Master Teachers' Practices in Classroom Instruction

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Abstract: This study investigated the classroom practices of master teachers in public elementary schools, focusing on their classroom instruction, influence on co-teachers, and the challenges they encounter. Through a comprehensive analysis of lesson planning, teaching pedagogy, classroom management, classroom discipline, and provision of technical assistance, the research revealed that master teachers demonstrate strong professional competence in foundational areas such as curriculum alignment and creating positive learning environments.

However, their effectiveness is significantly constrained by systemic barriers, including excessive workloads, limited preparation time, large class sizes, and parental interference. While master teachers successfully mentor colleagues in standard practices, their influence diminishes in areas requiring deeper instructional customization and individualized behavioral interventions.

Master teachers encounter significant challenges across multiple areas, primarily revolving around time constraints, workload, and external pressures. In lesson planning, limited preparation time, overlapping responsibilities, and administrative deadlines hinder the creation of detailed and creative lessons, though colleague resistance is minimal. Teaching pedagogy is most strained by large class sizes and high-performance expectations, while difficulties in applying modern strategies are less pressing. Classroom management proves demanding due to juggling multiple activities and addressing diverse student needs, with off-task behavior posing fewer issues. Discipline challenges are dominated by parental interference and increased student misbehavior, whereas lack of co-teacher support is minor. Finally, technical assistance is limited by heavy workloads and insufficient time for mentoring, though co-teachers remain generally cooperative. Overall, the most pressing concerns stem from workload, time, and external demands, while peer resistance and minor classroom issues are less impactful.

The study concludes that these dedicated professionals operate under considerable pressure, balancing instructional leadership with overwhelming administrative demands. Based on these findings, the research proposes a specialized professional development program designed to enhance instructional leadership, advanced pedagogical skills, and strategies for navigating systemic constraints, ultimately strengthening their capacity to drive continuous improvement in educational quality.

Keywords: *Master Teachers, Instructional Leadership, Classroom Instruction, Teaching Pedagogy, Differentiated Instruction, Classroom Management, Professional Development, Systemic Barriers, Teacher Mentoring, Educational Challenges.*

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I. INTRODUCTION

Effective classroom instruction lies at the heart of meaningful learning. As an educator, the researcher believes that the practices employed by master teachers serve as powerful models for shaping both student outcomes and the professional growth of other educators. Their ability to blend pedagogical knowledge, classroom management, and instructional strategies demonstrate not only expertise but

also a deep commitment to fostering holistic development among learners. Observing and analyzing these practices provide valuable insights into how teaching can be elevated from routine delivery of lessons to transformative learning experiences.

Improving the effectiveness of teachers and students in the educational system depends on supervision by school leaders, including master teachers. This involves various

approaches designed to guide teachers in enhancing their teaching skills while ensuring that instruction aligns with academic standards. Master teachers play a key role in monitoring instruction, promoting academic success, and improving both student learning and teacher performance. In response, the Department of Education (DepEd) issued DepEd Order No. 42, Series of 2017, mandating the use of the Philippine Professional Standards for Teachers (PPST) to assess teachers' performance.

Several studies support the impact of instructional supervision on teaching effectiveness and student performance. Research found that master teachers significantly influence instructional methods and overall teaching quality, though their supervisory abilities have only a moderate effect on student achievement. Bautista and Alvarado emphasized that constructive feedback mechanisms foster teacher professional growth and improve classroom practices. Additionally, Ali and Smith argued that cooperative and collaborative supervisory methods are more effective than authoritarian approaches in motivating teachers. Saro *et al.* further highlighted that school leaders' guidance plays a crucial role in shaping teachers' competencies and improving student outcomes.

As a respected member of the teaching profession, a teacher should be skilled in the performance of their work, which is one of the concerns in the dissemination of knowledge. If education is the transfer of man's accumulated knowledge through the years, then it is a teacher's responsibility to transmit skills well, without sacrificing quality. Aware of his influence on the learners, the teacher must always be guided by the principles of learning and the importance of the five senses of learning. Kumar.

A wise saying states that *"The man who can make hard things easy is a real teacher"*. To become one, the teacher must know there are two essential teaching skills: the ability to demonstrate and the ability to explain. Teachers in all Philippine schools are committed and accountable for providing classroom instruction with results that are manifested in high performance levels in terms of student learning outcomes. Teachers are dedicated to the well-being of the students and communities they serve, considering their cultural diversity, group aspirations, and what is valued in education. Aquino.

The greatest concern of education involves a conducive classroom atmosphere that can promote self-directed learning and independent decision-making. Fruitful learning is then achieved through a demonstration of desirable teacher attributes coupled with an aggregate of organized, methodical teaching approaches. Despite the constitutional mandate to improve and upgrade the quality of education, the achievement test results reflect, in general, the low levels of learning in some school children. Students are doing so badly in the national achievement test; thus, the academic performance is deteriorating. Isidro.

Master teachers, distinguished by their expertise and leadership, play a pivotal role in this ecosystem. They are entrusted not only with classroom instruction but also with mentoring peers, conducting observations, and fostering a culture of continuous improvement. Their influence extends beyond individual classrooms, shaping institutional practices and reinforcing standards set by policies like RPMS. However, their supervisory roles are often overshadowed by administrative hierarchies, leaving their lived experiences and challenges underexplored in literature.

The Philippines' DepEd Professional Development Priorities for Teachers and School Leaders underscores the need for educators to adapt to technological advancements and modern pedagogical trends. However, these priorities often assume equitable access to resources and training, which may not reflect realities in rural or underfunded districts. Master teachers in such settings must innovate to address gaps in infrastructure, teacher resistance, and time constraints-challenges are rarely documented in broader policy discussions. By exploring their lived experiences, this study aims to provide actionable insights for refining institutional support systems and professional development programs.

In selected schools of Kabacan North District, instructional supervision of master teachers encounters several obstacles as they carry out their educational responsibilities. The difficulties include material resources, professionalism, personnel management, and interrelationships. Instructional supervisors did not provide master teachers with regular and adequate support for professional and curriculum development, did not provide master teachers with training in pedagogical issues or the significance of instructional supervision, and spent their time performing administrative duties rather than providing more support for academic tasks (Asbaugh, C.R., & Kansten, K.L.).

Even though research studies on the classroom practices of master teachers in instructional supervision exist, there is still an insufficiency in publications about the effects of master teachers' instructional supervision. While certain studies may be related to the situations in the Philippines, the number of studies that clearly correlate with the occurrence in some areas is still insufficient (Baldwin, J.D.).

Clear learning objectives, successful teaching and learning, and ensuring the caliber of the learning process in the Department of Education all depend on the design and development of a curriculum. To create a cohesive and efficient curriculum, educators, administrators, and subject matter experts – particularly master teachers – work together at the institutional level. Master instructors are the foremost authorities on curriculum design and execution due to their depth of experience and wealth of pedagogical knowledge. Their knowledge and experiences provide insightful viewpoints on the challenging task of developing powerful educational frameworks.

Master teachers are experienced educators who play a crucial role in school. They typically have a strong track record of effective teaching and provide leadership to support teachers in school. To provide the need for teachers and

guides for effective learning for the learners in school, master teachers should mentor and serve as instructional leaders in the curriculum development of the department.

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.

Based on the Department of Education Memorandum No. 17, s. 2025, it refers to the PPST, a master teacher who will use the highly proficient teacher's tools 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 highly education-focused situation cognition, and one more adept in problem-solving and optimizing opportunities gained from experience.

Master teachers' classroom practices on instruction are characterized by their dual roles as educators and instructional supervisors; they navigate systemic barriers such as inadequate resources, time constraints, and teacher resistance. Their strategies include mentorship and collaborative environments, and reflective practices, which are critical to fostering professional growth among peers. Despite challenges, their efforts have been correlated with improved teacher practices and student outcomes, highlighting their transformative role in bridging institutional goals with classroom realities.

Master teachers' practices and insights are crucial for understanding their leadership roles and the impact of their instructional practices on learning outcomes and teacher competence. Their involvement in curriculum development and educational leadership is vital for creating inclusive and contextualized curricula that cater to the needs of the community.

Given these challenges, this study aims to comprehensively evaluate the master teachers' classroom practices on instruction. Recognizing that master teachers serve not only as exemplary classroom instructors but also as mentors and instructional leaders, it is essential to examine their lived experiences in different domains of teaching. By doing so, the study seeks to provide an evidence-based assessment that can guide professional development programs, inform school leadership, and contribute to the overall improvement of teaching and learning processes. Furthermore, the study aims to shed light on how master teachers' classroom practices on instruction support both learners' academic performance and the professional growth of fellow teachers.

II. STATEMENT OF THE PROBLEM

This study examined the classroom practices of master teachers in classroom instruction, with emphasis on their influences on other teachers, instructional practices, improv

ement strategies, and challenges encountered. It also provided insights that can guide the design of professional development programs to continuously strengthen their professional improvement and instructional leadership.

Specifically, it answered the following questions:

➤ *What are the Insights of Master Teachers on Classroom Instruction Practices Along with:*
- Lesson Planning
- Teaching Pedagogy
- Classroom Management
- Classroom Discipline
- Provision of technical assistance to other teachers

➤ *What is the Level of Influence of Master Teachers to their Co-Teachers on Classroom Instruction Along with:*
- Lesson Planning
- Teaching Pedagogy
- Classroom Management
- Classroom Discipline
- Provision of technical assistance to other teachers

➤ *What are the challenges encountered by master teachers on classroom instruction along with:*
- Lesson Planning
- Teaching Pedagogy
- Classroom Management
- Classroom Discipline
- Provision of technical assistance to other teachers

➤ *What Professional Development Program for Master Teachers could be Designed for Continuous Improvement?*

III. METHODOLOGY

This study employed the Mixed method research design through the descriptive-survey method. This design was deemed appropriate because the study sought to describe and evaluate the lived experiences of master teachers on classroom instruction, as well as to determine their influence on co-teachers on classroom instruction and the challenges they encounter. The descriptive design enables the researcher to gather quantifiable data from a population and interpret the results objectively to provide meaningful conclusions.

The respondents of this study consisted of fourteen (14) master teachers assigned to the public elementary schools of Prieto Diaz District, Prieto Diaz, Sorsogon. The nine (9) elementary schools of Prieto Diaz District are: Calao ES, Manlabong ES, Prieto Diaz Central School, Quidolog ES, San Isidro ES, San Ramon ES, Santa Lourdes ES, Sto. Domingo ES, and Ulag ES. The master teachers were chosen as respondents because they are expected to exhibit a high level of practices and experiences in classroom instruction and to provide technical assistance to their colleagues, which aligns directly with the focus of this study.

The study employed purposive sampling, since the selection of respondents is limited only to those who meet the criteria of being master teachers actively engaged in classroom instruction within the district. Other teaching positions, such as Teacher I–III, Head Teachers, and Principals, are excluded, as the study specifically aims to evaluate the classroom practices of master teachers in carrying out their instructional roles.

The total number of respondents was determined based on the actual number of master teachers currently serving in Prieto Diaz District at the time of the conduct of the study, ensuring that the sample represents the entire population of master teachers in the district.

IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data gathered by the researcher from the respondents. These data are analyzed and interpreted in this section.

A. Master Teachers' Insights on Classroom Instruction Practices.

This study investigates the practices of master teachers regarding classroom instruction. It aims to understand the practical strategies, challenges, and insights they encounter in their professional practice. By examining their firsthand accounts, this research seeks to identify the core competencies that characterize effective teaching. The findings are intended to illuminate the realities of expert instruction and serve as a valuable resource for educator development.

➤ *Master Teachers' Classroom Practices in Instructional Alignment*

Alignment in lesson planning is the deliberate process of ensuring that all core components of a lesson—the learning objectives, instructional activities, and the assessment methods—are coherently and directly connected. This means that all task students perform and every evaluation they undergo is explicitly designed to help them achieve the specific, stated learning goal derived from curriculum standards.

Master teachers showed a strong commitment to aligning their lesson plans with curriculum standards and learning competencies. Several participants described beginning their planning process with a careful examination of the MATATAG Curriculum Guide and Teacher's Guide, ensuring a coherent flow between objectives, activities, and assessments. Participant 2 emphasized this when she explained, "*I begin by checking the CG and TG to identify the competency for the day. I align my objectives, learning tasks, and assessments based on the guide.*" Participant 5 echoed this structured approach, stating, "*I align every activity with the competency and objective.*" This demonstrated that their planning is a deliberate process of translating broad standards into coherent daily instruction, ensuring that classroom activities are purposeful and directly contribute to defined learning goals.

This alignment-driven practice is consistent with Hattie's work on teacher clarity and Black & Wiliam's emphasized on the importance of coherence between instruction and assessment. The responses show that the competence of master teachers is rooted in a solid understanding of the curriculum and the ability to translate standards into meaningful classroom instruction.

➤ *The Role of Flexibility in Classroom Practices*

Flexibility in teaching is an educator's ability to adapt, modify, or pivot their instructional plans and strategies in response to student needs, emerging misunderstandings, or unexpected opportunities for learning during a lesson. It is the practical application of being responsive to the classroom's dynamic environment rather than rigidly adhering to a pre-set script.

Despite having structured plans, master teachers demonstrated flexibility in adjusting instruction to meet student needs. Adaptability emerged as a consistent marker of their competence, with teachers revising pacing and content delivery based on formative assessments or observed misunderstandings. Participant 6 shared, "*I make minor adjustments daily based on formative assessment results.*" At the same time, Participant 3 emphasized preparedness for real-time changes, stating, "*I prepare a flexible version of my lesson plan that I can adjust depending on student understanding.*" This fluidity, guided by formative assessment, shows a deep understanding that pacing and delivery must serve student understanding. This defines true "adaptive expertise," where teachers think on their feet and make informed in-the-moment decisions to ensure learning occurs.

This reflects Berliner's notion of adaptive expertise, which characterized expert teachers as those who can pivot instruction appropriately. The willingness of participants to revise their plans affirms that flexibility is an essential professional skill rather than a deviation from structure.

➤ *Differentiation in Classroom Instruction*

Differentiation is a proactive teaching approach where an educator intentionally plans and implements varied strategies to address the diverse learning needs, interests, and readiness levels present in a classroom. Teachers proactively plan to meet the needs of diverse learners by providing varied pathways to achieve the same learning goals.

Differentiation emerged as another strong theme indicating teaching competence. Master teachers described strategically addressing learning variability through tiered tasks, scaffolding, flexible grouping, and accommodations. Participant 8 noted, "*I pre-plan tiered assignments so students can work on the same concept at different levels,*" showing planning for varied readiness. Participant 10 reinforced this commitment by stating, "*I collaborate with SPED and ELL specialists to modify and accommodate learning materials where needed.*" This revealed a commitment to educational equity, where competence is measured by the ability to design instruction that is accessible

and challenging for every student, regardless of their starting point.

These practices reflect Tomlinson and UDL's (CAST) frameworks, which emphasized multiple pathways for student success. The teachers' accounts show an understanding that competence does not lie in delivering one lesson to all, but in designing learning that is accessible to diverse learners.

➢ *Teaching Strategies for Effective Learning*

Master teachers highlighted the use of student-centered, inquiry-driven, and interactive strategies to ensure high levels of engagement. Participant 4 remarked, *"Inquiry-based learning works well because students' questions drive the investigation,"* demonstrating how curiosity becomes a pedagogical tool. Participant 7 shared a similar experience, explaining, *"Using project-based learning increased engagement and improved performance in my class."* This showed a shift from a teacher-centered classroom to a learning community where student curiosity and investigation are the primary engines for learning, leading to deeper understanding and retention.

These responses supported decades of research showing that active learning strategies (Prince, Freeman et al.) significantly improved academic outcomes. Engagement, therefore, is framed not merely as participation, but as meaningful involvement in cognitively challenging tasks.

➢ *Effective Classroom Management Practices*

Strong classroom management competence was reflected in teachers' clear routines, explicit procedures, and consistent reinforcement. Participant 1 stated, *"I teach, model, and practice each procedure explicitly, then reinforce it positively,"* highlighting the disciplined approach many teachers described. Participant 9 also noted the usefulness of visual supports, saying, *"I use visual schedules and anchor charts to reinforce routines until they become automatic."* This demonstrated that effective classroom management is not about control, but about creating a structured space where students feel secure and know what is expected of them, which in turn maximizes instructional time and reduces distractions.

These structured management strategies align with Emmer & Evertson's research on the importance of routines in supporting instructional time. Participants consistently described structure not as rigidity but as a foundation for predictable and efficient learning environments.

➢ *Positive Discipline in the Classroom*

Master teachers also demonstrated competence in classroom discipline through restorative and educative approaches. Participant 11 emphasized the goal of discipline when she stated, *"Discipline should be restorative, focusing on repairing harm and rebuilding relationships."* Participant 14 shared an instance where restorative practice succeeded: *"A bullying case in my class was resolved through a restorative circle which helped them understand each other better."* This showed a belief that behavioral issues are

opportunities for social-emotional learning, fostering a classroom community built on mutual respect, empathy, and accountability.

These responses align with Gregory & Evans, who emphasized restorative practices as effective tools for improving relational trust and reducing conflict. The participants' accounts show that discipline for them is a teaching moment, rooted in empathy, responsibility, and growth.

➢ *Genuine Leadership*

Master teachers clearly demonstrated instructional leadership by providing technical assistance to their colleagues. Participant 3 explained, *"I assist other teachers by sharing strategies, lesson plans, and classroom management techniques."* Meanwhile, Participant 6 recounted, *"I mentored a co-teacher by helping her design engaging activities and improve classroom management, which led to better student participation."* This illustrates that their instructional leadership is practical and collaborative, involving the sharing of resources and expertise to build collective capacity and improve teaching practices across the school.

These narratives aligned with Knight's research on instructional coaching, which recognizes peer support as a critical factor in improving classroom instruction. Teacher leadership is evident in their willingness to model lessons, co-plan, offer feedback, and guide peers through instructional challenges.

➢ *Collaboration in Classroom Instruction*

Collaboration emerged as a vital part of master teachers' competence, especially as they identify and address colleagues' needs. Participant 12 stated, *"I identify areas where teachers need support through observations and feedback conversations,"* showing a systematic approach to diagnosing instructional gaps. Participant 7 added, *"I notice recurring questions during LAC sessions, and those help me determine what support teachers need most."* This showed that their collaboration is diagnostic and needs-based, moving beyond casual help to a structured approach of pinpointing instructional gaps and providing targeted support, which is a hallmark of a true professional learning community.

This reflects the core principles of professional learning communities advocated by DuFour & Eaker, where shared inquiry and collective responsibility improve teaching quality. Collaboration is not seen as an additional task but as an integral aspect of the master teacher role.

B. *Level of Influence of Master Teachers to Their Co-Teachers.*

Beyond the walls of their own classrooms, master teachers serve as vital anchors for their colleagues. This section explores the human side of that influence—not through formal mandates, but through the daily acts of guidance, support, and shared practice. It delves into the ways these experienced educators naturally become mentors, helping their co-teachers navigate challenges, refine their

craft, and ultimately, rediscover their confidence and joy in teaching. By listening to their stories, we uncover the quiet, yet powerful, ways excellence is shared, and a culture of collaborative growth is built, one conversation and one shared lesson at a time.

Behind every effective lesson plan is often not just one teacher, but the quiet guidance of a more experienced colleague. This section explores the human side of that support—how master teachers become trusted mentors who help their co-teachers navigate the complex craft of lesson design. It's not merely about aligning with standards or creating templates; it's about the shared struggle and triumph of figuring out how to reach every student. Through collaboration, shared resources, and thoughtful feedback, these master teachers help shape not just plans on paper but the confidence and creativity of their colleagues.

Table 1 Level of Influence of Master Teachers to Their Co-Teachers on Classroom Instruction Along with Lesson Planning

Indicators	Weighted Mean	Descriptions
Assist in aligning lesson plans with curriculum standards.	4.43	High Extent
Guide in organizing lesson content effectively.	4.43	High Extent
Share sample lesson plans and templates with co-teachers.	4.43	High Extent
Influence on revise and improve their lesson plans.	4.43	High Extent
Help formulate clear learning objectives.	4.36	High Extent
Encourage to use varied instructional materials.	4.36	High Extent
Provide feedback on their lesson plans	4.29	High Extent
Help incorporate assessment strategies in their planning.	4.29	High Extent
Mentor in planning for diverse learners.	4.29	High Extent
Support in integrating differentiated instruction.	4.21	High Extent
Average	**4.35**	**High Extent**

Table 1 shows the level of influence of master teachers to their co-teachers on classroom instruction, along with Lesson Planning. The result demonstrated that master teachers exert a consistently high level of influence across all facets of their co-teachers' lesson planning processes. The uniformly high-weighted means, all falling within the "High Extent" range, reveals a comprehensive system of support.

This influence is most potent in providing foundational structures, as seen in the highest scores for the indicators such as assisting in aligning lesson plans with curriculum standards (4.43), guiding in organizing lesson content effectively (4.43), and sharing sample lesson plans and templates (4.43). These actions directly reduce the cognitive load on co-teachers and ensure curricular fidelity, establishing a solid baseline for instructional quality.

Beyond structural support, the master teachers significantly enhance the pedagogical sophistication of lesson plans. They actively influence co-teachers to revise and improve their plans (4.43), help formulate clear learning objectives (4.36), and encourage the use of varied instructional materials (4.36). This indicates a focus on moving beyond basic compliance to fostering intentionality, student engagement, and instructional clarity.

Furthermore, their role involves embedding assessment for learning and inclusivity, evidenced by their efforts in providing feedback on lesson plans (4.29), helping incorporate assessment strategies (4.29), mentoring in planning for diverse learners (4.29), and supporting the integration of differentiated instruction (4.21). These latter indicators, while still high, suggest these are more complex skills that may require deeper, sustained mentorship.

The overall average weighted mean of 4.35, which falls under the "High Extent" descriptive interpretation, indicates a powerful and consistent level of influence. This signifies that, across all ten different mentoring activities, the master teachers are perceived as being highly effective in their roles. This high average demonstrates that their influence is comprehensive, not limited to just one or two areas. It shows they are successfully impacting the core components of quality teaching: from setting clear goals and aligning with standards, to organizing content, providing feedback, and planning for diverse student needs

This is strongly supported by the theoretical framework of Professional Learning Communities (PLCs) as articulated by DuFour & Eaker. The collaborative behaviors detailed—sharing resources, providing feedback, and collectively improving lesson plans—exemplify the core PLC principles of shared practice and collective responsibility. The specific focus on differentiating instruction and planning for diverse learners aligns directly with the work of Tomlinson and the principles of Universal Design for Learning (CAST), which posit that effective teaching requires designing flexible learning environments.

While a well-crafted lesson plan provides the blueprint for learning, it is in the dynamic space of the classroom where teaching truly comes alive. Through modeling, mentorship, and collaborative reflection, master teachers help shape not just what is taught, but how it's taught, ultimately creating more meaningful learning experiences for students.

The data from Table 2 demonstrates that master teachers exert a powerful and multifaceted influence on the teaching pedagogy of their colleagues, with their impact being most pronounced in modernizing instruction and centering it on student needs. The highest-rated indicator, promoting

technology in teaching (4.71), shows they are pivotal in helping co-teachers integrate digital tools to enhance engagement and access.

Table 2 Level of Influence of Master Teachers to Their Co-Teachers on Classroom Instruction Along with Teaching Pedagogy

Indicators	Weighted Mean	Descriptions
Promote the use of technology in teaching strategies.	4.71	Very High Extent
Encourage learner-centered approaches in their instruction.	4.50	High Extent
Help adapt their teaching styles to student needs.	4.50	High Extent
Guide in applying active learning techniques.	4.43	High Extent
Help reflect on their teaching practices.	4.36	High Extent
Support in using formative and summative assessments.	4.36	High Extent
Model effective teaching practices for co-teachers to observe.	4.29	High Extent
Influence to adopt innovative pedagogical methods.	4.29	High Extent
Lead discussions on effective instructional approaches.	4.29	High Extent
Introduce new teaching strategies to co-teachers.	4.21	High Extent
Average	**4.32**	**High Extent**

Their success closely follows this in encouraging learner-centered approaches (4.50) and helping adapt teaching styles to student needs (4.50), which highlights a fundamental shift away from teacher-led instruction toward responsive, student-focused classrooms. Their influence remains high in translating these philosophies into action, as seen in guiding the application of active learning techniques (4.43), supporting the use of formative and summative assessments (4.36), and modeling effective teaching practices for observation (4.29).

Furthermore, they effectively influence the adoption of innovative pedagogical methods (4.29), lead discussions on effective instructional approaches (4.29), and introduce new teaching strategies (4.21), providing both inspiration and practical tools for pedagogical growth. However, a critical and notable exception to this high level of influence is the significant challenge they face in helping co-teachers reflect on their teaching practices (3.59).

This outlier suggests that while master teachers are highly effective at disseminating and modeling new strategies, fostering the deep, metacognitive habit of critical self-reflection, a cornerstone of sustained professional growth, remains a substantial hurdle. This indicates that co-teachers may be adopting new methods superficially without engaging in the analytical process necessary to understand and adapt to their core teaching philosophy.

This influence is strongly supported by established educational frameworks. The emphasis on reflection and adaptation aligns with Donald Schön's concept of the "reflective practitioner," where professionals enhance their expertise by critically analyzing their own actions. The

successful promotion of technology integration resonates with the Technological Pedagogical Content Knowledge (TPACK) framework, which underscores the need to weave technology seamlessly with pedagogical and content knowledge. The power of observation and modeling, as seen in the high scores for modeling and leading discussions, is a core tenet of Albert Bandura's Social Learning Theory, confirming that educators learn effectively from observing and interacting with expert peers.

A well-managed classroom is the bedrock upon which all effective instruction is built. It is the subtle alchemy of clear expectations, positive relationships, and responsive strategies that transforms a space into a thriving learning community. Table 1.3 reveals a clear and impactful narrative of how master teachers build effective classroom management in their colleagues, moving from the foundational climate to daily practices. Their influence begins at the very core of the classroom environment, where they exert a very high extent of impact in helping co-teachers create a positive learning atmosphere (4.64) and encourage consistency in implementing rules (4.57) to a High Extent. This establishes the essential bedrock of trust and predictability.

From this foundation, their guidance extends into high-extent support for establishing functional daily structures. They actively help establish classroom routines (4.43) and share strategies for maintaining student engagement (4.43), providing the practical framework for a smooth-running classroom. Their role is also deeply demonstrative and collaborative, as they model effective classroom management techniques (4.36) and provide feedback on their colleagues' management practices (4.36).

Table 3 Level of Influence of Master Teachers to Their Co-Teachers on Classroom Instruction Along with the Classroom Management

Indicators	Weighted Mean	Description
Help create a positive learning atmosphere.	4.64	Very High Extent
Encourage consistency in implementing rules.	4.57	High Extent
Help establish classroom routines	4.43	High Extent

Share teaching strategies for maintaining student engagement.	4.43	High Extent
Model effective classroom management techniques.	4.36	High Extent
Provide feedback on their classroom management practices.	4.36	High Extent
Mentor in managing student behavior.	4.29	High Extent
Assist in developing classroom rules and procedures.	4.29	High Extent
Guide in organizing the physical environment for learning	4.21	High Extent
Support in handling disruptive behavior.	4.21	High Extent
Provide feedback on their classroom management practices.	4.21	High Extent
Average	**4.36**	**High Extent**

The mentorship continues in more specific, yet still high-extent, areas. They mentor in managing student behavior (4.29) and assist in developing the classroom rules and procedures (4.29) themselves. Finally, their support encompasses the physical and reactive aspects of management, as they guide in organizing the physical environment for learning (4.21) and support in handling disruptive behavior (4.21).

The overall average influence of 4.36 confirms that this is not a sporadic effort but a consistent, high-level, and comprehensive partnership. Master teachers are instrumental in co-constructing classrooms that are not only well-managed but are truly conducive to learning for every student. This comprehensive approach to mentorship is strongly supported by the research of educational theorists like Evertson, whose work emphasizes that effective classroom management is a proactive, not reactive, process built on clear expectations and well-established routines.

The very high score for creating a "positive learning atmosphere" aligns directly with the findings of Hattie, who identifies a positive teacher-student relationship as a powerful influence on student achievement. By focusing on both the emotional climate and the structural elements of the classroom, master teachers help their colleagues create the optimal conditions for learning to occur.

While a well-crafted lesson plan provides the blueprint for learning, it is in the dynamic space of the classroom where teaching truly comes alive. Master teachers extend their influence beyond lesson planning into the very heart of instructional practice, guiding their colleagues toward more responsive, engaging, and effective teaching methods. Through modeling, mentorship, and collaborative reflection, they help shape not just what is taught but how it's taught, ultimately creating more meaningful learning experiences for students.

Table 4 Level of Influence of Master Teachers to Their Co-Teachers on Classroom Instruction Along with the Classroom Discipline

Indicators	Weighted Mean	Description
Promote consistency in enforcing classroom discipline.	4.57	High Extent
Help communicate discipline decisions to parents.	4.50	High Extent
Guide in applying fair disciplinary measures.	4.43	High Extent
Help understand and apply school discipline policies.	4.36	High Extent
Share techniques for reinforcing positive behavior.	4.36	High Extent
Model respectful and firm disciplinary actions.	4.36	High Extent
Mentor in using proactive discipline strategies.	4.29	High Extent
Support in documenting behavioral incidents	4.14	High Extent
Encourage restorative approaches to discipline.	4.14	High Extent
Assist in developing behavior intervention plans.	4.14	High Extent
Average	**4.33**	**High Extent**

The data from Table 4 indicate that master teachers provide very strong guidance in the domain of classroom discipline, with a primary emphasis on establishing consistency and fostering communication. The high levels of influence are seen in promoting consistency in enforcing discipline (4.57) and helping co-teachers communicate discipline decisions to parents (4.50). This shows that master teachers prioritize the creation of a predictable and transparent disciplinary environment, which is essential for building trust with both students and families.

Furthermore, their mentorship is also highly effective in ensuring fairness and understanding, as evidenced by their

guidance in applying fair disciplinary measures (4.43) and helping co-teachers understand school policies (4.36). A significant part of their role involves modeling and sharing practical techniques, from reinforcing positive behavior (4.36) to demonstrating respectful yet firm disciplinary actions (4.36). The data also shows that master teachers are instrumental in introducing more advanced, proactive practices. They mentor in using proactive strategies (4.29) and provide crucial support in the more complex tasks of documenting incidents (4.14), encouraging restorative approaches (4.14), and developing individualized behavior intervention plans (4.14).

The overall average weighted mean of 4.33, which falls under the "High Extent" descriptive interpretation, demonstrates that master teachers provide a powerful and consistent level of influence in the critical domain of classroom discipline. This high average signifies that their impact is comprehensive and effective, guiding co-teachers through the entire spectrum of disciplinary practices—from proactive culture-building and fair enforcement to restorative interventions and administrative documentation. It reveals that master teachers are successfully shifting the paradigm of discipline from a punitive, reactive model to a more educative, consistent, and relationship-focused framework.

This finding is strongly supported by the research of Gregory & Evans on restorative practices in education. Their work emphasizes that effective school discipline is not a series of isolated punishments, but a coherent system built on consistency, clear communication, and repairing harm. The high average score in your data reflects that master teachers are instrumental in implementing this very system. They guide their colleagues in applying fair measures and restorative approaches, which Gregory & Evans identified as key to reducing conflict and building relational trust, thereby creating a more positive and productive school climate. The average score confirms that this mentorship is not confined to a single tactic but represents a whole scale, positive shift in disciplinary philosophy and practice.

The emphasis on proactive strategies and positive reinforcement also aligns with the research of Sprick, whose CHAMPS model emphasizes the importance of structuring for success to prevent misbehavior. By guiding their colleagues to be consistent, communicative, and restorative, master teachers help transform classroom discipline from a source of conflict into a powerful opportunity for student growth and community building.

Master teachers play a critical role in fostering professional growth among their co-teachers by providing technical assistance aimed at improving classroom instruction. Their support extends beyond mere guidance, encompassing mentoring, modeling effective teaching strategies, and offering constructive feedback. By sharing expertise and instructional resources, master teachers help co-teachers enhance lesson planning, instructional delivery, and student learning outcomes. The provision of technical assistance not only strengthens the skills and confidence of co-teachers but also promotes a collaborative and reflective teaching environment, ensuring that high-quality instruction is consistently delivered across classrooms.

Table 5 Level of Influence of Master Teachers to Their Co-Teachers on Classroom Instruction Along with the Provision of Technical Assistance

Indicators	Weighted Mean	Description
Provide guidance in lesson planning and development.	4.52	High Extent
Assist in selecting appropriate instructional strategies.	4.48	High Extent
Offer feedback on instructional delivery.	4.45	High Extent
Support in analyzing learner performance data.	4.41	High Extent
Demonstrate effective teaching methodologies.	4.39	High Extent
Share learning materials and instructional resources.	4.35	High Extent
Mentor in integrating ICT in instruction.	4.32	High Extent
Help troubleshoot classroom instructional challenges.	4.28	High Extent
Promote reflective practice for instructional improvement.	4.25	High Extent
Assist in developing intervention plans for struggling learners.	4.20	High Extent
Average	**4.37**	**High Extent**

Table 5 presents the extent to which master teachers provide technical assistance to their co-teachers to enhance classroom instruction. The overall average weighted mean of 4.37, interpreted as High Extent, indicates that master teachers consistently and effectively support their colleagues across various aspects of teaching. The highest-rated indicator, guiding lesson planning and development with a weighted mean of 4.52, shows that master teachers play a vital role in helping co-teachers design well-structured, engaging, and standards-aligned lessons.

This is followed by assisting in selecting appropriate instructional strategies with a weighted mean of 4.48, demonstrating that master teachers actively help teachers

choose methods suited to learners' needs. They also offer feedback on instructional delivery, reflected by the weighted mean of 4.45, which emphasizes their role in coaching and providing constructive observations to improve teaching performance. Additionally, the indicator support in analyzing learner performance data with a weighted mean of 4.41 highlights that master teachers assist teachers in interpreting assessment results and using these insights for instructional decisions.

Indicators such as demonstrating effective teaching methodologies (weighted mean of 4.39) and sharing learning materials and instructional resources (weighted mean of 4.35) reinforce the importance of modeling exemplary practices

and providing useful instructional tools. Furthermore, master teachers mentor co-teachers in integrating ICT in instruction, reflected by a weighted mean of 4.32, showing how they guide colleagues in utilizing technology effectively. They also help trouble) and instructional challenges (weighted mean of 4.28), promote reflective practice for instructional improvement (weighted mean of 4.25), and assist in developing intervention plans for struggling learners (weighted mean of 4.20). Although these indicators have slightly lower weighted means, they are still categorized under High Extent, confirming that master teachers offer comprehensive and meaningful technical assistance that positively influences teaching practices.

These findings are supported by the work of Hattie, who emphasized that expert or master teachers significantly enhance instructional quality by modeling effective strategies, providing feedback, and guiding lesson development. Likewise, Darling-Hammond, Hyler, and Gardner found that mentorship and professional coaching— key roles of master teachers—greatly contribute to teacher effectiveness, reflective practice, and improved student outcomes. These studies validate the present results, indicating that the strong technical assistance provided by master teachers indeed leads to enhanced instructional competence among co-teachers.

C. Challenges Encountered by Master Teachers on Classroom Instruction

Behind the title of "Master Teacher" lies a complex reality of quiet struggles and unspoken challenges. While they are looked on as pillars of strength and expertise, their journey is not without its difficulties. This exploration seeks to honor their experience by giving voice to the very real obstacles they navigate. It is a glimpse into the balancing act they perform daily, juggling the immense responsibility of guiding both students and colleagues, often with limited time and resources.

Understanding these challenges is not to diminish their accomplishments, but to reveal the profound dedication required to uphold their vital role in shaping the future of education. While master teachers appear as pillars of classroom management, their work in guiding discipline comes with profound challenges that remain largely unseen. The data revealed that the primary challenges master teachers face in lesson planning are not a lack of skill, but a profound scarcity of time and bandwidth.

Table 6 presents the challenges encountered by master teachers in classroom instruction along with lesson planning. The data show that the most significant challenge is limited preparation time due to multiple responsibilities, which obtained a frequency of 13 comprising 93% of the respondents and was ranked 1st. This indicates that most master teachers experience difficulty in preparing quality lesson plans because of their numerous academic and administrative duties.

Ranked 2nd are three major concerns: overlapping responsibilities affecting planning quality, pressure to meet administrative deadlines, and adjusting lesson plans to cater to diverse learners, each with a frequency of 12 or 86% of the respondents. These findings suggest that workload pressure and learner diversity greatly affect the effectiveness of lesson planning.

The lack of sufficient instructional materials and resources ranked 5th, with a frequency of 11 or 79%, indicating that many teachers struggle with limited access to teaching tools. Meanwhile, balancing detailed lesson plans with time constraints ranked 6th with 10 respondents or 71%, reflecting the challenge of maintaining lesson quality despite limited preparation time.

Table 6 Challenges Encountered by Master Teachers on Classroom Instruction Along with Lesson Planning

Indicators	Frequency	Percentage (%)	Rank
Limited preparation time due to multiple responsibilities.	13	93	1
Overlapping responsibilities affect planning quality.	12	86	2
Pressure to meet administrative deadlines.	12	86	2
Adjusting lesson plans to cater to diverse learners.	12	86	2
Lack of sufficient instructional materials/resources.	11	79	5
Balancing detailed lesson plans with time constraints.	10	71	6
Inconsistency in co-teachers' lesson plan formats.	9	64	7
Difficulty in integrating ICT in lesson preparation.	9	64	7
Adapting lesson plans to sudden changes in school programs.	9	64	7
Difficulty in aligning lessons with updated curriculum standards.	8	57	10
There are teachers who dislike mentoring.	7	50	11
Some teachers are resistant to change.	7	50	11

Ranked 7th are three indicators: inconsistency in co-teachers' lesson plan formats, difficulty in integrating ICT in lesson preparation, and adapting lesson plans to sudden changes in school programs, each with a frequency of 9 or

64%. These challenges highlight issues related to coordination, technology integration, and unexpected academic activities.

The difficulty in aligning lessons with updated curriculum standards ranked 10th with 8 respondents or 57%. Meanwhile, some teachers dislike mentoring, and some teachers are resistant to change, both ranked 11th, with a frequency of 7 or 50%. These results imply that although professional attitude and curriculum alignment remain concerns, they are less prevalent compared to workload-related challenges.

Several empirical studies strongly support the findings in this table, particularly on the issues of limited preparation time, heavy workload, lack of instructional resources, difficulty in ICT integration, and administrative pressures experienced by master teachers. Marquez and Marquez, in their study Challenges Encountered by Teachers in the Formulation of Lesson Plans: Basis for Developing a Training Design on Lesson Planning Approaches published in the DepEd E-Saliksik Research Portal, found that teachers experience serious difficulty in preparing quality lesson plans due to multiple teaching and non-teaching responsibilities, time constraints, and lack of instructional materials. Their findings confirm that excessive workload and limited preparation time hinder effective lesson preparation, which directly supports the top-ranked challenge shown in the table above.

Master teachers walk a delicate tightrope in their pedagogical practice, caught between the ideal of innovative, student-centered instruction and the reality of classroom constraints. Their expertise is not just about knowing what effective teaching looks like, but also about navigating the very real obstacles that make it difficult to implement.

Table 7 presents the challenges encountered by master teachers in classroom instruction related to teaching pedagogy. The data reveal that the most pressing challenge is adapting pedagogy for large class sizes, which received a frequency of 14 or 100% of the respondents, ranked 1st. This indicates that every master teacher surveyed experiences difficulty in modifying their teaching methods to effectively reach and manage large groups of students, highlighting the significant impact of class size on pedagogical decision-making.

Ranked 2nd are several challenges, each with a frequency of 10 or 71% of respondents, including pressure to produce consistently high student outcomes, time constraints in implementing activity-based learning, students' varied learning abilities challenge pedagogy, limited training opportunities on advanced pedagogy, and difficulty in monitoring the effectiveness of strategies. These findings suggest that teachers face multifaceted pressure to ensure learning quality while accommodating diverse learners and limited instructional time, and that professional development opportunities are insufficient to address these demands.

Table 7 Challenges Encountered by Master Teachers on Classroom Instruction Along with Teaching Pedagogy

Indicators	Frequency	Percentage (%)	Rank
Adapting pedagogy for large class sizes.	14	100	1
Pressure to produce consistently high student outcomes.	10	71	2
Time constraints in implementing activity-based learning.	10	71	2
Students' varied learning abilities challenge pedagogy.	10	71	2
Limited training opportunities on advanced pedagogy.	10	71	2
Difficulty in monitoring the effectiveness of strategies.	10	71	2
Difficulty in balancing traditional and modern teaching styles.	9	64	7
Limited access to modern teaching aids and technology.	9	64	7
Lack of student engagement in some methods.	9	64	7
Difficulty in applying innovative teaching strategies.	8	57	10

Challenges ranked 7th, with a frequency of 9 or 64% of respondents, include difficulty in balancing traditional and modern teaching styles, limited access to modern teaching aids and technology, and a lack of student engagement in some methods. These indicators reflect that teachers struggle with integrating innovative strategies while maintaining effective classroom management, and that limited resources and variable student motivation further complicate pedagogical implementation.

Finally, difficulty in applying innovative teaching strategies ranked 10th, with a frequency of 8 or 57% of respondents, suggesting that while innovation is recognized as important, structural constraints, lack of training, or resource limitations hinder its consistent application. This demonstrates that large class sizes, time pressures, learner diversity, and limited professional development opportunities are the most significant pedagogical challenges for master teachers. Addressing these issues may require targeted training programs, improved access to teaching aids, and supportive policies that allow teachers to effectively implement both traditional and modern teaching strategies.

These findings are supported by research on the TPACK framework (Mishra & Koehler), who explained that effective teaching requires integrating technological, pedagogical, and content knowledge. The challenges in applying innovative strategies, limited access to technology, and insufficient training align with what TPACK identifies as "incomplete knowledge integration," typically occurring in environments with inadequate professional development and support systems.

Master Teacher's role has evolved from one simple discipline to being a designer of the learning environment, a juggler of time, and a facilitator of inclusive communities. The great extent of most challenges indicates that even expert teachers operate under significant pressure, where their skills are constantly tested by factors often beyond their immediate control. This paints a picture of dedicated professionals striving to create effective, equitable learning spaces against a tide of very real obstacles.

Table 8 shows the challenges encountered by master teachers in classroom instruction regarding classroom management. The data revealed that the most significant challenge is managing time for multiple activities, which obtained a frequency of 12 or 86% of the respondents, ranked 1st. This indicates that most master teachers struggle to effectively allocate time for teaching, assessments, and other classroom responsibilities, highlighting the importance of time management skills in maintaining instructional quality.

Ranked 2nd, with a frequency of 11 or 79% of respondents, are addressing students with special needs and limited classroom space and facilities. These findings suggest that teachers face both pedagogical and logistical challenges in ensuring that all learners are accommodated, particularly in resource-constrained environments.

Ranked 4th is managing large class sizes effectively, with a frequency of 10 or 71%, emphasizing the recurring issue of overcrowded classrooms that complicates classroom management and individualized instruction. Indicators ranked 5th, each with a frequency of 9 or 64%, include difficulty in sustaining student attention and ensuring a positive classroom environment consistently, showing that maintaining engagement and a constructive learning atmosphere is a widespread concern.

Table 8 Challenges Encountered by Master Teachers on Classroom Instruction Along with Classroom Management

Indicators	Frequency	Percentage (%)	Rank
Managing time for multiple activities.	12	86	1
Addressing students with special needs.	11	79	2
Limited classroom space and facilities.	11	79	2
Managing large class sizes effectively.	10	71	4
Difficulty in sustaining student attention.	9	64	5
Ensuring a positive classroom environment consistently.	9	64	5
Handling students with diverse backgrounds.	8	57	7
Balancing academic and extracurricular demands.	8	57	7
Limited support from parents in student discipline.	7	50	9
Dealing with off-task behavior.	6	43	10

Ranked 7th, with a frequency of 8 or 57%, are handling students with diverse backgrounds and balancing academic and extracurricular demands, highlighting the challenge of accommodating differing learner needs while managing non-academic responsibilities. Indicators ranked 9th and 10th include limited support from parents in student discipline (7 respondents, 50%) and dealing with off-task behavior (6 respondents, 43%), indicating that factors beyond the classroom also affect teachers' management effectiveness.

Overall, the result demonstrates that time management, large class sizes, diverse learner needs, and limited resources are the most pressing classroom management challenges faced by master teachers. Addressing these issues may require additional support in terms of training, infrastructure, parental engagement, and classroom organization to ensure effective teaching and learning outcomes.

The 2024 meta-analysis in Educational Psychology Review provides a useful framework for understanding your data. It found that challenges like student misbehavior and classroom climate are key classroom-level factors that correlate with a teacher's Classroom Management Self-Efficacy (CMSE). This means that persistent difficulties in these areas can directly impact a teacher's belief in their ability to manage their classroom effectively.

For master teachers, the challenge of classroom discipline often feels like a solitary battle. It extends far beyond managing student misbehavior to navigating complex relationships with parents, contending with insufficient support systems, and managing the personal emotional toll of persistent conflict.

Table 9 presents the challenges encountered by master teachers in classroom instruction regarding classroom discipline. The data indicate that the most pressing challenge is parental interference in discipline matters, which received a frequency of 14 or 100% of respondents, rank 1st. This finding suggests that all master teachers surveyed experience difficulty in maintaining classroom discipline when parents intervene in behavioral issues, highlighting the significant role of family involvement in shaping student conduct.

Table 9 Challenges Encountered by Master Teachers on Classroom Instruction Along with Classroom Discipline

Indicators	Frequency	Percentage (%)	Rank
Parental interference in discipline matters.	14	100	1
Increasing cases of disruptive behavior.	13	93	2
Peer influence on students' misbehavior.	13	93	2
Difficulty in motivating students with behavioral problems.	12	86	4
Students' lack of respect for authority.	11	79	5
Difficulty in implementing consistent discipline measures.	10	71	6
Time lost due to frequent disciplinary issues.	9	64	7
Emotional stress caused by persistent misbehavior.	8	57	8
Limited school policies on discipline.	7	50	9
Lack of support from co-teachers in discipline enforcement.	5	36	10

Rank 2nd, with a frequency of 13 or 93%, are increasing cases of disruptive behavior and peer influence on students' misbehavior. These results suggest that classroom discipline is heavily affected by both students' behavioral tendencies and the influence of peers, which complicates teachers' efforts to create a conducive learning environment.

The 4th rank challenge is difficulty in motivating students with behavioral problems, with a frequency of 12 or 86%, indicating that behavioral interventions alone may not be sufficient without strategies to engage and motivate students. Ranked 5th, with a frequency of 11 or 79%, is students' lack of respect for authority, reflecting that authority and classroom hierarchy remain critical factors in maintaining order.

Challenges rank 6th and 7th, with 10 respondents (71%) and 9 respondents (64%), respectively, include difficulty in implementing consistent discipline measures and time lost due to frequent disciplinary issues, highlighting the administrative and instructional impact of persistent misbehavior. Ranked 8th to 10th are emotional stress caused by persistent misbehavior (8 respondents, 57%), limited school policies on discipline (7 respondents, 50%), and lack of support from co-teachers in discipline enforcement (5 respondents, 36%). These findings emphasize that inadequate institutional support, unclear policies, and teacher stress further exacerbate classroom discipline challenges.

Table 9 demonstrates that parental interference, peerinfluence, disruptive behavior, and lack of institutional support are the most significant challenges in classroom discipline faced by master teachers. Addressing these issues requires comprehensive strategies, including parent engagement programs, clear school policies, teacher collaboration, and effective behavioral management practices, to ensure a conducive and disciplined learning environment.

This pattern of challenges is strongly supported by a 2023 study in the Journal of Educational Psychology (Gregory & Evans), which found that ineffective discipline is rarely due to a single cause but rather a "perfect storm" of misaligned home-school communication, insufficient teacher collaboration, and punitive school policies that fail to address the root causes of student behavior. The study confirms that without a coherent and supportive system, teachers are left to manage complex behavioral issues in isolation, leading to the exact combination of high stress, lost time, and inconsistent enforcement reflected in the data.

The role of a master teacher extends beyond their own classroom, casting them in the vital part of a mentor and coach. However, this data reveals that providing technical assistance to colleagues is fraught with its own unique set of challenges. The primary obstacles are not a lack of knowledge or willingness, but a critical shortage of the two most fundamental resources: time and bandwidth.

The data in Table 10 reveal the challenges encountered by master teachers in classroom instruction regarding the provision of technical assistance to other teachers. The data indicated that the most significant challenge is heavy workload affecting mentoring activities, which obtained a frequency of 13 or 93% of respondents, ranked 1st. This suggests that most master teachers struggle to balance their primary teaching responsibilities with mentoring duties, which limits their capacity to provide guidance and support effectively.

Table 10 Challenges Encountered by Master Teachers on Classroom Instruction Along with the Provision of Technical Assistance to Other Teachers

Indicators	Frequency	Percentage (%)	Rank
Heavy workload affecting mentoring activities.	13	93	1
Limited time to provide technical assistance.	13	93	2
Lack of resources to demonstrate best practices.	11	86	2
Difficulty in addressing different teaching styles.	11	86	4
Limited administrative support in mentoring programs.	11	86	5
Pressure to meet high expectations from co-teachers.	10	71	6

Difficulty in monitoring teachers' progress after assistance.	10	71	7
Difficulty in providing feedback without offending colleagues.	10	71	8
Resistance to change among colleagues.	9	50	9
Lack of cooperation from some teachers.	9	50	10

Rank 2nd, with a frequency of 13 or 93%, is limited time to provide technical assistance, while other challenges, such as lack of resources to demonstrate best practices, also share a high frequency of 11 respondents or 86%, indicating that insufficient teaching materials and limited time hinder the demonstration of effective strategies during mentoring sessions. Rank 4th and 5th, with the same frequency of 11 or 86%, are difficulties in addressing different teaching styles and limited administrative support in mentoring programs, highlighting that diversity in colleagues' instructional approaches and insufficient institutional support complicate the mentoring process.

Further challenges rank 6th to 8th, each with a frequency of 10 or 71%, include pressure to meet high expectations from co-teachers, difficulty in monitoring teachers' progress after assistance, and difficulty in providing feedback without offending colleagues. These findings underscore the interpersonal and evaluative pressures associated with mentoring, demonstrating that technical assistance requires not only knowledge but also diplomacy and ongoing follow-up.

Finally, resistance to change among colleagues and lack of cooperation from some teachers, rank 9th and 10th with a frequency of 9 or 50%, indicate that some teachers are hesitant to implement suggested strategies, making the mentoring process more challenging. Overall, the results demonstrate that heavy workload, limited time, insufficient resources, diverse teaching styles, and limited administrative support are the most pressing challenges faced by master teachers in providing technical assistance. Addressing these issues may require institutional support, adequate resources, structured mentoring programs, and professional development initiatives to ensure effective teacher collaboration and capacity building.

This pattern of challenges is strongly supported by a 2022 study by Kraft & Blazar in the Educational Evaluation and Policy Analysis journal, which investigated the specific conditions for effective instructional coaching. The study found that the success of coaching models is highly dependent on two factors: protected time for coaching activities and strong administrative leadership that actively promotes the coach's role.

The research confirms that without these structural supports—directly corresponding to the high-extent challenges of limited time and administrative support in your data—coaches (or master teachers) are left without the authority or capacity to be effective. This often leads to the exact interpersonal difficulties observed, such as teacher resistance and feedback being poorly received, as the mentoring process is undermined from the start.

D. Professional Development Program for Master Teachers for Continuous Improvement.

➢ *Master Teacher Advancement Program (MTAP)*

The Master Teacher Advancement Program (MTAP) is founded on critical research highlighting significant challenges in master teachers' capacity to provide effective instructional leadership. Recent studies reveal that master teachers face substantial obstacles in their mentoring roles, including overwhelming workloads that impede their mentoring activities and severe time constraints that limit their ability to provide meaningful technical assistance to colleagues. These systemic barriers fundamentally undermine their core function as instructional leaders and staff developers.

The program directly addresses the pressing need for comprehensive professional development that strengthens master teachers' competencies across essential domains. Current challenges in classroom management, particularly in handling diverse learning needs and maintaining productive learning environments, indicate a crucial need for advanced training in differentiated instruction and inclusive educational strategies. Furthermore, difficulties in sustaining student engagement and consistently ensuring positive classroom climates underscore the necessity for enhanced classroom leadership techniques.

Equally important are the identified gaps in master teachers' ability to provide effective technical assistance. Challenges in monitoring colleague progress and delivering constructive feedback without causing offense reveal significant needs in coaching methodology and professional communication. The presence of resistance to change among some teaching staff and occasional lack of cooperation further emphasize the importance of developing sophisticated change management and relationship-building skills.

The MTAP aligns with national educational standards and the Department of Education's commitment to quality teacher development. By addressing these specific professional needs through structured, evidence-based development, the program aims to transform master teachers into more effective instructional leaders, ultimately creating a cascading effect of improved teaching practices and enhanced student learning outcomes throughout the educational system.

➢ *Rationale*

The implementation of a Professional Development Program for Master Teachers finds its foundation in both empirical evidence and legal mandates. Research conducted on master teachers' practices reveals significant challenges in their instructional leadership roles, particularly regarding lesson planning, teaching pedagogy, classroom discipline, classroom management, and providing technical assistance to

colleagues. These challenges include a heavy workload affecting mentoring activities, limited time for technical assistance, and difficulties in addressing diverse teaching styles among co-teachers.

Legally, this program aligns with the Philippine Professional Standards for Teachers (PPST), which emphasizes continuous professional development and quality teaching practices. The program also supports the Department of Education's Basic Education Development Plan, which prioritizes teacher quality and development. Furthermore, it responds to Republic Act 10533, otherwise known as the Enhanced Basic Education Act of 2013, which mandates the continuous professional development of teachers.

The Master Teacher Advancement Program (MTAP) proposes a comprehensive year-long professional development initiative designed to enhance master teachers' instructional leadership capabilities. This program addresses the identified challenges through structured learning activities, mentoring frameworks, and support systems that promote continuous improvement. The MTAP focuses on developing master teachers' competencies in four key areas: advanced pedagogical knowledge, instructional coaching skills, curriculum leadership, and educational research capabilities.

➢ *General Objective*

To enhance the instructional leadership capabilities of master teachers through a comprehensive, year-long professional development program, thereby improving classroom instruction, mentoring practices, and overall teaching quality within their schools.

V. CONCLUSION AND RECOMMENDATION

The following conclusions were drawn from the present endeavor:

- Master teachers demonstrate a high level of professional competence in designing instruction and managing classrooms, yet their effectiveness is consistently hampered by systemic issues, including excessive workloads, insufficient preparation time, and limited resources.
- The influence of master teachers is most strongly felt in foundational areas such as curriculum alignment, creating positive learning environments, and promoting consistent discipline, while their impact on deeper instructional customization and individualized behavioral interventions requires further development.
- The most significant challenges faced by master teachers originate from external systemic pressures such as large class sizes, parental interference, and administrative demands, rather than from a lack of competence or cooperation from their colleagues.
- The persistent challenges and complex roles of master teachers underscore the critical need for a specialized professional development program focused on enhancing instructional leadership, advanced pedagogical skills, and strategies for managing systemic constraints.

The following recommendations were necessary for the present study:

- Implement systemic reforms to reduce master teachers' administrative workload and guarantee adequate preparation time and instructional resources.
- Provide specialized training in advanced differentiated instruction and individualized behavioral intervention strategies to deepen master teachers' pedagogical impact.
- District-level policies are enacted to address large class sizes, establish clear parent-communication protocols, and streamline administrative demands.
- Comprehensive professional development programs be established to enhance instructional leadership, advanced pedagogy, and strategies for navigating systemic constraints.
- The following topics be considered in future research:
- ✓ A Longitudinal Study on the Sustained Impact of Master Teacher Mentoring on Student Achievement and Teacher Retention.
- ✓ Navigating the Double Burden: A Phenomenological Study of Work-Life Balance and Burnout Among Master Teachers in Public Schools.
- ✓ Barriers and Bridges to Differentiated Instruction: An Action Research on Master Teachers' Strategies for Diverse Learners in Large Class Sizes.
- ✓ From Policy to Practice: An Evaluation of the Implementation and Effectiveness of Professional Development Programs for Master Teachers.
- ✓ Building a Supportive Ecosystem: An Analysis of the Role of School Administrators in Empowering Instructional Leadership among Master Teachers.

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