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Leadership of Master Teachers and Teaching Practices of Elementary School Teachers

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ABSTRACT

This mixed method study aimed to determine the significant relationship and influence between master teachers' leadership and teaching practices of teachers. There were 250 teachers coming from different schools who responded in the survey and 10 teachers voluntarily participated in the in-depth interviews. Results revealed that there is a significant relationship between the quality of leadership of master teachers and the level of teaching practices among teachers. Furthermore, mentoring teachers, managing instructional programs and providing professional growth for teachers are significant indicators of teaching practices of teachers. The qualitative data confirmed the influence of leadership of master teachers to the teaching practices of the teachers as revealed in the themes describing the views of teachers on how master teachers can influence their teaching. These include providing mentorship and guidance, fostering professional growth, modelling effective teaching, and cultivating a positive environment.

I. INTRODUCTION

Master teachers are teacher leaders. As emphasized by Iroegbu and Eyo (2016), in the absence of the school head, there is always a person who will assume the role and functions of the principal. The master teacher will take the role as they are expert teachers (Bush, Glover, Ng, & Romero, 2016; Buskist, Sikorski, Buckley, & Saville, 2002). Teachers need support from them through technical assistance, mentoring and coaching. But what kind of teacher leader could effectively support teachers?

In DepEd, master teachers are mandated with duties and responsibilities of the position. Hence, teachers are expecting them to lead and be models of excellent teaching-learning processes. They are also expecting to learn from their master teachers and to receive technical assistance and guidance in improving their teaching practices. To be an effective teacher leader like a master teacher, Green (2021) on their review found three important themes: teacher leaders should support professional learning in their schools, be involved in school-wide decision making, and improve student learning and success.

However, there is a dearth in literature pointing out the dimensions of master teacher leadership which could be measured and correlated to the practices of the teachers. Related studies deal on master teachers as instructional leaders or master teacher's practices of monitoring and supervision of teachers (Moore, 2015; Donato, 2021) and correlate the said variable to learner performance (Sultan, Karuppannan, & Rumpod, 2022). In the Philippine setting, studies are about research skills and attitude of master teachers (Basilio, & Bueno, 2019); instructional leadership competencies of master teachers (Reyes, 2019); master teachers' leadership practices, instructional competence being correlated to student performance (Mendoza, & Bautista, 2022); and attitude of master teachers on inclusive education and placement decisions (De Grano, 2019).

Moreover, the findings of Bush, Glover, Ng, and Romero (2016) reveal that there is only limited evidence of a wider impact of master teachers on colleagues, schools, and the education system. In addition, the researcher has not come across studies related to master teacher leadership and its link to teachers' teaching practices. To fill in the gap in literature, this research was conducted to find out the quality of leadership of master teachers as perceived by the teachers and its relationship with the quality of their teaching practices based on the required performance of the teachers in the Department of Education.

Statement of the Problem

This study aimed to investigate the relationship and influence of leadership of Master Teachers and teaching practices of teachers in the context of elementary schools of the Department of Education (DepEd).

Specifically, it sought answers to the following questions:

1. What is the perceived quality of leadership of master teachers in terms of managing instructional programs, mentoring teachers, and providing professional development for teachers?

2. What is the teachers' level of teaching practice in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development.

3. Is there a significant relationship on the quality of leadership of master teachers and the quality of teaching practices among teachers?

4. What domain in the leadership of master teachers significantly influenced the quality of teaching practices among teachers?

5. To further explain the quantitative results, what are the views of the teachers regarding leadership of master teachers that are influential in their teaching practices?

6. Based on the results of the study, what intervention plan can be proposed for the Master Teachers to better help teachers in improving their teaching practices?

Scope and Limitation of the Study

This study was limited to finding out the relationship of the quality of leadership of Master Teachers to the quality of teaching practices. The dimensions of the independent variable, the quality of leadership of Master Teachers was indicated by managing instructional programs, mentoring teachers, and providing professional development for teachers.

Furthermore, for the quality of the teaching practices was delimited to practices of the teachers related to the aspects of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development as required among teachers for their job performance as articulated in the Philippine Professional Standards for Teachers (PPST).

The respondents for the quantitative phase were 250 teachers from selected elementary schools in the Division of Cotabato. They answered the survey questionnaire regarding their perceived quality of the leadership of Master Teachers and teaching practices of teachers in the context of elementary schools of the Department of Education (DepEd).

Meanwhile, the participants for the qualitative phase were ten (10) teachers from the selected elementary schools. They participated in the in-depth interview to gather data which were used to generate views their views regarding leadership of master teachers that can facilitate the improvement of the teachers' teaching practices.

One of the limitations of the study was its inability to include more teachers in the qualitative phase; hence, the ideas of other teachers may not be accounted. However, since teacher participants were coming from the same contexts, prolonged engagement has addressed the concern.

Significance of the Study

This study generated new knowledge which would benefit the master teachers, the Human Resource Officers of the Department of Education, the school heads, teachers and future researchers.

Master Teachers. As school leaders, master teachers benefit from the study as it provides empirical evidence on dimensions to measure the quality of their leadership. In addition, this study also provides scientific evidence on whether the leadership of the master teachers is significantly linked to quality of teaching practices. The evidence drawn from the study give the master teachers the idea on how will establish the kind of leadership that their teachers need.

Human Resource Officers of the Department of Education. The human resource officers of the Department of Education may offer training for the master teachers and other teachers based on the results of the study since practices of the teachers shape their performance at work. The way master teachers perform their tasks in the field is also monitored by the human resource department and they have programs to support school leaders. When planning for policies and programs, this study is helpful for them.

School Heads. The school heads have personnel management roles and the results of the study will help them become more aware of the leadership of master teachers and the practices of teachers. School heads are mentoring master teachers to be more effective leaders of the novice teachers. This study would deepen the understanding of the school heads about how master teachers show their leadership skills in helping their fellow teachers to improve their practices.

Teachers. Teachers also benefit from the study as they would be informed about how their master teachers' leadership could help improve their practices. They would also develop better understanding about their practices and how the master teachers could support them to enhance their performance in school.

Future Researchers. Those who are interested to pursue a study similar to this study may also use this as one of their references. They may use the recommendation section of this study for them to find out other related studies suggested by the researcher.

Operational Definition of Terms

The following are the terms are operationally defined in this study as:

Assessment and Reporting. This refers to the variety of assessment tools and strategies used by teachers in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement. This also refers to the use of assessment data in a variety of ways to inform and enhance the teaching and learning process and programs. It concerns teachers providing learners with the necessary feedback about learning outcomes. This feedback informs the reporting cycle and enables teachers to select, organize and use sound assessment processes.

Community Linkages and Professional Engagement. This refers to the role of teachers in establishing school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. This Domain expects teachers to identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders. It concerns the importance of teachers' understanding and fulfilling their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community.

Content Knowledge and Pedagogy. This refers to the practices of teachers such as applying knowledge of content within and across curriculum teaching areas; using research-based knowledge and principles of teaching and learning to enhance professional practice; displaying proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning; and using effective verbal and non-verbal classroom strategies to support learner understanding, participation, engagement, and achievement.

Curriculum and Planning. This refers to the teachers' knowledge of and interaction with the national and local curriculum requirements. This also about their ability to translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. It expects teachers to apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons. These lesson sequences and associated learning programs should be contextually relevant, responsive to learners' needs and incorporate a range of teaching and learning resources. The Domain expects teachers to communicate learning goals to support learner participation, understanding and achievement.

Diversity of Learners. This refers to the central role of teachers in establishing learning environments that are responsive to learner diversity. This also includes the importance of teachers' knowledge and understanding of, as well as respect for, learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. It encourages the celebration of diversity in the classrooms and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global environment.

Leadership of Master Teachers. This refers to the quality of leadership of the Master Teachers in terms of mentoring teachers, managing instructional programs, and providing professional development for teachers.

Learning Environment. This refers to the role of teachers to provide learning environments that are safe, secure, fair, and supportive to promote learner responsibility and achievement. This also refers to creating an environment that is learning-focused and in which teachers efficiently manage learner behavior in a physical and virtual space. It highlights the need for teachers to utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning.

Managing Instructional Programs. This refers to the leadership of the master teachers related to: leading teachers to work for the attainment of school goals, helping and guiding teachers in facilitating teaching and learning, monitoring the curriculum implementation and modeling quality teaching.

Mentoring Teachers. This refers to the leadership practices of the master teachers as perceived by the teachers. This includes the master teachers ability to conduct conferences with teachers; assisting teachers and capacitating them on the use of technology and other teaching strategies. This also includes assisting and mentoring teachers to address their difficulties.

Personal Growth and Professional Development. This refers to teachers' personal growth and professional development. It accentuates teachers' proper and high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity. This Domain values personal and professional reflection and learning to improve practice. It recognizes the importance of teachers' assuming responsibility for personal growth and professional development for lifelong learning.

Providing Professional Development for Teachers. This refers to the trainings and seminars initiated by the master teachers as instructional leaders. This includes: technical assistance in the preparation of Daily Lesson Log; learning venues like learning action cell and seminars; and exposure of teachers to other knowledge generation activities.

Teaching Practices. They refer the quality of teachers in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development.

II. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the review of the literature related to leaders of master teachers in the aspects of mentoring, managing instructional programs and providing professional development. This also includes literature related to teaching practices of teachers.

Leadership of Master Teachers

Master Teachers are expected to be models as far as instructional leadership is concerned and they are the key personnel inside the classrooms that should manifest the different attributes expected of the position (Ojales, 2019).

In the review conducted by Luthy (2001) regarding the theory of what makes a master teacher, many authors highlighted other pedagogical differences and philosophical underpinnings that separate master teachers from their more "conventional" counterparts. One author cited such facets of master teaching as an innate sense of logical organization and clear communication of each concept via graphics, demonstrations, and animation. Master teachers develop skills in students such as ways of identifying a problem, of making students ask the right questions, and have them find their own answers. This perspective of a master teacher transcends pedagogy or content and includes other personality facets.

Mentoring teachers

Mentoring involves a connection between less experienced colleagues, known as mentees, and their more seasoned counterparts, the mentors. The primary aim of mentors is to aid the mentees in their learning, growth, and overall welfare. Additionally, mentors strive to facilitate the integration of mentees into both the specific organizational culture where they work and the broader professional community (Hubson, 2016).

Mentors who are experienced teachers can help their mentees create instructional tools and assess their efficacy. By creating practical lesson plans and making sure that instructional resources are current and relevant, instructional leaders assist other educators in carrying out their responsibilities (Archibong, 2012). Gabriel (2005) emphasized that the goal of supervision instruction is to improve the learning experience for students.

Master teachers play a critical role in creating a supportive environment for staff members and strengthening their understanding of effective teaching techniques, which in turn improves student outcomes. According to Umaru (2011), students' academic performance may benefit from the mentor-guided development of educational materials with characteristics like visibility, simplicity, attractiveness, and clarity.

Managing instructional programs

Managing instructional programs involves overseeing the strategic development, implementation, and evaluation of educational initiatives (Ma & Marion, 2021). This encompasses various tasks such as curriculum planning, designing effective teaching methods, coordinating resources like instructional materials, and assessing the impact of these programs on student learning outcomes.

The goal of managing a school's instructional program is to harmonize the school's objectives with actual classroom teaching methods (Özdemir et al., 2018). This includes tasks like aligning the curriculum, tracking student advancement, and providing constructive supervision and assessment of teaching methods in a supportive manner.

Coordinating the curriculum involves overseeing the timing, order, and extent of content delivery. Principals take responsibility for maintaining consistency throughout different grade levels, ensuring that students encounter the material assessed in their evaluations. This coordination is achieved through collaborative efforts among teachers within and across different grade levels. It includes practices such as curriculum backward mapping, documentation, and establishing a shared language for the curriculum (Lee et al., 2012).

Effective management of instructional programs also involves aligning educational goals with teaching practices, ensuring adherence to educational standards, providing support and guidance to educators, and continuously refining the programs based on feedback and evaluation (Morrison et al., 2019; Huo et al., 2019).

The study of Huo et al. (2019) confirmed that managing instruction can significantly enhance the impact of high school entrance scores on college entrance scores, and promoting teacher development and teaching practices. Similar result is also drawn in the study of

However, in the study of Ma and Marion (2021), managing the instructional program were not significantly related to teacher efficacy but managing the instructional program is positively related to trust of the teachers towards the school leaders.

Providing Professional Development for Teachers

Teachers require ongoing learning opportunities, which involve accessing new expertise, receiving robust support, and encountering fresh opportunities for growth (Collinson et al., 2009). To enable this continuous improvement, numerous policies have been established. These policies aim to encourage teacher colleges and educational institutions focused on teacher training to enhance existing knowledge and practices among educators. The goal is to improve student outcomes and elevate the overall quality of schools (Borko, et al., 2010; Desimone, 2011).

School systems carry a significant responsibility to actively seek and provide professional development (PD) opportunities for their teachers (Payne, 2018). In many school, instructional leaders like school heads and master teachers lead and initiate professional development for teachers.

Teachers consistently express their preferences for PD experiences that are relevant, interactive, sustained, delivered by fellow educators, and treat them as professionals (Gates, 2014). Effective PD that aims to impact teacher practice should involve multi-session workshops and training modules incorporating active learning strategies that unfold over an extended period. Additionally, to shape teacher beliefs and assumptions, professional learning should occur within a collaborative, on-the-job environment where teachers learn through hands-on experiences and reflective practices (Stewart, 2014).

In the twenty-first century, there's been a surge in teaching strategies emphasizing teamwork and innovation (Nairz-Wirth & Feldmann, 2019). Enhancing teacher quality has become paramount for student success, leading to a greater emphasis on teacher professionalism. Presently, continuous professional

development for educators is widely recognized as crucial. It plays a vital role in improving teachers' overall performance, effectiveness, and commitment to their profession.

Teacher Practices

Teacher practices in this study is indicated by content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development.

Content knowledge and pedagogy

This refers to the practices of teachers such as applying knowledge of content within and across curriculum teaching areas; using research-based knowledge and principles of teaching and learning to enhance professional practice; displaying proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning; and using effective verbal and non-verbal classroom strategies to support learner understanding, participation, engagement, and achievement.

Content Knowledge is referred to the body of knowledge and information that teachers teach and that students are expected to learn in a given subject or content area (The Glossary of Education Reform, 2016). It is the "knowledge about actual subject matter that is to be learned or taught". Teachers must know about the content they are going to teach and how the nature of knowledge is different for various content areas.

Pedagogy refers to the interactions between teachers, students, and the learning environment and the learning tasks. Learning is dependent on the pedagogical approaches teachers use in the classroom (UNESCO, 2018). Effective pedagogy depends on the strategies of the teacher in lesson development, capability of the learners and availability of resources. An effective pedagogy creates authentic activities that will bring out the best of each learner and help them improve their learning experiences.

One of the practices under content knowledge and pedagogy is the ability of the teachers to integrate content within and across curriculum. An integrated curriculum is described as one that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts. Integration focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life (Barton, 2019).

Teachers should also be able to use research-based knowledge and principles of teaching and learning to enhance professional practice. Action research represents one example of a professional learning process that is designed to be an integrated part of the teachers' work. These processes are collaborative, based on teacher-identified areas, built on contemporary research and the experiences of teachers and their contextual knowledge. Such research seeks to bring together action and reflection as well as theory and practice (Reason & Bradbury, 2001) and is often done in collaboration between teachers and academic researchers (Kemmis 2009, Scott et al. 2012). In schools, action research could represent one way to study and improve teaching and learning for both students and teachers, as it is considered an effective way to contribute to the professional learning of teachers (Noffke & Somekh 2013).

Furthermore, teachers are expected to display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning. Also, teachers need to use effective verbal and non-verbal classroom strategies to support learner understanding, participation, engagement, and achievement. Teachers' self-awareness in updating, upgrading and refreshing their target language knowledge and mastery and also teaching skills, will be able to attract students to make them more engaged in their learning by becoming more effective in their teaching and able to become a model for the students. Having a good mastery of the target language is one of the qualities of a good English teacher (Nugroho, 2020).

While principals and school leaders cannot have a deep knowledge of all disciplines, they play an important role in leading professional learning that guides teachers to be more aware of the language, literacy and numeracy processes in their disciplines. They also need to support teacher leaders to facilitate opportunities for professional learning with their teams, and to share effective practice. By supporting a focus on disciplinary literacy, principals and school leaders demonstrate how they value each of the learning areas. They draw on the expertise of their teachers and tap into what teachers care about most, the success of students in their discipline area (Department of Education-Victoria State Government, 2021).

Learning Environment

This refers to the role of teachers to provide learning environments that are safe, secure, fair, and supportive to promote learner responsibility and achievement. This also refers to creating an environment that is learning-focused and in which teachers efficiently manage learner behavior in a physical and virtual space. It highlights the need for teachers to utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning.

Effective learning depends on secure attachments; affirming relationships; rich, hands-on learning experiences; and explicit integration of social, emotional, and academic skills. Given that emotions and relationships strongly influence learning--and that these are the byproducts of how students are treated at school, as well as at home and in their communities--a positive school climate is at the core of a successful educational experience (Darling-Hammond, & Cook-Harvey, 2018).

Learner-centred environments are designed for the active construction of knowledge by and for learners. Knowledge-centred learning environments are those which support students' deep investigations of big ideas through generative learning activities. Assessment-centred learning environments provide frequent, ongoing, and varying opportunities for assessment, including opportunities for revision and self and peer assessment (Alvaro, 2010). Community-centred environments value collaboration, negotiation of meaning, respect for multiple perspectives around which knowledge is constructed, and connections to the local community and culture (Raccoon, 2018 as cited by Usman, & Madudili, 2019).

Teachers that establish learning environments that foster high levels of trust, inspire confidence, build a sense of community, and provide a balance between challenge and support can produce changes in student learners (Allen & Wergin, 2009). Teachers can empower students and develop a learning environment conducive to learning by building trusting relationships. Students understand that learning requires being open to new experiences, which entails personal risk of making errors and receiving feedback.

In effective classroom environments, the teacher-student relationship is such that students feel secure in that they will have the support to reach academically challenging goals. Students will take more risks in a classroom environment that is characterized by safety and support. Students that may be anxious or feel overwhelmed by difficult academic tasks are encouraged to stay engaged with future tasks when they begin to experience even small successes (Klem & Connell, 2004).

Diversity of Learners

This refers to the central role of teachers in establishing learning environments that are responsive to learner diversity. This also includes the importance of teachers' knowledge and understanding of, as well as respect for, learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities. It encourages the celebration of diversity in the classrooms and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global environment.

Designing educational programs and curricula involves developing understandings of the learner and instructional environment characteristics that could impact learning success. While there may be some commonalities among learners, it is important for designers to recognize that there will likely be a great diversity of learning preferences, abilities, and experiences that learners will bring to a course or other learning experience. Rose (2015) remarked that the notion of an "average" learner is a misnomer, and learner diversity (rather than uniformity) is actually the norm. When learner variability is not addressed in a design, it is inevitable that many learners will experience obstacles to their learning, limiting the effectiveness of the learning experience for them and inducing additional costs in time and resources to make adjustments and accommodations (Brinck, 2005). Planning for learner variability from the outset is therefore a valuable step in the design process that can lead to more robust, accessible, and impactful designs. Being able to plan for diverse learners begins with developing empathetic understandings of the characteristics in which learners will vary.

There are many ways that instructional designers can build empathic understanding for target learners. Fila and Hess (2015) described five techniques often used by instructional designers. First, designers can directly observe learners, both within the target learning context and in related places beyond. By watching how learners interact with environments, tools, and problems, designers can see barriers and points of confusion, as well as learner-initiated workarounds and strategies.

Curriculum and Planning

This refers to the teachers' knowledge of and interaction with the national and local curriculum requirements. This also about their ability to translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning. It expects teachers to apply their professional knowledge to plan and design, individually or in collaboration with colleagues, well-structured and sequenced lessons. These lesson sequences and associated learning programs should be contextually relevant, responsive to learners' needs and incorporate a range of teaching and learning resources. The Domain expects teachers to communicate learning goals to support learner participation, understanding and achievement.

In planning a curriculum, a number of elements are considered. They are: the learner, the teacher, the society, philosophy of education, psychology of learning, examinations, economy of the society, resources, subject specialists, and values. All these factors each have link to the culture, as nothing can be done in education without recourse to the culture of the society on which hinge their demands and aspirations (Offorma, 2016).

In developing a properly sequenced lesson, Harrison (2007) posited that it is important to separate possible taught concepts into three general groupings to clearly identify what might be "left out" as time compresses the possibility of delivering all possible content:

Consider everything from the lowest level of Bloom's Taxonomy to the highest level of evaluative or creative activities. In general, though, concepts, skills and knowledge that remain in the outer circle are those with which the learner should "be familiar." We submit these concepts and knowledge generally not be taught in class unless necessary to create core "know and do" skills or understanding.

There should be a bulk of your instructional efforts. After identifying the learner's gaps in understanding and performance, teaching focuses on the ways students will be different leaving training than when they came in. What do they now know (consistent with learning objectives) and are also able to do (demonstrated performance)?

Planning and delivery using this concept is founded in one underlying belief: That not everything can be taught, and that things taught change from class to class. It is inevitable you consider what is at the core of what you teach, and how best to deliver it in a transformative way. Not all concepts are equal; be deliberate with regard to what you intend for the training setting.

Assessment and Reporting

This refers to the variety of assessment tools and strategies used by teachers in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement. This also refers to the use of assessment data in a variety of ways to inform and enhance the teaching and learning process and programs. It concerns teachers providing learners with the necessary feedback about learning outcomes. This feedback informs the reporting cycle and enables teachers to select, organize and use sound assessment processes.

Assessment and reporting relates to processes associated with a variety of assessment tools and strategies used by teachers in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement. This domain concerns the use of assessment data in a variety of ways to inform and enhance the teaching and learning process and programs. It concerns teachers providing learners with the necessary feedback about learning outcomes. This feedback informs the reporting cycle and enables teachers to select, organize and use sound assessment processes (D.O 42 series of 2017).

According to Pena-Florida (2002), nontraditional or alternative assessment, a reaction to the conventional paper-and pencil tests (traditional assessment) and in many ways a form of performance-based, is another option that allows the learners to practice the tasks. The students are required to produce creatively instead of recalling or reproducing what was taught previously (Coombe, Purmensky, & Davidson, 2012).

Self- and- peer assessment which involves the learners in the assessment of their learning processes (Brown & Abeywickrama, 2010) is featured in performance based learning where the teachers give the students the opportunity to check if all the required elements are included in their responses or whether their answers have reached the goals set for the tasks. Performance-based learning also develops learners' autonomy and involves them in the evaluation process. According to Dörnyei and Ushioda (2011), the greater the learners' autonomy is, the more enhanced is their motivation.

Linn (2003) noted that as schools begin to be held more accountable for student scores, and teachers and administrators face possible sanctions for poor performance on standardized tests, the need for knowledge and skills in the area of classroom assessment has increased. In this domain of teacher's performance, the managerial skills of the principals also play a vital role. The principal must be a key player in ensuring the accuracy and effective use of evidence of student achievement at the school and classroom level.

The well-prepared school leader is ready to ensure that assessments are of high quality and used effectively (Stiggins & Duke, 2008). To obtain the information they need, teacher must have a balanced and appropriate assessment system, including both formative and summative assessments (Jakicic, 2009). The principal must be able to view the scoring report and identify specific objectives to focus teaching and improve learning.

Community Linkages and Professional Engagement

This refers to the role of teachers in establishing school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. This Domain expects teachers to identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders. It concerns the importance of teachers' understanding and fulfilling their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community.

The educators partnered to meet the needs of their students and programs that could not be addressed in the school. Partnering provided material, financial, and social support (Hands, 2010). Kladifko (2013) stated that schools cannot exist apart from their local community, implying that there is an integral partnership that exists between the school and community before even considering the formation of additional partnerships.

However, in order to better support communities, students and schools, additional explicit school-community partnerships are created. Semke and Sheridan (2012) stated that these partnerships have the capacity to "place an emphasis on engaging community resources to offer programs and services that support families and the academic success of their children".

Alleman and Neal (2013) cited that one specific advantage in forming school-community partnerships was that the climate of the school improved. There were many additional benefits to students found in the creation of school-community partnerships. Most notable among these benefits was increased student achievement (Bryan & Henry, 2012; Wilcox et al., 2014). Additional advantages included increasing student confidence and their engagement in learning (Wilcox et al., 2014) and that school-community partnerships afforded students the opportunity to access resources outside of the school day (Ebersöhn & Ferreira, 2012; Smith, 2014), which is important in high poverty communities.

Personal Growth and Professional Development

This refers to teachers' personal growth and professional development. It accentuates teachers' proper and high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity. This Domain values personal and professional reflection and learning to improve practice. It recognizes the importance of teachers' assuming responsibility for personal growth and professional development for lifelong learning.

Maintaining an educational system of highly qualified teachers is an ongoing effort to keep schools current and future-focused. Emphasis on 21st century skills for students requires teachers to have the knowledge, skill, and support to be effective 21st century teachers (Trilling & Fadel, 2009). Professional development keeps teachers current.

Trilling and Fadel (2009) also suggested professional development programs must meet the needs of the 21st century learner, which includes collaboration with other teachers and a connection to real practice. Professional development programs with those qualities can assist teachers to prepare for changes in instructional practice and student learning.

Teaching is a professional job; teachers are supposed to develop and improve their skills continually. By tenacious learning, teachers' professional degree and performance can be enhanced; professional qualifications are socially and politically viewed as powerful indicators of teacher professionalism (Leung, 2009). Teachers' professional development refers to the re-establishment, development, and expansion of teachers' knowledge and skills. Innovation in teachers' professional development involves teachers' practical experience and the formation of instructional strategies that allow students to gain

autonomous, reflective, and critical thinking skills. Professional development is said to be a cognitive and personal attempt that requires engagement with new ideas, trying new approaches, improving pedagogy as well as emotional involvement (Girvan, Conneely & Tangney,

Theoretical Framework

This research was anchored on the theory of transformational leadership. This model of leadership is most often associated with vision; setting directions; restructuring and realigning the organisation; developing staff and curriculum; and involvement with the external community (Miller & Rowan, 2006). It has four core practices discussed below:

Building vision and setting directions. This category of practices carries the bulk of the effort to motivate leaders' colleagues. It is about the establishment of shared purpose as a basic stimulant for one's work. The more specific practices in this category are building a shared vision, fostering the acceptance of group goals and demonstrating high performance expectations (Hallinger & Heck, 2002). These specific practices reflect, but also add to, three functions of managerial taxonomy (Yukl, 1989) derived from non-educational organisations: motivating and inspiring, clarifying roles and objectives, and planning and organising. Direction-setting practices of principals significantly influence teachers' stress, individual sense of efficacy and organisational commitment. One of these practices, helping the staff develop and inspiring a shared sense of purpose, enhances teachers' work, whereas holding (and expressing) unreasonable expectations has quite negative effects.

Understanding and developing people. While practices in this category make a significant contribution to motivation, their primary aim is building not only the knowledge and skills that teachers and other staff need in order to accomplish organisational goals but also the dispositions (commitment, capacity and resilience) to persist in applying the knowledge and skills. The more specific practices in this category are providing individualised support and consideration, fostering intellectual stimulation, and modelling appropriate values and behaviours (Bass & Avolio, 1994). These specific practices not only reflect managerial behaviours in the managerial taxonomy (supporting, developing and mentoring, recognizing, and rewarding) but, as more recent research has demonstrated, are central to the ways in which successful leaders integrate the functional and the personal. Included among these practices are being collegial, considerate and supportive, listening to teachers' ideas, and generally looking out for teachers' personal and professional welfare.

Acknowledging and rewarding good work and providing feedback to teachers about their work also mean positive working conditions for teachers. Headteachers assist the work of teachers, in addition, when they provide them with discretionary space, promote regular access to a range of professional learning and development opportunities, distribute leadership across the school and 'practise what they preach' (model appropriate values and practices).

Redesigning the organization. The specific practices included in this category are concerned with establishing work conditions which, for example, allow teachers to make the most of their motivations, commitments and capacities. School leadership practices explain significant variations in teachers' beliefs about and responses to their working conditions (Leithwood, 2006).

Specific practices are building collaborative cultures, restructuring and reculturing the organisation, building productive relations with parents and the community, and connecting the school with its wider environment (Chrisman, 2005). Comparable practices in the managerial taxonomy include managing conflict and team building, delegating, consulting, and networking.
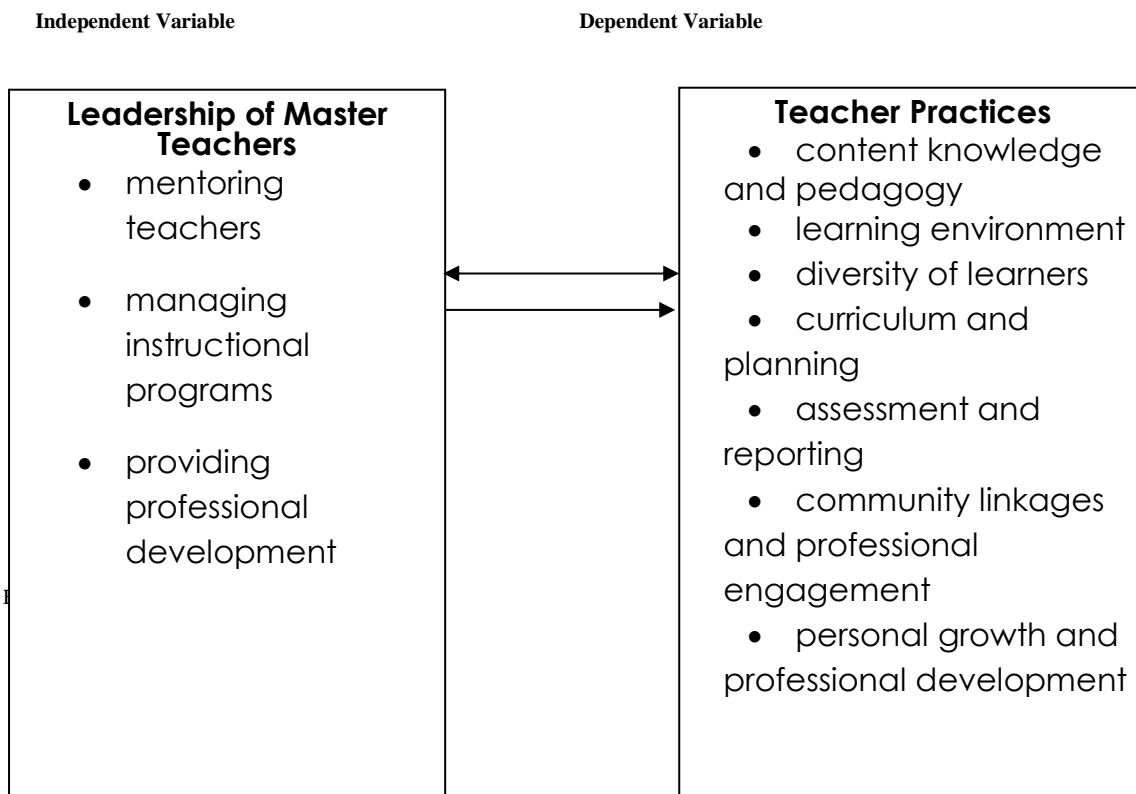
Managing the teaching and learning programme. As with the last category, the specific practices included in this category aim to create productive working conditions for teachers, in this case by fostering organisational stability and strengthening the school's infrastructure. Specific practices are staffing the teaching programmes, providing teaching support, monitoring school activity, and buffering staff against distractions from their work (Duke, 2004; Hallinger, 2003). The taxonomy includes monitoring as a key part of successful leaders' behaviours. Providing resources for teachers and minimising student misbehaviour or disorder in the school are highly valued conditions of work which headteachers are also in a position to provide.

Conceptual Framework

It is conceptualized in this study that the leadership of the master teachers can be correlated to quality of the teachers practices. Figure 1shows the relationship of the variables of the study.

The independent variable is the leadership practices of the master teachers with dimensions such as mentoring teachers, managing instructional programs, and providing professional development for teachers were based from the studies of Moore (2015); and Donato (2021).

The dependent variable is the quality of the teachers' practices and it is indicated by content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. These indicators were based from the Philippine Professional Standards for Teachers (PPST).

Independent Variable
          Dependent Variable

Leadership of Master Teachers	Teacher Practices
• mentoring teachers • managing instructional programs • providing professional development	• content knowledge and pedagogy • learning environment • diversity of learners • curriculum and planning • assessment and reporting • community linkages and professional engagement • personal growth and professional development

Hypotheses

1.   There is no significant relationship on the quality of leadership of master teachers and the quality of teaching practices among teachers.

2.   There is no dimension in the quality of leadership of master teachers significantly influenced the quality of teaching practices.

III. METHODOLOGY

This chapter presents the methodology to be utilized in the study. These include the research design, locale of the study, respondents/participants of the study, sampling procedure, research instruments, data gathering procedures, statistical tools and data analysis.

Research Design

The study employed mixed method design particularly the sequential explanatory method to answer the objectives of the study. Mixed methods research, for Teddlie and Tashakkori (2008), draws on the strengths of both qualitative and quantitative research. Creswell and Plano Clark (2011) outline its core characteristics: in a single research study, both qualitative and quantitative strands of data are collected and analyzed separately, and integrated – either concurrently or sequentially – to address the research question. Onwuegbuzie and Combs (2010) concur, writing, "mixed analyses involve the use of at least one qualitative analysis and at least one quantitative analysis – meaning that both analysis types are needed to conduct a mixed analysis".

In an explanatory design, quantitative data is first collected and analyzed and qualitative data are collected in order to explain the results in the quantitative phase (Creswell & Clark 2011; Onwuegbuzie, Bustamante, & Nelson 2010). As a result of this design, two types of analyses were conducted: the statistical analysis of the quantitative data and the thematic analysis of the qualitative data.

The explanatory-sequential approach is a sequential approach and is used when the researcher is interested in following up qualitative findings to the quantitative analysis. This approach is particularly useful for a researcher who wanted to further explore the quantitative findings (Creswell & Plano Clark, 2011).

Since this study has research objectives which necessitate quantitative and qualitative data, the explanatory sequential design was considered appropriate.

Locale of the Study

The study was conducted in the elementary schools of Cotabato Division. The respondents were elementary school teachers who are under the collaborative groups of the master teachers.

Cotabato Division is the largest division in Region XII. Figure 3 shows the map of Cotabato Province where the division is located. The Schools Division of Cotabato covers a wide range of educational institutions across its jurisdiction in the province of Cotabato, Philippines.

Arakan. Arakan is a 1st class municipality in the province of Cotabato, Philippines. As per 2020 census, it has a population of 50,558 people.

Antipas. It is a 2nd class municipality in the province of Cotabato, Philippines. It has a population of 26,817 people as per 2020 census. Antipas is centrally located at the heart of Arakan Valley Complex. It is bounded on the southeast by the Municipality of Magpet, on the north-east by the Municipality of Arakan, on the north by the Municipality of President Roxas (north) and Arakan River, on the west by its mother municipality, Matalam and on the south by President Roxas (south).

Matalam. It is also a 1st class municipality in the province of Cotabato, Philippines. The 2015 census shows that, it has a population of 79,361 people. It is politically subdivided into 34 barangays. Matalam is a palm-shaped municipality. It is centrally located right at the heart of the province of Cotabato. It is bounded on the east by the municipality of Kidapawan; on the west by Kabacan; on the south by M'lang, and on the north by the Municipalities of President Roxas and Carmen. It lies along the Cotabato-Davao National Highway occupying the large portion of the Arakan Valley. The municipality of Matalam before its creation into a regular municipality was just a mere sitio of Kilada called "Crossing M'lang" within the jurisdiction of the municipality of Kabacan. Because of its strategic location coupled with the strong desire of the people, petitioned the provincial and national government for its creation into a regular municipality. It was formally separated from Kabacan and was created into a municipality in December 29, 1961 making Matalam as the 32nd Municipality of Cotabato. This municipality was named after the late illustrious father of the Province, Governor Datu Udtog Matalam, in acknowledgement of his untiring efforts for the development and creation of the place.

Magpet. A 1st class municipality in the province of Cotabato, Cotabato, Philippines. In 2020 census, it has a population of 52,800. The municipality of Magpet is located in the eastern part of Cotabato Province and at the foothills of Mt. Apo with generally a sloping to mountainous terrain. Furthermore, it is a landlocked municipality located at the boundary of the provinces of Cotabato and Davao del Sur. It is bounded on the North by the Municipality of Arakan; on the East by Davao City, on the West by President Roxas and Antipas and 9.0 km on the South by Kidapawan City of Cotabato Province. The municipality lies between the latitude 7° 6.178' N and longitude 125° 7.461' E. Approximately 34.76% or 26,256 hectares are considered areas with very steep to strongly hilly slopes. Around 6,381 hectares of slopes 0 – 3% are very good lands for intensive agricultural production.

President Roxas. As one of the chosen places of this study, the Municipality of President Roxas is a 1st class municipality in the province of Cotabato, Cotabato, Philippines. In 2020 census, it has a population of 52,512 people. The municipality of President Roxas is composed of two parts: the northern and the southern part. The Northern President Roxas is bounded by the Municipalities of Damulog and Kibawe of the province of Bukidnon on the north, on the south by the Municipality of Antipas, on the west by the Municipality of Carmen and on the east by the Municipality of Arakan.

Source: https://www.google.com/maps/place/Cotabato
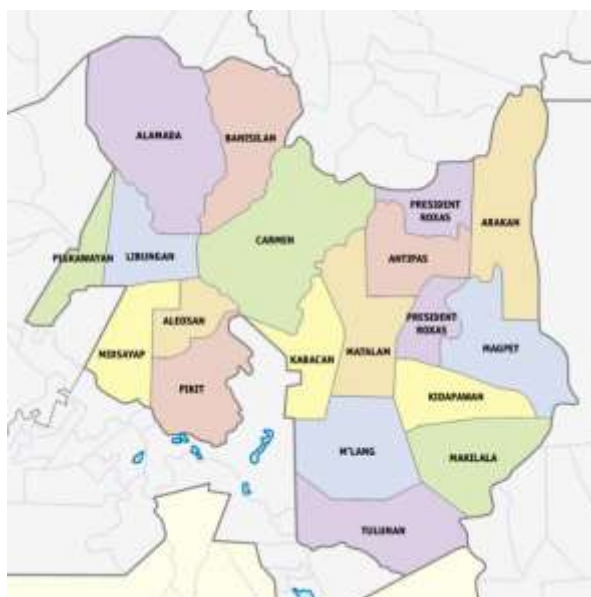
Figure 2. Location Map

Respondents/Participants of the Study

Participants for both the quantitative and qualitative gathering were from the elementary school teachers from different schools in Cotabato Division particularly those in the 2nd and 3rd Congressional District. As part of the selection criteria, these teachers were teaching for 2 or more years, and have master teacher/s in their school. Excluded in the study were the high school teachers and those elementary school teachers from the public schools without master teachers.

Table 1 shows the distribution of the respondents:

Table 1. Distribution of Respondents

Schools	Respondents for the Survey	Participants for the Interview
Antipas CES	20	1
Arakan CES	20	1
Tagbac CES	20	1
SAN VICENTE ES	25	1
BULACANON CES	20	
SAGUING CES	25	1
MAKILALA CES	20	1
KISANTE CES	20	1
Pres. Roxas CES	20	1
Dona Concordia B. Jayme CES	20	
MATALAM CES	20	1
MLANG PILOT ES	20	1
Total	**250**	**10**

Sampling Procedure

Simple random sampling was used as sampling technique for the study. Simple random sampling is a sampling method where each and every member of a population has the same chance of being included in the sample and where all possible samples of a given size have the same chance of selection (West, 2016). Teachers who were included in the study was randomly selected from each elementary school where there are master teachers. List of schools with master teachers was first identified and then the list of the teachers was also obtained. Random selection was done from the list and the number of teachers to be drawn as part of the sample depended on the total number of teachers.

Research Instruments

There were three (3) research instruments being utilized in this study. The first was used to gather data for the perceived quality of leadership of Master Teachers. The statements in the questionnaire were grouped into categories based on the indicator of leadership of Master teachers such as managing instructional programs, mentoring teachers, and providing professional development for teachers. A likert-like scale was presented in order for the respondents to describe their responses for each item. The response is in their frequency of practice and the corresponding interpretation is in the quality level as reflected in the table below.

Table 2. Responses and interpretation in the quality of leadership of master teachers

Response	Mean Range	Description	Interpretation
5	4.21-5.00	Excellent (This is done by my master teacher all the time)	Excellent Quality of Leadership
4	3.41-4.20	Satisfactory (This is done most of the time)	Satisfactory Quality of Leadership
3	2.61-3.40	Moderate (This is done in some instances)	Moderate Quality of Leadership
2	1.81-2.60	Fair (This is done once.)	Fair Quality of Leadership
1	1.00-1.80	Poor (This is never done by my master teacher.)	Poor Quality of Leadership

The second instrument was to measure the quality of teaching practices. The questionnaire is based on the Philippine Professional Standards for Teachers (PPST). It is answerable through a Likert-like scale of 1 to 5 to provide a self-rating of their quality of practices in the aspects of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and

professional engagement, and personal growth and professional development. The response is in their frequency of practice and the corresponding interpretation is in the quality level as reflected in the table below.

Table 3. Responses and interpretation in the quality of teaching practice

Response	Mean Range	Description	Interpretation
5	4.21-5.00	Always (This is done all the time)	Highly Practiced
4	3.41-4.20	Often (This is done most of the time)	Practiced
3	2.61-3.40	Sometimes (This is done in some instances)	Moderately Practiced
2	1.81-2.60	Rarely (This is done once.)	Less Practiced
1	1.00-1.80	Never (This is never done.)	Not Practiced

The above instrument was validated by the panel members and underwent pilot testing. It was piloted tested to 80 respondents. Cronbach's alpha values were generated with the values of 0.953 for the instrument measuring the quality of leadership of the master teachers; and 0.975 was the value for the teaching practices of the teachers. These results show that the instruments used were highly reliable.

For the qualitative data collection, the instrument was the interview guide reflecting the questions which were asked during the interviews with the teachers. Questions revolved around their view regarding leadership of master teachers which they believed could help facilitate the quality of their teaching practices.

Data Gathering Procedures

Prior to data gathering, the researcher sought permission from the Schools Division Superintendent to allow the conduct of the study. Another permission letter was submitted to the respective principals so the respective respondents were notified about their potential participation to the study. Then, informed consent was distributed to the respondents. Once permissions are sought, data gathering commenced.

Quantitative Phase. The validated questionnaire was distributed to the respondents. The respondents were instructed on how the questionnaire will be answered. Retrieval time was agreed with the respondents so answering the questionnaire would not hamper their work. These questionnaires were retrieved and were prepared for statistical analysis.

Qualitative Phase. Interviews were conducted to the teachers who were willing to be interviewed. Venue and time for the interview were discussed with the interviewees. During the interview, the researcher asked permission to record the interview. The interviews were facilitated by the researcher. The interview guide was used in facilitating the interview but there may be other questions that were asked in order to clarify answers of the participants. Rapport was established during the interview so the participants did not show hesitation in answering questions. They were informed that they can answer questions in vernacular to better express their thoughts.

Statistical Tools and Data Analysis

In quantitative data, based on Kim and Mueller (1978), mean was used to describe the quality of leadership and the quality of teaching practices. The relationship of the variables was tested through Spearman Rho Correlation and the significant influence was tested through regression statistics.

For the quantitative data, the transcribed data were analyzed using thematic analysis since it is appropriate for the qualitative data analysis. Colaizzi (1978) was followed in the thematic analysis which include: reading and re-reading of the transcript to obtain a general sense about the participants' responses; for each transcript, significant statements that pertain to the phenomenon under study will be extracted; meanings will be formulated from these significant statements; the formulated meanings will be sorted into categories, clusters of themes, and themes; and the findings of the study were described through the themes and significant statements.

Ethical Considerations

This research adhered to the ethical considerations in conducting research. The aspects considered were the following:

Informed consent. This is a document which will be signed by the participants of the study should they agree to take part. This indicated the purpose of the study, the extent of participation and the interview process. Once the participants sign the consent, this means they understand their participation and they voluntary submit themselves for the interview to supply the necessary information about the study.

Voluntary Participation. The researcher included in the study the participants who are willing and will voluntarily participate. Should they wish to withdraw, they were allowed without incurring any penalty.

Anonymity and confidentiality. The researcher maintained anonymity by ensuring that the identity of the participants were not revealed or disclosed. The answers they provide were kept confidential and were utilized for research purposes.

IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results and their corresponding analysis and interpretation. The presentation is based on the statement of the problem posed at the beginning of the study.

Leadership of Master Teachers

This study investigated the quality of the leadership of the master teachers as perceived by the teachers who are under them as collaborative group members. This variable is indicated by mentoring of teachers, managing instructional programs and providing professional development for teachers.

The result displayed in table 4 shows that the quality of leadership of master teachers is considered excellent (4.21) by the teachers. This means, as leaders, the master teachers give guidance to the teachers, manage the instructional program of the school and provide the necessary professional development for teachers which are all relevant for teaching and facilitating learning.

In particular, As reflected in the results teachers rated their master teachers to have satisfactory quality of leadership in mentoring them. This is manifested in the mean of 4.19 which is satisfactory. The results imply that master teachers as noted by the teachers under their collaborative groups, are often mentoring their teachers through conduct of conferences to discuss teaching practices, guiding, and assisting teachers to improve their teaching techniques, and helping teachers to solve or address their teaching problems.

This result supports Archibong (2012) who highlights the role of experienced mentors, the master teachers, particularly those with teaching expertise, in supporting and guiding their mentees (people they mentor). These mentors help their mentees by assisting them in creating tools used for teaching and assessing how effective these tools are in practice.

Table 4 Perceived Quality of the Leadership of Master Teachers

Indicators		**Mean**	**Description**
1.	Mentoring teachers	4.19	Satisfactory
2.	Managing instructional programs	4.26	Excellent
3.	Providing professional development for teachers	4.17	Satisfactory
Weighted Mean		**4.21**	**Excellent**

Level	Range	Description
5	4.21-5.00	Excellent Quality of Leadership
4	3.41-4.20	Satisfactory Quality of Leadership
3	2.61-3.40	Moderate Quality of Leadership
2	1.81-2.60	Fair Quality of Leadership
1	1.00-1.80	Poor Quality of Leadership

Moreover, the perceived quality of the leadership of master teachers in terms of managing instructional programs. As shown in the data, the quality of the leadership of master teachers in terms of managing instructional is excellent (M=4.26). The results indicate that on respondents consider these aspects of leadership to have been always shown to them by their master teachers.

Managing instructional programs requires overseeing the entire process of planning, implementing, and evaluating educational initiatives to ensure they effectively contribute to student learning and achievement (Ma & Marion, 2021). Master teachers as school leaders are expected to perform this in school when leading teachers as they initiate collaborative efforts among teachers across different grade levels to ensure that the instructional program is implemented and monitored (Lee et al., 2012).

Meanwhile, the perceived quality of leadership of master teachers in terms of providing professional development is satisfactory as indicated by the mean of 4.17. This result imply that master teachers often show to the teachers that they lead in the provision of professional development for teachers to improve their teaching practices. They have provided opportunity for teachers to improve their knowledge and skills in the performance of their duties and responsibilities.

The result holds true with the idea that master teachers and other school leaders provide access to new skills, receiving strong support, and discovering fresh growth opportunities for the teachers (Collinson et al., 2009). They also encourage teachers to enhance their existing knowledge and practices, aiming to elevate school quality and improve student outcomes (Borko et al., 2010; Desimone, 2011).

Quality of Teachers' Practices

The study also aimed to determine the level of teachers' practices in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. As shown in table 5, in general, the teachers Highly practiced (4.22) such aspects in teaching.

As revealed in the data, the teachers highly practiced the necessary elements in content knowledge and pedagogy (4.29). It can be gleaned from the results that teachers always practice the necessary teaching practices required under content knowledge and pedagogy since they employ the necessary teaching techniques and strategies to better facilitate learning.

As explained by Barton (2019), in the realm of content knowledge and pedagogy, an essential skill for teachers involves integrating content both within and across different parts of the curriculum. This is done by transcending subject boundaries and highlighting overarching concepts to engage the learners.

Table 5   Level of Teachers' Quality of Teaching Practice

Indicators	Mean	Description
1. Content knowledge and pedagogy	4.29	Highly Practiced
2. learning environment	4.13	Practiced
3. diversity of learners	4.13	Practiced
4. curriculum and planning	4.20	Practiced
5. assessment and reporting	4.26	Highly Practiced
6. community linkages and professional engagement	4.30	Highly Practiced
7. personal growth and professional development	4.23	Highly Practiced
Weighted Mean	**4.22**	**Highly Practiced**

Level	Range	Description
5	4.21-5.00	Highly Practiced
4	3.41-4.20	Practiced
3	2.61-3.40	Moderately Practiced
2	1.81-2.60	Less Practiced
1	1.00-1.80	Not Practiced

Moreover, in terms of learning environment, the teachers practiced (4.13) the aspects of establishing safe and secure learning environments, classroom management, supportive and motivating learning environments for learners to work productively by assuming responsibility for their own learning; and managing learner behavior constructively. With this, it can be deduced that teachers are practicing what is expected from them in managing the learning environment for their pupils. They also provide the necessary environment for learners to be able to learn and be encouraged to learn. Their practices are also in placed when it comes to managing the classroom for better learning, and to accommodate different learning styles.

These are all evidences of learner-centered management of learning. In learner-centered environments, the focus is on facilitating active knowledge construction by and for the learners themselves. Knowledge-centered learning environments prioritize students' in-depth exploration of significant concepts through activities that encourage them to generate knowledge (Alvaro, 2010).

In the aspect of learner diversity, the teachers practiced such as shown in the average mean of 4.13. It can be drawn from the result of the study that teachers often ensure that they are able to address the different needs of the learners who are of diverse backgrounds. It can also be deduced from the results that teachers are implementing various techniques in order to facilitate learning among pupils with various learning capabilities.

This study supports the description of Rose (2015) emphasized that considering an "average" learner is misleading, as learner diversity, not uniformity, is the prevailing standard. Neglecting learner diversity necessitates additional investments in time and resources to accommodate these differences, impacting the overall effectiveness of the learning process (Brinck, 2005).

As shown also in the result under curriculum and planning, the mean (4.20) is described as Practiced. The results imply that teachers are implementing the curriculum and as planned. They also practice their crucial role of ensuring that the curricular programs are aligned with the school's goals for better learning outcomes. In the process of curriculum planning, several crucial elements come into play (Offorma, 2016).

The teachers also Highly practiced the teaching practices under assessment and reporting as evidenced by the mean score of 4.26 or Highly Practiced. It is revealed in the data that teachers effectively used assessment methods in line with curriculum standards. They are also tracking learner progress and providing timely, accurate, and supportive feedback to improve student performance. Teachers also leveraged assessment data to adjust their teaching and learning methods. Linn (2003) highlighted that with increasing accountability for student scores, teachers, with the support of their school leaders contribute to ensuring the accuracy and meaningful utilization of student assessments.

The data on the practices of the teachers related to community linkages and professional engagement show a result of highly practiced (4.30). This result of the study implies that teachers align their practices to community's contexts, fostering relationships with parents, guardians, and the broader school community to encourage their engagement in the educational process. They also adhere to and enforce school policies and procedures consistently, aiming to nurture positive relationships with students, parents, and other stakeholders within the school community.

The above result of the study holds true with the idea of Kladifko (2013) emphasizing the interdependence between schools and their local communities, highlighting the essential partnership that exists inherently between them. This suggests that the foundation of any additional partnerships stems from the fundamental relationship between the school and its community.

On the level of teachers' quality of teaching practice in terms of personal growth and professional development indicates that the teachers practiced the items related to this indicator is Highly Practiced(4.23).

As revealed in the responses of the teachers, it is implied that teachers are into practices that will enable them to grow professionally. They also ensure that they are able to set their personal and professional goals aligned with the mandated in the professional standards for teachers. Teachers who aim for their development constantly consider the demands for fresh ideas, experimentation with new methods, enhancements in teaching practices, and emotional investment (Girvan, Conneely & Tangney, 2016); hence, they endeavor for personal and professional growth.

Relationship of the Master Teachers' Leadership and

Teachers' Teaching Practices

Table 6 reflected the correlation matrix showing the relationship of the leadership of master teachers and teachers' teaching practices. Based on the results, leadership of master teachers in terms of mentoring teachers, managing instructional programs, and providing professional development for teachers show high degree of correlation with the level of teaching practices. This also shows highly significant result. With this, the null hypothesis is rejected as the p-values of each indicator is less than alpha 0.01.

Mentoring teachers as one of the indicators of the leadership of master teachers is correlated with teachers practices such as content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development.

This implies that the quality of leadership of master teachers is important in increasing the level of teaching practices among teachers. Teachers will be able to practice the necessary elements in teaching when master teachers assist teachers and capacitate them on the use of technology and other teaching strategies and mentoring teachers to address their difficulties in teaching. For Hubson (2016), mentors have a core objective of supporting their mentees in their learning journey, and in fostering their development, as a results, mentees will be more acquainted with organizational culture of their workplace and become seamlessly integrated into the larger professional community (Hubson, 2016).

Moreover, the leadership of master teachers in terms of management of instructional programs is also positively linked to teachers' teaching practices as shown in a high degree of correlation values.

The results imply that when master teachers show better management of instructional programs, they are also able to harmonize school goals and the actual teaching practices of the teachers. Hence, the teaching practices of the teachers will also develop or increase when teachers are supported in terms of planning and implementing the instructional programs. In support to the result, Huo et al. (2019) confirmed that managing instruction can significantly enhance the impact of high school entrance scores on college entrance scores, and promoting teacher development and teaching practices.

Meanwhile, in the aspect of providing professional development for teachers, results imply that master teachers supporting the personal and professional development of teachers will increase the level of the quality of teaching practices of teachers. When there is a provision of trainings and leaning opportunities, teachers will also develop their teaching practices from such learning. This supports the result of the study of Collinson et al. (2009) that when teachers are exposed to continual learning avenues, and opportunities for ongoing growth, teachers knowledge will be augmented. They will also be able to raise the standard practice of their teaching (Borko et al., 2010; Desimone, 2011).

Table 6   Correlation matrix showing the relationship of the leadership of master teachers and teachers' teaching practices.

Spearman Rho

Leadership of Master Teachers		Content know. & ped.	Learning envi.	Diversity Of learners	Curr. planning	Assess. & reporting	Comm. Linkages & prof. Engage.	Personal Growth & Prof. devt.
Mentoring	Corr. coef.	**0.695**[**]	**0.740**[**]	**0.955**[**]	**0.662**[**]	**0.664**[**]	**0.673**[**]	**0.709**[**]
Teachers	Probability	**0.000**	**0.000**	**0.000**	**0.000**	**0.000**	**0.000**	**0.000**
Managing Instructional Programs	Corr. coef.	**0.768**[**]	**0.737**[**]	**0.626**[**]	**0.888**[**]	**0.811**[**]	**0.690**[**]	**0.707**[**]
	Probability	**0.000**	**0.000**	**0.000**	**0.000**	**0.000**	**0.000**	**0.000**
Providing Prof.	Corr. coef.	**0.869**[**]	**0.797**[**]	**0.877**[**]	**0.800**[**]	**0.853**[**]	**0.751**[**]	**0.771**[**]
Devt. for teac.	Probability	**0.000**	**0.000**	**0.000**	**0.000**	**0.000**	**0.000**	**0.000**

*.Correlation is Significant at 0.05 level.

**.Correlation is significant at 0.01 level

Influence of the Master Teachers' Leadership on the

Teachers' Teaching Practices

This study further studies the influence of the leadership of master teachers on the teacher practices related to content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development.

Master Teachers' Leadership on Content Knowledge and Pedagogy

In Table 7, the result revealed that leadership of the master teachers significantly influences the teachers teaching practices in terms of content knowledge and pedagogy (F- value = 318.435, Probability = 0.000**). Hypothesis of the study was rejected because probability value is significantly lesser than 0.05.

However, 78.70% of the variation of the teaching practices in terms of content knowledge and pedagogy of the teachers were accounted by the leadership of mater teachers. The remaining 21.30% are variables not included in the context of the study.

All the leadership indicators, mentoring teachers, managing instructional program, and providing professional development for teachers found to be the predictors of the teaching practices in terms of content knowledge and pedagogy. It implies that the above-mentioned indicators play a crucial role in shaping and influencing how teachers approach their content expertise and pedagogical methods in the classroom. Effective mentorship, constructive evaluation, and ongoing professional development have been found to positively impact and enhance teachers' approaches to delivering content and employing effective teaching strategies.

As established by Umaru (2011), master teachers serve as crucial pillars in fostering a supportive environment among staff members. Their guidance, expertise, and mentorship leads to improved teaching practices, ultimately benefiting student achievement. Similarly, effective management of instructional programs also involves aligning educational goals with teaching practices, ensuring adherence to educational standards, providing support and guidance to educators, and continuously refining the programs based on feedback and evaluation (Morrison et al., 2019; Huo et al., 2019).

Table 7   Influence of the master teachers' leadership on the teachers' teaching practices in terms of **content knowledge and pedagogy.**

Master Teachers' Leadership	Coef. β	Std. Error	t – value	Probability
(Constants)	0.455	0.137	3.327	0.001
Mentoring teachers	0.211	0.056	3.789	0.000**
Managing instructional programs	0.159	0.051	3.150	0.002**
Providing prof.devt for teachers	0.954	0.069	13.828	0.000**

R^2 =	0.787		F – Value = 318.435	

Probability = 0.000**   ** = Significant at 1% level.

Master Teachers' Leadership on Learning Environment

As shown in table 8, that leadership the master teachers significantly influences the teachers' teaching practices in terms of learning environment (F- value = 170.279, Probability = 0.000**). The study's hypothesis was not accepted due to a probability value considerably below 0.05.

Additionally, based on the data, it was observed that 63.70% of the variability in teaching practices concerning the learning environment could be attributed to the leadership of master teachers. The remaining 36.3% of variability is ascribed to factors or variables not considered in this study.

Leadership indicators, mentoring teachers, managing instructional program, and providing professional development for teachers were found as significant predictors of the teaching practices in terms of learning environment. This implies that these indicators were identified as influential factors shaping the classroom atmosphere and instructional methods used by teachers. Effective leadership contributes to establishing a positive and conducive learning environment. Their leadership impact the culture within the school, when they mentor, they are influencing how teachers interact with students and design their instructional practices (Day et al., 2020).

In the same vein, when master teachers and school leaders show the ability to plan and implement the curriculum and help teachers in ensuring that the educational goals of the school are implemented appropriately, teachers' teaching practices will also be improved. Teachers will be able to establish learning environments that foster high levels of trust, inspire confidence, build a sense of community, and provide a balance between challenge and support can produce changes in student learners (Allen & Wergin, 2009).

Table 8   Influence of the master teachers' leadership on the teachers' teaching practices in terms of **learning environment.**

Master Teachers' Leadership	Coef. β	Std. Error	t – value	Probability
(Constants)	0.644	0.168	3.823	0.000
Mentoring teachers	0.173	0.069	2.526	0.012*
Managing instructional programs	0.203	0.062	3.259	0.001**
Providing prof.devt for teachers	0.493	0.085	5.798	0.000**

R^2 =	0.637		F – Value = 170.279	

Probability = 0.000**   ** = Significant at 1% level.

Master Teachers' Leadership on Diversity of Learners

As evident from Table 9, the leadership of master teachers significantly affects teachers' teaching practices concerning the diversity of learners (F-value = 1183.046, Probability = 0.000**). Consequently, the study's hypothesis was rejected due to a probability value significantly lower than 0.05.

Furthermore, the data revealed that 92.4% of the variability in teaching practices associated with the diversity of learners could be linked to the leadership of master teachers. The remaining 7.6% of variability is attributed to factors or variables not accounted for in this particular study.

Mentoring teachers, managing instructional programs, and providing professional development for teachers were also significant predictors of teachers teaching practices related to the diversity of learners. This means, the practices of the teachers in ensuring that the addressed the varied needs of the learners in different cultural backgrounds are influenced by the ways their master teachers mentor them, manage the school curriculum and educational goals, and the way their master teachers provide the necessary professional development opportunities for teachers.

Table 9   Influence of the master teachers' leadership on the teachers' teaching practices in terms of **diversity of learners.**

Master Teachers' Leadership	Coef. β	Std. Error	t – value	Probability
(Constants)	0.012	0.081	0.144	0.886
Mentoring teachers	0.724	0.033	21.997	0.000**
Managing instructional programs	0.266	0.030	8.889	0.000**
Providing prof.devt for teachers	0.538	0.041	13.200	0.000**

$R^2 =$ 0.924 F – Value = 1183.046

Probability = 0.000** ** = Significant at 1% level.

Mentors offer vital support and guidance, drawing from their experiences to provide strategies that foster cultural awareness and sensitivity among teachers. This guidance helps educators create inclusive, welcoming, and respectful environments that cater to the needs of all students, regardless of their backgrounds or differences. Through mentorship, teachers gain insights into effective practices that promote an environment where every student feels valued and supported in their learning journey (Zachary, & Fain, 2022).

Master Teachers' Leadership on Curriculum and Planning

Table 10 revealed that the leadership of master teachers significantly affects teachers' teaching practices concerning curriculum and planning (F-value = 372.327, Probability = 0.000**). Based on the result, the study's hypothesis was rejected since the probability value significantly lower than 0.05.

Additionally, the data indicated that 79.3% of the variability in teaching practices related to curriculum and planning could be attributed to the leadership of master teachers. The remaining 20.7% of variability may be influenced by factors that were not part in this model.

The indicators of leadership of master such as Mentoring teachers, managing instructional programs, and providing professional development for teachers were also significant predictors of teachers teaching practices in curriculum and planning. This implies that the indicators of leadership displayed by master teachers, had a notable impact on how teachers approached curriculum development and planning within their instructional practices.

Parallel to the results of the study are the ideas of various authors who proved the link of school leaders on the teachers' teaching. The objective of managing a school's instructional program is to align the school's goals with the actual teaching methods employed in classrooms (Özdemir et al., 2018). This involves tasks such as aligning the curriculum, monitoring student progress, and offering constructive supervision and assessment of teaching approaches in a supportive manner and through coordination which is considered very crucial (Lee et al., 2012).

Table 10 Influence of the master teachers' leadership on the teachers' teaching practices in terms of **curriculum and planning.**

Master Teachers' Leadership	Coef. β	Std. Error	t – value	Probability
(Constants)	0.050	0.133	0.374	0.709
Mentoring teachers	0.172	0.054	3.176	0.002**
Managing instructional programs	0.676	0.049	13.715	0.000**
Providing prof.devt for teachers	0.477	0.067	7.106	0.000**

$R^2 =$ 0.793 F – Value = 372.327

Probability = 0.000** ** = Significant at 1% level.

Master Teachers' Leadership on Assessment and Reporting

On table 11, is it indicated that the leadership of master teachers significantly affects teachers' teaching practices assessment and reporting (F-value = 457.319, Probability = 0.000**). Based on the results obtained, the study's hypothesis was rejected, given that the probability value was less than 0.05.

The data also show that 82.5% of the variability in teaching practices in terms of assessment and reporting is due to leadership of master teachers. The remaining 17.5% are influenced by factors that were investigated in this study.

Mentoring teachers, managing instructional programs, and providing professional development for teachers are indicators of leadership that were found as significant predictors of teachers teaching practices in assessment and reporting. However, the negative values generated show that the more mentoring provided to teacher, the lesser is there practice on professional development. This is an indication that they rely on the mentoring practices of their leaders instead of learning from professional development activities which they may undertake themselves.

This result of the study is in consonance with the idea that leaders who could effectively manage instructional programs will also be able to ensure the aligned educational objectives with teaching practices (Morrison et al., 2019; Huo et al., 2019). Huo et al.'s study (2019) validated that adept management of instruction significantly contributes to promoting teacher development and refining of teaching practices.

In addition, this result is also aligned to the idea that any school leader should ensure the efficacy of assessments (Stiggins & Duke, 2008). For teachers to acquire necessary information, a balanced and suitable assessment system comprising formative and summative assessments is crucial (Jakicic, 2009) and so school leaders should be able to direct teachers to better utilization of assessment and reporting.

Table 11 Influence of the master teachers' leadership on the teachers' teaching practices in terms of **assessment and reporting.**

Master Teachers' Leadership	Coef. β	Std. Error	t – value	Probability
(Constants)	0.217	0.122	1.780	0.076
Mentoring teachers	-0.335	0.050	-6.723	0.000**
Managing instructional programs	0.346	0.045	7.657	0.000**
Providing prof.devt for teachers	0.950	0.062	15.415	0.000**

R^2 = 0.825   F – Value = 457.319

Probability = 0.000**   ** = Significant at 1% level.

Master Teachers' Leadership on Community

Linkages and Professional Development

Table 12 revealed that the leadership of master teachers significantly affects teachers' teaching practices related to community linkages and professional development (F-value = 157.519, Probability = 0.000**). With the said value which is less than 0.05, the study's hypothesis was rejected.

It is also indicated in the result that 61.9% of the variability in teaching practices related to community linkages and professional development could be attributed to the leadership of master teachers. The remaining 38.1% of variability may be influenced by factors that were not investigated in this study.

The indicators of leadership of master such as mentoring teachers, managing instructional programs, and providing professional development for teachers were also significant predictors of teachers teaching practices in community linkages and professional engagement. The results suggest that when master teachers mentor their peers, this mentoring relationship influences how educators engage with their communities.

Results underscore the significance of effective management of instructional programs in aligning with community needs and fostering educators' professional development goals (Darling-Hammond, 2017). This involves coordinating curriculum initiatives that resonate with the community and enhance educators' skills.

Moreover, ongoing professional development plays a vital role in empowering teachers to establish meaningful connections with their communities (Alleman and Neal, 2013). By equipping educators with the necessary skills and knowledge, such development initiatives enable effective engagement with the community.

Alleman and Neal (2013) highlighted the advantage of forming school-community partnerships, specifically noting that it fosters a school climate conducive to teachers effectively practicing elements that support community linkages and professional engagement.

Table 12 Influence of the master teachers' leadership on the teachers' teaching practices in terms of **community linkages and professional engagement.**

Master Teachers' Leadership	Coef. β	Std. Error	t – value	Probability
(Constants)	0.593	0.180	3.287	0.001
Mentoring teachers	0.031	0.074	0.424	0.672
Managing instructional programs	0.226	0.067	3.379	0.001**
Providing prof.devt for teachers	0.626	0.091	6.880	0.000**

R^2 = 0.619   F – Value = 157.519

Probability = 0.000**   ** = Significant at 1% level.

Master Teachers' Leadership on Personal Growth and

Professional Development

As displayed in table 13, the leadership of master teachers significantly influenced the teachers' teaching practices on personal growth and professional development (F-value = 175.76, Probability = 0.000**). On this generated p-value which is less than 0.05 alpha, the null hypothesis of the study was rejected.

From the result, 64.6% of the variability in the teaching practices in terms of personal growth and professional development is attributed by leadership of master teachers; while 35.4% of variability may be influenced by factors that were not part of the study.

Mentoring teachers, managing instructional programs, and providing professional development for teachers were indicators that are considered as significant predictors of teachers teaching practices in personal growth and professional development. The result indicated that leadership on such aspects are pivotal in influencing how teachers perceive and pursue their personal growth and development within their professional roles. They contribute significantly to teachers' continuous improvement, skill enhancement, and overall professional advancement.

The result of the study agree with Gümüş, and Bellibaş (2022) who emphasized the need for school leaders to be equipped on how they facilitate professional development to ensure better outcomes among teachers. Authors like Kim and Yee (2022) also established that teacher growth can be achieved by engaging teachers in their own professional growth.

Table 13 Influence of the master teachers' leadership on the teachers' teaching practices in terms of **personal growth and professional development.**

Master Teachers' Leadership	Coef. β	Std. Error	t – value	Probability
(Constants)	0.401	0.175	2.291	0.023
Mentoring teachers	0.140	0.071	1.957	0.050*
Managing instructional programs	0.202	0.065	3.110	0.002**
Providing prof.devt for teachers	0.571	0.088	6.461	0.000**

R^2 =   0.644   F – Value = 175.76

Probability = 0.000**   ** = Significant at 1% level.

Views of Teachers on the Influence of Master Teachers' Leadership on Teaching Practices

Table 14 presents the themes and core ideas on the views of teachers on the influence of master teachers' leadership on teaching practices. Themes generated through thematic analysis described the teachers' views which emphasize the significance of master teachers' leadership in providing mentorship and guidance, fostering professional growth, modelling effective teaching, and creating positive environment.

Generated themes further explained the results in the quantitative data which show that mentoring, management of instructional programs and provision of professional development for teachers have significant influence in the teaching practices of teachers. The data were primarily gathered through interviews with teachers who were asked about the master teachers leadership that are influential to the teaching practices that teachers may employ in school.

Providing mentorship and guidance.   This theme is described by the cores ideas that master teachers as school leaders should provide guidance on instructional methods, technical assistance in the use of ICT, mentorship on classroom management techniques, and support teachers in addressing challenges in facilitating learning.

For teachers, it is important that master teachers are able to provide guidance on the implementation of instructional methods as this is relevant for teachers to employ different teaching practices geared towards better student learning. As uttered by the participant 7, the master teachers' help is crucial specially for them to show their best during performance appraisal like classroom observation where result is attached in their Individual Performance Commitment and Review Form (IPCRF):

Master teachers are influential for me in enabling me to choose the best instructional methodology in my class. *Yon bang*, (the one that) will guide me in choosing for the best specially when classroom observation is scheduled. *Importante po yon kasi sa IPRCF rating yan magreflect*. (This is important for this is reflected in the IPCRF) **IDI-P8**

Another participant also commented and presented similar idea.

…I need a master teacher who can brainstorm with me as to what teaching strategy to use in order for me to achieve the indicators stipulated in the COT (Classroom Observation Tool). *Marami kasi yon. May mag-integrate ka ng numeracy and literacy, need mo pa ng strategies na developmentally sequenced based on the needs of the learners. Marami. So sana makahelp c master teachers dyan*. (There are a lot like integration of numeracy and literacy, and you need strategies that are…There are a lot. So hopefully master teachers can help on this.). **IDI-P1**

Furthermore, teachers also specifically expressed that they need master teachers who can provide technical assistance in the use of ICT.

Sa akin po mam, master teachers should be good in ICT. Kasi ang daming pwedeng magawa if alam mo ano yong mga tools na gamitin para sa klase at sa paper works. Madami na rin applications ngayon na dapat matutunan ni teachers and and pagprovide ng technical assistance ni master teachers ay mahalaga. (For me, master teachers should be good in ICT. There are a lot of things that you can do if you know the tools that can be used for the class and other paper works. There are also several applications as of now which teachers need to know and the master teachers should provide them the technical assistance.) **IDI-P5**

Another aspect that teachers found relevant in teaching is that master teachers will be able to provide mentorship on classroom management techniques. As shared by the teacher participants, they have so much concerns on the kind of behavior the pupils have and that they need to deal with it appropriately. So master teachers' mentorship is significant for them. As articulate by participant 2:

Feeling naku dili na ko makabalo unsang classroom management techniques nga iapply. So si master teacher jud akong ginatan-aw nga makamentor naku. Ang mga bata dili na masabtan ang uban unsaon pag deal. Dili baya ka pwede nga manunal nalang. (I felt like I do not know what classroom management technique to apply. I know the master teacher can mentor me. I could no longer understand my pupils and as to how to deal with them…we are not allowed to physically hurt them.) **IDI-P2**

The same expectation is expressed by another participant who is still novice in the profession.

I would like to be mentored by master teachers on classroom management. I believe, what I learn in school is no longer applicable in this context. So experts and experienced teachers could better help me on this. **IDI-P3**

Lastly, the teacher-participants also believed that master teachers need to support teachers in addressing challenges in facilitating learning. Participant 3 mentioned that master teachers could help her by offering strategies to address diverse student needs, and on such, her difficulties in dealing with the pupils will be lessened.

My pupils are diverse and they come from different cultural background. Though I understand them, this is not enough. There are ways on how to deal with them as sometimes I find it difficult as well in finding out what I should do. I expect my master teacher to help me do this thing. **IDI-P3**

Based on the result, it can be gleaned that teachers view the kind of master teacher leadership that offers valuable support, expertise, and insights into various pedagogical approaches, teaching techniques, and strategies. Their guidance serves as a valuable resource for fellow teachers, empowering them to adopt and adapt effective instructional methods in their teaching practices.

This result in qualitative analysis confirms the quantitative results that mentoring as indicator of leadership of master teacher is significantly influential to the teaching practices of the teachers as shown in tables 15 to 21. The study conducted by Dingal (2023) revealed a significant correlation between the mentoring skills of master teachers and the instructional practices of teachers. It indicated that master teachers possessing exceptional mentoring skills considerably elevate the instructional practices of teachers. When master teachers exhibit a high level of proficiency in mentoring, it substantially enhances the effectiveness of teachers' instructional methodologies, contributing to a higher level of effectiveness in classroom practices.

Fostering professional growth. The teacher participants specifically mentioned about how master teachers can foster professional growth among teachers. This theme is elaborated by core ideas that master teachers must initiate LAC sessions, support the continuous development for teachers, and provide opportunities for teachers to learn innovative methodologies.

One of the participants elaborated the learning action cell (LAC) that has to be initiated my the master teachers. While she explained that this is a DepEd mandated program, master teachers take charge to making this more effective for professional growth of teachers.

Master teachers should initiate LAC sessions and plan for it. **IDI-P4**

The LAC session is important. But when this is not well-planned and the master teachers are not helping on finding out the best topic for LAC and those topics that are based on our needs. There could be a problem on its utility in school. *Kaya nga very important na si master teachers ang mag initiate nito* (That is why, it is very important that the master teachers will initiate this.)**IDI-P8**

Teachers also expect master teachers to support the continuous development for teachers, where they are provided with the avenue to learn more about teaching practices and gain more ideas on how they can better improve the teaching and learning processes. As explained by the participants, there are recent developments in teaching that they should be informed about.

Halimbawa bala, sa reading…damo kami problema sina. Ti may ara mga new developments kung anhon pag tudlo sang reading. May mga seminar man sina. So mas maayo nga si master teacher magrecommend sa amon nga mag attend kami sina or mag invite man speaker nga mag kadto diri sa school. (For example in reading, there are problems on this. There are new development on how to teach reading. There are seminars. It would be better if the master teacher recommends us to attend seminars or invite speakers to speak about this in our school.)**IDI-P9**

In the same perspective, another participant believed that they can better improve with the support of the master teachers for their professional development.

As our leader who takes charge of supporting our teaching performance, the master teacher is also influential in terms of giving us the opportunities to learn more and not to hinder any avenue for learning. I like master teachers who encourage us to study graduate school, attend seminars and inform us if there are trainings which we can possibly attend. **IDI-P1**

In addition, the teacher participants also explained that master teachers can be influential on their teaching practices when they provide opportunities for teachers to learn innovative methodologies.

Indi man gud pwede nga ang mga master teachers nalang permi makabalo ano ang latest. So tani mahatagan man kami opportunities nga makalearn sa mga bag-o nga pamaagi sa pagtudlo. Para mag improve man kami. (It is not good that only master teachers know the latest. So it is also important that we are given the opportunities to learn new ways in teaching so we can also improve ourselves.) **IDI-P10**

This result manifests that teachers need master teachers leadership in fostering professional growth which involves nurturing and supporting the ongoing development of individuals within their professional roles. They expect master teachers to lead in providing opportunities, resources, and guidance to help them continually improve their skills, knowledge, and teaching methodologies, and creating a culture that values continuous learning and growth.

Master teachers often play a crucial role in fostering the professional growth of their peers by providing guidance, sharing expertise, and creating a supportive environment that encourages ongoing development and improvement in the field of education (Mohana, & Enoch, 2017). These qualitative findings further prove the significant influence of leadership of master teachers in the professional growth of teachers as reflected in table 21.

Modelling effective teaching. The teacher participants generally viewed leadership of the master teachers to be centered on modelling effective teaching as they are considered by teachers as more knowledgeable in terms of facilitating teaching-learning process. They specifically pointed out that master teachers have to model on how to align instructional objectives and competencies.

As explained by participant 6, master teachers are considered as model and those they should be able to also show to the teachers how they are able to translate the competencies in the curriculum into manageable teaching objectives.

If you look at the curriculum guide, you will really noticed that the guide enumerates competencies which is difficult for me to translate into attainable objectives. *Dito po ako nahihirapan* (This is where I find difficulty.) The master teacher should be able to show to me how this could be done. *Yon po talaga ang gusto ko sa master teacher and malaking tulong yan for me* (This is what I need from the master teacher and it would be a great help for me.)**IDI-P7**

Also, master teachers are expected by teachers to demonstrate teaching strategies that are appropriate and relevant to the contexts that teachers deal with.

Hindi lang dapat kami na teachers ang magdemo teaching. (It should not be only teachers who will do the demonstration teaching. Master teachers should also do.) Master teachers need to demonstrate also. Like when there are LAC sessions and when a new strategy is introduced, they should demonstrate in the class so we teachers can better learn. **IDI-P1**

The result confirms the quantitative data reflecting that master teachers mentoring teachers and managing instructional programs where modelling quality teaching is one of the indicators (Managing instructional program-see table 5; and tables 7 to 21), are significantly influential to the teaching practices of teachers in many aspects.

As implied in the result, teachers believed that master teachers are instrumental in modeling effective teaching practices. By showcasing exemplary teaching methodologies, they provide a tangible and visible demonstration of what successful teaching looks like. Through their demonstration of these practices, master teachers serve as role models for other educators, inspiring them to adopt and adapt these effective teaching approaches in their own classrooms.

The study by Marciano et al. (2019) as cited by Dingal (2023) emphasized that master teachers exhibit a deep understanding of pedagogical knowledge, effectively connecting educational theories to practical classroom application. They serve as "living examples" of exemplary teaching, demonstrating and embodying effective teaching practices. Moreover, these master teachers not only model but also actively encourage reflection on teaching practices among their peers. Their ability to serve as role models and promote reflective thinking contributes significantly to the professional growth and development of other educators by fostering a culture of continuous improvement in teaching methodologies.

Creating positive environment. This theme involves master teachers who are viewed by teachers to have ability to foster collaboration among teachers, strengthen good relationship among school stakeholders and promote positivity and encouragement.

In fostering collaboration, the response of participant 4 is very elaborate and encompassing, made mention of various things master teachers can do to ensure collaboration among teachers.

…master teachers…so, they encourage teamwork, open communication, and the sharing of ideas among teachers. By promoting a collaborative environment, master teachers facilitate the exchange of best practices, innovative teaching techniques, and resources among educators. *So, sa puntong ito, makashare ng experiences, tapos, tulong tulong si teacher at master teacher…* (This collaboration enables teachers to learn from each other, share experiences, and collectively work …) towards enhancing teaching practices and student learning outcomes. **IDI-P8**

Another participant shared how she appreciates her master teacher for having initiated a venue for them to share experiences.

…my master teacher has been influential to me. We sometimes talk and I seldom ask for help but when we have collaborative groups like the one happened during the midyear evaluation of teaching performance, our sharing of practices and experiences is really fruitful. **IDI-P3**

Meanwhile, it was also generally discussed by teacher participants that master teachers should also strengthen good relationship among school stakeholders. As described by participant 10:

… Sila gid ya ang mag (They will) foster strong connections between teachers, students, parents, administrators, and the community. The master teachers ensure open lines of communication, encourage teamwork, and promote mutual respect *sa aton tanan nga stakeholders* (among stakeholders). **IDI-P10**

Another participant describes how her master teacher promotes good relationship among teachers.

Indi malikawan ang istorya-istorya sa mga teachers. (Negative talks among and between teachers may not be avoided.) My master teachers ensure that things are ironed out before this can be exaggerated. She is very motherly and will always remind us to be always considerate and understanding to our colleagues *nga may mga problema* (who have problems). **IDI-P9**

One of the participants also expressed how thankful she is to have a master teacher who knows how to negotiate with the stakeholders.

Master teachers should always be with us. They are our "knight in shining armor" as we face relationship problems with the parents. Like what I experienced. The parent complained about the grade I have given to the child. As the parent throw negative words toward me, I could not help but I was about to retaliate and speak ill about her child. *Maayo nalang naa si maam…natabangan ko niya nga mag storya mi ni a clam way ug ma ok na*. (With my master teacher, I get helped to settle with the parents and we talked in a calm way and everything went well.)**IDI-P2**

Interestingly, teachers bank on the leadership of the master teachers to promote positivity and encouragement in their workplace. For the teachers, the leadership of master teachers is instrumental in promoting positivity and fostering encouragement within the workplace by setting the tone for a positive atmosphere.

Happy lang jud si maam. (She is happy.) She projects positivity even if we are already tired doing a lot of things in school. Muingon ra na sya (She will just say): we are blessed to have this work. We have love our work. **IDI-P7**

Master teachers are leaders who can lead positively by exemplifying optimistic attitudes, demonstrating resilience in the face of challenges, and acknowledging the efforts of their peers. These are the responses of the teachers:

I am more encouraged to work as my master teacher is easy to deal with and always sees things positively. **IDI-P5**

Another response describes how resilient her master teacher is.

Daghan mig problema sa school – naay non-readers, mga bugoy nga bata, mga reklamador nga parents. Si master teacher, dili jud naku makakitaan nga magreklamo sa among situation. (We have a lot of problems in school-the nonreaders, pupils' behavior problems, ungrateful parents… our master teacher never complains.) She will just tell us that these things shall pass and we can address these problem one by one. I am so inspired by her words. **IDI-P2**

Other participants also pointed our that:

Our master teachers actively cultivate a supportive environment by appreciating us. **IDI-P5**

She is giving me constructive feedback, and recognition for my achievements. *Hatagan jud ko niya ana* ug gift or anything after my classroom observation (She gives me a gift). **IDI-P4**

This theme emphasized the value of good working environment for teachers where positivity thrives, and work recognition is a culture. This is one of the results of qualitative data which was not reflected in the quantitative data since there are no indicators that cover this particular aspect of leadership. This is the methodical strength of this study. The aspect that was not covered in the previously conducted quantitative design was generated in the qualitative stage as teacher participants share their views of master teachers' leadership that are influential to their teaching practices. This qualitative inquiry uncovered that beyond actual teaching, there lies a very important aspect in teaching practice – ensuring a positive working environment for teachers.

Leadership that emphasizes encouragement, motivation, and a focus on the strengths and growth of their colleagues can nurture positive workplace culture (Dinsdale, 2017). Master teachers inspire enthusiasm, collaboration, and a shared dedication to achieving educational excellence.

Additionally, acknowledging and praising good work, while demonstrating an understanding of the work-life balance, contributes to a workplace environment where employees feel valued and supported, fostering trust and a sense of team, as emphasized by Stickle & Scott (2016). Furthermore, Du Plessis et al. (2015) underscored that leaders who demonstrate an understanding of their employees' needs and actively seek to support those needs create a culture of care that contributes significantly to staff development and well-being. This caring culture enhances morale, engagement, and overall staff satisfaction within the workplace.

Table 14　Themes and core ideas on the views of teachers on the influence of master teachers' leadership on teaching practices

Themes	Frequency of Response	Core Ideas
providing mentorship and guidance	General	♦ guidance on instructional methods ♦ technical assistance in the use of ICT ♦ mentorship on classroom management techniques ♦ support teachers in addressing challenges
fostering professional growth	Typical	♦ initiate LAC sessions ♦ support the continuous development for teachers

		↓ provide opportunities to learn innovative methodologies
modelling effective teaching	General	↓ model on how to align instructional objectives and competencies. ↓ Demonstrate teaching strategies
creating positive environment	General	↓ foster collaboration among teachers ↓ strengthen good relationship among school stakeholders ↓ promote positivity and encouragement

Legend: *General -50% and above of the responses*

Typical- 25%-49% of the responses

Variant-24% and below of the responses

Intervention plan can be proposed for the Master Teachers to

better help teachers in improving their teaching practices

Master teachers can significantly aid their colleagues in enhancing their teaching practices through various means. The results of both quantitative and qualitative inquiry prove that master teachers are school leaders whom teachers consider as their model, mentor and guide in performing their teaching jobs.

This proposed plan presents various activities that master teachers may initiate and implement in their schools in order to foster better teaching practices among their colleagues.

Table 15 Proposed intervention plan

Activities	Objectives	Persons Involved	Resources Needed	Timeline	Expected Output
Regular Mentorship	• to offer personalized guidance, support, and advice to teachers, and • to tailor their assistance to individual needs and challenges of teachers.	Master teachers and teachers	Office supplies		Reflection Paper Monitoring form
Peer Observations and Feedback	• to provide teachers with constructive feedback to help teachers identify areas for improvement and refine their practices.	Master teachers and teachers	Office supplies		Reflection Paper Feedback form Lesson Plan
Modeling Best Teaching Practices	• to demonstrate effective teaching methodologies	Master teachers and teachers	Office supplies LCD Projector		Reflection Paper Lesson Plans

	where teachers can observe			
Resource Sharing	• to share lesson plans, teaching materials, and resources	Master teachers and teachers	Office supplies LCD Projector	Reflection Paper Lesson Plans Developed learning resources
Creating Collaborative Environments (Collaborative teaching, lesson plan making, teaching resources)	• to enable teachers to collaborate, exchange ideas, and learn from each other	Master teachers and teachers	Office supplies LCD Projector	Reflection Paper Lesson Plans Developed learning resources
Weekly *Kumustahan*	• to have a break from work and focus on personal issues which can be shared among colleagues	Master teachers and teachers		Pictures

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Presented in this chapter are the summary, conclusions and recommendations.

Summary

This mixed method study aimed to determine if there exist a significant relationship between master teachers' leadership and teaching practices of teachers. It also investigated the domain in leadership of master teachers that significantly influenced the teaching practices. To further explore the inquiry, qualitative research was also conducted to provide more evidence that support the quantitative data.

Teachers who have master teachers in their school served as respondents of the survey and participated in the interviews. There were 250 teachers coming from different schools who responded in the survey and 10 teachers voluntarily participated in the in-depth interviews conducted after the quantitative data gathering. Descriptive and inferential statistics were used to treat the data from the survey and thematic analysis was used to analyze the transcribed interview data.

Results revealed that the master teachers are perceived by teachers to have *satisfactory quality* of leadership in terms of mentoring teachers, managing instructional programs and providing professional growth for teachers.

Meanwhile, the study also generated data that teachers *Practiced* the teaching practices inline with content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development.

The study also showed that there is a significant relationship between the quality of leadership of master teachers and the level of teaching practices among teachers. Furthermore, mentoring teachers, managing instructional programs and providing professional growth for teachers are significant indicators of teaching practices of teachers.

The qualitative data confirmed the influence of leadership of master teachers to the teaching practices of the teachers as revealed in the themes describing the views of teachers on how master teachers can influence their teaching. These themes are: providing mentorship and guidance, fostering professional growth, and modelling effective teaching. Another theme was also generated from the data which was not reflected in the quantitative results. The teachers expressed that master teachers as leaders must also ensure positive working environment.

Conclusion

The leadership of master teachers holds considerable influence over teaching practices within an educational setting. Their guidance, mentorship, and exemplary teaching methods serve as powerful models that significantly impact the instructional approaches adopted by other teachers. It is further concluded that Master teachers, through their leadership roles, serve as mentors, model of effective teaching, facilitator and initiator of teachers' professional development, and cultivator of collaborative and positive culture in school.

Recommendations

Based on the results of the study, the following are recommended:

1. Schools will have least one master teacher who will serve as mentor for teachers to improve and strengthen their teaching practices;

2. Teachers may empower themselves by taking the mentorship advantage of having a master teacher in their school and may seek guidance from the master teachers for any teaching and learning issues they face;

3. Master teachers of different schools may enhance their leadership in order to better lead the teachers under their supervision;

4. Schools that have master teachers may consider the proposed activities for master teachers to institutionalize in this school (the proposed activities are presented in Table 23 of chapter IV);

5. Future researchers may conduct a quantitative study to confirm the influence of leadership among master teachers in terms of cultivating positive environment which was generated as one of the themes from the qualitative data of this study;

6. The modified framework presented in the succeeding section may serve as the basis for future researcher to investigate relationships and influence of different indicators of the study.

Modified Framework

This proposed framework illustrates that leadership demonstrated by master teachers influences teaching practices, contributing to professional growth, collaborative learning, and a positive teaching environment within an educational institution.

Leadership of master teachers are manifested in the form of mentorship tailored to the needs of their colleagues, offering support, and sharing expertise. To ensure quality learning, master teachers also manage instruction which can be evident by Integration of innovative techniques and monitoring the implementation of the curriculum. Furthermore, as leaders, master teachers also facilitate professional growth. All of these have an impact on the teaching practices of the teachers.
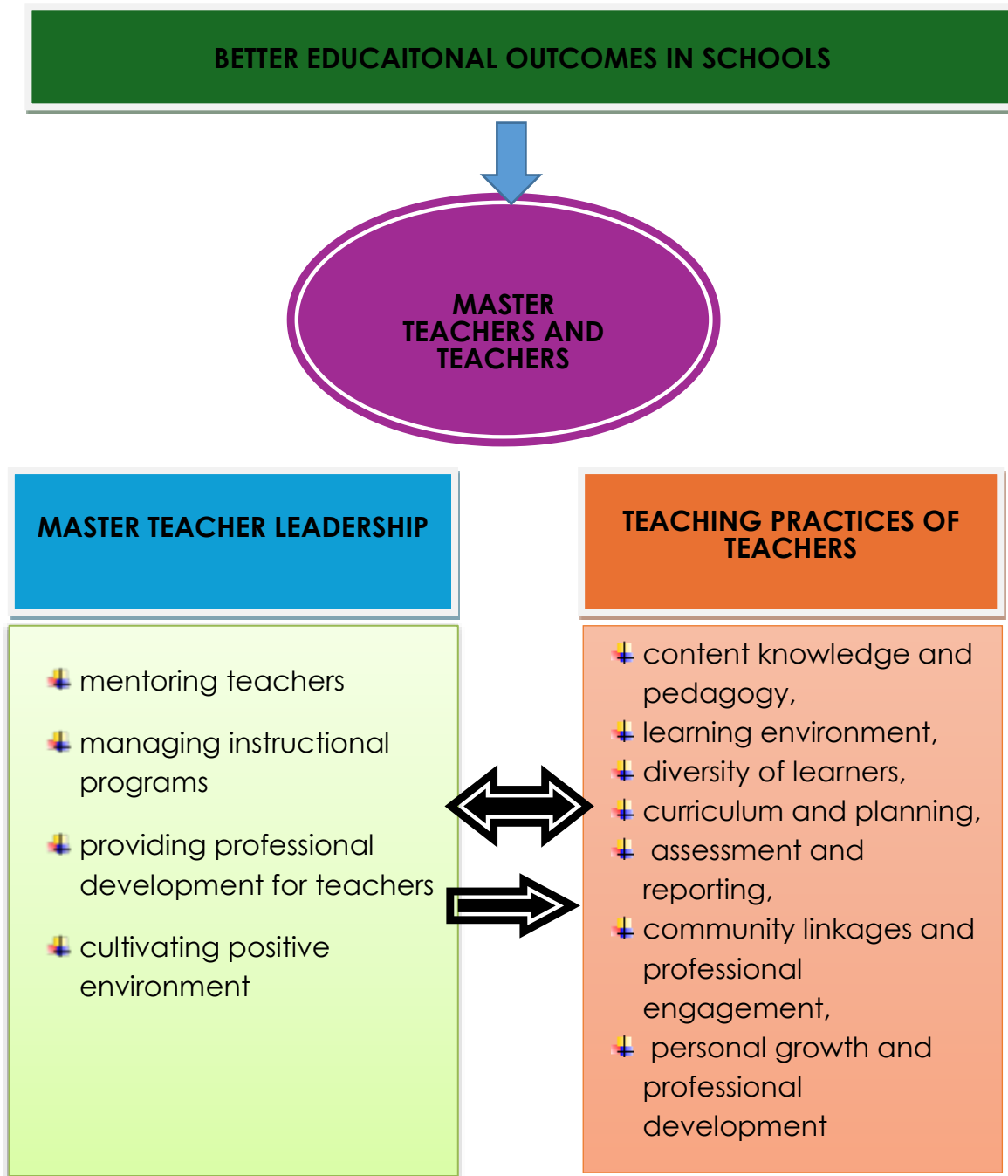
Figure 3. Modified Framework

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