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Exploring the Lived Experiences of Junior High School Master Teachers in Providing Technical Assistance to Teachers

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ABSTRACT :

This study explores the lived experiences of Master teachers in Pandi North District, Bulacan, as they provide technical assistance to teachers. The study investigates how master instructors assist teachers in important instructional domains, including the creation of printed learning materials, instruction delivery, and assessment techniques, using the theories of transformational leadership and adult learning. Ten master teachers chosen through a purposive sample participated in semi-structured interviews as part of a descriptive qualitative design. According to thematic analysis, master instructors are essential to instructional leadership because they provide coaching, mentoring, and assistance to improve teaching methods. Through their beneficial contributions, they face challenges like the short supply of resources, inconsistent teacher preparedness, and time restraints. The results emphasize the necessity of ongoing professional development and more robust institutional support to enhance master teachers' contributions to teaching methods and student learning outcomes.

TECHNICAL DESCRIPTION

Introduction

A master teacher in the Philippine educational system is an expert and competent public-school teacher acknowledged for their contributions to instruction, leadership in professional development, and teaching ability. Through the guidance of a master teacher to the teachers in preparing instructional materials, it provides a quality of teaching and learning for the students.

To enhance teaching effectiveness and student learning outcomes, master teachers act as catalyst instructional leaders by providing technical support to other teachers. Through their guidance, training, and instructional supervision, a master teacher serves as an essential resource in schools, offering technical assistance to improve the overall quality of teaching and learning.

Based on Department of Education Memorandum No. 17, s. In 2025, refer to the PPST, Master teacher who will use the Highly proficient teachers tools are those that consistently display high levels of performance in their teaching practice. They manifest an in-depth and sophisticated understanding of the teaching and learning process, have high education -focused situation cognition, and are more adept in problem-solving and optimize opportunities gained from experience.

A key role of a master teacher for the teachers is to be an instructional leader. As a leader, they assist the teachers in providing suitable learning and instructional materials to the learners. They also support the struggling teachers to improve their professional development. According to the study conducted by Arce(2019), it was discovered that the Division's Secondary Master teachers of Cavite were " Very High" and "Mastered" in their ability to teach, their educational. The ability to lead was " Highly Proficient, particularly on the subject matter of the curriculum, organizing, evaluating, documenting and professional development and progress. Based on the study of Laude et al. (2018), master teachers in Biliran's secondary schools were great educators who "mastered" their craft. The students' academic accomplishment demonstrates their mastery of subject knowledge, classroom management, assessment, teaching strategies, and mentorship. Furthermore, their potential for instructional leadership was "Highly Proficient" in areas such as curricular content and pedagogy, planning, evaluating, and reporting student outcomes, as well as professional and personal growth.

However, Gestupa (2023), Master teachers provide technical assistance to other teachers, acting as instructional leaders by offering guidance, coaching, and support to improve teaching practices and enhance student learning. This assistance can take various forms, including individual coaching, group mentoring, classroom monitoring, and professional development opportunities. Moreover (Gestupa, 2023), Master Teachers, as revealed by their Individual Performance Commitment Review Form (IPCRF), are very satisfactory. Master teachers are “Excellent” in the level of assistance given to other teachers in Coaching and Mentoring, Instructional Supervision and Evaluation, Content Knowledge, and Pedagogy. The Department of Education ensures that the Master Teachers in the Philippine education system are highly competitive. According to DepEd Order No. 005, s. 2024, in line with the function of a master teacher as defined in the PPST, coaching, mentoring, and provision of technical assistance to colleagues shall be treated as an ancillary task.

As emphasized by Sangalang (2018), master teachers are highly skilled instructional leaders who assist other educators in enhancing student learning through functional lesson plans, and appropriate and updated instructional techniques and materials. As cited in (Alap et al., 2025)

Moreover, Espineli (2021) Master Teachers are highly skilled educators with a passion and drive to improve the instructional quality of their schools by extending their impact as teachers. Therefore, it is crucial to provide technical assistance to the neophyte educators to enhance their teaching strategies. Furthermore, according to the study by General (2019), master teachers maintain expertise, particularly in terms of utilizing technology, the teaching-learning process, and good attitudes. A master teacher is our bridge to having a highly skilled educator in helping our teachers when it comes to instructional materials and teaching strategies.

To have globally competitive teachers, a master teacher is one of the catalysts needed. The students will learn better if the teacher has good quality learning materials provided by the teachers with the help of Master teachers. That’s why collaborative efforts are quietly needed as much as possible.

According to (*Technical Assistance: Its New Paradigm | Department of Education*, n.d.) Technical assistance is any form of professional help, guidance, or support to be more effective in the performance of their functions. It is an active process with steps to follow; it makes use of tools, via process consultation, requires specific skills, and focuses on achieving set goals. It is also a journey, reminding the client of their prime responsibility and accountability, as well as respecting their capability and pace. The core component of a master teacher is to deliver high-quality instructional competence to their students and also professional development to career teachers. (*International Journals: Publishing Research Papers in All Fields*, n.d.) To make sure that learning really happens, the school Principal, School head teachers, and master teachers need to monitor and guide the teachers. To make sure that the teachers need technical assistance and to give them proper assistance or guidance. As the saying “great power comes a great responsibility.” That is why schools are so grateful to have a master teacher who empowers teachers to have globally competitive teachers.

This study is grounded in two key theories: Transformational Leadership Theory (Burns, 1978; Bass, 1985) and Adult Learning Theory (Knowles, 1980). These theories offer a foundational lens to understand the roles, approaches, and challenges that high school master teachers encounter in providing technical assistance to fellow educators.

Transformational Leadership Theory emphasizes the capacity of leaders to inspire, empower, and influence others through four core components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In the context of this study, master teachers embody these principles by serving as instructional leaders who not only offer technical assistance but also promote continuous professional growth among teachers. Their support extends beyond procedural help, aiming to motivate, innovate, and adapt to the diverse needs of their colleagues.

According to Malcolm Knowles’ Adult Learning Theory posits that adults learn differently than children, favoring self-direction, experience-based learning, and goal-oriented tasks. When master teachers provide technical assistance, they engage with adult learners—fellow educators—who benefit most from practical, relevant, and collaborative learning experiences. Understanding adult learning principles allows master teachers to tailor their support in ways that respect teachers’ autonomy, build on their existing knowledge, and align with their professional goals. Together, these two theories provide a comprehensive framework for examining how master teachers lead, guide, and support other teachers. Transformational Leadership Theory sheds light on their leadership behaviors and influence, while Adult Learning Theory informs the strategies they use to ensure effective, meaningful, and sustainable teacher development.

The researcher used this theoretical framework to understand the lived experiences and challenges in providing technical assistance to teachers at the Pandi North District.

OBJECTIVES OF THE STUDY

The study was conducted to explain the lived experiences of Junior High School Master teachers in providing technical assistance to teachers in public schools having 1-3 years of teaching experience. Specifically, this study aimed to:

1. Determine the lived experiences of the Master Teacher of Pandi North District Poblacion in providing technical assistance to teachers in terms of;
 - a. preparation of printed learning materials
 - b. use of technology in the classroom
 - c. delivery of instruction
 - d. assessment strategies
2. Discuss the different challenges encountered by the master teachers in providing technical assistance to teachers in terms of;
 - a. preparation of printed learning materials
 - b. use of technology in the classroom
 - c. delivery of instruction
 - d. assessment strategies

3. Determine the future direction of this study after knowing the experiences and difficulties encountered by Master Teachers in providing technical assistance to teachers in San Miguel Central District.

Research Questions

1. How can you describe the lived experiences of Master Teachers of Pandi Central District in providing technical assistance to teachers in terms of;
 - a. preparation of printed learning materials;
 - b. use of technology in the classroom;
 - c. delivery of instruction;
 - d. assessment strategies?
2. How can you describe the different challenges encountered by the master teachers in providing technical assistance to teachers in terms of;
 - a. preparation of printed learning materials;
 - b. use of technology in the classroom;
 - c. delivery of instruction;
 - d. assessment strategies?
3. How will you determine the future direction of this study after knowing the experiences and difficulties encountered by Master Teachers in providing technical assistance to teachers of Pandi Central District?

Methodology

The study entitled “Exploring the Lived Experiences of Senior High School Master Teachers in Providing Technical Assistance to teachers”, This study employed a descriptive research design to understand the experiences of Master Teachers. It allows an in-depth interview on how the participants face the experiences and challenges in providing instructional support and capacity building. It will rely on one-on-one interviews that will examine the trends in a specific variety of factors that can contribute on providing answers to the study objectives.

The study was conducted at the Selected School at Pandi North District, Bulacan. The school was selected based on the number of Master teachers and newly hired teachers.

Among the participants are 7 Female master teachers and 3 Male master teachers. The researcher wrote a letter of permission to the Pandi North District, Población.

The researchers conducted a semi-structured interview last May 2025. Through the use of interview guide questions and semi-structured interviews to have in-depth communication to get information based on the experiences of the master teachers in providing technical assistance to the teachers. Through the help of English Master teachers, our guide questions were validated that we use for our interview.

The sampling technique that was used is non-probability sampling, particularly the purposive sampling technique. The participants needed in the study were selected according to the needs of the study; they were the master teachers who teach different subjects. Among 10 participants, 2 of them served as a Master teachers for more than five years while others were newly promoted and serving for less than a year.

The researchers sent an invitation for an interview through chat and asked them about their availability to conduct a face-to-face interview. Finally, the researchers and the participants have an available time to set the interview. The researchers conducted an interview to the 10 Master Teachers of Pandi North District, explained to them the purpose of the study and the confidentiality of their answers and pieces of information. During the interview with the participants, the researchers-built rapport with them after the participants shared their experiences in providing technical assistance to the teachers. Data and information were collected through interviews were going to be interpreted and analyzed.

The researchers analyzed and categorized the answers of the participants using thematic analysis and coding to identify the common answers of the participants.

Results and Discussion

In studying the lived experiences of high school Master teachers in providing technical assistance to teachers at Pandi North District, we conducted a face-to-face interview to gather the data. Through the interview, the lived experiences of a master teacher in providing technical support were identified. Their responses were used to derive the Major themes, subthemes, and Significant Statements. To reach the main purpose of this study, the participants answered the researcher's questions.

1. Lived Experiences in Providing Technical Assistance to Teachers

In exploring the lived experiences of Master Teachers in offering technical assistance, particularly in the preparation of printed learning materials, several recurring themes and common practices emerged across the responses. These insights reveal a shared commitment to instructional quality, collaborative professional development, and responsiveness to curriculum standards.

Repertory Grid 1:

Lived Experiences of master teachers in providing technical assistance.

Major theme	Sub-theme	Significant Statement
Instructional Support	Curriculum Alignment	“She guided teachers in aligning content with the

		curriculum standards and MELCs.”
	Quality Assurance	“Collaborative planning, coaching, and quality assurance were all part of my real-world experiences.”
	Assessment Design	“She guided them in unpacking the MELCs, using Bloom’s Taxonomy... ensuring each assessment truly measured the intended skill.”
	Curriculum Alignment	“He guided teachers in aligning content with the curriculum standards

A Master teacher is a mentor and a quality advocate. Their efforts to make curriculum alignment enhance assessment and promote collaborative planning. In using tools, Bloom's taxonomy and unpacking of MELCs, they can assist or help to creating relevant and clear learner-centered printed materials. Their leadership as a master teacher helps professional growth and promotes teaching quality in the learning of students.

Challenges encountered in providing technical assistance to teachers.

A Master teacher provides technical assistance in preparing printed learning materials. By understanding each teacher's different needs and creating a supportive environment. Challenges turn into professional growth and improve the teaching methods of educators.

Repertory grid 2: Challenges of Master teachers in providing technical assistance

Major theme	Sub-theme	Significant Statement
Teacher Capacity and Skills	Varying levels of teacher expertise	"Some struggled with aligning content to the curriculum while ensuring clarity and learner-friendliness."
	Lack of contextualized material-writing experience	"Many teachers had limited experience in writing contextualized, learner-friendly, and competency-aligned materials."
	Need for capacity-building	"She organized capacity-building workshops focused on instructional design, layout, and content accuracy."
	Peer mentoring and feedback	" He implemented a peer-review system where teachers could review and give feedback to one another before finalization."

According to our study, some teachers struggle to create quality learning materials due to skills gaps and limited experience. Master teachers should address this by providing training and peer support, enhancing confidence, fostering collaboration, and improving the quality of teaching and learning materials.

3. As a Master teacher, do you think that the technical assistance you provided to teachers helped them in their effectiveness in teaching? Why or why not? Explain your answer profoundly.

All the responses of the master teachers are the same technical assistance they provide to teachers helps improve teachers' ability to teach. It promotes their pedagogical approaches and establishes a more captivating, productive educational setting inside the classroom during class discussion.

Conclusion

- According to the study, Master Teachers play a significant role in enhancing the instructional Materials of their fellow teachers by providing technical assistance, in the preparation of printed learning materials. Their lived experiences emphasize a consistent commitment to curriculum alignment, quality assurance, and effective assessment design. By leveraging tools such as Bloom’s Taxonomy and unpacking the MELCs, Master Teachers ensure that learning materials are both learner-centered and aligned with educational standards.
- Master Teachers face significant challenges, primarily due to varying levels of teacher expertise and a general lack of experience in developing contextualized and competency-based materials. To address these issues, they implement structured capacity-building initiatives, peer mentoring, and collaborative planning sessions. These strategies not only build teacher confidence but also foster a culture of continuous professional development.
- Master Teachers is clear: the technical assistance they provide positively impacts teaching effectiveness. It supports the refinement of pedagogical strategies and contributes to a more engaging and productive classroom environment. Ultimately, the efforts of Master Teachers help uplift the quality of instruction and learning outcomes, affirming the essential nature of their mentoring and leadership roles within the education system.

Recommendations

Based on the findings and conclusions of the study, the recommendations are hereby submitted:

1. Conduct a related study about providing technical assistance on unpacking of MELCs, coaching, and mentoring of master teachers to neophyte teachers.
2. Strengthening leadership training for Master teachers in assisting with instructional design and contextualization of information.
3. Investigate the lived experiences of school heads in providing technical assistance to educators.
4. School leaders should support the role of master teachers through reducing their teaching loads, creating appropriate policies, and allowing them to focus on providing technical assistance to teachers.

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