Leadership Practices and Institutional Strategies in Research Culture Development
DOI: https://doi.org/10.56738/issn29603986.geo2026.7.133
ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 1 – 2026 series

MASTER TEACHERS' INSTRUCTIONAL SUPERVISORY SKILLS AND TEACHERS' PERFORMANCE

Mieldy D. Demecino and Wilfredo O. Hermosura
Schools Division of Silay City/ Silay Institute, Inc., Silay City
mieldy.dingcong@deped.gov.ph
wohermosura@gmail.com

Abstract

This study determined the level of instructional supervisory skills of Master Teachers (MTs) and their relationship to teachers' performance in one of the districts of a medium-sized division in Central Philippines. The study focused on the three domains of supervision, namely mentoring and coaching, classroom observation, and monitoring of lesson plans, while considering demographic variables such as age, sex, educational attainment, and length of service. Using descriptive-comparative and correlational methods, data were gathered from teacher-respondents through validated survey instruments and analyzed using means, Mann-Whitney U-tests, and Spearman Rho correlation. Findings revealed that across all domains, MT's instructional supervisory skills were consistently rated at a high level, while teachers' performance was rated as very satisfactory. Relational analysis further showed no significant correlation between MT's supervisory skills and teachers' performance, suggesting that while supervision is valued, it does not directly predict performance outcomes. Based on the lowest mean items per domain, targeted programs were recommended: Reflective Practice Mentoring Circles to strengthen mentoring and reflective dialogue, a Consistency in Classroom Observation Initiative to ensure regular and systematic observation, and Lesson Plan Coherence Enhancement Clinics to improve feedback on lesson plan structure. In conclusion, the study underscores the importance of sustaining high-quality supervisory practices while recognizing demographic differences in perception.

***Keywords*:** Master teachers, supervisory skills, teachers' performance

Bio-profile

Mieldy D. Demecino is a tenured public elementary school teacher who personally believed that "every child is important", thus it has been her personal crusade to advance, within her means and limited capacity, that children, from both poor and rich families, are given equal opportunity in receiving quality education. Ms. Demecino completed her Bachelor's in Elementary Education at (insert name of school). She took her master's in Administration and Supervision at STI-West Negros University.

Dr. Wilfredo O. Hermosura spent nearly 5 decades of his life as an educator, researcher, and academic leader. He graduated with a Bachelor's in Secondary Education from West Negros College, Cum Laude. He completed his master's in language at the University of the Philippines System and was later sent to Lancaster University in England through a government grant to specialize in reading and linguistics. He completed his Doctor of Education at Carlos Hilado Memorial State College. He served as Regional Supervisor for Filipino and Early Childhood Education and later served as Principal IV of Dona Montserrat Lopez Memorial High School in Silay City. He also served as the Vice President for Academic Affairs at STI West Negros University. Currently, he is the research director of Silay Institute, Inc. and the interim President of Silay City College.

Introduction

DOI: https://doi.org/10.56738/issn29603986.geo2026.7.133
ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 1 – 2026 series

Rationale

Globally, Master Teachers (MTs) are recognized as instructional leaders who play a critical role in improving teaching quality and student outcomes. Globally, in Malaysia, Chile, and the US, MTs are redefined as staff-development leaders, curriculum experts, and pedagogical coaches who, through direct teaching, feedback, and joint lesson planning, induct other educators (Montecinos et al., 2019).

Effectively, their teaching practices serve as blueprints for others in the school community; besides this, they initiate and facilitate school-wide improvement and professional development programs. On the other hand, research to the contrary reveals that MTs are subjected to several issues that compete for their attention, thereby compromising their functionality. Consider one case: excessive paperwork combined with limited time to guide others (Spillaine & Healey, 2010; Bayaua, 2025). School managers in the area may also encounter the same issue. Although mentors in the Philippines conduct classroom checks, the impact of these checks on teaching quality remains unclear and has not been thoroughly studied.

Recognizing the need to bridge instructional gaps and raise the quality of teaching, the Department of Education (DepEd) has made the Master Teachers' (MT) role a core element of education through policy implementation, as outlined in DepEd Memorandum No. 253, s. 2022, which enforces the preparation of monthly supervisory plans, classroom observations, and technical facilitation. More recently, DepEd Order No. 8, s. 2023 introduced the Revised Guidelines on the Implementation of the Results-Based Performance Management System (RPMS) for Teachers and School Heads. This command clarifies the role of Master Teachers, stipulating that their supervisory practices should align with the Philippine Professional Standards for Teachers (PPST). The order emphasizes the importance of referral, coaching, and instructional support in enhancing teacher performance. The document highlights that MTs are expected to be catalysts for professional growth; therefore, supervision should not only be evaluative but also developmental in nature.

However, even with these systems, gaps persist. The research has found that MTs are burdened with heavy teaching loads, lack proper training, and do not have enough time to carry out productive supervision (Belbestre & Chieng, 2024). Additionally, some teachers believe they receive little benefit from the interventions of MTs, as they claim to receive limited feedback, that classroom observations are not always conducted, and that their supervisors' roles are unclear (Glover et al., 2016). These challenges reveal a disconnect between policy expectations and actual practice, raising critical questions about how MTs operationalize their supervisory functions in diverse school contexts.

Thus, this research aimed to investigate the correlation between the Master Teachers' instructional supervision and the teachers' performance, and as such, it was intended to provide evidence-based insights to facilitate instructional leadership and improve professional development.

Literature Review

Instructional supervision holds a unique place in the education system and deserves prominent attention. In contemporary Nigeria, instructional supervision is defined as the process of strengthening teachers' professional development, developing curriculum, and refining classroom teaching skills through democratic interactions between teachers and supervisors (Okendu, 2016).

In the school system, it is the responsibility of the school head, Master Teachers, and department heads to develop and maintain teachers' competence. The instructional supervisory

DOI: https://doi.org/10.56738/issn29603986.geo2026.7.133
ISSN 2960-3986
GEO Global Educators Professional Enhancement International Inc.
GEO Academic Journal Vol. 7 No. 1 – 2026 series

activities of the school head include checking teachers' lesson notes, schemes of work, pupils' notes, teachers' punctuality, and regularity in class, as well as classroom observation, demonstrations, conferencing, workshops, micro-teaching, moderation of examination question papers, and moderation of marking schemes, among others. To carry out these tasks, the school head, Master Teachers, and department heads must have supervisory capacity to enforce these responsibilities and also encourage teachers to utilize their talents when necessary so that instruction and instructional procedures can be improved (Suele, Ameh, & Egbai, 2015).

Le et al (2016) have suggested two general categories of technical assistance: content-driven and relationship-based. Content-driven technical assistance typically involves sharing information, making referrals, and relying on data-based resources. Relationship-based technical assistance focuses on building partnerships among technical assistance providers and various stakeholder groups to promote positive and productive changes in individuals, organizations, and systems that support the implementation of these efforts. Scholars have further categorized technical assistance by level of intensity. Basic, or generalized, technical assistance focuses on raising awareness through education and support. Individualized technical assistance is tailored to meet the unique needs of individual stakeholder groups, and intensive technical assistance promotes new knowledge through concentrated efforts aimed at supporting organization- and system-level changes.

Technical assistance, in its broadest definition, encompasses professional development, coaching and mentoring, consultancy, and other support services provided to programs and organizations to promote change or the adoption of evidence-based or innovative approaches. The absence of a widely agreed-upon definition of technical help prompted various professionals to develop working definitions. A content analysis of these working definitions reveals common themes, including capacity building, quality implementation, and quality improvement (Skaalvik et al., 2021).

In the school system, it is the responsibility of the school head, Master Teachers, and department heads to develop and maintain teachers' competence. The instructional supervisory activities of the school head include checking teachers' lesson notes, schemes of work, pupils' notes, teachers' punctuality, and regularity in class, as well as classroom observation, demonstrations, conferencing, workshops, micro-teaching, moderation of examination question papers, and moderation of marking schemes, among others. To carry out these tasks, the school head, Master Teachers, and department heads must have supervisory capacity to enforce these responsibilities and also encourage teachers to utilize their talents when necessary so that instruction and instructional procedures can be improved (Suele, Ameh, & Egbai, 2015).

This result resonates with the findings of Alibakhshi and Dehvari (2020), who emphasized that instructional supervision often prioritizes individualized support over collaborative learning structures. Similarly, Poekert, Alexandrou, and Shannon (2021) highlighted that classroom observation is most impactful when paired with reflective dialogue that helps teachers internalize feedback and connect it to their instructional growth. In line with this, Kraft, Blazar, and Hogan (2020) demonstrated through their meta-analysis that while coaching and observation significantly improve teaching practices, the sustainability of these gains depends on consistent implementation and actionable follow-up support.

Overall, the findings highlight that Master Teachers excel in promoting learner-centered approaches and differentiated instruction. However, they need to strengthen their feedback mechanisms regarding lesson plan coherence, assessment alignment, and time management. This aligns with Skaalvik and Skaalvik (2021), who support the idea that supervisory support enhances teacher confidence and resilience, but also cautioned that inconsistent feedback practices can limit long-term instructional improvement.

DOI: https://doi.org/10.56738/issn29603986.geo2026.7.133
ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 1 – 2026 series

Sule, Ameh, and Egbai (2015) evaluated the relationship between instructional supervisory techniques and teachers' role efficacy in public secondary schools in Calabar South LGA, Cross River State. Two null hypotheses were developed to guide the investigation. The study employed an ex post facto research design. The study population consists of all public secondary school principals and instructors in the study area. There are six principals and four hundred thirty-three (433) instructors. A simple random sample procedure was utilized to choose one hundred and ninety-five (195) teachers from six (6) public secondary schools. A well-structured questionnaire, tagged "Instructional Supervisory Practices Questionnaire (ISPQ) and Teachers' Role Effectiveness Questionnaire (TREQ)", was used for data collection. The results of the analysis revealed a significant positive relationship between instructional supervisory practices, specifically classroom observation, and teachers' role effectiveness. The results also revealed a significant positive relationship between instructional supervisory practices, specifically checking teachers' lesson notes, and teachers' role effectiveness.

There was also a significant relationship between the supervisory practices and teaching performance of public secondary school teachers in the San Jose district, particularly in terms of their curriculum, instruction, and communication. Thus, based on the study's conclusion, it is recommended that school heads establish a supervision mechanism for teachers, maintain the improvement of teaching performance affected by the educational attainment of school heads, and consider implementing a program for continuous professional development. Variables such as gender, educational attainment, and specialization were not found to be significantly related to supervisory practices. Moreover, a significant relationship was found between the profile variables and the teaching performance of the public.

Theoretical Underpinnings

This study was anchored on the theories of Leader-Member Exchange (LMX) and the theory of Performance by Richard Schechner (1985). LMX Theory posits that leaders develop unique, dyadic relationships with each member rather than treating all subordinates uniformly. These relationships range from high-quality exchanges (characterized by trust, respect, and mutual obligation) to low-quality exchanges (transactional, limited, and formal).

The theory, when used as a basis for explaining instructional supervision, describes the interactions of both kinds, i.e., qualitative and quantitative, between MTs and teachers, which are understandable. Qualitative interactions are those in which Master Teachers, through effective mentoring, build strong relationships with classroom teachers, thus providing them with continuous feedback, coaching, and professional support. Teachers being the "in-group" in such a setting usually have more energy, better performance, and stronger professional development. Quantitatively, such exchanges may occur when supervision is solely for compliance, i.e., through checklists (e.g., monitoring of lesson plans without developmental feedback), resulting in weaker engagement and minimal impact on teacher performance.

With respect to mentoring and coaching, LMX highlights the significance of relational trust. Teachers who consider their Master Teachers as supportive mentors are more willing to self-examine and improve their classroom practices. Regarding classroom observation, conducting it regularly and consistently strengthens leader-member exchanges, as teachers recognize the support and guidance they receive, rather than merely receiving an evaluation. As to monitoring of lesson plans, feedback on coherence and structure becomes more impactful when delivered within a high-quality exchange, where teachers view supervisory input as constructive rather than critical. On the other hand,

DOI: https://doi.org/10.56738/issn29603986.geo2026.7.133
ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 1 – 2026 series

Schechner's Theory of Performance (1985) expands the concept of performance beyond the stage, viewing it as a social and cultural act that occurs in everyday life. He emphasizes restored behavior—actions that are rehearsed and repeated—and the transformative power of performance in shaping identity, behavior, and outcomes.

This theory also connects with this research, as instructional supervision is a demonstration of a person's abilities. MTs are involved in very planned activities, such as classroom observations, feedback sessions, and mentoring, which, according to Schechner, are ritualized performances. These are the main similarities: MTs "perform" expertise through demonstration lessons—delivering instructions that teachers internalize and replicate, as well as modeled behaviors similar to those restored through performance. Learning environment MTs change classroom culture through both symbolic and behavioral means. Curriculum and planning meetings become performative places where characters, expectations, and norms are enacted. Schechner's point of view is instrumental in viewing the different stages of instructional supervision as a profoundly human, identity-shaping, and relational process, where both MTs and teachers, through repeated and deliberate actions, co-create new meanings.

Objectives

This study aimed to determine the level of Master Teachers' instructional supervisory skills in relation to the level of teachers' performance in one of the districts of a medium-sized division in Central Philippines for the School Year 2024-2025. Specifically, it aimed to assess 1) the profile of the respondents; 2) the level of Master Teachers' instructional supervisory skills in terms of mentoring and coaching, classroom observation, and monitoring of lessons; 3) determine the level of teachers' performance when grouped according to the aforementioned variables; 4)whether there were any significant differences in the level of Master Teachers' instructional supervisory skills when grouped and compared according to the aforementioned variables; and 5) whether there was a significant relationship between the level of Master Teachers' instructional supervisory skills and teachers' performance.

Methodology

This section discusses the methods used to gather and analyze the data based on the specific predetermined objectives. This outline includes the research design, subject-respondents, research instruments, data collection procedures, ethical considerations, data analysis, and statistical methods.

Research Design

This study employed a descriptive research design to determine the instructional supervisory skills of Master Teachers in relation to teachers' performance in one of the medium-sized divisions in Central Philippines for the 2022-2023 school year. Descriptive design is appropriate for this study because it aims to identify the prevailing conditions, relationships, held opinions and beliefs, processes, effects, and developing trends. The design is a scientific method in which a subject's behavior is observed and described without any manipulation (Calmorin, 2016).

Respondents

DOI: https://doi.org/10.56738/issn29603986.geo2026.7.133
ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 1 – 2026 series

The respondents were 105 public elementary school teachers, distributed across five schools. Since the total number of target respondents was quite manageable, the total enumeration was employed. Total enumeration is a type of purposive sampling where the researcher includes every member of a tiny, specific population in the study. Also known as census sampling, it is used when the population is small enough, and all individuals share a particular characteristic, such as all employees in a small cybersecurity team or all patients with a rare disease (Laerd Statistics, 2021).

Instrument

This study employed a self-designed questionnaire to assess the instructional supervision of Master Teachers. The questionnaire was divided into two parts. This study employed a self-designed questionnaire to assess the instructional supervision of Master Teachers. The questionnaire was divided into two parts. The teachers were asked to rate each item using a five-point Likert scale, which ranges from 5 as always, 4 as often, 3 as sometimes, 2 as rarely, to 1 as never, reflecting their perceptions and experiences. This scale captures their quantitative data to analyze and interpret the participants' responses systematically.

Procedure for Data Collection

A formal letter was submitted to the office of the Schools Division Superintendent, asking permission and seeking approval to conduct the study after establishing the validity and reliability test of the instrument. Upon approval, the approved copy was furnished to the School Heads, and the administration of the instrument was arranged with said School Heads. Data collection was conducted face-to-face for three days, and was collected after 2 days, ensuring timely retrieval.

Data Analysis and Statistical Treatment

Objective 1 used a descriptive analytical scheme and frequency count and percentage distribution as statistical tool to determine the profile of the respondents in terms of age, sex, highest educational attainment, and length of service. Objective 2 also used a descriptive analytical scheme and mean as a statistical tool to determine the level of Master Teachers' instructional supervisory skills in terms of mentoring and coaching, classroom observation, and monitoring of lessons. Objective 3 likewise used a descriptive analytical scheme and mean as a statistical tool to determine the level of teachers' performance when grouped by the aforementioned variables. Meanwhile, objective 4 used the comparative analytical scheme and Mann-Whitney U Test to determine if there were any significant differences in the level of Master Teachers' instructional supervisory skills when grouped and compared according to the aforementioned variables. Finally, objective 5 used the relational analytical scheme and Spearman's rho to determine if there was a significant relationship between the level of Master Teachers' instructional supervisory skills and teachers' performance.

Ethical Considerations

Under the Data Privacy Act of 2012, particularly regarding the researcher's and analyst's access to data, the researcher ensured that no personal data compromising the respondents' identities was stored on any device. The researcher was the only person with access to all the data gathered. As such, participants were fully informed about the procedures of the entire research and were

DOI: https://doi.org/10.56738/issn29603986.geo2026.7.133
ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 1 – 2026 series

encouraged to participate by signing a consent form. Additionally, participants were assured that the information they shared would not be disclosed to the public or anyone else. Likewise, all collected materials were disposed of appropriately, and participants could withdraw their participation at any point during this research study voluntarily. Anonymity would be assured in the study report.

Results and Discussions

This section summarizes the study's findings, which come from careful data gathering, in-depth analysis, and thoughtful interpretation. After this, meaningful conclusions were drawn from the initial phase, offering valuable insights.

Profile of the Respondents in terms of Age, Sex, Highest Educational Attainment, and Length of Service

Table 1
Profile of the Respondents

Variable	Groupings	Frequency	Percentage
Age	Older (45 years old and above)	36	34.30
	Younger (Below 45 years old)	69	65.70
Sex	Male	51	48.60
	Female	54	51.40
Educational Attainment	Lower	35	33.30
	Higher	70	66.70
Length of Service	Shorter (Less than 15 years)	62	59.00
	Longer (15 years or more)	43	41.00
	Total	105	100.00

Table 1 reveals the demographic profile of the respondents. Overall, the respondent's profile indicates that the teaching staff is predominantly young, possesses a strong academic background, and has moderate experience. This demographic background is crucial when considering how the supervisory skills of master teachers can enhance performance. Younger teachers will likely be more open to supervisory feedback. In contrast, experienced teachers will be able to provide more profound insights into the instructional practices that have been in place for a long time.

Descriptive Analysis on the Level of Master Teachers' Instructional Supervisory Skills in terms of Mentoring and Coaching, Classroom Observation, and Monitoring of Lesson Plans

Table 3
Master Teachers' Instructional Supervisory Skills in terms of Mentoring and Coaching

DOI: https://doi.org/10.56738/issn29603986.geo2026.7.133
ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 1 – 2026 series

Statement	Mean	Interpretation
1. The Master Teacher provides timely and constructive feedback on my instructional practices	3.50	High Level
2. The Master Teacher provides individualized coaching support to improve my teaching strategies.	3.53	High Level
3. The Master Teacher mentors me and helps me reflect on how to refine my classroom practices.	3.27	Moderate Level
4. The Master Teacher shows me effective mentoring models and teaching techniques during coaching sessions.	3.72	High Level
5. The Master Teacher supports me in setting professional growth goals through mentoring.	3.51	High Level
6. The Master Teacher conducts coaching sessions that are aligned with my instructional needs and challenges.	3.51	High Level
7. The Master Teacher mentors and encourages me to use collaborative problem-solving and peer learning.	3.26	Moderate Level
8. The Master Teacher gives me opportunities to observe best practices through mentoring.	3.74	High Level
9. The Master Teacher helps me improve the engagement and learning outcomes of students.	3.50	High Level
10. The Master Teacher helps me to participate in structured mentoring and coaching activities regularly.	3.51	High Level
Overall Mean	**3.51**	**High Level**

Table 2 reveals that the overall mean score is 3.51, interpreted as a high level. Line item 8, which states, "The Master Teacher gives me opportunities to observe best practices through mentoring," received the highest mean score of 3.74, interpreted as "high level." On the other hand, line item 7, which states, "The Master Teacher mentors and encourages me to use collaborative problem-solving and peer learning," got the lowest mean score of 3.26, interpreted as "moderate level".

This implies that while Master Teachers are effective in providing individualized coaching and feedback, they may be less engaged in fostering collaborative approaches such as peer mentoring and collective problem-solving. This result resonates with the findings of Alibakhshi and Dehvari (2020), who emphasized that instructional supervision often prioritizes individualized support over collaborative learning structures.

Table 3
Master Teachers' Instructional Supervisory Skills in terms of Classroom Observation

Statement	Mean	Interpretation
1. The master teacher conducts classroom observations respectfully and professionally.	3.50	High Level

DOI: https://doi.org/10.56738/issn29603986.geo2026.7.133
ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 1 – 2026 series

2. The master teacher ensures that observation feedback focuses on improving instructional delivery.	3.51	High Level
3. The master teacher informs me in advance about the objectives of classroom observations.	3.22	Moderate Level
4. The master teacher helps me understand areas for improvement in post-observation conferences.	3.79	High Level
5. The master teacher uses observation tools that are aligned with instructional standards	3.51	High Level
6. The master teacher provides actionable recommendations after each observation.	3.48	Moderate Level
7. The master teacher conducts regular and consistent observations.	3.21	Moderate Level
8. The master teacher helps me synthesize how classroom observations contribute to my professional growth.	3.78	High Level
9. The master teacher helps me reflect on teaching practices, and the observation process promotes reflective teaching practices.	3.51	High Level
10. The master teacher uses observations to support, not evaluate, my teaching performance.	3.49	Moderate Level
Overall Mean	**3.50**	**High Level**

Table 3 shows that the overall mean score is 3.50, interpreted as a high level.

Line item 4, which states, "The Master Teacher helps me understand areas for improvement in post-observation conferences," received the highest mean score of 3.79, indicating a high level of instructional supervisory skills.

On the other hand, line item 7, which states, "The Master Teacher conducts observations regularly and consistently," received the lowest mean score of 3.21, interpreted as a moderate level. The results highlight that Master Teachers excel in conducting professional and respectful observations, providing actionable feedback, and promoting reflective teaching practices. However, there is room to strengthen the systematic scheduling and consistency of classroom observations, ensuring that teachers receive ongoing support rather than sporadic supervision.

This finding aligns with the insights of Poekert, Alexandrou, and Shannon (2021), who highlighted that classroom observation is most impactful when paired with reflective dialogue that helps teachers internalize feedback and connect it to their instructional growth. Likewise, Kraft, Blazar, and Hogan (2020) emphasized through their meta-analysis that while coaching and observation significantly improve teaching practices, the sustainability of these gains depends on consistent implementation and actionable follow-up support.

Table 4
Master Teachers' Instructional Supervisory Skills in terms of Monitoring of Lesson Plans

Statements	Mean	Interpretation
1. The Master Teacher checks lesson plans for alignment with curriculum standards.	3.50	High Level

DOI: https://doi.org/10.56738/issn29603986.geo2026.7.133
ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 1 – 2026 series

2. The Master Teacher conducts monitoring of lesson delivery to ensure that instructional objectives are clearly defined and understood.	3.49	Moderate Level
3. The Master Teacher provides feedback on the coherence and structure of my lesson plans.	3.20	Moderate Level
4. The Master Teacher monitors and helps me integrate differentiated instruction strategies.	3.78	High Level
5. The Master Teacher reviews instructional materials for relevance and effectiveness.	3.51	High Level
6. The Master Teacher checks for assessment alignment with learning outcomes.	3.47	Moderate Level
7. The Master Teacher guides me in improving time management within my lesson delivery.	3.23	Moderate Level
8. The Master Teacher provides support in integrating learner-centered approaches.	3.80	High Level
9. The Master Teacher supports and encourages adaptation of lessons based on student performance data.	3.51	High Level
10. The Master Teacher monitors my instructional planning and delivery to ensure my strategies align with the required processes.	3.49	Moderate Level
Overall Mean	**3.50**	**High Level**

Table 4 reveals that the overall mean score is 3.50, indicating a high level of instructional supervisory skills.

Line item 8, which states, “The Master Teacher provides support in the integration of learner-centered approaches,” received the highest mean score of 3.80, indicating a high level of instructional supervisory skills.

On the other hand, line item 3, which states, “The Master Teacher provides feedback on the coherence and structure of my lesson plans,” received the lowest mean score of 3.20, interpreted as a moderate level. This implies that while Master Teachers are effective in monitoring curriculum alignment and instructional materials, there may be gaps in providing detailed feedback on lesson plan coherence and structure.

This result is negated by Zepeda and Lanoue (2020), who argued that adequate instructional supervision requires systematic and detailed feedback on lesson planning as a cornerstone of teacher development. The relatively lower score here suggests that such practices may not be consistently implemented in the studied context. On the whole, the research illuminates that Master Teachers are outstanding in the facilitation of learner-centered methods and the use of differentiated instruction. However, they are required to intensify their interaction by providing feedback through the coherence of the lesson plan, the alignment of assessments, and effective time management. This is in agreement with Skaalvik and Skaalvik (2021), who maintain the view that support from the supervisor increases the teacher's self-assurance and stamina. However, they also warn that inconsistency in feedback practices may hinder instructional improvement over a longer duration.

Descriptive Analysis on the Level of Teachers’ Performance when grouped according to the aforementioned Variables

Table 5

DOI: https://doi.org/10.56738/issn29603986.geo2026.7.133
ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 1 – 2026 series

Level of Teachers' Performance when grouped according to Age, Sex, HEA, and Length of Service

Variable	Category	Mean	Interpretation
Age	Older	4.42	Very Satisfactory
	Younger	4.44	Very Satisfactory
Sex	Male	4.42	Very Satisfactory
	Female	4.45	Very Satisfactory
Educational Attainment	Bachelor	4.45	Very Satisfactory
	Masteral	4.42	Very Satisfactory
Length of Service	Shorter	4.45	Very Satisfactory
	Longer	4.41	Very Satisfactory

Table 5 shows that the level of teachers' performance, when grouped according to demographic variables, consistently falls within the "very satisfactory" level. This indicates that regardless of age, sex, educational attainment, or length of service, teachers generally demonstrate strong performance under the instructional supervision of Master Teachers.

The result suggests that younger teachers may be more responsive to supervisory practices, possibly due to their openness to new strategies and reliance on structured guidance.When grouped by sex, the results showed that female teachers' stronger perception of supervisory support, aligning with earlier findings that they tend to rate mentoring and coaching more favorably. When teachers' educational levels were considered, results showed that school teachers with lower educational attainment may be the ones who will derive more direct benefits from supervisory practices. In contrast, those with higher educational attainment may be able to develop their professional growth independently. Analysis by difference in years of service unveils that teachers with shorter service achieved a higher mean score than those with longer service, hence, the impact of supervision may be more positive for new teachers This result is supported by Kraft, Blazar, and Hogan (2020), who found that coaching and supervisory interventions often have a more substantial impact on early-career and less academically advanced teachers. However, Bush (2020) noted that experienced and highly qualified teachers may prefer supervisory practices that validate their existing approaches rather than reshape their instructional methods, which negates the expectation that all groups would equally benefit from supervision.

Comparative Analysis of the Level of Master Teachers' Instructional Skills in the areas of Mentoring and Coaching, Teachers' Observation, and Monitoring of Lesson Plan when Grouped according to Age, Sex, Educational Attainment, and Length of Service

Table 6
Significant Difference in the Level of Master Teachers' Instructional Supervisory Skills in terms of Mentoring and Coaching

Variable	Category	N	Mean Rank	Mann-Whitney U-test	p-value	Sig. level	Interpretation
Age	Older	36	40.49	791.5	0.001	0.05	Significant
	Younger	69	59.53				

DOI: https://doi.org/10.56738/issn29603986.geo2026.7.133
ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 1 – 2026 series

Sex	Male	51	29.20	2591.0	0.001		Significant
	Female	54	75.48				
Educational Attainment	Bachelor	35	30.42	2812.82	0.001		Significant
	Masteral	70	72.63				
Length of Service	Shorter	62	62.90	719.0	0.001		Significant
	Longer	43	38.72				

Table 6 shows that there is a significant difference between the teachers' age, sex, educational attainment, and length of service in the level of their instructional supervisory skills in mentoring and coaching. The p-values for age (0.001), sex (<0.001), educational attainment (0.001), and length of service (<0.001) are all less than the 0.05 threshold; therefore, the null hypothesis for these variables is rejected.

These results demonstrate that tailoring supervision to meet the needs of different groups is crucial. For younger individuals, women, and graduates with a bachelor's degree, particularly those new to the job, mentoring is more effective. In contrast, older, male, highly qualified, and longer-serving teachers may prefer supervisory approaches that validate their expertise rather than reshape their instructional practices (Kraft, Blazar, & Hogan, 2020; Poekert, Alexandrou, & Shannon, 2021; Bush, 2020).

Consequently, school leaders should design differentiated supervisory frameworks that balance structured mentoring for newer teachers with reflective, expertise-validating approaches for veteran educators. Ensuring inclusive access to coaching and teachers' mentoring opportunities across demographic groups can foster a more equitable, resilient, and high-performing teaching force.

Table 7

Significant Difference in the Level of Master Teachers' Instructional Supervisory Skills in Terms of Classroom Observation

Variable	Category	N	Mean Rank	Mann-Whitney U-test	p-value	Sig. level	Interpretation
Age	Older	36	60.50	724.5	0.001		Significant
	Younger	69	38.63				
Sex	Male	51	28.58	2622.5	0.001		Significant
	Female	54	76.06				
Educational Attainment	Lower	35	3	2452.8	0.001	0.05	Significant
	Higher	70	3				
Length of Service	Shorter	62	64.02	649.5	0.001		Significant
	Longer	43	37.10				

Table 7 reveals a statistically significant difference in the level of teachers' instructional supervisory skills during classroom observations when grouped by age, sex, educational attainment, and length of service. The p-values for age (<0.001), sex (<0.001), educational attainment (<0.001), and length of service (<0.001) are all below the 0.05 threshold, leading to the rejection of the null hypothesis for these variables.

Older teachers (Mean Rank = 60.50) demonstrated stronger perceptions of classroom observation practices compared to younger teachers (Mean Rank = 38.63). This suggests that seasoned educators may value structured observation processes more highly, possibly due to their reliance on supervisory feedback to validate established practices. Overall, the findings confirm that significant differences exist across all demographic variables, with older, female, lower-attainment, and shorter-serving teachers consistently rating classroom observation practices more favorably. This highlights the importance of tailoring supervisory approaches to

DOI: https://doi.org/10.56738/issn29603986.geo2026.7.133
ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 1 – 2026 series

demographic contexts—balancing structured observation for newer and less qualified teachers with reflective, expertise-valued practices for veteran and highly skilled educators (Darling-Hammond, Hyler, & Gardner, 2020; Knight, 2021; Bush, 2020).

Table 8
Significant Difference in the Level of Master Teachers' Instructional Supervisory Skills in Terms of Monitoring of Lesson Plans

Variable	Category	N	Mean Rank	Mann-Whitney U-test	p-value	Sig. level	Interpretation
Age	Older	36	60.59	718.0	0.001	0.05	Significant
	Younger	69	38.44				
Sex	Male	51	28.68	2617.5	0.001		Significant
	Female	54	75.97				
Educational Attainment	Lower	35	32.67	2812.82	0.001		Significant
	Higher	70	70.				
Length of Service	Shorter	62	64.07	646.5	0.001		Significant
	Longer	43	37.03				

Table 8 reveals a statistically significant difference in the level of master teachers' instructional supervisory skills in monitoring lesson plans when grouped by age, sex, educational attainment, and length of service. The p-values for age (<0.001), sex (<0.001), educational attainment (<0.001), and length of service (<0.001) are all below the 0.05 threshold—leading to the rejection of the null hypothesis for these variables. Older teachers (Mean Rank = 60.59) demonstrated stronger perceptions of lesson plan monitoring compared to younger teachers (Mean Rank = 38.44). This suggests that seasoned educators may value supervisory practices that emphasize curriculum alignment and review of instructional materials, thereby reinforcing their established planning routines. Overall, the findings confirm that significant differences exist across all demographic variables, with older, female, lower-attainment, and shorter-serving teachers consistently rating lesson plan monitoring practices more favorably. This highlights the importance of tailoring supervisory approaches to demographic contexts—balancing structuring for newer and less qualified teachers with reflective, expertise-validating practices for veteran and highly qualified teachers (Alhija, 2021).

DOI: https://doi.org/10.56738/issn29603986.geo2026.7.133
ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 1 – 2026 series

Relational Analysis of Teachers' Instructional Supervisory Skills and Teachers' Performance

Table 22
Significant Relationship between the Level of Master Teachers' Instructional Supervisory Skills and Teachers' Performance

Variables	Spearman Rho	p-value	Sig. level	Interpretation
Level Teachers' Teacher's Instructional Supervisory Skills	teachers'038	0.700	0.05	Not Significant
Teachers' Level of Performance				

The relational analysis reveals that the correlation between Master Teachers' instructional supervisory skills and teachers' performance is very weak (Spearman rho = –0.038) and statistically insignificant (p = 0.700). This means that in this study, the supervisory skills of master teachers did not have a measurable influence on the performance levels of teachers. The negative value, though very close to zero, further indicates that there is no meaningful relationship between the two variables. This implies that the effectiveness of educators may be influenced by various factors beyond the competence of master teachers in supervision, such as the educator's teaching experience, professional growth opportunities, motivation, or the school environment. The argument presented here is that the conduct of supervisors may not be sufficient to lead to visible changes in teachers' behavior; thus, a comprehensive teacher STEM program might still be required. Since the result is not significant, the null hypothesis (which assumes no relationship between master teachers' supervisory skills and teachers' performance) is accepted. This confirms that, within the scope of this study, supervisory skills and teacher performance are statistically independent of each other.

This finding suggests that teachers' performance may be more strongly influenced by intrinsic factors (e.g., professional commitment, pedagogical competence, and classroom experience) and systemic supports (e.g., curriculum standards, institutional policies, and collaborative culture) rather than supervisory practices alone. It also reinforces the idea that instructional supervision primarily serves as a developmental and supportive mechanism, rather than a direct determinant of performance outcomes (Kraft, Blazar, & Hogan, 2020).

Conclusions

According to the survey results, most respondents were younger, slightly more female, mostly postgraduate degree holders, and less-experienced teachers. All in all, Teacher Masters' instructional supervisory skills and teachers' performance were both generally rated as very good and satisfactory, respectively. Moreover, the results reveal that Master Teachers' supervisory skills in the aforementioned areas, such as mentoring and coaching, classroom observation, and lesson plan monitoring, were consistently rated as high across demographic groups.

This reflects the strong presence of supervisory practices in schools, ensuring that teachers receive structured guidance and support regardless of age, sex, educational attainment, or length of service. Furthermore, significant differences emerged in how supervisory skills were perceived when categorized by demographic variables. It was observed that younger, female teachers who hold bachelor's degrees and those with shorter teaching experience were more likely to give higher ratings to supervisory practices. This may be because these groups are generally more open to receiving structured feedback and mentoring. On the other hand, it seems that older, male, highly qualified teachers with longer teaching experience may be more inclined to favor supervisory methods that recognize their expertise rather than change their existing practices.

DOI: https://doi.org/10.56738/issn29603986.geo2026.7.133
ISSN 2960-3986
GEO Academic Journal Vol. 7 No. 1 – 2026 series

Moreover, teachers' performance results did not exhibit a statistically significant difference when examined based on the same variables. This suggests that the level of teachers' performance is generally stable and satisfactory, regardless of their personal background; hence, the point that various intrinsic motivators, such as professional commitment and the availability of systemic support, have a greater impact on sustaining teacher performance than demographic characteristics.

Finally, the correlation study did not find any statistically significant association between the supervisory skills of Master Teachers and teachers' performance. This means that even if supervision is appreciated and seen in a positive light, it may not be directly related to the performance results. Instead, supervision serves as a supporting instrument that helps teachers further enhance their intrinsic motivation and professional competence. As educational leaders, it is imperative to establish varied supervisory models that integrate mentoring sessions for trainees and, at the same time, provide a platform for experienced teachers to self-assess and validate their expertise, thus promoting equal opportunity and continuous learning among the entire teaching staff.

Acknowledgment

The authors would like to express their gratitude to the panelists for their invaluable guidance and mentorship throughout this project. And of course, deep appreciation to their respective families for their unwavering support and belief in them. Their love and encouragement have been a source of strength throughout this study.

Authorship Contribution Statement

Demecino: Concept and design, literature review, data collection, analysis, and interpretation.
Hermosura: Final concept editing, guidance and supervision, and manuscript proof-reading.

Conflict of Interest

The authors declare the absence of any conflict of interest that could have influenced the content or conclusions of this paper. They affirm that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

References

Alibakhshi, G., & Dehvari, N. (2020). *Instructional Supervision and Teacher Professional Development: A qualitative study. International Journal of Instruction*, 13(4), 995–1012.

Belbestre, S. M., & Chieng, M. L. P. (2024). *Looking into the instructional leadership of Master Teachers during in-person classes: A phenomenology*. EPRA *International Journal of Multidisciplinary Research*.

Bouchamma, Y., & Michaud, C. (2020). *Teacher supervision practices: A comparative study of novice and experienced teachers*. *International Journal of Leadership in Education*, 23(4), 467–482.

Bush, T. (2020). *Theories of Educational Leadership and Management: Implications for Supervisory Feedback. Educational Management Administration & Leadership*, 48(3), 389–406.

DOI: https://doi.org/10.56738/issn29603986.geo2026.7.133
ISSN 2960-3986
GEO Global Educators Professional Enhancement International Inc.
GEO Academic Journal Vol. 7 No. 1 – 2026 series

Bush, T., Glover, D., Ng, A. Y. M., & Romero, M. J. (2018). *Master teachers as teacher leaders: Evidence from Malaysia and the Philippines. International Studies in Educational Administration*, 43(2), 19–40.

Glover, D., Bush, T., Ng, A. Y. M., & Romero, M. J. (2016). *Master teachers as teacher leaders: Evidence from Malaysia and the Philippines*. University of Nottingham Repository.

Okendu, J.N. (2016). *The Influence of the Instructional Process and Supervision on the Academic Performance of Secondary School Students in Rivers State, Nigeria*. *Academic Research international journal* 3(1): pp.147–151.

Poekert, P., Alexandrou, A., & Shannon, D. (2021). *Instructional coaching and observation: Building teacher capacity through reflective practice. Professional Development in Education*, 47(5), 813–829.

Skaalvik, E. M., & Skaalvik, S. (2021). *Teacher stress and classroom observation: The role of supervisory support. Teaching and Teacher Education*, 97, 103221.

Suele, A. & Egbai (2015). *Instructional Supervisory Practices and Teachers' Role effectiveness in Public Secondary Schools in Calabar South Local government area of Cross River State, Nigeria*. Journal of *Education and Practice*.