

Instructional supervisory practices of master teachers in Tabaco city division

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Abstract

This study examines the instructional supervisory practices implemented by master teachers in the Tabaco City Division for the 2023-2024 school year. The research aims to answer several key questions, including identifying the specific instructional supervisory practices provided by master teachers, evaluating the level of these practices in areas such as planning and management of teaching, professional collaboration, use of teaching resources including ICT, assessment strategy design, monitoring of learner progress, and feedback for learning improvement. Additionally, the study seeks to assess how these supervisory practices impact teacher performance and explore the challenges faced in their implementation, ultimately proposing an Annual Instructional Supervisory Plan to address these challenges.

The findings reveal that master teachers consistently implement high-level instructional supervisory practices, with particular focus on assessment strategies and the monitoring and evaluation of learner progress, which were rated the highest. Other highly rated areas include the planning and management of the teaching process, professional collaboration to enrich teaching, and the effective use of teaching and learning resources, including ICT. These practices were found to positively influence teacher performance. Although feedback practices to improve learning were slightly less frequent, they still contributed meaningfully to teacher growth. Overall, the study shows that the supervisory practices of master teachers have a significant and positive impact on teacher performance, leading to improved teaching strategies, better learner outcomes, and enhanced educational quality within the division.

Furthermore, the study identifies various challenges encountered in the implementation of these supervisory practices, such as resource limitations and time constraints. To address these issues, the study recommends the development of an Annual Instructional Supervisory Plan, which emphasizes providing targeted support, regular monitoring of progress, and fostering a culture of continuous improvement in teaching practices. This plan aims to ensure the sustained effectiveness and improvement of instructional supervision in the Tabaco City Division.

Keywords: Supervisor; Master Teachers; Instructional Supervisory Practices; Supervisory Plan

1. Introduction

The global landscape of education is undergoing a profound transformation, fueled by advancements in technology, curriculum updates, inclusive policies, and robust global partnerships and initiatives. One of the pivotal milestones in this shift is the implementation of the UNESCO Education 2030 Agenda, which is anchored in the Incheon Declaration and Framework for Action.¹ This framework is designed to ensure inclusive, equitable, and quality education and lifelong learning opportunities for all. The declaration underscores the global education community's commitment to sustainable development, emphasizing education as a fundamental driver of social and economic progress.¹

In this evolving global context, teachers are at the forefront of this educational transformation. As key actors in shaping the future of education, it is essential to provide them with comprehensive mentoring, coaching and support to ensure

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they can deliver high-quality teaching. Effective professional development programs for teachers are crucial in equipping them with the necessary skills, knowledge, and support to meet the challenges of an ever-changing educational environment. In this context, master teachers and experienced educators play a pivotal role in supporting school mentoring and coaching programs. Their expertise is essential in fostering professional growth and enhancing the effectiveness of teaching. Through dynamic collaboration, education is becoming more accessible and impactful, significantly improving the reach and quality of learning opportunities for individuals worldwide. In the Philippines, these developments are particularly evident, with master teachers playing a critical role in instructional supervision. They assist school principals in overseeing the teaching process, ensuring that the diverse needs of teachers are addressed with the highest level of support and resources. By leveraging their expertise and experience, Master Teachers help to implement effective teaching strategies, provide mentorship to newer educators, and contribute to the professional development of the entire faculty. Their involvement ensures that educational practices are continuously improved, fostering a collaborative and inclusive environment that ultimately enhances student outcomes.

In the DepEd Order 42, s. (2017), particularly on Career Stage 3, the teachers here are categorized as highly proficient teachers or master teachers.² They work collaboratively with colleagues and provide support and mentoring to enhance their learning and practice. They continually seek to develop their professional knowledge and practice by reflecting on their own needs, and those of their colleagues and students. Central to this ongoing transformation are master teachers, who play a pivotal role in guiding the educational shift. These educators not only lead efforts to implement curriculum updates and integrate new teaching methods but also address the challenges of professional development, ensuring that teaching practices evolve in line with global advancements. Their work is crucial in adapting to new educational paradigms while fostering a more inclusive, effective, and accessible learning environment for all students.

1.1. Bottom of Form

Master teachers offer guidance to novice teachers, helping them refine their teaching strategies, classroom management techniques, and instructional approaches. Through observation and feedback, master teachers provide invaluable insights that help new teachers improve their practice. This support not only accelerates their professional growth but also fosters a collaborative environment where experienced and new teachers can share ideas and learn from one another.

They also serve as models of effective pedagogy. Novice teachers often look to them for examples of best practices in lesson planning, student engagement, and the use of various teaching tools and technologies. To ensure that these novice teachers receive the needed help, master teachers assist in classroom management, a challenge that many novice teachers face. By offering strategies for creating a positive and productive learning environment, they help new teachers build strong relationships with students, set clear expectations, and manage diverse classroom dynamics effectively.

In addition to supporting individual teachers, classroom observations by master teachers also contribute to a broader school-wide culture of professional development. These observations create opportunities for collaboration among teachers, where they can engage in discussions about teaching methods, learn from one another, and develop collectively as a teaching community.

Overall, the responsibility of master teachers to observe classes as part of the (RPMS) Result-based Performance Management System is integral to raising the overall quality of teaching in schools. Through this process, master teachers not only enhance the skills of their colleagues but also contribute to a culture of lifelong learning and professional growth, which ultimately benefits students. DepEd Order 42. S. 2017, National Adoption and implementation of the (PPST) Philippine Professional Standards for Teachers defines teacher quality in the Philippines. The standards describe the expectations of teachers' increasing levels of knowledge, practice and professional engagement. At the same time, the standards allow for teachers' growing understanding, applied with increasing sophistication across a broader and more complex range of teaching/learning situations.

By actively engaging the school leaders and master teachers, in instructional supervision, the Department of Education ensure that teachers receive the support, guidance, and professional development necessary to enhance their teaching practices. Through regular observations, feedback, and collaborative efforts, they help identify areas of improvement and provide tailored solutions to boost teaching quality. This process aims not only to support teachers in refining their skills but also to ultimately raise the standards of learning and academic performance among students.

In schools, the responsibility for planning and managing instructional supervision lies primarily with the school heads and master teachers. These leaders work together to create a structured and supportive approach to supervision, ensuring that teachers are effectively guided in their professional development. The process begins with careful

planning, where school heads and master teachers design supervision activities that align with the school's educational goals and the teachers' specific needs. This planning includes setting clear objectives, choosing appropriate methods for observation and feedback, and determining the resources or training required to support teachers in improving their instructional practices.

In instructional supervision, school heads and master teachers made the process teacher-friendly through clear communication. They ensured all teachers were informed in advance about the supervisory plans, including the purpose, focus areas, and process. This approach helped teachers understand the value of supervision and feel supported rather than scrutinized. Moreover, this approach fosters a collaborative environment where teachers feel comfortable discussing their challenges and receiving constructive feedback. Focusing on mutual respect and a clear, organized plan, instructional supervision becomes a valuable tool for professional growth and improvement, benefiting both teachers and students in the long run.

Instructional supervision is a process aimed at helping teachers improve their teaching practices and become more effective in the classroom. It involves guidance, support, and feedback provided by school administrators, instructional leaders, or other experienced educators such as master teachers to enhance the overall quality of teaching. As emphasized by Emerson, (2024), *instructional* supervision is an indispensable aspect of ensuring high-quality education. It serves as a catalyst in supporting teachers to deliver effective instruction, thus improving student achievement and enhancing overall school effectiveness.³

In Tabaco City Division, the issuance of Division Memorandum 403 s. 2024 mandates master teachers to assist school heads in instructional supervision. This directive highlights the importance of master teachers in supporting the leadership of school heads, ensuring that instructional quality is consistently monitored and improved across schools in the division.

Division Memorandum No. 403, s. (2024), outlines the implementation of Project Angat Dunong across all schools in the division. This initiative aims to raise the performance level of the learners by providing clear directions, and responsive and diversified measures to efficiently and effectively implement the MATATAG Curriculum / K to 12 BEP in all schools. Specifically, it seeks to guide teachers in lesson planning, considering the alignment of the selection of the subject matter, adoption of teaching strategies, use of appropriate learning resources, and application of assessment tools with the learning competencies for all learning areas. This highlights the observation of the actual teaching-learning process through team supervision and keeping track of the performance level of the learners, in order to a) provide objective feedback to teachers, b) diagnose and address teaching challenges, c) support teachers in enhancing their strategies and skills, d) assess teachers for promotion, and e) help teachers maintain a positive attitude. There is therefore a need to intensify collaborative instructional supervision where teachers, school heads, master teachers, department heads, and supervisors work hand in hand to identify the gains to sustain them and the gaps to address the same.⁴

In response to the Division Memo 403, the role of instructional supervision has evolved, extending beyond supervisors, school heads, and department heads to include master teachers. While master teachers have already been performing instructional supervision, there was previously no specific division memorandum that formally outlined their responsibilities in this regard. This shift in responsibility forms the core focus of the study, which aims to assess the level of instructional supervisory practices employed by master teachers, evaluate their impact on teacher performance, and identify the challenges they face in implementing these practices. Furthermore, the study seeks to develop an annual supervisory plan that addresses these challenges, ensuring that master teachers are equipped to effectively support and enhance the professional growth and performance of their colleagues.

2. Findings

2.1. The findings of the study were as follows:

The instructional supervisory practices provided by master teachers reveal a high level of involvement across various aspects of teaching supervision, based on a sample of 50 participants. The most prevalent practice is planning and management in the teaching and learning process, with 98% of teachers with a frequency count of forty-nine (49) actively engaged in this area. Professional collaboration to enhance the teaching process follows closely, with 90% of participants or forty-five (45) contributing to such efforts. The use of teaching and learning resources, including ICT, is widely practiced as well, with 88% of master teachers or forty-four (44) incorporating these resources into their supervisory roles. Designing, selecting, organizing, and utilizing assessment strategies is another critical practice, followed by 96% of master teachers or forty-eight (48), underscoring the emphasis on effective assessment. Monitoring and evaluating learner progress and achievement is also prioritized by 94% of teachers or forty-seven (47). Finally,

providing feedback to improve learning is a key practice for 92% of teachers or forty-six (46), highlighting the importance of feedback in their supervision efforts. Overall, the findings suggest that master teachers consistently engage in a wide range of instructional supervisory practices, contributing significantly to the enhancement of the teaching and learning process.

In assessing the level of instructional supervisory practices across different areas demonstrate that Master Teachers consistently provide high-quality supervision. Practices rated as very high include planning and management of the teaching and learning process (4.52), professional collaboration to enrich the teaching process (4.39), and the integration of teaching resources, including ICT (4.39). Additionally, the design, selection, organization, and utilization of assessment strategies (4.58), along with the monitoring and evaluation of learner progress and achievement (4.58), were also rated very high, reflecting a strong commitment to improving teaching quality and student outcomes. While feedback to improve learning received a high rating (4.00), this suggests there is potential for further enhancement in providing more consistent and constructive feedback. Overall, the Master Teachers' practices were very high, with an average weighted mean of 4.41, underscoring their dedication to creating a supportive and productive learning environment.

In evaluating the effect of supervisory practices on teacher performance reveals a significant positive impact across all areas evaluated. All aspects of instructional supervision were rated as extremely effective, with the highest ratings in the design, selection, organization, and utilization of assessment strategies (4.69), followed closely by monitoring and evaluation of learner progress and achievement (4.61) and feedback to improve learning (4.61). These results demonstrate the strong influence of supervisory practices in enhancing instructional strategies and supporting student learning. Other areas, including professional collaboration to enrich the teaching process (4.57) and planning and management of the teaching and learning process (4.46), also received extremely effective ratings, highlighting the comprehensive effectiveness of these practices in improving teacher performance. The use of teaching and learning resources, including ICT, was similarly rated as extremely effective (4.46), emphasizing the critical role of resources and technology in strengthening teaching practices. With an overall rating of 4.56, the findings strongly indicate that the supervisory practices are highly effective in promoting teacher growth, refining instructional quality, and fostering a supportive environment for professional development. As a result, these practices play a crucial role in driving continuous improvement within the classroom, ultimately contributing to enhanced student outcomes and academic success across the board.

2.2. Bottom of Form

In identifying the challenges encountered by Master Teachers in their instructional supervisory practices highlight several significant obstacles across various areas. A recurring issue is time management, as many Master Teachers struggle to balance their supervisory responsibilities with their full teaching loads. This challenge is compounded by a lack of sufficient resources, including instructional materials and necessary training, which further limits their ability to effectively carry out their roles. These findings emphasize the critical need for targeted interventions that address time constraints and resource shortages. By addressing these challenges, Master Teachers can be better equipped to enhance their supervisory practices and more effectively support both teachers and students in achieving academic success.

In the planning and management of the teaching and learning process, the most significant challenge identified was the lack of time due to heavy teaching loads, with thirty-five (35) occurrences. This was followed by insufficient time management in lesson delivery, with twenty-three (23) occurrences, highlighting the pressure teachers experience in balancing instructional responsibilities with other tasks. Additionally, in professional collaboration, financial constraints were found to be a major issue, as thirty-one (31) occurrences indicated that a lack of funds to purchase necessary instructional materials hindered the ability to enhance the teaching process. Compounding this, the challenge of insufficient time to communicate with stakeholders twenty-eight (28) occurrences further complicated the collaborative efforts required to effectively address the needs of the teaching community. These findings underscore the need for better time allocation and financial resources to improve both teaching effectiveness and professional collaboration.

In the area of teaching and learning resources, particularly ICT, the most prominent challenge identified was insufficient training on the application of ICT in teaching, with thirty (30) occurrences. This was closely followed by difficulty in using technology, which occurred seventeen (17) times. These challenges indicate that while technology holds the potential to significantly enhance teaching, many teachers feel inadequately prepared and lack the necessary support to integrate it effectively into their instructional practices.

In the design, selection, organization, and utilization of assessment strategies, the most significant challenge identified was the overwhelming workload due to multiple responsibilities in school, with forty (40) occurrences. This reflects the strain teachers face in balancing various tasks, which limits their ability to focus on assessment practices. Similarly, in the monitoring and evaluation of learner progress and achievement, difficulty with time management emerged as the most common challenge, with thirty-six (36) occurrences. This highlights how time constraints continue to impede teachers' ability to effectively track and evaluate student progress.

Lastly, in the area of providing feedback to improve learning, the lack of resources emerged as a major obstacle, with thirty-six (36) occurrences, highlighting how inadequate resources hinder the ability to deliver effective feedback. Additionally, teacher resistance, noted in eighteen (18) occurrences, points to a reluctance to embrace feedback as a significant barrier. Together, these challenges suggest that both resource limitations and resistance to feedback are key factors impeding efforts to enhance the learning process.

Overall, the findings indicate that Master Teachers face significant challenges related to time constraints, insufficient training, lack of resources, and competing responsibilities, all of which hinder their ability to fully implement effective instructional supervisory practices.

The proposed Annual Instructional Supervisory Plan highlight a well-rounded and strategic approach to addressing the critical challenges faced by Master Teachers. The plan focuses on key areas such as time management, professional collaboration, ICT integration, assessment strategies, classroom management, and feedback processes, aiming to provide comprehensive support for teachers. By targeting these crucial aspects, the plan is designed to enhance the effectiveness of instructional supervision, improve teacher performance, and foster a more dynamic and supportive learning environment for both educators and students. This proactive approach ensures that Master Teachers are equipped with the necessary tools, resources, and professional development opportunities to overcome existing challenges and continue driving positive changes in the classroom.

3. Conclusion

Based on the findings, the following conclusions are conveyed:

In determining instructional supervisory practices provided, it proved that master teachers are highly engaged in a broad range of instructional supervisory practices, as indicated by the responses of 50 participants. The most prevalent practices include planning and management in the teaching and learning process, professional collaboration, and the use of teaching resources, including ICT. Notably, the majority of master teachers also prioritize effective assessment strategies, monitoring learner progress, and providing feedback to improve learning. The high level of participation in these key areas underscores the vital role master teachers play in enhancing the overall teaching and learning process, ensuring a comprehensive and supportive educational environment.

Master Teachers consistently engage in high-quality instructional supervisory practices across various areas. Practices related to planning and management, professional collaboration, and the integration of teaching resources, including ICT, received "Very High" ratings, demonstrating a strong commitment to enhancing teaching and learning. Additionally, the design, selection, and utilization of assessment strategies, along with the monitoring and evaluation of learner progress, were also rated very highly, reflecting a focus on improving teaching effectiveness and student outcomes. While feedback to improve learning received a "High" rating, indicating room for further improvement, the overall high ratings of 4.41 suggest that Master Teachers are highly effective in fostering a supportive and productive learning environment.

The effect of the supervisory practices on the performance of the teachers on the mentioned practices, emphasized the significant positive impact of supervisory practices on teacher performance. All areas of instructional supervision were rated as extremely effective, with the highest ratings in the design, selection, and utilization of assessment strategies, as well as monitoring and evaluation of learner progress and feedback to improve learning. These results underscore the critical role of effective supervisory practices in enhancing instructional strategies and supporting student achievement. Additional areas such as professional collaboration, planning and management, and the use of teaching resources, including ICT, also received very high ratings, reinforcing the overall effectiveness of these practices in improving teacher performance. With an overall rating of 4.56, the findings demonstrate that supervisory practices are highly effective in fostering teacher development, enhancing teaching quality, and driving positive student outcomes.

There are significant challenges faced by Master Teachers in their instructional supervisory practices. Time management consistently emerges as a primary issue, as many teachers struggle to balance their supervisory

responsibilities with their heavy teaching loads. This is further exacerbated by a lack of adequate resources, including instructional materials and necessary training, which limits their ability to effectively carry out their roles. The findings emphasize the need for targeted interventions to address these time and resource constraints.

In specific areas such as planning and management, professional collaboration, and the use of ICT, Master Teachers face considerable obstacles, including insufficient time for lesson delivery, financial constraints, and inadequate training for technology integration. These challenges hinder the ability to enhance teaching effectiveness and professional collaboration. Additionally, issues related to the overwhelming workload, difficulties in assessment and evaluation, and lack of resources for feedback further impede the development of effective supervisory practices.

Ultimately, these findings point to the critical need for better time allocation, increased funding for instructional resources, and enhanced professional development opportunities. By addressing these key challenges, Master Teachers will be better equipped to improve their supervisory practices, support their colleagues, and foster a more effective learning environment for students.

The proposed Annual Instructional Supervisory Plan reveals a comprehensive and strategic approach to addressing the key challenges faced by Master Teachers. By focusing on critical areas such as time management, professional collaboration, ICT integration, assessment strategies, classroom management, and feedback processes, the plan is designed to enhance instructional effectiveness and create a more supportive learning environment for both teachers and students. This thoughtful and proactive plan provides Master Teachers with the necessary tools, resources, and professional development to overcome current obstacles, ultimately fostering an environment that promotes continuous growth, collaboration, and improved educational outcomes.

The plan emphasizes the importance of professional development, targeted strategies, and regular monitoring to ensure that teachers are well-equipped with the resources and support necessary to succeed in their roles. It underscores the commitment to continuous improvement in the teaching and learning environment, providing a clear roadmap for addressing challenges and aligning practices with broader educational goals.

Overall, the plan serves as a crucial tool for maintaining high-quality teaching practices that are adaptable to the evolving needs of both educators and students. By addressing key challenges, promoting professional growth, and implementing effective instructional practices, the plan aims to enhance classroom outcomes, support the professional development of teachers, and contribute to long-term academic success. Continuous monitoring and evaluation will ensure that these improvements are sustained, fostering a culture of ongoing success.

3.1. Recommendations

Based on the findings and conclusions the following recommendations are conveyed:

- It is recommended that continuous professional development and targeted training be provided to master teachers, particularly in the areas of feedback and innovative assessment strategies, to further enhance their supervisory practices and sustain improvements in teaching and learning.
- It is recommended that Master Teachers continue to refine their feedback practices by engaging in targeted professional development to elevate this area to the same high standard as other supervisory practices, further enhancing the effectiveness of their instructional supervision.
- It is recommended that the division continue to prioritize and invest in the development and implementation of effective supervisory practices, particularly in assessment strategies and feedback, to sustain and further enhance teacher performance and student achievement.
- It is recommended that the division prioritize providing additional support in time management, resources, and professional development to help Master Teachers overcome the challenges they face in executing their supervisory practices effectively.
- It is recommended that the division implement the proposed Annual Instructional Supervisory Plan with a focus on continuous monitoring and evaluation to ensure its effectiveness in addressing challenges, promoting professional growth, and sustaining long-term improvements in teaching and learning outcomes.

3.2. Areas for Further Study

The following areas are recommended for further research:

- Impact of Supervisory Styles on Student Outcomes

- Supervision in Online/Hybrid Education
- Supervisor-Supervisee Relationship

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