

Advancing educational excellence: Instructional supervisory practices of master teachers

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ABSTRACT

This study assessed the instructional supervisory practices of master teachers in the Schools Division of Tacloban City for the School Year 2024–2025 as a basis for a development program. Specifically, it examined the profile of master teachers in terms of demographics and professional development, described their instructional supervisory practices across key dimensions, evaluated the performance of their mentees and students, determined the relationship between supervisory practices and performance outcomes, and identified the challenges encountered in the conduct of instructional supervision. Utilizing a descriptive-correlational research design, the study involved 80 master teachers from elementary and secondary schools. Data were collected using a structured questionnaire and were analyzed using descriptive statistics and Pearson product-moment correlation. Findings revealed that master teachers were experienced and highly qualified but had limited access to regular, structured professional development. Their supervisory practices were generally frequent and very effective, particularly in classroom observations, feedback, and mentoring. Mentees demonstrated outstanding performance in IPCRF ratings, while most students under their guidance attained very satisfactory grades. Significant relationships were found between overall instructional supervisory practices and mentee performance, and between the use of supervisory tools and student performance. However, master teachers faced notable challenges, particularly in balancing professional development and supervisory duties, managing emotional demands, and accessing necessary resources. In response to these findings, a development program titled ELEVATE was proposed to enhance the capacity of master teachers through targeted training, peer collaboration, digital integration, and wellness support, ultimately improving instructional leadership and learning outcomes in the division.

Keywords: development education, instructional supervision, master teachers, professional development, descriptive-correlational design, Tacloban City, Philippines

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INTRODUCTION

Master teachers play a crucial role as instructional supervisors, significantly impacting the educational outcomes in their respective schools. As experienced educators, they are responsible for overseeing and enhancing the instructional practices of classroom teachers, ensuring that teaching methods align with educational standards and effectively promote student learning (Glickman, Gordon, & Ross-Gordon, 2018). By conducting regular classroom observations, providing constructive feedback, and facilitating professional development activities, master teachers help create a culture of continuous improvement in teaching and learning processes.

One of the specific roles of master teachers is to mentor neophyte teachers, guiding them through their initial years of teaching. Effective mentoring by master teachers is essential for new teachers' professional growth, helping them develop their instructional skills and adapt to the demands of the teaching profession (Ingersoll & Strong, 2011). Research indicates that good mentoring practices positively influence teachers' performance, which eventually manifests in improving students' academic performance (Hobson et al., 2009). Therefore, the mentorship provided by master teachers is a critical factor in fostering a supportive and effective educational environment.

Given the importance and variety of roles performed by master teachers, it is imperative to assess their instructional supervisory practices. Such assessments are essential to ascertain the quality of instructional supervision and identify areas for improvement. By evaluating the frequency, methods, and tools used in supervision, as well as the areas of focus during supervision, researchers can provide valuable insights into the effectiveness of these practices and recommend strategies for enhancing the instructional leadership provided by master teachers (Glickman, Gordon, & Ross-Gordon, 2018).

However, master teachers often encounter various challenges in their instructional supervision roles, which can hamper their performance. These challenges may include insufficient time allocated for supervision activities, lack of administrative support, high workload, and limited access to resources and professional development opportunities (Glickman, Gordon, & Ross-Gordon, 2018), among others. Addressing these challenges is crucial to ensure that master teachers can perform their supervisory duties effectively and support the continuous improvement of teaching practices in their schools.

In the context of the Tacloban City Division, master teachers face unique challenges, particularly as many of them are new to their roles and need to develop the skills required to discharge their duties effectively. The transition to becoming a master teacher involves adapting to new responsibilities and mastering the complexities of instructional supervision. These challenges are further compounded by the specific contextual and cultural factors present in Tacloban City, which can influence the effectiveness of supervision practices.

Despite the significant role of master teachers and the challenges they face, there is a research gap in the assessment of their instructional supervisory practices, particularly in the context of Tacloban City. While some studies may exist, there is a lack of recent and comprehensive research on this topic within the specific research setting. Addressing this gap is essential to provide up-to-date insights and recommendations that can inform the development of effective supervisory practices and professional development programs for master teachers.

Considering all the premises presented, this study is deemed necessary. By assessing the instructional supervisory practices of master teachers in the Schools Division of Tacloban City, the study aims to provide valuable insights into the effectiveness of these practices and the challenges encountered. The findings will inform the development of a comprehensive development program for master teachers, ultimately contributing to the improvement of educational outcomes in the division.

Statement of the problem

The study assessed the instructional supervisory practices of the master teachers in the Schools Division of Tacloban City for the school year 2024–2025 as a basis for the development of a supervisory enhancement program. Specifically, it sought to answer the following research questions:

1. What are the relevant profile characteristics of the master teachers in terms of age and gender, educational level taught, highest educational attainment, subject specialization, years of experience, trainings received, and opportunities for continuous professional development?
2. What are the instructional supervisory practices of the master teachers in terms of frequency of supervision, effectiveness of supervision, frequency of the use of supervisory tools and techniques, extent of implementation during supervision, and frequency of professional development activities conducted?
3. What is the performance of the teachers under the mentorship of the master teachers and their students in terms of the Individual Performance Commitment and Review Form (IPCRF) ratings of the teachers (mentees) and the average grades of the students under each mentee?
4. Is there a significant relationship between the instructional supervisory practices of the master teachers and the performance of the teachers (mentees) and students?
5. What challenges are encountered by the master teachers in instructional supervision in terms of administrative and organizational, professional development, teacher-related, logistical and technical, contextual and cultural, and personal challenges?
6. Based on the findings of the study, what development program for master teachers can be formulated?

METHODOLOGY

This study employed a quantitative research approach using a descriptive-correlational research design to systematically describe the variables under investigation and examine the relationships among them. The descriptive component of the design enabled the researcher to present a clear profile of the instructional supervisory practices of master teachers, their demographic and professional characteristics, and the challenges they encountered within the Schools Division of Tacloban City during the school year 2024–2025. In line with the views of Creswell and Creswell (2017) and Fraenkel, Wallen, and Hyun (2019), descriptive statistics were utilized to provide an accurate snapshot of existing conditions at the time of the study. Complementing this, the correlational aspect of the design made it possible to determine the strength and direction of relationships between instructional supervisory practices and the

performance of teachers under mentorship as well as their students, without implying causal relationships. As emphasized by Gay, Mills, and Airasian (2012), correlational research is particularly appropriate in educational settings where variables are interrelated and understanding their associations is essential for informed decision-making. Through this combined approach, the study generated empirical evidence that could serve as a foundation for the development of a data-driven supervisory enhancement program.

The respondents of the study consisted of master teachers from both elementary and secondary schools within the Schools Division of Tacloban City. Out of the total population of approximately 160 master teachers across the division, 80 respondents, representing 50 percent of the population, were included in the study. The selection of respondents was carried out through random sampling, using official lists of master teachers from each school district to ensure equitable representation across districts. This sampling technique enhanced the generalizability of the findings while minimizing selection bias. The distribution of respondents reflected participation from all districts within the division, thereby providing a comprehensive view of instructional supervisory practices across different learning centers.

Data collection was conducted personally by the researcher after securing the necessary permissions and approvals from the appropriate authorities. The primary instrument used in the study was a structured questionnaire designed to gather data on the respondents' demographic characteristics, professional development experiences, instructional supervisory practices, and challenges encountered in supervision. Prior to administration, clear instructions were provided to ensure accurate and complete responses, and clarifications were given whenever necessary. In addition to survey data, objective performance indicators were collected to strengthen the validity of the findings. These included the Individual Performance Commitment and Review Form (IPCRF) ratings of the teachers under the mentorship of the master teachers, as well as the average grades of students handled by each mentee. The researcher coordinated closely with school administrators and records personnel to access these data while ensuring accuracy, confidentiality, and proper documentation throughout the process.

The data gathered were subjected to both descriptive and inferential statistical analyses. Descriptive statistics such as frequency counts, percentages, mode, weighted mean, mean, and standard deviation were used to summarize and interpret the respondents' demographic profiles, professional development experiences, instructional supervisory practices, challenges encountered, and performance indicators. Percentages were employed to describe the distribution of demographic variables, while the mode was used to identify the most common responses related to professional development activities. Weighted means were computed for variables measured using Likert scales, particularly those related to supervisory practices and challenges, whereas arithmetic means were used to summarize teacher performance based on IPCRF ratings and student performance based on average grades. To determine the relationships between instructional supervisory practices and the performance of teachers and students, Spearman's rho correlation coefficient was applied. This non-parametric test was deemed appropriate given the ordinal nature of the data and the objective of identifying significant associations between variables.

Interpretation of the results was guided by established scoring and classification schemes embedded in the research instrument and relevant policy documents. Demographic variables such as age, gender, educational level taught, highest educational attainment, subject specialization, and

years of experience were categorized according to predefined ranges and classifications. Professional development engagement and instructional supervisory practices were measured using five-point Likert scales, with weighted mean ranges used to describe the frequency, effectiveness, and extent of implementation of supervisory activities. Teacher performance was interpreted based on IPCRF rating standards set forth in DepEd Order No. 2, s. 2015, while student performance was classified according to the grading scale prescribed in DepEd Order No. 8, s. 2015. These standardized interpretations ensured consistency, objectivity, and alignment with existing educational performance benchmarks.

Ethical considerations were strictly observed throughout the conduct of the study to protect the rights, dignity, and welfare of all participants. Prior to participation, all respondents were fully informed of the purpose, nature, and scope of the research, as well as their roles and responsibilities, and written informed consent was obtained to affirm voluntary participation. Confidentiality and anonymity were ensured by removing personal identifiers from all data sets, coding responses, and reporting results only in aggregated form. Access to collected data was limited exclusively to the researcher and authorized individuals. Data integrity was maintained by ensuring accurate collection, recording, and storage of information, with immediate resolution of any discrepancies encountered. The principle of non-maleficence was upheld by ensuring that participation posed no physical, psychological, or emotional harm to respondents. Moreover, respect for persons was demonstrated through ethical engagement, recognition of participant autonomy, and protection of privacy. By adhering to these ethical principles, the study was conducted in a manner that was responsible, transparent, and aligned with accepted standards of scholarly research.

RESULTS AND DISCUSSION

This section presents and discusses the results of the study on the instructional supervisory practices of master teachers in the Schools Division of Tacloban City for the school year 2024–2025. Guided by a quantitative descriptive–correlational research design, the study involved 80 master teachers selected through random sampling from a total population of approximately 160 master teachers across the division. Data were gathered using a structured questionnaire that examined demographic characteristics, professional development experiences, instructional supervisory practices, performance outcomes of mentees and students, and challenges encountered in supervision. Supplementary performance data were obtained from official school records, including the Individual Performance Commitment and Review Form (IPCRF) ratings of mentees and the average grades of students under their instruction. The data were analyzed using descriptive statistics such as frequency, percentage, mean, weighted mean, and standard deviation, as well as inferential statistics using Spearman’s rho correlation to determine relationships between supervisory practices and performance outcomes. The discussion that follows is grounded in the empirical evidence generated from these procedures and interprets the findings in relation to the objectives of the study and relevant scholarly literature.

Profile of the master teachers

The demographic characteristics of the 80 master teachers provide important contextual grounding for understanding their instructional supervisory practices. In terms of age, nearly half of the respondents belonged to the 41–50 age group, accounting for 48.8%, while 33.8% were aged

51 and above, and only 17.5% fell within the 31–40 age range. This age distribution indicates that the majority of master teachers are seasoned educators with substantial professional experience, suggesting a level of maturity and instructional expertise conducive to supervisory and mentoring roles. From a leadership perspective, this aligns with literature emphasizing that instructional leadership is often strengthened by accumulated teaching experience and professional insight. In terms of gender, the sample was predominantly female, with 82.5% female and only 17.5% male master teachers, reflecting the broader gender composition of the teaching workforce in Philippine public schools.

With respect to deployment, 45.0% of the master teachers were assigned to the elementary level, 40.0% to junior high school, and only 15.0% to senior high school. This distribution suggests a stronger concentration of instructional supervisory support at the foundational and lower secondary levels, where instructional guidance is particularly critical for curriculum delivery and learner development. In terms of educational attainment, the majority of respondents held a master's degree (56.3%), followed by those with bachelor's degrees (30.0%), while 13.8% had completed doctoral studies. These figures indicate that most master teachers meet or exceed the academic qualifications expected of teacher-leaders, supporting the Department of Education's emphasis on advanced academic preparation for instructional leadership roles. Prior studies, such as those by Nuqui and Cruz (2020), similarly reported that higher educational attainment among master teachers is associated with stronger supervisory competence and mentoring capacity.

The subject specializations of master teachers were widely distributed across disciplines. Filipino had the highest representation at 17.5%, followed by Science at 13.8%, MAPEH at 12.5%, Mathematics at 11.3%, and English at 7.5%, with smaller proportions in TLE/EPP (8.8%), Araling Panlipunan (5.0%), and ESP (3.8%). Notably, 20.0% were classified under "Others," including general education, reading, SPED, TVL, and senior high school core subjects. This diversity of specialization enables master teachers to support a wide range of instructional contexts but may also pose challenges when aligning supervisors with mentees of the same subject area. In terms of teaching experience, 43.8% of the respondents had 21 years or more of teaching experience, while 22.5% had 16–20 years and 21.3% had 11–15 years, indicating a workforce with deep pedagogical roots. However, when considering tenure as master teachers, 45.0% had served in the role for only 1–5 years, and 35.0% for 6–10 years, suggesting that while respondents are experienced teachers, many are relatively new to formal supervisory positions. This finding highlights the need for continuous capacity-building even among master teachers, particularly in developing advanced supervisory competencies.

Professional development experiences of master teachers

The professional development profile of the master teachers reveals important patterns regarding the frequency and structure of training and learning opportunities. Across six major training areas—Instructional Supervisory Strategies, Curriculum Development, Classroom Management, Assessment and Evaluation, Educational Technology, and Leadership Skills—the modal frequency of training was consistently reported as "Very Infrequently or as Needed Only," corresponding to a mode of 2 for all categories. For instance, leadership skills training was reported as very infrequent by 50 out of the 80 respondents, while 45 master teachers indicated similarly infrequent training in educational technology. Instructional supervisory strategies, curriculum

development, classroom management, and assessment and evaluation followed the same pattern, with most respondents reporting engagement only when the need arose rather than through sustained or systematic programs.

This pattern suggests that while master teachers are exposed to essential training areas, professional development is largely reactive rather than proactive or continuous. Such findings raise concerns regarding the readiness of master teachers to consistently fulfill their instructional leadership roles, particularly in a rapidly evolving educational environment that demands updated competencies in supervision, assessment, and technology integration. Salandanan and Medallon (2021) similarly observed that limited access to structured and continuous training constrains the effectiveness of master teachers in Region VIII, while Ong and Isip (2020) emphasized that the quality of instructional supervision is directly influenced by the regularity and relevance of professional development opportunities.

A similar trend emerged in the analysis of continuous professional development (CPD) opportunities. Across five modalities—online courses, professional learning communities, mentorship programs, reflective practice sessions, and research projects—the modal extent of engagement was likewise “Very Infrequently or as Needed Only,” with a mode of 2 for all categories. Online courses were particularly underutilized, with 42 respondents reporting very infrequent participation and 22 indicating no engagement at all. Professional learning communities and reflective practice sessions were also accessed infrequently, with 41 and 38 respondents, respectively, reporting minimal involvement. These findings suggest that although CPD opportunities exist, they are not deeply embedded in the professional routines of most master teachers. The limited utilization of flexible and collaborative learning platforms reflects an underexploited potential for sustained professional growth, echoing concerns raised by Darling-Hammond, Hyler, and Gardner (2017) regarding the need for ongoing, job-embedded professional learning.

Instructional supervisory practices of master teachers

The instructional supervisory practices of master teachers were examined across multiple dimensions, beginning with the frequency of supervision. The overall mean score for supervisory activities was 4.19, interpreted as frequently conducted, indicating that master teachers are actively engaged in instructional supervision. Classroom observations recorded the highest mean of 4.36, followed closely by feedback sessions at 4.34, both interpreted as very frequently conducted. Mentoring meetings (mean = 4.09), supervisory visits (mean = 4.08), and joint planning sessions (mean = 4.11) were all interpreted as frequently conducted. These findings demonstrate that master teachers regularly engage with teachers through direct observation, feedback, and collaborative planning, reflecting a strong commitment to instructional leadership. However, the slightly lower frequency of mentoring and joint planning suggests opportunities to further deepen collaborative supervisory practices. Marzano, Frontier, and Livingston (2011) emphasized that the effectiveness of supervision increases when such activities are conducted consistently and purposefully rather than sporadically.

In terms of effectiveness, instructional supervision was rated very highly, with an overall mean of 4.59, interpreted as very effective. Feedback sessions received the highest mean of 4.65, followed closely by mentoring at 4.64 and peer coaching at 4.63. Classroom observations (mean = 4.60), self-assessment and reflection (mean = 4.55), and collaborative teaching (mean = 4.49)

were also rated as very effective. These results indicate that master teachers perceive their supervisory practices as impactful in improving teaching quality and supporting professional growth. The prominence of feedback and mentoring underscores the central role of reflective dialogue and guidance in instructional improvement, consistent with the Learning Action Cell framework institutionalized under DepEd Order No. 35, s. 2016. Studies by Javier and Alviz (2022) further support the finding that structured mentoring and feedback contribute to sustained instructional improvement.

The use of supervisory tools and techniques also emerged as a key component of instructional supervision. The overall mean for this dimension was 4.11, interpreted as frequently used. Observation checklists recorded the highest mean of 4.64, followed by evaluation rubrics at 4.55 and peer coaching techniques at 4.40, all interpreted as very frequently used. Reflective journals and professional development portfolios each recorded a mean of 4.06, while data analysis tools registered a mean of 3.87, all interpreted as frequently used. In contrast, video recordings of lessons obtained the lowest mean of 3.17, interpreted as occasionally used. This pattern suggests a strong reliance on structured and traditional supervisory tools, while more technologically intensive or reflective tools are less commonly integrated. Knight (2014) highlighted the value of video analysis in promoting objective self-reflection, suggesting that increased institutional support and technical resources may be necessary to expand its use.

The extent of implementation of instructional supervision was rated very highly, with an overall mean of 4.65, interpreted as fully implemented. Lesson planning review received the highest mean of 4.76, followed by instructional strategies (mean = 4.68), curriculum alignment (mean = 4.67), integration of technology (mean = 4.64), student assessment methods (mean = 4.61), classroom management (mean = 4.60), and differentiated instruction (mean = 4.59). These findings indicate that supervision in Tacloban City is comprehensive and holistic, addressing both instructional planning and classroom execution. The strong emphasis on lesson planning and curriculum alignment reflects alignment with the Philippine Professional Standards for Teachers, which emphasize coherent planning, assessment, and inclusive instruction (DepEd, 2017).

Professional development activities conducted by master teachers were also examined, yielding an overall mean of 3.50, interpreted as frequently conducted. In-service education programs recorded the highest mean of 4.02, followed by workshops on instructional strategies (mean = 3.75), participation in professional learning communities (mean = 3.68), training on educational technology (mean = 3.59), and seminars on classroom management (mean = 3.58). Attendance at national or international conferences (mean = 2.94) and enrollment in advanced degree programs (mean = 2.95) were only occasionally conducted. These findings suggest that professional development efforts are largely school-based and internally facilitated, aligning with DepEd's emphasis on Learning Action Cells, but access to higher-level or externally driven professional growth opportunities remains limited.

Performance of mentees and students

The performance outcomes associated with instructional supervision were examined through the IPCRF ratings of mentees and the average grades of their students. All 80 mentees received IPCRF ratings within the Outstanding category, ranging from 4.51 to 4.99. Specifically, 27.5% fell within the 4.60–4.69 range, 26.3% within 4.70–4.79, 21.3% within 4.80–4.89, 15.0%

within 4.90–4.99, and only 10.0% within the lowest outstanding bracket of 4.51–4.59. This uniformly high performance suggests that teachers under the supervision of master teachers are performing at exemplary levels, potentially reflecting the effectiveness of mentoring, feedback, and supervisory support. Mendoza (2021) similarly reported that consistent instructional supervision is associated with higher teacher performance ratings. However, the clustering of ratings at the top end also raises questions about differentiation and evaluative rigor, as cautioned by Desimone and Garet (2015).

Student performance data further reinforce the positive outcomes associated with instructional supervision. The majority of students under mentees achieved Very Satisfactory average grades (85–89), accounting for 80.0% of the sample, while 13.8% achieved Outstanding grades (90–100). Only 3.8% and 2.5% fell within the Satisfactory (80–85) and Fairly Satisfactory (75–79) categories, respectively. These results indicate that nearly 94% of students performed at least at a Very Satisfactory level, suggesting that effective instructional supervision may contribute to improved classroom practices and learner outcomes. Studies by Cheng and Tam (2020) and Gonzales and Bautista (2022) similarly found that systematic supervision enhances both teaching quality and student achievement.

Relationship between instructional supervisory practices and performance

Correlation analysis revealed a nuanced relationship between instructional supervisory practices and performance outcomes. While most individual supervisory dimensions did not show statistically significant relationships with mentee or student performance, two notable findings emerged. A significant positive relationship was found between the overall instructional supervisory practices of master teachers and the IPCRF ratings of mentees, with a correlation coefficient of 0.228 and a p-value of 0.043. This indicates that when supervisory practices are considered holistically, they contribute meaningfully to improved teacher performance. This finding supports the integrated leadership perspective advanced by Neumerski (2013), emphasizing that instructional leadership is most effective when multiple strategies operate in concert.

Additionally, a significant relationship was found between the frequency of use of supervisory tools and techniques and the average grade of students, with a correlation coefficient of 0.265 and a p-value of 0.020. This suggests that consistent use of structured tools such as observation checklists, rubrics, and data analysis instruments positively influences student achievement. Knight (2014) and Gonzales and Bautista (2022) similarly emphasized the importance of evidence-based tools in translating supervision into improved instructional outcomes. Other supervisory dimensions, including frequency of supervision, effectiveness of supervision, extent of implementation, and frequency of professional development activities, did not show statistically significant relationships when examined independently. These results imply that frequency alone is insufficient without depth, quality, and integration of supervisory practices.

Challenges encountered in instructional supervision

Master teachers reported a range of challenges across administrative, professional development, teacher-related, logistical, contextual, and personal dimensions. Administrative and organizational challenges were rated with an overall mean of 3.57, interpreted as agree, with high

workload (mean = 4.01) and insufficient time (mean = 3.83) emerging as the most pressing concerns. Professional development challenges also received an overall mean of 3.47, interpreted as agree, particularly in terms of lack of training and insufficient funding (both with mean = 3.60). Personal challenges were similarly acknowledged, with difficulty balancing professional development and supervisory duties recording the highest mean of 3.75.

In contrast, teacher-related challenges (overall mean = 3.01), logistical and technical challenges (mean = 3.12), and contextual and cultural challenges (mean = 3.09) were interpreted as neutral, suggesting variability in experiences across schools rather than systemic barriers. Nevertheless, literature by Maslach and Leiter (2016), Ryan and Deci (2000), and Spillane and Kenney (2012) underscores that even moderate challenges can accumulate and affect leadership effectiveness if not addressed.

Synthesis of findings

Overall, the findings indicate that instructional supervision in the Schools Division of Tacloban City is robust, comprehensive, and largely effective in supporting teacher and student performance. Master teachers demonstrate strong engagement in supervision, employ a wide range of effective strategies and tools, and facilitate frequent school-based professional development activities. At the same time, limitations in continuous training, access to advanced professional learning opportunities, and workload-related constraints highlight areas for improvement. Collectively, the results underscore the importance of sustaining integrated, well-supported instructional supervision systems that empower master teachers as instructional leaders while addressing the structural and personal challenges they face. These findings provide a strong empirical basis for the development of targeted interventions and programs aimed at strengthening instructional supervision and leadership in the division, thereby setting the stage for the subsequent chapter of the study.

CONCLUSION

In conclusion, the study established that master teachers in the Schools Division of Tacloban City are generally well-qualified and professionally prepared for their instructional leadership roles. The majority possess advanced academic credentials, extensive teaching experience, and sufficient exposure to supervisory responsibilities, providing a strong foundation for effective instructional supervision. Their demographic and professional profiles reflect a corps of experienced educators capable of guiding and mentoring teachers across different grade levels and subject areas, thereby strengthening instructional quality within schools.

The findings further revealed that instructional supervisory practices are carried out frequently and are perceived as highly effective, particularly in classroom observations, feedback conferences, mentoring, and the use of structured supervisory tools such as observation checklists and evaluation rubrics. These practices are comprehensively implemented across key instructional domains, including lesson planning, instructional strategies, curriculum alignment, assessment, classroom management, differentiated instruction, and technology integration. As evidenced by the consistently high IPCRF ratings of mentee teachers and the predominantly Very Satisfactory to Outstanding academic performance of students, instructional supervision by master teachers

contributes positively to both teaching effectiveness and learner outcomes. The significant relationship between overall instructional supervisory practices and mentee performance, as well as the association between the use of supervisory tools and student achievement, underscores the value of an integrated, systematic approach to supervision.

Despite these strengths, the study also identified notable constraints that limit the full potential of instructional supervision. Professional development opportunities for master teachers remain largely infrequent and unsystematic, particularly in areas related to leadership skills, educational technology, research engagement, and advanced supervisory training. Moreover, the inconsistent use of advanced supervisory tools, such as video-based observation and data-driven analysis, indicates a need for greater technical and institutional support. Administrative and organizational challenges, especially high workload, limited time allocation for supervision, and insufficient resources, further restrict the ability of master teachers to focus on their instructional leadership roles. Personal challenges, including emotional and psychological demands, difficulty balancing supervisory responsibilities with personal professional growth, and sustaining motivation, were likewise acknowledged as significant concerns. In contrast, teacher-related, logistical, contextual, and cultural challenges were perceived as moderate, suggesting that these factors vary across school contexts and are generally manageable with appropriate support.

Taken together, the findings affirm that instructional supervision by master teachers plays a vital role in enhancing both teacher performance and student learning in the Schools Division of Tacloban City. However, sustaining and strengthening this positive impact requires deliberate and systemic interventions. There is a clear need for the institutionalization of structured and continuous professional development programs specifically designed for master teachers, aligned with the Philippine Professional Standards for Teachers and focused on instructional leadership, supervision, research, and mentoring. Addressing workload concerns through protected supervisory time, reduced non-instructional duties, and clearer role delineation is equally essential to enable master teachers to prioritize their leadership functions effectively.

Furthermore, improving access to digital tools, supervision technologies, and reliable internet connectivity is necessary to support efficient documentation, feedback, and follow-through during supervision. The establishment of professional learning communities among master teachers can foster collaboration, reduce professional isolation, and encourage innovation in supervisory practices. Attention to the emotional well-being of master teachers through wellness initiatives, peer support systems, recognition programs, and mental health services is also crucial in sustaining motivation and resilience. In addition, providing opportunities for advanced studies and participation in national or international professional learning activities through scholarships, study leaves, or travel grants would further enhance their instructional leadership capacity.

Finally, while the quantitative findings of this study provide strong empirical evidence of the effectiveness of instructional supervision, future research may benefit from qualitative approaches such as interviews, focus group discussions, and classroom observations to capture deeper insights into supervisory behaviors, mentoring styles, and relational dynamics between master teachers and their mentees. Such complementary investigations can enrich understanding of instructional supervision as a complex, context-sensitive leadership practice and inform more responsive policies and programs. Overall, the study highlights that with sustained institutional support, strategic professional development, and attention to the well-being of instructional leaders, master teachers can continue to play a transformative role in improving teaching quality and student achievement.

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