Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields

Instructional Supervisory Roles and Job Productivity of Master Teachers in District II Division of Manila

Maria Heles V. Tiamzon [1]

1 – Palaris Colleges

Publication Date: October 16, 2026 DOI: **10.5281/zenodo.23467787**

Abstract

This study examined the instructional supervisory roles and job productivity of public elementary master teachers. Specifically, it determined the extent of execution of the instructional supervisory roles of master teachers as mentors, coaches, trainers, demonstrators, and innovators; assessed their level of job productivity; compared the perceptions of school heads and master teachers regarding the performance of these roles; determined the relationship between job productivity and instructional supervisory role execution; and identified the seriousness of problems encountered in carrying out instructional supervisory responsibilities. A descriptive-correlational research design was employed, utilizing survey questionnaires administered to public elementary master teachers and school heads. Findings revealed that the majority of the master teachers were female, relatively older, holders of a master's degree, experienced in teaching, and largely assigned to Filipino subjects. Many had received awards and distinctions, availed of scholarships or study grants, and were members of professional organizations. The master teachers demonstrated a high extent of execution of their instructional supervisory roles, as affirmed by both school heads and the master teachers themselves. However, their level of job productivity in performing their roles as mentors, coaches, trainers, demonstrators, and innovators was found to be low. Results further showed no significant difference between the perceptions of school heads and master teachers regarding the extent of execution of instructional supervisory roles. Significant differences in role execution and job productivity were observed across selected demographic and professional variables, while no significant differences emerged for others. Moreover, master teachers did not encounter serious problems in carrying out their instructional supervisory functions, suggesting that the challenges they faced were generally manageable. The study concluded that while public elementary master teachers effectively performed their instructional supervisory roles, their job productivity in relation to these responsibilities requires enhancement. It is therefore recommended that professional development programs, capacity-building activities, and institutional support mechanisms be strengthened to further improve the productivity and effectiveness of master teachers in instructional supervision.

Keywords: *Instructional supervision, Job productivity, Master teachers, Mentors, Coaches, Trainers, Demonstrators, Innovators, Educational management, Public schools*

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields

Chapter 1

The Problem

Rationale

Education plays a vital role in the development and progress of the nation around the world. Moreover, Rizal put it that education in the foundation of the welfare and progress of a nation. It is therefore, the goal of our educational system to produce productive and knowledgeable citizen of ingenious teaches. However, due to the meager salary received by classroom teachers and the slim chance of getting promoted to the administrative position, the best ones who have the guts transfer to other agencies; others venture on business; still others try their luck in other shores (Rosario, 2023).

Teaching then, is essential to any civilized enterprise as the chief source of man's intellectual, social, economic and ethical development in every aspect of his life. It produces and nurtures the other professions; hence, it is aptly called "the mother of the professions". In a genuine sense, teaching always progress and survival.

The individual who chooses to become a teacher joins the highest ranks of professional service. He makes contributions of inestimable worth to the welfare of his fellowmen and to the perpetuation of the ideals which bind men together in organized society. It is, therefore, deemed necessary for those who choose to join the rank of the teaching profession to be imbued with the noblest of ideals for in their hands lay the development of the youth who will one day become leaders in different of endeavor – in government, science, business, industry and the arts (Torio, 2024).

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields

The importance of a teacher as an architect of our future generations demands that only the best and the most intelligent and competent members of our intelligentsia be allowed to qualify for this noble profession. It is unfortunate to find that generally the worst and the most incapable people of the society find their way into this profession. Anyone who fails to find an opening in any other walk of life gets into this profession and recklessly plays with the destiny of the nation. An important reason for this is understood to be the poor salaries of our primary and elementary teachers which are no better than that of clerks. A large number of our teachers are, therefore, frustrated and disinterested.

They have to go for part-time jobs to meet their basic needs. Again, the teaching profession also does not enjoy due respect in the society. The primary and elementary teachers are particularly at a disadvantage. Their status is lower than that of doctors, engineers, advocates, and civil servants; even lower than that of semi-literate and illiterate traders. It would therefore require great commitment for an intelligent individual, however fond of education and training he may be, to forsake the career of a doctor or engineer in favor of teaching. Therefore, while selecting good teachers, it must be borne in mind that better opportunities, prospect and perks are offered to the teachers.

In this age of tremendous technological and scientific advancement-when educated intelligence is essential to progress in all fields and even, perhaps, to national survival, the best must be recruited to teach. No longer can the choice of teaching be left to the lesser sort. It goes without saying that teaching cannot be looked upon as employment suitable only for those who fail to gain admission to other professions.

Realizing the importance and encompassing role of teachers, the government, together

with the educational agencies designed a scheme for the advancement of teachers, to rank them among the high – level professionals. Hence, the Department of Education designed an order to strengthen the teacher's confidence, which is embodied in Executive Order No. 500 known as "Establishing A New System of Career Progression for Public School Teachers" otherwise known as "The Master Teacher Scheme". Hence, efficient, effective and excellent teachers were stimulated to remain as classroom teachers with the hope that they would be promoted along this order.

Nonetheless, to qualify for the position, teachers must possess the criteria in professional instruction and social as well as personal competencies. They must be educationally trained in order to have outstanding performance both in school and in the community. The performances in the different roles must be noteworthy. Their qualities of being a leader cannot be overemphasized. http://www.sedl.org/pubs/teaching99/5.html

Accordingly, the master teachers join the highest rank of professional service because they serve humanity. They make contributions of in estimate value to the welfare of their fellowmen and to the perpetuation of the ideals, which bind men together in organized society. As they instruct children and youth, they are developing future statement, lawyers, educators, doctors, ministers, engineers, scientist, nurses, architects, white – collar workers, business executive, etc. undoubtedly, the teachers can do all these and measure up to the expectations of society. Although there are no perfect teachers yet, there are teachers who possess qualities of excellence (Aquino, 2000).

Effectiveness of school means attaining the goals and objectives internally and externally. Effective leadership in any organization is contingent upon a continuous supply of person who

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

are capable of wearing the mantle of leadership. Newstrom and Davis (2023) stressed that leadership is a process of influencing and supporting others to work enthusiastically toward the realization of objectives. It is the initial factor that helps an individual or a group identifies its goals and then motivates and assists in achieving the stated goals. Without leadership, an organization would only be a confusion of people and machines, just an orchestra without a conductor would be only musicians and instruments.

Furthermore, it is said that master teachers are individuals who bring forth a bright and progressive future. They assume leadership and performance in training the youth to become the pride of the Filipino race. Azanza (2021) stressed that the popular realization that education is essential to the social mobility and better standard of living in a technical society made for a revolution of education thought that accounted for more young people desiring to go beyond basic education. Because of the positive effect in managing effective classroom and community commitments, the master teachers whose “quality” of mind and heart that influence the learners cannot be disregarded. With this scenario, Reyes (2023) confirmed that “pursuing higher education makes one’s skills and abilities to bloom and the competence of managing to improve”.

The late President J.P. Laurel, (2021) stressed that: “The Filipino teacher is the artisan of the Filipino soul. To him is assigned the task of molding the character of the Filipino youth. He is called upon not only to impact valuable information and to develop the mental, spiritual and physical faculties of the students, but also to perpetuate the traditions and ideals of the race. He is the spiritual guide of his students, their leader in thought and action. Upon him depend the kind of men and women we shall have tomorrow”

The teachers are continuously striving to move toward higher levels of effective teaching.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

The effectiveness of the school largely depends on its kind of leaders. On the contrary, Azanza (2021) emphasized that the only sad reality in education is that good education is expensive and only highly gifted may wangle scholarship grants to be able to compete with scions of moneyed families. To facilitate in the achievement of educational goals, measures are to be followed like capable dynamic teacher leaders, competent, committed teachers, highly motivated learners, adequate and wholesome learning environment and harmoniously school – parent community relationship. Moreover, to be effective the teachers must perform to attain desired level of achievement.

The master teachers being regarded as the "cream of the crop" among the teaching personnel serve as partners of the school heads in promoting quality and excellent education.

As Master Teachers, they serve as instructional leadership in their content area, dedicated to working collaboratively with their colleagues to drive instructional improvement as an active classroom teacher, technical assistant, trainer and facilitator / coordinator. These teachers are identified as peer leaders and an integral part of a school's transformation strategy. They also provide leadership in training, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement.

Aside from being leaders, they are also facilitators within the school and an important element in spreading and strengthening school reform and improvement. Educational improvement at the instructional level, for example, involves leadership by teachers in the classroom. Tasks performed by these teacher leaders include monitoring improvement efforts, selecting curriculum, and participating in administrative meetings. In addition, they often are

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

called upon to participate in peer coaching, engage parent and community participation, and review research in their time away from the classroom. Typically, these leaders are master teachers who have significant teaching experience, are known to be excellent educators, and are respected by their peers. They are learning and achievement oriented and willing to take risks and assume responsibility.

Hence, this study aimed to identify, determine and appraise the level of instructional supervision roles and job productivity of the master teachers in the elementary school in Pangasinan.

Master teachers play different roles in terms of instructional supervision. A role in sociology is the behavior expected of an individual who occupies a given social position or status. A role then, is a comprehensive pattern of behavior that is socially recognized providing a means of identifying and placing an individual in a society. It also serves as strategy for coping with recurrent situations and dealing with the roles of others. A role remains relatively stable even though different people occupy the position: any individual assigned the role is expected to behave in a particular way. An individual may have a unique style, but this is exhibited within the boundaries of the expected behavior.

The role of a teacher in society is both significant and valuable. It has far reaching influence on the society he lives in and no other personality can have an influence more profound than that of a teacher. Students are deeply affected by the teacher's love and affection, his character, his competence, and his moral commitment. A popular teacher becomes a model for his students. The students try to follow their teacher in his manners, costumes, etiquette, style of conversation and his get up. He is their ideal.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

He can lead them anywhere. During their early education, the students tend to determine their aims in life and their future plans, in consultation with their teachers. Therefore, a good and visionary teacher can play a prominent role in making the future of his students while as a corrupt teacher can only harm his students much more seriously than a class of corrupt and perverted judiciary, army, police, bureaucracy, politicians or technocrats. A corrupt and incompetent teacher is not only a bad individual, but also an embodiment of a corrupt and incompetent generation. A nation with corrupt teachers is a nation at risk; every coming day announces the advent of its approaching destruction.

The master teaches duties and responsibilities, in addition to the function and duties of a regular teacher, the master teacher should perform the following functions: 1) introduce any of the following for adaptation by the school, a) curriculum or instructional materials, b) effective teaching techniques or strategies, c) methods of simplifying works e.g. reporting system, record keeping or procurement that will result in reduction and d) worthwhile income-generating project for the students, (2) serve as year level chairman, adviser of school paper or other special organizations (3) serve as chairman/member of the special committee, (4) initiate / conduct action or basic research along improvement of instruction, community development and teacher welfare (5) coordinate community project such as food and nutrition, agriculture / industrial fairs, etc. (6) manage in-service training activities, (7) serve as coach trainer in co-curricular activities such as athletics, musical and dance competition, (8) serve as demonstrator teacher, consultant, resource person in the school and other schools.

All master teachers shall be administratively under the school heads where they are assigned notwithstanding their rank and salary. Master teachers shall have regular teaching loads.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields

In addition, they are expected to assist other teachers in the school toward improving their competence, take leadership in the preparation of instructional materials and other materials or perform such other functions commensurate with their capabilities.

The master teacher should also possess good communication skills. They should communicate effectively. According to Azansa (2021).

"The master teacher will have to be able to deal with bilingual instruction in a manner that is above what is merely tolerable. It is agreed among educationists that if one' language competence as a medium of instruction is poor, he is most likely to fail in the teaching-learning situation.

Indeed, the master teachers have a lot of expertise as Azansa, explained: "The master teacher is a resident teacher demonstrate of teaching strategies in his school assignment…This would require the master teacher a good working knowledge of the scope and sequence, methodology, psychological and philosophical foundation, development of teaching materials and the review techniques involved in his line of specialization.

According to Penson (2025), the teachers especially the master teachers are believed to be usherettes of children from the kingdom of darkness and ignorance toward the hall of light and wisdom. They are caring and dedicated persons who can change illuminable minds, shape future and build sound dreams.

In the same light Hayaman (2025) described the characteristics of master teachers: they are model in professionalism, leadership, and instructional competence toward others in the profession. They are the explorer, the visionaries, and the artists who are the forefront of

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

instructional management.

Cortes (2025) said further that high level of performance reflect quality instruction. Master teachers are supposed to demonstrate quality instruction. She gave the indication of quality teacher to wit: 1) pedagogical knowledge, 2) subject area content knowledge, 3) skills necessary for effective teaching, 4) a strong understanding of human growth and child development, 5) effective communication skills, 6) a strong sense of ethics and 7) a capacity of renewal and ongoing learning.

Mentoring and coaching are among the instructional supervision roles of master teachers. Historically, the term mentor has been used within literature that was responsible for educating and nurturing another. Often the mentor was older and had already established him or herself in the profession in which the mentee or protégé was attempting to learn. (The Internet Journal of Allied Health Science and Practice, 2024).

Levinson, and Roche (2024) were among the first researchers to study mentoring and created serious interest in the subject by giving it academic legitimacy when they each published findings that demonstrated the relationship between having a mentor and subsequent success in the business world. The impact of their ideas led others to study the concept and document it importance to both learning and psychosocial development. Although studied, the mentoring construct remains unclear as there is a lack of agreement within the literature on a single definition of terms “mentoring”.

Mentoring have various and diverse foci, that range from tasks of the mentor and protégé to processes occurring with the relationship. Murray defined mentoring as a process whereby a

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

more experienced person helps a less experienced person develop in some specified capacity.

Torres-Guzman and Goodwin (2024) defined mentoring as an intense, dyadic relationship in which the mentor furthers the professional and personal development of the protégé by providing information, assistance, support and guidance. More exactly, Kochran and Trimble (2024) defined mentoring as a relationship that provides opportunities to develop disposition and abilities that are invaluable in strengthening capacities to grow personally and professionally.

According to Kram (2022), mentors perform both career and psychosocial functions. The career functions include sponsorship, exposure and preparation for advancement. These functions of the mentor are shown to directly correlate with career advancement of the protégé. The psychosocial functions provided by the mentor enrich the protégés sense of competence and effectiveness. Kram concluded that the career-related functions emerged first in the relationship, followed by the psychosocial functions, which became importance in the later phase of the relationship.

Roles of Mentor

According to Schwiebert, Deck and Bradshaw (2022), the primary responsibilities of the mentor are: 1) to make an investment of quality time in the relationship, 2) to make a commitment to take the time necessary to allow for in-depth discussion of the needs and goals of the protégé and the progress towards those goals and 3) to maintain a supportive interaction. Additionally, sharing resourcing, providing feedback in non-judgmental language, challenging the protégé to work toward his or her goals, assisting with the development of a vision, assurance

of learning, and facilitating reflective practice are major responsibilities of the mentor.

Style of Mentor

McNally and Martin (2024) conducted a study to see how mentors carried out their responsibilities. Three styles emerged from this study, each reflecting a difference in the way the responsibilities are carried out by the mentor.

1. 'Laissez-fiare' mentors are nurturing and supportive. They have a strong belief in the importance of providing emotional support and reducing the stress of the protégé.
2. Collaborative mentors combine support and challenge to empower their protégé to engage in critical reflection.
3. Lastly, imperial mentors use challenge as the foremost responsibility and often create tension for the protégé.

In order for the mentoring relationship to be effective, protégé need to carry out certain responsibilities. First, the protégé must demonstrate the desire to learn. He or she must have an interest in people and be able to communicate effectively. Understanding how to formulate questions and listen attentively are important responsibilities of the protégé. The protégé must want to develop his / her overall vision for their career. Finally, the protégé must demonstrate initiative and follow through, which are essential for achieving goals. Since it is the protégé who ultimately decides what can be achieved, the degree to which these responsibilities are carried out will significantly impact the nature and productivity of the relationship.

Fagenson (2024) described protégé as "…individuals who are provided with support, direction and feedback regarding their interpersonal development and career plans by individuals

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

called “mentors”.

Coaching is a process that enables learning and development to occur and thus performance to improve. To be a successful, a Coach requires knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place. (Eric Parsloe, The Manager as Coach and Mentor, 2025).

Mentoring is off-line help by one person to another in making significant transition in knowledge, work or thinking. (Clutterbuck, D & Mengginson, D., Mentoring Executive and Directors, 2024).

Different Between Coaching and Mentoring

There are many similarities between coaching and mentoring. Mentoring, particularly in its traditional sense, enables an individual to follow in the path of an older and wiser colleagues who can pass on knowledge, experience and open doors to otherwise out-of-reach opportunities. Coaching on the other hand is not generally performed on the basis that the coach has direct experience of their client’s formal occupational role unless the coaching is specific and skills focused.

Many coaching clients will seek coaching or mentoring for performance enhancement rather than the rectification of a performance issue. Coaching and mentoring have been shown to be highly successful intervention in these cases. When an organization is paying premium rates for development services, performance is usually the key pay-back they are looking for. Even is an executive or manager receives support in balancing work and homelife, it will be with the aim of increasing their effectiveness and productivity at work and not for more altruistic reasons.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields

Performance coaching derives its theoretical underpinnings and models from business and sports psychology as well as general management approaches.

Coaching and mentoring use the same skills and approach but coaching is short terms task – based and mentoring is a longer relationship. This means leadership skills, decision-making, staff relations, creativity, stress and time management, meeting control or sensitive issue handling, has to be of the very highest order.

The Chartered Institute of Personnel and Development (CIPD) lists some characteristics of coaching in organization that are generally agreed on by most coaching professionals:

1. It consists of one-to-one developmental discussions.
2. It provides people with feedback on both their strengths and weaknesses.
3. It is aimed at specific issues / areas.
4. It is a relatively short-term activity, except in executive coaching, which tends to have a longer time frame.
5. It is essentially a non-directive form of development.
6. It focuses on improving performance and developing / enhancing individuals skills.
7. It is used to address a wide range of issues.
8. Coaching activities have both organizational and individual goals.
9. It assumes that the individual is psychologically healthy and does not require a clinical intervention.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

10. It works on the premise that clients are self-aware, or can achieve self-awareness.

11. It is time-bounded.

12. It is a skilled activity.

13. Personal issues may be discussed but the emphasis is on performance on work.

The International Coach Federation defines the basic coaching competencies as following:

1. Meet ethical guidelines of the profession.
2. Ability to establish a coaching agreement.
3. Ability to establish an intimate and trusting relationship with the client.
4. Ability to be fully present, conscious and spontaneous.
5. Ability to express active listening.
6. Ability to ask powerful question.
7. Ability to be a direct communicator.
8. Ability to create and raise the client's awareness.
9. Ability to design and create action plans and action behaviors.
10. Ability to develop plans and establish goals with the client.
11. Ability to manage the client's progress and hold him/her responsible for action.

The CIPD differentiates between coaching, mentoring and counseling. It is helpful to understand these differences as, although many of the process are similar, they are generally

delivered by individuals with different qualifications and different relationship with their client.

Mentoring

Ongoing relationship that can last for a longer period of time.

Can be more informal and meeting can take place as and when the mentee needs some advice, guidance or support.

More long-term and takes a broader view of the person.

Mentor is usually more experienced and qualified than the ‘mentee’ often a senior person in the organization who can pass on knowledge, experience and open doors to otherwise out-of-reach opportunities.

Focus is on career and personal development.

Agenda is set by the mentee, with the mentor providing support and guidance to prepare them for future roles.

Mentoring resolves more around developing the mentee professional.

Coaching

Relationship generally has a set duration.

Generally more structured in nature and meetings are scheduled on a regular basis.

Short-term (sometimes time-bounded) and focused on specific development areas / issues.

Coaching is generally not performed on the basis that the coach needs to have direct experience of their client’s formal occupational role, unless the coaching is specific and skills –

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

focused.

Focus is generally on development / issues at work.

The agenda is focused on achieving specific, immediate goals.

Coaching revolves more around specific development areas / issues.

As Gutierrez (2023) explained, the master teachers were created to promote mentors to master teacher positions in recognition of their expertise in classroom teaching job. They are partners of the head teachers, school administrators and supervisors in strengthening the delivery of efficient and relevant services to the school and community.

Meanwhile, Gould and Yoakam (2021) believe that for the teacher to succeed professionally, he should possess a high degree of intelligence. All things being equal, the more intellectual competent the teacher is, the greater his potentials for success will be.

He should be strong enough physically and so well-balanced emotionally that he will not be exhausted by the duties of the classroom as well as extra classroom activities. He should possess a personality that is positive in its influencing children to accept his leadership. He should be keenly sensitive to the activities of people in their struggle to satisfy their needs in all areas of human experience.

The influence of a good teacher in the lives of the individual pupils/students he come in contact with year after year cannot be underestimated. Sharp (2025) gave a typical description of the good teacher's influence. According to her, a good teacher is first of all a good human being – one whose personality, character and attitudes exercise a wholesome and inspiring influence on young people. By inspiration is meant the quality of teaching that strikes a spark deep inside the

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

student, raising his level of awareness in life, broadening rather than just satisfying his natural curiosity, identifying his individual capacity and responsibility and holding up before him an ideal worth pursuing and realizing as a person.

The student may forget the facts he learned but what remains is the deep influence of the great inspiring teacher whose general approach to knowledge and life serves as a practical guide for him in the world beyond the school.

Potter (2021), a former US Senator from Michigan, commented that good teachers do far more than merely teach the subjects assigned to them. They inculcate the best concepts of truth, honesty, justice and the other finer values of life.

When we speak of good teachers it means that a teacher must be a model of faith and piety and should have a fairly good knowledge. A teacher should consider it his duty to educate and train his students and should feel responsible for it. He should feel that his students have been entrusted to him and he should avoid any breach of the trust the society has reposed in him. he should be a sociable person with his roots in the society. People should take him as their well-wisher and a sincere friend who cares for the children. It should be ascertained at all cost that a candidate for this profession has a natural acumen and aptitude for teaching.

He should actively participate in the social activities in a positive way. He should know the art of teaching with a deep insight into child psychology. He should always deal with the students in a just manner. He should not lose his self – control on mistakes his students may commit, and instead he should respect their feelings and ego, and should try to understand and resolve their difficulties with grace while keeping his cool. He should be able to smile in the face

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

of bitter criticism on his opinions, and should not feel ashamed or humiliated to accept his mistakes wholeheartedly.

He should be proud of his culture, his national dress and his national language. He should be a missionary, a mentor, a reformer and a guide besides being a dedicated tutor. In other words, he should be a perfect teacher and a perfect educationist. While highlighting the role of a teacher in the society, it is imperative to involve the role of parents, too, in the process of character building of the students. In the past, parents and teachers both used to make the best of their efforts to provide an atmosphere to their children congenial to the development of higher virtues and morals. But the gross social change over the last fifty years, large scale urbanization, ruthless competition for financial gains, and heavy preoccupation in everyday life deplete all time and energy from the parents, leaving behind little time or energy for them to monitor their children.

Whatever time they have at their disposal is consumed by newspapers, television and other recreations. As a result, the younger generation hardly gets any opportunity to share ideas with their elders or to enter into a meaningful discussion. On the other hand, this idea is gaining ground among us that education is not meant to build up better human beings, but only to get better jobs. Consequently, the students' minds are obsessed with better jobs and dreams for higher social status. It is, therefore, duty of the parents, too, to take active interest in the day-to-day progress of their children both in and outside the institution and apprise them of the real meaning of education. http://en.wikipedia.org/wiki/Techer_in_role

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields

Supervision

Ben M. Harris (2021) attributed the variation in roles to differing theoretical perspectives:

> "Supervision, like any complex part of an even more complex enterprise, can be viewed in various ways and inevitably is. The diversity of perception stems not only from organizational complexity but also from lack of information and absence of perspective. To provide perspective, at least, the total school operation must be the point of departure for analyzing instructional supervision as a major function"

To create a sharp, clear-cut definition of supervision is extremely difficult, as acknowledge by Mosher and Purpel (2025).

"The difficulty of defining supervision in relation to education also stems, in large part from unsolved theoretical problems about teaching. Quite simply, we lack sufficient understanding of the process of teaching. Our theories of learning are inadequate, the criteria for measuring teaching effectiveness are imprecise, and deep disagreement exists about what knowledge – that is, what curriculum – is most valuable to teach… When we have achieved more understanding of what and how to teach, and with what special effects on students, we will be much less vague about the supervision of these processes".

Burton and Brueckner (2021) gave supervision a broad interpretation, viewing it as a technical service requiring expertise, the goal of which is improvement in the growth and development of the learner.

Stressing the helping nature of supervision, Franseth (2023) early on stated, "Today supervision is generally seen as leadership that encourages a continuous involvement of all

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

school personnel in a cooperative attempt to achieve the most effective school program. Neagley and Evans (2000) pointed to the democratic nature of modern supervision in their definition:

"Modern supervision is considered as any service for teachers that eventually results in improving instruction, learning, and the curriculum. it consists of positive, dynamic, democratic actions designed to improve instruction through the continued growth of all concerned individuals – the child, the teacher, the supervisor, the administrator and the parents or other lay person.

Contemporary definitions of supervision stress service, cooperation and democracy. According to Harris (2021), supervision of instruction is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching process employed to promote pupil learning.

Alfonso, Firth and Neville (2021) offered a slightly different definition: "Instructional supervision is herein defined as: Behavior officially designated by the organization that directly affects teacher behavior in such a way as to facilitate pupil learning and achieve the goals of the organization.

Herdon (2024) in her featured entitled "New aspect of Leadership" emphasized that a significant part of effective leadership is the close connection between the leader and the follower, which often determines the success of the leader's mission. Unfortunately, this leader – follower relationship cannot be created according to some simple formula. Without inspiration, involvement, and encouragement from participants, the relationship suffers. Leaders, in particular, must give an extra effort to reach out to followers in order to initiate and develop this

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

alliance that is so critical to the achievement of goals.

Glickman (2024) states that the instructional supervision directly affects teacher's behavior in such a way that it facilitates students' learning and achieves the goals of the school. Instructional supervision focuses on the behavior of the school principal in assisting the teachers for the ultimate benefit of the students.

As stated by Borick (2024), an effective school is someone who meets the community ideal good citizen, good parent and good employee. At the time teachers were judge primarily on their effectiveness as people and secondarily on their behavior in school. They were expected to be generous, friendly, considerate, hardworking, and competent and to reveal these qualities in the school by being authoritative, organized, discipline, insightful and dedicated.

Lovell (2023), in revising the earlier work of Kimball Wiles, looked at instructional supervisory behavior as behavior that "assumed to be an additional behavior system formally provided by the organization for the purpose of interacting with the teaching behavior system in such a way as to maintain, change, and improve the design and actualization of learning opportunities for students.

Beach and Reinhartz (2025), see supervision as a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes the career – long development of teachers.

Krey and Burke (2025) offered a comprehensive definition of supervision: "Supervision

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

is instructional leadership that relates perspective to behavior, clarifies purposes, contributes to and supports organizational actions, coordinates interactions, provides for maintenance and improvement of the instructional program, and assesses goal achievements".

Sergiovanni and Starrat (2025), saw supervision as taking place in schools that are "true learning communities", where values, norms, and ideas are shared by supervisors, teachers, and students.

Daresh and Playko offered a concise definition, viewing supervision as "the process of overseeing the ability of people to meet the goals of the organization in which they work.

Wiles and Lovell (2023) maintain that supervision should produce opportunities for teachers to release their potentials as members of the organization. Teachers should feel more adequate as professional, to see greater significance possibilities and responsibilities in their role, and to perceive the situation as one in which improvement is not only possible but highly valued teachers, according to them, need to feel that their contribution to the achievement of organizational goal is recognized and valued for their sense of personal responsibility contributes to their high satisfaction and motivation. Activities such as opportunity to participate in decision making and policy formulation contribute to sense of responsibility to carry them through.

Ruiz (2023) stressed that it is a big boost to teachers who is in a school system, occupy the key position in classroom instruction. In fact, when one speaks of the improvement of learning or the changes that take place in students as a result of instruction, one has in mind the classroom teacher.

Emphasizing process and function of supervision rather than title or position for the

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

purpose of improving student learning, Glickman, Gordon, and Ross – Gordon (2021) pictured those in supervisory roles as applying "certain knowledge, interpersonal skills, and technical skills to the task of direct assistance, group development, curriculum development, professional development, and action research that will enable teachers to teach in a collective, purposeful manner uniting organizational goals and teacher needs.

Burton (2022) listed the tasks he saw as pertinent to the supervisor. These tasks, which some might label arenas, are shown here:

1. The improvement of the teaching act.
2. The improvement of teachers in service.
3. The selection and organization of subject matter.
4. Testing and measuring.
5. The rating of teachers.

Burton's listing has been viewed as "the first modern statement and concept" of supervision. This list looks surprisingly current when we examine the numerous tasks that today's supervisory actually perform.

Writing a half century later, Harris enumerated ten tasks of supervision in the following rather detailed list:

1. Developing curriculum.
2. Organizing for instruction.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

3. Providing staff.
4. Providing facilities.
5. Providing materials.
6. Arranging for in-service education
7. Orienting staff members.
8. Relating special pupil services.
9. Developing public relations
10. Evaluating instruction

Holding that "traditional supervisory practices of helping and evaluating individual workers" are "no longer useful except with respect to contract decisions", Snyder (2023) viewed the supervisor's task in the following light:

"The primary supervisory task is to develop professional learning communities, in work teams, that not only acquire new knowledge and skills but also learn how to study and respond exceptionally well to their natural work and learning environments.

Snyder perceived "the new work of the supervisor" as "building the energy mass, school by school and team by team.

In terms of leadership, successful managers believe that the willingness of one to follow is what makes a person a leader.

Davis (2022) stressed that leadership is determined primarily by one's role behavior, not

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

by one's person traits. He expressed further that leadership is the ability to persuade others to seek defined objectives enthusiastically.

Russel (2023) pointed out that effective leaders make followers strong and capable – they facilitate teamwork or interdependent activities and they reward accomplishments. To them, good managers use their powers to achieve superior results and to maintain high morale rather than control behavior.

In the same light, this study recognizes "initiating team teaching opportunities that coordinates interdisciplinary instruction with other teachers" as a one of the leadership skills.

Hence, instructional supervision role and job productivity are the keys in the achievement of quality education. Any scientific attempt along this line signals a very important step toward the accomplishment of this goal.

According to Roco (2025), the teachers are leaders and they play a significant part in building a better society. He pointed out that their tasks are of extraordinary qualities because the future of the youth lies in their hands. He cited further that the communities and people have rated the teachers as first in performance since they are looked up to as one of the trusted professions.

Teachers, having been involved in the implementation of thrusts and programs for community development in addition to the fact that they play a great role in molding the young minds of the youth are considered as first in performance among the other civil servants in the community.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields

Examining Instructional Supervision

The supervisory behavioral continuum is vital to interaction occurring between administrators and teachers. It is an effective model for displaying behaviors used in a decision – making process. These decisions can be made at any type of organization, whether it is a school or business. Skillful and effective use of these behaviors can save time, money, and prevent unneeded friction between staff members. The continuum gives the supervisor a method to deal effectively with everyday issues that occur at the workplace, and to come up with a workable solution that makes everyone happy. This is the key to the continuum.

The continuum consists of 10 separates behaviors, all of which play a role in the decision – making process. These behavior are: listening, clarifying, encouraging, reflecting, presenting, problems solving, negotiating, directing, standardizing, and reinforcing. Each behavior is clustered into important subgroups. These subgroups are: nondirective, collaborative, directive informational and directive control.

A nondirective approach allows the teacher to take control and come up with his or her own solution to a problem. the administrator actively probes to get the teacher to come up with interesting and effective ideas.

A collaborative approach is effective for garnering a decision supported by all. During a collaborative approach, all parties are encouraged to share their opinions of the problems and how to solve it. The goal is to reach a decision by treating everyone as equals.

A directive informational approach allows the teacher to choose from a couple of different options. The administrators tell the teacher what his or her options are and then allows

the teacher to pick one from the list. Then the administrator gives the teacher a time frame in which task is to be completed.

A directive control approach occurs when the administrator takes a primary responsibility for a decision. The decision is made by the administrator, who then gives the teacher a time frame in which the task is to be completed.

Understanding and utilizing the supervisory behavioral continuum allows ad administrator to both motivate teachers to improve instruction, and to provide choices to teachers in an effort to help them motivate themselves. As with any organizational setting, in schools it is important for administrators to be able to match the various supervisory strategies with differing teacher characteristics. Ultimately, it is the use of the strategies outlined within the supervisory behavioral continuum that allow an administrator to decide the most appropriate interpersonal approaches to use with his or her staff in an attempt to drive the decision – making process, deal with the everyday issues occurring at the workplace, and ensure that solutions are reached within the organization.

Salvacion (2021) maintained that supervision should produce opportunities for master teachers to release their potentials as members of the organization. Master teachers should feel more adequate as professionals to see greater significance, possibilities, and responsibilities in their role, and to perceive the situation as one in which improvement is not only possible but highly valued. Master teachers, according to them need to feel that their contribution to the achievement of organizational goals is recognized and valued, for their sense of personal responsibility contributes to their high satisfaction and motivation. Activities such as opportunity to participate in decision making and policy formulation contribute to sense of responsibility to

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

carry them through.

Parker (2024) used to say that the school is a human garden and the teacher is a cultivator of living things. The master teachers' role in the growth and development of all school children is a challenge in this point of view. The conscientiousness master teachers do all they can do to further the education of the children by becoming more alert and receptive to new method, ideas, and innovations in classroom instruction.

Shockley (2025) made a study of the qualities a master teacher should possess which are generally accepted by administrators, teachers and children. According to him, the superior teacher has deep self – understanding, knows his subject – matter thoroughly, knows and loves children, relates well to them and is able to communicate effectively. He keeps up to date and uses his teaching materials effectively.

Mariano (2023) made a study of the performance profiles of the elementary school teachers of the Arayat, West District. Among the findings in her studies were the following:

1. Teachers with long experience in the service appeared to be more efficient than those with few years of teaching service.
2. Teachers with higher educational qualification were found to be more efficient than those with minimal educational attainment.
3. Civil status had no bearing in getting higher performance rating for it was revealed that teachers single or married, have the opportunity to receive outstanding, very satisfactory or satisfactory ratings.
4. Sex (male/female) had no significant relation with any of the variables. Evidently being male

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

or female has nothing to do with higher performance rating.

5. Efficiency appeared higher as age increases.

Buen (2023) in his study of the performance rating of the public elementary school classroom teachers, concluded that:

1. Sex, size of schools and age of rates were not significantly related to performance rating.
2. Educational attainment tended efficiency.
3. Educational attainment tended to increase efficiency.
4. Apparently, efficiency increased with an increased in length of service.
5. Educational attainments, age, length of service in teaching were highly related to performance rating.

Aglapasin (2023) studies the performance of elementary home economics teachers of Sta. Ignacia South District, Division of Tarlac, SY 2023 – 2023. Some of the findings of the study were as follows:

1. Sex was found to have significant relation with performance rating.
2. Length of teaching service, performance rating and awards received were significantly related.

A correlation study was conducted by Delosa (2023) which established the relationship between 13 performance factors with performance rating in 20 government agencies. The study revealed that:

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

1. Performance and sex are related. The male employees appeared to be better performers than the female counterparts.

2. Performance is influenced by age. The older the employee, the better performance as long as it is not beyond middle age.

Caasi (2023) studied the important related factors correlated with the performance of public elementary science teachers and came out with the findings that educational qualifications, lengths of service, salary, in – service trainings, instructional materials and teacher's problems were highly related to the overall performance rating of elementary school science teachers in District IV, Division of City School, Baguio City during the school year 2024 – 2025.

The studies of Mariano, Buen, Aglapasin, delosa, and Caasi provide insights in the undertaking. The previous studies have relation to the present study because both dealt with personal related variables.

Dimaano conducted a study to find out the profile of the 143 master teachers in the division of Sorsogon during the school year 2000 – 2023. Professionally, the master teachers were graduate of Bachelor's degree with units in master of Arts, was a civil service eligible with 26 years' experience. He also subscribed to professional magazine. He was cooperative, resourceful, friendly and helpful with very good relationship with his superior. He had very satisfactory performance.

Dimaano dealt with master teachers profile, the present study is on master teachers' instructional supervision role. Both pertain to study on master teachers.

A study in 2023, Tantiado attempted to find out the role expectation and actual role

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

performed of elementary school master teachers in the division of Albay as perceived by non-master teachers. The descriptive method research was used, with questionnaire as instrument to gather from the respondents. The study finds out that the actual role performance of master teachers as perceived by master teachers followed this order: a) as a regular classroom teacher, b) as a resource person, c) as demonstration teacher and consultant, d) as curriculum builders, e) as an aide to administrator, f) as school / community project coordinator and, g) as a leader in various capacities. It also found out that there was a significant difference between the role expectation and the actual role performance of master teachers as perceived by non-master teachers along the same function considered.

The previous study and present study are similar for both touch on the role performance of master teachers; however, the present study differs in master teachers roles and the number of groups of respondents.

In her study of the profile of master teachers of Region III, Yadao (2021) found no significant relationship between the performance rating of master teachers and their age, sex, civil status, and educational attainment. However, the length of service or teaching experience and economic status of master teachers revealed significant relationship. Emphasis on experience in teaching and constant upgrading of teachers' salaries was recommended.

Yadao's study is related to the present study on the variables identified

Supelana (2024), in her study on perception of the master teachers' job by administrators and peers found out that master teachers who got a rating of outstanding cold not do all the duties and functions expected of them, hence, the actual performance of master teachers were not

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

congruent to the year – end performance rating. It was revealed that there was a gap between what is expected of them and what they actually do due to overlapping of multifarious activities. It was found out that some master teachers are overloaded while others are under loaded.

Cabahug (2023) assessed the role performance of teachers and master teaches with implication to morale. She revealed that certain educational situations such as teachers love for teaching, respect for teachers, and appreciation of their role in molding the youth are related to teachers' morale and improvement. Other educational situations which are related to teachers' morale are political interference, bias in employment and transfer and promotion of teachers. She disclosed that security of tenure and fair distribution of teaching are related to teacher's morale and improvement of instruction.

Tolentino (2024) conducted a study on the administrative and supervisory capabilities of master teachers as future school administrators in the division of Sorsogon. The study focused on the strengths and weaknesses of master teachers as future administrators. Aside from their level of knowledge, skills, and attitudes of master teachers a training design to enhance master teachers as future administrators was formulated. The study of Telentino is related to the present study since both were interested in assessing the master teachers' characteristics. Both utilized the same methodology; however they differ in research subjects. The former study utilized both elementary and elementary school master teachers.

Fajardo (2022), in this study, pointed out that the factors why master teachers shifted to the administrative track. Her study was conducted in the Division of City Schools in Manila. She disclosed that some of the reasons why master teachers shifted to principalship are: to have more power and authority to have opportunity to implement innovations and have more net – working

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

connections which was found to be helpful in building relationship with others and in getting assistance from the government and non-government agencies. Meantime, the present study dealt on the instructional and leadership roles, which are essential qualities of supervisors and which could be used by master teachers if ever they opt to shift to the administrative positions.

Canlas (2022) conducted a study on the leadership styles of administrators as self perceived and as perceived by their teachers. This study concluded that principals are professionally prepared to manage the school. They are exp0erienced and are concerned with the members of the organization. The age, designation, and tenure of faculty significantly influenced empowerment in terms of its relationship with leadership styles.

Tan (2024) recommended that leaders of the telecommunication office personnel should follow the participative style of leadership. this style according to him enables the personnel feel completely free to deliberate things related to their jobs. It centered on work values, leadership styles and organizational performance of telecommunication office personnel. The descriptive correlation method of research was used. Such leadership style was employed in the organization where the supervisor had the final decision after the ideas and opinions of the subordinates had been considered and deliberation on.

Both studies investigated on leadership. while the previous study dealt on the leadership style, the present study focused on the leadership roles of elementary school master teacher. This study centered on leadership and instructional roles of the teachers.

In 2026, Orlina conducted a study among supervisors and principals in the Division of Albay. The Critical Technique (CIT) was used to determine the leadership qualities and behavior

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

pattern. He employed experts who made judgments about effectiveness of a particular type of behavior. For a more objective and accurate evaluation system, the Leadership Behavior Descriptive Questionnaire (LBDQ) was used. Both studies involved leadership qualities. While Orlina's study investigated on the relation of leadership qualities and behavior pattern; the present study looked into the relation between the leadership roles and instructional roles. The former study employed experts to rate effectiveness of the behavior. Meanwhile, the latter, allowed the master teachers to rate themselves and counter back by the immediate supervisor using the questionnaire based on the level of performance.

Menguito (2023) conducted a study on job satisfaction and job performance of elementary school principals in the Division of City Schools in Dagupan City. The investigation compared the job satisfaction and job performance of promoted with those who were not promoted using the Merit Promotion System (MPS). Menguito, disclosed that public elementary school principals whether promoted or not promoted have the same responses regarding physiological need satisfaction; the public elementary school principals have superior overall job performance with unprompted group getting higher mean scores than the promoted ones.

In the same vein, Bejasa (2024) conducted a study on the effects of selected supervisory training program on job performance of non-teaching personnel of the University of the Philippines. The study covered participants in selected supervisory training programs for non-teaching personnel of UP Deliman, UP Los Baños, and UP Manila for the period of 2022 – 2023. Her study disclosed that in the self-perception of the respondents, their job performance are not influenced by attendance in training programs; there is a significant and positive relationship between commitment and job performance; and job performance is positively and significantly

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

influenced by organization climate except in terms of teamwork where job performance is negatively influenced by climate.

Theoretical Framework

Teaching has been generally considered as the primary function of faculty members in any school. It increasing importance has been acknowledge by the academic community and the general public in the acquisition of knowledge, skills, and attitudes necessary for the rapid progress and development of an emerging society.

The teacher is a change agent. He transform the behavior of an individual along with the other agencies. He is the principal agent in the development of the individual in order to become versatile and good citizens of the society. He is a model worthy of emulation by the youth. Whatever he is, for sure, his roles in instructional supervision are very important in the learning of his students. As the teaching is, so is the learning.

The theoretical framework also takes into account the studies and findings of Ferrer (2024) on the functions of master teachers in terms of instruction; Supelana (2024) on the perception of the master teachers' job by administrators and peers which is attributed on their performance rating that affects their performance of duties and fucntions; Cabahug (2025) on the role performance of teachers and master teachers which are related to teachers' morale and improvement of instruction. It also includes the study of Telentino (2024) on the assessment of master teachers' characteristics in terms of administrative and supervisory capabilities as future administrators; and Fajardo (2022) regarding the factors why master teachers shifted to administrative positions.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

The studies and findings of Canlas (2023) is also taken into account with regards to the leadership styles of administrators in their preparedness to manage school; Tan (2024) which dealt on leadership style effective in an organization and Orlina (2022) on the leadership qualities and behavior pattern among supervisors and principals in the Division of Albay; and finally on the leadership behavior styles of PNP Provincial Directors and Chief of Police in Region I with subordinates as respondents / rater (Ovilla 2023).

In addition, studies on the performance and job satisfaction of master teachers are also taken into consideration. Abella (2023) on the performance of master teachers and non-master teachers of Marikina Institute of Science and Technology which found to have no significance by the principals; Pimentel (2025) on performance level of master teachers in the 2nd and 3rd District of Pangasinan with regard to personal and professional characteristics; Valdez (2024) on the level of performance and job satisfaction of master teachers; and Donato (2023) on the high level of performance of master teachers with regard to satisfaction.

Moreover, the studies of Medrano (2023) is also taken in the present study which dealt on the job satisfaction and job performance of master teachers with high sense of dedication and professionalism in upgrading the quality of education in our country; Matangob (2025) on the job satisfaction of master teachers which were highly satisfied both in salary and security; Menguito (2023) on job satisfaction and job performance of elementary school principal which have the same responses regarding physiological need satisfaction; Dacayan (2024) on the perceived influenced of the master teachers scheme on the performance and attitudes of teachers and administrators which are worth emulating; and finally Bejasa (2024) on the effects of supervisory trainings to job performance which is positively and significantly influenced by

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

organizational climate.

All of these cited sources and the respective theories and concepts found their way into the study. Finally, the conceptualization of the study as supported by these theories and concepts are illustrated in the study paradigm.

Conceptual Framework

It showed the master teachers' profile variables such as age, sex, highest educational attainment, length of service, number of teaching load, subject assignment, awards/distinctions received scholarship / study grants received and in – service trainings attended which are considered as independent variables. The second box are composed of master teachers' instructional supervision role such as mentor, coach, trainer, demonstrator and innovator and the third box on job productivity of master teachers.

It is hypothesized that the master teachers differ in their extent of execution of their instructional supervision role and their instructional supervision role is relative to their level of performance. Further, it is assumed that there are problems encountered in the execution of their role.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields

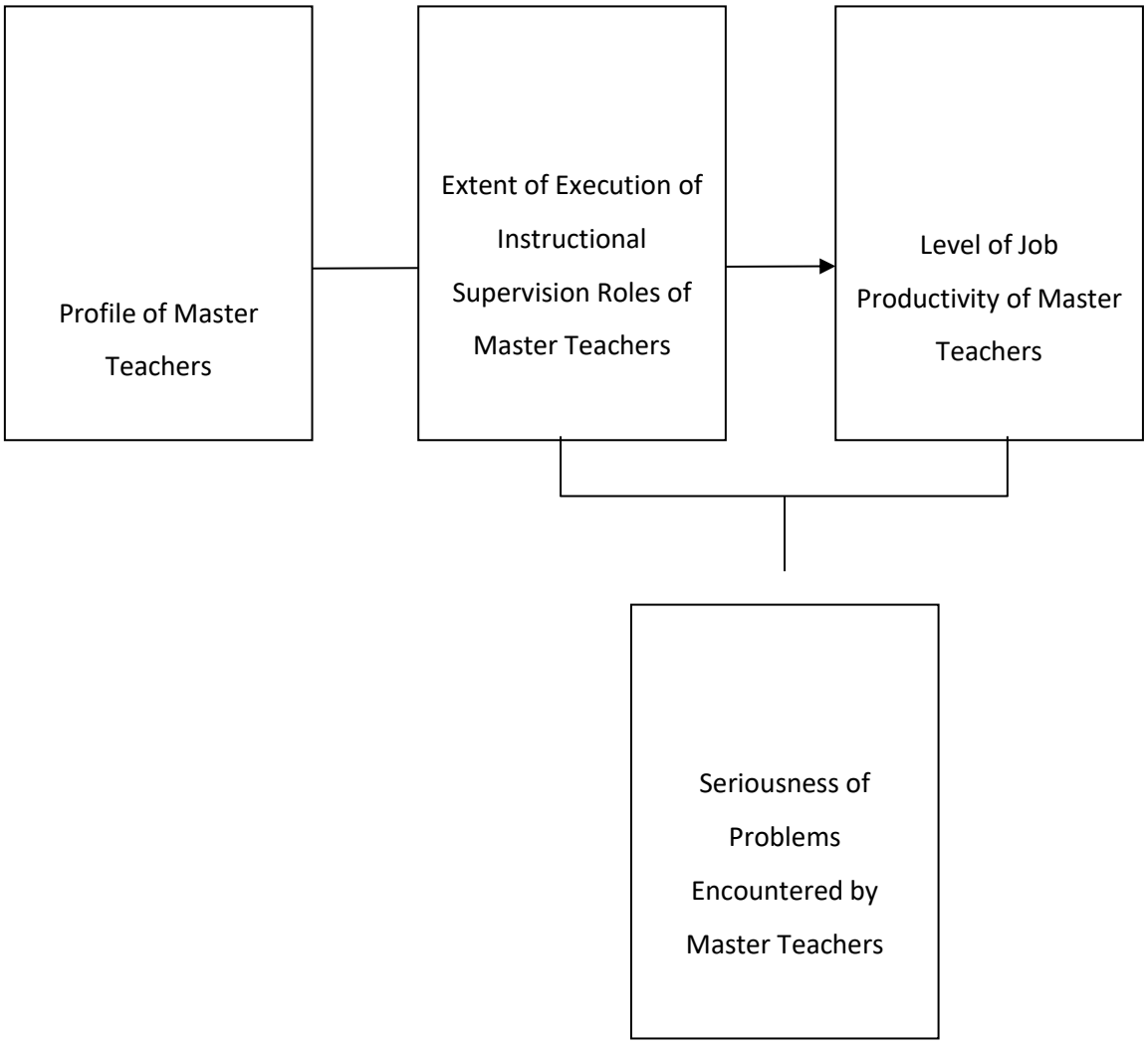


Figure 1. Conceptual Framework

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Statement of the Problem

This study was conducted to determine the instructional supervision roles and job productivity of master teachers in the elementary schools in the School Division Office of Manila City.

Specifically, it sought to answer the following questions:

1. What is the extent of execution of the following instructional supervisory roles by the master teachers:
   a. mentor;
   b. coach;
   c. trainer;
   d. demonstrator;
   e. innovator?
2. What is the master teachers' level of job productivity in the execution of their instructional supervisory roles?
3. Is there a significant difference between the perception of school heads and the mater teachers themselves on the instructional supervisory roles of master teacher?
4. Is there a relationship between the job productivity of the master teachers and in the extent of execution of their instructional supervisory roles?
5. What is the extent of seriousness of the problems encountered by the master teachers in the

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

execution of their instructional supervisory roles?

Null Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the perception of school heads and master teachers' themselves on the instructional supervisory roles of master teachers.
2. Is there a significant difference in the job productivity of the master teachers across their profile?

Scope and Delimitation of the Study

The study focused on the instructional supervisory roles and job productivity of master teachers regardless of their level in the elementary schools as rated by themselves and counterchecked by their principals in the Division of Manila during the school year 2025-2026.

In addition, it investigated the extent of execution of the instructional supervisory role such as mentor, coach, trainer, demonstrator and innovator. It also assessed the instructional supervision role and job productivity of master teachers.

Significance of the Study

Results of the present investigation will serve as valuable information and will provide insights to the following:

Master Teachers. They will be able to assess their instructional supervision role they possess and eventually determine the areas of their job productivity that they need to improve and sustain for higher productivity.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Non-Master Teachers. Results will provide insights to the next master teachers on the roles and responsibilities of a master teacher, the strengths and weaknesses of the master teachers in Manila City, therefore, will strive to cope with difficulties so as to improve the quality of teaching and learning process.

School Administrators. They will be provided with the information in determining the instructional supervision role of master teachers and their job productivity; hence, they would be able to find out what assistance they could extend for staff development which will ultimately redound to a more effective, committed and dedicated mentorship.

School Supervisors. The study will be able to assess the master teachers' instructional supervision role and job productivity, thus being able to utilize the services of the master teachers in implementing programs and thrusts of the system e.g., planning a demonstration teaching, school visitation, classroom observation and evaluation of students' performance, preparation of evaluation tools, curriculum and instructional materials, and the like.

Definition of Terms

The following terms are defined contextually and operationally to provide common understanding among the readers.

Role. The behavior expected of an individual who occupies a given social position or status. In this study, it refers to the duties and responsibilities of master teachers in performing his instructional supervision roles such as mentor, coach, trainer, demonstrator and innovator.

Instruction. The activities of educating or instructing; activities that impart knowledge or skill. In this study, it refers to the instructional activities of master teacher in relation to his role.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Supervision. This means over-seeing, looking over someone's shoulder to check on them; and helping someone to extend their professional skills and understanding. As used in the study, this term refers to the actions of master teachers to improve instructional for teachers and students.

Instructional Supervision Role. In this study, this refers to the role of master teachers as mentor, coach, trainer, demonstrator and innovator.

Mentor. It refers to the person who spends time on instructional issues as well as socializing the novice to the school environment, assisting in gathering resources, or in working through administrative procedures. In this study, this refers to the master teachers' role in terms of providing support and guidance to teachers for their career and personal development.

Coach. To train or tutor or to act as a trainer or tutor. In this study, the terms refers to the master teachers' role in terms of helping teachers to achieve specific development of skills or immediate goals.

Trainer. As used in the study, this refers to master teachers who plans, organize and implement trainings for teachers to develop, enhance and improve their instructional skills.

Demonstrator. It refers to the person who explains displays, illustrates, or experiments showing how something works. In this study, this term refers to a master teacher who serves as a demonstration teacher on teaching strategies or techniques, classroom management and materials development.

Innovator. This is a person or an organization who introduces into reality something new and better than before. In this study, it refers to the master teacher who introduces new methods,

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

strategies or techniques and improvises devices and instructional materials to improve teaching-learning process.

Job Productivity. It refers to the output of a given job. In this study, it refers to the output of the master teachers in the execution of their instructional supervision roles such as mentor, coach, trainer, demonstrator and innovator.

Number of Teaching Load. This refers to the number of teaching hours given to master teacher to instruction.

Master Teacher. It refers to the elementary master teacher whose role is to mentor, coach, and train new and less experience teachers; serves as demonstration teacher; and innovate teaching materials and instruments to improve teaching-learning process.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields

Chapter 2

Research Methodology

This chapter presented the research methodology of this study. Specifically, it discussed the research design, respondents of the study, research instrument, the data-gathering procedure and the statistical treatment of data.

Research Design

This study used the descriptive – qualitative method of research. Descriptive survey involves collections of quantitative information that can be tabulated along a continuum in numerical form or describes categories of information. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection.

Respondents of the Study

The respondents of the study were 14 school heads and 46 master teachers from the elementary schools in the Division of Manila City. The distribution of the respondents is shown in Table 1.

Table 1 showed the distribution of respondent school administrators and master teachers in the public elementary schools in the City Division of Manila. Including School Heads and Master Teachers in research on class supervision and job productivity management is very important because they are the key persons responsible for improving teaching quality and school performance.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Table 1

Distribution of Respondent School Administrators and Master Teachers in the Public Elementary Schools

School	No. of Master Teachers	School Heads
1. Center of Excellence in Public Elementary School	4	1
2. Barrio Obrero Elementary School	3	1
3. Lakandula Elementary School	2	1
4. F. Benitez Elementary School	4	1
5. Felipe Calderon Elementary School	3	1
6. Laup – Lapu Elementary School	4	1
7. Gregorio Del Pilar Elementary School	2	1
8. Gregoria De Jesus Elementary School	3	1
9. Plaridel Elementary School	4	1
10. M. Hizon Elementary School	5	1
11. Mariano Ponce Elementary School	2	1
12. AC Herrera Elementary School	3	1
13. Melchora Aquino Elementary School	5	1
14. Librada Avelino Elementary School	2	1
Sub-Total	**46**	**14**

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Research Instrument

Two sets of questionnaires–checklists– were used as the major data-gathering instrument in this study. One (1) for the master teachers and one (1) for their school heads.

The first part gathered data on professional variables of the respondents such as age, sex, highest educational attainment, length of service, number of teaching load, subject assignment, awards / distinctions received, scholarships / study grants received, in-service trainings attended and membership in professional organization.

The second part obtained data on the instructional supervision role of master teachers in the elementary level, the job productivity of master teachers, and the problems encountered by the master teachers in the execution of their instructional supervision role.

The instrument was prepared and developed by the researcher in consultation with the adviser and critic reader and with the approval of the panel committee since standardized instruments were not available to cover the study.

For the instrument to have an acceptable degree of content validity, the instrument was tried out with five (5) selected school heads and master teachers. These school administrators were no longer included in the population of actual respondents. The try-out cases' suggestions and/or recommendations were carefully taken into consideration in the preparation of the final form of the instrument.

Data Gathering Procedure

Written permission from the Schools Division Superintendent of Manila City as well as from the school head and master teacher respondents was secured before the administration of

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

the questionnaire – checklist. To ensure a 100% level of questionnaire retrieval, the researcher personally floated the questionnaire and requested very kindly for the full support of the respondents.

Statistical Treatment of the Data

The professional attributes of the master teachers were described with the used of frequency counts and percentage distribution to the different categories of each attribute. The mean was also used to describe some of the attributes like age and length of service.

The instructional supervision roles of master teachers were rated by their school administrators and themselves using a 5-point rating scale. The result was interpreted with the use of the following scale:

Scale Range	Descriptive Rating
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderately High
1.81 – 2.60	Low
1.00 – 1.80	Very Low

The job productivity of the Master Teachers was determined by giving an equivalent point per area of their job as follows:

Mentor in the Preparation of Instructional Materials

School Level - 1 pt.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Division Level - 2 pts.

Regional Level - 3 pts.

Coach in Different Competitions

School Level - 1 pt.

Division Level - 2 pts.

Regional Level - 3 pts.

Speaker / Resource Person

School Level - 1 pt.

Division Level - 2 pts.

Regional Level - 3 pts.

Conducted / Initiated Training

School Level - 1 pt.

Division Level - 2 pts.

Regional Level - 3 pts.

Conducted Demonstration Classes

School Level - 1 pt.

Division Level - 2 pts.

Regional Level - 3 pts.

Assisted the Classroom Teachers in their Demonstration Teaching

School Level - 1 pt.

Division Level - 2 pts.

Regional Level - 3 pts.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Teaching Devices / Tools Prepared and Utilized

School Level	-	1 pt.
Division Level	-	2 pts.
Regional Level	-	3 pts.

Assisted in the Conduct of Educational Research Activity

School Level	-	1 pt.
Division Level	-	2 pts.
Regional Level	-	3 pts.

School Publication / School Organizations

Co-Adviser / Member	-	1 pt.
Adviser	-	2 pts.

Trainings / Seminars Conducted

Member	-	1 pt.
Rapporteur	-	2 pts.
Chairman	-	3 pts.

Community Services Rendered

Member / Participant	-	1 pt.
Coordinator	-	2 pts.
Organizer	-	3 pts.

Articles Written

Submitted	-	1 pt.
Accepted	-	2 pts.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Published - 3 pts.

Instructional Materials Prepared / Curriculum Changes Demonstrated

Modified / Submitted - 1 pt.

Approved - 2 pts.

Utilized - 3 pts.

The total job productivity was added and described as follows:

Point Range	**Descriptive Rating**	
1 – 41	**Low**	(School/Division Level, Co-Adviser, Member/Participant, Submitted)
42 – 82	**Average**	(Division, Adviser, Rapporteur, Coordinator, Accepted, Approved)
83 – 133	**High**	(Regional, Adviser, Chairman, Organizer, Published, Utilized)

The significance of the difference between the master teachers' instructional supervision role as evaluated by themselves and their school heads was tested using the paired-samples t-test.

The significance of the mean difference in job productivity was determined using the t-test for independent samples and Analysis of variance. The total job productivity score was used in the computation.

For the test of relationship, the Pearson product-moment correlation coefficient was used.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields

Problems encountered by the master teachers in the execution of their instructional supervision roles were rated using a 5-point rating scale and were described using the scale below:

Scale Range	**Descriptive Rating**
4.21 – 5.00	Very High Serious
3.41 – 4.20	High Serious
2.61 – 3.40	Moderately Serious
1.81 – 2.60	Slightly Serious

Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Chapter 3

RESULTS AND DISCUSSION

This chapter deals with the discussion of the data gathered, the details of the analysis made and the interpretation of the findings on the basis of the stated problems.

More specifically, it presented the profile of master teachers in the elementary schools of the Division of Manila, the extent of their performance in their instructional supervision roles as mentor, coach, trainer, demonstrator, and innovator as evaluated by their school heads and themselves. The level of job productivity of the master teachers in the performance of their instructional supervision roles and the difference in the extent of execution across their profile are also determined. It also considers the relationship between the level of job productivity of the master teachers and the extent of performance of their instructional supervision roles and the problems encountered in the execution of their roles.

This section of the study describes the profile of the master teachers in the elementary schools of the Division in terms of age, sex, highest educational attainment, length of service as a teacher, master teacher I, master teacher II, number of teaching load, subject assignment, scholarship/study grants received, in-service trainings attended and membership in professional organizations. Table 2 showed the profile of the master teachers in the elementary schools of the Division of Pangasinan I. data is presented in Table 2.

Age of the Master Teachers

Fifty percent or 23 of the master teachers were within the age range of 50-59, while 36.5% or 17 were within the age range of 40-49. There were 2, or 5.3%, master teachers within

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

the age of 30-39. This showed that majority of the master teachers respondents belonged to the age range of 50-59 years old. This implied that master teachers of Schools Division of Manila.

Sex

The majority of the respondents (31 or 67.6%) are female. This indicates that the master teachers are dominated by female and support the common notion that teaching is a woman turf. Teaching young children is a female dominated career because women are supposedly nurturing and maternal according to Gender and Women Studies, (2024).

Table 2

Profile of Master Teachers

Profile of Master Teachers		Frequency	Percentage
Age (Mean 49.93)			
	30 – 39	2	5.3
	40 – 49	17	36.5
	50 – 59	23	50.0
	60 – 64	4	8.2
	Total	46	100
Sex	Male	15	32.4
	Female	31	67.6
Highest Educational Attainment			
	Doctoral Degree	1	1.8
	Master Degree with Ed.D. Units	5	10.6
	Master's Degree	7	15.9
	Bachelor's Degree with MA Units	33	71.6
	Bachelor's Degree	0	0

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields

Length of Service		
As Teacher (Mean 12.52)		
3 – 12 years	26	57.1
13 – 36 years	20	42.9
As Master Teacher (8.91)		
2 1 – 9 years	26	57.6
3 10 – 30 years	20	42.4
Number of Teaching Load		
1 – 5 hours	16	34.1
6 hours	23	50.0
7 and above hours	7	15.9
Subject Assignment		
English	6	11.8
Filipino	10	21.2
Math	2	5.3
Science	8	17.1
MAPEH	6	12.9
TVE	5	11.2
Araling Panlipunan	5	11.8
Values	4	8.8
Awards / Distinction Received		
None	36	77.6
Outstanding Teacher's Award	9	19.4
Outstanding Public Official	1	2.9
Scholarship / Study Grant Received		
UP Open University/PNU LisQUP	1	1.8

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

DOST/Lingap Program	2	4.7
Study Leave w/ Pay	2	4.7
Civil Service	2	4.1
In – Service Trainings Attended		
Curriculum Development	33	72.9
Preparation of Instructional Materials	30	64.7
Classroom Management	27	58.2
Teaching Strategies	28	61.8
Membership in Professional Organization		
NOPTI	18	38.8
NAPSHI	0	0
School Organization	1	3.5
APSOA	1	3.5

The table depicts the profile of the 46 master teachers included in the study. In terms of age, the respondents had a mean age of 49.93 years. Half of the respondents (50.0%) were between 50 and 59 years old, while 36.5% were between 40 and 49 years old. Only a small proportion belonged to the younger age bracket of 30 to 39 years (5.3%) and those aged 60 to 64 years (8.2%). These findings suggest that most master teachers are in the later stages of their careers and possess substantial professional experience.

With respect to sex, female master teachers comprised the majority of the respondents, accounting for 67.6% of the total, while males represented 32.4%. This indicates that the master teacher workforce in the study is predominantly female.

In terms of highest educational attainment, the largest proportion of respondents (71.6%) held a bachelor's degree with master's degree units, while 15.9% had already completed a

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

master's degree. Meanwhile, 10.6% possessed a master's degree with doctoral units, and only 1.8% had completed a doctoral degree. The data indicate that most master teachers are actively pursuing advanced studies, reflecting their commitment to professional growth and continuous learning.

Regarding length of service as teachers, the respondents had an average of 12.52 years of teaching experience. More than half (57.1%) had served between 3 and 12 years, while 42.9% had teaching experience ranging from 13 to 36 years. This showed that the respondents generally possess considerable teaching experience.

As master teachers, the respondents had an average of 8.91 years of service. A majority (57.6%) had served as master teachers for 1 to 9 years, while 42.4% had held the position for 10 to 30 years. This suggests that although many respondents are relatively new in their master teacher roles, a substantial number have extensive experience in instructional leadership.

With regard to teaching load, half of the respondents (50.0%) were assigned six hours of teaching daily. About 34.1% handled between one and five hours, while 15.9% taught seven hours or more. This distribution indicates that master teachers continue to carry significant teaching responsibilities alongside their supervisory and mentoring functions.

As to subject assignments, Filipino teachers comprised the largest group (21.2%), followed by Science teachers (17.1%). Teachers assigned to MAPEH accounted for 12.9%, while English and Araling Panlipunan each represented 11.8%. TVE teachers made up 11.2%, Values Education teachers accounted for 8.8%, and Mathematics teachers comprised the smallest group at 5.3%. The findings demonstrate that master teachers are distributed across various learning areas, ensuring instructional support in different disciplines.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

In terms of awards and distinctions received, the majority of respondents (77.6%) reported having no awards or distinctions. However, 19.4% had received an Outstanding Teacher's Award, while 2.9% were recipients of an Outstanding Public Official award. This suggests that although formal recognitions were limited among the respondents, a number of master teachers have been acknowledged for exemplary performance and service.

Regarding scholarships and study grants, only a few respondents reported receiving educational assistance. Specifically, 1.8% benefited from the UP Open University/PNU LisQUP program, while 4.7% each received support through the DOST/Lingap Program and Study Leave with Pay. Additionally, 4.1% received assistance through Civil Service-related programs. These findings indicate that opportunities for scholarship and study grants were accessed by only a small number of respondents.

For in-service training participation, curriculum development training was the most attended program, with 72.9% participation. This was followed by preparation of instructional materials (64.7%), teaching strategies (61.8%), and classroom management (58.2%). The high participation rates indicate that master teachers continuously engage in professional development activities to enhance their instructional and leadership competencies.

Finally, in terms of membership in professional organizations, 38.8% of the respondents were members of NAPSHI, while only 3.5% each belonged to school organizations and APSOA. None reported membership in NAPSPHIL. This suggests that while some master teachers actively participate in professional organizations, overall membership involvement remains relatively limited.

Overall, the profile data reveal that the master teachers are predominantly female, middle-aged, academically advancing, and professionally experienced educators who continue to

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

engage in training and instructional responsibilities while serving leadership roles in their respective schools.

Table 3

Extent of Execution of Instructional Supervision Role of Master Teachers as Mentor

Indicators	School Heads		Master Teachers	
	Mean	**DR**	**Mean**	**DR**
1. Provide confidential, candid, and supportive environment that gives the psychological support necessary to help the new teachers stay committed to teaching.	4.04	High	4.05	High
2. Help new teachers refine their teaching practices and understand the learning needs of all students, especially those students at risk, with special needs, and from diverse backgrounds.	3.92	High	3.94	High
3. Stimulate new teachers to do their best, by assisting them in new content areas through thought provoking questions and helping them obtain professional development training.	3.89	High	3.93	High
4. Help new teachers explore a variety of professional experiences by arranging meetings with other teachers and observations of teachers in action.	3.74	High	3.75	High
5. Use current education techniques and demonstrates proficiency with educational technology.	3.71	High	3.75	High
6. Help orient new teachers to both the workplace and the culture of the community by supporting and facilitating meaningful involvement in and with the school.	3.77	High	3.84	High
7. Demonstrate to new teachers by the importance of “classroom connection”.	3.84	High	3.84	High
8. Help evaluate the effectiveness of the curriculum.	3.69	High	3.98	High
9. Share new and advanced instructional techniques and may in charge of coordinating or leading staff development workshops.	3.73	High	3.81	High
10. Administer structured program evaluation instrument to measure quality practices.	3.71	High	3.76	High
Overall Mean	**3.80**	**High**	**3.87**	**High**

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

On the other hand, the lowest mean rating of 3.69 was given by the school heads on the ability of the master teachers to help the school heads evaluate the effectiveness of the curriculum. Thus, master teachers should attend trainings on curriculum. While master teachers rated themselves low in helping new teachers access a broad variety of professional experiences by arranging meetings with other teachers and observations of teachers in action and using current education techniques and demonstrates proficiency with educational technology as that got an identical mean of 3.75. This means that master teachers are not receptive to innovations and changes, not quick to retool and upgrade themselves as their knowledge and skills are getting obsolete.

As Coach

Table 4 presented the extent of execution of the instructional supervision role of master teachers as coach.

Data showed that on the overall mean rating, the school heads rated the instructional supervision role of master teachers as coach and master teachers' themselves with a mean of 3.898 and 3.841 respectively which falls on the high level. This means that the school heads and master teachers themselves have the same judgment on the extent of execution of the instructional supervision role of master teachers as coach which means that the latter are performing very well their roles. There is a little to be desired on the performance of the master teachers on their instructional supervision role as coach.

Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Table 4

Extent of Execution of Instructional Supervision Role of

Master Teachers as Coach

Indicators	School Heads		Master Teachers	
	Mean	**DR**	**Mean**	**DR**
1. Help new teacher improve their classroom teaching by offering assistance on classroom management and discipline strategies.	3.96	High	3.95	High
2. Provide teachers with feedback on both their strengths and weaknesses.	3.95	High	3.89	High
3. Focus on improving performance and developing / enhancing individuals' skills.	3.92	High	3.92	High
4. Assist the school head in managing the teachers' progress and hold them responsible for action.	3.89	High	3.90	High
5. Develop plans and establish goals with the teachers.	3.88	High	3.78	High
6. Design and create action plans and action behaviors.	3.84	High	3.85	High
7. Create and raise the teachers' awareness on their job.	3.84	High	3.81	High
8. Focus on what the teachers learn from the process as well as the outcome of the task.	3.85	High	3.78	High
9. Focus on what students' want to achieve by setting high standards and clear objectives.	3.99	High	3.99	High
10. Assist the school head in visiting classrooms on a regular basis to coach and provide feedback to teachers to improve teaching practices.	3.86	High	3.54	High
Overall Mean	**3.898**	**High**	**3.841**	**High**

As table 4 reveals specifically, the school heads gave the highest mean rating of 3.99 to the master teachers' instructional supervision role as coach to be high on focusing on what students' want to achieve, setting high standards and clear objectives. Likewise, the master teachers rated themselves high with the same mean rating of 3.99 to their instructional

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

supervision role mentioned above. This means that the master teachers execute to a high level their instructional supervision role as coach. This is supported by Gould and Yoakam (2023) who believed that for the teacher to succeed professionally, he should possess a high degree of intelligence. All things being equal, the more intellectually competent the teacher is, the greater his potentials for success will be. The student may forget the facts he learned but what remains is the deep influence of the great inspiring teacher whose general approach to knowledge and life serves as a practical guide for him in the world beyond the school.

On the other hand, school heads have rated their master teachers' instructional supervision role with a lowest mean rating of 3.54 on their roles to design and create action plans and action behaviors and to create and raise the teachers' awareness with an equivalent identical mean of 3.84 while the master teachers rated themselves lowest on their instructional supervision role to assist the school head in visiting classrooms on a regular basis to coach and provide feedback to teachers to improve teaching practices. This may be due to the insufficiency of time to do the tasks. According to Trump (2021), classroom visits, observations and conferences contribute the core of the staff development. A major challenge to the administrator's leadership is to provide a continuous systematic program of professional improvement to enhance the effectiveness and the efficiency of teaches within the classroom.

As Trainer

Table 5 reflects the extent of execution of the instructional supervision role of master teachers as trainer.

It could be gleaned in the table that the instructional supervision role of master teachers

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

as trainer was evaluated high by both the school heads and master teachers themselves with the highest mean of 3.94 and 3.84 respectively. The school heads evaluated the instructional supervision role of master teachers in taking charge of coordinating or leading teachers' development workshops. Likewise, the master teachers themselves rated this instructional supervision role to be highest with a mean of 3.84. This finding is an indication that the master teachers take the lead among teachers for their professional development to be not lag behind with the current development or trend in education.

Table 5

Extent of Execution of Instructional Supervision Role of Master Teachers as Trainer

Indicators	School Heads		Master Teachers	
	Mean	DR	Mean	DR
1. Assist the school head in planning specific goals and training opportunities to improve weak areas identified from structured observations from teachers.	3.91	High	3.72	High
2. Plan small group meetings / trainings for teachers with similar needs.	3.86	High	3.79	High
3. Take charge of coordinating or leading teachers' development workshops.	3.94	High	3.84	High
4. Share new and advanced instructional techniques to teachers during in-service trainings.	3.79	High	3.71	High
5. Help the school head in implementing the results of training needs assessment of teachers.	3.88	High	3.82	High
6. Focus on trainings impact on actual, discrete job performance or tasks.	3.79	High	3.67	High
7. Assist the school head in conducting workshops and other professional development training for new teachers, other mentor teachers and administrator.	3.59	High	3.70	High
8. Facilitate individualized follow-up support to the teachers' level of development.	3.62	High	3.65	High

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

9. Assist the school head in providing feedback to teachers to improve teaching practices.	3.77	High	3.75	High
10. Select and use training methods and procedures appropriate for the situation when teaching new things.	3.64	High	3.71	High
Overall Mean	**3.779**	**High**	**3.736**	**High**

However, the school heads evaluated the master teachers' instructional supervision role with a lowest mean equivalent of 3.59 in assisting the school head in conducting workshops and other professional development training for new teachers, other mentor teachers and administrator. Likewise, this instructional supervision role of master teachers as trainer was evaluated by master teachers themselves lowest with a mean of 3.65. This means that both the school heads and master teachers have the same assessment with regard to this instructional supervision role of master teachers which may be caused by the multiple roles of master teachers as trainer that they failed to make follow-up support in the development of their teachers. Beach and Keinshartz (2000) stated that supervision involves working with teachers and other education a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes the career – long development of teachers.

As Demonstrator

Table 6 reveals the extent of execution of the instructional supervision role of master teachers as demonstrator.

Based on the table, the overall mean of master teachers as demonstrator is 3.866 and 3.913 as evaluated by the school heads and master teachers themselves respectively. This indicates that the instructional supervision role of master teachers as demonstrator is high.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Table 6

Extent of Execution of Instructional Supervision Role of Master Teachers as Demonstrator

Indicators	School Heads		Master Teachers	
	Mean	**DR**	**Mean**	**DR**
1. Serve as demonstration teacher on innovative teaching techniques, classroom management, and materials development.	3.85	High	3.97	High
2. Use modeling when appropriate to demonstrate best practices in teaching and how to reflect on these practices.	3.79	High	3.80	High
3. Elevate teaching to a coaching and facilitation level, encouraging the students to be flexible, resourceful and creative.	3.63	High	3.93	High
4. Demonstrate lifelong learning and use what learners learn to help all students achieve improvement.	3.80	High	3.96	High
5. Work inside classrooms to help teachers implement new ideas, often by demonstrating lessons, co-teaching, or observing and giving feedback.	3.95	High	3.66	High
6. Impact new ideas, materials, strategies and techniques.	3.91	High	3.91	High
7. Demonstrate the ability to work effectively with persons of all levels of professional sophistication and status.	3.85	High	3.89	High
8. Represent the subject / school in particular meetings with respect to instruction.	3.83	High	3.84	High
9. Participate in professional activities to enhance own growth.	3.96	High	4.01	High
10. Use instructional methods appropriate for the situation when teaching new things.	3.87	High	3.94	High
Overall Mean	**3.866**	**High**	**3.913**	**High**

The school heads gave the highest equivalent mean of 3.96 to the master teachers'

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

instructional supervision role as demonstrator on participating in professional activities to enhance own growth. The master teachers themselves also rated this instructional supervision role highest with a mean rating of 4.01. This is an indicative of the activeness of master teachers to the different professional activities for their advancement. They are not just confined in a box to be contented of what they have already known. They engaged in activities to improve themselves professionally that they could share in their own respective schools.

On the other hand, the school heads gave the lowest mean rating of 3.63 to the master teachers' instructional supervision role as demonstrator on elevating teaching to a coaching and facilitation level, encouraging teachers to be flexible, resourceful and creative. While the master teachers evaluated themselves lowest on their instructional supervision role as demonstrator with a mean rating of 3.63 to the master teachers' instructional supervision role as demonstrator on elevating teaching to a coaching and facilitation level, encouraging teachers to be flexible, resourceful and creative. While the master teachers evaluated themselves lowest on their instructional supervision role as demonstrator with a mean rating of 3.66 which is observed in the role of working inside classrooms to keep teachers implement new ideas, often by demonstrating lessons, co-teaching or observing and giving feedback. This may due to overlapping of multifarious activities that they lack time to work with teachers. This is supported by Donato (2021) who stated that master teachers should do all tasks related to classroom teaching effectively, acted as discussant / resource speaker or coach in activities related to her sphere of work, organized and conducted seminar / echo seminars on the new trends of teaching.

Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

As Innovator

Table 7 presented the extent of execution of the instructional supervision role of master teachers as innovator.

Table 7

Extent of Execution of Instructional Supervision Role

of Master Teachers as Innovator

Indicators	School Heads		Master Teachers	
	Mean	DR	Mean	DR
1. Assist the school head in developing innovative teaching methods / learning strategies that allow teachers to collect, evaluate and analyze information, including peer teaching, project – based and problem solving learning.	3.94	High	3.74	High
2. Assist the school head in designing evaluation and monitoring program for the school / division.	3.81	High	3.60	High
3. Develop effective and innovative public relation strategies with students, parents, school and community.	3.83	High	3.81	High
4. Facilitate in designing instructions collaboratively with others teachers.	3.84	High	3.81	High
5. Updates knowledge of current theory and practice regularly.	3.73	High	3.69	High
6. Conduct research and experiments to advance knowledge of the field for the improvement of teaching-learning process.	3.47	High	3.49	High
7. Suggest the use of instructional resources that are current and relevant.	3.53	High	3.56	High
8. Publish original research and analysis in books and academic journals related to the field of	3.34	High	3.27	High

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

specialization.				
9. Suggest the use of technology in the classroom to enhanced learning in a way that is relevant to students.	3.74	High	3.71	High
10. Provide leadership in professional organization for the advancement of teachers' knowledge and practice in their field of specialization.	3.71	High	3.65	High
Overall Mean	**3.693**	**High**	**3.633**	**High**

It is clear from the table that the instructional supervision role of master teachers as innovator are rated high by the school heads and master teachers themselves with a group mean of 3.693 and 3.633 respectively.

The school heads gave the highest mean rating of 3.94 to the master teachers' instructional supervision role as innovator which is observed in assisting the school head in developing innovative teaching methods / learning strategies that allow teachers to collect, evaluate and analyze information. This is an indication that the master teachers supports and work hard-in-hand with the school heads to improve teachers' supports and works hand-in-hand with the school heads to improve teachers' teaching methods / strategies. Medrano (2023) revealed in her study the importance and indispensability of master teachers' ideals which should be imbued with high sense of dedication and professionalism in upgrading the quality of education in our country.

The master teachers rated themselves highest on their instructional supervision role of developing effective and innovative public relations strategies with students, parents, school personnel and community and to facilitate in designing instructions collaboratively with other

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

teachers with an identical mean of 3.81. This means that the master teachers are open to new theories and practices for the improvement of instruction. As stated by Borick (2022), an effective school teacher is someone who meets the community, ideal good citizen, good parent and good employee. At the time, teachers were judge primarily on their behavior in school. They were expected to be generous, friendly, considerate, hardworking and competent and to reveal these qualities in the school by being authorative, organized, disciplined, insightful and dedicated.

As of the lowest mean, both the school heads and master teachers' themselves evaluated the instructional supervision role of master teachers the same with a mean of 3.34. This is observed in the publication of original research and academic journals related to the field of specialization. This is supported by the study of Apigo (2021) which states that one of the very pressing problems encountered by the administrators under supervisory function are problems on teachers to study and conduct research studies on problem affecting the teaching-learning situations.

Summary of the Extent of Execution of the Instructional Supervision Roles of Master Teachers as Perceived by School Heads and Master Teachers Themselves

In table 8, it reveals the summary of perception of school heads and master teachers themselves on the extent of execution of the instructional supervision roles of master teachers.

It showed in the summary of findings that the school heads has given the master teachers the highest mean rating of 3.898 on the extent of execution of their instructional supervision role as coach. While the master teachers highly rated themselves in their instructional supervision

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

role as demonstrator with a mean of 3.913.

Both the school heads and master teachers themselves have given the lowest with a mean rating of 3.693 and 3.633 respectively in the extent of execution of the instructional supervision role of master teaches as innovator.

Table 8

Summary of the Extent of Execution of the Instructional Supervision Roles of Master Teachers as Perceived by School Heads and Master Teachers Themselves

Instructional Supervision Roles	School Heads		Master Teachers	
	Mean	DR	Mean	DR
1. Mentor	3.80	High	3.87	High
2. Coach	3.898	High	3.841	High
3. Trainer	3.779	High	3.736	High
4. Demonstrator	3.886	High	3.913	High
5. Innovator	3.693	High	3.633	High

JOB PRODUCTIVITY OF MASTER TEACHERS

Table 9 presented the job productivity of master teachers. Taken collectively, the master teachers have very low productivity. Majority of them have performed their job at the school level, prepared their assignment and member of a committee work.

In particular, data showed that the majority of the master teachers (126 or 74.1%) have low productivity in the preparation of instructional materials. In terms of the different competitions they coached in such as sports, journalism, English festival, Math festival and

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Science competition, data showed that the majority of the master teachers (100 or 58.8%) are not productive. Likewise, most of the master teachers (140 or 82.4%) are not productive in school publication and in school organization (63 or 37.1%).

The majority of the master teachers (109 or 64.1%) have low level of productivity on being speaker / resource person which means that the master teachers have low productivity in this area.

Table 9

Job Productivity of Master Teachers

Areas of Work / Job	Level of Productivity									
	None		Low		Moderate		High			
	F	%	F	%	F	%	F	%	Total	%
1. Classroom Teacher Assisted in Preparation of Instructional Materials.	22	12.9	126	74.1	15	8.8	7	74.1	46	100
2. Competitions Coach in a. Sports	100	58.8	38	22.4	22	12.9	10	5.9	46	100
b. Journalism	142	83.5	13	7.6	4	2.4	11	6.5	46	100
c. English Festival	150	88.2	8	4.7	11	6.5	1	.6	46	100
d. Math Festival	156	91.8	2	1.2	7	4.1	5	2.9	46	100
e. Science Competition	139	81.8	3	1.8	16	9.4	12	7.1	46	100
3. Role in School Publication	140	82.4	8	4.7	22	12.9	0	0	46	100
4. Role in School Organization	63	37.1	35	20.6	21	12.4	51	30	46	100
5. Speaker / Resource Person	50	29.4	109	64.1	10	5.9	1	.6	46	100
6. Role in Trainings / Seminars	30	17.6	76	44.7	20	11.8	44	25.9	46	100

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

7. Conducted Training	65	38.2	74	43.5	24	14.1	7	4.1	46	100
8. Conducted Demonstration Classes	59	34.7	62	36.5	39	22.9	10	5.9	46	100
9. Community Services Rendered	26	15.3	71	41.8	57	33.5	16	9.4	46	100
10. Articles Written	119	70	30	17.6	5	2.9	16	9.4	46	100
11. Assisted the Classroom Teachers in their Demonstration Teaching	65	38.2	84	49.4	14	8.2	7	4.1	46	100
12. Instructional Materials prepared	84	49.4	38	22.3	13	7.6	35	20.6	46	100
13. Curriculum Changes Demonstrated	130	76.5	25	14.7	8	4.7	7	4.1	46	100
14. Teaching Devices / Tools Prepared and Utilized	93	54.7	66	38.8	11	6.5	0	0	46	100
15. Assisted new teachers to Conduct Educational Research Activity	108	63.5	51	30	9	5.3	2	1.2	46	100

Master teachers were expected to attend trainings and seminars. Data showed that 76 or 44.7% of the master teachers have attended seminars sponsored by DepEd. It is a sad fact that there are 30 or 17.6% who have not been attended trainings / seminars at all which means a low level of productivity for the master teachers. Likewise, most of the master teachers (74 or 43.5%) got a low productivity in conducting training that only few of them (7 or 4.1%) have high level productivity. According to Gellado Jr. (2024), he found out in his study that the students seem to be in good hands with highly qualified instructors who have undergone orientation trainings, seminars, workshops and conventions to cope up with the standards mandated by the institutions.

There are 62 or 36.5% of the master teachers who conducted demonstration classes,

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields

while 59 or 34.7% of them have not conducted demonstration at all. This implied a low level of productivity of master teachers. According to Ruiz (2022), he stressed that being in the educational system is a big boost to teachers who occupy the key position in classroom instruction. In fact, when one speaks of the improvement of learning or the changes that take place in students as a result of instruction, one has in mind the classroom teacher.

A greater number of master teachers (71 or 41.8%) have rendered community services while 26 or 15.3% master teachers have not rendered community service at all. This means a low level of productivity of master teachers in this aspect. Gutierrez explained (2023) that master teacher items were created to promote mentors to master teachers positions in recognition of their expertise in classroom teaching job. They are partners of the head teachers, school administrators and supervisors in strengthening the delivery of efficient and relevant services to the school and community.

The data further show that master teachers (30 or 17.6%) are have low level of productivity in writing articles with and majority of these master teachers (119 or 70%) have not written articles.

One of the roles of master teachers is to assist classroom teachers in their demonstration teaching. Data showed that there are 62 or 36.5% master teachers who assisted in demonstration teaching of classroom teachers. While 59 or 34.7% of them have not assisted classroom teachers in their demonstration teaching which indicates low level of productivity. Anecdotal and study evidence suggests that mentoring by master teachers of pre-service students teachers, in-service new teachers and teachers in need of improvement has shown positive impact on the teacher performance.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Master teachers (38 or 22.3%) have low level of productivity in preparing instructional materials while majority of the master teachers (84 or 49.4%) have not prepared instructional materials. This showed that in terms of preparation of instructional materials, master teachers have low level of productivity.

There are 25 or 14.7% of the master teachers have low level of productivity in terms of curriculum changes demonstrated and majority of them (130 or 76.5%) have not demonstrated curriculum changes at all. Teachers should more adequate as professional, to see greater significance possibilities and responsibilities in their role, and perceive the situation as one of which improvement is not only possible but highly valued. Activities such as opportunity to participate in decision making and policy formulation contribute to sense of responsibilities to carry them through (Wiles and Lovell, 2021).

Data in Table 12 further showed that 66 or 38.8% of the master teaches have prepared and utilized teaching devices / tools in the improvement of instruction. While majority of the master teachers (93 or 54.7%) have not prepared and utilized teaching devices / tools which means a low level of productivity of master teachers. According to Ruiz (2022) education goes with the trends of society. The changes and innovations made in the present system of education have brought new and modern techniques. Therefore, every teacher should be kept posted on these activities because he plays a very important role in the formation of an individual.

Moreover, master teachers (51 or 30%) have low level of productivity in terms of assisting new teachers to conduct educational research activity and majority of them (108 or 63.5%) have not assisted new teachers to conduct educational research activity. Parker (1990) used to say that the school is a human garden and the teacher is a cultivator of living things. The

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

master teachers role in the growth and development of all school children is a challenge in this point of view. The conscientious master teachers do all they can do to further the education of the children by becoming more alert and receptive to new method, ideas, and innovations in classroom instruction.

The Analysis of Variance and t-test for independent samples were used in determining the significance of the difference in the instructional roles of master teachers across their profile. Data can be seen in Table 10.

Difference in the Instructional Supervision
Role of Master Teachers as Mentor
Across their Profile

It can be seen in Table 10 the results of the test of difference in the instructional role of master teachers as Mentor across their profile.

No significant difference existed in the extent of execution of the instructional role of master teachers across their age as shown in the F-value of .556 and the significance of .971 which is higher than the set .05 level of significance. Therefore, the null hypothesis set which is there is no significant difference in the extent of execution of the instructional role of master teachers across their age is accepted. This means that the master teachers whether young or old have the same level of execution of their instructional role as mentor.

Moreover, there is no significant difference in the extent of execution of the instructional supervision role of master teachers across their educational attainment as shown in the F-value of 1.011 and the significance of .369 which is higher than the set .05 Level of significance.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Therefore, the null hypothesis set which is there is no significant difference in the extent of execution of the instructional role of master teachers across their educational attainment is accepted. This means that the master teachers whether they completed master's degree, doctoral degree of BS degree have the same level of execution of their instructional role as mentor.

Table 10

Difference in the Instructional Role of Master Teachers as Mentor Across their Profile

Profile Variables	Sources of Variation	Sum of Squares	Df	Mean Square	f-value	Sig.
Age	Between Groups	5.728	31	.185	.556	.971
	Within Groups	45.863	138	.332		
	Total	51.591	169			
Educational Attainment	Between Groups	.926	3	.309	1.011	.369
	Within Groups	50.665	166	.305		
	Total	51.591	169			
Number of Teaching Load	Between Groups	1.253	2	.627	2.079	.128
	Within Groups	50.338	167	.301		
	Total	51.591	169			
Subject Assignment	Between Groups	1.974	7	.282	.920	.492
	Within Groups	49.617	162	.306		
	Total	51.591	169			
Awards Received	Between Groups	2.229	2	1.115	3.771*	.025
	Within Groups	49.362	167	.296		
	Total	51.591	169			

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Scholarship Received	Between Groups	1.520	4	.380	1.252	.291
	Within Groups	50.071	165	.303		
	Total	51.591	169			
In-service Training Attended	Between Groups	4.215	4	1.054	3.67	.007
	Within Groups	47.376	165	.267		
	Total	51.591	169			
Membership in Organization	Between Groups	.402	2	.201	.656	.520
	Within Groups	51.189	167	.307		
	Total	51.591	169			

***significant at .05**

Furthermore, there is no significant differences existed in the extent of execution of the instructional supervision role of master teachers across their number of teaching load as shown in the 2.079 F-value and .128 significance which is greater than the set level of significance. Therefore, the null hypothesis set that there is no significant difference in the extent of execution of the instructional supervision role of master teachers across number of teaching load is accepted. This means that master teachers across number of teaching load is accepted. This means that master teachers perform well their instructional supervision role whether were given regular number of teaching load or more than the regular teaching load.

There is no significant difference in the extent of execution of the instructional supervision role of master teachers across their subject assignment with F-value of .920 which has a significance of .492. Thus, the null hypothesis set that there is no significant difference in the extent of execution of the instructional supervision role of master teachers across their subject assignment is accepted. This implied that the master teachers highly executed their

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

instructional supervision role of as mentor regardless of the subject assigned to them to teach.

On the other hand, a significant difference existed in the extent of execution of the instructional role of master teachers across their awards received as evidenced in the F value of 3.771 and the significance of .025 which is lower than the set .05 level of significance. Therefore, the null hypothesis set which is there is no significant difference in the extent of execution of the instructional role of master teachers across their awards received is rejected. Results of post hoc test (Table 11a) revealed that those who received an Outstanding Teachers' award have higher level of execution of their role as mentor as compared to those who have not received an award. The mean difference of -.2803 is significant as shown in the significance value of .032 which is less than the .05 level. This means that giving reward to master teachers with exemplary performance serve as a motivating factor to demonstrate efficiency in the execution of their roles.

Table 11a

Post Hoc Test on the Difference in the Instructional Role of Master Teachers as Mentor Across their Profile

Profile Variables	Compared Group	Mean	Mean Difference	Significance
Awards Received	None	3.823	-.2803	.032
	Outstanding Teacher's Award	4.103		

***Significant at .05**

There is no significant difference existed in the extent of execution of the instructional supervision role of master teachers across their membership in professional organizations as shown in the .098 F-value and .906 which is higher than the set .05 level of significance. Thus, the null hypothesis which states that there is no significant difference in the extent of execution

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

of the instructional supervision role of master teachers across their membership in professional organization is accepted. This means that the master teachers highly executed their instructional supervision role as mentor regardless of their membership in professional organization.

Table 12

Difference in the Instructional Role of Master Teachers as Mentor Across their Sex and Length of Service as Teacher

Profile Variable	Compared Group	Mean	Mean Difference	t-value	Significance
Sex	Male	4.009	.2021	2.239*	.027
	Female	3.809			
Length of Services as Teacher	3 – 12 years	3.933	.1385	1.625	.106
	13 – 36 years	3.795			
Length of Services as Master Teacher	1 – 9 years	3.849	-.0580	-.675	.501
	10 – 30 years				

There is no significant difference in the extent of execution of the instructional supervision role of master teachers between male and female as revealed in the mean of 4.009 which produced a mean difference of .2021 and t-value of 2.239 with .027 significance which is lower than the set .05 level of significance. Thus, the null hypothesis is rejected which states that there is no significant difference in the extent of execution of the instructional supervision role of

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

master teachers between male and female is rejected. This means that male and female differ in their extent of execution of the instructional supervision role as mentor. This further implied that male master teachers have higher level of execution than their female counterpart of their instructional supervision role as mentor. This is supported by Delosa (2023) who revealed that male employees appeared to be better performers than their female counterparts.

Results on the difference in the instructional supervision role of master teachers across the length of service as teacher show that the master who are in the service for 3-12 years and 13-36 years generated mean rating of 3.933 and 3.795 respectively. The generated mean difference of 1.625 has a computed t-value of -1.311 and a significance of .106 which is higher than the set .05 level of significance. Thus, the null hypothesis set which is there is no significant difference in the extent of execution of the instructional role of master teachers across their length of service as teacher is accepted. This means that whether the teachers have been teaching for a longer period of time, the extent of execution of their instructional supervision role as mentor is the same to those who have lesser years in the service as teacher.

Likewise, no significant difference existed in the extent of execution of the instructional supervision role of master teachers across length of service as master teacher as revealed in the mean of 3.849 and 3.907 for master teachers who served for 1-9 years and 10-30 years respectively. The generated mean difference of -.0580 has a computed t-value of -.675 and a significance of .501 which is higher than the set .05 level of significance. Thus, the null hypothesis set which is there is no significant difference in the extent of execution of their instructional supervision role is the same regardless of the years that they were been in the teaching service.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Table 13

Difference in the Instructional Role of Master Teachers as Trainer Across their Profile

Profile Variables	Sources of Variation	Sum of Squares	Df	Mean Square	f-value	Sig.
Age	Between Groups	6.043	43	.195	.535	.978
	Within Groups	50.311	40	.365		
	Total	56.354	33			
Educational Attainment	Between Groups	1.021	36	.340	1.022	.385
	Within Groups	55.332	32	.333		
	Total	56.354	31			
Number of Teaching Load	Between Groups	3.543	30	1.771	5.601**	.004
	Within Groups	52.811	40	.316		
	Total	56.354	41			
Subject Assignment	Between Groups	3.318	44	.474	1.448	.190
	Within Groups	53.036	43	.327		
	Total	56.354	34			
Awards Received	Between Groups	.539	35	.269	.606	.446
	Within Groups	55.615	38	.334		
	Total	56.354	42			
Scholarship Received	Between Groups	2.944	33	.736	2.274	.063
	Within Groups	53.410	31	.324		
	Total	56.354	36			
In-service Training Attended	Between Groups	3.125	39	.7081	2.422**	.050
	Within Groups	53.229	30	.323		
	Total	56.354	31			
Membership in Organization	Between Groups	.590	32	.295	.664	.415
	Within Groups	55.763	34	.334		
	Total	56.354	33			

However, there is significant different in the extent of execution of the instructional supervision role of master teachers across the number of teaching load which is generated F-

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

value of 5.601 and a significance of .004 which is lower the set .05 level of significance. Therefore, the null hypothesis set which is there is no significant difference in the extent of execution of the instructional supervision role of master teachers across their number of teaching load is rejected. Results of post hoc test (Table 17a) revealed that those who have lesser number of teaching load have higher level of execution of their instructional supervision role compared to those who have greater number of teaching loads. The mean difference of -.2616 is significant as shown in the significance value of .026 which is less than the .05 level.

There is no significant difference existed in the extent of execution of the instructional supervision role of master teachers across subject assignment as revealed in the F-value of 1.448 having significance of .190 which is higher than the set .05 level of significance. Hence, the null hypothesis which states that there is no significant difference in the extent of execution of the instructional supervision role of master teachers across subject assignment is accepted. This means that whatever subject assignment given to the master teachers to teach, the extent of execution of their instructional supervision role as trainer is the same.

Moreover, there is no significant difference occurred in the extent of execution of the instructional supervision role of master teacher across awards/distinctions received as revealed in the F-value of .606 and a significance of .446 which is higher than the set .05 level of significance. Thus, the stated null hypothesis that there is no significant difference in the extent of execution of the instructional supervision role of master teachers across awards/distinctions received is accepted. This means that master teachers with or without awards/distinctions received have the same level of execution of their instructional supervision role as trainer.

Furthermore, there is no significant difference in the extent of execution of the

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

instructional supervision role of master teachers across their scholarship / study grant received as revealed in the F-value of 2.274 having a significance of .063 which is higher than the .05 level of significance. Therefore, the null hypothesis is accepted which states that there is no significant difference in the extent of execution of the instructional supervision role of master teachers as trainer across scholarship / study grant received. This implied that master teachers have the same level of execution whether they received scholarship / study grant or not.

However, a significant difference is shown in the extent of execution of the instructional supervision role of master teachers across their in – service trainings attended as evidence in the F-value of .2422 and the significance of .050 which is lower than the set .05 level of significance. Therefore, the null hypothesis set which is there is no significant difference in the extent of execution of the instructional supervision role of master teachers across their in-service trainings attended is rejected. Results of post hoc test (Table 17a) revealed that those who attended in-service trainings on curriculum development have higher level of execution of their role as trainer as compared to those who have not attended in-service trainings. The mean difference of -.5118 is significant as shown in the significance value of .037 which is less than the .05.

No significant difference is shown in the extent of execution of the instructional supervision role of master teacher across their membership in professional organization as indicated in the F-value of .664 and .415 significance level.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Table 14

Post Hoc Test on the Difference in the Instructional Role of Master Teachers as Trainer Across their Profile

Profile Variable	Compared Group	Mean	Mean Difference	Significance
Number of Teaching Load	1 – 5 hours		-.2616*	.026
	6 hours			
In-service Training Attended	Curriculum Development	3.553		
	None	3.333	-.5118*	.037

Hence, the null hypothesis stated earlier that there is no significant difference in the extent of execution of the instructional supervision role of master teachers is accepted. This result implied that master teachers whether member of not in a professional organization have the same level of execution of their instructional supervision role as trainer.

In table 18, it showed the difference in the instructional role of master teachers as trainer between male and female. Male and female master teachers acquired mean rating of 3.911 and 3.653 respectively which produced a difference of .2579 and t-value of 2.777 and significance .006 which is lower than the .05 level of significance. Thus, the null hypothesis that there is no significant difference in the extent of execution of the instructional supervision role of master teachers across sex is rejected. This means that male master teachers have higher level of performance compared to female master teachers.

There is no significant difference in the extent of execution of the instructional supervision role of master teachers between the lengths of service as teacher which shown in the mean difference of .0879 and t-value of .983 with .327 significance which is higher than the .05

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

level of significance. Therefore, the null hypothesis that there is no significant difference in the extent of execution of the instructional supervision role of master teachers is accepted.

Table 15

Difference in the Instructional Role of Master Teachers as Trainer Across their Sex and Length of Service as Teacher

Profile Variable	Compared Group	Mean	Mean Difference	t-value	Significance
Sex	Male	3.911	.2579	2.777*	.006
	Female	3.653			
Length of Services as Teacher	3 – 12 years	3.774	.0879	.983	.327
	13 – 36 years	3.686			
Length of Services as Master Teacher	1 – 9 years	3.773	.0874	.974	.331
	10 – 30 years	3.686			

Moreover, no significant difference occurred in the extent of execution of the instructional supervision role of master teachers between their lengths of service as master teacher which shown in the mean difference of .0874 and t-value of .974 with .331 significance. The significance level is way above the level of significance at .05. Therefore, the null hypothesis is accepted. This showed that master teachers have a high level of execution of their instructional supervision role as trainer regardless of their lengths of service as teacher and master teachers.

Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Chapter 4

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presented the summary of findings, the conclusions drawn from the findings, and the recommendations that were formulated.

Summary

This study aimed to look into the profile of the public elementary master teachers, the extent performance of the instructional supervision roles of the master teachers as perceived by the productivity of the master teachers in the performance of their instructional supervision roles and the difference in the extent of execution of the master teachers of the instructional supervision role across their profile.

It also sought to determine the difference between the perception of school heads and master teachers on the execution of their instructional supervision roles, the relationship between the level of job productivity of the Master Teachers and in the extent of performance of their instructional supervision role, and the problems encountered by the Master Teachers in the execution of their roles.

This study used the descriptive–survey research method with two sets of instruments as the main data–gathering tools. The study used frequency counts, percentage distribution, the t-test for paired samples, the t-test for independent samples, and the Pearson Product Moment Correlation Coefficient.

Findings of the Study

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

1. The profile of the public elementary master teachers revealed that the majority were female, relatively older, and holders of a master's degree. Most of them had considerable teaching experience and were assigned to teach Filipino. A substantial number had received Outstanding Teacher awards or distinctions, availed themselves of scholarships or study grants, and were members of the National Organization of Professional Teachers Incorporated (NOPTI).

2. The public elementary master teachers demonstrated a high extent of execution of their instructional supervision roles. Both the school heads and the master teachers themselves evaluated the performance of master teachers favorably in carrying out their instructional supervision responsibilities.

3. The job productivity of the master teachers in performing their roles as mentors, coaches, trainers, demonstrators, and innovators was found to be low. This indicates that although master teachers were highly engaged in instructional supervision, their productivity in carrying out the broader functions associated with mentoring, coaching, training, demonstration teaching, and innovation needed further strengthening.

4. No significant differences were found in the extent of execution of the instructional supervision roles of master teachers when grouped according to age, highest educational attainment, length of service, subject assignment, scholarship or study grant received, and membership in professional organizations. However, significant differences were noted when master teachers were grouped according to sex, awards or distinctions received, in-service trainings attended, and number of teaching loads.

5. There was no significant difference between the perceptions of school heads and master teachers regarding the extent of execution of the instructional supervision roles of master

teachers. This indicates that both groups generally shared similar assessments of how master teachers performed their instructional supervision responsibilities.

6. No significant differences were found in the job productivity of master teachers when grouped according to educational attainment, awards or distinctions received, sex, and length of service. However, significant differences were observed when they were grouped according to age, number of teaching loads, subject assignment, scholarship or study grant received, in-service trainings attended, and membership in professional organizations.

7. The master teachers did not encounter serious problems in the execution of their instructional supervision roles. The findings suggest that the identified concerns encountered by the master teachers were generally manageable and did not substantially hinder them from performing their instructional supervision responsibilities.

Conclusions

Based from the findings, the following conclusions were drawn:

1. The public elementary master teachers are dominated by female, relatively old, holders of the master degree, have teaching experience, teaching Filipino, awarded as Outstanding Teacher, received scholarship / study grant and are member of the National Organization of Professional Teachers Incorporated (NOPTI).

2. The public elementary master teachers have highly executed their instructional supervision role as evaluated by the school heads and the master teachers themselves.

3. The job productivity of master teachers as mentor, coach, trainer, demonstrator, and innovator is low.

4. There is no significant difference in extent of execution of the instructional supervision roles of master teachers across their profile such as age, highest educational attainment, length of service, subject assignment, scholarship / study grant received, and membership in professional organization except for sex, awards / distinctions received, in-service trainings attended and number of teaching load.

5. The school heads and master teachers themselves do not differ in their perception on the extent of execution of the instructional supervision roles of master teachers.

6. There is no significant difference in the job productivity of the master teachers across their profile such as educational attainment, awards received, sex, and length of service except of age, number of teaching load, subject assignment, scholarship received, in-service attended, and membership in organization.

8. There are no serious problems encountered by master teachers in the execution of their instructional supervision role.

Recommendations

Based from the above conclusions, the following are the aforementioned recommendations.

1. The educational authorities should continue to encourage younger talented teachers to occupy the master teachers' position, and continue giving more incentives like outstanding award and scholarship / study grant.

2. The master teachers should continue to enhance more their instructional supervision roles

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

through demonstration of effective collaboration among teachers.

3. To raise the level of job productivity, master teachers should be advised to complete their master's and doctoral degree to expose them on the different trends and innovations in education.

4. There should be an equivalent number of units for the different school activities conducted by the master teachers and continuously send to seminars / trainings.

5. The master teachers should find better ways to improve their execution of their instructional supervision roles despite their difference in sex, in-service trainings attended, awards / distinctions received and number of teaching load.

6. The master teachers should continuously be sent to seminars and trainings to upgrade their knowledge and skills on the latest trends in education and innovations, be given regular teaching load and subject assignments of their specialization to raise their job productivity.

7. The school heads and master teachers should conduct deeper assessments of the letter's extent of execution on their instructional supervision roles especially as demonstrator in improving the quality of instructional in their schools.

8. From the study, the school heads should initiate further studies in the authenticity and truthfulness of the views of the master teachers and themselves regarding the former's instructional supervision role.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

REFERENCES

Aquino, Gaudencio V., Adminstration and Supervision of Philippine Schools, Quezon City, Alemar's Publishing House, 2023.

Blake, Robert R. and Jane Mouton. The Managerial Grid, Houston Gulf Publishing Company, 2025.

Davis, Keith, Human Behavior at Work: Organizational Behavior, New York McGraw Hill International Book Company, 2023.

House, Robert J., A Path Goal theory of Leadership Conflict, Mc Graw Hill Book Company New York, 2021.

Likert, Rensis, et.al., New Ways of Managing Conflict, Mc Graw Hill Book Company, New York, 2021.

Calderon, Jose F. Method of Research and Thesis Writing, Manila: National Bookstore Inc., 2022.

Lee, Murray J. and Lee, Doris May. The Child and His Curriculum, 3rd Edition, New York: Appleton Century Craft 2021.

Monroe, Paul. Founding of the American Public-School System. MY Machellan, 2023.

Paguso, Cristobal M. and Montada, Rizalina H. Introductory Statistics, Quezon City: Ken Inc., 2021.

Parker, Francis. The Teacher and the School and Society. New York: Hugy and B.M. Brooks,

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

World Book Company. 2021.

Yeagar, William A. Administrative and the Teacher. New York Prentice Hall Inc. 2020.

The Internet Journal of Allied Health Science and Practice, 2022

Gutierrez, Daniel C. Master Teachers' Job, The Modern Teacher. Vol. XLV, No. 7, December, 2021.

Boston, Lian B. "The Managerial Leadership of School Principals and their Teachers' Morale and Job Performance", Unpublished Doctoral Thesis in Educational Management, Pangasinan State University, Open University Systems, Lingayen, Pangasinan, 2023.

Abella, Lilia R. Cooperative Performance of Master Teachers and Non-Master Teachers. Unpublished Master's Thesis. Marikina Institute of Science and Technology, Marikina Metro Manila, 2026.

Burlasa, Bertoldo T. The Problems Encountered by Master Teachers of the Schools Division of Negros Oriental and Dumaguete City During the School Year 2021 – 2022. With a Recommended Action Plan. Doctoral Dissertation, Faculty of the Graduate School, Foundation University, Dumaguete City.

Cabahug, Susana B., The Morale of Public Elementary School Teachers from Four Cities in Cebu Province and Factors Related to It. Doctoral Dissertation of San Carlos, Cebu City.

Canlas, Leonardo C. Leadership Style of Administrators in Cluster VI Division of Pampanga SY 2021 – 2022. As Self-Perceived and As Perceived by their Teachers. Unpublished Mater's Thesis Don Honorio Ventura College of Arts and Trades, 2023.

Dacayan, Emiliano F. The Master Teachers' Scheme: It's Influence on the Performance and Attitudes of Public School Teachers and Administrators, Unpublished Master's thesis, MLQU, Manila, 2023.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Donato, Erlinda R., Perceptions on Expected and Actual Functional Master Teachers in General Trias, Cavite, Unpublished Master's Thesis, 2024.

Magtangob, Nancy D., Job Satisfaction of Master Teachers and their Perceived Motivations for Shifting to Administrative Positions. Doctoral Dissertation, Catanduanes State College Graduate School, Virac Catanduanes, 2021.

Dimaano, Fortuna M. A Profile of the Master Teacher I in the Division of Sorsogon, 2023 – 2024. Unpublished Master's Thesis, Bicol University, Daraga, Albay, March 2025.

Bejar, Norma. The Master Teachers in Selected District in the Division of Masbate: Their Accomplishments in Relation to Pupil Achievements in School Year 2022 – 2023. Unpublished Master's Thesis. Annunciation College, Sorsogon, Sorsogon City, May 2024.