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MASTER TEACHERS' COMPETENCIES, INSTRUCTIONAL PRACTICES, AND JOB PERFORMANCE: BASIS FOR A PROFESSIONAL DEVELOPMENT PROGRAM

Mark Anthony P. Lagumen, PhD[1], Ferdinand C. Sumido, PhD[2]
University of Perpetual Help System Laguna

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Abstract- Quality teaching is the keystone of teaching and learning performance. Educational systems around the world are developing strategies that enhance the effectiveness of teaching activities, as teachers influence the intellectual, social, and emotional growth of learners. The development of new curriculum, technological changes, and 21st-century skills in the Philippines has increased the need to strengthen instructional practice and professional capability of teachers. Master teachers are central in this environment, as they provide high-quality instruction and act as mentors and instructional leaders to their peers. Master teachers are expected to demonstrate pedagogical skills, engage in reflective practice, and contribute to instructional improvement. Their role extends beyond classroom instruction to include mentoring, curriculum development, and collaboration. However, questions remain on how instructional practices and competencies translate into job performance and how such performance can inform professional development programs. Recent studies emphasize the importance of continuous professional development as a mechanism for enhancing teacher quality. In the Philippine context, a review of professional development programs revealed that while initiatives align with standards, their effectiveness depends on institutional support, contextual alignment, and sustainability rather than existing competencies and long-term impact.

Keywords: job performance, instructional leadership, instructional practices, master teachers, professional competencies, professional development, research and innovation

INTRODUCTION

Quality teaching is the keystone of good teaching and learning performance. Educational systems around the world are relentlessly trying to come up with strategies that enhance the effectiveness of teaching activities since it is known that teachers are at the core of influencing intellectual, social and even emotional growth of learners. Development of new curriculum, technological changes and 21st century skills demanded in the Philippines have exacerbated the necessity to fortify the instructional practice and professional capability of teachers. Master teachers are at a central place in this changing environment. They do not merely provide high-quality instruction but also act as mentors and instructional leaders that provide exemplary instruction to their peers.

The role of master teachers is to provide excellence in pedagogical skills, practice reflectively, and assist in the improvement

of instructional practice on a school-wide basis. They do not only teach in the classroom, but also mentor, develop curriculum, and cooperate professionally. Nevertheless, even with their essential role in the educational hierarchy, it is still questionable how teaching practices and skills can be transformed to actual job performance and how this performance can be used to shape structured career development programs based on their needs.

Recent studies have emphasized the importance of continuous professional development (PD) as a mechanism for enhancing teacher quality. In the Philippine context, a systematic review of professional development programs (2013–2023) revealed that while numerous initiatives are aligned with 21st-century teaching standards, their effectiveness often depends on factors such as institutional support, contextual alignment, and sustainability rather than on the existing competencies of the participants. Research on master teachers is limited, highlighting a gap in understanding the interconnection between instructional practices, professional competencies, and job performance. This investigation aims to explore these relationships and provide a basis for professional development programs that improve both individual and school-wide teaching performance.

OBJECTIVES OF THE STUDY

1. What is the level of Master Teachers' competencies in terms of:
   1.1 Pedagogical;
   1.2 Instructional Leadership;
   1.3 Research and Innovation;
   1.4 Curriculum and Assessment; and
   1.5 Professional and Ethical.
2. What is the level of master teachers' instructional practices in terms of:
   2.1 Lesson Planning and Preparation;
   2.2 Instructional Delivery;
   2.3 Classroom Management;
   2.4 Learners Engagement; and
   2.5 Professional and Reflective Practice.
3. What is the level of Job Performance of master Teacher in terms of:
   3.1 Instructional Performance;
   3.2 Learner outcomes;
   3.3 Mentoring and coaching;
   3.4 Research engagement and innovation practices; and Curriculum and assessment implementation.
4. Is there a significant relationship between Master Teachers' Competencies and their Job Performance?
5. How predictive are the instructional practices and competencies taken

singly or in combination of respondents' level of job performance?

METHODOLOGY

The study employed a descriptive-correlational research design. The population of the study consisted of 134 Master Teachers within the division served as the study's respondents. Using the Raosoft sample size calculator, the sample size was determined to be 120 to achieve a 95% confidence level and 5% margin of error. The composition is Master Teachers of Elementary School (50), Junior High School (50) and Senior High School (20).

The stratified random sampling method was used with every division forming one stratum and the proportion of the sample according to the population of master teachers in the division. This was to assure representation in all of the divisions, reduce sampling error, and preserve population structure. On the racial stratum, simple random sampling was applied, the teachers were first numbered in the official SDO roster, and a random number generator was used to obtain the respondents. The non-respondents were substituted through a random chosen beforehand procedure to guarantee a complete and unbiased sample. The study utilized a researcher-made questionnaire as the primary source of gathering data from the respondents. Various statistical tools were employed to analyze the data and address each research question appropriately. Weighted Mean, Pearson Product-Moment Correlation (Pearson r), Multiple Regression Analysis were used for data analysis.

RESULTS AND DISCUSSION

Table 1
Overall Level of Master Teachers' Competencies

Scale	Domains	*WM*	*SD*	Interpretation
Competence	Pedagogical Competence	3.82	0.315	**Very High**
	Instructional Leadership Competence	3.76	0.328	**Very High**
	Research and Innovation Competence	3.45	0.652	**Very High**
	Curriculum and Assessment Competence	3.79	0.326	**Very High**
	Professional and Ethical Competence	3.88	0.228	**Very High**
OVERALL		**3.74**	**0.275**	**Very High**

The data indicate that Master Teachers exhibit a "very high" overall level of competencies, reflected by the overall weighted mean of 3.74 (SD = 0.275). The ratings on all five indicators were very high, implying that Master Teachers maintain professionalism, ethics, and integrity in their work. The minimal standard deviation shows consistency across respondents, indicating that professional and ethical standards are applied consistently in teaching and leading.

The first indicator was upholding fairness in assessment and evaluation when hiring or promoting a teacher (WM = 3.94, SD = 0.235), followed by adherence to ethical standards in teaching and leadership (WM = 3.91, SD = 0.421) and respectful relationships with learners and colleagues (WM = 3.87, SD = 0.421). Results imply that Master Teachers act as ethical role models and ensure fair treatment of colleagues and students. Indicators rated very high also include demonstrating professionalism in work-related activities (WM = 3.85, SD = 0.472) and role model of integrity and accountability (WM = 3.82, SD = 0.442). As noted by Darling-Hammond et al. (2020), ethical standards and fairness form the basis of trust, accountability, and a positive professional culture. OECD (2021) pointed out that professional integrity and accountability in teaching contributes to long-term quality of instruction and school development.

Overall, Master Teachers demonstrate utmost professional and ethical qualifications, balancing fairness, integrity, and respect. Their high ethical behaviors confirm them as instructional leaders and role models, fostering a culture of accountability and professionalism in schools.

Table 2
The Overall Level of Instructional Practices

Scale	Domains	*WM*	*SD*	Interpretation
Instructional Practices	Lesson Planning and Preparation	3.84	0.277	Very High
	Instructional Delivery	3.84	0.308	Very High
	Classroom Management	3.80	0.371	Very High
	Learners Engagement	3.73	0.378	Very High
	Professional and Reflective Practice	3.87	0.272	Very High
OVERALL		**3.82**	**0.264**	**Very High**

Based on the information provided in Table 2, the general level of the instructional practices of Master Teachers is very high with the overall weighted mean of 3.82 (SD= 0.264). The five instructional domains had very high interpretations, showing that Master Teachers are highly competent in most areas of instruction. The small standard deviation indicates uniformity in teaching methods and consistency of results, as well as common use of positive teaching methods.

The domain with the highest score was Professional and Reflective Practice (WM = 3.87, SD = 0.272), meaning that Master Teachers are concerned with ongoing

professional learning, collaboration, and reflective pedagogy. Darling-Hammond et al. (2020) confirmed that reflective practice and continuous growth are essential in improving teacher performance. Similarly, OECD (2020) noted that educators who reflect and collaborate are more equipped to adjust teaching processes and address learners' needs. Lesson Planning and Preparation and Instructional Delivery both received WM = 3.84, demonstrating strong competencies in lesson development and delivery. Hattie (2023) highlighted that concise planning and quality delivery positively impact student learning outcomes. Classroom Management (WM = 3.80) and Learners Engagement (WM = 3.73) are slightly lower but remain very high, contributing to positive learning environments. UNESCO (2021) explains that classroom management and learner engagement are interconnected and necessary for meaningful learning experiences.

Overall, the results indicate that Master Teachers are examples of excellent instruction, confirming their position as instructors and models of effective teaching in line with modern research.

Table 3
The Overall Level of Job Performance

Scale	Domains	*WM*	*SD*	Interpretation
Job Performance	Instructional Performance	3.80	0.321	Very High
	Learner Outcomes	3.74	0.369	Very High
	Mentoring and Coaching	3.72	0.535	Very High
	Research and Innovation	3.61	0.504	Very High
	Curriculum and Assessment Implementation	3.74	0.408	Very High
OVERALL		3.67	0.339	Very High

The results of the data in Table 3 indicate that Master Teachers have an extremely high level of job performance with a total weighted mean of 3.67 (SD = 0.339). All five areas of performance saw high ratings, showing that Master Teachers are highly effective in delivery, student achievement, mentoring, research, and curriculum implementation. The relatively small standard deviation indicates uniformity in performance across domains.

Instructional Performance (WM = 3.80, SD = 0.321) was the highest domain, followed by Learner Outcomes (WM = 3.74, SD = 0.369) and Curriculum and Assessment Implementation (WM = 3.74, SD = 0.408). These results suggest that Master Teachers effectively deliver lessons,

monitor student performance, and maintain consistent, evidence-based curriculum practices. Darling-Hammond et al. (2020) emphasized that quality instruction aligned with curriculum standards is crucial for student learning outcomes and school performance. Mentoring and Coaching (WM = 3.72, SD = 0.535) and Research and Innovation (WM = 3.61, SD = 0.504) were slightly lower but still very high, implying that Master Teachers support colleagues through mentoring and engage in research and innovation. OECD (2021) highlighted that teacher research, innovation, and peer mentoring are essential for professional growth.

Overall, the findings indicate that Master Teachers are consistently high achievers in instructional delivery, student achievement, mentoring, research, and curriculum implementation. These dimensions contribute to improved student performance and effective learning environments. Hattie (2023) noted that prolonged teacher performance in these areas correlates with the quality of instruction and overall school performance.

Table 4

Significant Relationship between Master Teachers' Instructional Practices and Job Performance

Independent	Dependent	Pearson's *r* [a]	*p*-value	Decision	Interpretation [b]
Instructional Practices	Job Performance	.731 (strong)	.000	Reject H_0	Significant

Table 4 demonstrates that the relationship between Master Teachers' Instructional Practices and Job Performance is strong, with a Pearson correlation of r = 0.731. The p-value of 0.000 shows that this relationship is statistically significant at the traditional alpha ($p < 0.05$), and the null hypothesis is rejected.

The implication of this finding is that the greater Master Teachers exhibit successful instructional practices such as lesson planning, instructional delivery, classroom management, learner engagement, and professional reflective practices, the better their job performance. The robustness of the correlation indicates that instructional practices are key determinants of performance in classroom and school settings.

The positive outcome is supported by recent literature. Darling-Hammond et al. (2020) stated that effective, learner-centered instructional practices aligned with

curriculum standards and facilitated by reflective teaching directly improve teacher and student performance. Similarly, Hattie (2023) emphasized that high-quality teaching strategies, such as clear explanations, engagement, and feedback, enhance teacher and student outcomes.

Overall, the findings underscore the importance of instructional excellence in motivating teacher performance. Master Teachers who practice research-based, reflective, and student-centered teaching attain higher job performance and contribute to improved learner outcomes and school performance.

Table 5
Model Summary of the Combined Predictive Power of Instructional Practices and Competencies on the Respondents' Job Performance

Model	R^2	Adj. R^2	*F*	df	*p*-value	Interpretation
1	.536	.528	67.559	2, 117	.000	Significant

Table 5 data show the joint predictive effect of Instructional Practices and Competencies on Job Performance of Master Teachers. The model indicates that the R2 of the regression is 0.536 and the adjusted R2 is 0.528. The adjusted R2 equals 0.528 indicating that the regression captures the variance of job performance to about 53.6 percent as a result of instructional practices and competencies. The F-value of 67.559 and the p-value are 0.000, meaning that the model is significant and that these two independent variables have a significant effect on job performance.

The implication of this finding is that instructional practices and competencies have significant roles in determining the job performance of Master Teachers, but instructional practices may have a greater short-term impact and competencies may underpin it. They collectively contribute to over 50 percent of the difference in the performance outcomes, which shows their relevance in the professional practice.

Darling-Hammond et al. (2020) also highlighted that the effectiveness of teachers is a complex issue that is defined by the interaction of knowledge, skills, and the implementation of instructions, and high-quality instructional practices and strong competencies should be viewed as a synergistic system to improve performance.

On the whole, the model highlights the necessity of enhancing the competencies as well as the instructional practices of Master Teachers to reach the best job performance. It implies that professional development must focus not only on the knowledge and skills but on how these skills are applied in the classroom, mentoring and curriculum

implementation in order to realize maximum effectiveness of the teacher and ensure learners succeed.

SUMMARY OF FINDINGS

1. Though equally the findings indicate that Master Teachers exhibit a very high overall level of competencies with a composite weighted mean of 3.74 (SD = 0.275). Among the competency domains, Professional and Ethical Competence obtained the highest rating (WM = 3.88, SD = 0.228), Pedagogical Competence followed closely (WM = 3.82, SD = 0.315). Curriculum and Assessment Competence was also rated very high (WM = 3.79, SD = 0.326). Instructional Leadership Competence received a very high rating (WM = 3.76, SD = 0.328). Meanwhile, Research and Innovation Competence, although still interpreted as very high, obtained the lowest mean (WM = 3.45, SD = 0.652).
2. 2. The study revealed that Master Teachers demonstrate a very high overall level of instructional practices (WM = 3.82, SD = 0.264), with the highest proficiency observed in Professional and Reflective Practice (WM = 3.87), Lesson Planning and Preparation and Instructional Delivery were also rated very high (WM = 3.84), Classroom Management received a very high rating (WM = 3.80), while Learner Engagement (WM = 3.73).
3. 4. Master Teachers demonstrate a very high overall level of job performance with a composite weighted mean of 3.67 (SD = 0.339). Among the performance domains, Instructional Performance ranked highest (WM = 3.80, SD = 0.322). Learner Outcomes and Curriculum and Assessment Implementation both obtained very high ratings (WM = 3.74). Mentoring and coaching also received a very high rating (WM = 3.72, SD = 0.535). Research and Innovation registered the lowest mean (WM = 3.61, SD = 0.504).
4. 5. Strong and statistically significant relationship between Master Teachers' instructional practices and job performance, with a Pearson correlation coefficient of r = 0.731 and a p-value of 0.000. Since the p-value is lower than the 0.05 level of significance, the null hypothesis was rejected.

6.The results indicate a moderate and statistically significant relationship between Master Teachers' competencies and their job performance, as evidenced by a Pearson correlation coefficient of r = 0.574 and a p-value of 0.000. Since the p-value is lower than the 0.05 level of significance, the null hypothesis was rejected.

7.The multiple regression analysis revealed that instructional practices significantly predict Master Teachers' job performance,

with a beta coefficient (β) of 0.773, B = 0.993, SE = 0.137, and p-value = 0.000, indicating a strong positive effect. This implies that job performance will increase with every unit change on instructional practices, other factors being held constant, by 0.993 units. On the other hand, competencies had no significant predictive of job performance with the presence of instructional practices (b = -0.051, B = -0.063, SE = 0.132, p = 0.632) indicating that competencies alone have no direct prediction of job performance.

8.The findings show that although Master Teachers are competent and highly performing generally, the quality of their instructional practices is closely determined in the effectiveness of their work. It is implied by the findings that professional competencies are not necessarily the leading cause of better performance when they are not practiced in a systematic and efficient manner in teaching and learning contexts. Besides, such spheres as research and innovation were also found to need additional reinforcement.

CONCLUSION

1. The results depict that Master Teachers are highly competent and well-rounded in instruction.

2. Master Teachers are also highly and well-developed professionals in terms of competencies that enable them to teach effectively, lead and practice ethically in schools. Their pedagogical, curriculum, and professional competence are high, which points to their willingness to be the head of instruction and play a significant role in improving the school.

3. Master Teachers execute their duties as teachers, leaders and supports at a high and effective pivot on regular basis especially in classroom learning and student centred approaches. Their good performance in instruction and the influence they have on the performance of learners validate their importance in enhancing teaching and learning in schools.

4. The job performance of Master Teachers depends on the instructional practices. The high positive correlation indicates that those Master Teachers who have the practice of applying effective instructional strategies are more likely to exhibit strong performance in instruction, better learner performance, and perform better in the application of mentoring, curriculum implementation, and other professional duties. This is to confirm that overall job effectiveness is directly related to quality of teaching practices.

5. The competencies of Master Teachers do play a great role in determining their job performance though the relationship is

moderate in strength. This means that even though competencies offer the knowledge, skills and professional dispositions needed to be a good teacher and a leader, they may not affect the job performance depending on their ability to be converted into the actual teacher and professional practice.

6. The Master Teachers job performance is mainly predicated by instructional practices, but not competencies when instructional practices are taken into account. This underscores the fact that the productive use of understanding and abilities in the classroom teaching, the learning curriculum, the participation of learners and the reflective thinking of the teacher is more essential to work performance than the competencies alone. Competencies, though fundamental, need to be translated into practical instructional plan

RECOMMENDATIONS

Based on the summary mentioned above of findings and conclusions, the following recommendations are being offered:

1.School administrators and education authorities should sustain and strengthen support for Master Teachers by providing continuous professional development and leadership opportunities. Emphasis should be placed on enhancing research and innovation skills and formalizing mentoring roles, enabling Master Teachers to further contribute to instructional improvement and overall school development.

2.Schools should provide professional development focused on innovative learner engagement strategies, continue to foster reflective practices, encourage the sharing of best practices through mentoring and professional learning communities, and implement regular monitoring and feedback mechanisms to sustain and further improve instructional excellence.

3.Professional development programs should prioritize strengthening research and innovation competencies, particularly in action research, mentoring colleagues in research activities, and leading school-based innovation projects. Schools and divisions may institutionalize research mentoring, provide incentives, and allocate time and resources for Master Teachers to conduct and disseminate research.

4. Schools and education authorities should enhance institutional support for research and innovation initiatives by providing training, mentoring, time allocation, and incentives for Master Teachers to conduct action research and lead innovation projects.

5. Professional development programs should prioritize the enhancement of instructional practices, particularly in learner-centered strategies, reflective

teaching, and evidence-based classroom practices. School administrators should provide continuous coaching, mentoring, and classroom-based support to sustain high instructional standards.

6. Professional development and school support programs should focus on strengthening instructional practices through targeted training on lesson delivery, classroom management, assessment, and learner engagement. Teachers should be encouraged to consistently implement best practices, apply evidence-based strategies, and engage in reflective teaching to maximize their impact on performance.

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