

Instructional Leadership Proficiency and Supervisory Competency of Master Teachers toward School Improvement: The Moderating Role of Professional Attributes

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Abstract

This research examined the instructional leadership and supervisory skills of master teachers, emphasizing their influence on school improvement while considering professional attributes as a moderating factor. The study aimed to analyze the connections between leadership practices, teachers' pedagogical abilities, and student performance, employing a correlational research design through surveys administered to teachers in selected public secondary schools in Sto. Tomas, Batangas.

The results indicated that master teachers exhibited strong leadership in professional development, management, and classroom support, leading to notable enhancements in lesson planning, instructional delivery, and assessment practices. The analysis identified positive correlations among instructional leadership, supervisory skills, pedagogical competence, and student outcomes, with assessment and feedback emerging as particularly significant. Although professional attributes did not significantly moderate the relationship between leadership and student performance, they did impact pedagogical competence. The study concludes that master teachers are vital in improving instructional quality and overall school performance.

Keywords: instructional leadership; supervisory competency; school improvement; professional attributes; pedagogical competence; student outcomes; school improvement, master teachers

1. Introduction

Educational leadership plays a crucial role in improving instructional quality and achieving sustainable school development. Master teachers, as instructional leaders, are expected to extend their roles beyond classroom teaching to include mentoring, coaching, and supporting the professional growth of their colleagues. Their expertise in pedagogy and content positions them as key drivers of instructional improvement and school effectiveness.

However, despite their strong teaching background, many master teachers lack formal preparation in supervision, resulting in inconsistencies in mentoring practices and instructional leadership. This gap may lead to variations in teaching quality and hinder school-wide improvement efforts. In response, the

Department of Education (DepEd Order No. 16, s. 2009) defined the expanded roles of master teachers across five Key Result Areas (KRAs): curriculum and instruction, learning environment, professional growth and development, community involvement, and leadership and management.

Previous studies highlight the importance of leadership development interventions such as coaching, mentoring, and professional training in enhancing instructional leadership and supervisory practices. Nevertheless, leadership effectiveness is also influenced by professional attributes, including educational attainment, experience, interpersonal skills, and commitment to lifelong learning.

Anchored on these premises, this study aims to examine the interrelationship among instructional leadership proficiency, supervisory competency, and school improvement, and to determine the moderating role of professional attributes. The findings of this study are expected to contribute to the development of evidence-based professional development programs and leadership policies.

2. Framework

The research is grounded in three foundational theories: Transformational Leadership Theory, Adult Learning Theory, and Social Cognitive Theory, which collectively elucidate the interplay between leadership, learning, and personal factors in enhancing the effectiveness of master teachers. Transformational Leadership Theory underscores the capacity of master teachers to inspire and motivate their peers, driving instructional improvements and fostering school success. Adult Learning Theory posits that teachers, as adult learners, thrive through relevant, collaborative, and experiential methods such as coaching and mentoring. Meanwhile, Social Cognitive Theory highlights that the effectiveness of leadership is influenced by self-efficacy beliefs, social interactions, and professional attributes, including experience, confidence, and communication skills.

The conceptual framework identifies instructional leadership proficiency and supervisory competency as critical elements that directly impact school improvement, particularly regarding teacher pedagogical skills and student outcomes. Instructional leadership encompasses aspects such as curriculum implementation, the learning environment, professional development, and stakeholder engagement, while supervisory competency focuses on mentoring, feedback, collaboration, and instructional support. Additionally, professional attributes like lifelong learning, communication skills, ethical conduct, and initiative act as moderating factors that can either enhance or diminish these relationships. Ultimately, the framework posits that school improvement is realized when master teachers adeptly blend leadership and supervisory practices, bolstered by strong professional attributes that amplify their influence on teaching and learning.

3. Objectives of the Study

The research focuses on exploring the connection between the proficiency of instructional leadership and the supervisory skills of master teachers in relation to school improvement, with an emphasis on professional attributes as a moderating factor. It aims to assess the level of instructional leadership proficiency of master teachers across essential result areas, evaluate their supervisory competencies in mentoring, providing feedback, fostering collaboration, and offering instructional support, and analyze their professional attributes, including lifelong learning, communication skills, reflective practice, and ethical behavior. Additionally, the study seeks to measure the degree of school improvement concerning teacher pedagogical skills and student performance. It further investigates the significant relationships among instructional leadership proficiency, supervisory competency, and school improvement, while also determining the extent to which professional attributes influence these relationships.

4. Methodology

This study employed a quantitative-correlational research design to examine the relationships among instructional leadership proficiency, supervisory competency, and school improvement, as well as the moderating effect of professional attributes.

4.1 Sampling

The respondents consisted of 359 secondary school teachers (Teacher I–III) from selected public secondary schools in the Schools Division of Sto. Tomas City, Batangas. A total enumeration sampling technique was utilized to ensure comprehensive representation of the population.

4.2 Data Collection

Data were collected using a researcher-developed questionnaire composed of five sections: Demographic profile, Instructional leadership proficiency (based on KRAs), Supervisory competency, Professional attributes, and

School improvement indicators

All items were measured using a five-point Likert scale ranging from 1 (Not at All Observed) to 5 (Highly Observed) or from 1 (Beginning) to 5 (Distinguished). The instrument underwent content validation by experts in educational leadership and research, and reliability was established using Cronbach's alpha, ensuring internal consistency.

4.3 Ethical Consideration

Approval was obtained from the Schools Division Superintendent and school heads prior to data collection. The researcher personally administered and retrieved the questionnaires. Ethical considerations, including informed consent and confidentiality, were strictly observed.

4.4 Plans for Data Analysis

Descriptive statistics (mean and standard deviation) were used to summarize the data. Inferential statistics, including t-tests, ANOVA, and Pearson correlation, were applied to determine significant relationships among variables. Qualitative data from interviews and observations were analyzed using thematic analysis to support quantitative findings.

5. Results and Discussion

This chapter presents the findings and analysis of the collected data. It aims to provide a comprehensive understanding of the results obtained and their implications within the context of the study.

Table 4

Level of Instructional Leadership Proficiency on Curriculum and Instruction

Statement	Mean	SD	VI
1. Provides clear and practical guidance in implementing the curriculum effectively.	4.61	0.56	Distinguished
2. Ensures that classroom instruction aligns with curriculum standards and learning competencies.	4.67	0.51	Distinguished
3. Monitors instructional practices and provides feedback to enhance teaching effectiveness.	4.61	0.53	Distinguished
4. Guides me in designing and implementing effective instructional strategies.	4.56	0.57	Distinguished
5. Encourages the integration of innovative teaching approaches to improve learner engagement and achievement.	4.61	0.54	Distinguished
Overall	4.61	0.49	Distinguished

Legend: 1.0-1.49 (Beginning); 1.5-2.49 (Developing); 2.5-3.49 (Proficient) 3.5-4.49 (Highly Proficient); 4.5-5.00 (Distinguished)

Table 4 shows that respondents assigned the highest mean score of 4.67, SD = 0.51 to the statement "Ensures that classroom instruction aligns with curriculum standards and learning competencies." and was remarked as Distinguished. This suggests a strong belief among respondents that the master teacher effectively facilitates adherence to the necessary educational standards and competencies in classroom instruction. Through effective mentoring and coaching, the master teacher empowers educators to not only grasp the curriculum standards but also to feel confident and supported in achieving them. This approach leads to greater compliance with educational standards and significantly enhances the quality of instruction in the classroom.

The data indicates that respondents rated the statement "Guides me in designing and implementing effective instructional strategies." the lowest, with a mean of 4.56, SD= 0.57, yet it remains within the Distinguished category.

This finding implies that while the respondents appreciate the guidance offered, they perceive opportunities for further improvement in the design of instructional strategies. Respondents appreciate the existing guidance but are likely to recognize opportunities to improve instructional strategies. They seek enhancements that would make these strategies more effective, contemporary, and tailored to individual student needs while ensuring alignment with curriculum standards.

The impressive average rating of 4.61, coupled with a low standard deviation of 0.49, highlights the master teacher's consistent recognition as an outstanding instructional leader. Respondents demonstrate strong confidence in the master teacher's capability to effectively implement the curriculum and promote effective teaching practices, positioning them as a role model among colleagues. This suggests that the master teacher's leadership is vital in enhancing teaching quality and improving student outcomes within the school.

Recognizing the importance of master teachers is essential, as they play a pivotal role in shaping teaching methodologies and executing curricula. As experts in their respective subjects, master teachers not only elevate the

overall quality of education but also act as invaluable resources for their peers, promoting a more profound understanding of effective teaching strategies.

Table 5

Level of Instructional Leadership Proficiency on Learning Environment

Statement	Mean	SD	VI
1. Fosters a positive and respectful classroom culture that promotes mutual trust and cooperation.	4.67	0.51	Distinguished
2. Promotes inclusivity and supports teachers in ensuring that all learners feel valued and accepted.	4.61	0.53	Distinguished
3. Provides practical strategies and guidance to improve classroom management practices.	4.56	0.57	Distinguished
4. Ensures that learning environments remain safe, supportive, and conducive to learning.	4.61	0.54	Distinguished
5. Models fairness, equity, and respect in all interactions with learners and colleagues.	4.61	0.49	Distinguished
Overall	4.63	0.52	Distinguished

Legend: 1.0-1.49 (Beginning); 1.5-2.49 (Developing); 2.5-3.49 (Proficient) 3.5-4.49 (Highly Proficient); 4.5-5.00 (Distinguished)

Table 5 shows that respondents rated the statement “Fosters a positive and respectful classroom culture that promotes mutual trust and cooperation” with a mean score of 4.67 (SD = 0.51), placing it in the Distinguished category. This reflects the master teacher's effectiveness in cultivating a safe, respectful, and engaging learning environment. The teacher's approach includes acknowledging student contributions, guiding students on incorrect responses constructively, and fostering open discussion. During group activities, roles are assigned to ensure equitable participation. At the same time, classroom norms such as respect and active listening are consistently reinforced, creating a supportive atmosphere where students feel comfortable engaging and collaborating.

Conversely, the indicator “Provides practical strategies and guidance for improving classroom management” received the lowest rating, with a mean of 4.56 (SD = 0.57), yet remains within the Distinguished category. This suggests that while classroom management is strong, there is a need for more explicit coaching for fellow educators. The master teacher employs effective routines, smooth transitions, and proactive behavior management; however, these strategies are not always clearly demonstrated or shared during mentoring sessions. Teachers may benefit from more concrete examples of managing misbehavior, implementing reinforcement systems, and organizing classroom layouts, highlighting the necessity for a more robust transfer of classroom management practices.

In summary, the master teacher effectively creates a positive, inclusive, and well-organized learning environment that enhances student engagement and well-being. This is demonstrated through tailored instruction and the promotion of student expression in a judgment-free space, which encourages active participation, collaboration, and academic development. Furthermore, this supportive atmosphere fosters a unified school culture. To build on this success, enhancing instructional modeling and mentoring could significantly increase its positive effects. By focusing on demonstrating classroom management techniques during mentoring sessions, teachers would be better equipped to adopt effective practices.

Table 6

Level of Instructional Leadership Proficiency on Professional Growth and Development

Statement	Mean	SD	VI
1. Promotes active participation in various professional development activities that enhance instructional practices and pedagogical skills.	4.67	0.51	Distinguished
2. Facilitates structured mentoring sessions designed to strengthen teaching competencies and improve classroom performance.	4.61	0.53	Distinguished

3. Exemplifies a strong commitment to lifelong learning by continuously engaging in professional growth and reflective practice.	4.56	0.57	Distinguished
4. Creates meaningful opportunities for peer coaching practices, lesson planning, and sharing of best practices.	4.61	0.54	Distinguished
5. Identifies, acknowledges, and develops individual strengths to improve overall teaching effectiveness and career advancement.	4.61	0.49	Distinguished
Overall	4.63	0.52	Distinguished

Legend: 1.0-1.49 (Beginning); 1.5-2.49 (Developing); 2.5-3.49 (Proficient) 3.5-4.49 (Highly Proficient); 4.5-5.00 (Distinguished)

Table 6 shows that respondents rated the statement, “Fosters a positive and respectful classroom culture that promotes mutual trust and cooperation,” with a mean score of 4.67 (SD = 0.51), categorizing the master teacher as Distinguished. This high score indicates that respondents recognize the teacher's success in cultivating an environment that fosters trust and collaboration among students. A positive and respectful classroom culture is achieved when educators create a space where students feel valued, safe, and motivated to engage with one another. This environment is marked by clear behavioral expectations and a steadfast commitment to mutual respect, which is consistently upheld.

Conversely, the data reveals that the lowest rating was given to the statement regarding the provision of practical strategies for enhancing classroom management, with a mean score of 4.56 and a standard deviation of 0.57, still within the Distinguished category. This suggests that while effective classroom management is acknowledged as important, there is a perceived need for more support in this area. Although the master teacher's efforts are recognized, the findings indicate room for improvement, highlighting that additional resources and assistance could enhance teachers' classroom management skills. Strengthening this aspect of instructional leadership could lead to greater teacher effectiveness and a more organized, positive learning environment, ultimately benefiting both students and educators. The master teacher is vital in fostering a positive learning environment, which is crucial for the emotional and academic development of students.

The overall average rating (M = 4.63, SD = 0.52) indicates that participants view the master teacher's professional growth and development as highly commendable. This positive perception stems from active involvement in instructional improvement initiatives, including attending training sessions, participating in seminars, and applying newly acquired strategies in their teaching practices. Such engagements not only refine pedagogical skills but also foster further academic pursuits, such as enrolling in graduate programs or specialized training. The findings underscore the effectiveness of existing support systems in enhancing professional competence, encouraging reflective practices, and cultivating a culture of continuous improvement among educators.

Table 7
Level of Instructional Leadership Proficiency on Community Involvement

Statement	Mean	SD	VI
1. Collaborates with parents to enhance student learning outcomes.	4.61	0.53	Distinguished
2. Engages teachers in implementing community-based school activities.	4.56	0.57	Distinguished
3. Communicates clearly with community stakeholders about school programs and goals.	4.61	0.54	Distinguished
4. Strengthens community involvement to address learners' academic and personal needs.	4.61	0.49	Distinguished
5. Encourages parents and stakeholders to participate in planning and implementing school improvement initiatives.	4.63	0.52	Distinguished
Overall	4.66	0.50	Distinguished

Legend: 1.0-1.49 (Beginning); 1.5-2.49 (Developing); 2.5-3.49 (Proficient) 3.5-4.49 (Highly Proficient); 4.5-5.00 (Distinguished)

Table 7 indicates that respondents assigned a mean score of 4.63 (SD = 0.52) to the statement regarding the encouragement of parental and stakeholder participation in planning and implementing school improvement initiatives, categorizing it as Distinguished. This score underscores the strong endorsement for involving families and stakeholders in the decision-making processes of schools. This involvement is practically demonstrated through activities such as barangay consultations, PTA meetings, and community assemblies, where parents and local leaders contribute their insights on school programs. Such engagement not only aligns school initiatives with the genuine needs of local learners but also fosters trust and a sense of shared responsibility between the school and the barangay.

Conversely, the indicator “Engages teachers in implementing community-based school activities” received a mean score of 4.56 (SD = 0.57), also within the Distinguished range. This suggests that while there is active community engagement, the emphasis on teacher involvement in barangay-based activities may not be as pronounced. For instance, although some schools successfully organize outreach programs, reading sessions, or clean-up drives in collaboration with barangays, the level of teacher participation in planning and execution can vary. Enhancing teacher involvement in these initiatives could further strengthen the collaboration between schools and the community, presenting an opportunity to make community-based activities more inclusive and participatory.

The weighted mean of 4.66 (SD = 0.50) signifies a robust and consistent perception of effective community engagement in instructional leadership. This outcome highlights the proactive involvement of master teachers in fostering partnerships with parents, stakeholders, and barangay officials through collaborative planning and initiatives aimed at school improvement. Such engagement not only promotes inclusive decision-making but also enhances the relationship between schools and their communities. When stakeholders collaborate, schools become more adept at responding to learners' needs, ultimately leading to improved educational outcomes and a more sustainable support system. Enhancing teacher involvement in community-based initiatives can strengthen these collaborations and promote shared responsibility in educational programs. Ultimately, ongoing and inclusive engagement with the community is essential for fostering continuous improvement in schools.

Table 8
Level of Instructional Leadership Proficiency on Leadership and Management

Statement	Mean	SD	VI
1. Leads instructional programs effectively by providing clear guidance and support to teachers.	4.61	0.53	Distinguished
2. Manages school time and resources efficiently to support quality teaching and learning.	4.56	0.57	Distinguished
3. Motivates and supports teachers to achieve high levels of performance and professionalism.	4.61	0.54	Distinguished
4. Establishes and communicates clear goals And expectations to drive school improvement.	4.61	0.49	Distinguished
5. Practices fairness and impartiality in decision-making and leadership actions.	4.63	0.52	Distinguished
Overall	4.66	0.50	Distinguished

Legend: 1.0-1.49 (Beginning); 1.5-2.49 (Developing); 2.5-3.49 (Proficient) 3.5-4.49 (Highly Proficient); 4.5-5.00 (Distinguished)

Table 8 indicates that respondents rated the indicator “Practices fairness and impartiality in decision-making and leadership actions” with a mean score of 4.63 (SD = 0.52), categorizing it as Distinguished. This high rating signifies a strong confidence in the master teacher's capability to manage personnel equitably and provide clear guidance for both teachers and students. This is evident in the consistent application of rules, equitable distribution of workloads, and unbiased decision-making, ensuring that all educators receive equal treatment regarding assignments, feedback, and expectations. Decisions are informed by data, established policies, and the specific needs of the classroom, particularly in addressing concerns, evaluations, and conflicts. Such fair leadership fosters respect, motivation, and collaboration within the school environment.

Conversely, the indicator “Efficient management of school time and resources to enhance quality teaching and learning” received a mean score of 4.56 (SD = 0.57), also within the Distinguished range, but slightly lower than the fairness indicator. This suggests that while the management of time and resources is acknowledged, it is not as

prominently emphasized as fairness in leadership. In practice, this involves organizing class schedules, coordinating meetings, and ensuring that learning materials are effectively utilized and readily available. Master teachers play a crucial role in guiding their colleagues to manage classroom resources efficiently, minimizing disruptions to instruction. Enhancing this aspect could further streamline instructional processes and contribute to improved learning outcomes.

The respondents provided an average score of 4.66 (SD = 0.50), suggesting that the master teacher's leadership and management skills are rated as Distinguished. This score reflects a leadership style characterized by fairness, effective direction-setting, and strong communication, which are essential for managing both teachers and school operations. The master teacher is instrumental in steering instructional priorities, coordinating teacher efforts, and ensuring the consistent achievement of school objectives. Such effective leadership fosters a well-structured, collaborative, and high-performing educational environment that promotes ongoing improvement in teaching and learning.

Table 9.

Summary Table on Instructional Leadership Proficiency of Master Teacher on Key Result Areas (KRA)

Statement	Mean	SD	VI
1. Leads instructional programs effectively by providing clear guidance and support to teachers.	4.61	0.53	Distinguished
2. Manages school time and resources efficiently to support quality teaching and learning.	4.56	0.57	Distinguished
3. Motivates and supports teachers to achieve high levels of performance and professionalism.	4.61	0.54	Distinguished
4. Establishes and communicates clear goals And expectations to drive school improvement.	4.61	0.49	Distinguished
5. Practices fairness and impartiality in decision-making and leadership actions.	4.63	0.52	Distinguished
Overall	4.66	0.50	Distinguished

Legend: 1.0-1.49 (Beginning); 1.5-2.49 (Developing); 2.5-3.49 (Proficient) 3.5-4.49 (Highly Proficient); 4.5-5.00 (Distinguished)

Table 9 illustrates that the average ratings for master teachers' instructional leadership skills across the five Key Result Areas (KRAs) range from 4.61 to 4.66, culminating in an overall mean of 4.64, which is interpreted as Distinguished. This suggests that respondents consistently perceive the performance of master teachers as high across all areas of instructional leadership. Notably, the highest ratings were attributed to Community Involvement and Leadership & Management, both scoring 4.66, indicating robust engagement in school-community partnerships and effective guidance for teachers. For instance, master teachers are actively involved in coordinating with barangay officials, parents, and stakeholders during school events, while also providing clear policies and instructions to help teachers achieve school objectives. This demonstrates a strong leadership presence both within and outside the educational environment.

Conversely, Curriculum and Instruction received the lowest mean score of 4.61, yet it remains classified as Distinguished. This indicates that while the quality of instructional delivery is commendable, it is somewhat less emphasized than leadership and community involvement. In practice, this encompasses the preparation of aligned lesson plans, differentiation of instruction to cater to diverse learner needs, and the use of formative assessments like quizzes and performance tasks to gauge understanding. Teachers also adapt their strategies, employing group work, visual aids, or remedial activities for students who are struggling, thereby enhancing learning outcomes. These practices reflect a consistent level of instructional quality, even if they garner less recognition compared to the broader leadership roles.

Overall, the findings highlight that master teachers are highly effective instructional leaders with strong performance across all KRAs. The overall mean of 4.64 reflects a well-balanced but leadership- and community-oriented profile, where setting direction, managing teachers, and engaging stakeholders are particularly strong. Meanwhile, curriculum implementation remains solid, supported by structured lesson planning and adaptive teaching

strategies in the classroom. Together, these results show that master teachers contribute significantly to school improvement through both instructional competence and active community and organizational leadership.

Part III. Supervisory Competency of Master Teachers

Master teachers exhibit their supervisory competency by actively guiding, mentoring, and supporting their peers to enhance both teaching and learning outcomes. Through constructive feedback, the demonstration of effective strategies, personalized coaching, and the strategic use of data, they cultivate professional development, improve instructional practices, and foster a collaborative and positive atmosphere within the school.

The following tables present an overview of the supervisory competence of master teachers in the realm of instructional leadership, organized by key result areas. These indicators provide a structured lens for examining how master teachers perform their supervisory roles in areas such as curriculum implementation, classroom observation, feedback delivery, and professional development support. By breaking down competence into specific domains, the data allows for a clearer understanding of strengths and areas that may require enhancement. This systematic presentation also helps ensure that supervisory practices are aligned with instructional goals and school improvement priorities.

The findings underscore the capacity of master teachers to effectively mentor and assist their peers, showcasing a significant impact on the overall success and development of the educational setting.

Table 10

Level of Supervisory Competency in terms of Technical Assistance

Statement	Mean	SD	VI
1. Consistently provides timely and relevant technical assistance to address instructional challenges.	4.56	0.57	Distinguished
2. Assists in aligning teaching strategies with curriculum standards and learning competencies.	4.61	0.54	Distinguished
3. Delivers clear and practical guidance to improve lesson delivery and teaching effectiveness.	4.61	0.49	Distinguished
4. Gives technical assistance to strengthen classroom management skills and strategies.	4.63	0.52	Distinguished
5. Offers professional support that enhances students' engagement and learning outcomes.	4.66	0.59	Distinguished
Overall	4.57	0.59	Distinguished

Legend: 1.0-1.49 (Beginning); 1.5-2.49 (Developing); 2.5-3.49 (Proficient) 3.5-4.49 (Highly Proficient); 4.5-5.00 (Distinguished)

Table 10 indicates that respondents expressed strong agreement with the statement regarding the provision of professional support that enhances student engagement and learning outcomes, achieving a mean score of 4.66 (SD = 0.59), which is categorized as Distinguished. This suggests that master teachers are perceived as effective in facilitating instruction that fosters greater student participation and improved learning. This effectiveness is evident when master teachers engage in classroom visits, observe lessons, and assess how teachers manage discussions, activities, and student behavior. Following these observations, they offer immediate and respectful feedback, such as recommendations for increasing student participation or enhancing questioning techniques, which aids teachers in refining their instructional strategies.

Conversely, the indicator regarding the consistent provision of timely and relevant technical assistance to address instructional challenges received a mean score of 4.56 (SD = 0.57), also within the Distinguished category. This implies that while technical assistance is available, its consistency and immediacy may fluctuate. For instance, during post-observation conferences, some teachers may receive comprehensive feedback on various aspects of their teaching, while others might not benefit from the same level of follow-up support. Typically, classroom observation practices involve master teachers entering classrooms to evaluate instruction, identifying strengths and areas needing improvement, and discussing these insights during coaching sessions. Enhancing the regularity and promptness of this support could further bolster instructional effectiveness.

The supervisory skills related to providing technical assistance achieved an impressive mean score of 4.57 (SD = 0.59), indicating a Distinguished level of expertise. This underscores the vital role that master teachers play in mentoring their peers through observation, coaching, and collaborative efforts. In addition to classroom visits, they lead professional discussions that encourage teachers to reflect on their challenges, exchange strategies, and enhance

their instructional methods. By analyzing observation data and student performance metrics, they offer tailored support that addresses specific classroom needs. This ongoing supervisory involvement not only elevates teaching quality but also fosters a culture of continuous professional development.

Table 11 indicates that respondents expressed strong agreement with the statement regarding the maintenance of professional relationships with teachers grounded in mutual respect and trust, achieving a mean score of 4.66 (SD = 0.50), which is classified as Distinguished. This finding suggests that master teachers are viewed as effective in fostering respectful and trusting interactions with their colleagues. Such effectiveness is evident in their collaborative approach to decision-making, where they actively seek teachers' input during planning sessions and genuinely incorporate their suggestions into school programs and instructional strategies. For instance, during Learning Action Cell (LAC) sessions or planning meetings, teachers are invited to discuss classroom challenges, and master teachers utilize this feedback to inform action plans, thereby enhancing collaboration and mutual respect within the school environment.

Table 11
Level of Supervisory Competency in terms of Active Listening and Trust Building

Statement	Mean	SD	VI
1. Listens attentively and responds appropriately to teachers' professional concerns.	4.56	0.57	Distinguished
2. Creates an open and supportive environment for discussing instructional challenges.	4.61	0.54	Distinguished
3. Shows empathy and understanding when addressing teachers' professional needs.	4.61	0.49	Distinguished
4. Provides fair and constructive feedback to support professional growth.	4.63	0.52	Distinguished
5. Maintains a professional relationship with teachers based on mutual respect and trust.	4.66	0.50	Distinguished
Overall	4.57	0.59	Distinguished

Legend: 1.0-1.49 (Beginning); 1.5-2.49 (Developing); 2.5-3.49 (Proficient) 3.5-4.49 (Highly Proficient); 4.5-5.00 (Distinguished)

Conversely, the indicator "listens attentively and responds appropriately to teachers' professional concerns" received the lowest rating, with a mean of 4.56 (SD = 0.57), yet it remains within the Distinguished category. This suggests that while there is practice of active listening, the responsiveness to concerns may not always be consistent or timely. For example, when teachers voice issues related to classroom resources, workload distribution, or student behavior during informal discussions, master teachers may require additional time to formulate appropriate follow-up actions or solutions. In some instances, while concerns are acknowledged, they may necessitate further validation or coordination before being effectively addressed. Enhancing the immediacy and follow-up of responses could significantly improve this aspect of leadership.

The supervisory skills of master teachers in active listening and trust-building achieved a mean score of 4.57 (SD = 0.59), signifying a Distinguished level of proficiency. This score highlights their effectiveness in fostering open communication, fairness, and supportive leadership. By engaging teachers in meaningful discussions, valuing their contributions to planning, and addressing classroom and professional concerns constructively, they cultivate an atmosphere of trust. Such practices not only encourage teachers to feel respected and involved but also motivate them to share ideas for school improvement. Ultimately, this collaborative approach enhances teamwork and nurtures a positive culture of ongoing professional development.

Table 12 denotes that respondents expressed strong agreement with the statement "encourages teachers to set personal goals based on reflective discussions," achieving a mean score of 4.66 (SD = 0.50), which is categorized as Distinguished. This finding highlights the effectiveness of master teachers in facilitating the identification of professional goals through reflective dialogue. For instance, master teachers often review lesson plans and classroom outputs, offering constructive feedback that may include recommendations for clearer learning objectives, better alignment of assessments, or more student-centered teaching strategies. Following a lesson observation, a master teacher might encourage a teacher to focus on enhancing questioning techniques or boosting student engagement in group activities. Such reflective discussions are instrumental in helping teachers convert feedback into specific goals for professional development.

Table 12
Level of Supervisory Competency in terms of Reflective Practices

Statement	Mean	SD	VI
1. Encourages teachers to reflect on their teaching performance for continuous improvement.	4.61	0.54	Distinguished
2. Guides teachers in conducting meaningful self-assessment activities.	4.61	0.49	Distinguished
3. Reflects practices that inspire teachers to engage in self-improvement.	4.63	0.52	Distinguished
4. Models reflective practices that inspire teachers to engage in self-improvement.	4.66	0.50	Distinguished
5. Encourages teachers to set personal goals based on reflective discussions.	4.57	0.59	Distinguished
Overall	4.62	0.52	Distinguished

Legend: 1.0-1.49 (Beginning); 1.5-2.49 (Developing); 2.5-3.49 (Proficient) 3.5-4.49 (Highly Proficient); 4.5-5.00 (Distinguished)

Conversely, the indicator “encourages teachers to reflect on their teaching performance for continuous improvement” received the lowest rating, with a mean of 4.57 (SD = 0.59), yet it remains within the Distinguished category. This suggests that while reflective practices are present, they may lack consistency and depth among all educators. For example, after receiving feedback from classroom observations, some teachers may not fully document or revisit their reflections for ongoing improvement. In many instances, reflection occurs informally during discussions rather than through structured tools or journals. To enhance this practice, implementing guided reflection activities, such as organized post-observation reflection sheets, could significantly strengthen the depth and consistency of reflective practices among teachers.

The supervisory skills of master teachers in reflective practices achieved a mean score of 4.61 (SD = 0.54), signifying a Distinguished level of expertise. This high rating reflects their commitment to fostering reflection through various methods, including classroom observations, feedback sessions, and professional discussions with teachers. They assist educators in evaluating lesson plans, pinpointing strengths and weaknesses, and modifying instructional strategies based on classroom evidence. For instance, teachers are encouraged to revisit and refine their lesson plans following feedback to better align activities with student needs. This ongoing cycle of reflection and goal-setting not only promotes continuous professional development but also enhances instructional effectiveness in the classroom.

Table 13 shows that respondents assigned the highest mean score of 4.66 (SD = 0.50) to the statement regarding the promotion of teamwork and collaboration within the department or grade level, categorizing it as Distinguished. This finding underscores the perception that master teachers are effective in fostering a collaborative environment among educators. Evidence of this can be seen in the master teacher's role in organizing collaborative planning sessions, where teachers work together to develop lesson plans, align learning competencies, and exchange teaching strategies. For instance, during weekly grade-level meetings, the master teacher encourages open discussions, ensuring that all teachers contribute ideas aimed at enhancing instructional practices, thereby embedding teamwork into the daily operations of the school.

Table 13
Level of Supervisory Competency in terms of Peer Collaboration

Statement	Mean	SD	VI
1. Promotes collaboration among teachers in crafting lesson plans.	4.61	0.54	<i>Distinguished</i>
2. Provides opportunities for teachers to share and apply best teaching practices to improve instruction.	4.61	0.49	<i>Distinguished</i>
3. Encourages guided peer coaching to enhance teachers' instructional practices.	4.63	0.52	<i>Distinguished</i>
4. Fosters a culture of teamwork and collaboration within the department or grade level.	4.66	0.50	<i>Distinguished</i>
5. Initiates collaborative activities that contribute to improved student learning outcomes.	4.57	0.59	<i>Distinguished</i>
11. Overall	4.62	0.54	<i>Distinguished</i>

Legend: 1.0-1.49 (Beginning); 1.5-2.49 (Developing); 2.5-3.49 (Proficient) 3.5-4.49 (Highly Proficient); 4.5- 5.00 (Distinguished)

Conversely, the indicator “initiates collaborative activities that contribute to improved student learning outcomes” received a mean score of 4.57 (SD = 0.59), which, while still classified as Distinguished, suggests that the implementation of structured collaborative activities directly tied to student outcomes may not be consistently realized. Although some collaborative initiatives, such as peer teaching demonstrations and co-planning of remedial sessions, do take place, they are not uniformly applied across all grade levels or cycles. In certain instances, teachers may engage in collaborative planning but have limited opportunities to implement these strategies in their classrooms. Enhancing the consistency and structure of these collaborative practices could further amplify their positive effects on student performance.

The average score of 4.62 (SD = 0.52) reflects that respondents view the master teacher's capacity to foster collaboration as exceptional. This underscores the pivotal role master teachers play in both the planning and execution of instructional activities through teamwork. They assist educators from the initial stages, such as collaboratively developing lesson plans and instructional resources, to the actual classroom setting, where teaching strategies are fine-tuned and shared. For instance, a master teacher might facilitate peer observations, allowing teachers to observe one another's classes and engage in constructive discussions about potential improvements. This ongoing collaboration not only enhances teaching practices but also leads to better student learning outcomes.

Table 14 indicates that respondents rated the statement “conducts feedback sessions that significantly contribute to the improvement of classroom instruction and teaching effectiveness” with a mean score of 4.68 (SD = 0.50), categorizing it as Distinguished. This reflects a strong perception of post-conference feedback sessions as effective tools for enhancing teaching practices. In practice, master teachers facilitate post-observation conferences to highlight lesson strengths and identify areas for improvement, offering specific recommendations such as clarifying learning objectives, refining questioning techniques, or enhancing classroom management.

Table 14
Level of Supervisory Competency in terms of Constructive Feedback

Statement	Mean	SD	VI
1. Provides specific, actionable, and constructive feedback that promotes professional growth.	4.61	0.49	Distinguished
2. Delivers feedback in a respectful, supportive, and encouraging manner that fosters a positive learning environment.	4.63	0.52	Distinguished
3. Conducts feedback sessions that significantly contribute to the improvement of classroom instruction and teaching effectiveness.	4.68	0.50	Distinguished
4. Acknowledges and reinforces teachers' strengths while clearly identifying areas that need further enhancement.	4.57	0.59	Distinguished
5. Ensures that teaching practices are appropriately modified and improved based on the feedback provided.	4.62	0.54	Distinguished
Overall	4.66	0.52	Distinguished

Legend: 1.0-1.49 (Beginning); 1.5-2.49 (Developing); 2.5-3.49 (Proficient) 3.5-4.49 (Highly Proficient); 4.5-5.00 (Distinguished)

For instance, a master teacher might suggest that a teacher slow down their instruction, foster greater student interaction, or incorporate more formative assessments. These targeted and practical suggestions enable teachers to make immediate adjustments to their instructional methods.

Conversely, the indicator “acknowledges and reinforces teachers' strengths while clearly identifying areas that need further enhancement” received a mean score of 4.57 (SD = 0.59), also within the Distinguished category. This finding implies that while feedback is generally effective, the equilibrium between positive reinforcement and constructive criticism may not always be consistent. During post-conference discussions, some teachers may receive extensive commendation for effective strategies, such as engaging students through group activities, while areas needing improvement, like lesson pacing or assessment alignment, may not receive equal attention. In certain instances, feedback may disproportionately emphasize either strengths or weaknesses rather than providing a balanced perspective. Enhancing this equilibrium could further boost teacher motivation and foster instructional development.

The average score of 4.66 (SD = 0.52) indicates a distinguished level of performance in facilitating feedback sessions aimed at enhancing instructional practices. This underscores the essential role of master teachers in cultivating a culture of supportive supervision, where feedback is both routinely offered and well-received. Through

post-conference discussions, these educators assist their peers in reflecting on their teaching, identifying strengths, and addressing instructional deficiencies in a systematic way. For instance, feedback may validate effective classroom engagement techniques while also suggesting targeted modifications to enhance student participation or assessment methods.

Table 15

Level of Supervisory Competency in terms of Goal Setting and Clarity

Statement	Mean	SD	VI
1. Communicates teaching and performance expectations clearly and effectively to all staff.	4.61	0.49	Distinguished
2. Provides clear and timely Updates on school initiatives, programs, and activities.	4.63	0.52	Distinguished
3. Promotes open and Transparent communication among teachers and teachers' instructional practices.	4.66	0.50	Distinguished
4. Strengthens teamwork Among faculty members through effective communication.	4.57	0.59	Distinguished
5. Ensures that collaborative efforts are well-coordinated and goal oriented.	4.62	0.54	Distinguished
Overall	4.62	0.52	Distinguished

Legend: 1.0-1.49 (Beginning); 1.5-2.49 (Developing); 2.5-3.49 (Proficient) 3.5-4.49 (Highly Proficient); 4.5-5.00 (Distinguished)

Table 15 indicates that respondents assigned the highest mean score of 4.66 (SD = 0.50) to the indicator “promotes open and transparent communication among teachers and instructional practices,” categorizing it as Distinguished. This suggests that open communication is perceived as a crucial factor in enhancing teaching practices and fostering collaboration among educators. This effectiveness is evident in scenarios where master teachers lead open forums, Learning Action Cell (LAC) sessions, or informal discussions, allowing teachers to share strategies, address classroom challenges, and exchange best practices. For instance, one teacher might discuss the positive impact of group activities on student engagement, while another could propose the use of formative quizzes to assess understanding. Such interactions not only improve instructional quality but also build trust and collaboration among faculty.

Conversely, the indicator “strengthens teamwork among faculty members through effective communication” received a mean score of 4.57 (SD = 0.59), which, while still classified as Distinguished, indicates potential for enhancing communication-driven collaboration. This finding implies that although teamwork exists, there is an opportunity to make collaborative efforts more consistent and impactful. For example, some grade levels may engage in active lesson planning and shared activities, while others might only collaborate during scheduled meetings without ongoing follow-up. In certain instances, communication may prioritize information sharing over deeper collaborative planning or co-teaching. To bolster teamwork, implementing structured team-based initiatives such as peer mentoring or collaborative lesson execution could prove beneficial.

The average score of 4.62 (SD = 0.52) reflects a Distinguished level in enhancing goal clarity and communication among educators. This suggests that master teachers play a crucial role in steering instructional practices by articulating expectations and aligning them with the overarching objectives of the school. They facilitate teachers' understanding of learning goals, assessment criteria, and effective classroom strategies through regular meetings and collaborative discussions. Additionally, they promote flexibility by allowing educators to modify their approaches in response to the diverse needs of students and the dynamics of the classroom. This combination of clarity, collaboration, and adaptability fosters ongoing instructional enhancement and strengthens alignment across the school.

Table 16

Level of Supervisory Competency in terms of Community and Collaboration

Statement	Mean	SD	VI
1. Communicates expectations clearly, effectively, and in a timely manner.	4.63	0.52	Distinguished
2. Provides regular updates and clear instructions regarding initiatives, programs, and activities.	4.66	0.50	Distinguished

3. Fosters open, transparent, and two-way communication among teachers.	4.57	0.59	Distinguished
4. Uses various communication channels to ensure accessibility and clarity of information.	4.62	0.54	Distinguished
5. Ensures that all collaborative activities are well-coordinated, organized, and aligned with school goals.	4.66	0.52	Distinguished
Overall	4.63	0.48	Distinguished
Legend: 1.0-1.49 (Beginning); 1.5-2.49 (Developing); 2.5-3.49 (Proficient) 3.5-4.49 (Highly Proficient); 4.5-5.00 (Distinguished)			

Table 16 indicates that respondents rated the statement regarding the provision of regular updates and clear instructions on initiatives, programs, and activities with a mean score of 4.66 (SD = 0.50), categorizing it as Distinguished. This underscores the importance placed on effective communication of school initiatives. This is particularly evident in faculty meetings, where master teachers present well-organized agendas, outline program guidelines, and offer detailed instructions for upcoming events, such as reading programs and assessment schedules. During these meetings, tools like printed memos and digital presentations are utilized to clarify roles, deadlines, and expectations, ensuring that all teachers are informed and aligned.

Conversely, the indicator related to fostering open, transparent, and two-way communication among teachers received a mean score of 4.57 (SD = 0.59), also within the Distinguished category. This suggests that while communication is generally effective, there is room for improvement in facilitating deeper dialogue. In some instances, meetings tend to prioritize information dissemination over encouraging extensive teacher input or open discussions. Although opportunities for questions and feedback exist, they may not always be fully utilized or structured to promote collaborative dialogue. Enhancing interactive formats, such as breakout discussions or open forums, could further increase teacher participation and engagement.

The average score of 4.63 (SD = 0.48) signifies a Distinguished level in promoting community and collaboration among educators. This suggests that master teachers excel in facilitating organized communication and fostering teamwork among their peers. In structured meetings, they act as facilitators, clarifying school objectives and coordinating teacher roles for various initiatives. Additionally, they promote collaboration by aligning efforts towards common goals, such as enhancing student outcomes and overall school performance. This ongoing communication and coordination not only strengthen professional relationships but also contributes to a more cohesive school community.

Table 17 indicates that respondents rated the practice of adopting and applying best practices from fellow teachers to enhance instruction with a mean score of 4.66 (SD = 0.50), categorizing it as Distinguished. This suggests that master teachers are perceived as receptive to learning from their peers and integrating effective strategies into their teaching methods. For instance, a master teacher might attend a colleague's class and implement techniques such as interactive group work or differentiated instruction to boost student engagement. An example of this is when a master teacher observes the successful use of station rotation activities and subsequently adapts this approach to meet the specific needs of their students, highlighting a robust culture of collaborative learning and instructional enhancement.

Table 17
Level of Supervisory Competency in terms of Sharing Best Practices

Statement	Mean	SD	VI
1. Shares updated and research-based teaching strategies with colleagues.	4.63	0.52	Distinguished
2. Adopts and applies best practices observed from fellow teachers to enhance instruction.	4.66	0.50	Distinguished
3. Demonstrates innovative and effective teaching approaches for colleagues to emulate.	4.57	0.59	Distinguished
4. Models and promotes innovative teaching strategies that improve classroom practices.	4.62	0.54	Distinguished
5. Shares best practices that enhance overall instructional quality across the school.	4.66	0.52	Distinguished

Overall	4.63	0.48	Distinguished
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Legend: 1.0-1.49 (Beginning); 1.5-2.49 (Developing); 2.5-3.49 (Proficient) 3.5-4.49 (Highly Proficient); 4.5-5.00 (Distinguished)

Conversely, the indicator for demonstrating innovative and effective teaching approaches for colleagues to emulate received a mean score of 4.57 (SD = 0.59), also within the Distinguished category. This finding implies that while there is evidence of innovation, the consistent demonstration of new strategies may not be prevalent among peers. Some master teachers may employ creative methods like gamified quizzes or technology-based instruction, yet these practices are not always systematically shared through model teaching sessions. Consequently, innovative techniques may remain confined to individual classrooms rather than being openly modeled for others to replicate. Enhancing opportunities for demonstration teaching and peer modeling could further strengthen this aspect of instructional practice.

The average score of 4.63 (SD = 0.48) indicates a distinguished level of proficiency in sharing and implementing best instructional practices. This suggests that master teachers are deeply involved in professional development, actively observing their colleagues and integrating effective strategies to enhance their teaching methods. Additionally, they act as instructional role models by employing research-based, learner-centered approaches in their classrooms. For instance, they may showcase best practices during demonstration teaching sessions or facilitate Learning Action Cell (LAC) discussions, allowing other educators to observe and incorporate these techniques. This ongoing exchange of strategies fosters a collaborative environment and elevates the overall quality of instruction within the school.

Table 18 indicates that both Constructive Feedback and Goal Setting and Clarity achieved the highest mean score of 4.66, categorized as Distinguished. This finding underscores the importance respondents place on clear instructional guidance and feedback that fosters teacher development. In practice, this is exemplified when master teachers evaluate lesson plans or observe classroom activities, offering targeted recommendations such as enhancing learning objectives, refining assessment methods, or improving strategies for student engagement. For instance, following an observation, a master teacher might encourage a teacher to establish a specific goal aimed at boosting student participation through effective questioning techniques. Such practices are essential for aligning teaching performance with educational objectives and promoting ongoing improvement.

Table 18
Summary Table of Master Teacher Supervisory Competency

Supervisory Competency	Mean	SD	Verbal Interpretation
1. Technical Assistance	4.57	0.59	Distinguished
2. Active Listening and Trust Building	4.57	0.59	Distinguished
3. Reflective Practices	4.62	0.54	Distinguished
4. Peer Collaboration	4.62	0.54	Distinguished
5. Constructive Feedback	4.66	0.52	Distinguished
6. Goal Setting and Clarity	4.66	0.52	Distinguished
7. Community & Collaboration	4.63	0.48	Distinguished
8. Sharing Best Practices	4.63	0.48	Distinguished
Overall	4.62	0.53	Distinguished

Legend: 1.0-1.49 (Beginning); 1.5-2.49 (Developing); 2.5-3.49 (Proficient) 3.5-4.49 (Highly Proficient); 4.5-5.00 (Distinguished)

Conversely, the competencies of Technical Assistance and Active Listening and Trust Building received the lowest ratings, both averaging 4.57 (SD = 0.59), yet still falling within the Distinguished category. This suggests that while these relational and supportive skills are evident, their perceived effectiveness is somewhat less robust compared to feedback and goal setting. For example, teachers may receive guidance on addressing classroom issues like behavior management or lesson pacing, but the continuity of coaching or in-depth support may not always be maintained. Additionally, during consultations, teachers might express their concerns, but opportunities for sustained dialogue or ongoing mentoring could be limited. Enhancing regular coaching visits, follow-up support, and structured

listening sessions could significantly strengthen these areas.

The average score of 4.62 (SD = 0.53) reflects that the supervisory competencies of master teachers are rated as Distinguished across all assessed domains. This indicates a high level of skill in delivering feedback, establishing instructional objectives, and fostering teacher development through effective supervision. In practice, master teachers support educators throughout the entire process, from planning to execution, by aligning lesson goals, observing classroom instruction, and offering constructive feedback during post-conferences. For instance, they assist teachers in enhancing lesson plans, applying strategies during observations, and evaluating outcomes to inform future teaching practices. This comprehensive approach to supervision not only encourages ongoing professional development but also reinforces instructional leadership.

Part IV. Professional Attributes

Table 19

Prevailing Professional Attributes of Teachers in terms of commitment to lifelong learning

Statement	Mean	SD	VI
1. Actively seek and participate in seminars, trainings, and workshops to enhance my professional skills.	4.63	0.48	Highly Observed
2. Keep myself updated with current trends and best practices in education.	4.65	0.51	Highly Observed
3. Engage in continuous reading and research to improve my instructional practices.	4.66	0.52	Highly Observed
4. Apply newly learned strategies to enhance the quality of my classroom instruction.	4.64	0.53	Highly Observed
5. Am committed to pursuing further studies and professional certifications to advance my career and expertise.	4.65	0.52	Highly Observed
Overall	4.60	0.59	Highly Observed

Legend: 1.0-1.49 (Not at all Observed); 1.5-2.49 (Slightly Observed); 2.5-3.49 (Moderately Observed) 3.5-4.49 (Observed); 4.5-5.00 (Highly Observed)

Table 19 indicates that respondents rated the practice of engaging in continuous reading and research to enhance instructional methods with a mean score of 4.66 (SD = 0.52), categorizing it as Highly Observed. Teachers frequently reference DepEd orders, curriculum guides, and scholarly articles, utilizing resources from platforms like Google Scholar, ResearchGate, and educational subscriptions. Additionally, many educators enhance their lesson delivery by engaging with professional learning resources such as DepEd Commons, Coursera, and specialized YouTube channels, allowing them to adapt their instructional strategies in line with contemporary research and educational trends.

Conversely, the indicator for actively seeking and participating in seminars, training, and workshops for professional skill enhancement received a slightly lower mean of 4.63 (SD = 0.48), yet it remains classified as Highly Observed. This suggests that while there is a strong inclination towards formal professional development, it is somewhat less prioritized than independent research and reading. Teachers do participate in division or regional trainings, INSET programs, and school-based workshops; however, access to frequent external seminars may be hindered by scheduling conflicts or resource limitations. Many educators also join professional organizations or attend webinars offered by DepEd, TESDA, or private educational institutions to further their learning. Enhancing access to regular professional development opportunities and online training platforms could significantly bolster ongoing skill enhancement for teachers.

The average score of 4.60 (SD = 0.59) indicates a robust dedication to lifelong learning among educators, highlighting the importance placed on professional development. This commitment suggests that teachers are proactive in enhancing their skills through both self-directed learning and structured training opportunities. Activities such as reviewing updated curriculum resources, engaging in Learning Action Cells (LACs), and implementing new teaching methods acquired from workshops or online courses exemplify this dedication. For example, a teacher who participates in a webinar on differentiated instruction may subsequently incorporate those strategies into their lesson plans to better meet the needs of diverse learners. The ongoing commitment to professional development highlights a

robust culture of reflective practice within the teaching field.

Table 20

Prevailing Professional Attributes of Teachers in terms of Reflective Practice

Statement	Mean	SD	VI
1. Reflect on my classroom experiences to identify effective practices and areas for improvement.	4.63	0.48	Highly Observed
2. Adjust my teaching strategies based on student performance data and feedback.	4.65	0.51	Highly Observed
3. Value peer observations and use insights gained to improve my teaching practices.	4.66	0.52	Highly Observed
4. Regularly evaluate the effectiveness of my instructional approaches to ensure continuous improvement.	4.64	0.53	Highly Observed
5. Engage in journaling and reflection activities to deepen my understanding of my teaching practices.	4.65	0.52	Highly Observed
Overall	4.60	0.59	Highly Observed

Legend: 1.0-1.49 (Not at all Observed); 1.5-2.49 (Slightly Observed); 2.5-3.49 (Moderately Observed) 3.5-4.49 (Observed); 4.5-5.00 (Highly Observed)

Table 20 indicates that respondents rated the statement “value peer observations and use insights gained to improve teaching practices” with a mean score of 4.66 (SD = 0.52), categorizing it as Highly Observed. This finding highlights the active role teachers play in utilizing peer observation for their professional development. Master teachers frequently engage in classroom visits, where they observe lessons and take note of various teaching strategies, including questioning techniques, classroom management, and methods for engaging learners. For instance, a teacher might witness a colleague effectively implementing group work and subsequently adopt similar strategies in their own classroom following a discussion. Such peer interactions foster a culture of shared learning and ongoing instructional enhancement.

Conversely, the indicator “reflect on classroom experiences to identify effective practices and areas for improvement” received a mean score of 4.63 (SD = 0.48), also within the Highly Observed category. This suggests that while reflection is a common practice, it may lack the structure or consistency seen in peer observations. Some educators engage in informal reflection after lessons, considering what was successful or what challenges arose, whereas others may not regularly document their reflections in journals or structured formats. Master teachers often note that reflective practices tend to occur more during discussions than through formal writing or systematic evaluations of lesson outcomes. Enhancing structured reflection methods, such as implementing guided reflection sheets post-observation, could further strengthen this competency.

The average score of 4.60 (SD = 0.59) reflects a high level of engagement in reflective practices among teachers. This indicates that educators regularly participate in peer observations, share feedback, and engage in reflective discussions to enhance the quality of their instruction. Master teachers play a crucial role in this process by coordinating classroom observations, facilitating post-lesson dialogues, and assisting teachers in recognizing their strengths and areas needing improvement. For instance, following a lesson observation, a master teacher might highlight effective techniques such as providing clear instructions or fostering active student participation, while also recommending enhancements in lesson pacing or assessment strategies.

Table 21

Prevailing Professional Attributes of Teachers in terms of Communication and Interpersonal Skills

Statement	Mean	SD	VI
1. Communicate ideas and instructions to colleagues clearly and effectively to ensure shared understanding.	4.65	0.51	Highly Observed
2. Build positive and collaborative relationships with colleagues and staff to promote a supportive work environment.	4.66	0.52	Highly Observed
3. Listen actively to the concerns of my colleagues and students to	4.64	0.53	Highly Observed

foster mutual respect and understanding.			
4. Resolve conflicts professionally and constructively to maintain a respectful and harmonious workplace.	4.65	0.52	Highly Observed
5. Collaborate harmoniously with teachers, parents, and stakeholders to achieve shared educational goals.	4.60	0.59	Highly Observed
Overall	4.64	0.49	Highly Observed

Legend: 1.0-1.49 (Not at all Observed); 1.5-2.49 (Slightly Observed); 2.5-3.49 (Moderately Observed) 3.5-4.49 (Observed); 4.5-5.00 (Highly Observed)

Table 21 indicates that respondents rated the ability to "build positive and collaborative relationships with colleagues and staff to promote a supportive work environment" with a mean score of 4.66 (SD = 0.52), categorizing it as Highly Observed. This reflects the perception that teachers excel in cultivating cooperation and fostering positive relationships within the school setting. Evidence of this can be seen during various school-based activities, such as Learning Action Cell (LAC) sessions, faculty meetings, and planning workshops, where teachers actively engage in idea sharing, task division, and mutual support in instructional planning.

For instance, during preparations for school programs or classroom interventions, teachers often assist one another in material preparation and co-develop lesson plans, thereby enhancing camaraderie and establishing a supportive professional atmosphere.

Conversely, the indicator for "collaborate harmoniously with teachers, parents, and stakeholders to achieve shared educational goals" received a mean score of 4.60 (SD = 0.59), also within the Highly Observed category. This suggests that while collaboration with external stakeholders is robust, there remains potential for improving the consistency and depth of these engagements. Schools facilitate parent-teacher conferences, PTA meetings, and barangay assemblies, where teachers work alongside parents and local officials to address student needs. However, not all teachers may participate equally in ongoing stakeholder collaboration beyond these scheduled events. To enhance this aspect, it would be beneficial to strengthen regular community-based initiatives, such as home visits, collaborative projects with barangays, or parent-led learning support programs.

The average score of 4.64 (SD = 0.53) indicates that teachers' communication and interpersonal skills are highly regarded and effective. This suggests that educators are adept at fostering positive relationships with students, colleagues, parents, and other stakeholders through effective communication and respectful interactions. In practice, this is demonstrated by teachers' ability to clearly articulate lessons, address student concerns, and actively involve parents during conferences and school events. For instance, teachers often collaborate with parents to implement home-based strategies for supporting struggling learners, providing regular updates on their progress. Such collaborative initiatives enhance the overall school environment, making it more supportive, connected, and productive.

Table 22
Prevailing Professional Attributes of Teachers in terms of Ethical and Professional Conduct

Statement	Mean	SD	VI
1. Consistently demonstrate honesty and fairness in my professional actions.	4.65	0.51	Highly Observed
2. Uphold the Code of Ethics for Professional Teachers as a guide in professional decisions and actions.	4.66	0.52	Highly Observed
3. Model professional behavior that inspires colleagues and students to act ethically and responsibly.	4.64	0.53	Highly Observed
4. Respect confidentiality in all professional matters to maintain trust and integrity.	4.65	0.52	Highly Observed
5. Always make decisions based on what is ethically and professionally appropriate.	4.60	0.59	Highly Observed
Overall	4.64	0.49	Highly Observed

Legend: 1.0-1.49 (Not at all Observed); 1.5-2.49 (Slightly Observed); 2.5-3.49 (Moderately Observed) 3.5-4.49 (Observed); 4.5-5.00 (Highly Observed)

Table 22 indicates that respondents rated the adherence to the "Code of Ethics for Professional Teachers" as a guiding principle in professional decisions and actions with a mean score of 4.66 (SD = 0.52), categorized as Highly Observed. This reflects a strong commitment among teachers to uphold professional ethics in their daily practices. In practical terms, ethical standards in schools are maintained through compliance with DepEd policies, appropriate classroom behavior, and equitable treatment of all students, irrespective of their backgrounds or performance levels. For instance, master teachers implement grading based on transparent rubrics, ensure confidentiality of student records, and apply disciplinary measures according to established protocols rather than personal discretion, thereby fostering fairness and integrity within the educational environment.

Conversely, the indicator regarding the consistency of making decisions based on ethical and professional appropriateness received a slightly lower mean of 4.60 (SD = 0.59), yet it remains within the Highly Observed range. This suggests that while ethical decision-making is generally robust, there may be slight variations in its application across different scenarios. For example, when addressing sensitive matters such as student behavior, parental concerns, or the distribution of workloads, teachers might occasionally require further consultation or reference to school policies before reaching a conclusion. Although ethical decisions are often informed by experience and judgment, they are not always uniformly applied in every situation. Enhancing regular reminders about ethics, engaging in case discussions, and providing policy orientations could further promote consistent ethical decision-making among educators.

The average score of 4.64 (SD = 0.53) indicates that teachers' ethical and professional behavior is highly regarded. This suggests that educators consistently exhibit integrity, respect, and accountability in their interactions with students, parents, and colleagues. Ethical standards are integrated into daily school practices, including equitable classroom management, respectful communication, and transparent resolution of student issues. For instance, during meetings with parents, teachers offer candid academic assessments while upholding confidentiality and professionalism. Such unwavering commitment to ethical conduct fosters trust, enhances the school's reputation, and cultivates a professional environment conducive to effective teaching and learning.

Table 23

Prevailing Professional Attributes of Teachers in terms of Initiative and Leadership Disposition

Statement	Mean	SD	VI
1. Take initiative in leading school-based programs and projects that support school goals.	4.66	0.52	Highly Observed
2. Inspire my colleagues by modeling professional excellence and commitment to quality education.	4.64	0.53	Highly Observed
3. Willingly volunteer to take on additional responsibilities and support school initiatives.	4.65	0.52	Highly Observed
4. Motivate my colleagues to actively participate in school programs and initiatives.	4.60	0.49	Highly Observed
5. Demonstrate leadership qualities that contribute to the school's continuous improvement.	4.64	0.52	Highly Observed
Overall	4.64	0.52	Highly Observed

Legend: 1.0-1.49 (Not at all Observed); 1.5-2.49 (Slightly Observed); 2.5-3.49 (Moderately Observed) 3.5-4.49 (Observed); 4.5-5.00 (Highly Observed)

Table 23 indicates that respondents rated the ability to "take initiative in leading school-based programs and projects that support school goals" with a mean score of 4.66 (SD = 0.52), categorizing it as Highly Observed. This suggests that teachers are perceived as proactive leaders in initiatives aimed at enhancing school performance. For instance, the BASA READ Program exemplifies this leadership, as teachers spearhead literacy activities such as reading remediation, peer tutoring, and the creation of tailored reading materials for students facing challenges. Master teachers, in particular, may coordinate reading interventions, designate reading coaches, and track student progress to bolster comprehension skills, thereby showcasing their commitment to advancing literacy and fulfilling school objectives.

Conversely, the indicator "motivate my colleagues to actively participate in school programs and initiatives" received a mean score of 4.60 (SD = 0.49), also falling within the Highly Observed range. This finding implies that while there is a presence of motivation and encouragement among teachers, the extent of their influence on peers may differ based on context or individual engagement. During the execution of programs like BASA READ or broader

literacy campaigns, some educators actively inspire their colleagues to engage in reading activities or support intervention efforts, while others may only participate when specifically assigned. Additionally, motivation often occurs informally through encouragement during meetings or casual discussions rather than through formal leadership roles. Enhancing peer mentoring and fostering shared leadership opportunities could further improve collaboration and participation among staff.

The average score of 4.64 (SD = 0.52) reflects a high level of initiative and leadership among teachers. This indicates that master teachers actively engage in leading school programs that enhance student development, such as the BASA READ initiative aimed at improving literacy. In practice, they take the lead in organizing planning meetings, coordinating literacy activities, and overseeing the implementation of programs to ensure they align with the school's objectives. Their leadership roles may include conducting reading assessments and collaborate with fellow educators to monitor student progress. These initiatives enhance the quality of instructional support and lead to improved literacy outcomes for students.

Table 24

Summary table of Prevailing Professional Attributes of Teachers

Professional Attributes	Mean	SD	VI
1. Commitment To Lifelong Learning	4.60	0.59	Highly Observed
2. Reflective Practice	4.60	0.59	Highly Observed
3. Communication And Interpersonal Skills	4.64	0.49	Highly Observed
4. Ethical And Professional Conduct	4.64	0.49	Highly Observed
5. Initiative And Leadership Disposition	4.64	0.52	Highly Observed
Overall	4.62	0.52	Highly Observed

Legend: 1.0-1.49 (Not at all Observed); 1.5-2.49 (Slightly Observed); 2.5-3.49 (Moderately Observed) 3.5-4.49 (Observed); 4.5-5.00 (Highly Observed)

Table 24 summarizes the professional attributes of teachers, revealing a predominantly positive assessment of their competencies. The highest mean score of 4.64 (SD = 0.49) for Communication and Interpersonal Skills indicates that respondents perceive teachers as highly effective in fostering communication and building relationships. This effectiveness is evident in daily interactions, such as clear lesson delivery, active engagement in meetings, and respectful exchanges with students, parents, and colleagues. For instance, master teachers often lead discussions during Learning Action Cell (LAC) sessions, encouraging open dialogue and collaboration, which contributes to a supportive school atmosphere.

Additionally, both Commitment to Lifelong Learning and Reflective Practice received a mean score of 4.60 (SD = 0.59), also classified as Highly Observed. This suggests that while teachers are generally engaged in professional development and self-reflection, the degree of consistency in these practices may differ among individuals. Some educators frequently participate in training, read relevant literature, and implement new techniques in their classrooms, whereas others may be more involved during designated seminars or school-based in-service training. Reflective practices are evident when teachers assess their lesson plans post-instruction and modify their approaches based on student outcomes, although the use of structured reflection tools or documented growth plans may not be uniformly applied.

The overall grand mean of 4.62 (SD = 0.52) reflects a high level of observation regarding teachers' professional attributes across various domains. This score underscores a robust commitment to ethical practices, effective communication, lifelong learning, and reflective teaching among educators. Master teachers exemplify these qualities by mentoring peers, facilitating instructional discussions, and demonstrating effective classroom techniques. For instance, they may assist colleagues in enhancing lesson delivery following observations, promote engagement in professional development programs, and uphold ethical standards in everyday school activities. Collectively, these efforts foster a collaborative, reflective, and continuously evolving learning environment.

Part V. School Improvement

School Improvement is a continuous, collaborative effort to enhance teaching, learning, and overall school

performance, in which master teachers play a significant role by leading instructional improvement, mentoring colleagues, sharing best practices, and supporting data-driven decisions that promote sustained student success.

Master teachers play a crucial role as instructional leaders by connecting classroom practices with broader school objectives through ongoing support and guidance. Their efforts in promoting collaboration among educators foster a culture of shared accountability, enabling the collective resolution of instructional challenges and the systematic implementation of effective strategies.

By analyzing data to pinpoint learning gaps and suggesting evidence-based interventions, they ensure that improvement initiatives are both responsive to current needs and sustainable over time, ultimately enhancing teaching quality and improving student outcomes.

Table 25 indicates that respondents rated the statement “delivers lessons using a variety of effective instructional strategies to promote learning engagement” with a mean score of 4.66 (SD = 0.50), categorizing it as Very High. This reflects a strong consensus on the effectiveness of diverse instructional strategies in enhancing student engagement and learning outcomes. For instance, master teachers often implement differentiated instruction techniques, such as group activities, peer tutoring, visual aids, storytelling, and technology integration, to cater to the varied needs of learners. In practice, this might involve providing enrichment tasks for advanced students while offering guided practice or remedial support for those who are struggling, thereby ensuring that all students remain engaged and supported throughout the learning process.

Table 25

The Extent of School Improvement as Reflected in Instructional Delivery

Statement	Mean	SD	VI
1. Deliver lessons using a variety of effective instructional strategies to promote learning engagement.	4.66	0.50	Very High
2. Align teaching methods with the learning objectives of each lesson.	4.57	0.59	Very High
3. Use appropriate instructional materials and resources to enhance lesson delivery.	4.62	0.54	Very High
4. Adjust teaching strategies to meet the varied needs, abilities, and learning styles of students.	4.66	0.52	Very High
5. Make instructional delivery engaging, interactive, and learner-centered.	4.63	0.48	Very High
Overall	4.64	0.48	Very High

Legend: 1.0-1.49 (Very Low); 1.5-2.49 (Low); 2.5-3.49 (Moderately Low) 3.5-4.49 (High); 4.5-5.00 (Very High)

Conversely, the indicator “aligns teaching methods with the learning objectives of each lesson” received a mean score of 4.57 (SD = 0.59), which, while still classified as Very High, suggests that the consistent application of this alignment may be inconsistent. Although teachers recognize the importance of aligning teaching methods with specific learning objectives, the execution may not always be evident during lessons. For example, while interactive activities such as games or discussions may be employed, the connection to specific learning competencies might not be clearly articulated or assessed. Master teachers have noted that while lesson objectives are often included in lesson plans, they do not always manifest in classroom activities. Enhancing the alignment of lessons through more explicit planning and guided oversight could further strengthen instructional coherence.

The average score of 4.64 (SD = 0.48) signifies that respondents perceive the instructional delivery of master teachers as Very High. This rating underscores the effective teaching strategies employed to enhance student engagement and cater to varied learning needs within the classroom. In practice, educators adapt their instruction based on student performance, offering additional assistance to those who struggle while providing advanced learners with more challenging tasks. For instance, during BASA READ literacy sessions, teachers may organize students by reading proficiency and implement targeted interventions to bolster comprehension. Such instructional approaches exemplify responsive teaching, fostering an inclusive and meaningful learning environment for all students.

Table 26

The Extent of School Improvement as Reflected in Assessment and Feedback

Statement	Mean	SD	VI
1. Prepares lesson plans that are aligned with curriculum standards and learning competencies.	4.57	0.59	Very High
2. Includes strategies for differentiated instruction to address diverse learner needs.	4.62	0.54	Very High
3. Designs lesson plans with clear, measurable objectives and aligned learning outcomes.	4.66	0.52	Very High
4. Incorporates relevant and appropriate teaching aids and learning resources in lesson plans.	4.63	0.48	Very High
5. Ensures lesson plans address both content mastery and skill development.	4.65	0.51	Very High
Overall	4.64	0.52	Very High

Legend: 1.0-1.49 (Very Low); 1.5-2.49 (Low); 2.5-3.49 (Moderately Low) 3.5-4.49 (High); 4.5-5.00 (Very High)

Table 26 indicates that respondents rated the statement regarding the use of various assessment types to effectively monitor and evaluate student learning the highest, with a mean score of 4.66 and a standard deviation of 0.50, categorizing it as Very High. This finding suggests that master teachers are actively utilizing a range of assessment methods, including quizzes, performance tasks, and formative checks, to track student progress, demonstrating a strong understanding of assessment literacy and a commitment to addressing student learning needs.

Conversely, the statement about providing feedback to support students in improving their academic performance received the lowest rating, with a mean of 4.57 and a standard deviation of 0.59, yet it still falls within the Very High category. This implies that while feedback practices are generally effective, there is some inconsistency in the timeliness, specificity, and actionability of the feedback provided, which may hinder its effectiveness in facilitating immediate improvements in student performance.

The overall average rating ($M = 4.64$, $SD = 0.50$) reflects the high effectiveness of master teachers in their assessment and feedback practices. These practices involve aligning assessments with SMART objectives, ensuring that test items in quarterly exams are Specific, Measurable, and aligned with learning competencies.

Following the evaluation of exam results, master teachers identify learning gaps and may analyze item difficulty, implement targeted remediation sessions, and modify lesson plans to address areas of weakness.

This approach ensures that assessment outcomes are directly utilized to enhance instructional strategies. In practice, this may involve grouping students based on specific competencies such as providing enrichment activities for high-performing learners while conducting focused interventions for those who struggle with particular skills.

By systematically using assessment data to inform decisions, master teachers strengthen the alignment between instruction and learner needs, thereby improving overall student achievement and ensuring more equitable learning support across classrooms.

Table 27

The Extent of School Improvement as Reflected in Lesson Planning

Statement	Mean	SD	VI
1. Prepares lesson plans that are aligned with curriculum standards and learning competencies.	4.57	0.59	Very High
2. Includes strategies for differentiated instruction to address diverse learner needs.	4.62	0.54	Very High
3. Designs lesson plans with clear, measurable objectives and aligned learning outcomes.	4.66	0.52	Very High
4. Incorporates relevant and appropriate teaching aids and learning resources in lesson plans.	4.63	0.48	Very High
5. Ensures lesson plans address both content mastery and skill development.	4.65	0.51	Very High
Overall	4.66	0.52	Very High

Legend: 1.0-1.49 (Very Low); 1.5-2.49 (Low); 2.5-3.49 (Moderately Low) 3.5-4.49 (High); 4.5-5.00 (Very High)

Table 27 indicates that respondents rated the ability to design lesson plans with clear, measurable objectives and aligned learning outcomes the highest ($M = 4.66$, $SD = 0.52$), categorizing it as Very High. This finding suggests that master teachers are widely recognized for their proficiency in creating lesson plans that feature well-defined, measurable, and outcome-oriented objectives. In practice, during the review of English 7 lesson plans focused on short stories, master teachers ensure that the objectives adhere to SMART criteria, requiring students to identify themes and supporting details with specific success indicators.

Conversely, the lowest rating was assigned to the preparation of lesson plans aligned with curriculum standards and learning competencies ($M = 4.57$, $SD = 0.59$), which, while still classified as Very High, indicates minor inconsistencies in achieving full coherence across lesson elements. In practical terms, master teachers assess English 7 lessons on informative texts to confirm that activities are directly aligned with MELCs, such as differentiating facts from opinions in reading materials. The overall mean score ($M = 4.63$, $SD = 0.52$) reflects a Very High level of competence in lesson planning, demonstrating that master teachers effectively integrate content mastery, skill development, and learner-centered approaches. Through pre-observation conferences, they further ensure that objectives, such as analyzing elements of a short story, are specific, measurable, and achievable within the designated timeframe.

Research indicates that master teachers enhance instructional quality through systematic lesson planning that fosters student engagement and achievement. By aligning objectives effectively, learners can engage in progressive and meaningful educational experiences.

This is particularly evident when master teachers assist their colleagues in refining objectives for English 7, such as converting the broad goal of "understand literature" into a specific SMART objective like "identify at least three elements of a short story after reading a Grade 7 narrative."

Additionally, they suggest instructional strategies, including group analysis, guided reading, and graphic organizers, to ensure that these objectives align with the desired competencies in literary analysis. This ensures that instructional activities remain focused, coherent, and directly supportive of learners' ability to interpret and analyze texts effectively.

Table 28

The Extent of School Improvement as Reflected in Classroom Management

Statement	Mean	SD	VI
1. Establishes clear and consistent classroom routines to maintain order and focus.	4.57	0.59	Very High
2. Consistently applies and fairly enforces classroom agreements and rules.	4.62	0.54	Very High
3. Handles classroom disruptions constructively and promotes positive behavior management.	4.66	0.52	Very High
4. Creates a positive and inclusive classroom atmosphere conducive to learning.	4.63	0.48	Very High
5. Manages the classroom using strategies that encourage positive and responsible student behavior.	4.65	0.51	Very High
Overall	4.66	0.52	Very High

Legend: 1.0-1.49 (Very Low); 1.5-2.49 (Low); 2.5-3.49 (Moderately Low) 3.5-4.49 (High); 4.5-5.00 (Very High)

Table 28 indicates that respondents rated the ability to handle classroom disruptions constructively and promote positive behavior management with a mean score of 4.66 ($SD = 0.52$), categorizing it as Very High. This finding highlights the effectiveness of master teachers in managing disruptions calmly while encouraging positive behavior. For instance, in an English 7 class, when off-task talking arises during a group activity, a master teacher might employ strategies such as gentle reminders or proximity control to redirect students' focus without interrupting the lesson's flow.

Conversely, the lowest rating was assigned to the establishment of clear and consistent classroom routines, which received a mean score of 4.57 ($SD = 0.59$), still within the Very High range. This suggests that while routines are generally well-implemented, there may be occasional inconsistencies in their reinforcement across various classroom contexts. For example, during an English 7 lesson, some students might forget the procedures for group work or transitions, necessitating that master teachers reteach or consistently reinforce expectations related to turn-taking, signal-based transitions, or submission protocols for written assignments.

The average score ($M = 4.63$, $SD = 0.52$) indicates a Very High assessment of master teachers' classroom management abilities. This suggests that they are typically successful in maintaining order, encouraging positive behavior, and fostering a supportive learning atmosphere.

In practical classroom scenarios, such as when a student disrupts a reading session, master teachers often utilize restorative techniques, including private discussions, behavior reflection sheets, or positive reinforcement, to redirect the student's behavior while ensuring a respectful classroom environment. These approaches not only address immediate concerns but also help students develop accountability, self-regulation, and a clearer understanding of appropriate behavior.

For example, a brief one-on-one conversation allows the teacher to identify underlying issues, while reflection activities encourage students to think critically about their actions and make better choices.

Over time, such strategies contribute to a more supportive classroom climate where discipline is viewed as a learning opportunity rather than punishment. This fosters a positive behavior culture where students develop self-regulation, accountability, and respect for others.

Table 29

The Extent of School Improvement as Reflected in the Use of Learner-centered Strategy

Statement	Mean	SD	VI
1. Designs learning activities that engage students in active participation.	4.62	0.54	Very High
2. Encourages collaborative learning through group tasks and peer interaction.	4.66	0.52	Very High
3. Promotes critical thinking and problem-solving through diverse and purposeful teaching strategies.	4.63	0.48	Very High
4. Integrates real-life applications to enhance lesson relevance and learner engagement.	4.65	0.51	Very High
5. Uses learner-centered strategies to address diverse learning needs and preferences.	4.66	0.52	Very High
Overall	4.64	0.52	Very High

Legend: 1.0-1.49 (Very Low); 1.5-2.49 (Low); 2.5-3.49 (Moderately Low) 3.5-4.49 (High); 4.5-5.00 (Very High)

Table 29 indicates that respondents assigned a high rating ($M = 4.66$, $SD = 0.52$) to the statement regarding the encouragement of collaborative learning through group tasks and peer interaction. This finding highlights the commitment of master teachers to fostering active student engagement via collaborative methods. It suggests the effective implementation of strategies such as group discussions, peer tutoring, and cooperative projects, which enhance interaction and collective learning among students. Activities like think-pair-share, small group problem-solving, and peer feedback sessions facilitate the exchange of ideas, bolster confidence, and deepen understanding through social engagement.

Additionally, the overall mean score ($M = 4.64$, $SD = 0.52$) signifies a strong emphasis on learner-centered strategies, illustrating that master teachers adeptly utilize diverse approaches to meet varying learning needs. This reflects a shift from traditional teaching methods to more innovative practices, including differentiated instruction, inquiry-based learning, and student-led initiatives that promote critical thinking and independence. For instance, project-based tasks, real-world problem scenarios, and reflective exercises are employed to ensure that students actively construct knowledge while remaining engaged and motivated throughout the learning process.

Table 30 outlines the professional characteristics of master teachers, highlighting their performance through mean scores, standard deviations, and verbal interpretations. The highest evaluations were recorded in lesson planning and preparation, as well as classroom management, with a mean of 4.66 and a standard deviation of 0.52. This indicates a strong recognition among respondents of the teachers' proficiency in crafting organized lessons and fostering a disciplined learning environment. Evidence of this can be found in meticulously prepared lesson plans, clearly defined learning objectives, efficient classroom routines, and effective behavior management techniques that contribute to a focused and productive atmosphere.

Table 30

Summary Table of Master Teacher Professional Attributes

<i>Professional Attributes</i>	<i>Mean</i>	<i>SD</i>	<i>Verbal Interpretation</i>
Instructional Delivery	4.64	0.48	Highly Observed
Assessment and Feedback	4.64	0.52	Highly Observed
Lesson Planning and Preparation	4.66	0.52	Highly Observed
Classroom Management	4.66	0.52	Highly Observed
Use of Learner-Centered Strategies	4.64	0.55	Highly Observed
Overall	4.65	0.51	Highly Observed

Legend: 1.0-1.49 (Not at all Observed); 1.5-2.49 (Slightly Observed); 2.5-3.49 (Moderately Observed) 3.5-4.49 (Observed); 4.5-5.00 (Highly Observed)

In addition, instructional delivery, assessment and feedback, and the implementation of learner-centered strategies received similarly high ratings, with means ranging from 4.64 and standard deviations between 0.48 and 0.55. This consistency underscores the master teachers' effectiveness in core teaching practices, demonstrating their ability to convey content clearly while employing diverse strategies such as formative assessments, interactive discussions, and differentiated instruction to cater to varied learning needs. For instance, they utilize questioning techniques, provide timely feedback, and engage students in activities like group work or performance tasks to promote deeper understanding and active participation.

The overall mean of 4.65 (SD = 0.51) indicates that the professional attributes of master teachers are consistently observed across various domains. This score reflects a robust and well-rounded teaching performance, where effective planning, delivery, management, and assessment collaboratively enhance student learning outcomes. Such uniformity highlights the role of master teachers as influential instructional leaders who exemplify best practices and play a crucial role in elevating the overall quality of education. This consistency also ensures that effective teaching standards are sustained across classrooms, promoting equitable learning experiences for all students.

Table 31

The Extent of School Improvement as Reflected in Academic Achievement

Statement	Mean	SD	VI
1. Consistently meets the expected learning competencies in the curriculum.	4.62	0.54	Very High
2. Exhibits noticeable growth in their overall academic achievement.	4.66	0.52	Very High
3. Demonstrates mastery of lessons through quizzes, tests, and performance tasks.	4.63	0.48	Very High
4. Shows an increasing trend in school-based performance assessments.	4.65	0.51	Very High
5. Successfully transfers academic learning to practical, real-world situations.	4.66	0.52	Very High
Overall	4.64	0.52	Very High

Legend: 1.0-1.49 (Very Low); 1.5-2.49 (Low); 2.5-3.49 (Moderately Low) 3.5-4.49 (High); 4.5-5.00 (Very High)

Table 31 indicates that respondents perceive "exhibits noticeable growth in overall academic achievement" (M = 4.66, SD = 0.52) as Very High, reflecting a significant improvement in learners over time. This growth is typically assessed through various methods, including quarterly report cards, periodic tests, performance tasks, and portfolio assessments, with master teachers assisting in the analysis of trends and identification of learning gaps. For instance, during the quarterly report card distribution, master teachers may lead data conferences to evaluate class averages and suggest targeted interventions for students who are struggling.

Conversely, the statement "consistently meets the expected learning competencies in the curriculum" received the lowest mean score (M = 4.62, SD = 0.54), yet remains in the Very High category, indicating slight inconsistencies in meeting all competencies. Such discrepancies may arise when certain competencies demand higher-order thinking skills or when students require additional time and differentiated support to master the material fully. To mitigate this, master teachers often promote strategies like item analysis of test results, remediation sessions, and competency-based

tracking sheets to ensure comprehensive coverage of all standards.

The overall mean ($M = 4.64$, $SD = 0.52$) indicates a very high level of academic achievement, underscoring the significant role of master teachers in fostering student success and meaningful learning experiences.

This suggests that students are not only excelling in test scores but are also capable of applying their knowledge to real-world scenarios, including problem-solving tasks and project-based activities. Such application of learning indicates deeper conceptual understanding, which is a key marker of meaningful and transferable learning outcomes.

Through ongoing monitoring, effective feedback, and structured assessment practices, master teachers maintain high performance levels while continuously addressing areas that require improvement.

This systematic approach ensures that instructional practices remain responsive to learners' needs, leading to sustained improvement in both teaching quality and student academic outcomes. It also promotes data-driven decision-making, allowing teachers to continuously refine their strategies based on evidence of student progress.

Table 32

The Extent of School Improvement as Reflected in Reading and Numeracy

Statement	Mean	SD	VI
1. Can read fluently with adequate comprehension.	4.66	0.52	Very High
2. Demonstrates improved vocabulary and reading comprehension skills.	4.63	0.48	Very High
3. Can solve basic numeracy tasks accurately and independently.	4.65	0.51	Very High
4. Shows steady improvement in literacy and numeracy levels.	4.66	0.52	Very High
5. Are confident in both reading and numeracy activities.	4.64	0.53	Very High
Overall	4.65	0.52	Very High

Legend: 1.0-1.49 (Very Low); 1.5-2.49 (Low); 2.5-3.49 (Moderately Low) 3.5-4.49 (High); 4.5-5.00 (Very High)

Table 32 indicates that respondents rated both "can read fluently with adequate comprehension" ($M = 4.66$, $SD = 0.52$) and "show steady improvement in literacy and numeracy levels" ($M = 4.66$, $SD = 0.52$) as Very High, reflecting significant progress in reading and numeracy among learners. This finding suggests that master teachers are successfully enhancing foundational skills through structured and consistent instructional support. The effectiveness of programs like the ARAL (Academic Reinforcement and Advancement for Learners) Program is evident in their implementation of guided reading sessions, materials, and targeted numeracy interventions tailored to meet specific learner needs.

Conversely, the item "demonstrate improved vocabulary and reading comprehension skills" received the lowest mean score ($M = 4.63$, $SD = 0.48$), although it still falls within the Very High category. This indicates a need for further development in deeper comprehension and vocabulary skills, as learners may read fluently yet struggle with higher-level tasks such as contextual interpretation and text analysis. To address this gap, ARAL sessions frequently include vocabulary enrichment activities, contextual reading exercises, and interactive discussions aimed at enhancing comprehension.

The overall mean ($M = 4.65$, $SD = 0.52$) indicates a very high level of reading and numeracy skills, underscoring the significant influence of master teachers on both student achievement and self-confidence. By employing targeted strategies such as phonics instruction, problem-solving exercises, and ongoing assessments, educators effectively facilitate continuous academic development.

These methodologies, enhanced by the remediation and enrichment elements of programs like ARAL, not only elevate students' skills but also foster their confidence and independence in learning. By providing targeted support for struggling learners and advanced opportunities for those who excel, such programs ensure that instruction is responsive to varying levels of ability and readiness.

For instance, remediation sessions may focus on reinforcing foundational skills through guided practice, while enrichment activities can involve higher-order tasks such as problem-solving projects, research work, or creative outputs that challenge students to think critically.

As a result, learners become more self-directed, motivated, and capable of applying their knowledge in meaningful and real-life contexts. This shift reflects the development of lifelong learning skills that prepare students to adapt effectively to future academic and professional demands.

Table 33

The Extent of School Improvement as Reflected in Attendance and Participation

The learners in our school...	Mean	SD	VI
1. Attend classes regularly, reflecting effective classroom engagement strategies.	4.66	0.52	Very High
2. Actively participate in discussions and activities as a result of engaging instruction.	4.63	0.48	Very High
3. Demonstrate enthusiasm and motivation in both group and individual learning tasks.	4.65	0.51	Very High
4. Class attendance improves due to consistent use of motivating and inclusive teaching approaches.	4.66	0.52	Very High
5. Actively engage in school-wide and co-curricular activities encouraged through classroom support and guidance.	4.64	0.53	Very High
Overall	4.65	0.52	Very High

Legend: 1.0-1.49 (Very Low); 1.5-2.49 (Low); 2.5-3.49 (Moderately Low) 3.5-4.49 (High); 4.5-5.00 (Very High)

Table 33 indicates that respondents rated the statements regarding regular class attendance and the impact of motivating teaching methods both at a mean of 4.66 (SD = 0.52), categorizing them as Very High. This suggests that master teachers excel in fostering environments that promote consistent attendance and active student engagement. The effectiveness of these strategies is further evidenced by the use of attendance monitoring tools, including daily logs, digital tracking systems, and initiatives like CATCH (Charting Attendance with Tracking, Codes, and Home Visits), which help identify absentee patterns and facilitate follow-up through home visits or communication with parents.

In contrast, the statement about active participation in discussions and activities due to engaging instruction received the lowest mean score of 4.63 (SD = 0.48), although it still falls within the Very High range. This implies that while students may attend classes regularly, their participation could be improved, potentially due to factors such as lack of confidence or insufficient opportunities for interaction. To enhance participation, master teachers often implement strategies like collaborative group work, recitation tracking tools, and interactive activities designed to ensure that all students are actively involved.

The overall mean (M = 4.65, SD = 0.52) indicates a very high level of effectiveness in enhancing both attendance and participation. Master teachers excel in promoting engagement by not only ensuring students are present but also by fostering meaningful involvement in learning activities. Through consistent monitoring and targeted interventions, they maintain elevated attendance rates while progressively boosting active participation in classroom tasks.

Table 34

Summary Table of Student Outcome

Student Outcome	Mean	SD	VI
1. Academic Achievement	4.64	0.54	Very High
2. Reading And Numeracy	4.65	0.52	Very High
3. Attendance And Participation	4.65	0.52	Very High
Overall	4.65	0.52	Very High

Legend: 1.0-1.49 (Very Low); 1.5-2.49 (Low); 2.5-3.49 (Moderately Low) 3.5-4.49 (High); 4.5-5.00 (Very High)

Table 34 outlines the findings related to student outcomes in three critical domains: Academic Achievement, Reading and Numeracy, and Attendance and Participation. Each area received a Very High rating, with Academic Achievement (M = 4.64, SD = 0.54), Reading and Numeracy (M = 4.65, SD = 0.52), and Attendance and Participation (M = 4.65, SD = 0.52) reflecting a strong consensus among respondents regarding students' exceptional performance. This indicates that students not only excel academically but also possess solid foundational skills and actively engage in their educational environment.

These results are corroborated by tangible evidence, including enhanced quarterly grades, elevated reading

levels as measured by assessments, and reliable attendance records. For example, students demonstrate their progress through trends in report cards, results from oral reading tests, and logs of participation in class activities. Additionally, initiatives such as remediation sessions, targeted reading interventions, and attendance monitoring systems contribute to sustaining these favorable outcomes.

The overall mean score of 4.65 (SD = 0.52) indicates a strong positive perception of student outcomes across various domains. This exceptionally high rating underscores the effectiveness of the instructional strategies and support systems employed by master teachers in improving student performance.

Furthermore, it emphasizes that a well-rounded approach, which includes a focus on academic achievement, literacy, numeracy, and student engagement, plays a crucial role in fostering comprehensive learner development.

Furthermore, it emphasizes that a well-rounded approach, which includes a focus on academic achievement, literacy, numeracy, and student engagement, plays a crucial role in fostering comprehensive learner development. This holistic perspective ensures that learning is not limited to content mastery alone but also extends to the development of critical thinking, communication skills, and problem-solving abilities. For instance, integrating literacy tasks into mathematics lessons or using real-life scenarios in science activities helps students make meaningful connections across subjects. As a result, learners are better prepared to apply their knowledge in diverse contexts and demonstrate balanced academic and personal growth.

Part VI. Significant Relationship of Supervisory Competency, Instructional Leadership and Student Outcome

This list highlights corrections and adjustments to align pedagogical competence with improved student outcomes, emphasizing key areas for enhancing teaching strategies and learning outcomes.

Teacher pedagogical competence is essential for ensuring high-quality classroom instruction and positively impacting student learning. By applying effective teaching strategies, demonstrating strong subject knowledge, and using appropriate assessment methods, teachers can design engaging and meaningful learning experiences that foster both academic achievement and holistic development.

Furthermore, when teachers continuously reflect on their pedagogical practices and make necessary corrections, they can better address their students' diverse needs, ultimately improving student outcomes. These adjustments may include refining instructional methods, integrate technology, or adapt assessment approaches to create a more inclusive and effective learning environment.

Table 35 illustrates that the correlations among instructional leadership proficiency, supervisory competence, teacher pedagogical competence, and student outcomes are all positive, ranging from moderate to strong, and are statistically significant at the 5% level. This finding suggests that enhanced leadership and supervision by master teachers lead to improved pedagogical skills among teachers and better student performance. This relationship is evident in practices such as mentoring sessions, classroom observations, and coaching cycles, where teachers refine their strategies to positively influence student learning outcomes.

Table 35
Teacher Pedagogical Competence and Student Outcomes

	Teacher Pedagogical Competency					Student Outcome		
	Instructional Delivery	Assessment and Feedback	Lesson Planning and Preparation	Classroom Management	Use of Learner-Centered Strategies	Academic Achievement	Reading and Numeracy Proficiency	Attendance and Participation
Instructional Leadership Proficiency								
Curriculum and Instruction	.608**	.668**	.596**	.513**	.559**	.537**	.441**	.495**
Learning Environment	.601**	.611**	.559**	.528**	.539**	.511**	.429**	.487**
Professional Growth and Development	.639**	.706**	.626**	.574**	.626**	.539**	.454**	.526**
Community Involvement	.612**	.628**	.530**	.542**	.551**	.511**	.446**	.519**
Leadership and Management	.549**	.622**	.508**	.495**	.542**	.487**	.419**	.482**

	Supervisory Competence							
Technical Assistance	.568**	.675**	.563**	.492**	.545**	.550**	.479**	.525**
Active Listening and Trust Building	.561**	.617**	.573**	.533**	.563**	.527**	.454**	.496**
Reflective Practices	.534**	.652**	.584**	.491**	.547**	.524**	.468**	.527**
Peer Collaboration	.518**	.649**	.592**	.563**	.612**	.515**	.442**	.477**
Constructive Feedback	.588**	.612**	.576**	.531**	.577**	.541**	.478**	.511**
Goal Setting and Clarity	.606**	.660**	.600**	.573**	.610**	.562**	.498**	.553**
Communication and Collaboration	.561**	.620**	.569**	.557**	.604**	.559**	.471**	.535**
Sharing Best Practices	.509**	.628**	.545**	.497**	.575**	.538**	.445**	.482**

The most robust correlation was identified between professional growth and development and assessment and feedback ($r = 0.706$), closely followed by the relationship between curriculum and instructional leadership and assessment and feedback ($r = 0.668$). This indicates that when master teachers prioritize professional development and effectively guide curriculum implementation, teachers are better equipped to design assessments and deliver constructive feedback. For instance, through Learning Action Cell (LAC) sessions, demonstration teaching, and item analysis workshops, educators enhance their abilities to create assessments and provide timely, data-driven feedback to their students.

Assessment and feedback emerged as the most significantly impacted areas by master teachers' interventions, underscoring the effectiveness of leadership in how educators monitor student learning, assess understanding, and address individual needs. Evidence of this influence is reflected in enhanced alignment of tests, the establishment of clearer rubrics, and the implementation of more consistent feedback practices observed during classroom evaluations.

Additionally, the professional characteristics of teachers play a crucial role in bridging the gap between leadership and pedagogical effectiveness by promoting an environment of openness, collaboration, and ongoing development.

Teachers who exhibit professionalism through effective communication, a commitment to learning, and adherence to ethical standards are more receptive to coaching and adept at integrating instructional strategies. This collaborative atmosphere fosters trust and shared accountability, enabling both teachers and master teachers to work in tandem to elevate instructional quality and improve student achievement.

In practice, this may be seen when teachers actively participate in mentoring sessions, openly discuss classroom challenges, and apply suggested strategies such as differentiated instruction or formative assessment techniques. As a result, continuous dialogue and mutual support strengthen instructional coherence across classrooms, leading to more consistent and effective learning experiences for students.

This openness also encourages reflective practice, where teachers regularly evaluate the effectiveness of their instruction and make necessary adjustments based on student performance data. Over time, such collaboration strengthens professional growth and contributes to a culture of continuous improvement within the school.

Table 36 indicates that proficiency in instructional leadership has a significant positive direct impact on teachers' pedagogical competence (estimate = 0.345, $p < 0.05$), suggesting that effective leadership by master teachers correlates with enhanced teaching abilities. This relationship is observable in real school environments, particularly during classroom observations and subsequent coaching sessions, where master teachers offer constructive feedback on various aspects of teaching, such as lesson delivery and classroom management, which teachers incorporate into

their future lessons. Additionally, the presence of strong professional attributes also positively influences pedagogical competence (estimate = 0.322, $p < 0.05$), as teachers who exhibit dedication, collaboration, and reflective practices are likely to demonstrate greater teaching effectiveness.

Table 36

Moderating effect of Professional attributes to the relationship between instructional leadership proficiency and teacher pedagogical competence

Moderation Estimates						
	Estimate	SE	95% Confidence Interval		Z	P
			Lower	Upper		
Instructional Proficiency	0.345	0.047	0.253	0.437	7.34	< .001
Professional attributes	0.322	0.0353	0.253	0.391	9.12	< .001
Instructional Proficiency Vs Professional Attributes	-0.248	0.0745	-0.394	-0.102	-3.33	< .001

Simple Slope Estimates						
	Estimate	SE	95% Confidence Interval		Z	P
			Lower	Upper		
Average	0.345	0.0481	0.2507	0.439	7.17	< .001
Low (-1SD)	0.479	0.0498	0.3815	0.577	9.62	< .001
High (+1SD)	0.211	0.0742	0.0655	0.356	2.84	0.004

Note. shows the effect of the predictor (instructional proficiency) on the dependent variable (teacher pedagogical competency) at different levels of the moderator (professional attributes)

Moreover, the interaction between instructional leadership and professional attributes reveals a significant negative effect (estimate = -0.248, $p < 0.001$), suggesting that enhanced professional attributes can diminish reliance on leadership support. In practical scenarios, teachers who actively engage in Learning Action Cell (LAC) sessions, independently refine their lesson plans, and utilize self-assessment tools tend to require less frequent guidance from master teachers. In contrast, in schools where some educators are still cultivating these professional attributes, ongoing mentoring and close supervision become essential for elevating instructional quality.

The simple slope analysis elucidates the relationship between instructional leadership and professional attributes, revealing that the impact is most pronounced among teachers with low professional attributes (0.479), followed by those with average (0.345) and high attributes (0.211). This trend is evident in educational settings where less experienced or less proactive teachers show significant improvement following coaching, while seasoned and highly skilled educators maintain effective instructional practices with minimal oversight. For instance, in underperforming classrooms, regular lesson demonstrations and detailed guidance from experienced teachers can lead to swift enhancements in teaching quality.

These results indicate that professional attributes significantly influence how instructional leadership is perceived and implemented in teaching. Educators with strong professional characteristics are more likely to assimilate feedback from observations, peer mentoring, and evaluations, fostering a self-directed approach to instructional improvement. This suggests that professionalism strengthens teachers' responsiveness to leadership inputs, making instructional reforms more sustainable in actual classroom practice.

On the other hand, those with weaker attributes tend to rely more on structured supervision, underscoring the necessity for tailored coaching strategies in schools to optimize teacher development and enhance instructional effectiveness.

This highlights the importance of differentiated support systems to ensure that all teachers, regardless of readiness level, can still achieve instructional growth. Such systems recognize that teachers have varying levels of experience, confidence, and instructional needs, requiring tailored interventions rather than a one-size-fits-all approach. For instance, novice teachers may benefit from more structured coaching and frequent classroom observations, while experienced teachers may require advanced mentoring focused on innovation, leadership, and curriculum enhancement.

Moreover, differentiated support fosters equity in professional development by ensuring that every teacher receives appropriate guidance aligned with their specific challenges and strengths. This may include targeted training sessions, peer collaboration opportunities, and individualized feedback based on classroom performance data. As a result, teachers are better equipped to refine their instructional practices, leading to improved teaching effectiveness and more meaningful student learning outcomes across diverse classroom settings.

Table 37 indicates that supervisory competence positively and significantly influences teacher pedagogical competence (estimate = 0.279, $p < 0.05$), suggesting that effective supervision by master teachers correlates with enhanced teaching practices. This is evident in classroom observations, where master teachers offer targeted feedback on aspects such as lesson planning, questioning techniques, and classroom management, which teachers subsequently implement in their future classes. Additionally, professional attributes also exhibit a positive direct effect (estimate = 0.328, $p < 0.05$), signifying that teachers who embody commitment, collaboration, and reflective practices tend to achieve higher pedagogical performance.

Table 37

The moderating effect of Professional attributes to the relationship between supervisory competence and teacher pedagogical competence

Moderation Estimates						
	Estimate	SE	95% Confidence Interval		Z	P
			Lower	Upper		
Supervisory Competency	0.279	0.0452	0.191	0.3677	6.18	<.001
Professional Attributes	0.328	0.0367	0.256	0.4004	8.94	<.001
Supervisory Competency Vs Professional Attributes	-0.217	0.073	-0.36	0.0739	-2.97	0.003

Simple Slope Estimates						
	Estimate	SE	95% Confidence Interval		Z	P
			Lower	Upper		
Average	0.279	0.046	0.1889	0.369	6.06	<.001
Low (-1SD)	0.397	0.0465	0.3054	0.488	8.52	<.001
High (+1SD)	0.162	0.0727	0.0192	0.304	2.22	0.026

Note. shows the effect of the predictor (supervisory comp) on the dependent variable (teacher pedagogical competency) at different levels of the moderator (professional attributes)

The interaction between supervisory competence and professional attributes reveals a significant negative effect (estimate = -0.217, $p < 0.001$), indicating that as professional attributes strengthen, the reliance on supervision diminishes. In practical school environments, teachers with well-developed professional attributes often take the initiative to revise lesson plans independently, engage actively in Learning Action Cell (LAC) sessions, and conduct self-evaluations of their instructional methods, thereby reducing the influence of supervisory guidance on their teaching practices. Conversely, teachers who are still developing their professional skills tend to depend more on regular coaching, mentoring, and demonstrations from master teachers.

The results of the simple slope analysis reinforce the observed trend, indicating that the impact of supervisory competence is most pronounced among teachers with low professional attributes (0.397), followed by those with

average (0.279) and high attributes (0.162). This pattern is evident in educational settings where novice or less confident teachers experience significant improvements in their teaching practices following close supervision, whereas more seasoned educators maintain a steady level of instructional quality with minimal oversight.

For instance, novice teachers often demonstrate marked enhancements in their lesson delivery after engaging in repeated demonstration teaching and receiving structured feedback. This improvement is typically reflected in their increased confidence in classroom management, clearer explanation of concepts, and more effective use of instructional materials. Over time, as they internalize the feedback and observe model teaching practices, they become more adept at adjusting their strategies to meet diverse learner needs, resulting in more engaging and productive classroom instruction.

Overall, these findings underscore the critical role that professional attributes play in mediating the effects of supervisory competence on teaching performance. Educators with strong professional dispositions are better equipped to assimilate feedback, engage in reflective practice, and autonomously improve their instructional methods.

Consequently, while supervision is vital, its effectiveness is amplified when paired with robust professional attributes, emphasizing the importance of ongoing development in both leadership and teacher professionalism within educational institutions. This synergy ensures that instructional improvements are not only initiated through leadership guidance but are also sustained through teachers' continuous commitment to reflective and adaptive practice. The necessity for a harmonious development of both is essential for achieving lasting improvements in instruction.

Table 38 indicates that proficiency in instructional leadership has a significant positive impact on student outcomes (estimate = 0.322, $p < 0.05$), suggesting that effective leadership by master teachers correlates with enhanced student performance. This is evident in school practices where master teachers actively oversee lesson execution, manage curriculum pacing, and offer constructive feedback, leading to improved test scores, increased class participation, and higher quarterly grades.

Table 38

The moderating effect of Professional attributes to the relationship between instructional leadership proficiency and student outcomes

Moderation Estimates						
	Estimate	SE	95% Confidence Interval		Z	P
			Lower	Upper		
Instructional Proficiency	0.322	0.0752	0.174	0.469	4.279	< .001
Professional Attributes	0.496	0.0565	0.385	0.607	8.781	< .001
Instructional Proficiency Vs Professional Attributes	-0.105	0.1191	-0.339	0.128	-0.883	0.377

Note. shows the effect of the predictor (instructional proficiency) on the dependent variable (student outcomes) at different levels of the moderator (professional attributes)

Additionally, the professional attributes of teachers also exhibit a strong positive effect (estimate = 0.496, $p < 0.05$), highlighting that those who embody commitment, collaboration, and reflective practices tend to foster better academic and behavioral results among their students. Evidence from research and school settings supports the notion that instructional leadership enhances teaching quality through methods such as coaching, feedback, and structured supervision, ultimately benefiting learners. For instance, regular classroom observations followed by coaching sessions enable teachers to refine their strategies, while Learning Action Cell (LAC) sessions facilitate collaborative

enhancements of lesson plans and assessments.

Furthermore, teachers with robust professional attributes are more likely to implement learner-centered approaches, uphold consistent expectations, and provide timely feedback, all of which contribute to heightened student engagement and performance.

The moderation analysis reveals that the interaction between instructional leadership and professional attributes is not statistically significant (estimate = -0.105, $p = 0.377$), indicating that professional attributes do not meaningfully alter the impact of leadership on student outcomes. This phenomenon is evident in real school environments, where teachers with varying degrees of professionalism can still achieve improved student performance when robust instructional systems such as standardized curricula, comprehensive assessment practices, and consistent monitoring are implemented. Consequently, it appears that student achievement is more heavily influenced by the presence of structured instructional frameworks than by individual differences in teacher professionalism.

The overall findings suggest that while both instructional leadership effectiveness and professional attributes play independent roles in enhancing student outcomes, they do not significantly interact with one another. This implies that regardless of a teacher's level of professionalism, effective instructional leadership can still facilitate student learning through well-organized systems and support mechanisms.

Therefore, it is crucial for schools to focus on strengthening leadership practices while simultaneously fostering teacher professionalism, as both elements are vital yet function independently in promoting student achievement. In addition, balancing these two dimensions ensures that improvements in teaching and learning are both sustainable and scalable across the school system.

When strong leadership systems are in place, they provide direction and accountability, while professional teachers translate these expectations into effective classroom practices. As a result, schools are better positioned to create a consistent culture of instructional excellence, ultimately leading to improved student outcomes and more equitable learning opportunities for all learners.

This alignment between leadership and teacher practice ensures that instructional goals are clearly communicated and effectively implemented across all grade levels and subject areas. For example, when school leaders establish clear performance standards and regularly monitor instructional delivery, teachers are more likely to align their lesson plans, assessment strategies, and classroom activities with these expectations. Consequently, this coordinated effort strengthens school effectiveness and fosters sustained academic improvement among students.

Table 39 outlines the results of a moderation analysis that investigates the link between supervisory competence and student outcomes, with professional attributes serving as a moderating variable. The analysis reveals a significant positive direct effect of supervisory competence on student outcomes (estimate = 0.3026, $p < .05$), suggesting that enhanced perceptions of supervisory competence correlate with improved student performance. This effect is evident when master teachers offer clear instructional guidance, conduct classroom observations, and provide constructive feedback, all of which contribute to refining teaching strategies and boosting student learning.

Table 39

Moderating Effect of Professional Attributes on the Relationship Between Supervisory Competence and Student Outcomes

<i>Moderation Estimates</i>						
	95% Confidence Interval					
	Estimate	SE	Lower	Upper	Z	P
Supervisory competency	0.3026	0.0696	0.166	0.439	4.35	< .001
<i>Simple Slope Estimates</i>						
	95% Confidence Interval					
	Estimate	SE	Lower	Upper	Z	P
Average	0.303	0.0696	0.1662	0.439	4.35	< .001
Low (-1SD)	0.342	0.0698	0.2049	0.478	4.9	< .001
High (+1SD)	0.264	0.1107	0.0466	0.481	2.38	0.017

Note. shows the effect of the predictor (supervisory competency) on the dependent variable (student outcomes) at different levels of the moderator (professional attributes)

Additionally, professional attributes also demonstrate a significant positive direct effect on student outcomes (estimate = 0.4805, $p < .05$), indicating that teachers exhibiting strong professional qualities yield better student results. Attributes such as commitment, collaboration, and reflective practice are crucial for effective teaching and enhanced academic performance. For instance, teachers who engage in ongoing self-reflection and participate in professional learning communities are more likely to foster supportive learning environments.

The analysis revealed that the interaction between supervisory competence and professional attributes was not statistically significant (estimate = -0.0721, $p = 0.522$), indicating that professional attributes do not play a moderating role in the relationship between supervisory competence and student outcomes. This finding suggests that supervisory competence has a direct impact on student performance, independent of teachers' professional characteristics.

Effective supervisory practices, such as mentoring and coaching, are shown to consistently improve teaching quality and student achievement. Therefore, it is crucial for schools to enhance both leadership frameworks and teacher professionalism, as the combination of effective supervision and ongoing professional development is vital for sustaining instructional quality and providing equitable, high-quality learning experiences for all students

Conclusions and recommendations

Based on the findings of the study, the following conclusions are drawn:

1. Master teachers exhibit a high level of instructional leadership and supervisory competence, with their active involvement in mentoring, professional development, leadership, and community engagement playing a significant role in improving teaching practices and school performance.
2. Effective instructional leadership and supervision are critical factors in enhancing teachers' pedagogical competence and student learning outcomes. Master teachers' consistent guidance, feedback, and technical support enable teachers to deliver high-quality instruction and implement effective assessment practices.
3. Teachers' professional attributes, including commitment, collaboration, reflective practice, and ethical conduct, positively influence teaching effectiveness and student achievement, strengthening their ability to respond to leadership support and improve classroom performance.
4. The absence of a significant moderating effect of professional attributes on the relationship between leadership and student outcomes suggests that strong instructional leadership practices consistently impact learning, regardless of individual teacher characteristics.
5. Overall, the study confirms that instructional leadership proficiency, supervisory competence, and teacher professionalism are crucial and independent contributors to school improvement, instructional quality, and student success.

Recommendations

In view of the findings and conclusions of the study, the following recommendations are proposed:

1. School administrators should continue to strengthen instructional leadership programs by providing sustained training and professional development opportunities for master teachers, particularly in the areas of mentoring, coaching, and instructional monitoring.
2. Master teachers are encouraged to enhance the timeliness and responsiveness of technical assistance in order to address emerging instructional challenges and provide continuous support to teachers.
3. The Department of Education and school leaders should institutionalize professional learning communities, peer coaching activities, and reflective practices to sustain teachers' professional growth and pedagogical competence.
4. Schools should reinforce data-driven decision-making in assessment and feedback by allocating adequate time, resources, and training to enable teachers to provide more individualized and meaningful feedback to learners.
5. Programs and initiatives that promote teachers' professional attributes, including ethics, collaboration, and lifelong learning, should be strengthened to further enhance teaching quality and classroom effectiveness.
6. School administrators and master teachers should continuously expand stakeholder engagement and community partnerships to support school improvement initiatives and promote shared responsibility for educational outcomes.

7. Future researchers are encouraged to conduct similar studies using larger samples, mixed-method approaches, or longitudinal designs to further validate and extend the findings of the present study.

Acknowledgements

Words cannot fully express the researcher's sincere gratitude to all those who generously devoted their time, effort, and expertise to the successful completion of this study. The researcher extends his deepest appreciation to everyone who, in one way or another, contributed to the realization of this research endeavor, DR. MARIO R. BRIONES, University President, is sincerely acknowledged for his invaluable contributions in establishing the institution as one of the leading universities in the nation and for fostering an environment that promotes academic excellence and research development, ATTY. RUSHID JAY SANCON, Vice President of LSPU Campuses is gratefully recognized for his dedicated service, effective administrative guidance, and steadfast support in advancing institutional initiatives, enhancing operational efficiency, and contributing to the overall growth and development of the university, ENGR. MANUEL LUIS R. ALVAREZ, OIC, Campus Director, is gratefully recognized for his steadfast support, guidance, and encouragement throughout the researcher's doctoral journey, DR. EDILBERTO Z. ANDAL, Dean of Graduate Studies and Applied Research and Subject Specialist, is sincerely thanked for his unwavering supervision, continuous guidance, and invaluable assistance in fulfilling the academic requirements of this study, DR. EDEN C. CALLO, Dissertation Adviser, is profoundly appreciated for her unwavering encouragement, professional expertise, and thoughtful critiques, which greatly enriched the quality of this research and guided its development from conception to completion, DR. ELSA C. CALLO, Subject Specialist, is profoundly appreciated for her unwavering encouragement, professional expertise, and thoughtful critiques, which greatly enriched the quality of this research and guided its development from conception to completion, DR. CHING DELON, the researcher's Statistician, is sincerely acknowledged for generously sharing his expertise, dedicating his time, and providing invaluable guidance in analyzing and interpreting the statistical data, and DR. JULIE FE D. PANOY, as a Technical Editor, has been deeply appreciated for her encouragement, professional expertise, and thoughtful critiques, with her contributions in refining the content, ensuring clarity, accuracy, and consistency, being pivotal in the successful completion of this research. DR. NEIL G. ANGELES, Schools Division Superintendent of Sto. Tomas City is recognized for granting permission to conduct the study in the selected public secondary schools within the division, while DR. LOUIEGRACE R. MARGALLO, EPS-SDO Sto. Tomas City, DR. WENNIE D. GONZALES, PSDS Sto. Tomas City, DR. EDRALIN M. MICUA, PSDS Sto. Tomas City, DR. GIGI C. CORPUZ, Principal III, Sta. Anastacia-San Rafael NHS, and DR. PAULINA S. FILOMENO, MT-I, Sta. Anastacia-San Rafael NHS, are acknowledged for generously offering their time and expertise in validating the research instrument, ensuring its accuracy and relevance. The teachers who participated as respondents are deeply valued for dedicating their time and effort in completing the questionnaires, contributing significantly to the success of the study. Finally, MRS. ARLYN V. GENOVIA, the researcher's wife, is profoundly acknowledged for her unwavering support, encouragement, and understanding throughout the researcher's doctoral journey, providing both motivation and strength in every step of the process. The researcher is immensely grateful to his parents, DANILO and ANGELITA GENOVIA, and his siblings, as well as to his children, ISABELLE ARHEIGN, IMERJON ARHLO, and INGRAZE ARHIAN, for their continuous encouragement, support, and prayers, as their unwavering guidance and motivation played a vital role in reaching this significant milestone. He also extends his heartfelt appreciation to his friends and colleagues, whose unwavering support, insightful advice, and genuine camaraderie have been a source of motivation and inspiration throughout his academic journey, and above all, the researcher acknowledges Almighty God, recognizing that this achievement would not have been possible without His guidance, blessings, and grace.

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