

# Gender – Based Role of Master Teachers in Instructional Supervision and Technical Assistance in San Jacinto District

Darryl O. Dejumo  
Osmeña Colleges, Masbate City, Philippines  
[darryl.dejumo001@deped.gov.ph](mailto:darryl.dejumo001@deped.gov.ph)

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## ABSTRACT

This study examined the gender-based role of Master Teachers in instructional supervision and technical assistance in the San Jacinto District. It determined the extent of Master Teachers' instructional supervision practices, the technical assistance they provided to support teaching and learning, and the perceived effectiveness of these practices in improving teaching performance. A mixed-methods research design was used, combining a descriptive survey with a phenomenological approach. Stratified random sampling was used to select 77 teachers from six schools, while complete enumeration was used for four school heads who supervised Master Teachers. Data were gathered through a validated questionnaire and semi-structured interviews. Quantitative data were analyzed using

frequency counts and weighted mean, while qualitative data were analyzed through thematic analysis. Findings revealed that Master Teachers always practiced instructional supervision, with a composite mean of 3.67, and always provided technical assistance, with a composite mean of 3.63. Their strongest supervisory practice was sharing best practices and insights to support instructional improvement, while regular classroom observation received the lowest mean although still interpreted as always. In technical assistance, collaboration in professional development and targeted coaching were strongly practiced, while mentoring teachers in action research received the lowest mean. Qualitative findings showed that Master Teachers strengthened teachers' content knowledge and pedagogical practices, promoted collaborative and reflective professional growth, enhanced classroom management and the learning environment, supported inclusive and learner-centered instruction, and improved instructional planning, assessment, and reporting. The study concludes that Master Teachers contribute substantially to teacher competence, confidence, and instructional improvement. It recommends adopting the proposed intervention, Strengthening Master Teachers' Continuous Classroom Observation and Instructional Supervision Practices, to improve supervisory consistency, classroom monitoring, coaching, mentoring, and research-based professional development.

**Keywords:** *Master Teachers, instructional supervision, technical assistance, gender-based role, teacher performance, San Jacinto District*

## INTRODUCTION

Quality education depends on teachers who are continuously supported, supervised, and developed within school-based professional systems. In the Philippines, the constitutional guarantee of education as a fundamental right is strengthened by the Governance of Basic Education Act of 2001, the Magna Carta for Public School Teachers, and the Enhanced Basic Education Act of 2013, all of which emphasize the responsibility of educational institutions and personnel to uphold effective instruction and professional growth (Philippine Constitution, 1987;

Republic Act No. 4670, 1966; Republic Act No. 9155, 2001; Republic Act No. 10533, 2013). These mandates are also aligned with Sustainable Development Goal 4 on quality education and Sustainable Development Goal 5 on gender equality, which call for inclusive, equitable, and gender-responsive educational leadership (United Nations, 2015).

Within this policy context, Master Teachers serve as school-based instructional leaders. Their responsibilities extend beyond classroom teaching to include mentoring, coaching, classroom observation, lesson planning support, curriculum alignment, assessment guidance, and technical assistance. These roles are consistent with the Philippine Professional Standards for Teachers, which identifies mentoring, professional collaboration, and instructional leadership as important dimensions of teacher quality (Department of Education [DepEd], 2017). Master Teachers therefore function as vital partners of school heads in improving teaching performance and cultivating a culture of reflective practice.

Instructional supervision is a major mechanism for improving teaching quality because it allows classroom practices to be observed, strengthened, and aligned with standards. Studies indicate that supervision, feedback, and technical assistance promote teacher efficacy, collaborative learning, and improved classroom performance (Castillo, 2025; Quilala & Tantiado, 2025; San Roque & Valle, 2025). Recent literature also emphasizes that instructional supervision and curriculum integration improve educational quality, while supervision practices can influence teacher collaboration, professional growth, work-life balance, and learner performance (Buday & Galigao, 2025; Capangpangan, 2021; Libit & Callo, 2024; Venezuela, 2025).

Despite existing policy frameworks and studies on instructional supervision, the specific gender-based role of Master Teachers in providing instructional supervision and technical assistance remains insufficiently explored in the local setting of San Jacinto District. Gender in this study was treated not as a basis for judging the superiority of male or female Master Teachers but as a conceptual lens for understanding how socially and culturally constructed expectations may influence professional interactions, leadership behavior, mentoring approaches, and decision-making practices. This study therefore examined the extent of Master Teachers' instructional supervision, the technical assistance they provided to support teaching and learning, and the effectiveness of these practices in improving teaching performance as perceived by school heads.

## Literature Review

### *Instructional Supervision and Teacher Development*

Instructional supervision is widely viewed as a developmental process that supports teacher competence, reflective practice, and instructional improvement. International literature emphasizes that systematic academic supervision, particularly when grounded in planning, implementation, feedback, and follow-up, enhances teacher competence and professional growth (Basin & Warta, 2026; Kurniawati et al., 2026). Supervision becomes most effective when it moves beyond compliance-oriented observation and becomes a sustained professional coaching process that helps teachers refine classroom strategies, align instruction with learning competencies, and improve student engagement.

The leadership dimension of supervision is also emphasized in current studies. Instructional leadership strengthens teacher effectiveness and contributes to students' academic resilience when school leaders provide monitoring, mentoring, and support for instructional improvement (Ahmad & Rizvi, 2026). Similarly, school head and Master Teacher supervision has been shown to influence teacher efficacy and performance, especially when feedback is constructive and supervision is perceived as developmental rather than punitive (Arshad et al., 2025; Pomentel, 2024; Reyes & Oropa, 2025). These findings support the need for supervisory practices that are consistent, reflective, and anchored on teacher development.

### *Technical Assistance, Coaching, and Collaborative Professional Learning*

Technical assistance provided by Master Teachers complements instructional supervision by offering direct support in lesson planning, teaching strategies, classroom management, assessment, instructional materials, and professional development. Studies on supervision and professional learning show that collaborative coaching,

mentoring, demonstration teaching, and peer dialogue improve teacher competence and teaching efficiency (Alap et al., 2024; Gestupa, 2023; Lim, 2024; Palacio & Digo, 2024). These practices reflect the Learning Action Cell approach in the Philippines, which promotes school-based professional development through collaborative learning and sharing of best practices (DepEd, 2016).

Collaborative professional learning is important because teachers develop competence through shared reflection and social interaction. Vangrieken et al. (2017) found that teacher collaboration strengthens professional learning, promotes reflective practice, and encourages instructional innovation. Darling-Hammond et al. (2020) also emphasized that effective professional development is sustained, content-focused, collaborative, and connected to classroom practice. In the context of Master Teachers, technical assistance becomes meaningful when it helps teachers solve actual classroom problems, improve lesson delivery, and develop confidence in using evidence-based instructional strategies.

### ***Gender-Responsive Instructional Leadership and Master Teacher Roles***

Gender-responsive leadership in education recognizes that professional roles, communication patterns, mentoring approaches, and leadership expectations may be shaped by social and cultural contexts. UNESCO (2022) emphasized that gender equality in education includes equitable participation in leadership, decision-making, and professional opportunities. In the present study, gender was used as a lens for understanding the supervisory and technical assistance functions of Master Teachers within a rural public school district, without statistically comparing the effectiveness of male and female Master Teachers.

Recent Philippine studies place Master Teachers at the center of instructional leadership and teacher development. Bayaua (2025) highlighted the dual role of Master Teachers in balancing classroom instruction and leadership responsibilities, while Baldera (2025) showed that Master Teachers' leadership practices influence teaching standards and school culture. Matias (2023), Podador (2023), and Concepcion and Labitad (2024) also reported that Master Teachers' supervisory competencies and technical assistance contribute to improved teacher performance. These studies support the present inquiry into how Master Teachers in San Jacinto District perform their supervisory and technical assistance roles in actual school contexts.

### ***Theoretical and Conceptual Anchors***

This study was anchored on Instructional Leadership Theory, Social Constructivism, and Human Capital Theory. Instructional Leadership Theory explains how educational leaders improve teaching and learning through supervision, professional support, and monitoring of instructional practices (Hallinger & Murphy, 1985). Social Constructivism emphasizes that professional learning develops through social interaction, mentoring, and collaborative knowledge construction (Vygotsky, 1978). Human Capital Theory views investments in professional development and skill improvement as means of increasing individual productivity and institutional progress (Becker, 1964).

The conceptual framework followed an input-process-output model. The input consisted of Master Teachers' instructional supervision practices, technical assistance, and perceived effectiveness in improving teaching performance. The process involved quantitative data collection through survey questionnaires, qualitative data collection through semi-structured interviews, participant validation, statistical analysis, and thematic analysis. The output was the proposed intervention titled Strengthening Master Teachers' Continuous Classroom Observation and Instructional Supervision Practices. The framework shows that supervision, technical assistance, and feedback mechanisms are interconnected in improving teaching quality and learner outcomes.

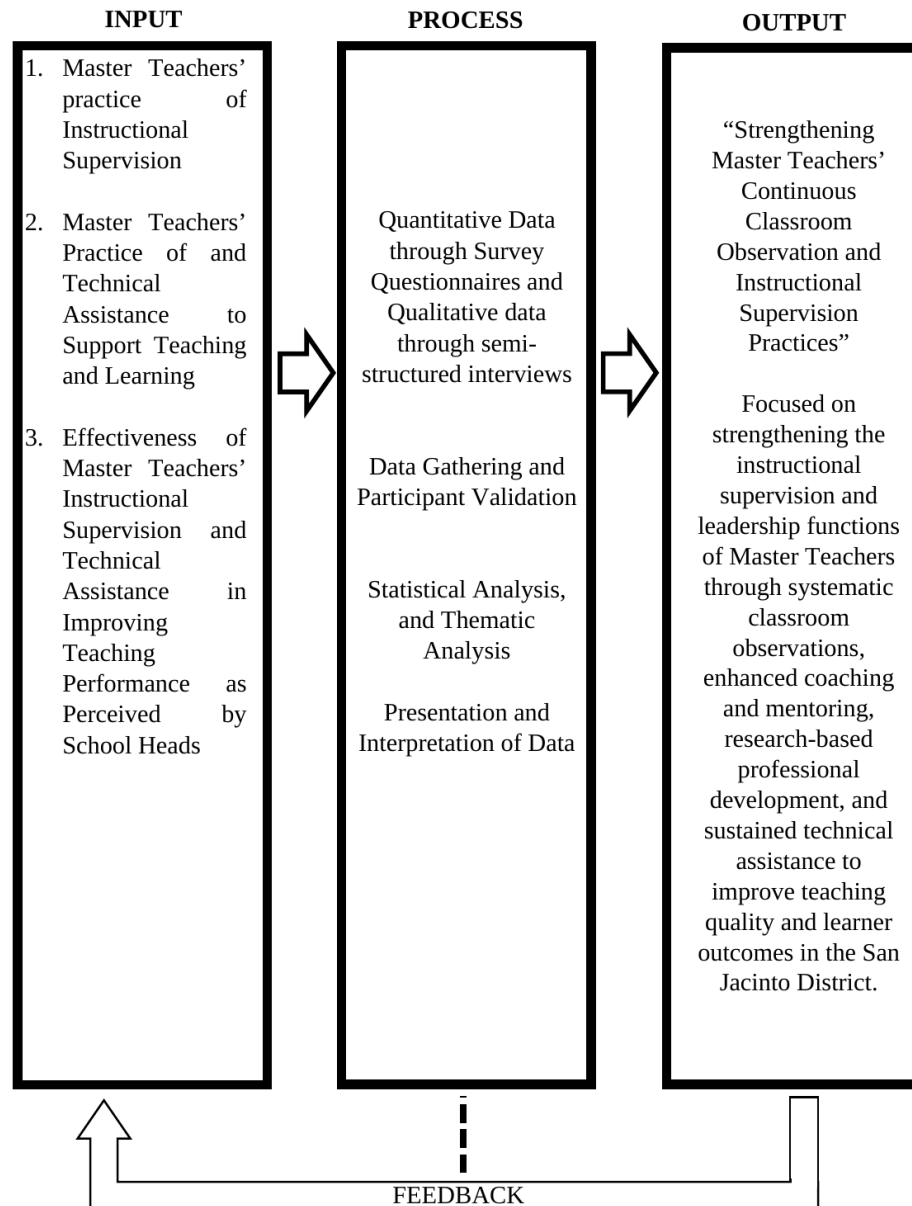


Figure 1. *Conceptual paradigm of the study.*

## METHODS

### Research Design

The study employed a mixed-methods research design that combined a quantitative descriptive survey and a qualitative phenomenological approach. The descriptive survey was used to determine the extent of Master Teachers' instructional supervision and technical assistance, while the phenomenological component explored school heads' perceptions of the effectiveness of these practices in improving teaching performance. This design

was appropriate because it provided measurable data while also capturing the lived experiences and meanings attached to supervision and technical assistance.

### **Research Locale**

The study was conducted in selected public elementary schools in the San Jacinto District, Schools Division of Masbate, Bicol Region. The selected schools were Interior Elementary School, Guiwanon Elementary School, San Jacinto Central School, Calipat-an Elementary School, Leonardo Barrun Elementary School, and Luna Elementary School. San Jacinto District was selected because it represents a rural public-school context where the gender-based role of Master Teachers in instructional supervision and technical assistance had not yet been empirically examined.

### **Participants and Sampling Technique**

The quantitative respondents were 77 teachers holding Teacher I to Teacher III positions, selected through proportional stratified random sampling from an accessible population of 95 teachers. The distribution included Guiwanon Elementary School (6), Luna Elementary School (7), San Jacinto Central School (21), Interior Elementary School (6), Leonardo Barrun Elementary School (26), and Calipat-an Elementary School (11). For the qualitative phase, complete enumeration was used for four school heads who directly supervised Master Teachers in the selected schools. The school heads were coded using neutral identifiers to protect their identities.

### **Research Instrument**

The study used a structured questionnaire and a semi-structured interview guide. The questionnaire was adapted and modified from the Position Description Form, the Magna Carta for Public School Teachers, and the Philippine Professional Standards for Teachers to ensure alignment with Master Teachers' professional roles and standards. The quantitative items were rated using a four-point Likert scale: 4 - Always, 3 - Often, 2 - Rarely, and 1 - Never. The instrument was subjected to reliability testing using Cronbach's alpha, with coefficients of 0.93 for instructional supervision, 0.97 for technical assistance, and an overall reliability coefficient of 0.95, interpreted as excellent.

### **Data Gathering Procedure**

After approval of the thesis proposal, the researcher secured permission from the appropriate school and division authorities. Survey questionnaires were distributed to the 77 teacher-respondents and later retrieved for tabulation and statistical analysis. For the qualitative component, the researcher coordinated with the four school head participants and conducted face-to-face semi-structured interviews during their available time. Interviews lasted approximately 20 to 30 minutes and were audio-recorded with permission. Transcripts and interpretations were returned to participants for validation to ensure accuracy and credibility.

### **Data Analysis**

Quantitative data were analyzed using frequency counts and weighted mean to determine the extent of instructional supervision and technical assistance. Qualitative responses were analyzed through thematic analysis following the process of familiarization, initial coding, theme development, theme review, defining and naming themes, and producing the report. This process allowed the researcher to identify patterns in school heads' perceptions of the effectiveness of Master Teachers' instructional supervision and technical assistance.

### **Ethical Consideration**

The study observed the ethical principles of voluntary participation, informed consent, confidentiality, and anonymity. It complied with Republic Act No. 10173, or the Data Privacy Act of 2012, and with ethical research guidelines under CHED Memorandum Order No. 15, s. 2019. Participants were informed of the purpose, procedures, potential risks, and benefits of the study, and they were allowed to withdraw at any time without penalty. Data were securely stored and used only for academic purposes.

## RESULTS AND DISCUSSION

### Extent of Master Teachers' Practice of Instructional Supervision

The findings showed that Master Teachers always practiced instructional supervision in the San Jacinto District, with an overall composite mean of 3.67. This indicates that they consistently performed supervisory functions such as post-observation conferences, classroom observation, lesson plan monitoring, feedback provision, evaluation of teaching strategies, and instructional leadership. The result supports the PPST expectation that Master Teachers contribute to instructional quality through mentoring, professional collaboration, and support for teacher development (DepEd, 2017).

Table 1. *Extent of Master Teachers' Practice of Instructional Supervision in San Jacinto District*

Indicators	Weighted Mean	Verbal Interpretation
Conducts post-observation conferences to provide structured feedback on teaching practices.	3.77	Always
Conducts systematic classroom observations using standard tools to ensure quality instruction.	3.70	Always
Observes classroom instruction regularly to assess teaching effectiveness.	3.44	Always
Reviews and monitors lesson plans to ensure alignment with curriculum standards.	3.62	Always
Provides timely, evidence-based feedback to improve instructional delivery.	3.78	Always
Evaluates the effectiveness of teaching strategies used in the classroom.	3.75	Always
Monitors teachers' compliance with curriculum standards and learning competencies.	3.61	Always
Facilitates reflective post-observation discussions to enhance teaching performance.	3.68	Always
Promotes reflective practices to improve instructional decision-making.	3.66	Always
Identifies teachers' strengths and areas for development based on observation data.	3.70	Always
Conducts follow-up observations to ensure implementation of recommended improvements.	3.64	Always
Reviews and refines lesson plans to enhance instructional quality.	3.58	Always
Supports evaluation of teacher competencies aligned with instructional standards.	3.81	Always
Shares best practices and gains insights to support instructional improvement.	3.82	Always
Provides instructional leadership in the absence of the school head.	3.73	Always
Composite Mean	3.67	Always

Among the indicators, sharing best practices and gaining insights to support instructional improvement obtained the highest mean of 3.82. This suggests that Master Teachers strongly promote collaborative learning and peer support, consistent with the principles of Learning Action Cell sessions and professional learning communities (DepEd, 2016; Darling-Hammond et al., 2020). The lowest mean was observed in regular classroom instruction observation, with a mean of 3.44, although it was still interpreted as always. This indicates that classroom observation is practiced but needs more systematic strengthening, particularly through scheduled observations, standardized tools, and timely feedback, as emphasized in scientific and data-driven supervision models (Ardiansyah & Mutohar, 2026; Rusmina et al., 2026).

### Extent of Technical Assistance Provided by Master Teachers

The second major finding showed that Master Teachers always provided technical assistance to support teaching and learning, with a composite mean of 3.63. This suggests that they actively supported teachers through coaching, mentoring, demonstration teaching, instructional material development, remediation and enrichment

support, assessment guidance, ICT integration, classroom management coaching, and instructional planning. The result aligns with studies indicating that supervision becomes more effective when integrated with training, mentoring, and human resource development systems (Hayati et al., 2026; Mus et al., 2026).

Table 2. *Extent of Technical Assistance Provided by Master Teachers to Support Teaching and Learning*

Indicators	Weighted Mean	Verbal Interpretation
Provides targeted coaching and mentoring to enhance teachers' competencies.	3.74	Always
Collaborates in the planning and delivery of professional development programs.	3.77	Always
Leads initiatives to improve instructional practices through mentoring and support.	3.70	Always
Guides teachers in developing effective and contextualized instructional materials.	3.69	Always
Assists teachers in applying innovative and research-based teaching strategies.	3.51	Always
Models effective teaching practices through demonstration lessons.	3.69	Always
Mentors' teachers in conducting action research to improve classroom practices.	3.34	Always
Provides guidance in implementing remediation and enrichment programs.	3.68	Always
Assists teachers in enhancing curriculum content based on learners' needs.	3.64	Always
Supports teachers in analyzing assessment data to inform instruction.	3.56	Always
Develops and validates training programs aligned with teachers' needs.	3.62	Always
Coaches' teachers on effective classroom management strategies.	3.65	Always
Conducts regular mentoring sessions to strengthen instructional skills.	3.56	Always
Assists teachers in integrating ICT effectively in teaching.	3.53	Always
Supports teachers in developing valid and reliable assessment tools.	3.65	Always
Coaches' teachers on strategies to improve student engagement.	3.70	Always
Assists in interpreting data to guide instructional decisions.	3.62	Always
Contributes technical expertise in instructional planning and school improvement initiatives.	3.64	Always
Demonstrates effective teaching practices while supporting peers.	3.70	Always
Models effective teaching strategies during demonstration teaching.	3.57	Always
Composite Mean	3.63	Always

The highest mean was obtained by collaboration in the planning and delivery of professional development programs (3.77), followed by targeted coaching and mentoring (3.74). These results show that Master Teachers were active in school-based professional support and capacity building. However, mentoring teachers in conducting action research received the lowest mean of 3.34. Although still interpreted as always, this result indicates that research mentoring requires further reinforcement. Strengthening action research support may help teachers become more reflective and evidence-based practitioners, in line with the expectation that supervision should build professional expertise and instructional problem-solving capacity.

### **Effectiveness of Instructional Supervision and Technical Assistance in Improving Teaching Performance**

The qualitative data from school heads showed that Master Teachers were effective in improving teaching performance. Thematic analysis revealed five major themes: strengthening teachers' content knowledge and pedagogical practices, promoting professional growth through collaborative and reflective strategies, enhancing classroom management and learning environment, supporting inclusive and learner-centered instruction, and improving instructional planning, assessment, and reporting practices. These findings indicate that the effect of Master Teachers' supervision extended from teachers' instructional competence to classroom climate, learner participation, and assessment quality.

Table 3. *Emergent Themes on the Effectiveness of Master Teachers' Instructional Supervision and Technical Assistance*

Emergent Theme	Summary of Qualitative Evidence
Strengthening of teachers' content knowledge and pedagogical practices	School heads reported that Master Teachers gave technical assistance, coaching, and constructive feedback that helped teachers improve content accuracy, lesson delivery, and strategy selection.
Promotion of professional growth through collaborative and reflective strategies	Participants cited peer coaching, one-on-one mentoring, demonstration teaching, Learning Action Cell sessions, and reflective discussions as common support practices.
Enhancement of classroom management and learning environment	Responses showed that Master Teachers helped teachers organize classrooms, manage learner behavior, and create more positive, respectful, and engaging learning environments.
Support for inclusive and learner-centered instruction	School heads noted that Master Teachers guided teachers in differentiated instruction, adapting lessons, and addressing the diverse needs of learners.
Improvement in instructional planning, assessment, and reporting practices	Participants described improvements in lesson plan alignment, assessment tool development, rubrics, tables of specifications, learner progress tracking, and reporting confidence.

The qualitative findings deepen the quantitative results by showing how supervision and technical assistance were experienced in practice. School heads described Master Teachers as instructional partners who helped teachers simplify complex topics, use appropriate strategies, reflect on classroom problems, and apply more learner-centered methods. These findings are consistent with Social Constructivism because professional improvement occurred through interaction, mentoring, and collaborative meaning-making (Vygotsky, 1978). They also support Human Capital Theory because technical assistance functioned as a form of investment in teachers' skills and productivity (Becker, 1964).

### **Proposed Intervention Based on the Findings**

Based on the findings, the study proposed the action plan Strengthening Master Teachers' Continuous Classroom Observation and Instructional Supervision Practices. The intervention focuses on improving classroom observation consistency, enhancing supervision practices, strengthening action research mentoring, improving coaching and mentoring systems, and maximizing the instructional leadership role of Master Teachers. The proposed intervention is responsive to the relatively lower ratings in classroom observation and action research mentoring while sustaining the strong areas of professional collaboration and instructional support.

Table 4. *Summary of the Proposed Intervention Plan*

Key Area	Action Focus	Expected Outcome
Regular classroom observation	Implement mandatory monthly classroom observation using standardized tools aligned with PPST and require documented post-observation feedback.	More consistent classroom monitoring and more accurate instructional feedback.
Instructional supervision practices	Conduct quarterly supervision enhancement workshops and coaching sessions focused on feedback delivery, reflective supervision, and lesson alignment.	Improved quality and consistency of supervisory practice.
Action research mentoring	Provide training on basic action research, assign Master Teachers as research mentors, and hold semester research sharing sessions.	Increased teacher engagement in action research and evidence-based instruction.

Coaching and mentoring	Implement structured one-on-one and group mentoring, monthly demonstration teaching, peer learning, and ICT-integrated coaching.	Improved teaching competencies and classroom strategies.
Instructional leadership	Involve Master Teachers in school improvement planning, professional learning communities, and recognition of outstanding supervision practices.	Stronger instructional leadership culture and improved teacher performance.

## CONCLUSION

The study concluded that Master Teachers in the San Jacinto District consistently practiced instructional supervision across multiple dimensions, including feedback provision, lesson plan monitoring, evaluation of teaching strategies, reflective discussions, and instructional leadership. Their consistently high ratings indicate strong commitment to enhancing teaching quality and supporting teacher development. However, the relatively lower rating for regular classroom observation shows the need to strengthen the consistency and systematization of classroom monitoring.

The study also concluded that Master Teachers consistently provided technical assistance to support teaching and learning. Their technical assistance strengthened teachers' competencies through coaching, mentoring, professional development collaboration, demonstration teaching, classroom management support, assessment guidance, and instructional planning. However, action research mentoring received relatively lower emphasis, indicating the need to build more systematic support for research-based professional development.

The school heads' narratives confirmed that Master Teachers were effective in improving teaching performance. Their support strengthened teachers' content knowledge, pedagogical practices, classroom management, inclusive instruction, lesson planning, assessment, and reporting practices. Their interventions also contributed to improved student engagement, participation, and academic performance. Overall, Master Teachers served as important instructional leaders whose supervision and technical assistance supported teacher confidence, instructional competence, and school-based professional learning.

## Recommendation

The proposed intervention plan, Strengthening Master Teachers' Continuous Classroom Observation and Instructional Supervision Practices, should be adopted in San Jacinto District to improve the quality and consistency of instructional supervision and technical assistance.

A regular and organized classroom observation system should be implemented. Master Teachers should follow a clear observation schedule, use standardized observation tools, and provide immediate constructive feedback after each observation to make classroom monitoring more consistent and meaningful.

Technical assistance in action research should be strengthened. Master Teachers should conduct mentoring sessions that guide teachers in identifying classroom problems, formulating research questions, and developing simple action research outputs. These sessions may be integrated into existing Learning Action Cell activities to make research mentoring less burdensome and more collaborative.

A supportive professional learning environment should be sustained through coaching dialogues, peer-sharing activities, demonstration teaching, and reflective discussions. These activities can help teachers and Master Teachers share effective practices, solve instructional challenges, and improve learner outcomes collaboratively.

School heads and district supervisors should provide institutional support for Master Teachers by recognizing effective supervision practices, reducing role ambiguity, and including Master Teachers in school improvement planning and professional development initiatives. Future researchers may expand the study to other districts, include direct classroom observation data, or explore how gender expectations shape the supervisory practices of Master Teachers across different school contexts.

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