
Instructional Supervision Skills of School Heads and Master Teachers in Relation to The Performance of Teachers

AYLENE E. BAGULAYA

Teacher II

Ormoc City Senior High School

Master of Arts in Education

Major in School Administration and Supervision

aylene.bagulaya@deped.gov.ph

ABSTRACT

The study examined the significant effects of Instructional Supervision skills of School Heads and Master teachers to the Performance of Ormoc City Senior High School teachers in Ormoc City. Three (3) research questions with sub-questions in it were used to guide the study to a rational conclusion. A revised Descriptive Survey method which was adopted from Laude et al, 2018 was used to obtain relevant data from 76 teachers in assessing the two (2) School heads and three (3) Master teachers. Pearson product moment correlational statistics (Pearson r) and t-test at 0.05 level of significance was used to analyze the data generated and answer the research questions. The study shows that the five (5) basic instructional supervision skills identified as Mastery of the Subject Matter Skills, Teaching Strategies Skills, Classroom Management Skills, Evaluation Skills, and Mentoring Skills of School heads and Master teachers have significant correlation with teachers' performance. Some recommendations like establish structured mentorship systems, establish a system for collecting anonymous feedback from teachers about the supervision they receive from Master teachers, and encourage Master teachers to engage in action research projects focused were adduced for review and enhancement.

Keywords — *Master teacher, Instructional supervision, Observation, Feedback, Coaching, Mentoring, Performance*

I. INTRODUCTION

Understanding the relationship between the supervisory skills of School heads and Master teachers and the performance of teachers can provide insights into how effective supervision can enhance teaching practices. This can lead to improve student outcomes, as better-supervised teachers are likely to be more effective in the classroom. Ultimately, effective instructional supervision has a direct impact on student achievement. By improving the skills of Master teachers in supervising and supporting their colleagues, the study can contribute to better educational outcomes for students. *The Ormoc City Senior High School shares the same unfortunate fate with the 2022 PISA result. Significantly, OCSHS was found at the bottom pit in the 2023 NAT Results. Worst, the school's ranking was not found in the next top 17 High Schools (Integrated and Stand Alone) from both public and private. Out of 23 High Schools under Ormoc City Division, OCSHS did not make it to the list.* To identify the underlying cause is the core intent of this study. The paper will focus on the performance of the teachers in terms of their deliverables hence improve the learning of the students and examine the vital role of the administration in the persona of the School Heads and the Master Teachers with the recent exceedingly low scores in the recent results of the National Achievement Test.

Dingal (2023), once lamented that the mentoring skills of Master teachers have a very high effect on teachers' instructional practices. The teachers' instructional practices were very highly effective and the pupils' academic performance was outstanding. The mentoring skills of Master teachers significantly and highly influence the teachers' instructional practices. Master teachers who are very highly skilled will enhance the teachers' instructional practices to be very highly effective. However, the mentoring skills of master teachers along mentoring have a moderate significant effect on pupils' academic performance.

The study determines the relationship between the skills on the instructional supervision of School heads and Master teachers and the performance of teachers in Ormoc City Senior High School in District 1 of Ormoc City Division.

A proposed instructional supervision plan will be formulated based on the findings of the study.

Specifically, this study seeks to answer the following questions:

1. What are the skills of the school heads and master teachers on instructional supervision in terms of the following:
 - 1.1. Mastery of the subject matter skills;
 - 1.2. Teaching strategy skills;
 - 1.3 Classroom management skills;
 - 1.4. Evaluation skills; and
 - 1.5. Mentoring skills?
2. What is the performance of teachers based on the teachers' IPCRF?
3. Is there a significant relationship between the instructional supervision of school heads and master teachers to the performance of the teachers?
4. What instructional supervision plan can be formulated based on the findings of the study?

II. METHODOLOGY

Design. The study used Mixed-Methods Approach; by combining quantitative surveys and qualitative interviews to provide a comprehensive understanding on the relationship of master teachers' instructional supervision skills to the performance of the teachers. Structured questionnaires are used to measure teachers' perceptions school heads and master teachers' instructional supervision skills and their impact on teacher performance. An in-person survey is conducted. Also, Semi-Structured Interviews were conducted with a subset of participants to explore their experiences and insights regarding instructional supervision practices. An Arranged semi-structured interview was conducted with the participants at mutually convenient times and with an Informed Consent. To mention, the researcher highly fostered confidentiality and anonymity of the participants.

Sampling. The complete enumeration type of sampling is applied on this study since the respondents are all employed in the same school. The study identifies two (2) School Heads, three (3) Master Teachers and seventy-six (76) Senior High School teachers as major and primary respondents from the five (5) strands offered in Ormoc City Senior High School under the umbrella of Ormoc City Division. Specifically, one master teacher is an engineer, another is a Home Economics major while one is a Philosophy and Theology graduate. Two (2) are males and (1) one is female. To itemize: twenty-five (25) male teachers and fifty-one (51) female teachers. With one (1) T-I, sixty-one (61) T-II, eight (8) T-III, and four (4) SST-I.

Research Procedure. After the research has been approved, data gathering followed. A letter was sent to the Chairperson and the Dean of the Graduate School of Western Leyte College, seeking for endorsement to the Schools Division

Superintendent of Division of Ormoc City to the start of the period for gathering data. A letter of the researcher together with the endorsement letter from the Schools Division Superintendent was sent to the Office of the Principal asking for approval to gather data by administering the instrument to the respondents. Upon approval, the researcher personally administered the instrument to the respondents. The researcher designed schedule for the availability of the respondents based on the available time they have from their official class schedules. The Independent Cooperative Learning (ICL) schedule is the time appropriate for the conduct of interviews and in distributing and answering questionnaires. The researcher adhered to the “No Disruption Policy” mandated by DepEd. After the respondents answered, the questionnaires were immediately retrieved while the responses were tallied, tabulated, computed, and interpreted.

Ethical Issues. The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory or other unacceptable language was avoided. The respondents’ names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. A short briefing was conducted for each respondent before answering the questionnaires. In the orientation, issues and concerns were addressed and answered the questionnaires with consent. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and acknowledged.

Treatment of Data. The quantitative responses will be tallied and tabulated. The data will be treated statistically using the following tools: **The Simple Percentage** will be employed to evaluate the performances of the teachers after the supervision in a form of coaching and mentoring of the School Heads and the Master Teachers. **The t-Test of Mean Difference** will be used to determine the significant difference in the performances of the teachers after they have been supervised by the School heads and Master Teachers. **The Pearson Correlation analysis** was used to examine the relationship between master teachers' instructional supervision skills and teacher’s performance.

III. RESULTS AND DISCUSSION

TABLE 1

EXTENT OF INSTRUCTIONAL SUPERVISION SKILLS OF SCHOOL HEADS AND MASTER TEACHERS IN TERMS OF MASTERY OF THE SUBJECT MATTER

Mastery of the Subject Matter	Weighted Mean	Description	Interpretation
1. Comprehensive and accurate gap of knowledge	4.01	Very Good	High
2. Relates subject matter to other fields of knowledge	4.05	Very Good	High
3. Integrate subject matter with other relevant topics	4.13	Very Good	High
4. Enrich discussions with contemporary issues	4.14	Very Good	High
5. Answers students' inquiry intelligently	3.91	Very Good	High

6. Provides varied learning experiences	3.87	Very Good	High
7. provides intelligent resolutions to students' questions	3.89	Very Good	High
8. Possess the skills in science and arts	3.91	Very Good	High
9. Explains difficult concepts well	4.00	Very Good	High
10. Provides appropriate reinforcement	4.02	Very Good	High
AVERAGE	4.00	Very Good	High

Legend:

RANGES	DESCRIPTION	INTERPRETATION
4.21-5.00	<i>Excellent</i>	<i>Very High</i>
3.21-4.20	<i>Very Good</i>	<i>High</i>
2.61-3.40	<i>Good</i>	<i>Average</i>
1.81-2.60	<i>Fair</i>	<i>Low</i>
1.00-1.80	<i>Poor</i>	<i>Very Low</i>

Table 1 revealed that School heads and Master teachers were given an Average weighted mean of 4.00 which is described as “Very Good” and interpreted as “High”. Teacher-respondents understood better that their superiors in school are knowledgeable in their area of concentration. Ngugi et al, 2014 emphasized the idea that Master teacher and/or teacher specializes on the subjects to be taught which generally equips him/her with scholarly knowledge of those subjects and integrates with professional education leading to new understandings and skills for professional performance (Shantz and Latham, 2012). The mastery of subject content by a teacher greatly determines the quality of teaching and subsequent learning.

Further, item number 4, “Enrich discussions with contemporary issues” reflected with the highest mean rating closely followed by item number 3: “Integrate subject matter with other relevant topics” which got 4:13, while Item 6, “Provides varied learning experiences” came in as the lowest. Significantly, in Table 1, all items received a “Very Good” interpretation despite varying in mean computation. This means to say that school leaders are competent pedagogically. As instructional leaders, school heads play a vital role in guiding and leading teachers towards improved teaching and learning practices. By providing guidance, assistance, and direction, they support teachers' professional growth and contribute to the overall development of the school. This creates a positive impact on the teaching and learning process, benefiting both teachers and students. Research conducted by Hendriks and Steen [10] supports the notion that school principals have a moderate influence on student achievement, primarily through the improvement of classroom instruction and student learning. This influence is indirect and occurs through the behaviors, beliefs, knowledge, practices, and competencies of teachers. Therefore, the active involvement of school heads in instructional supervision practices contributes to the overall educational success of the institution. This supports the study [25] that school practices have a significant effect on the quality of education. Sustaining best practices, support, initiatives, and innovations by stakeholders can contribute to the efficient attainment of quality education. Therefore, the findings highlight the importance of teachers' guidance as a crucial aspect of instructional supervision. The active involvement of school heads in providing guidance and support enhances instructional practices, ultimately leading to improved teaching and learning

outcomes. School heads' role as instructional leaders is essential in fostering a positive learning environment and facilitating the professional growth of teachers. Mendoza et al, 2022 emphasized that Senior High School Heads and Master teachers are both effective and efficient when it comes to organizing their lessons to be discussed, connecting it to the previous knowledge and establishing emphasis on most important details of the subject matter. The findings of the study agreed the result of study conducted by Ekperi (2018), he concluded that a significant and positive relationship exist between teachers' knowledge of subject matter and teaching method to the students' academic performance. This result entails that students' academic performance depends largely upon the quality of the teacher, especially in terms of knowledge of the subject matter.

TABLE 2

**EXTENT OF INSTRUCTIONAL SUPERVISION SKILLS OF SCHOOL HEADS AND MASTER TEACHERS
IN TERMS OF TEACHING STRATEGY**

Teaching Strategy	Weighted Mean	Description	Interpretation
1. Organizes and presents subject matter clearly and coherently	3.87	Very Good	High
2. Communicates ideas effectively in English/Filipino	3.79	Very Good	High
3. Presents the lessons systematically	3.63	Very Good	High
4. Stimulates thinking and clarify lessons	3.74	Very Good	High
5. Adjust teaching methods to students' needs	3.81	Very Good	High
6. Uses variety of teaching techniques and methods	3.82	Very Good	High
7. Utilizes ICT instructions	3.86	Very Good	High
8. Encourages students to ask questions	3.84	Very Good	High
9. Provides challenging tasks	3.60	Very Good	High
10. Selects, prepares and utilizes instructional materials effectively	3.71	Very Good	High
AVERAGE	3.76	Very Good	High

Legend:

RANGES	DESCRIPTION	INTERPRETATION
4.21-5.00	Excellent	Very High
3.21-4.20	Very Good	High
2.61-3.40	Good	Average
1.81-2.60	Fair	Low
1.00-1.80	Poor	Very Low

Table 2 shows that the School Heads and Master teachers were rated with a meager weighted mean average of 3.76, by far the lowest of all skills surveyed. This implies that the Master teachers averagely utilized varied methods of

teaching for the students to develop their thinking ability skills, thus making them more creative and focused to the topics presented during the teaching-learning process. It is on this specific skill that all indicators received a “Very Good” rating and interpreted as “High” despite varying point/s difference. Item number 1, “Organizes and presents subject matter clearly and coherently” and 7, “Utilizes ICT instructions” share the highest ratings while Item numbers 3, “Presents the lessons systematically” with 3.63 and 9, “Provides challenging tasks” got the lowest with 3.60. This implies that the Master teachers somehow are tech savvy and are prominent in using ICT integration since the school itself houses IT experts from various Higher Education Institutions (HEIs) prior to their entrance to DepEd. However, they fell short in “providing challenging tasks” because they are believed to be constricted to give difficult tasks to the students until mastery is achieved. The results of the study support the study of Dr. Isa et al., (2020), they concluded that teaching method has a great effect on students’ academic performance and the analysis showed that the discussion and demonstration teaching methods greatly improve the students’ academic performance than the lecture method which was passive, and teacher centered. Thus, choosing specific and appropriate teaching methods that could motivate the learners’ interests and objectives is one of the most important decisions a teacher should face.

TABLE 3

**EXTENT OF INSTRUCTIONAL SUPERVISION SKILLS OF SCHOOL HEADS AND MASTER TEACHERS
IN TERMS OF CLASSROOM MANAGEMENT SKILLS**

Classroom Management Skills	Weighted Mean	Description	Interpretation
1. Commands respect from the students	3.92	Very Good	High
2. Prepares adequately for the day's learning activities	4.01	Very Good	High
3. Ensures cleanliness and orderliness in the classroom	3.93	Very Good	High
4. Is keen in healthy and balanced instructions	3.94	Very Good	High
5. Utilizes class period productively	3.96	Very Good	High
6. Awakens the students' interests	3.92	Very Good	High
7. Administers tests effectively	3.96	Very Good	High
8. Achieves teaching objectives to the optimum degree	3.94	Very Good	High
9. Handles disciplinary problems effectively	4.02	Very Good	High
10. Makes the classroom atmosphere in cordial and cooperative	4.41	Excellent	Very High
AVERAGE	4.05	Very Good	High

Legend:

RANGES	DESCRIPTION	INTERPRETATION
4.21-5.00	Excellent	Very High
3.21-4.20	Very Good	High
2.61-3.40	Good	Average
1.81-2.60	Fair	Low
1.00-1.80	Poor	Very Low

Table 3 presents the classroom management skills of Master teachers, having a weighted mean average of 4.05 described as “Very Good” and interpreted as “High”. Mendoza et al, 2022, asserts in their study that senior high school teachers are very good classroom managers. They see to it they come to class ready and adequately prepared for every day’s learning activities. The findings of the study support the study of Nisar et al., (2019), they concluded that there is a positive significant moderate relationship between teachers’ perceived classroom management practices and student’ academic achievement. The current day teachers should be more vigilant to exercise according to the current day needs for the learners of the globe in the 21st century. It is the teachers who are to work hard to make a learner ready for practical life and to make them positive about further learning in practical life. Also, it can be gleaned from the table that the item “Makes the classroom atmosphere in cordial and cooperative for learning” earned the highest weighted mean of 4.41 described as “Very Good”. This is followed by “Handles disciplinary problems effectively” which has a weighted mean of 4.04 described as “Very Good”. Item numbers 1. “Commands respect from the students” and 6, “Awakens the students' interests” fell as the lowest having 3.92 apiece while indicator numbers 5, “Utilizes class period productively” and 7, “Administers tests effectively” share the same rating with 3.96 apiece. This implies that relationship-wise, Master teachers have not met much concern in disciplining the students since they are already in their prime of adulthood as Senior High School students. They are believed to be stable in reasoning and responsible enough for their actions.

TABLE 4

**EXTENT OF INSTRUCTIONAL SUPERVISION SKILLS OF SCHOOL HEADS
AND MASTER TEACHERS IN TERMS OF EVALUATION**

Evaluation	Weighted Mean	Description	Interpretation
1. Evaluates students' performance fairly	3.82	Very Good	High
2. Selects and utilizes criterion-referenced tests	4.00	Very Good	High
3. Analyzes and interprets evaluation results	3.83	Very Good	High
4. Utilizes test results in improving instructions	3.96	Very Good	High
5. Uses varied forms of evaluation tools	3.92	Very Good	High
6. Evaluates the performance of the students on the basis of course objectives	4.42	Excellent	Very High
7. Gives grades on the basis of students' performance	4.36	Excellent	Very High
8. Treats each student fair and square	4.34	Excellent	Very High
9. Exercises no favoritism	4.32	Excellent	Very High

10. Acts according to intellectual judgment	3.70	Very Good	High
AVERAGE	4.13	Very Good	Very Good

Legend:

<i>RANGES</i>	<i>DESCRIPTION</i>	<i>INTERPRETATION</i>
4.21-5.00	Excellent	Very High
3.21-4.20	Very Good	High
2.61-3.40	Good	Average
1.81-2.60	Fair	Low
1.00-1.80	Poor	Very Low

Table 4 depicts the evaluation skills of School heads and Master teachers; it is on these skills that they have received an Average mean of 4.13 described as “Very Good” and interpreted as “High”. This means that School heads and Master teachers adhere to DepEd Order No. 8 s. 2015 which further states that teachers should employ classroom assessment methods that are consistent with curriculum standards.

It is also in this battery of skills where Master teachers were rated with many “Excellent” remarks specifically indicators like “Evaluates the performance of the students on the basis of course objectives”, “gives grades on the basis of students’ performance”, “Treats students fair and square”, and “Exercise no favoritism”. This tells us that students’ grades are based on their performance in the classroom. Hence, the K to 12 Curriculum is outcome-based in terms of assessing the students. [5]. This order is a policy guideline in classroom assessment for the K to 12 Basic Education Program. It implies further that School heads and Master teachers have enough understanding on the utilization of criterion referenced tests in assessing the performance of the students.

Generally, the findings here are reinforced by Ragupathi and Lee (2020) when said that a rubric as an essential assessment tool can provide students with informative feedback on their strengths and weaknesses and prompts them to reflect on their own work. While it can be used as a mechanics to specify and communicate the expectations of an assignment to students, it can also be a secret scoring sheet used only by teachers to assess student’s work fairly, consistently, and efficiently.

TABLE 5

EXTENT OF INSTRUCTIONAL SUPERVISION SKILLS OF SCHOOL HEADS AND MASTER TEACHERS IN TERMS OF MENTORING SKILLS

Mentoring Skills	Weighted Mean	Description	Interpretation
1. Mentors co-teachers in content and skills	4.32	Excellent	Very High
2. Conducts echo-seminar for co-teachers	4.40	Excellent	Very High
3. Assists in designing capacity building programs for teachers	4.33	Excellent	Very High
4. Serves as a trainer in school-based INSET	5.00	Excellent	Very High

5. helps in the proper dissemination/implementation of school policies	3.32	Good	Average
6. Uses active listening as a means to improve communication	3.12	Good	Average
7. Conducts in-depth studies/researches	3.36	Good	Average
8. Provides guidance and assistance as novice teachers assume new roles	3.00	Good	Average
9. Provides variety of growth experiences	3.05	Good	Average
10. Provides help to new teachers in using curriculum guides	3.40	Good	Average
AVERAGE	3.69	Very Good	High

Legend:

RANGES	DESCRIPTION	INTERPRETATION
4.21-5.00	<i>Excellent</i>	<i>Very High</i>
3.21-4.20	<i>Very Good</i>	<i>High</i>
2.61-3.40	<i>Good</i>	<i>Average</i>
1.81-2.60	<i>Fair</i>	<i>Low</i>
1.00-1.80	<i>Poor</i>	<i>Very Low</i>

Table 5 delved on the most crucial part of this study; the mentoring skills of the School heads and master teachers. The weighted mean average received for the following skills under this table was 3.69, described as “Very Good” and interpreted as “High” by far the lowest of all the five (5) skills rated. This implies that teacher-respondents are undecided whether they are receiving quality mentoring from their heads or not. As cited by Dingal, 2023, Ensher and Murphy (2006) as cited by Gul, Demir and Criswell (2019) point out that mentoring is a formal master teacher leadership roles and skills that create cordial space for teachers to display their instructional practices as it directly brings value to the school community. It is found out that mentoring is a vital component of teacher development, which is a continual process of capacity building, figuring out better pathways to success, and providing the support teachers need to come together as communities of practice.

To note, this table is where master teachers received many “Average” interpretations while receiving 4 “Excellent” ratings. However, these “Excellent” ratings were relatively outnumbered by the “Good” ratings. This implies that teacher-respondents are undecided and neutral in their reflections with little to no experience of mentoring. Petrovska, S. et al. (2018) reinforced that mentoring is a complex, interactive process that takes place between people with different levels of experience and expertise, in which the expert (mentor) gives support to his colleague in order to become more efficient in the work and to contribute to the achievement of the goals of the institution. The ultimate goal of the mentoring process is professional development and career advancement. The mentoring process is an integral part of every sphere of life and work. Through this process: the general and specific work competencies of the mentee are being promoted, emotional support is given and the knowledge, skills and experience of the mentor are transferred to the mentee, and this directly improves the quality of work in the institution itself. Mentoring as a process has always existed in the sphere of education, regardless of the form in which it came through time (formal and informal). In the educational sphere, main participants in the mentoring process are the experienced teachers with conforming objectives and the beginner teacher who always exhibits proficient outcome of pupils’ performance.

TABLE 6
MEAN RATING OF THE DEPED-IPCRF RATINGS OF TEACHER-RESPONDENTS

RANGE	DESCRIPTION	FREQUENCY	PERCENTAGE	INTERPRETATION
4.55-5.00	OUTSTANDING	58	74	Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative.
4.00-4.54	VERY SATISFACTORY	19	24	Performance exceeded expectations. All goals, objectives, and target were achieved above the established standards.
3.55-3.99	SATISFACTORY	1	2	Performance met expectations in terms of quality of work, efficiency and timeliness. The most critical annual goals were met.
2.55-2.59	UNSATISFACTORY	0	0	
1.55-1.99	POOR	0	0	
TOTAL		78	100	
AVERAGE		4.93	OUTSTANDING	Extraordinary level of achievement and commitment

Legend: (Source: DepEd)

4.55-5.00 Outstanding- Performance represents an extraordinary level of achievement and commitment in terms of quality and time

4.00-4.54 Very satisfactory- performance exceeded expectations. All goals, objectives, and target were achieved above the established standards.

3.55-3.99 Satisfactory- Performance met expectations in terms of quality of work, efficiency and timeliness.

2.55-2.59 Unsatisfactory- Performance failed to meet expectations and/or one or more of the most goals were not met.

1.55-1.99 Poor- Performance was consistently below expectations and/or reasonable progress toward critical goals was not made.

As presented in Table 6, seventy-four (74%) of the total population of teachers got an “OUTSTANDING” rating while twenty-four (24%) received a “VERY SATISFACTORY” rating and two percent (2%) got a “SATISFACTORY” rating. It can be concluded that majority of the teachers are with extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. Therefore, Senior high school teachers are generally performing and independent as interpreted.

As cited by Mendoza et al, 2022, the findings of the study support the K to 12 Reform (R.A. 10533) in 2013 in changing the landscape of teacher quality requirements in the Philippines. The reform process warrants an equivalent supportive focus on teacher quality – high quality teachers who are properly equipped and prepared to assume the roles and functions of a K to 12 teachers. Nevertheless, teachers play a crucial role in nation building. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress (Llego, 2017).

TABLE 7

PEARSON CORRELATION OF THE FIVE (5) INSTRUCTIONAL SUPERVISION SKILLS VERSUS THE TEACHERS’ AVERAGE MEAN RATINGS OF IPCRF

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
MASTERY OF SUBJECT MATTER VS IPCRF	0.60	2.331	1.664	Reject Ho	Significant Relationship
TECAHING STRATEGY SKILLS VS IPCRF	0.62	2.531	1.664	Reject Ho	Significant Relationship
CLASSROOM MANAGEMENT SKILLS VS IPCRF	0.63	2.645	1.664	Reject Ho	Significant Relationship
EVALUATION SKILLS VS IPCRF	0.65	2.932	1.664	Reject Ho	Significant Relationship
MENTORING SKILLS VS IPCRF	0.61	2.432	1.664	Reject Ho	Significant Relationship

Table 7 presents the significant relationship between the instructional competence of the School heads and Master teachers and the performance of the teachers. As shown in the table, the instructional competence of the School heads and Master teachers was correlated with the performance of the teachers. Hence, the hypothesis which states that there is no significant relationship between the instructional supervision of the School heads and Master teachers in relation to the performance of the teachers was rejected. This means that there is a linear and direct relationship between the skills in instructional supervision of the School heads and Master teachers and the performance of the teachers. This implies further that the more skilled the school head/master teacher is, the greater is the chance for teachers to be performing and effective. According to Authors as cited by Laude et al (2018), competence gives the teacher the responsibility to present

evidence of the achievement of the students. The question is how teachers perform, identifies the competencies and relate to overall performance of the students according to the capacity. For the relationship between the Master teachers' instructional supervision skills on the competence on mastery of the subject matter skills, teaching strategies skills, classroom management skills, evaluation skills and mentoring skills assumed as non-correlational to the teachers' rating and their Individual Performance Commitment and Review Form (IPCRF) however, Table 7 contested this assumption with the following interpretations: Pearson r values of 0.60 was assigned to IPCRF versus mastery of the subject matter skills, while 0.62 for IPCRF against teaching strategies skills and 0.63 for IPCRF versus classroom management skills, then, 0.65 to IPCRF versus evaluation skills and 0.61 for IPCRF versus mentoring skills. Over-all, the results confer a significant relationship between the Senior High School Master teachers' instructional supervision skills and the performance and competence of teachers manifested in their IPCRF rating. Thereby resulted in the rejection of the Null hypothesis. This means that the Master teachers instructional supervision skills namely: mastery of the subject matter, teaching strategy skills, classroom management skills, evaluation skills, and mentoring skills have a direct impact with the teachers' Individual Performance Commitment and Review Form (IPCRF) rating. In summary, the findings highlight the evident instructional supervision skills of the School heads and Master teachers in relation to teachers' performance of Ormoc City Senior High School. This was supported by Echeche (2022) when she mentioned that although, Master teachers are very highly regarded by the teachers according to the result of the survey, they still need in need of improvements in some areas. As the author noted earlier, MTs need to be further engaged in continuous professional learning, mentor training, and adequate administrative support in taking up teacher leader responsibility.

IV. CONCLUSION

The results and findings of the study encapsulate its essence, emphasizing the rejection of its Null hypothesis where the trend shows an overwhelming high correlation between the instructional supervision skills among School heads and Master teachers and the outstanding performance of teachers. The Senior High School Heads and Master teachers have high proficiency in their instructional competency skills on mastery of the subject matter, classroom management, and evaluation. The findings imply that the better the performance of master teachers in their instructional leadership practices, the more competent the teachers are. Furthermore, the School Heads and Master teachers' instructional skills had significant effect with the teachers' Individual Performance Commitment and Review Form (IPCRF) ratings. However, the results poorly relate to the compelling reason this study was formulated since the mentoring skills of School Heads and Master teachers have little to no significant effect on pupils' academic performance based on the lowest rank the students had exemplified in the 2023 NAT results.

V. RECOMMENDATIONS

The following recommendations aim to enhance the instructional supervision skills of School heads and Master teachers, fostering a supportive and effective teaching environment thereby improving teacher performance; establish structured mentorship systems where Master teachers are paired with less experienced teachers. Although, is currently practiced by the TVL department but never been employed in other academic strands in the school covered by this study. Another, is to establish a system for collecting anonymous feedback from teachers about the supervision they receive from Master teachers; this feedback can provide valuable insights into areas where Master teachers excel and where they might need further development. Also, to encourage Master teachers to engage in action research projects focused on improving instructional supervision practices specifically in mentoring and come up with a Research Colloquium in the school level. Lastly, an extensive similar study is expected to be done; expanding it to other related variables like the academic performance of the students.

ACKNOWLEDGEMENT

A gratitude is expressed to some people who supported the researcher personally and professionally during this thesis completion. To Dr. Jasmine B. Misa, in showing me the true virtue of an adviser. To the members of my Thesis Committee and Panel Examiners headed by Dr. Bryant C. Acar, Chairman and Scribe of the Pre and Oral Examination panel, together with Dr. Annabelle A. Wenceslao and Dr. Elvin H. Wenceslao for their constructive criticisms. To the Dean of the Graduate Department of Western Leyte College, Dr. Sabina B. Con-ui, for her warm relations with all masterands. To my DepEd Ormoc City Division family headed by Dr. Carmelino P. Bernadas, for allowing me to conduct this study in our school. To my Ormoc City Senior High School family, headed by the supportive School Principal, Sheryl P. Catado and Asst. Principal Heracleo C. Juba, the faculty and staff, stakeholders and students for having been an instrument in the realization of this project. To the respondents, I am forever indebted. To Jemmar, Cecilia, Edna and Ikay, for the companionship and good judgment. To my family, as my consolation.

REFERENCES

- [1] Ali, Z. B. M., Wahi, W., & Yamat, H. (2018). A Review of Teacher Coaching and Mentoring Approach. *International Journal of Academic Research in Business and Social Sciences*, 8(8), 504-524.
- [2] Anike, M. S., Ayiene, A., & Mercy, E. E. (2015). Instructional Supervisory Practices and Teachers' Roles in Public Secondary Schools in Calabar South Local Government Area of Cross River State, Nigeria. *Journal of Education and Practice*, 6(23), 43-47.
- [3] Baluyos, G.R., et al. 2019. Teacher's Job Satisfaction and Work Performance. *Scirp.org/DOI 10.4236/jss. 2019, 78015 Vol.7 No.8*.
- [4] Bush, T., Glover, D., Ng, A. Y. M., & Romero, M. J. (2016). Master teachers as teacher leaders: evidence from Malaysia and the Philippines. *International studies in educational administration*, 43(2).
- [5] Caena, F., & Redecker, C. (2019). Aligning Teacher Competence Frameworks to 21st Century Challenges: The Case for the European Digital Competence Framework for Educators (Digcompedu). *European Journal of Education*, 54(3), 356-369.
- [6] Comighud, S. M. T., Futralan, M. C. Z., & Cordevilla, R. P. (2020). Instructional Supervision and Performance Evaluation: A Correlation of Factors.
- [7] Cruz, D. D., & Student, M. A. E. D. (2019). Effectiveness of Class Observation to the Performance of Teachers in Public Elementary School in the Division of Antipolo. *IJESC: International Journal of Engineering Science and Computing*, 9(3).
- [8] Curtis, R. (2013). *Finding a new way: Leveraging Teacher Leadership to Meet Unprecedented Demands*. Aspen Institute.
- [9] De la Cruz, M.M and Blanco, R.M. (____) Master Teachers as Instructional Leaders Amidst the Challenges of 21st Century Teaching learning. Bulacan: LUNDAY Research Journal of the Graduate School of Bulacan State University.

- [10] Diana, N., & Sukma, Y. (2021, May). The Effectiveness of Implementing Project-based Learning (PjBL) Model in STEM Education: A Literature Review. In *Journal of Physics: Conference Series* (Vol. 1882, No. 1, p. 012146). IOP Publishing.
- [11] Dingal, E. C. 2023. Effect of Mentoring Skills of Master Teachers and Pupils' Academic Performance. *International Journal of Advanced Multidisciplinary Studies*. Volume III, Issue 2 february 2023, eISSN: 2799-0664.
- [12] Echeche, G. M. (2022). Coaching and mentoring Practices of Master teachers towards Effective Teaching. www.ijsr.net. DOI 10.21275/SR 22630083559.
- [13] García, E., & Weiss, E. (2019). The Role of Early Career Supports, Continuous Professional Development, and Learning Communities in Teacher Shortage. The Fifth Report in 'The Perfect Storm in the Teacher Labor Market Series. Economic Policy Institute.
- [14] Garnett, B., Moore, M., Kidde, J., Ballysingh, T. A., Kervick, C. T., Bedinger, L., & Sparks, H. (2020). Needs and Readiness Assessments for Implementing School-wide Restorative Practices. *Improving Schools*, 23(1), 21-32.
- [15] Gestupa, G. M. 2023. Instructional Supervision and Technical Assistance of Master Teachers in the Division of Taguig City and Pateros. <https://doi.org/10.22214/ijraset.2023.49146/jss.2019>.
- [16] Gonzales, M. M., & Storti, R. (2019). Fostering a Culture of Innovation: A Case Study of Elementary School Principals in Costa Rica. *International Journal of Education Policy and Leadership*, 15(6), n6.
- [17] Guillén-Gámez, F. D., Mayorga-Fernández, M. J., Bravo-Agapito, J., & Escribano-Ortiz, D. (2021). Analysis of Teachers' Pedagogical Digital Competence: Identification of Factors Predicting their Acquisition. *Technology, Knowledge and Learning*, 26, 481-498.
- [18] Hakwendenda, P. C., & Njobvu, M. (2019). Student Mentoring during School Experience: Perceptions of Mentors and Student-teachers in Selected Primary Schools of Solwezi & Mufumbwe Districts in Zambia. *International Journal of Multidisciplinary Research & Development*, 6(2), 166-175.
- [19] Hattie, J. A., & Yates, G. C. (2014). Using Feedback to Promote Learning. *Applying Science of Learning in Education: Infusing Psychological Science into the Curriculum*, 45-58.
- [20] Higgins, S., Xiao, Z., & Katsipataki, M. (2012). The Impact of Digital Technology on Learning: A Summary for the Education Endowment Foundation. Full Report. Education Endowment Foundation.
- [21] Hossain, S. N. (Year). The Impact of Master Teachers on Teachers' Performance. *Journal of Educational Research*, Volume (Issue), Page numbers. <https://doi.org/xxxxx>
- [22] Ibrahim, N., Aziz, A. H. A., & Nambiar, R. M. (2013). What Master Teachers Do: A Case Study of Planning, Facilitating, Role Modelling, and Developing Materials. *International Education Studies*, 6(6), 86-94.
- [23] Ines, Jezreel. Dec. 7, 2023. [Rappler.com/Philippines/ deped-reaction-statement-program-international-student-assessment-result-2022](https://www.rappler.com/philippines/dep-ed-reaction-statement-program-international-student-assessment-result-2022).

-
- [24] Joo, B. K. B., Sushko, J. S., & McLean, G. N. (2012). Multiple Faces of Coaching: Manager-as-Coach, Executive Coaching, and Formal Mentoring. *Organization Development Journal*, 30(1), 19.
- [25] Kordestani, F., Aghdam, N. S. G., & Daneshfar, A. (2014). The Study of Elementary School Teachers' Professional Competencies and Comparing it with International Standards. *International Journal of Academic Research in Progressive Education and Development*, 3(4), 180-184.
- [26] Laude, T. M. et al. (2018). Master Teachers as Instructional Leaders. An Exploration of School Leadership Capacity in the Division of Biliran". *International Journal of Science Basic and Applied Research*.
- [27] Liebowitz, D. D., & Porter, L. (2019). The Effect of Principal behaviors on Student, Teacher, and School Outcomes: A Systematic Review and Meta-analysis of the Empirical Literature. *Review of Educational Research*, 89(5), 785-827.
- [28] Liesa-Orús, M., Latorre-Coscolluela, C., Vázquez-Toledo, S., & Sierra-Sánchez, V. (2020). The Technological Challenge Facing Higher Education Professors: Perceptions of ICT Tools for Developing 21st-century skills Sustainability, 12(13), 5339.
- [29] Matias, S. 2023. The Instructional Supervisory Competencies of master teachers in the Division of Rizal: Inputs for an Enhanced Professional Development Program. *Psych Educ Multidisc*. 14 (4), 489-512, doi: 10.5281/zenodo.8437399, ISSN2822-4353.
- [30] Joralie J. Mendoza, Susana C. Bautista (2022). Master Teachers' Leadership Practices, Instructional Competence and Performance of Senior High Teachers in the City Divisions of Laguna. *International Journal of Social Science and Education Research Studies*, 2(5), 107-122
- [31] Moore, D.R. 2015. Master teachers As Instructional Leaders: An Instrumental Case Study
- [32] Sumapal, H. 2023. Descriptive Study on the Instructional Supervision Practices of Bangsamoro School Heads: Evaluating Their Impact on Educational Improvement. *Researchgate.net*.
- [33] Usman, Y. D. 2022. The Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nassarawa State, Nigeria. *Researchgate.net*.