

Instructional Skills of Master Teachers, Organizational Commitment, and School Performance in Public Junior High Schools, Division of Bacoar City: Basis for a Capability-Building Program

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ABSTRACT

This study assessed the instructional skills of Master Teachers, organizational commitment, and school performance in public junior high schools in the Division of Bacoar City and used the findings as the basis for a capability-building program. A descriptive-comparative-correlational design was employed using a validated researcher-made survey questionnaire and documentary analysis of school performance records. The study involved 878 respondents comprising 11 Education Program Supervisors, 21 school administrators, 50 Master Teachers, and 796 teachers. Percentage, weighted mean, one-way analysis of variance, Tukey-Kramer post-hoc test, Pearson correlation, and regression analysis were used. Master Teachers' instructional skills were rated highly evident overall (grand mean = 4.50), with classroom

management receiving the highest composite mean (4.67) and innovation and research the lowest (4.15). Organizational commitment was rated very committed (grand mean = 4.46), led by affective commitment (4.57). Significant differences were found among respondent groups across all seven instructional-skill domains. School performance showed varying enrollment, school-leaver, retention, and promotion patterns across schools over three school years. Instructional skills were significantly related to organizational commitment ($R = .935$, $F = 9.234$, $p = .049$), but instructional skills and organizational commitment did not significantly predict school performance. Challenges in instructional skills and organizational commitment were moderately encountered, with composite means of 2.65 and 2.40, respectively. The proposed capability-building program was rated highly suitable, highly acceptable, and highly feasible, each with an overall mean of 4.61. The findings support sustained professional development focused on research, innovation, mentoring, instructional leadership, and organizational engagement.

Keywords: *Master Teachers, instructional skills, organizational commitment, school performance, instructional leadership, capability-building program*

INTRODUCTION

Quality basic education depends substantially on the competence of teachers and the organizational conditions that enable them to apply that competence consistently. In public junior high schools, Master Teachers occupy a distinctive position because they function not only as accomplished classroom practitioners but also as instructional leaders who mentor colleagues, model effective pedagogy, support curriculum implementation, and participate in school-improvement processes. Philippine professional standards and performance-management policies therefore place strong expectations on advanced instructional competence, professional engagement, and

continuous development among teachers who assume higher career-stage responsibilities (Department of Education, 2015, 2017).

Instructional competence in this study was represented by seven domains: mastery of subject matter, teaching strategies, classroom management, assessment and evaluation, mentoring and coaching, innovation and research, and leadership in instruction. These areas reflect both classroom expertise and broader teacher-leadership functions. Content mastery provides a foundation for accurate and meaningful instruction, while learner-centered strategies, effective classroom management, assessment literacy, mentoring, and research engagement enable teachers to respond to diverse learning needs and support the professional growth of colleagues (Bilbao et al., 2018; Corpuz & Salandanan, 2019; Pawilen, 2018; Calmorin, 2020).

Instructional competence is also connected with organizational commitment, which reflects the psychological bond between employees and their organization. Meyer and Allen's three-component model distinguishes affective commitment, or emotional attachment; normative commitment, or a felt obligation to remain; and continuance commitment, or recognition of the costs associated with leaving (Meyer & Allen, 1991). In school settings, strong commitment can strengthen participation, collaboration, and willingness to contribute beyond minimum role requirements, making it relevant to sustained school improvement (Jabeen & Mahmood, 2023; Kundu & Nag, 2023).

School performance, however, is a multifaceted organizational outcome. The dissertation examined enrollment, school-leaver or dropout rate, retention rate, and promotion rate across three school years. These indicators capture learner participation, continuity, and progression, but they may also be shaped by factors beyond teacher competence and commitment, including leadership, resources, school context, family circumstances, and policy implementation. The Context-Input-Process-Output perspective therefore provides a useful basis for examining how teacher competence and organizational processes relate to school-level outcomes (Organisation for Economic Co-operation and Development [OECD], 2013).

Despite extensive attention to instructional leadership and teacher commitment, the dissertation identified limited localized evidence in the Division of Bacoar City examining Master Teachers' instructional skills, organizational commitment, and school performance within one integrated framework. The study therefore assessed the instructional skills of Master Teachers, compared the assessments of supervisors, administrators, Master Teachers, and teachers, determined organizational commitment and school-performance patterns, examined relationships among the principal variables, identified challenges, and developed and evaluated a capability-building program for continuous professional improvement.

Literature Review

Instructional Skills and Master Teacher Expertise

Master Teachers are expected to demonstrate advanced pedagogical competence while supporting the professional growth of other teachers. Content mastery enables educators to interpret curriculum standards accurately and explain disciplinary ideas with depth and clarity, while varied teaching strategies translate content into meaningful and differentiated learning experiences (Bilbao et al., 2018; Corpuz & Salandanan, 2019). Classroom management further supports learning by maintaining orderly, safe, and engaging environments, and assessment practices enable teachers to monitor progress and provide timely instructional feedback (De Guzman & Santos, 2020).

The Master Teacher role extends beyond direct instruction. Mentoring and coaching provide mechanisms for classroom observation, reflective dialogue, professional support, and modeling of effective practice (Pawilen, 2018). Instructional leadership similarly requires teachers to influence colleagues toward common learning goals and coordinate improvements in curriculum and pedagogy (Hallinger & Murphy, 1985; Ismail et al., 2019). These responsibilities position Master Teachers as key agents for building collective instructional capacity.

Innovation, Research, and Continuous Professional Development

Innovation and research enable teachers to respond systematically to instructional problems and test context-responsive solutions. Action research is especially relevant because it encourages practitioners to investigate classroom issues, evaluate interventions, and use evidence to improve teaching and learning (Calmorin, 2020). Research engagement also helps teachers move from routine implementation toward reflective and evidence-based practice, which is particularly important in changing curricular and technological environments.

Professional development can strengthen these capacities when it is sustained, collaborative, and connected to actual instructional needs. Gaji et al. (2023) found that professional training interventions can motivate teachers' development, while Li et al. (2025) linked teacher leadership with instructional competencies and recommended continuous professional growth. Capability-building for Master Teachers therefore needs to combine technical instruction, mentoring, research utilization, and opportunities to share innovations across professional learning communities.

Organizational Commitment in School Settings

Meyer and Allen's (1991) three-component model conceptualizes commitment through affective, normative, and continuance dimensions. Affective commitment reflects emotional attachment and identification with the organization, normative commitment reflects a sense of moral obligation to remain, and continuance commitment reflects the perceived costs of leaving. These components offer a multidimensional explanation of why educators remain engaged with schools and contribute to institutional objectives.

In educational settings, commitment is influenced by professional ethics, supportive relationships, recognition, and working conditions. Jabeen and Mahmood (2023) linked organizational commitment with professional ethics and job satisfaction, while Kundu and Nag (2023) associated teacher commitment with school effectiveness. Belmes et al. (2025) further emphasized the connection between emotional well-being and organizational commitment in instructional delivery. These studies suggest that strengthening commitment requires both individual professional competence and supportive organizational practices.

Instructional Leadership, Commitment, and School Performance

Instructional leadership can influence school improvement by focusing attention on curriculum, teaching quality, professional learning, and collaborative responsibility. Kilag and Sasan (2023) emphasized the role of instructional leadership in teacher professional development, while Nevins-Bennett and Martin (2023) connected instructional leadership with organizational commitment. Such findings support the proposition that competent instructional leadership can strengthen the psychological and professional conditions that encourage teachers to remain engaged with school goals.

The relationship with school performance is less direct. Saputra et al. (2023) reported links among leadership, organizational commitment, and school performance, while OECD (2013) emphasized that school outcomes emerge from interacting context, input, process, and output factors. Thus, even when Master Teachers demonstrate strong competence and teachers show high commitment, learner retention, promotion, and school-leaver rates may still depend on school resources, student characteristics, leadership systems, and broader contextual influences.

Theoretical Foundations

Bandura's Social Learning Theory provides a foundation for understanding the modeling function of Master Teachers. The theory proposes that individuals acquire knowledge and behavior through observation, interaction, and modeled practice (Bandura, 1977). In this study, Master Teachers were positioned as experienced practitioners whose demonstrations, mentoring, and coaching can influence the instructional behavior and professional growth of colleagues.

Instructional Leadership Theory further explains how leadership practices centered on teaching and learning can shape professional practice (Hallinger & Murphy, 1985), while the three-component model of

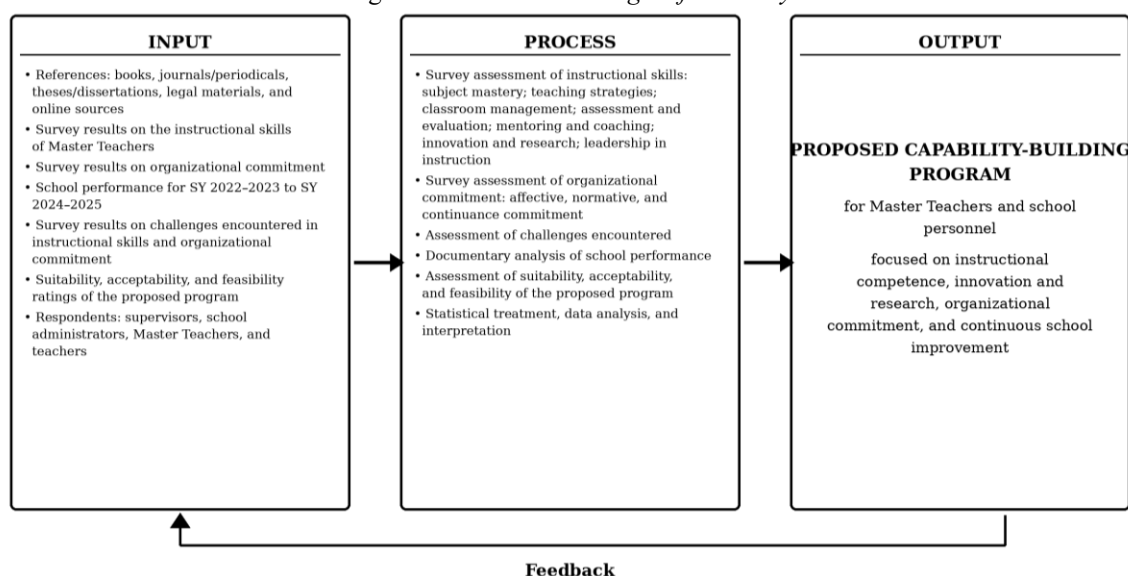
commitment clarifies the affective, normative, and continuance bases of organizational attachment (Meyer & Allen, 1991). Aquino (2022) situates instructional leadership within the Philippine educational-management context, and the CIPO model frames teacher competence as an input, instructional and organizational processes as mechanisms, and school performance as an output (OECD, 2013). Together, these perspectives support the integrated analysis used in the dissertation.

Capability Building and the Research Gap

Capability building is intended to translate identified professional needs into structured opportunities for learning, practice, collaboration, and organizational improvement. The United Nations Development Programme (2022) describes capacity development as a process for strengthening competencies and systems, while Day and Gu (2021) emphasize resilience and sustained professional learning as important conditions for quality schools. Within the Philippine context, Learning Action Cells and the Philippine Professional Standards for Teachers provide institutional mechanisms for collaborative and standards-based professional development (Department of Education, 2016, 2017).

The literature supports the importance of instructional competence, teacher leadership, organizational commitment, and professional development, but the dissertation addressed a more specific local gap: limited evidence combining these variables with school-performance indicators in the public junior high schools of Bacoor City and using the results to construct an evaluated intervention. The study integrated these components through an Input-Process-Output framework, with the proposed capability-building program as the principal output.

Figure 1. *Research Paradigm of the Study*



METHODS

Research Design

The study employed a descriptive-comparative-correlational research design. The descriptive component summarized instructional skills, organizational commitment, school performance, challenges, and evaluations of the proposed program. The comparative component examined differences among four respondent groups, while the correlational component tested relationships among instructional skills, organizational commitment, and school performance without manipulating the variables. This nonexperimental approach was aligned with the study's objective of describing naturally occurring conditions and examining group differences and relationships (Creswell & Creswell, 2023).

Research Locale

The study was conducted in selected public junior high schools under the Schools Division of Bacoor City, Cavite, Philippines. School-level data represented multiple public secondary-school contexts across the division, while Education Program Supervisors represented the Division Office. School performance records covered three school years, from SY 2022–2023 through SY 2024–2025, and the dissertation study period extended from October 2025 to June 2026.

Participants and Sampling Technique

The total sample consisted of 878 respondents drawn from a population of 1,005: 11 Education Program Supervisors, 21 school administrators, 50 Master Teachers, and 796 teachers. All supervisors, school administrators, and Master Teachers in the identified population were included, giving 100% participation for these three groups. The teacher population consisted of 923 teachers, from whom 796 respondents (86.24%) were selected through simple random sampling. The dissertation also described purposive selection of key respondent groups because their roles provided direct knowledge of instructional leadership, organizational processes, and school performance.

Research Instrument

The principal instrument was a researcher-made survey questionnaire developed in coordination with the dissertation adviser and informed by the related literature and study variables. It contained sections on respondent profile; instructional skills of Master Teachers across seven domains; organizational commitment across affective, normative, and continuance dimensions; challenges related to instructional skills and organizational commitment; and evaluation of the proposed capability-building program in terms of suitability, acceptability, and feasibility. A five-point Likert scale was used for the principal assessment sections.

Content and face validity were established through review by Graduate School faculty members, one supervisor, and selected school administrators. Their comments and recommendations were incorporated before pilot testing. The revised questionnaire was pilot-tested among teachers who were not included in the final sample to identify ambiguous items and assess reliability. The dissertation states that the instrument was refined through validation and pilot testing but does not report a numerical reliability coefficient. Documentary analysis was additionally used to obtain enrollment, school-leaver/dropout, retention, and promotion indicators from official school records.

Data Gathering Procedure

Permission to conduct the study was secured from the Schools Division Superintendent and school heads of the participating public junior high schools. The validated questionnaires were distributed to the target respondents, retrieved, sorted, and tallied by respondent group. Documentary school-performance data were gathered for the three school years. The compiled data were subjected to statistical measurement, interpretation, and analysis with the assistance of the statistician and adviser and were then presented in tabular and narrative form according to the research problems and hypotheses.

Data Analysis

Percentage was used to describe respondent characteristics, while weighted mean summarized ratings of instructional skills, organizational commitment, challenges, and program evaluation. One-way analysis of variance (ANOVA) tested differences in instructional-skill assessments among supervisors, school administrators, Master Teachers, and teachers, and the Tukey-Kramer procedure was used for post-hoc pairwise comparisons. Pearson correlation and regression analysis were used to examine relationships among instructional skills, organizational commitment, and school performance. The dissertation used a .05 level of significance.

Ethical Consideration

The dissertation documented formal permission to conduct the study from the Schools Division Superintendent and participating school heads and included an Ethical Clearance in its appendices. The source

manuscript did not provide the clearance number or a detailed narrative of consent and confidentiality procedures in the methodology chapter; therefore, this journal conversion does not add procedures that were not documented. Data were presented in aggregated respondent-group and school-performance form for research purposes.

RESULTS AND DISCUSSION

Instructional Skills of Master Teachers

Table 1. *Summary Assessment of the Instructional Skills of Master Teachers*

Instructional Skill Domain	Composite Mean	Interpretation	Rank
Classroom Management	4.67	Highly Evident	1
Mastery of Subject Matter	4.58	Highly Evident	2
Teaching Strategies	4.56	Highly Evident	3.5
Assessment and Evaluation	4.56	Highly Evident	3.5
Mentoring and Coaching	4.51	Highly Evident	5
Leadership in Instruction	4.49	Highly Evident	6
Innovation and Research	4.15	Evident	7
Overall	4.50	Highly Evident	—

The seven instructional-skill domains produced an overall composite mean of 4.50, interpreted as Highly Evident. Classroom management ranked highest ($M = 4.67$), followed by subject-matter mastery ($M = 4.58$). Teaching strategies and assessment and evaluation both obtained $M = 4.56$, mentoring and coaching obtained $M = 4.51$, and leadership in instruction obtained $M = 4.49$. Innovation and research was the lowest-rated domain at $M = 4.15$ and was interpreted as Evident rather than Highly Evident.

The pattern suggests that Master Teachers were perceived as particularly strong in core classroom and instructional functions, while research engagement and innovation represented the clearest area for further development. This is consistent with literature emphasizing the centrality of content expertise, instructional leadership, mentoring, and ongoing research-based development in advanced teacher practice (Ismail et al., 2019; Calmorin, 2020; Li et al., 2025).

Differences in Instructional-Skill Assessments

Table 2. *ANOVA Results for Instructional-Skill Domains*

Domain	F-value	p-value	Decision/Interpretation
Mastery of Subject Matter	115.0241	1.1102e-16	Reject H_0 ; Significant
Teaching Strategies	73.7705	1.8874e-15	Reject H_0 ; Significant
Classroom Management	43.9539	4.4760e-12	Reject H_0 ; Significant
Assessment and Evaluation	21.5824	3.5846e-08	Reject H_0 ; Significant
Mentoring and Coaching	37.0148	4.2760e-11	Reject H_0 ; Significant
Innovation and Research	32.0221	2.9000e-10	Reject H_0 ; Significant
Leadership in Instruction	81.1588	4.4409e-16	Reject H_0 ; Significant

All seven instructional-skill domains showed statistically significant differences among supervisors, school administrators, Master Teachers, and teachers. Mastery of subject matter yielded the largest F-value (115.0241), followed by leadership in instruction (81.1588) and teaching strategies (73.7705). Assessment and evaluation had the lowest F-value (21.5824) but remained statistically significant. The Tukey-Kramer analysis reported that supervisors frequently differed from the other groups, whereas administrators, Master Teachers, and teachers showed more similar assessments in several pairwise comparisons.

These differences suggest that professional role and proximity to daily instructional practice shape how competence is evaluated. Supervisors may apply system-level benchmarks, while school-based respondents may evaluate performance through more frequent direct interaction. The result supports collaborative calibration of

instructional expectations through professional learning, supervision, and shared standards rather than relying on a single stakeholder perspective (Hallinger & Murphy, 1985; Kilag & Sasan, 2023).

Organizational Commitment

Table 3. *Summary Assessment of Organizational Commitment*

Commitment Dimension	Composite Mean	Interpretation
Affective Commitment	4.57	Very Committed
Normative Commitment	4.53	Very Committed
Continuance Commitment	4.28	Very Committed
Overall	4.46	Very Committed

Organizational commitment was rated Very Committed overall (grand mean = 4.46). Affective commitment received the highest composite mean (4.57), followed by normative commitment (4.53) and continuance commitment (4.28). The pattern indicates that emotional attachment and a sense of responsibility were stronger bases of commitment than the perceived costs associated with leaving the organization.

The result is consistent with the three-component view of organizational commitment and with research emphasizing the importance of emotional identification, professional ethics, and supportive school relationships in sustaining teacher engagement (Meyer & Allen, 1991; Jabeen & Mahmood, 2023; Kundu & Nag, 2023). It also suggests that initiatives designed to strengthen belonging, recognition, and professional responsibility may be particularly relevant to school organizations.

School Performance Across Three School Years

Table 4. *Selected School-Performance Patterns, SY 2022–2023 to SY 2024–2025*

Indicator	Observed Pattern	Key Values Reported
Enrollment	Bacoor NHS–Molino Main consistently recorded the largest enrollment; Gawaran Annex recorded the lowest among the highlighted schools.	Molino Main: 7,293; 6,663; 6,296. Gawaran Annex: 1,303; 1,206; 1,242.
School-leaver rate	Substantial variation was observed across schools.	San Nicolas: 7.79% and 8.06% among the highest; Villa Maria Annex: 6.17%. Molino Main: 0.35% and 0.76% in later years.
Retention rate	Rates varied widely across schools and years.	Overall range reported: 40.14%–107.17%.
Promotion rate	Most schools maintained high promotion, but variation remained.	Overall range reported: 88.63%–102.75%.

School performance was not uniform across the participating public secondary schools. Enrollment levels differed considerably by school size, while school-leaver, retention, and promotion indicators fluctuated over the three school years. Values above 100% in some retention and promotion indicators were interpreted in the dissertation as reflecting transferees, returning learners, or completion counts relative to original enrollment baselines.

The variability supports the view that school performance is produced by multiple interacting inputs and processes rather than by a single teacher-level characteristic. The CIPO perspective emphasizes the combined effects of context, resources, instructional processes, organizational conditions, and learner characteristics on school outcomes (OECD, 2013). Accordingly, school-specific monitoring remains important when interpreting the influence of teacher competence and organizational commitment.

Relationships Among Instructional Skills, Organizational Commitment, and School Performance

Table 5. *Regression Analysis of the Principal Study Variables*

Relationship	R	R ²	F	p-value	Interpretation
Instructional Skills → Organizational Commitment	0.935	0.874	9.234	0.049	Significant
Instructional Skills → School Performance	0.840	0.706	1.799	0.329	Not Significant
Organizational Commitment → School Performance	0.883	0.780	2.661	0.224	Not Significant

Regression analysis reported a statistically significant relationship between the instructional skills of Master Teachers and organizational commitment ($R = .935$, $R^2 = .874$, $F = 9.234$, $p = .049$). In contrast, instructional skills did not significantly predict school performance ($R = .840$, $p = .329$), and organizational commitment likewise did not significantly predict school performance ($R = .883$, $p = .224$). The findings therefore support a strong association between instructional competence and organizational commitment but do not support direct prediction of the selected school-performance indicators by either variable alone.

The significant instructional-skills–commitment relationship is consistent with research linking instructional leadership, competence, and organizational engagement (Nevins-Bennett & Martin, 2023; Belmes et al., 2025). The nonsignificant school-performance models reinforce the dissertation’s conclusion that learner outcomes are influenced by a wider configuration of contextual and institutional factors. Similar systems-oriented perspectives caution against attributing school-level outcomes to a single professional variable (OECD, 2013; Saputra et al., 2023).

Challenges Encountered

Table 6. *Summary of Challenges Encountered*

Area	Composite Mean	Interpretation
Instructional Skills	2.65	Moderately Encountered
Organizational Commitment	2.40	Moderately Encountered

Challenges related to instructional skills were moderately encountered overall ($M = 2.65$). The leading concerns included difficulty staying updated with current developments ($M = 2.85$), limited opportunities or support for conducting research or applying findings to instruction ($M = 2.78$), and limited time or resources for regular mentoring and coaching ($M = 2.77$). Challenges involving reflective practice, meaningful feedback, adoption of innovative methods, and curriculum alignment were also identified.

Organizational-commitment challenges were likewise rated at a moderate level overall ($M = 2.40$). The most prominent concerns involved lack of motivation or enthusiasm for school activities, limited emotional connection with school values, relationship difficulties, uncertainty regarding obligations to remain, and perceptions of insufficient recognition or support. The findings justify interventions that combine technical instructional development with motivation, collaboration, recognition, and professional connectedness rather than treating competence and commitment as separate concerns.

Proposed Capability-Building Program and Evaluation

The dissertation developed a structured Capability-Building Program for FY 2027 that addressed instructional skills, innovation and research, and organizational commitment. The program included research-focused initiatives such as Project ASSESS, Project SHARE, Project SEARCH, Project APPLY, and Project

RESEARCH, together with organizational-commitment initiatives such as Project ALIGN, Project TEAM, Project VALUES, and Project MOTIVATE. Across the program matrix, strategies included data-driven evaluation, research dissemination, action research, mentoring, collaborative professional learning, policy alignment, team building, values formation, and employee engagement.

Table 7. *Evaluation of the Proposed Capability-Building Program*

Criterion	Supervisors	Administrators	Master Teachers	Teachers	Overall
Suitability	4.67	4.77	4.41	4.58	4.61 – Highly Suitable
Acceptability	4.69	4.75	4.43	4.55	4.61 – Highly Acceptable
Feasibility	4.73	4.79	4.36	4.57	4.61 – Highly Feasible

The proposed program received consistently high evaluations from all four respondent groups. Suitability, acceptability, and feasibility each obtained an overall composite mean of 4.61. Respondents regarded the program as aligned with Department of Education goals, responsive to the professional-development needs of Master Teachers, practical for school implementation, and adaptable to varying organizational conditions.

These evaluations indicate that the proposed intervention was not only derived from the identified gaps but was also perceived as implementable within the school system. The program's emphasis on sustained professional learning, mentoring, research use, and organizational engagement is consistent with capability-development principles and with policies promoting school-based professional development (United Nations Development Programme, 2022; Department of Education, 2016).

CONCLUSION

Master Teachers in the public junior high schools of the Division of Bacoar City were assessed as highly competent across the seven instructional-skill domains, with particular strength in classroom management and other core pedagogical functions. Innovation and research, although still positively rated, emerged as the least developed domain. Respondents also demonstrated very high organizational commitment, particularly affective and normative commitment. At the same time, significant differences across stakeholder groups showed that instructional competence is perceived differently depending on professional roles and organizational vantage points.

School performance varied across schools and years, and the regression findings showed that instructional skills were significantly related to organizational commitment but that neither instructional skills nor organizational commitment alone significantly predicted school performance. This indicates that competence and commitment are important organizational resources but operate within a broader system of learner, leadership, resource, and contextual factors. The moderate challenges in instructional practice and organizational commitment and the uniformly high evaluation of the proposed capability-building program support a sustained, evidence-based intervention centered on research, innovation, mentoring, instructional leadership, collaboration, and professional engagement.

Recommendation

School heads and Master Teachers may implement the proposed Capability-Building Program initially in the identified pilot setting and subsequently adapt it across other public junior high schools in the Division of Bacoar City. Supervisors and school administrators should sustain strong instructional competence through continuous in-service training, coaching, learning action cells, peer-sharing activities, and performance monitoring, with particular attention to research engagement, innovation, mentoring, feedback, and data-informed instructional improvement.

School leaders should also sustain organizational commitment through recognition, employee-engagement activities, supportive leadership, and mechanisms that strengthen belonging and professional responsibility. Division officials and planning personnel should use school-specific enrollment, school-leaver, retention, and promotion data when designing interventions because instructional skills and organizational commitment alone did not explain school performance. Future research may test the model in other divisions, include additional school-context and learner variables, and evaluate the longitudinal effects of the capability-building program after implementation.

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