

Instructional Supervisory Approaches of Master Teachers: Effect on Teachers' Work Motivation and Performance

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Abstract

A crucial component of efficient school leadership is instructional supervision, which has a purposeful focus and demonstrated influence on enhancing the caliber of teaching and learning. As one of the instructional supervisors at the school, master teachers strive to be competent and fulfill their responsibility of overseeing instruction to assist in the advancement of teaching and learning. The purpose of this study was to find out how the instructional supervisory approaches of master teachers affect the teachers' work motivation and performance in the workplace and how the extent of supervision affects their relationship. A descriptive survey research design was utilized with the survey questionnaire as the main instrument, which is distributed among 406 secondary public-school teachers in the Schools Division of San Pablo City. Frequency, percent, mean, standard deviation, Pearson Product-Moment Correlation Coefficient, moderation analysis, and stepwise multiple regression analysis and moderation analysis using Process Macro were employed to analyze the gathered statistical data. The findings reveal that there is a moderately positive significant relationship between the instructional supervisory approaches of master teachers and teachers' work motivation, and a moderately positive significant relationship between instructional supervisory approaches and teachers' performance. It was also found that peer supervision and developmental supervision are predictors of teachers' motivation, while overall instructional supervisory approaches are predictors of teachers' performance. The study also disclosed that the extent of supervision of the master teachers as instructional supervisors implementing the instructional supervisory approaches has an influence on teachers' performance. However, it does not moderate the relationship between instructional supervision and teachers' work motivation.

Keywords: Instructional Supervision; Master Teachers; Work Motivation; Performance

1. INTRODUCTION

Instructional supervision is a core aspect of effective school leadership with an intentional focus and demonstrated impact on continuous improvement in quality teaching and learning (Education Improvement Research Centre, 2022). Master teachers, as one of the school's instructional supervisors, aim and make an all-out effort to be competent and perform their duty in supervising instruction to support the development of teaching and learning (Stephent, O., 2018).

The role of master teachers has evolved over time and undergone changes and improvements over the past years (Glading, R.G., 2017). The concept of a master teacher has existed in the Philippines since 1979, and its implementation was guided by MEC Order No. 10 s. 1979. At present, the world of supervision in the department of education has evolved as master teachers play an important and crucial role in instructional supervision as they assist principals and head teachers in the instructional monitoring of teachers. They perform quarterly classroom observations, prepare a supervisory plan, give dialogue and discussion through pre- and post-conferences on instructional practices, rate teachers' performance, conduct and facilitate training, seminars, and workshops, and motivate teachers to attain peak performance and practices (DepEd Memorandum No. 8 s. 2023).

Educators, regardless of experience level, require essential assistance in carrying out educational plans. However, leading educators towards greatness requires much effort, as the instructional supervisor must learn how to motivate them. Generating motivation is a fundamental supervisory responsibility that can yield substantial benefits, including happier, healthier, and more engaged employees who perform better at work, resulting in improved teachers' performance (Valcour, M., 2017). Moreover, teachers, as one of the key factors in the education system, play essential roles in the teaching and learning process; their efficacy in instruction must be supported and strengthened through constant supervision. The quality of education they provide partially depends on how they are trained and supervised. Research conducted in Sri Lanka (Khan. R., et al., 2021) revealed that supervisory commitment had a positive effect on teachers' efficacy. It was also found that it was anchored to the appropriate use of instructional resources. Moreover, a study revealed that supervision could enhance classroom performance by strengthening and enhancing teachers' performance (Kholid, I., & Rohmatika, R.V., 2019).

Specialists over the years have reported various qualities and performances among school heads with regards to their role in the supervision of instruction. Several studies around supervision in the field of education were also conducted (Cominghud, S.M., 2017; Wiyono, B., et al., 2020; Basilio, M. & Bueno, D., 2021; Khan, R., et al., 2021; Reambonanza, R., et al., 2022). However, most of these reports and studies have concentrated on the school principals' supervisory practices. Hence, it is interesting to conduct a study that will determine the extent of the relationship of master teachers' current instructional supervisory functions with that of teachers' work motivation and performance and if the extent of supervision significantly moderates its relationship. There might be numerous relevant studies and pieces of literature for this research. Still, no specific or fewer investigations and analyses were found in the Schools Division of San Pablo City, particularly on the instructional supervisory functions of master teachers at the secondary level.

This study was linked to Situational Leadership Theory, wherein leaders adapt their style to meet institution and worker needs, as well as instructional supervisors and teachers' needs. (Cherry, K., 2023). Another theory referred to in this study is the Self-Determination Theory, which is a wide and comprehensive theory of human personality and motivation. Similarly, Herzberg's motivation-hygiene theory, which dictates

two types of motivational factors, which are the things that inspire the worker to do better at work and feel good about it, that considered key to growth as it helps the worker grow individually and professionally (Nickerson, C., 2023)

2. CONCEPTUAL FRAMEWORK

This study disclosed the extent of the effects of master teachers' instructional supervisory approaches on teachers' work motivation and performance. The relationship is illustrated in Figure 1.

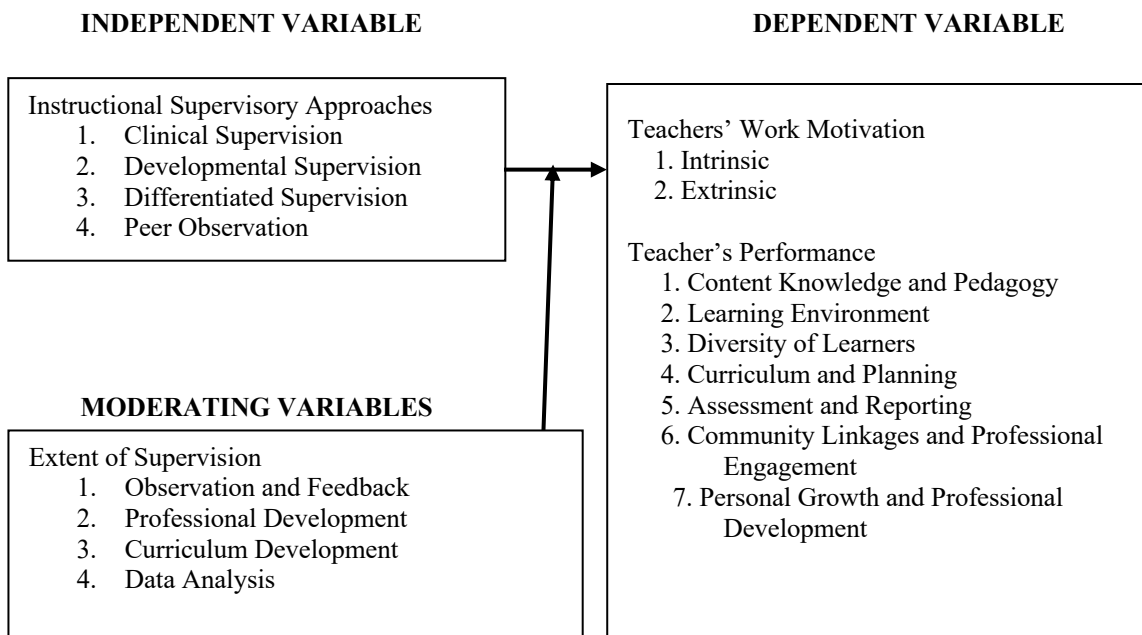


Figure 1. Research Paradigm

3. STATEMENT OF THE PROBLEM

This study sought to answer the following questions:

1. Is there a significant relationship between the perceived instructional supervisory approaches of master teachers and
 - 1.1 teacher's work motivation?
 - 1.2 teachers' performance?
2. Singly or in combination, are the instructional supervisory approaches of master teachers significant predictors of teachers' work motivation and performance?

3. Has the extent of supervision of master teachers significantly moderated its relationship between the instructional supervisory approaches and
 - 3.1 work motivation?
 - 3.2 teachers' performance?

4. RESEARCH HYPOTHESES

The following hypotheses were posited in the study:

1. There is no significant relationship between the perceived instructional supervisory approaches of master teachers and:
 - a. teacher's work motivation.
 - b. teachers' performance.
2. Singly or in combination, the instructional supervisory approaches of master teachers are not significant predictors of teachers' work motivation and performance in the workplace.
3. The extent of supervision by the master teachers has not significantly moderated the relationship between the instructional supervisory approach and
 - a. work motivation.
 - b. teachers' performance.

5. METHODOLOGY

A descriptive-correlation research design was used in the study. It is a type of research design that has the objective of determining the relationship between two variables without making any claims about cause and effect (IvyPanda, 2023). Likewise, this study used the quantitative approach in the survey instrument checklist for data gathering analysis and the qualitative approach in the interpretation of responses of the respondents relative to instructional supervision and the performance of teachers.

The respondents of the study were 406 teachers from the large and mega secondary schools in the Schools Division of San Pablo City, with master teachers as instructional supervisors during the school year 2023-2024.

The survey questionnaire is the main instrument used in gathering the data. To verify its accuracy and congruency, the researchers sought content validation from external experts conducted by two master teachers, two principals, and one education supervisor who is also an English expert. To assess the reliability index of the instrument, it underwent an internal consistency test through pilot testing, and Cronbach's Alpha was applied to the collected data, which revealed internal consistency ranging from 0.8 to .09 and higher, indicating the statements utilized in the questionnaires are good and excellent.

The gathered data were statistically treated using standard statistical tools such frequency, percent, mean, standard deviation, Pearson Product-Moment Correlation Coefficient, moderation analysis, and stepwise multiple regression analysis and moderation analysis using Process Macro.

6. RESULTS AND DISCUSSION

It can be gleaned from Table 1 that there is a moderately positive significant relationship between the instructional supervisory approaches of master teachers and teachers' work motivation. This implies that the approaches implemented by the instructional supervisors, like the master teachers in the Schools Division of San Pablo City, influence the work motivation of the teachers as perceived by the respondents.

The calculated r-value reveals a moderately positive correlation that is statistically significant at the 0.01 alpha level. This is further explained by the computed mean r-value of .551 of the instructional supervisory approach and work motivation. This indicates that the kind of approach that the instructional supervisor, like master teachers, will implement has a moderately positive effect on teachers' work motivation. Therefore, a supervisor must be careful and look deeply into what specific approach to apply to motivate teachers to perform at their best at the workplace. Teachers would love to work when their superiors are sensitive to their needs and consider what makes them more productive at work. This implies that teachers are motivated to do their best work when they are under the direction of instructional supervisors, such as master teachers.

Table 1. Test of Relationship Between Instructional Supervisory and Teachers' Work Motivation

Instructional Supervisory Approaches	Teachers' Work Motivation		
	Intrinsic Motivation	Extrinsic Motivation	Teachers' Work Motivation
Clinical Supervision	.482**	.183**	.354**
Developmental Supervision	.541**	.407**	.520**
Differentiated Supervision	.601**	.369**	.527**
Peer Supervision	.623**	.462**	.594**
Instructional Supervisory Approaches	.621**	.393**	.551**

*Legend: **Correlation is significant at the 0.01 level (2-tailed) t-test.*

Meanwhile, the calculated r-value of .621 reveals a moderately positive correlation between instructional supervisory approach and intrinsic motivation, which is higher than the computed r-value of .393 with extrinsic motivation, which indicates a low positive correlation. This implies that as master teachers conduct instructional supervisory approaches, teachers are more motivated by intrinsic factors. The findings showed that intrinsic motivation is essential for success since it provides long-term, intangible advantages that are typically inexpensive to attain and repeatable. Fortunately, intrinsic motivation can be developed through constant practice. As soon as this process starts and notice the results, an individual will naturally begin to reinforce these routines and methods in their daily lives.

Among the four instructional supervisory approaches, the highest r-value of .594 is reflected in the moderately positive significant relationship between peer supervision and work motivation. This implies that the teachers are motivated at work when the master teachers promote team cohesiveness, decrease isolation in roles, and gain support from others. As teachers experience collaborative learning and practice skills with

each other, they strive to perform better. They also enjoy sharing their thoughts and expertise, as they believe that they will learn from one another. This means that the most significant benefit of peer supervision is that it encourages teamwork and increases confidence and commitment among workers. Certain people bring out the best in others and seem to possess a knack for inspiring people.

Conversely, the lowest computed r-value of .354 reveals the low positive correlation between clinical supervision and teachers' work motivation. The DepEd Memorandum No. 8, s. 2023 indicates that instructional supervisors were tasked with performing clinical supervision (pre-observation, observation, and post-observation) as the primary approach to instructional supervision. However, the findings reveal that it stimulates less motivation in teachers compared to other approaches. Maybe teachers are getting used to it since it has been implemented repeatedly every quarter for several years. Teachers were highly motivated to submit lesson plans only for school compliance. They are also motivated to work hard to receive an outstanding or very satisfactory rating, which they believe they deserve. These two motivating factors were part of teachers' RPMS, which implements clinical supervision. This implies that clinical supervision stimulates motivation in teachers because of the rating that they will receive at the end of every school year.

Table 2. Test of Relationship Between Instructional Supervisory Approaches and Teachers' Performance

Instructional Supervisory Approaches	Teachers' Practices							
	CKP	LE	DL	CP	AR	CLPE	PGPD	TP
Clinical Supervision	.554**	.504**	.516**	.566**	.527**	.521**	.524**	.560**
Developmental Supervision	.530**	.550**	.518**	.560**	.570**	.555**	.560**	.587**
Differentiated Supervision	.493**	.477**	.535**	.546**	.511**	.489**	.493**	.541**
Peer Supervision	.528**	.538**	.567**	.584**	.550**	.535**	.538**	.587**
Mean ISA	.580**	.570**	.589**	.622**	.595**	.578**	.583**	.627**

*Legend: **Correlation is significant at the 0.01 level (2-tailed) t-test. Content Knowledge and Pedagogy (CKP); Learning Environment (LE); Diversity of Learners (DL); Curriculum and Planning (CP); Assessment and Reporting (AR); Community and Linkages and Professional Engagement (CLPE); Personal Growth and Professional Development (PGPD); Teachers' Practices (TP); Instructional Supervisory Approaches (ISA)*

The calculated r-value reveals a moderately positive correlation that is statistically significant at the 0.01 alpha level, as shown in Table 2. This is further explained by the computed mean r-value of .627 of the instructional supervisory approach and teachers' performance. This implies that the improvements in teacher performance are directly correlated with an improved instructional supervisory approach. This reveals that the kind of supervisory approach applied by the instructional supervisor, like a master teacher, has a moderately significant influence on teachers' performance. Therefore, the hypothesis, which stated that there is no significant relationship between the perceived instructional supervisory approaches of master teachers and the teacher's performance in the workplace, is rejected.

In terms of teachers' performance, the highest computed r-value of .622 reveals there is a moderately positive relationship between instructional supervision and the curriculum and planning. This implies that the master teachers' instructional supervisory approach has a moderately significant influence on teachers' performance in terms of curriculum and planning. With the supervision of master teachers, the teachers can set an achievable learning outcome through proper planning and implementing a sequence of teaching and

learning processes aligned with the curriculum requirements and learning competencies. Master teachers must ensure the improvement of instruction by implementing improved supervision and making certain that the educational goals and how to achieve them are clearly discussed and understood by the teachers. Therefore, the instructional supervisor plays an important role in the effective implementation of curriculum and planning.

Among the four approaches to instructional supervision, two of them have the highest r-value of .587 which are developmental supervision and peer supervision. This implies that these two have a moderately positive significant relationship with teachers' performance.

In developmental supervision, the teachers' performance that has the highest r-value (.570) based on the presented data is the area of assessment and reporting. This implies that there is a moderately positive relationship between developmental supervision and assessment and reporting. The findings reveal that developmental supervision influences teachers' performance in terms of assessment and reporting. Assessment and reporting are two of the important tasks of a teacher. They must prepare a variety of assessment tools to measure students learning and success. Hence, the supervision of the instructional supervisor, like the master teachers in this area, is imperative.

In the Schools Division of San Pablo City, the teachers prepare and conduct various assessments. One of those assessments is the quarterly assessment. This is being submitted to the master teacher for checking and evaluation. The master teacher scrutinizes its content, clarity, and alignment with the curriculum standard. The master teachers implement directive developmental supervision, making sure that the teachers will follow the imparted recommendations, especially for novice teachers. Aside from the quarterly assessment, the master teacher also looks over the assessment of the teachers during classroom observation and lesson planning to ensure that it is aligned with the lesson objectives and, moreover, with the curriculum standard of the subject area. The master teachers implement either a directive, collaborative, or non-directive developmental approach, depending on the teachers' expertise and capability. The results of these assessments are gathered, analyzed, and studied to make a concrete intervention and provide feedback. Feedback was held either with the students or with their parents. This implies that master teachers will have less work to do in terms of monitoring when teachers excel in the areas of assessment and reporting, allowing the school to guarantee that the children will receive high-quality services.

On the other hand, the teachers' performance that has the highest r-value (.584) in terms of peer supervision is in the area of curriculum and planning. This implies that the master teachers' peer supervision approach has a moderately positive relationship with teachers' performance in terms of curriculum and planning. To meet curricular requirements and accommodate a variety of teaching environments, teachers organize, oversee, and carry out developmentally appropriate teaching and learning processes. They also modify and execute learning programs to guarantee their relevance and responsiveness to the needs of all students. With the peer supervision approach, teachers participate in collegial discussions that use teacher and learner feedback to enrich teaching practice, either through a one-on-one, group, or co-supervision approach.

To test the research question, regression analysis was conducted with the instructional supervisory approach as an independent variable and teachers' work motivation as a dependent variable, as reflected in Table 3.

The multiple regression model with all three predictors produced $R^2 = .373$, $F(93,402) = 79.641$ and

$p = .000$. As can be gleaned in Table 3, peer supervision and developmental supervision have significant positive regression weights, indicating that teachers who are under peer supervision and/or developmental supervision are motivated at the workplace after controlling for the other variables in the model. On the other hand, clinical supervision has a significant negative weight, indicating that teachers under clinical supervision are not motivated in the workplace. This produces the final regression:

$$TWM = 1.729 + .471PS + .232DS - .155CS$$

Where: TWM = Teachers' Work Motivation, PS = Peer Supervision,

DS = Developmental Supervision and CS = Clinical Supervision

Table 3. Predictors of Teachers' Work Motivation on Instructional Supervisory Approaches

Model 3	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
3 (Constant)	1.729	.184		9.393	.000
Peer Supervision	.471	.059	.513	7.998	.000
Developmental Supervision	.232	.070	.243	3.324	.001
Clinical Supervision	-.155	.057	-.166	-2.734	.007

$$R \text{ Square} = .373 \quad \text{Adj. Square} = .368 \quad F(93,402) = 79.641 \quad p = .000$$

The equation above further justifies that for every 1-unit increase in teachers' work motivation among instructional supervisory approaches scores, there is a corresponding .471 unit increase in peer supervision, keeping other factors fixed. Moreover, for every 1-unit increase in teachers' work motivation, there is a corresponding .232 unit increase in developmental supervision, keeping other factors constant. Conversely, for every 1-unit of teachers' work motivation, there is a corresponding -.155 unit decrease in clinical supervision. Thus, among these three predictors, peer supervision as an instructional supervisory approach is a predictor of teachers' work motivation with $p = .000$. This implies that the instructional supervisory approach of master teachers, particularly peer supervision, is a significant predictor of work motivation among the teachers in the Schools Division of San Pablo City. Therefore, the null hypothesis, which states that, singly or in combination, the master teachers' instructional supervisory approaches are significant predictors of teachers' work motivation, is rejected.

Nevertheless, not all teachers respond effectively to all supervisory approaches. Consequently, master teachers must ascertain which approaches are most appropriate for teachers, as they may effectively motivate the teachers at school if they are aware of this approach and adjust it to suit their demands. In this study, it is the peer supervision approach that is predicted to be a motivating factor for teachers at the workplace. Some of these peer supervision approaches that can be used are individual, group, and co-supervision.

In the Schools Division of San Pablo City, the schools have various programs that may promote collaboration and peer supervision. One of these is the departmentalized or grade-level meeting or training at the secondary level, wherein teachers of the same subject area or grade level meet and share their thoughts and practices with one another. This activity is enjoyed by the teachers, who love collaborating with a team so they can share their thoughts and expertise. This reflects how teachers love to work with mentors because they are wise, and they will learn from them. The researchers observed how teachers are motivated to do certain tasks when they learn that they will do them with a partner or with a team.

Nonetheless, having a specific peer supervision plan in the workplace helps teachers become more productive and happier, as performance is influenced by work motivation. The greater the motivation of educators, the greater the accomplishments they make. Therefore, it is imperative that the master teachers' pay attention to what kind of supervision makes teachers motivated at work, resulting in better productivity. In this case, it is peer supervision that stimulates teachers' work motivation.

Table 4. Predictors of Teachers' Performance on Instructional Supervisory Approaches

Model 3	Unstandardized Coefficients		Standardized Coefficient Beta	t	Sig.
	B	Std. Error			
3 (Constant)	1.441	.145		9.944	.000
Overall Instructional Supervisory Approaches	.797	.089	.963	8.927	.000
Differentiated Supervision	-.260	.078	-.360	-3.333	.001

$$R \text{ Square} = .409 \quad \text{Adj. Square} = .407 \quad F(93,402) = 139.704 \quad p = .000$$

The multiple regression model with the two predictors produced $R^2 = .409$, $F(93,402) = 139.704$, and $p = .000$. As can be gleaned from Table 4, the overall instructional supervisory approaches have significant positive regression weights, indicating that there is a significant relationship between instructional supervisory approaches and teachers' performance after controlling for the other variables in the model. On the other hand, differentiated supervision has a significant negative weight, indicating that differentiated supervision does not predict teachers' performance. This produces the final regression:

$$TP = 1.441 + .7.97ISA - .260DiS$$

Where: TP= Teachers' Performance, ISA = Instructional Supervisory Approaches

DiS = Differentiated Supervision

The equation above further justifies that for every 1-unit increase in teachers' performance among instructional supervisory approaches scores, there is a corresponding .797 unit increase in the overall instructional supervisory approaches, keeping other factors fixed. Meanwhile, for every 1-unit of teachers' practices, there is a corresponding -.260 unit decrease in differentiated supervision. Thus, the overall instructional supervisory approaches have a significant relationship with teachers' practices with $p = .000$. Therefore, the hypothesis indicating that the instructional supervisory approaches of master teachers' are not significant predictors of teachers' practices is rejected. This result is parallel to the study of Khan, R., et al. (2021), which revealed that the teachers' performance was positively influenced by the instructional supervision, which is statistically significant.

Guided by DepEd Order No. 42 s. 2017, the "National Adoption and Implementation of the Philippine Professional Standards for Teachers" and DepEd Memorandum No. 8 s. 2023, which is the "Multi-Year Guidelines on the Result-Based Performance Management System – Philippine Professional Standards for Teachers", the master teachers in the Schools Division of San Pablo City aim to engage teachers to actively embrace a continuity effort in attaining proficiency. The right and effective instructional supervision of master teachers can help and support teachers in achieving this proficiency. The ultimate goal of instructional supervision is to bring out the best in each teacher, as every child deserves a champion.

The Schools Division of San Pablo City released Division Memorandum No. 87 S. 2024, which indicates the duties and responsibilities of a master teacher. These include the provision of guidance and

instructional supervision to teachers to improve instructional delivery and coordination with the school head with the technical assistance plan. These duties indicate how the Department of Education, specifically the Schools Division of San Pablo City, gives accountability to the master teachers for helping teachers with their performance in school. With this, master teachers are encouraged to be committed to their role and responsibilities as instructional supervisors to attain educational mission and vision. Stephent, O. (2018) stated in her article, the sustainable practices of master teachers in implementing instructional supervision will lead to successful organizational performance in every institution as it will influence teachers' performance in the workplace.

On the other hand, a moderation analysis was tested to investigate whether the association between instructional supervision and teachers' work motivation depends on the extent of supervision, as presented in Table 5. The results indicate that both instructional supervision and the extent of supervision have positive effects on teachers' work motivation. However, the interaction between instructional supervision and the extent of supervision is not significant, indicating that the extent of supervision does not moderate the relationship between instructional supervision and teachers' work motivation. Therefore, the null hypothesis indicating that the extent of supervision by the master teachers is not significantly moderated the relationship between instructional supervision and work motivation is accepted.

The model has an r-squared value of .393, indicating that the model accounts for a substantial amount of the variance in the teachers' work motivation. However, the p-value for the interaction is not significant ($p = .329$), suggesting that the relationship between instructional supervisory approaches and teachers' work motivation is not significantly influenced by the extent of supervision.

Table 5. Moderating Effect of Extent of Supervision on the Relationship Between Instructional Supervisory Approaches and Teachers' Work Motivation

Model						
	Coeff	Se	t	P	LLCI	ULCI
Constant	.711	.599	1.187	.236	-.467	1.889
Ins Supervision	.219	.156	1.405	.161	-.087	.526
Ext of Supervision	.710	.168	4.222	.000	.379	1.040
Int_1	-.035	.036	-.977	.329	-.105	.035
Model Summary						
R	R-sq	MSE	F	df1	df2	p
.627	.393	.204	86.930	3.000	402.000	.000

The extent of supervision by the instructional supervisors, like master teachers, has a positive effect on the instructional supervisory approach, but they are not significantly related. However, it helps to promote and enhance teachers' work motivation when there is an extent of supervision in terms of observation and feedback, professional development, curriculum development, and data analysis. This extent of supervision includes, but is not limited to, collecting data and assessing teaching performance using standard tools and instruments. Also facilitating workshops, seminars, or training sessions to enhance teachers' content knowledge, pedagogical skills, and classroom management strategies. Master teachers work closely with

teachers to ensure that the curriculum is aligned with the educational standards, goals, and needs of students. Moreover, they encourage teachers to develop and implement intervention programs and strategies to improve students' academic performance.

Preserving the culture of supervision raises instructors' perceptions of their own accountability. However, teachers should keep pushing themselves to be resilient at work so they can be more effective in fulfilling their obligations. Appropriate and regular supervision affects teachers' motivation as they tend to perform better and have a positive effect on teaching and learning (Geraldine, M., 2021). To raise the anticipated level of education, teachers must receive as much supervision as possible. Furthermore, to improve teachers' performance, which can ultimately impact the quality of education, teachers, and instructional supervisors, such as master teachers, need to be able to empower one another.

Table 6. Moderating Effect of Extent of Supervision on the Relationship Between Instructional Supervisory Approaches and Teachers' Performance.

Model						
	Coeff	Se	t	P	LLCI	ULCI
Constant	-.349	.456	-.764	.445	-1.246	.548
Ins Supervision	.616	.119	5.185	.000	.382	.849
Ext of Supervision	.797	.128	6.225	.000	.545	1.049
Int_1	-.104	.027	-3.820	.000	-.157	-.050
Model Summary						
R	R-sq	MSE	F	df1	df2	p
.683	.467	.119	117.228	3.000	402.000	.000

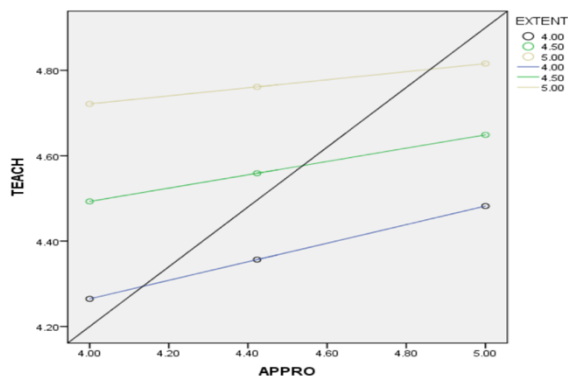


Table 6 discloses the moderation analysis, which was tested to investigate whether the association between instructional supervision approaches and teachers' practices at the workplace depends on the extent of supervision by the instructional supervisor. It appears that both instructional supervisory approaches and teachers' performance are positively associated with the extent of supervision by instructional supervisors, like master teachers. In the analysis, instructional supervisory approaches have a coefficient of .616 and the extent of supervision has a coefficient of .797. It indicates that the two variables are significantly positive.

Specifically, the coefficients for instructional supervisory approaches and teachers' practices at the workplace are both positive and statistically significant ($p < .05$), indicating that increases in these factors are associated with increases in the extent of supervision. The negative coefficient for "Int_1" suggests that there may be some interaction effect between instructional supervisory approaches and teachers' practices. Overall, the model has a moderate to strong fit ($r^2 = .467$) and is statistically significant ($p < .001$), suggesting that the predictors explain a significant amount of variance in the extent of supervision. The extent of supervision by the master teachers as instructional supervisors implementing the instructional supervisory approaches has an influence on teachers' performance. Therefore, the null hypothesis indicating that the extent of supervision of the master teachers does not significantly moderate the relationship between instructional supervisory approaches and teachers' practices in the workplace is rejected. Whatever instructional supervisory approach an instructional supervisor decides to implement that is suited to the needs and abilities of the teachers, the extent of how supervision will be implemented and how regular and consistent it is will affect teachers' performance in school.

Through elevating teachers' performance, supervision can enhance instructional strategies and promote student achievement. Connected to this, it was concluded in a study on instructional supervision and performance evaluation that most instructors, experienced or not, consider the extent of supervision to be "very high," with a moderate relationship to teachers' performance (Cominghud, S.M., et al., 2020). The teachers are carrying out their duties in an efficient and effective manner. The instructors remain unaffected, regardless of how well the supervisors are performing their duties. They are devoted to their work and genuinely professional. Maybe teachers would still dutifully carry out their duties even if instructional supervisors were not doing their jobs. This corresponds to the findings disclosed by Ordanel, A.R., and Dioso, E. (2023). Although it was revealed that teachers' work performance and supervision are both rated at a high level, the degree of supervisory procedures used by school supervisors and the caliber of teachers' practices did not significantly correlate.

Nevertheless, effective supervision can help instructors perform better at work, but supervisors like master teachers must continue to provide instructional supervision to preserve the performance of their present teachers (Yego, S., et al., 2020).

7. CONCLUSIONS

The findings of this study reveal the impact of the instructional supervisory approaches of master teachers on teachers' work motivation and performance in the workplace, with the extent of supervision as the moderating factor. The following are the conclusions drawn from the findings of the study:

1. There is a significant positive relationship between the instructional supervisory approaches of master teachers and teachers' work motivation.
2. Instructional supervisory approaches have a significant relationship with teachers' performance in the workplace.
3. Peer Supervision and Developmental Supervision are predictors of teachers' work motivation.
4. Overall instructional supervisory approaches have a significant relationship with teachers' performance.
5. The interaction between instructional supervision and the extent of supervision is not significant, indicating that the extent of supervision does not moderate the relationship between instructional supervision and teachers' work motivation.
6. The extent of supervision by the master teachers as instructional supervisors in implementing instructional supervisory approaches has influenced the teachers' performance.

8. RECOMMENDATIONS

Based on the findings obtained and the conclusion drawn, the following recommendations are offered to enhance the instructional supervisory approaches and performance of the master teachers in the public secondary schools in the Schools Division of San Pablo City.

1. Master teachers may be capacitated on the performance of their duties and responsibilities, on enhancing their instructional supervisory competencies, and on administrative functions that they are directly performing in school. An ongoing personal and professional development and training program for master teachers on supervisory competencies and performance may be a priority area to prepare and train future effective and efficient master teachers.
2. Master teachers may continue to achieve the highest educational attainment by taking graduate studies that are aligned with their field of specialization in order to enhance their teaching competence and instructional leadership and may be promoted to a higher level.
3. Supervisory approaches and performance may be emphasized in the school system, providing teachers with the option of choosing from among the different approaches, the one that suits them. A wider variety of supervisory options may be provided for teachers relative to their individual developmental levels and needs.

4. Follow-up research focusing on the instructional supervisory approaches of master teachers may be conducted to determine the effectiveness of the inputs herein recommended for implementation.

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