

Roles and Management Strategies of Master Teachers in Public Secondary Schools in the 2nd Congressional District of Sorsogon

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Abstract— Master teachers are considered expert educators and teacher leaders who can influence the improvement of the quality of teaching and learning. The latter is necessary to address the global decline in student performance. However, there have been observations that some master teachers do not perform as well as expected. Hence, this study identified the roles of master teachers and the management strategies they employ. It assessed how often the master teachers execute their roles and the perceived effectiveness of their management strategies. It also determined whether there was a significant relationship between these two variables. This descriptive correlational research used a closed-ended survey questionnaire administered to all master teachers at public secondary schools in the 2nd Congressional District of Sorsogon. The results indicated that the district's master teachers always executed their roles under instructional leadership, subject area expertise, and curriculum and instructional materials development. The district's master teachers occasionally executed their roles under mentoring and professional development, administrative support, quality assurance in teaching and learning, and school improvement planning. The management strategies for school improvement planning were perceived to be moderately effective. The rest were perceived to be very effective. No significant relationship was found between these two variables. Based on these findings, an intervention plan was formulated.

Keywords— descriptive-correlational design, intervention plan, management strategies, master teachers, Sorsogon Province.

I. INTRODUCTION

Education is one of the foundations of societal advancement, progress, and innovation across the globe. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2025), Sustainable Development Goal 4 (SDG 4) stipulates that quality education is crucial to ensuring sustainability, and skilled teachers are needed to satisfy the requirements of modern education systems. Master teachers, in particular, are given roles beyond classroom instruction including implementing strategies to address educational challenges such as declining student performance and those associated with inclusive education and lifelong learning.

Enhancing the quality of teaching can be done with the help of master teachers. In countries with a post for master teachers, they are recognized as exemplary or expert teachers who knows the subject matter and other aspects of the process. They are highly competent in providing excellent education to their students and dedicated to ensuring their own and their colleagues' professional growth (Zhang et al., 2022). With several years of teaching experience, master teachers take on

multiple roles like preparing lesson plans, developing instructional materials, evaluating teaching strategies, mentoring other teachers, managing and conducting research, and guiding them during activities that help them develop in their career (Conales et al., 2023).

In the Philippines, as outlined in the Philippine Professional Standards for Teachers (PPST), master teachers are expected to demonstrate excellent teaching, support other teachers in their instruction, and lead professional development initiatives (Ramos & Espiritu, 2024). The fact that the Philippines has consistently ranked close to the bottom in international assessments necessitates the transfer of master teachers' expertise to other teachers. Master teachers in the Philippines are regarded as educational leaders, teacher leaders, or instructional leaders (Acera, 2024). Being closer to the teachers and the classroom, master teachers are in a better position to practice instructional leadership. The quality of master teachers' leadership has a significant relationship with that of the teachers' instructional practices. Strong instructional leaders not only improve the teachers' teaching practices but also significantly enhance the students' learning outcomes.

Studies such as those by Reyes (2020) highlight how master teachers in rural areas implement innovative approaches to manage classrooms effectively while fostering a culture of excellence among their peers. In Sorsogon, particularly in secondary schools in the 2nd Congressional District, master teachers spearhead efforts to address unique local challenges by balancing their instructional responsibilities with the delivery of quality education amidst significant resource constraints and socio-economic hurdles. These challenges necessitate a closer examination of how master teachers navigate their roles to uphold the quality of education.

Considering these things, this study was conducted to determine the profiles of master teachers in the 2nd Congressional District of Sorsogon, identify their roles and management strategies employed, and appraise if there is a significant relationship between the frequency of executing the master teachers' roles and the perceived effectiveness of their management strategies. Findings of the study were used to create an intervention plan to help master teachers in executing their roles in the academic setting.

II. METHODOLOGY

This study employed descriptive correlational research design, which aims to describe the present state of the variables and determine any relationship between them without making claims about the cause and effect (Aprecia et al., 2022). This design allowed the researcher to quantify the roles of and management strategies employed by master teachers in the 2nd Congressional District of Sorsogon as they naturally occur and determine whether significant relationships exist between how frequently these roles are performed and how effective the strategies are perceived to be. The study was limited to quantitative research using only a closed-ended survey questionnaire as the research instrument.

The study was conducted in the 2nd Congressional District of Sorsogon, focusing on selected group of secondary schools including Barcelona National Comprehensive High School, Bulusan High School, Gabao National High School, Gallanosa National High School, Gubat National High School, Juban National High School, Matnog National High School, and Prieto Diaz National High School. These schools have the highest concentration of master teachers, and represent a range of school sizes and community settings within

the district, allowing the study to capture varied experiences and practices of master teachers. The study utilized 79 master teachers from the participating schools as respondents of the study.

Respondents were identified through total enumeration or census to eliminate sampling error and selection bias as the data collection involved limited number of potential respondents (Makwana et al., 2023). However, while the sampling technique targeted the entire population to maximize accuracy, the final composition of the sample was influenced by the inclusion and exclusion criteria put in place to ensure voluntary participation and integrity of the study. To be included in the study, a respondent should have a plantilla position as a Master Teacher in a public secondary school within the study site, must be teaching in DepEd for at least three years, and give expressed consent to join the study. Excluded in this study are teachers from private and elementary schools within the study site, DepEd master teachers from non-participating schools, those who have less than three years of teaching experience, and did not consent to be included in the study.

The study utilized a researcher-developed survey questionnaire for data gathering. The developed closed-ended survey questionnaire with three sections: respondents profile, roles of master teacher and the extent of their execution, and management strategies employed by the respondents and their perceived effectiveness.

Respondents' profiles were identified to help explain variations in respondents' responses in the succeeding parts of the survey.

The second section included items adapted from the duties and responsibilities of Master Teacher I-IV enumerated in DepEd Mandaluyong (n.d.) to assess the frequency of executing the master teacher's roles under instructional leadership, mentoring and professional development, subject area expertise, curriculum and instructional materials development, administrative support, quality assurance in teaching and learning, and school improvement planning.

The items in the third part of the survey were adapted from validated leadership and management frameworks of master teachers reported in previous studies (Acera,

2024; Matias, 2023), with supplementary items developed by the researcher to reflect local school contexts. A 4-point Likert scale was used in the second and third sections of the survey questionnaire. Table 1

presents the adjectival interpretations used to quantify data from the survey questionnaire and guide its analysis and interpretation.

Table 1: Quantification of Data from Survey Questionnaire

Numerical Value	Range of Mean	Adjectival Interpretation
4	3.26 – 4.00	Always Practices/Very Effective
3	2.51 – 3.25	Occasionally Practiced/ Moderately Effective
2	1.76 – 2.50	Seldom Practiced/ Minimally Effective
1	1.00 – 1.75	Never Practiced/ Ineffective

The data gathered were analyzed and interpreted using statistical tools. Frequency count and percentage were used to analyze the personal and professional profiles of the respondents. Descriptive statistics, specifically weighted mean, was used to identify and assess the roles and managements strategies of the respondents. The weighted means for the roles and management strategies were interpreted using adjectival interpretation of ratings for the 4-point Likert scales to describe the overall evaluation of the respondents' performance and management strategies. In addition, inferential statistics using the Spearman's Rho and T-test were employed to appraise if there is a significant relationship between frequency of execution of roles and the perceived effectiveness of strategies used by the respondents.

Ethical considerations were observed throughout the conduct of the study. Informed consent were secured from the respondents as they were advised of the purpose of the study, the data to be collected, and their option to withdraw their consent anytime during the

study without any repercussions. Data gathered were treated based on data privacy agreement to ensure confidentiality and integrity of data analysis.

III. RESULTS AND DISCUSSION

A. Respondents' Profiles

To gain a better understanding of the respondents, this study collected data about the respondents' personal and professional profiles. Personal profile includes the respondents' age, gender, and civil status. Professional profile includes years of service as master teachers, plantilla position, and seminars and training attended. These variables were determined to provide context for interpreting the findings of their roles and management strategies.

Table 2 presents the personal profile of the respondents. This provides an overview of the demographics of master teachers in the 2nd Congressional District of Sorsogon province.

Table 2: Respondents' Personal Profile (N = 79)

Profile Variable	Frequency (n)	Percentage (%)
Age		
32 - 39	18	23%
40 - 47	15	19%
48 - 55	23	29%
56 - 63	16	20%
Did Not Indicate (DNI)	7	9%
Gender		
Male	26	33%
Female	47	59%

Table 2 (cont.): Respondents' Personal Profile (N = 79)

Did Not Indicate (DNI)	6	8%
Civil Status		

Single	17	22%
Married	51	64%
Widow/er	5	6%
Did Not Indicate (DNI)	6	8%
Total	79	100%

The data for the personal profiles reveals that respondents are relatively well-distributed across different age groups, with a slight concentration in the 48-55 age group (23 respondents or 29%). The age distribution of respondents suggests a mix of experienced and mid-career educators. The presence of respondents across all age brackets suggests that this study involves a balanced representation of perspectives based on professional maturity and experience. This is supported by the DepEd Guidelines for Master Teacher promotion that clearly states that promotion to a master teacher position strictly adhere to relative competence and qualifications rather than seniority (Llego, 2019); however, obtaining merits, experiences, and qualifications may take time making it understandable if most of the master teachers are already in their mid-career when they get the master teacher position.

Additionally, based on the table, majority of the respondents are female, accounting for 47 individuals (59%). This data reflects a gender composition where females outnumber males, which may be indicative of national and global gender trends in the educational or professional field being studied (UNESCO, 2023). Belbestre and Chieng (2024) suggest in their study that female can have a different approach and strategies in handling instructional leadership role compared to male educators. The predominance of female respondents

could influence the interpretation of the findings of this study, particularly in contexts where gender plays a role in perceptions or practices.

Furthermore, the demographic profile of the respondents also reveals that majority of the respondents are married (51 out of 79 or 65%) while a significant portion (17 respondents or 21%) is single. Çemberci et al. (2022) argue that conditions such as having children and marital status are significant factors that can affect the work engagement of workers. Hence, it can be expected that many of the respondents are responsible for executing their roles as this can be a driving factor for respondents to commit to professional responsibilities. These personal characteristics of the respondents could be a significant influence in their dedication and perceived effectiveness in their roles as master teachers.

Aside from the demographic profiles of the respondents, this study also investigated the professional profiles of the respondents. The professional characteristics of the respondents can provide a context for understanding how their tenure, status, and commitment to professional development influence their execution of their different roles as master teachers and management strategies they employ in undertaking those roles. Table 3 summarizes the data on the professional profile of the respondents.

Table 3: Respondents' Professional Profile (N = 79)

Profile Variable	Frequency (n)	Percentage (%)
Number of Years as a Master Teacher		
1 - 3	27	34%
4 - 6	22	28%
7 - 9	17	22%
10 - 12	3	4%
13 - 15	3	4%
Did Not Indicate (DNI)	6	8%
Plantilla Position		
Master Teacher I	28	35%
Master Teacher II	10	13%
Did Not Indicate (DNI)	41	52%
Seminars and Training Attended		

INSET	26	33%
LAC Sessions	47	59%
Others	18	23

Table 3 shows that majority of the respondents (27 out of 79 or 34.18%) have been master teachers for one to three years. It can be inferred from the results that a significant majority of the respondents are relatively new to their position as 62.03% of them have served for six years or less. This indicates that the findings on the roles and management strategies of master teachers for this study largely reflect the practices of developing leaders rather than long-tenured, highly experience educators in their positions.

These findings have key implications for understanding the performance of master teachers in the 2nd congressional district of Sorsogon province. It shows that while it might seem that the lack of experience may be a disadvantage to them in executing their roles and implementing effective management strategies, the high attendance at professional development activities like seminars and training, as presented in Table 1.b, suggests the respondents' proactive approach to acquire skills and competence essential to their roles as master teachers. This aligns with the study of Arombo (2023) and Belbestre & Chieng (2024), who pointed out that master teachers should engage in continuous learning and professional development activities to carry out their roles effectively. This implies that while most of the respondents are relatively new to their positions, they are already actively involved in their roles as master teachers.

In contrast, the data on the plantilla position is not quite reliable since 41 respondents (51.90%) did not disclose their position. This high number of non-responses make it difficult to ascertain the position of the majority of the population. However, as for those who chose to respond, 28 respondents (35%) indicated that they are Master Teacher I, while 10 respondents (13%) indicated that they are Master Teacher II. Hence, the respondents who

responded to this category are in the lower part of the career ladder for master teachers. This supports the finding that most of the respondents are relatively new to the position, though some have been in the position for many years but have not been promoted to higher ranking for master teachers. When a master teacher is in higher career ladder, the perceived behavioral control and self-efficacy can also be higher thus, they become more confident in executing their roles and implementing management strategies (Garzon et al., 2024). Following this logic, it can be implied that the findings on plantilla position suggest that the leadership practices and management strategies reported in this study are likely those of educators who are still solidifying their professional identity and influence within the school hierarchy.

B. Roles of Master Teachers and Their Extent of Execution

The study provides a comprehensive analysis on the different roles of master teachers in public secondary schools in the 2nd Congressional District of Sorsogon province. The roles of master teachers are categorized into seven key areas including instructional leadership, mentoring and professional development, subject area expertise, curriculum and instructional materials development, administrative support, quality assurance in teaching and learning, and school improvement planning (DepEd Mandaluyong, n.d.). Each role was identified and assessed for its extent of practice, with findings interpreted to give a clear understanding of the responsibilities that the master teachers undertake. The findings provide empirical evidences on how master teachers translate their skills and competence into actionable support for their colleagues and schools. Table 4 provides the summary of the roles of master teachers based on the responses from the second part of the survey questionnaire.

Table 4: Roles of Master Teachers in the 2nd Congressional District of Sorsogon

Roles of Master Teachers	Mean	Adjectival Interpretation
Instructional leadership	3.48	Always Practiced
Mentoring and professional development	3.21	Occasionally Practiced
Subject area expertise	3.34	Always Practiced
Curriculum and instructional materials development	3.32	Always Practiced
Administrative support	3.05	Occasionally Practiced

Teaching and learning quality assurance	3.14	Occasionally Practiced
School improvement planning	3.16	Occasionally Practiced
Overall Mean Score	3.24	Occasionally Practiced

Results show that master teachers in 2nd Congressional District of Sorsogon are highly engaged in classroom and instruction-related responsibilities, given the high ratings for instructional leadership ($\bar{x} = 3.48$), subject area expertise ($\bar{x} = 3.34$), and curriculum and instructional materials development ($\bar{x} = 3.32$). This shows that master teachers are focused on their roles as educational leaders as they always practice their roles among these three domains. These results also indicate that master teacher prioritize instruction over clerical duties. This trend is aligned with their core mandate as master teachers, being consistently and actively engage in practical and routinary aspect of their role as more knowledgeable and experienced teachers in their subject area. Master teachers are considered as the gold standard in classroom instructions and lesson preparations, making them highly reliable when it comes to technical aspects of teaching (Acera, 2024).

On the other hand, respondents reported that they occasionally practiced roles relating to mentoring and professional development ($\bar{x} = 3.21$), school improvement planning ($\bar{x} = 3.16$), teaching and learning quality assurance ($\bar{x} = 3.14$), and administrative support ($\bar{x} = 3.05$). This shows that while master teachers are highly engaged and competent in their pedagogical leadership, their actual engagement in peer-to-peer and administrative support takes a backseat to their classroom responsibilities. Results indicate that the actual practice of mentoring and technical assistance in the academe. This pattern is common in a typical DepEd setting, as master teachers still carry full teaching load while also being assigned with ancillary tasks (Belbestre & Chieng, 2024), often hindering master teachers to carry out their mentoring functions. This workload saturation implies the need to remove unnecessary burden to master teachers to give them more protected time to sit down and coach colleagues in their professional growth and carry out tasks beyond classroom setting.

The lower rating of other roles like for quality assurance and school improvement planning reflects the seasonal and project-based nature of these functions. These functions do not need sustained engagement and often depends on the school head's directives and institutional

needs (Chiong & Pearson, 2023). The lowest rating given to administrative support role is actually a sign of role clarity as this role ideally remain the domain of the school head and administrative staff. This align with the DepEd Order No. 02, s. 2024 that mandates the removal of administrative tasks from public teachers to help them focus on their instruction-based functions (DepEd, 2024). With non-teaching staff and school heads, being primary responsible for administrative tasks, master teachers can have more time for classroom teaching and mentoring.

Overall, results regarding the analysis of roles of master teachers and their extent of execution are consistent with existing literature suggesting that master teachers tend to prioritize instruction-centered responsibilities over strategic and administrative roles. The results imply the need to remove heavy teaching loads of master teachers that compete with their mandate as mentors to other teachers. With proper institutional support and role clarity, master teachers could improve as educational leaders.

C. Management Strategies Employed by Master Teachers in Executing their Roles

The study also explored the different management strategies employed by the respondents and their perceived effectiveness as they carry out their identified roles. Identifying the strategies and their perceived effectiveness in helping master teachers execute their roles effectively are crucial for understanding how master teachers translate their knowledge and expertise into effective leadership and support for their colleagues and schools. The study recognizes that master teachers employ different management strategies to guide, support, and mentor their colleagues as part of their responsibilities as instructional leaders. This section examines how effective master teachers perceived their management strategies are in fulfilling their instructional leadership roles. The management strategies employed by master teachers for instructional leadership are listed in Table 5 along with their mean ratings and adjectival explanations to provide insights on which practices are most successful based on the master teachers' perception.

Table 5: Management Strategies for Instructional Leadership

Strategies	Mean	Adjectival Interpretation
1. Build trust and a positive relationship with teachers	3.64	Very effective
2. Create a safe and supportive environment	3.63	Very effective
3. Understand the individual needs of teachers	3.44	Very effective
4. Address the individual needs of teachers	3.37	Very effective
Overall Mean Score	3.52	Very effective

Table 5 shows that the management strategies used by master teachers are perceived to be very effective ($\bar{x} = 3.52$). All management strategies in the set are also perceived as very effective, with mean scores ranging from 3.37 to 3.64. The results suggest that master teachers in the 2nd Congressional District of Sorsogon are social, emotional, and relational instructional leaders, building positive school environment and positive relationship with teachers under their supervision. The slightly lower ratings for understanding and addressing teachers' individual needs may indicate practical constraints as master teachers often supervise multiple teachers while carrying full teaching load, making it more difficult to have individualized support to address their diverse needs of teacher under their supervisions. Nevertheless, the consistent high effectiveness rating implies that master teachers have the essential skills for effective instructional leadership. This also implies that school heads should continue empowering their master teachers

by entrusting them with instructional supervisory roles. These findings aligns with existing literature suggesting that educational leadership are deeply relational and one that requires trust, positive attitude, and strong interpersonal skills (Alap et al., 2024). When master teachers prioritize creating a safe space and focus on people, teachers are more likely to take innovate in their practice and engage, improving instructions.

Another core function of master teachers is to serve as mentors and facilitators of professional development of teachers under their care. This study also explored how master teachers foster a culture of continuous learning and professional growth among their colleagues and within their schools. Table 6 lists the management strategies employed by master teachers for mentoring and professional development with their mean ratings and adjectival interpretations to reveal their effectiveness as perceived by the respondents.

Table 6: Management Strategies for Mentoring and Professional Development

Strategies	Mean	Adjectival Interpretation
1. Prioritize hands-on learning experiences	3.27	Very effective
2. Maintain collaborative culture in professional communities	3.40	Very effective
3. Help teachers set individual improvement goals through coaching	3.40	Very effective
4. Engage in self-reflection and self-assessment and encourage teachers to do the same	3.43	Very effective
Overall Mean Score	3.38	Very effective

Table 6 shows that the management strategies for mentoring and professional growth are perceived as very effective ($\bar{x} = 3.38$). All management strategies for this role are also rated very effective, with mean scores ranging from 3.27 to 3.43. The results show that master teachers believe in a hands-on, reflective, and collaborative approach to growth rather than just theory. The high score for collaboration suggests that master teachers focus on building a community where ideas and resources are shared freely. Furthermore, the focus on self-reflection allows both the master teacher and the

staff to honestly evaluate their own classroom practices and leadership styles.

These findings imply that master teachers are moving away from traditional top-down training and are instead acting as facilitators of a learning community. By promoting self-awareness and self-improvement, they help teachers experience true professional growth. When master teachers model continuous learning, it creates a culture where all teachers feel empowered to

pool their expertise and improve their instruction together.

The effectiveness of fostering a collaborative culture is supported by Casuyon and Bautista (2024), who found that master teachers promote this at a high level. In addition, Arombo (2023) determined that master teachers also use self-reflections, guided by Philippine Professional Standards for Teachers (PPST), extensively in mentoring sessions. These strategies open

avenues for sharing insights and encouraging teachers in their professional growth, which consequently improves the quality of teaching.

Another instruction-centered role of a master teacher is being a subject matter expert. The study also determined management strategies employed by the respondents in carrying out this role. Table 7 presents the management strategies and their perceived effectiveness in sharing master teachers' expertise in their subject areas.

Table 7: Management Strategies for Subject Matter Expertise

Strategies	Mean	Adjectival Interpretation
1. Engage in subject-specific professional development courses, seminars, and workshops	3.42	Very effective
2. Work collaboratively with teachers in planning intervention strategies	3.42	Very effective
3. Develop differentiated lesson plans that reflect both foundational and advanced content	3.39	Very effective
4. Create a safe and supportive learning environment and promote an inclusive culture	3.55	Very effective
Overall Mean Score	3.45	Very effective

Table 7 shows that the management strategies for subject area expertise are perceived as very effective ($\bar{x} = 3.45$). Respondents also rated each management strategy for this role as very effective, with mean scores ranging from 3.39 to 3.55. The results indicate that master teachers do not see their expertise as just knowing facts, but as a way to actively help others. By attending specialized workshops, they keep their knowledge fresh and relevant. When they collaborate with teachers on interventions, they combine their expertise with the teacher's knowledge of specific students to find the best solutions. Furthermore, their focus on differentiated lesson plans shows they prioritize teaching that reaches students at all levels—from those struggling with basics to those ready for advanced topics. Most importantly, the high score for an inclusive environment suggests that master teachers believe expertise is most effective when students feel respected and safe enough to participate.

These findings imply that for master teachers, subject expertise is deeply linked to how they manage the classroom and support their colleagues. They understand that a safe space is the foundation for all learning; without it, even the best lesson plans might fail. By using strategies like differentiated instruction

and data-driven interventions, master teachers act as a dynamic resource for their schools. This approach helps ensure equity in the classroom and empowers other teachers to improve their own skills under the master teacher's expert guidance.

The commitment to professional growth through the identified management strategies are supported by the studies of Alap et al. (2024), and Ramos and Espiritu (2024), which emphasize the importance of professional training, creating a safe environment for collaborative work in teaching. As master teachers act as the knowledgeable others for their fellow teachers, they become key agents in advancing instructional excellence through expertise-driven leadership.

In addition, the study also explored management strategies employed by the respondents in terms of curriculum and instructional materials development. This another instruction-centered role is focused on ensuring that educational content are relevant, effective, and responsive to students needs. Table 8 presents the mean ratings for each management strategy and their adjectival interpretations to shed light on their perceived effectiveness in curriculum and instructional materials development.

Table 8: Management Strategies for Curriculum and Instructional Materials Development

Strategies	Mean	Adjectival Interpretation
1. Use educational apps, interactive platforms, and virtual environments to support curriculum goals	3.32	Very effective
2. Create flexible instructional materials for different student needs and learning preferences	3.32	Very effective
3. Develop materials that provide enrichment opportunities for all types of learners	3.35	Very effective
4. Encourage a reflective practice where teachers analyze curriculum and how it can be improved over time	3.26	Very effective
Overall Mean Score	3.31	Very effective

Table 8 shows that the management strategies for curriculum development are perceived as very effective ($\bar{x} = 3.31$) in general, with each strategy also rated as very effective (mean scores ranging from 3.26 to 3.35). These results show that master teachers are successfully moving into the modern learning landscape. By using educational apps and virtual platforms, they personalize the learning experience and help students develop higher-order thinking skills. They focus on creating flexible materials, offering different ways for students engagement. Also, by encouraging teachers to analyze what works and what doesn't, master teachers ensure that the curriculum is constantly being evaluated and improved over time.

These findings imply that master teachers are not just using technology for the sake of it, but are using it to make the curriculum more responsive to student needs. Their strategies help create an inclusive and student-centered environment. By focusing on enrichment and remediation at the same time, they ensure that no student is left out, regardless of their learning level. This approach shows that master teachers are driving a

culture of continuous improvement, where the quality of instructional materials is constantly checked and updated to stay effective. The use of reflective tasks and technology by master teachers to improve teaching and learning is supported by existing literature that highlights the competence of master teachers in providing flexible and effective instructional materials for enrichment and remediation (Gestupa, 2023). Management strategies employed by master teachers in curriculum and instructional materials development reflects a mixture of innovation and creativity required of master teachers in translating abstract concepts of teaching and learning into tangible instructional materials for the classrooms.

Furthermore, aside from instruction-centered roles, master teachers also carry strategic and project-based functions. One of these functions is administrative support to ensure smooth operation of schools. The management strategies employed by master teachers for administrative support are enumerated in Table 9 along with the mean ratings for each strategy and their adjectival interpretations.

Table 9: Management Strategies for Administrative Support

Strategies	Mean	Adjectival Interpretation
1. Maintain an open communication channel among teachers in department or grade level	3.51	Very effective
2. Hold collaborative discussions on curriculum implementation	3.21	Moderately effective
3. Involve other teachers in accomplishing the school committee tasks	3.39	Very effective
4. Conduct a combination of formal and informal class observations to evaluate teachers	3.16	Moderately effective
Overall Mean Score	3.32	Very effective

Table 9 shows that the management strategies for administrative support are perceived as very effective overall ($\bar{x} = 3.32$). The highest-rated strategy is maintaining open communication and delegating tasks ($\bar{x} = 3.51$), followed by involving teachers in committee tasks ($\bar{x} = 3.39$), both of which are considered very effective. On the other hand, holding collaborative discussions on curriculum ($\bar{x} = 3.21$) and using a combination of formal and informal observations ($\bar{x} = 3.16$) are perceived as moderately effective. These results indicate a clear preference for logistical and communication-based strategies. Master teachers feel most effective when they keep lines of communication open, as this allows them to solve problems quickly and manage school policies or department duties more easily. Involving other teachers in committee work also helps distribute the administrative load. However, there is a perceived gap in the effectiveness of evaluative strategies. While formal and informal observations are required to monitor performance, they are seen as more complex and less effective for general administrative support compared to simple, direct communication.

The results imply that master teachers should focus on facilitative strategies that are less complex and more collaborative to be truly effective in supporting school operations. This approach ensures that the school runs smoothly while keeping the staff engaged in committee and department goals.

This aligns with the findings of Conales et al. (2023) suggesting that master teachers are excellent in conducting constructive classroom observations and planning to meet curriculum standards. By effectively employing the identified management strategies, master teachers effectively support school heads in school operations.

In addition to administrative support, this study also determined management strategies employed by respondents in carrying out roles relating to quality assurance. Table 10 presents identified management strategies for quality assurance in teaching and learning and their perceived effectiveness.

Table 10: Management Strategies for Quality Assurance

Strategies	Mean	Adjectival Interpretation
1. Use formative and summative assessments to guide instruction	3.50	Very effective
2. Design inclusive activities that cater to all types of learners	3.39	Very effective
3. Promote innovation in teaching by trying new methods and tools	3.20	Moderately effective
4. Develop strategies to adjust teaching methods based on the students	3.39	Very effective
Overall Mean Score	3.37	Very effective

Table 10 shows that the management strategies for quality assurance in teaching and learning are perceived as very effective ($\bar{x} = 3.37$). The most effective strategy is using formative and summative assessments to guide instruction ($\bar{x} = 3.50$). Designing inclusive activities ($\bar{x} = 3.39$) and adjusting teaching methods based on student input ($\bar{x} = 3.39$) were also rated as very effective. However, promoting innovation by experimenting with new methods was rated as moderately effective ($\bar{x} = 3.20$). These results indicate that master teachers prefer stable and proven methods for maintaining quality. By using both formative feedback for ongoing growth and summative data for a final look at achievement, they create a complete picture of student success. They focus on student-centered instruction by diversifying how they teach and at what pace, ensuring all learning styles are covered. While master teachers do experiment with new

tools, the lower rating for innovation suggests they are more comfortable with structured, reliable strategies rather than risky or unproven ones.

These findings imply that master teachers act as the quality control for education in their schools by sticking to what works. By prioritizing assessment and inclusive planning, they ensure that a high standard of education is maintained. This structured approach helps stabilize the school's performance, but it also suggests that for innovation to take root, master teachers might need more support or a safer environment to try new ideas without fearing a drop in quality.

The focus on assessment matches the work of Abasolo et al. (2021) and Matias (2023), who found master teachers excel at designing and interpreting assessment tools. Studies also support master teachers strategies in

ensuring inclusive activities and developing curriculum materials as structured strategies that are most effective in improving educational quality by enriching existing pedagogy (Mumayyizah et al., 2024). With these management strategies, master teachers are able to improve and maintain educational standards within their schools.

Finally, the study also identified management strategies employed by the respondents in terms of school improvement planning role and their perceived effectiveness. Table 11 presents these management strategies and their ratings.

Table 11: Management Strategies for School Improvement Planning

Strategies	Mean	Adjectival Interpretation
1. Create objectives for academic growth, teacher development, and school culture	2.99	Moderately effective
2. Develop leadership capacities to support colleagues in achieving school improvement goals	3.18	Moderately effective
3. Use key performance indicators (KPIs) to track progress and make necessary adjustments	3.05	Moderately effective
4. Encourage innovation in teaching practices, curriculum design, and school operations to keep pace with educational trends	3.17	Moderately effective
Overall Mean Score	3.11	Moderately effective

The results presented in Table 11 show that, overall, management strategies employed by master teachers are moderately effective ($\bar{x} = 3.11$) in executing their roles for school improvement planning. All identified management strategies are also rated as moderately effective, with mean scores ranging from 2.99 to 3.18. These results indicate that master teachers find these strategic leadership tasks to be less effective than their direct instructional roles. While they use their experience to set goals for academic growth and school culture, these tasks are often complex and harder to measure daily. Using KPIs to track progress and making data-driven decisions are recognized as important, but they are not practiced as confidently as classroom-based tasks. Similarly, while master teachers try to encourage new trends and technology, these school-wide operations are seen as a bigger challenge than traditional teaching duties.

These findings imply that master teachers feel a less confident in being school-wide strategic leaders. Although master teachers are very comfortable in the

classroom, they are less so in administrative planning. This aligns with the findings of Aquino et al. (2025), noting the lack of formal training as the reason for the confidence gap between instructional and strategic roles of master teachers. This highlights a serious need for formal training and support improving master teachers' strategic planning and data analysis skills. Doing so, master teachers can move beyond just being great instructors and become effective leaders who shape the future of the entire school.

D. Relationship Between the Extent of Role Execution and Perceived Effectiveness of Management Strategies

The study also examined the relationship between the frequency with which master teachers execute their roles and the perceived effectiveness of their management strategies. The researcher used the Spearman Footrule test (p) to assess the strength and direction of the relationship, with a t-test for significance. Table 12 summarizes the result of the Spearman Footrule test with the t-test for significance.

Table 12: Correlation Between Master Teachers' Role Execution and Perceived Effectiveness of Management Strategies

(p)	t-value	p-value	Interpretation
0.58	1.60	1.96	Not Significant

* $p < .05$

The calculated Spearman Footrule rho ($\rho = 0.58$) suggests a moderate positive relationship between the frequency of executing the master teachers' roles and the perceived effectiveness of their management strategies. This suggests that although the relationship is not perfectly linear, one variable increases as the other variable increases. However, significance test using t-test indicates that there is no significant relationship between master teachers' role execution and perceived effectiveness of management strategies employed. This finding is critical as it highlights a dissociation between practice and proficiency. It suggests that Master Teachers do not necessarily need to perform a task daily to be effective at it. For instance, while administrative and school improvement roles are practiced only occasionally, the strategies used to manage them are still perceived as highly effective. This mirrors the findings of Gestupa (2023), who noted that competency levels do not always show a linear correlation with formal performance results (IPCRF), suggesting that quality of execution often outweighs quantity or extent of practice.

Despite the absence of statistical significance, the moderate positive correlation suggests a practically meaningful association. This indicates that when management strategies are perceived as more effective, there is a tendency for master teachers to perform their roles more extensively, although other factors, such as administrative assignment, school needs, and leadership structures, also strongly influence role execution.

E. The MAPP: A Proposed Intervention Plan for Master Teachers

The results of analysis of data gathered from the survey questionnaire and statistical treatment served as the foundations of an intervention plan for master teachers support and development proposed by the researcher. This proposed intervention plan focuses on improving occasionally practiced roles and management strategies that are perceived to be less effective in helping master teachers carrying out their functions.

The study proposed an intervention plan called The MAPP, which stands for Mentoring and Professional Development Plan. This intervention plan aims to enhance the master teachers' execution of their roles and the management strategies they employ in performing such roles by providing enrichment activities that can augment the knowledge and proficiency of master teachers, and opportunities for master teachers to

execute their roles and apply their management strategies. This intervention is intended for the master teachers in public secondary schools in the 2nd Congressional District of Sorsogon.

The MAPP, as an intervention plan, includes year-round activities or intervention components relating to the diverse roles of master teachers. It would include: (1) workshops and training sessions for various roles of master teachers; (2) targeted support in coaching clinics; (3) targeted mentoring in crafting instructional materials and assessments; (4) curriculum enhancement projects with incentives for implementation; (5) collaborative discussion for curriculum implementation; (6) conduct of formal and informal classroom observations; (7) opportunities for master teachers to spearhead school-community projects, school strategic planning process, and training; and (8) workshops on the use of KPIs in monitoring teachers' progress. Through the MAPP, master teachers would have targeted mentoring and professional development opportunities through the planned intervention activities. This intervention plan also taps school heads, with the help of public schools district supervisors, in providing the necessary support and guidance to the master teachers in their schools.

This school-based intervention plan can be implemented by the Schools Division Office of Sorsogon Province in all public secondary schools in the 2nd Congressional District of Sorsogon. At the school level, the principal, with the help of the department heads, can lead and monitor the implementation and evaluate the intervention plan. To facilitate monitoring, schools must keep records of completed activities and participants who attended or who served as lead facilitators. Evaluating the implementation requires the participant master teachers to occasionally provide feedback on the mentoring provided by higher-ranking master teachers, the workshops, their experience in practicing the execution of a role or using a management strategy, and the incentives provided. To enable evaluation of the intervention plan, its impact on how the master teachers execute the targeted roles must be assessed at the end of the school year.

Sustainability will be ensured by forging partnerships with entities that can provide funds and other resources necessary for implementing this intervention. Within a school year, implementation will be continually improved based on the regular feedback from the

participant master teachers. After a school year, the intervention plan will be updated based on the assessment of its impact on the execution of the master teacher's roles.

IV. CONCLUSIONS AND RECOMMENDATIONS

This study explored the roles of master teachers in the 2nd Congressional District of Sorsogon and the management strategies they use in carrying out such roles. Based on the findings of the study, it is concluded that master teachers in the 2nd Congressional District of Sorsogon have diverse personal and professional profiles that influence the extent of their role execution and choice of management strategies. Different roles of master teachers include instructional leadership, mentoring and professional development, subject area expertise, curriculum and instructional materials development, administrative support, quality assurance in teaching and learning, and school improvement planning. Master teachers demonstrate strong engagement across the seven categories relating to their duties, especially in instructional and academic leadership roles.

In order to execute these roles, master teachers use different management strategies depending on the nature of their roles. The management strategies used by master teachers are generally perceived to be effective, particularly in areas directly connected to instruction and teacher development. However, there is no significant statistical difference between the role execution and perceived effectiveness of management strategies employed by master teachers.

The study also concludes that targeted mentoring and professional development opportunities can help master teachers become more effective in executing their roles and in choosing appropriate management strategies for their roles. The proposed intervention plan, the MAPP (Mentoring and Professional Development Plan) is a comprehensive intervention plan that has the potential to address the gaps in role execution and management strategies identified through this study, thereby, improving master teachers performances, and consequently, the quality of education.

The study recommends the Department of Education and local division office to consider the master teachers' profiles in designing differentiated and need-based professional development programs in the province and

to intentionally involve master teachers into project-based and committee-driven tasks to maximize their expertise beyond classroom-based instructional roles. Master teachers are also recommended to actively seek out professional development opportunities and engage in training sessions that could help them improve their strategic leadership skills.

Finally, the study recommends the use of the MAPP as a targeted mentoring and professional development intervention plan for master teachers in the 2nd Congressional District of Sorsogon to address the areas that needs improvement relating to master teachers' roles and management strategies. Future researchers may also build on this study to further explore the impact of management strategies to the role execution of master teachers.

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