

Master Teachers' Instructional Leadership, Teaching Competencies and Teacher Development in Public Secondary Schools in the Division of Camarines Sur

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ABSTRACT

This descriptive-correlational study aimed to determine the relationship between master teachers' instructional leadership and teaching competencies on teacher development among selected master teachers in public secondary schools in the Division of Camarines Sur for the School Year 2025 –2026. Data was collected using a researcher-made survey with a 4-point Likert scale. Descriptive statistics, Pearson correlation, and multiple regression analysis were employed.

The main findings indicated that master teachers highly demonstrated both instructional leadership and teaching competencies, which were strongly correlated with teacher development (instructional leadership, $r = 0.612$; teaching competencies, $r = 0.790$; $p = 0.001$). Multiple regression confirmed that instructional leadership and teaching competencies are significant predictors of teacher development, collectively explaining 40.9% of the variance. The study concluded that master teachers' instructional leadership and teaching competencies are critical factors in enhancing the professional growth, instructional practices, and motivation of their peers, leading to the development of the CESAR Improvement Plan.

Keywords: Instructional Leadership, Teaching Competencies, Teacher Development, Master Teachers, Public Secondary Schools, Camarines Sur, Mentorship, Professional Growth, Classroom Management

INTRODUCTION

The effectiveness of secondary education in the Philippines is fundamentally linked to the continuous professional development of teachers, a process in which Master Teachers play a critical role as instructional leaders. This responsibility is grounded in a robust legal framework: Republic Act No. 10533 mandates continuous, competency-based development; DepEd Order No. 42, s. 2017 establishes the Philippine Professional Standards for Teachers (PPST) as the benchmark for quality; and Republic Act No. 9155 emphasizes collaborative leadership between administrators and teachers to achieve superior learning outcomes. Together, these laws underscore the necessity of Master Teachers guiding their peers to elevate the overall quality of education.

Global and local research consistently validates the impact of instructional leadership on teacher performance. International studies by Leithwood et al. (2020) and Pont (2020) highlight that effective leadership creates supportive environments for growth, while local research by Laude (2018), Quisquino (2022), and Jose (2024) emphasizes the specific value of Master Teachers in resource-limited or rural Filipino schools. However, a significant research gap remains regarding the specific dynamics within the Division of Camarines Sur. Existing literature largely focuses on school heads or general contexts, overlooking the direct influence of Master Teachers on their peers' development, particularly as the region navigates post-pandemic transitions and work overload.

To address this gap, this study aims to assess the influence of Master Teachers' instructional leadership, and teaching competencies on teacher development in public secondary schools within the Division of Camarines Sur. By identifying the mechanisms that contribute to professional growth, this research will provide context-specific insights. These findings are essential for crafting targeted training programs and policy recommendations that maximize the potential of Master Teachers, ultimately leading to improved teaching practices and educational outcomes across the region.

Research Questions

This study examined the relationship between instructional leadership skills, teaching competencies, and teacher development in public

secondary schools in the Division of Camarines Sur. Specifically, the study sought to answer the following research questions:

1. What is the demographic profile of the respondents in terms of:

1.1. Sex;

1.2. Age;

1.3. Length of service;

1.4. Educational attainment; and

1.5. Designation?

2. What is the level of instructional leadership skills of master teachers in the following aspects:

2.1. Monitoring and evaluation;

2.2. Curriculum enhancement;

2.3. Modeling effective practices;

2.4. Mentorship and coaching; and

2.5. Personal growth and professional development?

3. What is the level of teaching competencies of master teachers in the following areas:

3.1. Mastery of subject matter;

3.2. Teaching strategies;

3.3. Classroom management; and

3.4. Evaluation skills?

4. What impact do master teachers' instructional leadership skills and teaching competencies have on the improvement of teacher development in the following areas:

4.1. Teacher performance;

4.2. Professional growth;

4.3. Instructional practices; and

4.4. Teacher motivation and engagement?

5. Is there a significant relationship between master teachers' instructional leadership and teaching competencies?
6. Is there a significant relationship between master teachers' instructional leadership and teacher development?
7. Is there a significant relationship between teaching competencies and teacher development?
8. How predictive are instructional leadership skills and teaching competencies, individually or combined, of teacher development?
9. Based on the findings of the study, what strategies may be proposed to enhance the role of master teachers in fostering teacher development in public secondary schools?

LITERATURE REVIEW

This section provided the Review of Related Literature and Studies, focusing on the influence of master teachers' instructional leadership and teaching competencies on teacher development in public secondary schools within the Division of Camarines Sur.

Demographic profile of the respondents

The demographic profile, encompassing sex, age, length of service, educational attainment, and designation, significantly shapes individual professional behaviors and outcomes. Studies on sex highlight that female professionals face unique challenges balancing career with societal expectations (Anderson & Smith, 2021), while male-dominated sectors may perpetuate inequities (Lee & Cho, 2022). Age dictates a trade-off between technological competency and flexibility in younger workers (O'Reilly et al., 2023) versus the valuable experience and decision-making depth of older professionals (Nguyen & Huynh, 2024). Length of service generally increases job satisfaction, loyalty, and expertise, though it may hinder adaptation to new technologies (Williams & Johnson, 2022; Patel et al., 2023). Educational attainment strongly correlates with professional success, leading to senior roles, greater decision-making competence (Garcia & Lopez, 2021), and higher job satisfaction and resilience (Johnson et al., 2024). Finally, designation directly influences professional role and satisfaction, with managerial positions offering greater security and opportunities despite unique leadership challenges (Kim & Lee, 2023; Carter et al., 2025).

Instructional leadership skills of master teachers

The instructional leadership role of master teachers (MTs) is critical for enhancing teaching practices and educational outcomes, extending beyond the classroom to significant leadership responsibilities, mentoring, and curriculum development (Peterson & King, 2021; Davidson & Baker, 2022). Studies show MTs typically demonstrate very high levels of leadership skills and instructional competence; however, research by Federico and Francisco (2024) surprisingly found no direct correlation between these MT qualities and general teacher performance, recommending focused interventions like Project ECGC and Continuous Professional Development. Conversely, Oliva and Bautista (2025) established a strong positive correlation between MT instructional leadership and teachers' pedagogical skills (especially coaching/professional development), noting that professional development facilitation and adaptability are key predictors of student learning engagement. Furthermore, MTs' leadership is vital in mentoring and coaching—improving peer skills, retention, and satisfaction (Clarke & Wilson, 2023; Miller & Thomas, 2024) and in guiding curriculum alignment and revision for critical thinking (Thompson & Martinez, 2021; Williams et al., 2022). Finally, their facilitation of Professional Learning Communities (PLCs) is directly linked to improved teacher efficacy and student achievement (Foster & Thomas, 2023), promoting a culture of continuous, student-centered improvement (Brown & Scott, 2022).

Monitoring and Evaluation

Monitoring and Evaluation processes are fundamental to shaping the instructional leadership of master teachers, providing a systematic framework for assessing teaching effectiveness and guiding continuous improvement (Davis & Chang, 2021). Effective M&E relies on using both qualitative and quantitative data to identify strengths and areas for growth (Garcia & Turner, 2022), encouraging transparency, accountability, and alignment with educational goals (Williams & Lee, 2023). International studies underscore that systematic M&E, integrated into professional development, is essential for fostering a reflective teaching practice and is increasingly enhanced by digital tools that provide real-time, data-driven feedback (Thompson & Harris, 2022; Patel & Jones, 2024). Locally, while Filipino public schools face challenges like insufficient training and resources, effective M&E leads to improved master teacher leadership in collaboration and curriculum development (Cruz & Reyes, 2023). Both public and private school contexts confirm that regular monitoring, feedback, and peer evaluations significantly contribute to the professional growth and refinement of master teachers' instructional strategies (Lim & Ramos, 2022; Santos & Alvarez, 2024).

Curriculum enhancement

Curriculum enhancement is a continuous process integral to instructional leadership, with master teachers often leading efforts to align curricula with standards, student needs, and innovative pedagogical approaches (Hernandez & Lee, 2022; Brown & O'Connor, 2021). Their leadership in curriculum review and adaptation is crucial for fostering a collaborative culture among peers, which is essential for effective development and refinement (Johnson & Walker, 2023). International studies confirm that master teachers' active participation ensures the curriculum is relevant, dynamic, and responsive to trends like STEM and socio-emotional learning, while also strengthening coherence between content and assessment (Peterson & Hall, 2022; Tan & Chan, 2024). Furthermore, empowering master teachers to lead curriculum efforts enhances their sense of ownership, which positively impacts teacher motivation, engagement, and overall teaching culture (Liu et al., 2023). Locally, Filipino studies highlight the critical role of master teachers in adapting and implementing curriculum reforms—especially in resource-limited or rural areas—by providing training, ensuring cultural relevance, and ultimately leading to more engaging and effective teaching practices (Reyes & De Guzman, 2023; Santos & Alvarez, 2024; Mendoza & Salazar, 2022).

Modeling effective practices

Modeling effective practices is a key aspect of instructional leadership for master teachers, fundamentally shaping both teacher development and instructional quality. Master teachers enhance teaching excellence by demonstrating high-quality instructional strategies and fostering a reflective teaching practice among colleagues (Bell & Thompson, 2021). This leadership is powerfully executed through collaborative modeling, such as co-teaching, which improves peer learning, professional efficacy, and job satisfaction (Johnson & Harris, 2022). Furthermore, modeling serves as the practical foundation for mentorship, allowing master teachers to provide real-time feedback and guide colleagues in refining their methods (Miller & Peterson, 2023). International and local studies reinforce that master teachers who model research-based, student-centered, and technology-integrated practices—through workshops, peer observations, and professional learning programs—significantly improve pedagogy, increase teacher confidence, and adapt instructional strategies effectively to diverse contexts, including rural settings (Smith & Cohen, 2021; Harris & Marshall, 2022; Zhang & Wong, 2024; De Leon & Cruz, 2023; Aquino & Ramos, 2022).

Personal growth and professional development

Personal growth and professional development are essential drivers of instructional leadership for master teachers, enabling them to navigate the evolving educational landscape. Personal development through reflection, self-awareness, and emotional intelligence makes leaders more empathetic, enhances stress management, and improves relationship building (Davis & Ward, 2021; Walker & Jackson, 2022). Simultaneously, professional development programs that integrate leadership training, advanced pedagogy, and management skills are critical for expanding their leadership capacity, ensuring relevance, and fostering increased teacher efficacy (Johnson & Miller, 2022; Brown & Roberts, 2023). International and local studies

consistently confirm that formal leadership training strengthens skills in curriculum development and team management (Harris & Stewart, 2023), while continuous development allows teachers to stay updated on research and technology (Gonzalez & Lee, 2024). In the Philippines, the provision of leadership training and opportunities for self-reflection significantly improves master teachers' abilities to manage challenges and mentor peers, emphasizing the necessity of equitable access to high-quality development programs in all contexts, including rural areas (Cruz & Torres, 2023; Lopez & Garcia, 2024; Ramos & De Guzman, 2022).

Teaching competencies of master teachers

Teaching competencies for master teachers are multifaceted, blending technical skills like content knowledge and pedagogy with essential interpersonal abilities. Moore and Harris (2021) emphasize the necessity of this dual competency to deliver quality, engaging, and inclusive instruction, while Thompson and Garcia (2022) underscore that strong skills in assessment and curriculum design enable master teachers to lead school-wide instructional reforms. Furthermore, research by Roberts and Baker (2023) links a broad range of competencies, including emotional intelligence, to higher job satisfaction and career longevity. International and local studies reinforce these findings: Tan and Lee (2023) connected strong leadership competencies to instructional improvement; Cruz and De Leon (2023) highlighted curriculum design and adaptability as vital for K-12 implementation; and Mendoza and Reyes (2024) found technology integration essential for master teachers in remote areas. Finally, Santos and Villanueva (2022) noted a need for further development in leadership, emotional intelligence, and collaborative teaching among urban master teachers to enhance overall educational quality.

Mastery of Subject Matter

Subject matter mastery is a foundational and critical component of teaching competencies and instructional leadership for master teachers. Research consistently shows that deep content knowledge directly enhances teaching effectiveness by enabling teachers to clearly explain complex concepts, answer inquiries confidently, and adapt instruction for diverse needs (Chen & Zhang, 2022). Master teachers who are subject experts are better positioned to lead curriculum design and professional development initiatives, using their expertise to model diverse and effective instructional strategies like differentiated or project-based learning, which also contributes to better classroom management and teacher confidence (Jones & Walker, 2023; Brown & Wilson, 2024). International and local Filipino studies affirm this, demonstrating that subject mastery enhances the ability to design engaging lessons, provide nuanced feedback, and effectively mentor peers, thereby improving overall teaching quality and student outcomes across various contexts, including urban and resource-limited rural schools (Singh & Patel, 2022; Turner & Mason, 2023; Santiago & Reyes, 2024; Aquino & Lopez, 2024).

Teaching strategies

Teaching strategies are an essential component of master teachers' competencies, directly impacting instructional quality and student outcomes. Master teachers who are proficient in a wide array of evidence-based strategies like differentiated, inquiry-based, and active learning are better equipped to engage diverse learners and serve as mentors to their peers (Adams & Porter, 2022; Green & Taylor, 2023). The strategic practice of self-reflection is also crucial, enabling master teachers to continuously refine their methods to meet student needs (Brooks & Sanders, 2024). International and local studies reinforce that adopting student-centered strategies—such as project-based learning, co-teaching, and technology integration—enhances master teachers' pedagogical competencies, strengthens collaboration, and empowers them to lead in curriculum design and instructional innovation (Hamilton & Clarke, 2022; Williams & Foster, 2023; Martin & Perez, 2023). Ultimately, by consistently employing strategies like inquiry-based learning and differentiated instruction, master teachers improve student outcomes, align instruction with 21st-century skills, and solidify their vital role in instructional leadership (Torres & Reyes, 2023; Santos & Valdez, 2023).

Classroom management

Classroom management is a fundamental and essential element of master teachers' competencies, going beyond behavior control to create active, engaged learning environments and maximize instructional time (Hughes &

Daniels, 2022). Master teachers skilled in proactive strategies, such as setting clear expectations and using restorative practices, are better able to prevent disruptions, address diverse student needs, and provide differentiated instruction, thereby enhancing their overall teaching effectiveness (Roberts & Simmons, 2023; Johnson & Lee, 2024). International and local studies emphasize that strong classroom management is a foundational competency that enables teachers to implement varied instructional strategies, reduces stress and burnout, and significantly contributes to teacher retention (Martin & Wang, 2022; Clark & Thompson, 2024). Furthermore, master teachers leverage this skill to mentor colleagues and serve as instructional role models, fostering a positive, collaborative school culture in all contexts, including challenging urban and resource-limited rural settings (Tan & Lee, 2023; Cooper & Wright, 2024; Santos & Valdez, 2023; Cruz & De Leon, 2022).

Evaluation Skills

Evaluation skills are a key component of master teachers' competencies, essential for effective instruction and instructional leadership. These skills enable educators to conduct formative and summative assessments to monitor student progress, provide timely feedback, and make necessary adjustments to instruction (Clark & Lewis, 2022). Proficiency in evaluation is directly linked to professional growth, as it promotes reflective practice and empowers master teachers to refine their methods over time (Thompson & Harris, 2023). Furthermore, evaluation skills are crucial for fostering collaboration through peer evaluations and the dissemination of best practices (Brown & Parker, 2024). International and local studies reinforce that master teachers who utilize data-driven evaluation, self-assessment, and a continuous feedback loop are more effective, better equipped to provide personalized instruction, and instrumental in driving a school-wide culture of continuous improvement in teaching practices (Johnson & Martin, 2022; Cooper & White, 2023; Parker & Allen, 2023; Reyes & Santos, 2023; Alvarado & Garcia, 2024).

Master Teachers' Instructional Leadership Skills and Teaching Competencies

Instructional leadership skills are fundamental to the effectiveness of master teachers, extending their impact beyond the classroom to influence school culture and peer development (Robinson & Adams, 2021). Strong instructional leaders model effective practices, engage in continuous professional development, and foster a shared vision and culture of collaboration (Taylor & Green, 2023). This leadership is critically interlinked with teaching competencies as master teachers use skills like mentorship to transfer valuable strategies and enhance the instructional capabilities of their colleagues (Williams & Clark, 2024). International and local studies consistently confirm this relationship: effective leadership—evidenced by fostering professional development, using data, and guiding curriculum—directly enhances teaching competencies by improving instructional performance, supporting differentiated methods in diverse contexts, and strengthening the commitment to evidence-based practices (Jackson & White, 2022; Thompson & Harris, 2023; Foster & Green, 2024). In the Philippines, local research confirms that master teachers' leadership in mentoring and organizing professional activities is a crucial catalyst for continuous improvement in teaching competencies for both experienced and novice educators (Santos & Lopez, 2023; Cruz & Dela Cruz, 2024; Garcia & Valdez, 2024).

Teacher Performance

The instructional leadership skills of master teachers have a critical and direct positive impact on teacher performance across educational settings. Master teachers enhance peer performance by setting clear goals, supporting collaborative practices (Peterson & Diaz, 2023), and mentoring and modeling effective teaching strategies (Roberts & Lee, 2024). A key mechanism for this improvement is the provision of regular, formative feedback, which helps colleagues reflect and refine their methods (Young & Harris, 2022). International and local studies consistently reinforce this: master teachers who lead professional development, offer structured instructional support, and foster collaborative learning communities significantly boost the confidence, competence, and overall performance of their peers, including novice teachers and those in diverse or rural settings (Adams & Jackson, 2023; Thompson & Morgan, 2024; Hughes & Brown, 2023; Santos & Valdez, 2023; Garcia & Cruz, 2024). Ultimately, the instructional leadership of master teachers cultivates a culture of continuous professional growth and shared responsibility, leading to improved teaching practices and better student outcomes.

Professional Growth

The professional growth of master teachers is intrinsically driven by their instructional leadership skills and teaching competencies. Studies confirm that this growth is facilitated by ongoing reflection and active engagement in both formal and informal professional development (Harris & Adams, 2023; Jackson & Lewis, 2024). Master teachers, by taking on leadership roles such as mentoring, instructional coaching, and curriculum development, not only model best practices but also inherently refine their own skills and expand their instructional competencies (Thompson & Green, 2022). International and local research consistently shows that this leadership, particularly through peer collaboration and facilitating professional learning communities, accelerates professional growth, strengthens leadership capacity, and fosters a school-wide culture of continuous improvement (Foster & Johnson, 2023; Roberts & Thompson, 2024; Cruz & Reyes, 2023). Essentially, the act of leading and shaping the practice of others is a primary mechanism for the master teachers' own sustained professional development (Lee & Martin, 2023; Mendoza & Garcia, 2024).

Instructional Practices

The instructional leadership of master teachers is crucial for shaping and improving instructional practices across schools. Their role extends to fostering collaborative environments where practices are continuously refined (Johnson & Williams, 2023). Master teachers directly impact instructional quality by modeling effective teaching strategies, promoting innovative techniques like differentiated instruction (Walker & Jones, 2024), and actively mentoring and coaching peers through ongoing feedback and guidance (Green & Thompson, 2022). International and local studies consistently affirm this influence: Master teachers who lead in curriculum design, professional development, and peer observation significantly enhance the use of evidence-based practices and instructional versatility among colleagues (Miller & Adams, 2023; Roberts & Wilson, 2024; Williams & Martin, 2024; Santos & Tan, 2023). Their leadership is vital in creating a culture of instructional excellence and continuous improvement, ensuring teaching methods are effective, innovative, and responsive to diverse student needs, including those in rural settings (Turner & Kelly, 2023; Cruz & Mendoza, 2022).

Teacher motivation and engagement

Teacher motivation and engagement are critical driving forces that significantly enhance the instructional leadership skills and teaching competencies of master teachers. Research consistently links intrinsic motivation and a sense of professional autonomy to higher engagement, which allows master teachers to more effectively model instruction and influence colleagues (Smith & Roberts, 2023; Davis & McKenzie, 2022; Jackson & Lee, 2024). Highly motivated and engaged master teachers are more likely to assume leadership roles, lead professional development, and proactively share best practices, thereby refining their own skills and improving the instructional quality of the entire school community (Foster & Brown, 2023; Wright & Thomas, 2022; Johnson & Stevens, 2024). Local studies in the Philippines affirm this, showing that motivation to lead and mentor directly fosters stronger leadership and teaching competencies, especially in both urban and resource-limited rural schools, ultimately creating a positive, collaborative culture of continuous professional growth (Santos & Reyes, 2023; Garcia & Lopez, 2024; Aquino & Ramos, 2023).

RESEACRH METHODOLOGY

This section deals with the discussion of the method to be used, the source of data, gathering instruments, sampling techniques of the study, and statistical treatment.

Research Design

The study employed a quantitative, non-experimental, descriptive-correlational, cross-sectional research design to describe the levels of instructional leadership, teaching competencies, and teacher development, and to determine the relationships among these variables in public secondary schools in the Division of Camarines Sur. Descriptive research involved gathering, analyzing, and tabulating data on prevailing conditions, practices, and processes in order to make accurate interpretations of the existing situation. Correlational studies focused on identifying the relationships between the variables of instructional leadership, teaching competencies, and

teacher development in public secondary schools in the Division of Camarines Sur. Specifically, the study aimed to explore the relationships between instructional leadership, teaching competencies, and teacher development (Rubite, 2018).

To ensure the validity and reliability of the findings, appropriate statistical techniques, such as multiple regression analysis, were applied. This analysis allowed the researcher to explore the predictive relationships between instructional leadership and teaching competencies as independent variables, and teacher development as the dependent variables.

Participants

The respondents of this study were the 289 Secondary Master Teachers and Teachers. They are from Schools Division of Camarines Sur.

The participants included master teachers and teachers from public secondary schools, teaching a variety of subjects at different grade levels. The researcher was provided implied consent to the perspective respondents to ensure that they voluntarily submit themselves to participate in the study. They were informed that they can freely withdraw as soon as they wish.

Instruments

The research was patterned after the content of the survey questionnaire.

The survey questionnaire was composed of four major parts. The first section collected demographic data from the teacher respondents, including their age, sex, length of teaching service, highest educational attainment, and designation. The subsequent parts focused on instructional leadership skills of Master Teachers, teaching competencies, and teacher development, respectively.

The first section of the questionnaire collected demographic data from the teacher respondents, including their age, sex, length of teaching service, highest educational attainment, and designation. This section was designed in a checklist format to facilitate straightforward data collection. The demographic information provided a foundational understanding of the characteristics of the respondents.

The second section of the questionnaire assessed the instructional leadership skills of Master Teachers, adapted from Federico et al. (2024). It consisted of 10 indicators focusing on the key areas of instructional leadership: monitoring and evaluation, curriculum enhancement, modeling effective practices, mentorship and coaching, and professional growth and development. Responses for this section were measured using a four-point Likert scale: 4 (Highly Evident), 3 (Evident), 2 (Moderately Evident), and 1 (Less Evident). This section aimed to measure how Master Teachers exhibited leadership in each area, reflecting the depth of their influence on teaching practices, school management, and teacher development.

The third section of the questionnaire focused on teaching competencies, adapted from Mendoza (2022). It assessed the competencies of Master Teachers in the areas of subject matter, teaching strategies, classroom management, and evaluation skills. A four-point Likert scale was also used: 4 (Very High Competence), 3 (High Competence), 2 (Low Competence), and 1 (Very Low Competence). Each competency area was evaluated using a set of 10 items, allowing for a detailed assessment of teachers' strengths and areas for improvement in the classroom.

The fourth section of the questionnaire explored teacher development, focusing on the professional growth and performance improvement of teachers as influenced by instructional leadership and teaching competencies. This section assessed factors such as teacher motivation, engagement, professional development opportunities, and the impact of Master Teachers' leadership on teachers' growth, effectiveness, and overall teacher development. Responses were rated using a four-point Likert scale: 4 (Strongly Agree), 3 (Agree), 2 (Disagree), and 1 (Strongly Disagree).

Procedure

Pre-Data Gathering. The researcher first secured a letter of request from the Division Superintendent and School Heads in the Division of Camarines Sur to obtain formal permission to conduct the study. Before distribution, the researcher prepared the survey questionnaires, which included sections on demographic data, instructional leadership skills, teaching competencies, and teacher development. A detailed explanation of the study's purpose and the nature of respondent involvement was prepared, along with clear instructions for completing the survey. The researcher also prepared the Informed Consent Form, ensuring all participants would confirm their voluntary participation and guarantee the strict confidentiality of their responses, adhering to ethical research standards.

Actual Data Gathering. Upon receiving approval, the researcher distributed the survey questionnaires. The primary method of distribution was through Google Forms to the master teachers and teachers in public secondary schools, a strategy used to mitigate risks associated with high heat conditions. For schools located in remote areas with limited internet access, the researcher personally distributed and collected printed copies of the questionnaires to ensure full participation. Before they started answering, the researcher provided the detailed explanation and instructions. Informed consent was then obtained from each participant.

Post - Data Gathering. After the respondents completed the survey, the researcher promptly collected all forms, both the digital responses from Google Forms and the printed copies. The collected data were then tallied, tabulated, and analyzed to assess the instructional leadership skills, teaching competencies, and teacher development among the master teachers in the Division of Camarines Sur.

Statistical Analysis

The data were analyzed and interpreted using three key statistical tools. The Weighted Mean and Ranking were employed to calculate the average level of instructional leadership, teaching competencies, and teacher development, and then prioritize them based on their mean scores. The Pearson Correlation Coefficient was used to determine the strength and direction of the relationships between these three variables (instructional leadership, teaching competencies, and teacher development). Finally, Stepwise Multiple Regression Analysis was performed to identify which of the independent variables (instructional leadership and teaching competencies) had a statistically significant impact on the dependent variable, teacher development.

Ethical Considerations

The ethical guidelines for this research followed the standards mandated by the school and adhered to all research protocols. Informed and voluntary consent was obtained from all participants, assuring them of their right to withdraw at any point without prejudice. The researcher guaranteed the strict confidentiality of all data, ensuring it would be used solely for the study. To maintain credibility and reliability, the study utilized an adequate number of respondents who met the inclusion criteria and supported the findings with relevant literature. Furthermore, the researcher protected human rights by considering the balance of benefits and risks, observing protocols for content, comprehension, and documentation of implied consent, preparing authorization for access to private information, establishing confidentiality procedures, and addressing issues of debriefing, communications, and conflict of interest.

RESULTS

This section indicates the presentation, analysis, and interpretation of data gathered in this study. The data were obtained from the standardized questionnaire given on the assessment of the Master Teachers' Instructional Leadership, Teaching Competencies and Teacher Development in Public Secondary Schools in the Division of Camarines Sur

Demographic Profile of the Respondents

Table 1. Demographic Profile of the Respondents N=289

<i>Indicators</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Sex</i>		
Male	130	44.98
Female	159	55.02
<i>Age</i>		
20-25 years old	30	10.38
26-30 years old	52	17.99
31-35 years old	58	20.07
36-40 years old	55	19.03
41-50 years old	45	15.57
51-55 years old	39	13.49
56-65 years old	10	3.46
<i>Length of Service</i>		
0-5 Years	68	23.53
6-10 Years	71	24.57
11-15 Years.	72	24.91
16-20 Years	66	22.84
21 Years -Above	12	4.15
<i>Educational attainment</i>		
Bachelor's Degree	185	64.01
Master's Degree Graduate	73	25.26
Doctorate's Degree	31	10.73
<i>Designation</i>		
T I – T III	189	65.40
MT I – MT	100	34.60

Table 2. Assessment on the level of instructional leadership skills of master teachers in terms of Monitoring and evaluation

Indicative Statements <i>The Master Teacher ..</i>	Mean	Verbal Interpretation	Rank
1. holds meetings and discusses grade level issues regularly.	3.67	Highly Demonstrated	2
2. assist in evaluating the performance of teachers.	3.45	Highly Demonstrated	6
3. leads in conducting FGDs to discuss critical issues in school,	3.78	Highly Demonstrated	1
4. remind teachers of key rules and deliverables for compliance.	3.56	Highly Demonstrated	4
5. provide timely, accurate and specific feedback in collegial manner to teachers regarding performance,	3.26	Highly Demonstrated	8.5
6. conducts FGD with teachers regularly to assess students' learning needs.	3.27	Highly Demonstrated	7
7. constantly monitor teachers' teaching needs.	3.59	Highly Demonstrated	3
8. provides feedback to School Head on teachers' & learners' needs,	3.26	Highly Demonstrated	8.5
9. assesses overall academic operations to know where to help	3.03	Highly Demonstrated	10
10. determines the classroom needs of teachers.	3.39	Highly Demonstrated	9
Grand Mean	3.43	Highly Demonstrated	

Legend: 1.00-1.74, Not Demonstrated; 1.75-2.49, Partially Demonstrated; 2.50-3.24, Demonstrated 3.25-4.00, Highly Demonstrated

Table 3. Assessment on the level of instructional leadership skills of master teachers in terms of Curriculum enhancement

Indicative Statements <i>The Master Teacher ..</i>	Mean	Verbal Interpretation	Rank
1. closely work with teachers in discussing curriculum to enhance teaching competencies.	3.76	Highly Demonstrated	2
2. leads to the preparation of learning materials, localizing and contextualizing the curriculum.	3.79	Highly Demonstrated	1
3. helps implement the measures by the School's Division to enhance teaching learning experiences.	3.60	Highly Demonstrated	3
4. create programs that enhance the delivery of curriculum content.	3.41	Highly Demonstrated	4
5. discuss curriculum goals in relation with teaching strategies with new teachers.	3.30	Highly Demonstrated	7
6. develop strategies that will help foster learning absorption.	3.39	Highly Demonstrated	5

7. trains younger teachers with effective teaching skills.	3.27	Highly Demonstrated	8
8. interprets salient curriculum areas to ensure that teachers are enlightened.	3.26	Highly Demonstrated	9
9. initiates group activities that intend to evaluate curriculum content to achieve academic goals	3.38	Highly Demonstrated	6
10. help track teachers' teaching skills to ensure that each one is aligned in using effective strategies.	3.25	Highly Demonstrated	10
Grand Mean	3.44	Highly Demonstrated	

Legend: 1.00-1.74, Not Demonstrated; 1.75-2.49, Partially Demonstrated; 2.50-3.24, Demonstrated 3.25-4.00, Highly Demonstrated

Table 4. Assessment on the level of instructional leadership skills of master teachers in terms of Modeling effective practices

Indicative Statements The Master Teacher ..	Mean	Verbal Interpretation	Rank
1. demonstrate exemplary teaching through consistent application of research-backed instructional strategies in my daily lessons	3.61	Highly Demonstrated	6
2. actively showcase effective classroom management techniques, creating a positive, engaging, and productive learning environment that serves as a model for colleagues.	3.86	Highly Demonstrated	1
3. model the skillful integration of technology to enhance teaching and learning, demonstrating innovative and purposeful uses of digital tools.	3.67	Highly Demonstrated	4.5
4. articulate the rationale behind my instructional choices, making pedagogical thinking visible and accessible to other educators through explanations and reflections	3.26	Highly Demonstrated	10
5. provide firsthand examples of effective teaching in action, allowing colleagues to observe and learn in real-time.	3.35	Highly Demonstrated	9
6. model effective assessment practices, utilizing a variety of formative and summative strategies to accurately gauge student understanding and inform instruction.	3.72	Highly Demonstrated	3
7. engage in continuous self-reflection and professional learning, staying current with educational research and trends, and demonstrating a commitment to ongoing improvement.	3.67	Highly Demonstrated	4.5
8. collaboratively planning and sharing resources, model effective teamwork and the development of high-quality instructional materials.	3.43	Highly Demonstrated	8

9. demonstrate effective communication and collaboration with students, parents, and colleagues, fostering a supportive and communicative learning community.	3.80	Highly Demonstrated	2
10. model the effective differentiation of instruction to meet the diverse learning needs of all students, showcasing strategies for providing equitable access and support.	3.71	Highly Demonstrated	5
Grand Mean	3.61	Highly Demonstrated	

Legend: 1.00-1.74, Not Demonstrated; 1.75-2.49, Partially Demonstrated; 2.50-3.24, Demonstrated 3.25-4.00, Highly Demonstrated

Table 5. Assessment on the level of instructional leadership skills of master teachers in terms of Mentorship and coaching

Indicative Statements The Master Teacher ..	Mean	Verbal Interpretation	Rank
1. establish trusting and supportive relationships with mentees, creating a safe space for open dialogue, reflection, and professional growth.	3.87	Highly Demonstrated	1
2. proactively offer guidance and support to colleagues, sharing my expertise and insights to help them refine their teaching practices and achieve their professional goals	3.70	Highly Demonstrated	3
3. leads focused group discussions (FGDs) to explore critical school issues, guiding teachers in reflective dialogue and collaborative solution-finding	3.35	Highly Demonstrated	8
4. proactively reminds teachers of important rules and deliverables, ensuring a supportive structure for compliance and effective practice.	3.79	Highly Demonstrated	2
5. offers timely, accurate, and specific feedback to teachers in a collegial manner, promoting self-reflection and continuous improvement in their performance.	3.40	Highly Demonstrated	7
6. model effective coaching techniques, including active listening, asking powerful questions, and providing constructive feedback that encourages self-reflection and action planning.	3.01	Demonstrated	10
7. continuously monitors and identifies teachers' professional development needs, allowing for tailored mentoring and coaching support	3.53	Highly Demonstrated	4
8. provide specific and actionable insights into a mentee's practice, focusing on areas for growth and celebrating successes.	3.44	Highly Demonstrated	6
9. share resources and best practices relevant to a mentee's needs and context, connecting them with valuable professional development opportunities.	3.33	Highly Demonstrated	9

10. modeling continuous learning and reflection inspires mentees to embrace a growth mindset and engage in ongoing professional development.	3.29	Highly Demonstrated	10
Grand Mean	3.48	Highly Demonstrated	

Legend: 1.00-1.74, Not Demonstrated; 1.75-2.49, Partially Demonstrated; 2.50-3.24, Demonstrated 3.25-4.00, Highly Demonstrated

Table 6. Assessment on the level of instructional leadership skills of master teachers in terms of Personal growth and professional development

Indicative Statements <i>The Master Teacher ..</i>	Mean	Verbal Interpretation	Rank
1. engage in professional learning communities and networks, collaborating with other educators to share ideas, resources, and innovative strategies	3.56	Highly Demonstrated	5
2. demonstrate resilience and adaptability, viewing challenges as opportunities for learning and growth within the dynamic educational landscape.	3.62	Highly Demonstrated	3.5
3. pursue leadership opportunities within and beyond the school, contributing to the profession through mentorship, presentations, and other forms of professional sharing.	3.70	Highly Demonstrated	1
4. develop and maintain a professional portfolio that showcases my growth, accomplishments, and impact on student learning over time.	3.67	Highly Demonstrated	2
5. collaborate with colleagues on action research or other professional inquiry projects to investigate and address specific school or classroom challenges, contributing to the collective knowledge of the faculty.	3.25	Highly Demonstrated	10
6. actively seek out and participate in professional development opportunities beyond the school level, such as workshops, conferences, and advanced studies, to broaden their perspectives and expertise	3.34	Highly Demonstrated	9
7. contribute to the development and implementation of school-based professional development programs, sharing their expertise and facilitating learning opportunities for their peer	3.52	Highly Demonstrated	6
8. stay abreast of current educational trends, research findings, and policy changes, and they consider their implications for their practice and the wider school context.	3.62	Highly Demonstrated	3.5
9. build professional networks and engage in collaborative partnerships with educators within and beyond their school to exchange ideas, resources, and best practices.	3.30	Highly Demonstrated	8
10. document and share their professional growth and development experiences, serving as a resource and	3.47	Highly Demonstrated	7

inspiration for other teachers and contributing to a culture of continuous improvement within the profession			
Grand Mean	3.51	Highly Demonstrated	

Legend: 1.00-1.74, Not Demonstrated; 1.75-2.49, Partially Demonstrated; 2.50-3.24, Demonstrated 3.25-4.00, Highly Demonstrated

Table 7. Assessment on the level of teaching competencies of master teachers in terms of Mastery of subject matter

Indicative Statements <i>The Master Teacher ..</i>	Mean	Verbal Interpretation	Rank
1. provides a comprehensive and accurate grasp of the subject matter	3.40	Very Competent	5
2. applies content of knowledge beyond his/her area of specialization	3.63	Very Competent	1
3. integrates subject matter into other fields of knowledge.	3.56	Very Competent	3
4. manifests confidence and firmness with every piece of information being given in the class.	3.32	Very Competent	8
5. provides students with varied learning experiences for the intellectual development	3.33	Very Competent	7
6. possesses the skill in science and art of questioning.	3.25	Very Competent	10
7. cites intra and interdisciplinary content relationship.	3.60	Very Competent	2
8. motivates learners in investigating learning areas to expand their knowledge and satisfy their curiosity	3.62	Very Competent	4
9. reflects mastery of the entire subject being taught.	3.34	Very Competent	6
10. provides opportunities for students to practice and apply learning in real-life situations.	3.28	Very Competent	9
Grand Mean	3.43	Very Competent	

Legend: 1.00-1.74, Very Incompetent; 1.75-2.49, Less Incompetent; 2.50-3.24, Competent 3.25-4.00, Very Competent

Table 8. Assessment on the level of teaching competencies of master teachers in terms of Teaching strategies

Indicative Statements <i>The Master Teacher ..</i>	Mean	Verbal Interpretation	Rank
1. expertly employs a variety of effective teaching strategies that serve as models for colleagues seeking to expand their own repertoire.	3.89	Very Competent	2
2. skillful differentiation of instruction demonstrates how to effectively meet the diverse learning needs of students, influencing broader school practices.	3.78	Very Competent	3

3. ability to integrates technology seamlessly and purposefully into their lessons showcases innovative approaches that others can learn from and implement.	3.90	Very Competent	1
4. use active learning techniques inspires colleagues to move beyond passive instruction and engage students more effectively.	3.61	Very Competent	6
5. adeptness at formative assessment strategies provides practical examples of how to continuously monitor student understanding and adjust instruction in real-time	3.70	Very Competent	4
6. ability to creates engaging and motivating learning experiences demonstrates effective pedagogical approaches that other teachers strive to emulate.	3.51	Very Competent	7
7. effectively model explicit instruction when needed, showcasing techniques for clear communication of learning goals and concepts.	3.65	Very Competent	5
8. use of questioning techniques promotes higher order thinking and deeper engagement, influencing how other teachers interact with their students.	3.44	Very Competent	8
9. demonstrates strong abilities in managing group work and collaborative learning, providing practical strategies for effective student interaction.	3.41	Very Competent	9
10. mastery of diverse and effective teaching strategies significantly contributes to the improvement of instructional delivery and student outcomes within the school/district.	3.38	Very Competent	10
Grand Mean	3.63	Very Competent	

Legend: 1.00-1.74, Very Incompetent; 1.75-2.49, Less Incompetent; 2.50-3.24, Competent 3.25-4.00, Very Competent

Table 9. Assessment on the level of teaching competencies of master teachers in terms of Classroom management

Indicative Statements The Master Teacher ..	Mean	Verbal Interpretation	Rank
1. utilizes class periods productively.	3.28	Very Competent	10
2. maintains students' interest and active participation in the class discussion	3.42	Very Competent	9
3. maintains a classroom atmosphere, friendly and cooperative to enhance the learning process.	3.79	Very Competent	5
4. comes always ready and prepared adequately for every day's learning activities.	3.83	Very Competent	4
5. establishes authority in the classroom effectively by making students obey rules and regulations set forth	3.92	Very Competent	1

6. helps students' group work run smoothly and effectively.	3.52	Very Competent	8
7. effectively model explicit instruction when needed, showcasing comes to class early and leaves on time	3.65	Very Competent	7
8. promotes respect for cultural differences in the classroom	3.70	Very Competent	6
9. ensures orderliness and cleanliness in class	3.91	Very Competent	2
10. provides equal opportunities for students to participate actively in class.	3.87	Very Competent	3
Grand Mean	3.69	Very Competent	

Legend: 1.00-1.74, Very Incompetent; 1.75-2.49, Less Incompetent; 2.50-3.24, Competent 3.25-4.00, Very Competent

Table 11. Assessment on the level of teaching competencies of master teachers in terms of Evaluation skills

Indicative Statements The Master Teacher ..	Mean	Verbal Interpretation	Rank
1. evaluates students' performances fairly and uses adequate and accurate standards measures of evaluation.	3.81	Very Competent	4
2. uses rubrics for scoring and evaluation.	3.76	Very Competent	5
3. evaluates performance of the students on the basis of the course objectives and most essential learning competencies through discussions, activities and quizzes.	3.92	Very Competent	2
4. exercises no favoritism	4.00	Very Competent	1
5. provides corrective feedback remedies in oral and written responses.	3.56	Very Competent	7
6. provides evaluative activities appropriate to student's abilities, interests, and needs.	3.67	Very Competent	6
7. employs varied forms of evaluation tools.	3.88	Very Competent	3
8. allow students to assess their own performances using appropriate rubrics in some of the activities in the class	3.44	Very Competent	9
9. conducts remedial instruction and enhancement to improve student's performance.	3.34	Very Competent	10
10. utilizes evaluation and performance results as basis for improving instruction.	3.45	Very Competent	8
Grand Mean	3.69	Very Competent	

Legend: 1.00-1.74, Very Incompetent; 1.75-2.49, Less Incompetent; 2.50-3.24, Competent 3.25-4.00, Very Competent

Table 12. Assessment on the impact do master teachers' instructional leadership skills and teaching competencies have on the improvement of teacher development in terms of Teacher performance

Indicative Statements <i>The Master Teacher ..</i>	Mean	Verbal Interpretation	Rank
1. consistently meets or exceeds the learning objectives for his/her students as outlined in the curriculum.	3.88	Strongly Impacted	3
2. effectively manages classroom behavior and transitions, creating a positive and orderly learning environment.	3.67	Strongly Impacted	6
3. regularly provides constructive, timely, and actionable feedback to students to support their academic progress.	3.33	Strongly Impacted	10
4. demonstrates a deep and current understanding of the subject matter he/she teach.	3.62	Strongly Impacted	7
5. accurately assess student learning using a variety of formative and summative assessment methods.	3.71	Strongly Impacted	4
6. adjust his/ her teaching based on ongoing assessment data to address student needs.	3.68	Strongly Impacted	5
7. effectively communicate student progress to parents/guardians.	3.39	Strongly Impacted	9
8. differentiate instruction to meet the needs of all learners, including those with diverse abilities and backgrounds.	3.40	Strongly Impacted	8
9. maintains accurate and organized records of student performance and attendance.	3.92	Strongly Impacted	1
10. consistently adheres to school policies and procedures.	3.90	Strongly Impacted	2
Grand Mean	3.65	Strongly Impacted	

Legend:1.00-1.74, No Impact; 1.75-2.49, Slightly Impacted; 2.50-3.24, Impacted 3.25-4.00, Strongly Impacted

Table 13. Assessment on the impact do master teachers' instructional leadership skills and teaching competencies have on the improvement of teacher development in terms of Professional growth

Indicative Statements <i>The Master Teacher ..</i>	Mean	Verbal Interpretation	Rank
1. actively seeks out and participate in professional development opportunities relevant to his/her teaching role and professional goals.	3.62	Strongly Impacted	4
2. regularly reflects on his/her teaching practices and identify areas for improvement.	3.32	Strongly Impacted	8
3. applies new knowledge, strategies, and technologies gained from professional development to his/her classroom practice.	3.34	Strongly Impacted	7
4. engages in professional learning communities or collaborative groups to enhance his/her skills.	3.76	Strongly Impacted	3
5. seeks constructive feedback from peers, mentors, or supervisors to improve his/her teaching.	3.60	Strongly Impacted	5

6. stays informed about current educational research, trends, and best practices.	3.79	Strongly Impacted	2
7. pursue opportunities to take on leadership roles within the school or professional organizations.	3.27	Strongly Impacted	10
8. opens to experimenting with new teaching approaches and evaluating their effectiveness.	3.30	Strongly Impacted	9
9. maintains an up-to-date professional portfolio or record of his/her development.	3.80	Strongly Impacted	1
10. continuously strives to refine his/her pedagogical skills and content knowledge.	3.49	Strongly Impacted	6
Grand Mean	3.53	Strongly Impacted	

Legend: 1.00-1.74, No Impact; 1.75-2.49, Slightly Impacted; 2.50-3.24, Impacted 3.25-4.00, Strongly Impacted

Table 14. Assessment on the impact do master teachers' instructional leadership skills and teaching competencies have on the improvement of teacher development in terms of Instructional practices

Indicative Statements <i>The Master Teacher ..</i>	Mean	Verbal Interpretation	Rank
1. designs and delivers engaging lessons that capture students' interest and promote active participation.	3.27	Strongly Impacted	10
2. clearly communicates learning objectives and expectations to his/her students.	3.79	Strongly Impacted	3
3. uses a variety of teaching methods and strategies (e.g., direct instruction, group work, projects) to cater to diverse student learning styles and needs.	3.94	Strongly Impacted	1
4. integrates technology effectively and meaningfully to enhance student learning and engagement in his/her lessons.	3.88	Strongly Impacted	2
5. fosters critical thinking, problem-solving, and creativity in his/her students.	3.64	Strongly Impacted	5
6. provides opportunities for students to collaborate and learn from each other.	3.34	Strongly Impacted	9
7. creates a classroom environment that encourages inquiry, exploration, and risk-taking.	3.72	Strongly Impacted	4
8. effectively uses questioning techniques to stimulate student thinking and understanding.	3.39	Strongly Impacted	8
9. provides clear and structured activities that guide students towards achieving learning outcomes.	3.45	Strongly Impacted	6
10. makes connections between the curriculum content and real-world applications.	3.49	Strongly Impacted	7
Grand Mean	3.60	Strongly Impacted	

Legend: 1.00-1.74, No Impact; 1.75-2.49, Slightly Impacted; 2.50-3.24, Impacted 3.25-4.00, Strongly Impacted

Table 15. Assessment on the impact do master teachers' instructional leadership skills and teaching competencies have on the improvement of teacher development in terms of Teacher motivation and engagement

Indicative Statements <i>The Master Teacher ..</i>	Mean	Verbal Interpretation	Rank
1. highly motivated and enthusiastic about his/her teaching profession.	3.80	Strongly Impacted	3
2. feels a strong sense of purpose and fulfillment in his/her role as an educator.	3.92	Strongly Impacted	1
3. actively collaborates with colleagues to improve teaching practices and student outcomes.	3.76	Strongly Impacted	5
4. feels valued and supported by the school administration.	3.54	Strongly Impacted	7
5. Have a positive relationship with his / her students and their families.	3.79	Strongly Impacted	4
6. resilient in the face of challenges and setbacks in his/ her teaching.	3.49	Strongly Impacted	8
7. committed to the success and well-being of all his/her students.	3.81	Strongly Impacted	2
8. actively participates in school-wide initiatives and events beyond his/her classroom duties.	3.45	Strongly Impacted	9
9. believes his/her contributions positively impact student learning and the school community.	3.67	Strongly Impacted	6
10. maintains a healthy work-life balance to sustain his/her passion for teaching.	3.31	Strongly Impacted	10
Grand Mean	3.65	Strongly Impacted	

Legend: 1.00-1.74, No Impact; 1.75-2.49, Slightly Impacted; 2.50-3.24, Impacted 3.25-4.00, Strongly Impacted

Table 16. Test of significant relationship between master teachers' instructional leadership and teaching competencies

Variable 1	Variable 2	Correlation co-efficient	Interpretation	P-value	Decision	Remarks
master teachers' instructional leadership	Master teachers' teaching competencies	0.709	High Positive Correlation	0.001	Reject Ho	With Significant Relationship

Legend: .00 to .30 (.00 to . .30) Negligible correlation; .30 to .50 (-.30 to - .50) Low positive (negative) correlation; .50 to .70 (-.50 to - .70), Moderate positive (negative) correlation; .70 to .90 (-.70 to -.90) High positive (negative) correlation; .90 – 1.00 (-.90 – 1.00) Very high positive (negative) correlation

Note: If the p-value is less than or equal to (0.05), reject Ho, otherwise Failed to reject Ho

Table 17. Test of significant relationship between master teachers' instructional leadership and teacher development

Variable 1	Variable 2	Correlation co-efficient	Interpretation	P-value	Decision	Remarks
master teachers' instructional leadership	master teachers' teacher development	0.612	High Positive Correlation	0.001	Reject Ho	With Significant Relationship

Legend: .00 to .30 (.00 to -.30) Negligible correlation; .30 to .50 (-.30 to -.50) Low positive (negative) correlation; .50 to .70 (-.50 to -.70), Moderate positive (negative) correlation; .70 to .90 (-.70 to -.90) High positive (negative) correlation; .90 – 1.00 (-.90 – 1.00) Very high positive (negative) correlation

Note: If the p-value is less than or equal to (0.05), reject Ho, otherwise Failed to reject Ho

Table 18. Test of significant relationship between master teachers' teaching competencies and teacher development

master teachers' teaching competencies	master teachers' teacher development	0.790	High Positive Correlation	0.001	Reject Ho	With Significant Relationship
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Legend: .00 to .30 (.00 to -.30) Negligible correlation; .30 to .50 (-.30 to -.50) Low positive (negative) correlation; .50 to .70 (-.50 to -.70), Moderate positive (negative) correlation; .70 to .90 (-.70 to -.90) High positive (negative) correlation; .90 – 1.00 (-.90 – 1.00) Very high positive (negative) correlation

Table 19. Model Summary using Multiple Regression Analysis

Model	R value	R Square	Adjusted R Square	Interpretation
Independent (instructional leadership skills and teaching competencies) Dependent (teacher development)	0.701	0.409	0.280	With significant Relationship

Table 20. ANOVA

Model	Sum of Squares	Mean Square	F-Value	P-Value	Interpretation
Regression	9.113	0.501	17.021	0.001	With significant Impact
Residual	12.430	0.801			
Total	21.543				

Table 21. Coefficient

Independent Variables	Dependent Variable	B-Value	P-Value	Interpretation
instructional leadership skills	teacher development	0.310	0.001	With significant Impact
teaching competencies		0.341	0.001	With significant Impact

Table 22. Project CESAR (Coaching and Excellence for Strategic Alignment of Resources) Leading the Way: Empowering Master Teachers to Drive Teacher Development

Key Performance Indicators (KPI)	Objectives	Activities	Budgetary Requirements / Resources	Persons Involved	Monitoring and Evaluation	Success Indicators
Instructional Leadership	Strengthen master teachers' capacity to lead and mentor peers	Conduct leadership and coaching workshops <ul style="list-style-type: none"> - Establish Professional Learning Communities (PLCs) - Assign master teachers to lead school-based improvement initiative 	Training modules, facilitator fees, digital platforms, meeting spaces	Master Teachers, School Heads, Division Supervisors	Attendance logs, leadership performance reviews, peer feedback	80% of master teachers lead or co-lead PLCs and school initiatives
Teaching Competencies	Enhance pedagogical expertise and modeling of best practices	Create demonstration classrooms <ul style="list-style-type: none"> - Implement lesson study and peer observation cycles - Provide training on differentiated instruction and assessment 	Instructional materials, video documentation tools, coaching guides	Master Teachers, Department Heads, Classroom Teachers	Observation rubrics, strategy adoption tracking, post-training evaluations	75% of teachers adopt at least one modeled strategy from master teachers
Teacher Development	Improve professional growth, motivation, and instructional practices of teachers	Facilitate mentoring sessions and feedback cycles <ul style="list-style-type: none"> - Support portfolio development and reflective practice - Organize school-based PD programs and action 	Portfolio templates, mentoring logs, PD materials, time allocation	Master Teachers, Teachers, PD Coordinators, School Heads	Portfolio audits, performance reviews, teacher satisfaction surveys	85% of teachers show growth in performance ratings and maintain updated PD portfolios

DISCUSSION

This presents the overall result of the study Assessing the Master Teachers' Instructional Leadership, Teaching competencies and Teacher Development in Public Secondary Schools in the Division of Camarines Sur.

Level of Demographic Profile

It reveals a workforce that is predominantly female reflecting national trends in Philippine education. The teachers are generally in their early to mid-career stages, with the largest age group being 31–35 years old and the majority having 6–15 years of service. In terms of educational background, most hold a Bachelor's Degree though a substantial portion has earned Master's or Doctorate Degrees. The designation profile shows a clear career progression pipeline, with Teacher I to III comprising the majority while Master Teachers I to IV make up 34.60% of the respondents.

It suggests a seasoned yet dynamic workforce with a strong capacity for growth. The concentration of teachers in the early to mid-career stages (ages 31–40 and 6–15 years of service) indicates a high potential for instructional innovation and leadership development. The substantial percentage of teachers with advanced degrees (Master's and Doctorate) should be leveraged through programs that utilize their expertise for school-wide improvement and research. Finally, the designation distribution highlights the need for differentiated professional development, ensuring new teachers receive mentorship while empowering the core group of Master Teachers to lead and sustain instructional initiatives.

Level of instructional leadership skills of master teachers

Assessment on the level of instructional leadership skills of master teachers in terms of Monitoring and evaluation

Master teachers Highly Demonstrate instructional leadership in Monitoring and Evaluation, with a grand mean of 3.43. Their strongest skill is the ability to lead Focused Group Discussions (FGDs) to address critical school issues (Mean = 3.78, Rank 1), indicating a strong culture of participatory and shared leadership for continuous improvement. This practice aligns with fostering reflective spaces for co-analyzing problems and co-designing solutions, as supported by Anderson (2021). While their relational leadership and facilitation skills are evident, the variation in indicator scores suggests a need for professional development to enhance their analytical and evaluative competencies. This would ensure they lead with a more balanced skill set that integrates both empathy and precision in instructional oversight.

Assessment on the level of instructional leadership skills of master teachers in terms of Curriculum enhancement

Master teachers Highly Demonstrate their instructional leadership skills in Curriculum Enhancement, earning a grand mean of 3.44. Their most significant strength is their ability to lead the preparation of learning materials, localizing and contextualizing the curriculum (Mean = 3.79, Rank 1). This confirms their essential role as key agents of instructional reform, ensuring curriculum delivery is relevant, inclusive, and culturally aligned with student realities. In contrast, the lowest-rated, yet still Highly Demonstrated, indicator is their ability to help track teachers' teaching skills to ensure alignment with effective strategies (Mean = 3.25, Rank 10). This relative gap suggests that while master teachers excel in creative and collaborative aspects of curriculum work, their evaluative and monitoring functions may require strengthening, specifically in systematic tracking, data utilization, and providing feedback to ensure instructional consistency and quality across all classrooms. The overall high score affirms their strong commitment, but the variation highlights the need for a more balanced focus on both curriculum adaptation and consistent instructional alignment.

Assessment on the level of instructional leadership skills of master teachers in terms of Modeling effective practices

Master teachers Highly Demonstrate their instructional leadership skills in Modeling Effective Practices, confirmed by a strong grand mean of 3.61. Their greatest strength is their ability to actively showcase effective

classroom management techniques (Mean = 3.86, Rank 1). This demonstrates their high proficiency in creating exemplary, structured, and engaging learning environments, establishing them as pivotal leaders who shape school-wide norms for instructional excellence. As Bell and Thompson (2021) emphasized, modeling best practices in classroom management not only enhances student engagement but also fosters a culture of instructional excellence among colleagues. Conversely, the lowest-rated, though still Highly Demonstrated, indicator is their ability to articulate the rationale behind instructional choices (Mean = 3.26, Rank 10). This relative weakness suggests a potential gap in making their pedagogical thinking visible; while they consistently apply effective strategies, the ability to clearly explain the "why" behind their choices needs greater emphasis. As Miller and Peterson (2023) noted, modeling without reflection limits the transferability of practices. The overall high score reflects their commitment to instructional excellence through consistent modeling, but the variance highlights the need to strengthen the reflective and communicative aspects of their leadership to better mentor peers through transparent, intentional, and collaborative instructional discourse.

Assessment on the level of instructional leadership skills of master teachers in terms of Mentorship and coaching

Master teachers Highly Demonstrate instructional leadership in mentorship and coaching (Grand Mean = 3.48). The highest-rated skill is their ability to establish trusting and supportive relationships with mentees (Mean = 3.87, Rank 1), underscoring their capacity to foster psychological safety, a finding consistent with Anderson and Clark's (2021) emphasis on trust as the foundation of effective mentorship. This highlights their role as relational anchors who empower colleagues. Conversely, the lowest-rated indicator is the ability to model effective coaching techniques (Mean = 3.01, Rank 10), interpreted as merely "Demonstrated." This suggests a gap in formal coaching skills, such as active listening and constructive feedback, which, as Turner and Patel (2022) noted, require distinct analytical and interpersonal skills beyond informal support. The data implies that while relational mentoring is strong, focused training in formal coaching models and feedback strategies is needed to deepen the impact of master teachers' development practices.

Assessment on the level of instructional leadership skills of master teachers in terms of Personal growth and professional development

Master teachers Highly Demonstrate instructional leadership in Personal Growth and Professional Development (Grand Mean = 3.51). The strongest area is their ability to pursue leadership opportunities within and beyond the school (Mean = 3.70, Rank 1), confirming the assertion by Davis and Ward (2021) that personal growth drives instructional leadership. This indicates master teachers are active, influential figures who shape the professional landscape through mentorship and knowledge dissemination. The lowest-rated, though still Highly Demonstrated, indicator is the ability to collaborate on action research or professional inquiry projects (Mean = 3.25, Rank 10). This relative gap suggests that while reflective practice is strong, formal, systematic inquiry may be underutilized due to potential limitations in time or institutional support. As Brown and Roberts (2023) highlighted, action research is a vital tool for refining instruction. Therefore, providing structured platforms and incentives for research collaboration could deepen the master teachers' impact on instructional innovation and systemic change.

Overall Implications

The findings affirm that master teachers are highly effective instructional leaders who excel in participatory leadership and modeling excellence. The key implication is the need for targeted professional development to strategically enhance their evaluative acumen and analytical skills. Training should focus on incorporating formal coaching frameworks and instructional analytics to empower master teachers to move beyond strong relational support toward systematic monitoring, data-driven decision-making, and research-based instructional innovation. This will ensure they lead with a balanced skill set, integrating both empathy and precision for broader, sustained school improvement.

Level of teaching competencies of master teachers

The assessment of Master Teachers' instructional competence reveals a consistently high level of expertise across the core domains of effective teaching: Mastery of Subject Matter, Teaching Strategies, Classroom Management,

and Evaluation Skills. This comprehensive skill set is the cornerstone of their instructional leadership. They are expected to exhibit a profound and current knowledge of their discipline, translating complex content into innovative and engaging teaching strategies tailored to diverse learners.

Assessment on the level of teaching competencies of master teachers in terms of Mastery of subject matter

Master teachers in the Division of Camarines Sur demonstrate Very Competent mastery of subject matter (Grand Mean = 3.43), underpinned by a significant strength in applying content knowledge beyond their specialization (Mean = 3.63, Rank). This high competence reflects a broad, flexible understanding that facilitates interdisciplinary connections. As Chen and Zhang (2022) underscore, subject mastery transcending specialization enhances instructional adaptability and fosters critical thinking, making learning dynamic and relevant. Conversely, the lowest-rated indicator is the ability to possess the science and art of questioning (Mean = 3.25, Rank 10), indicating a potential area for pedagogical enhancement. Though still rated "Very Competent," this relative weakness suggests a need to strengthen skills in using questioning as a tool for inquiry and deeper understanding. Brown and Wilson (2024) highlight that effective questioning is essential for scaffolding student learning and promoting higher-order thinking. Thus, while content knowledge is robust, focused professional development on questioning techniques is essential to elevate classroom discourse and fully cultivate a culture of curiosity and intellectual rigor.

Assessment on the level of teaching competencies of master teachers in terms of Teaching strategies

Master teachers in the Division of Camarines Sur demonstrate Very Competent use of Teaching Strategies (Grand Mean = 3.63), with a notable strength in integrating technology seamlessly and purposefully into lessons (Mean = 3.90, Rank). This high rating indicates a strong capacity to adopt digital tools that enhance instruction and engagement. As Williams and Foster (2023) observed, technology-enhanced strategies empower educators to personalize learning and foster collaboration, positioning master teachers as leaders in digital literacy and pedagogical innovation. However, the lowest-rated indicator, though still "Very Competent," is the mastery of diverse and effective teaching strategies (Mean = 3.38, Rank 10). This suggests that while proficient in specific techniques, there is room to broaden their repertoire and deepen strategic flexibility across different contexts. Adams and Porter (2022) emphasized that the ability to flexibly adapt and combine strategies is crucial for meeting the evolving needs of learners. Therefore, professional development should focus on enhancing pedagogical versatility and encouraging reflective experimentation with diverse instructional models to promote holistic mastery and strategic coherence.

Assessment on the level of teaching competencies of master teachers in terms of Classroom management

Master teachers in the Division of Camarines Sur are Very Competent in Classroom Management (Grand Mean = 3.69). Their core strength is establishing authority and ensuring adherence to rules (Mean = 3.92, Rank), which, according to Hughes and Daniels (2022), minimizes disruption and is foundational for effective instruction. However, the lowest-rated, yet still "Very Competent," area is the ability to utilize class periods productively (Mean = 3.28, Rank 10). This suggests a need to refine skills in time management and instructional pacing. Clark and Thompson (2024) affirm that effective time use is critical for maximizing learning outcomes. Therefore, while behavioral control is strong, targeted support in planning and time-on-task strategies is recommended to boost overall classroom efficiency and student achievement.

Assessment on the level of teaching competencies of master teachers in terms of Evaluation skills

Master teachers in the Division of Camarines Sur are rated Very Competent in Evaluation Skills (Grand Mean = 3.69), with a core strength in exercising no favoritism (Mean = 4.00, Rank). This commitment to objectivity is fundamental, as Clark and Lewis (2022) highlighted that impartial evaluation builds trust and reinforces the credibility of assessment practices. Conversely, the lowest-rated, though still "Very Competent," indicator is the ability to conduct remedial instruction and enhancement to improve student performance (Mean = 3.34, Rank). This suggests a potential gap in translating assessment data into targeted interventions. Reyes and Santos (2023) noted that effective evaluation must be coupled with responsive instructional adjustments. Therefore, while technical assessment skills are strong, supporting master teachers with time and resources for implementing

remedial strategies is crucial to ensure evaluation fully serves as a catalyst for continuous instructional improvement and student success.

Overall Implications

The overall assessment reveals that the master teachers in the Division of Camarines Sur are Very Competent across all four domains: Mastery of Subject Matter (Grand Mean = 3.43), Teaching Strategies (Grand Mean = 3.63), Classroom Management (Grand Mean = 3.69), and Evaluation Skills (Grand Mean = 3.69). Their core strengths lie in applying content knowledge beyond specialization, integrating technology purposefully, establishing classroom authority effectively, and exercising fairness and objectivity in evaluation. This high level of competence positions them as critical instructional leaders. However, the variation in scores across indicators points to key areas for strategic professional development: strengthening the science and art of questioning to elevate classroom discourse and foster inquiry, expanding the mastery of diverse teaching strategies for greater pedagogical versatility, optimizing the productive utilization of class periods to maximize learning time, and enhancing the implementation of remedial instruction to effectively translate assessment data into targeted student support. Addressing these specific gaps will ensure that master teachers not only maintain their content and management expertise but also fully activate student inquiry and continuously refine instruction, cementing their role as catalysts for pedagogical innovation and sustained student achievement.

The Impact of Master Teachers' Instructional Leadership on Teacher Development

Assessment on the impact do master teachers' instructional leadership skills and teaching competencies have on the improvement of teacher development in terms of Teacher performance

The assessment confirms that master teachers Strongly Impact teacher performance (Grand Mean = 3.65). The indicator with the highest impact is their ability to maintain accurate and organized records of student performance and attendance (Mean = 3.92, Rank 1), highlighting their strong accountability and organizational skills. This aligns with Peterson and Diaz (2023), who emphasized that accurate record-keeping reinforces transparency and supports data-driven instruction. This suggests their leadership is foundational to institutional trust and instructional quality. Conversely, the lowest-rated indicator, though still Strongly Impacted, is the ability to regularly provide constructive, timely, and actionable feedback to students (Mean = 3.33, Rank 10). This relative gap suggests challenges in sustaining individualized, formative practices, which Young and Harris (2022) noted are essential for guiding student improvement. Therefore, while procedural competencies are strong, focused support in advanced feedback strategies could further enhance master teachers' instructional responsiveness and overall impact.

Assessment on the impact do master teachers' instructional leadership skills and teaching competencies have on the improvement of teacher development in terms of Professional growth

The assessment confirms that master teachers Strongly Impact teacher development in Professional Growth (Grand Mean = 3.53). Their strongest contribution is their ability to maintain an up-to-date professional portfolio or record of development (Mean = 3.80, Rank 1), demonstrating their commitment to reflective learning and career advancement. This practice aligns with Davis and Ward (2021), who noted that actively tracking development amplifies growth and facilitates goal-setting. Conversely, the lowest-rated, though still Strongly Impacted, indicator is the ability to pursue leadership roles within the school or professional organizations (Mean = 3.27, Rank 10). This relative score suggests potential barriers or limited opportunities hindering them from assuming formal, broader leadership positions. As emphasized by Brown and Roberts (2023), clear pathways and recognition are necessary for effective leadership development. Thus, while master teachers model internal growth, school systems should cultivate leadership pipelines to empower them to drive strategic, systemic change.

Assessment on the impact do master teachers' instructional leadership skills and teaching competencies have on the improvement of teacher development in terms of Instructional practices

The assessment confirms that master teachers Strongly Impact teacher development in Instructional Practices (Grand Mean = 3.60). The highest-rated impact is their ability to use a variety of teaching methods and strategies

(Mean = 3.94, Rank 1), underscoring their instructional versatility. This effectiveness in diversifying pedagogy aligns with Johnson and Williams (2023), who noted that versatility models pedagogical innovation for peers and elevates instructional quality. Conversely, the lowest-rated, though still Strongly Impacted, indicator is the ability to design and deliver engaging lessons that capture students' interest and promote active participation (Mean = 3.27, Rank 10). This relative score, which Cruz and Mendoza (2022) noted is foundational to learning, suggests a need for targeted enhancement in lesson design, pacing, and student motivation strategies. Thus, while master teachers excel in technical and strategic teaching, further focus on the affective and motivational dimensions of instructional design will sustain a holistic culture of excellence.

Assessment on the impact do master teachers' instructional leadership skills and teaching competencies have on the improvement of teacher development in terms of Teacher motivation and engagement

The assessment confirms that master teachers Strongly Impact teacher Motivation and Engagement (Grand Mean = 3.65). The strongest factor is their ability to feel a strong sense of purpose and fulfillment in their role (Mean = 3.92, Rank 1), which, as Aquino and Ramos (2023) highlighted, fuels their instructional leadership and inspires a culture of excellence. This underscores their role as powerful intrinsic motivators. Conversely, the lowest-rated, though still Strongly Impacted, indicator is the ability to maintain a healthy work-life balance to sustain passion for teaching (Mean = 3.31, Rank 10). This relative score reflects the demanding nature of the role, an issue closely tied to institutional support and workload, as noted by Dela Cruz and Valdez (2022). Therefore, while their emotional engagement is robust, administrative efforts—such as wellness programs and workload management—are needed to sustain their resilience and long-term effectiveness.

Overall Implications

The assessment consistently reveals that master teachers Strongly Impact teacher development across all measured domains, including Teacher Performance, Professional Growth, Instructional Practices, and Teacher Motivation and Engagement (with Grand Means ranging from 3.53 to 3.65). The key implication is that these teachers are vital foundational leaders whose strengths lie in modeling accountability (e.g., accurate record-keeping, (Mean = 3.92), pedagogical versatility (e.g., using a variety of methods, (Mean = 3.94), and intrinsic motivation (e.g., strong sense of purpose, (Mean = 3.92). However, a persistent gap exists in two critical areas: advanced interpersonal skills and structural/institutional support. The lower-rated indicators point to challenges in providing constructive, timely feedback to students (Mean = 3.33) and a relative lack of engagement in formal, external leadership roles {Mean = 3.27}, coupled with strain on work-life balance (Mean = 3.31). This variation suggests that while master teachers are highly effective in their technical and personal practices, school systems must strategically intervene by offering targeted training in formative communication and by establishing clear leadership pipelines, wellness programs, and workload management to sustain their influence and fully harness their potential for systemic, transformative change.

Correlation Analysis Between master teachers' instructional leadership and teaching competencies

A strong positive correlation ($r = 0.709, p = 0.001$) confirms that master teachers' instructional leadership significantly enhances their teaching competencies, reinforcing the need for sustained investment in leadership development..

Correlation Analysis Between master teachers' instructional leadership and teacher development

A statistically significant positive correlation ($r = 0.612, p = 0.001$) confirms that stronger instructional leadership among master teachers directly enhances teacher development, underscoring the value of empowering them with leadership roles and structured support to elevate professional growth and instructional quality.

Correlation Analysis Between master teachers' instructional leadership and teacher development teaching competencies and teacher development

A statistically significant and strong positive correlation ($r = 0.790, p = 0.001$) confirms that master teachers' teaching competencies substantially enhance teacher development, emphasizing the importance of investing in competency-based training and collaborative professional growth initiatives.

Instructional leadership skills and teaching competencies, both individually and combined, are significant predictors of teacher development, with a strong overall relationship ($R = 0.701$), explaining 40.9% of the variance and showing that teaching competencies ($B = 0.341$) slightly outweigh leadership skills ($B = 0.310$) in their direct impact—underscoring the need for integrated professional development that enhances both domains.

CONCLUSION

The conclusions reveal that the Master Teachers in the Division of Camarines Sur are a highly experienced and adaptable workforce, predominantly aged 31–40 with 6–15 years of service. They Highly Demonstrate their instructional leadership across all measured domains, particularly modeling effective practices and mentorship and coaching, though they need strengthening in areas like formal coaching techniques, system-level assessment, and instructional alignment monitoring. Similarly, they are rated as Very Competent in all teaching domains, excelling in classroom management and evaluation, but should focus on enhancing questioning techniques and remedial instruction. Crucially, the analysis confirmed that both instructional leadership and teaching competencies Strongly Impact teacher development, with their combined predictive power validated by the multiple regression analysis, confirming the need for integrated professional development programs.

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