiatives, and structured training programs may ensure that instructional leadership continues to foster long-term improvements in educator effectiveness.

Conclusions:

Master Teachers exhibit a consistently high level of instructional competence across multiple areas, including content and pedagogy, learning environment, curriculum and planning, and assessment and reporting. Similarly, MTs leadership skills remain at a high level in curriculum management, conducting research, instructional supervision, and coaching and mentoring. These findings underscore the strength of master teachers in both instructional and leadership capacities, ensuring the delivery of quality education and effective mentorship within the institution. The findings indicate that teachers' performance during the School Year 2023-2024 was outstanding, reflecting a high level of effectiveness in delivering quality education. This suggests that educators demonstrated strong instructional practices, classroom management, and student engagement throughout the academic year. The absence of significant differences reinforces the idea that experience, financial background, and tenure do not substantially impact leadership competence, demonstrating that Master Teachers are equally capable of guiding, mentoring, and supervising educators regardless of their demographic or professional background. Despite the high competency levels observed, no significant relationship was found between master teachers' instructional competence and teachers' performance, nor between leadership skills and teachers' performance. This suggests that other external factors, such as institutional policies, teacher motivation, and resource accessibility, may play a more decisive role in influencing overall educator performance. While differences in instructional competence were noted across some groupings, the general trend demonstrates consistency in effectiveness across various demographic factors.

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