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Master Teachers' Instructional Supervision Skills and Teachers' Performance

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Abstract

This study targets to investigate the instructional supervision of Master Teachers, as well as the performance of teachers, in two clusters of a medium-sized division in the Negros Island Region during the School Year 2025–2026. A total of 81 public school teachers served as the participants by answering a validated questionnaire. In this regard, instructional supervision skills were measured in content knowledge and pedagogy, curriculum and planning, assessment and reporting. In addition, the study considered the age, sex, and highest educational attainment of teachers. In terms of demographic profile, most participants were older, mostly female, and held master's or doctorate degrees. On one hand, Master Teachers showed very high skills in content knowledge and pedagogy, high skills in curriculum and planning, and also in assessment and reporting. On the other hand, teachers' performance was rated very satisfactory regardless of their profile. Results demonstrated significant differences in instructional supervision which appeared only in content knowledge and pedagogy, curriculum and planning when grouped by age. Meanwhile, other variables did not show significant differences at all. At the same time, there were no significant differences in teachers' performance. In the end, the study found important links between supervision skills, and teachers' performance, which highlights the key roles of Master Teachers in improving instructional outcomes. Lastly, supporting age-responsive mentoring and capacity-building programs may help further improve instructional effectiveness and keep teachers' performance even higher.

Keywords: *Master Teachers, Instructional Supervision, Teachers' Performance, Content Knowledge and Pedagogy, Curriculum and Planning, Assessment and Reporting*

I. INTRODUCTION

A. Nature of the Problem

Good teaching is essential for better student learning, which is why instructional supervision matters in education. In the Philippines, master teachers help their colleagues by mentoring them and guiding them to improve classroom practices. They watch classes, give feedback, demonstrate teaching methods, and help teachers meet the Philippine Professional Standards for teachers (PPST). These efforts help teachers grow professionally and improve the quality of teaching for students (Department of Education, 2017). Instructional supervision is important for helping teachers develop their skills and for keeping educational standards high.

Even with instructional leaders in schools, there are still challenges that make effective supervision difficult. Teachers often find it hard to adjust to new curricula, try new teaching methods, and meet the varied needs of their students. Research shows that how school leaders supervise and mentor teachers greatly affects teachers' growth and performance (Aureada, 2021). These issues show why it is important to examine how master teachers' supervision skills can help improve teacher performance, especially in the Philippines, where teachers need ongoing professional development to keep up with changes in education.

This study supports the United Nations Sustainable Development Goal (SDG) 4 on Quality Education, which aims to provide fair and inclusive education and promote lifelong learning for all (United Nations, 2015). Strengthening the leadership skills of master teachers in supervision can help reach this goal by improving teaching and learning in schools. As a master teacher, the researcher wants to learn how supervision can best help teachers improve. With experience mentoring colleagues and helping with classroom challenges, the researcher believes studying these leadership roles can offer insights to improve teacher performance and support

B. Current State of Knowledge

Magno (2018) examined teachers' assessment literacy, emphasizing the importance of teachers' knowledge and skills in designing, administering, and interpreting classroom assessments. The study highlighted that assessment-literate teachers are better able to develop valid and reliable assessment tools, analyze assessment results accurately, and use assessment data to improve instructional decisions. Magno explained that when teachers understand assessment principles such as validity, reliability, and alignment with learning objectives, they can more effectively evaluate students' learning progress and adjust teaching strategies accordingly. The study concluded that strengthening teachers' assessment literacy through professional development and instructional support is essential for improving the quality of classroom instruction and student learning outcomes.

Building on this perspective, Balagtas, Garcia, and Ngo (2019) explored the professional development practices of teachers in the Philippines and their relevance to 21st-century teaching demands. The study found that continuous professional development activities such as mentoring, training programs, collaborative learning, and instructional supervision play a crucial role in enhancing teachers' instructional competencies. The authors emphasized that professional support from school leaders and instructional mentors helps teachers strengthen their pedagogical skills, improve assessment practices, and make more effective instructional decisions in the classroom. The study concluded that sustained professional development opportunities are necessary to help teachers adapt to evolving educational standards and improve the quality of teaching and learning.

In addition to teacher-related factors, Bernardo (2019) examined the impact of sociocultural factors on student motivation in the Philippines. The study demonstrated that motivation is

influenced by factors beyond individual psychology, including social relationships, cultural values, and the school environment. Family expectations, teacher support, peer influence, and cultural beliefs about education all contribute to students' attitudes toward learning and their level of engagement in school. The chapter concludes that understanding these influences enables educators to develop teaching strategies and learning environments that more effectively motivate students and enhance educational outcomes in the Philippines.

Similarly, in the context of teacher-related influences, Maculada and Guanzon (2024) studied how teachers' religious commitment relates to their work performance in public schools in Southern Negros Occidental during the 2022–2023 school year. They used a descriptive-correlational approach and collected data from 125 public elementary and secondary school teachers through a validated survey. The survey measured religious commitment in areas such as worship service participation, prayer meetings, tithes and offerings, and outreach programs, as well as teachers' work performance. The results showed that teachers had a high level of religious commitment and a very satisfactory level of work performance, meaning they met their professional responsibilities well. The analysis also found a significant positive link between religious commitment and work performance. This suggests that the values, discipline, and sense of purpose connected to teachers' faith may help increase their motivation, dedication, and effectiveness in teaching.

Moreover, leadership factors also play a crucial role, as shown by Go and Eslabon (2024) studied how school heads' instructional supervisory skills relate to teachers' performance, using both comparative and correlational methods. They looked at skills like classroom observation, giving feedback, mentoring, and instructional leadership, as well as how teachers performed. The results showed that school heads usually had strong supervisory skills, and teachers performed very well. The study also found that effective supervision from school heads helps improve teachers' performance, showing how important leadership support is for good teaching. Some factors, such as plantilla position and educational attainment, made a difference in teachers' performance, but others, like age, did not. In summary, the study found that strong supervision from school heads is key to maintaining and improving teacher performance.

Finally, reinforcing the importance of supervision and support, Tuico and Callo (2024) investigated the relationship between school heads' direct supervision, technical assistance, attitudes, and practices, and teachers' performance in public junior high schools using a quantitative research design. The study found that school heads demonstrated high levels of supervisory practices and technical assistance skills, particularly in providing guidance, mentoring, monitoring, and instructional support to teachers. Likewise, teachers exhibited high levels of performance in their professional responsibilities. The results further revealed that direct supervision and technical assistance significantly influence teachers' performance, highlighting the importance of continuous support, coaching, and feedback in improving instructional effectiveness. The study concluded that strong leadership, combined with effective technical assistance, plays a vital role in enhancing teachers' competence, promoting professional growth, and sustaining high levels of performance in schools.

C. Theoretical Underpinnings

This study was grounded in two foundational theories that provide a strong framework for understanding the dynamics between master teachers' instructional supervision skills, and teachers' performance. These theories are instructional leadership theory, and social cognitive theory.

The Master Teachers' Instructional Supervision is based on Instructional Leadership Theory, which highlights the important role of educational leaders in improving teaching and learning through supervision, guidance, and support. Philip Hallinger (2018) developed this theory and explained that instructional leaders work to improve classroom instruction by supervising teaching, coordinating curriculum, and creating a positive learning environment. Instructional leadership also involves mentoring teachers, observing classrooms, giving helpful feedback, and leading professional development to build teaching skills. In this study, master teachers act as instructional leaders by helping other teachers improve their teaching and follow professional standards. Instructional Leadership Theory, therefore, supports this study's idea that effective supervision by master teachers can help improve teachers' practices and overall performance.

Meanwhile, Teachers' Performance is grounded in Social Cognitive Theory, developed by Albert Bandura (2018). Social Cognitive Theory explains that learning and performance result from the interaction of personal factors, environmental influences, and behavioral actions. Bandura emphasized that individuals develop knowledge, skills, and behaviors through observation, modeling, and social interaction. In educational settings, teachers learn and improve their teaching practices by observing effective instructional strategies, receiving feedback, and engaging in collaborative professional interactions. The supportive environment created through instructional supervision and technical assistance enables teachers to enhance their confidence, competence, and motivation in performing their teaching responsibilities. Thus, in this research, Social Cognitive Theory provides a theoretical basis for understanding how guidance, mentoring, and feedback from master teachers influence teachers' professional growth and teaching performance.

D. Objectives of the Study

This study aimed to determine the master teachers' level of instructional supervision skills in relation to teachers' performance in two clusters of a medium-sized division in Negros Island Region during the School Year 2025-2026. Specifically, this study sought answers to the following questions: What is the profile of the respondents in terms of the age, sex, and educational attainment? What is the master teachers' level of Instructional supervision skills according to the areas on content knowledge and pedagogy, curriculum and planning, and assessment and reporting? What is the level of teachers' performance when grouped according to the aforementioned variables? Is there a significant difference in the master teachers' level of Instructional supervision skills when grouped and compared according to the aforementioned variables? Is there a significant difference in the level of teachers' performance when grouped and compared according to the aforementioned variables? And, is there a significant relationship between master teachers' level of Instructional supervision skills and the level of teachers' performance?

II. RESEARCH METHODOLOGY

This section presents the research design, study respondents, instrumentation, data-gathering procedure, data analysis and statistical tools, and ethical consideration.

A. Research Design

This study used a descriptive research design to determine the levels of master teachers' instructional supervision, technical assistance skills, and teachers' performance in two clusters of a medium-sized division in Negros Island Region during the School Year 2025-2026. Descriptive research design is a quantitative research approach used to systematically describe the characteristics, conditions, or relationships of a particular population or phenomenon without manipulating variables. It focuses on collecting data that provide an accurate portrayal of existing situations, practices, or attitudes as they naturally occur. This design is commonly used in educational research to examine

variables such as behaviors, perceptions, and performance levels of respondents through surveys, questionnaires, or observation (Creswell & Creswell, 2018).

Descriptive design is appropriate for this study because it aims to discover what prevails in the present condition or relationships, held opinions and beliefs, processes and effects, and developing trends. As part of the scientific method, the design entails monitoring and characterizing a subject's behavior without exerting any influence.

B. Study-Respondents

The study involved eighty-one (81) public school teachers from two clusters in a medium-sized schools division in the Negros Island Region. These teachers were chosen because they work directly under master teachers, who provide them with supervision and technical assistance. Because the study needed participants with certain characteristics, purposive sampling was used to select them. This non-probability method involves choosing people based on specific criteria that match the research goals. It helps the researcher pick respondents who have the right knowledge, experience, or involvement with the variables being studied, making sure the data collected are relevant and useful for the study (Creswell & Creswell, 2018).

Table 1 shows the distribution of the respondents according to their school.

Table 1
Distribution of Respondents

School	Population (N)	Percentage (%)
A	19	23.5
B	12	14.8
C	50	61.7
TOTAL	**81**	**100**

C. Instrument

This study utilized a self-made survey questionnaire to determine the master teachers' level of instructional supervision skills, while secondary data on the teachers' work performance. The instrument consisted of two parts: Part I gathered respondents' profile information, including age, sex, and educational attainment, while Part II constituted the bulk of the questionnaire and focused on the three areas of instructional supervision skills: content knowledge and pedagogy, curriculum and planning, and assessment and reporting. There were seven items per area, yielding 21 statements for respondents to rate. Responses were measured using a five-point Likert scale ranging from 5 (Always) to 1 (Never). And, the teachers' performance was based on their IPCRF for SY 2024-2025.

The validity of the instrument was established with five expert validators who are recognized education professionals, including education program supervisors, department heads, and school heads within the division. Validation followed the criteria

of Good and Scates, with interpretation ranges from Poor to Excellent. The instrument obtained a validation mean of 4.76, interpreted as Excellent, indicating high validity.

Reliability was determined using Cronbach's alpha to assess internal consistency. A pilot test was conducted among 30 teachers who were not part of the actual respondents and were drawn from the same district. The master teachers' instructional supervision skills yielded a reliability coefficient of 0.915, interpreted as Excellent, confirming that the research instrument is reliable.

D. Data Gathering and Procedure

After administering the validity and reliability tests, and upon approval of the schools division superintendent, the questionnaires were administered to the target respondents. The questionnaires were gathered, recorded, and analyzed. The data gathered from the responses of the respondents were tallied and tabulated using the appropriate statistical tools. The encoded data were processed using SPSS.

E. Data Analysis and Statistical Treatment

Objectives 1 to 3 employed a descriptive analytical scheme, using frequency counts and percentages as statistical tools to assess the profile of respondents, mean to assess the level of master teachers' instructional supervision skills across the three areas and level of teachers' performance. Objectives 4 and 5 utilized a comparative analytical scheme, applying the Mann-Whitney U test to determine significant differences in the levels of master teachers' instructional supervision skills and teachers' performance when grouped and compared according to the aforementioned variables. Lastly, objective 6 used Spearman rho to examine the significant relationship between the levels of master teacher' instructional supervision skills and teachers' performance.

F. Ethical Considerations

The study strictly observed ethical research standards by ensuring the protection of respondents' rights and welfare throughout the research process. The researcher secured written informed consent from the respondents prior to data collection. Participation in the study was voluntary, and respondents were clearly informed of the purpose of the study, the procedures involved, and their right to withdraw at any time without penalty. To minimize potential harm, the confidentiality of all responses was guaranteed, and the anonymity of the respondents was maintained during data gathering, analysis, and reporting. Moreover, the study complied with the provisions of Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012, which mandates the lawful, fair, and secure processing of personal and sensitive information.

III. RESULT and DISCUSSIONS

This section presents, analyzes, and interprets the data gathered to carry out the predetermined objectives of this study.

Profile of the Respondents

Table 2: *Profile of Respondents*

Variables	Categories	Frequency	Percentage
Age	Younger (less than 39 years old)	39	48.10
	Older (39 years and above)	42	51.90
Sex	Male	21	25.90
	Female	60	74.10
Highest Educational Attainment	Lower (Bachelor's Degree)	34	42.00
	Higher (Master's or Doctorate Degrees)	47	58.00
	Total	81	100

Table 2, showing 81 respondents as surveyed in reference to age, sex, and highest educational attainment meticulously states the distribution of respondents on the basis of the demographic variables.

Regarding age, it is seen that 42 respondents, or 51.90%, fall in the above-39 age category, whereas 39 respondents, or 48.10%, fall below the age of 39. These results suggest that the age distribution is relatively balanced between young and old teachers, with a mild lean towards older respondents. The findings suggest that the teaching circles represented in this study include both experienced educators and relatively younger educators, thus opening up opportunities for varied teaching experiences and pedagogical practices within the school environment.

A majority of the respondents consisted of female teachers, with 60 respondents for 74.10% and 21 respondents for male about 25.90%. Thus, fellowship from female teachers in this study setting is staggering. This corroborates the general orientation in the Philippine education system where teaching especially in basic sessions abounds in female educators. Educating learners is one thing that is heavily approached by the female educators, and they help manage classrooms while focusing on the child as a whole.

In terms of highest educational attainment, the biggest percentage of the respondents had graduate studies. Almost 58% of the respondents (47) had Master's or Doctor's degrees, while 42% of them (34) had the Bachelor's degree. This implies that most teachers pursued graduate studies to further fine-tune their professionalism. In the Philippines, teachers are encouraged to pursue advanced studies as part of their professional development and career advancement, which may lead to enhanced teaching effectiveness and improved professional growth.

The general profile of the respondents reveals that the teaching workforce, which the study addresses, is predominantly female, only slightly dominated by older teachers and mostly made up of

educators with postgraduate qualifications, thus constituting a group with professional experience, combining academic and professional capacities enhances in its profession in the teaching field.

Descriptive Analysis of the Master Teachers' Instructional Supervision Skills

Table 3: *Master Teachers' Level of Instructional Supervision Skills in Content Knowledge and Pedagogy*

Area		
A. Content Knowledge and Pedagogy	**Mean**	**Interpretation**
My Master Teacher…		
1. Demonstrates a deep understanding of subject content during classroom observations and discussions.	4.62	Very High Level
2. Provides appropriate pedagogical strategies based on the subject matter and learners' needs.	4.44	High Level
3. Encourages the integration of higher-order thinking skills in lesson planning and delivery.	4.64	Very High Level
4. Offers feedback that improves both content accuracy and teaching methodology.	4.41	High Level
5. Models effective teaching strategies aligned with current curriculum standards.	4.42	High Level
6. Guides teachers in selecting appropriate instructional materials and resources.	4.47	High Level
7. Provides coaching on how to align learning objectives with classroom activities and assessments.	4.44	High Level
Overall Mean	**4.49**	**Very High Level**

The data in Table 3 present the Master Teachers' level of instructional supervision skills in content knowledge and pedagogy, as measured through seven indicators. The mean score for all the indicators considered was 4.49, which denotes an "very high level." The highest mean score, 4.64 for Item 3, "Encourages the integration of higher-order thinking skills in lesson planning and implementation," shows a "very high level." In contrast, the lowest mean score at 4.41 was found for Item 4, "Offers feedback that enhances both content accuracy and classroom practice," interpreted as a "high level."

Item 4 got the lowest mean of 4.41, even though it is interpreted at quite a high level, implies that Master Teachers offer feedback that will help improve the content accuracy and method of teaching. Although it is still rated high, the relatively lower mean may suggest that instructional feedback that is effective may need strengthening in relation to depth, clarity, and consistency to further lift up teachers'

professional growth. The relatively low score on feedback points to the role of mentorship and coaching of Master Teachers in delivering constructive and actionable feedback on instruction. It is good practice for teachers to think back on their instructional practices and think about where they could improve. The lower rating for feedback suggests that Master Teachers need to focus more on coaching and mentoring by giving clear and useful instructional feedback. Good feedback helps teachers think about their teaching and find ways to improve.

These results support the study of Kraft, Blazar, and Hogan (2018) who found that instructional coaching leads to better teaching practices and higher student achievement, showing that structured coaching and feedback are valuable for teacher growth. In addition, Hambali et al (2025) noted that academic supervision with classroom observations and follow-up feedback helps teachers plan lessons, master their subjects, and use effective teaching strategies. These studies support the current finding that, while supervision in content knowledge and pedagogy is already strong, improving feedback systems can make teaching even more effective and support teachers' professional growth.

Table 4: *Master Teachers' Level of Instructional Supervision Skills in Curriculum and Planning*

Area		
B. Curriculum and Planning	**Mean**	**Interpretation**
My Master Teacher…		
1. Assists in aligning lesson plans with the prescribed curriculum standards.	4.37	High Level
2. Guides teachers in unpacking learning competencies for effective instruction.	4.25	High Level
3. Reviews instructional plans to ensure coherence, relevance, and centered on learners.	4.25	High Level
4. Provides suggestions to improve the sequencing and pacing of lessons.	4.31	High Level
5. Encourages the integration of cross-curricular and real-life connections in lesson planning.	4.49	Very High Level
6. Helps in identifying appropriate teaching strategies based on the curriculum guide.	4.36	High Level
7. Supports the preparation of instructional materials aligned with planned learning outcomes.	4.32	High Level
Overall Mean	**4.34**	**High Level**

Table 4 shows the Master Teachers' level of instructional supervision skills in curriculum and planning, measured through seven-line items. The overall mean score is 4.34, which indicates a "High Level." From the items, Item 5, "Encourages the integration of cross-curricular and real-life connections in lesson planning" had the highest mean of 4.49, which can be interpreted as a Very High Level. On the

other hand, the items with the lowest mean are Item 2, "Guides teachers in unpacking learning competencies for effective instruction" and Item 3, "Reviews instructional plans to ensure coherence, relevance, and centered on learners," both of which were scored at 4.25 and interpreted as a High Level.

Items 2 and 3 had the lowest mean score of 4.25, but they are still considered High Level. These items show how Master Teachers help teachers unpack learning competencies and review instructional plans to make lessons more coherent and focused on students. The slightly lower score suggests there is still a need for more support in analyzing curriculum competencies and creating instructional plans that meet students' needs. In addition, the lower ratings for unpacking competencies and reviewing instructional plans show that teachers need more support in curriculum analysis and planning. Master Teachers can help by providing more chances for teachers to plan together, watch demonstration lessons, and join discussions focused on the curriculum.

Previous research highlights the importance of strong instructional supervision in putting the curriculum into practice. These findings confirm the study of Hammond (2017) who pointed out that effective professional learning gives teachers opportunities to work together on curriculum content and create clear instructional plans that match learning standards. Guskey (2020) also said that instructional leaders play a key role in helping teachers with curriculum and lesson planning to make sure instruction, standards, and assessments are aligned.

Table 5: *Master Teachers' level of Instructional Supervision Skills in Assessment and Reporting*

Area		
C. Assessment and Reporting	**Mean**	**Interpretation**
My Master Teacher…		
1. Guides teachers in developing assessment tools aligned with learning objectives.	4.35	High Level
2. Provides feedback on the quality, validity, and reliability of assessment instruments.	4.23	High Level
3. Encourages the use of both formative and summative assessments to improve instruction.	4.48	High Level
4. Assists in analyzing assessment results to inform teaching practices.	4.22	High Level
5. Promotes the use of varied assessment strategies to address learners' diverse needs.	4.22	High Level
6. Helps in setting clear and measurable learning targets for assessment purposes.	4.35	High Level
7. Supports teachers in creating rubrics and scoring guides for performance tasks.	4.25	High Level
Overall Mean	**4.30**	**High Level**

The data in Table 5 demonstrate the Master Teachers' level of instructional supervision skills in assessment and reporting, measured through seven indicators. The overall mean score is 4.30, which indicates a "High Level." From the items, Item 3, "Encourages the use of both formative and summative assessments to improve instruction" had the highest mean of 4.48, which can be interpreted as a High Level. On the other hand, the items with the lowest mean are Item 4, "Assists in analyzing assessment results to inform teaching practices" and Item 5, "Promotes the use of varied assessment strategies to address learners' diverse needs," both of which were scored at 4.22 and interpreted as a High Level.

Items 4 and 5 had the lowest mean score of 4.22, but this is still considered a High Level. These items show that Master Teachers help teachers analyze assessment results and encourage the use of different assessment strategies for meeting students' multiple needs. The lower mean suggests that teachers may need more support in understanding assessment data and using different approaches for students with varying abilities and learning styles. These results point to the need to further develop teachers' skills in assessment and evidence-based teaching. Master Teachers are able to offer more targeted mentoring and professional discussions to help teachers interpret results and create assessment methods that fit different learners.

The findings support Magno's (2018) study, which emphasized that teachers need assessment literacy to interpret results correctly and use them to improve teaching. In the same way, Balagtas, Garcia, and Ngo (2019) found that supervision and professional support help teachers become better at assessment and making instructional decisions. The current results show that while Master Teachers are strong in supervising assessment and reporting, helping teachers improve their skills in understanding data and using different assessment strategies can make teaching more effective and improve student learning.

Descriptive Analysis in the Level of Teachers' Performance

Table 6: *Level of Teachers' Performance when grouped according to the aforementioned variables*

Variables	Categories	Mean	Interpretation
Age	Younger	4.19	Very Satisfactory
	Older	4.19	Very Satisfactory
Sex	Male	4.11	Very Satisfactory
	Female	4.22	Very Satisfactory
Highest Educational Attainment	Lower	4.14	Very Satisfactory
	Higher	4.23	Very Satisfactory

Table 6 reveals teachers' performance levels based on age, sex, and highest educational attainment. It lists the mean scores and explains how teachers performed across these groups.

Younger and older teachers both had a mean score of 4.19, rated as Very Satisfactory. This shows that teachers perform at a high level no matter their age. The results suggest that age does not affect teachers' ability to do their jobs well, as both groups show similar commitment and competence.

When teachers are grouped according to sex, male teachers obtained a mean score of 4.11, while female teachers scored slightly higher at 4.22. Both are rated as Very Satisfactory. This means that teachers perform well regardless of sex, and both groups contribute effectively to school goals. Those with higher educational attainment obtained a mean score of 4.23 and with lower educational attainment got a mean score of 4.14, both interpreted as Very Satisfactory. This indicates that teachers perform at a high level regardless of their educational attainment. However, the slightly higher mean for teachers with advanced educational qualifications suggests that further education may contribute to enhanced professional competence, improved instructional practices, and a deeper understanding of pedagogical strategies.

These findings corroborate the study of Maculada and Guanzon (2024), which found that teachers in public schools generally demonstrate very satisfactory levels of work performance, particularly when they exhibit strong commitment to their professional responsibilities. The study emphasized that teachers' dedication, sense of purpose, and professional values contribute significantly to maintaining high performance, regardless of their background. This suggests that motivation and commitment are key to effective teaching and good educational results.

Comparative Analysis in the Master Teachers' Level of Instructional Supervision Skills When Grouped and Compared According to the Aforementioned Variables

Table 7. *Difference in the Master Teachers' level of Instructional Supervision Skills in Content Knowledge and Pedagogy when grouped and compared according to the aforementioned variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	39	48.04	544.500	0.008	0.05	Significant
	Older	42	34.46				
Sex	Male	21	37.29	552.000	0.394		Not Significant
	Female	60	42.30				
Highest Educational Attainment	Lower	34	38.00	697.000	0.322		Nort Significant
	Higher	47	43.17				

Table 7 displays the differences in Master Teachers' Instructional Supervision Skills in Content Knowledge and Pedagogy when grouped by age, sex, and highest educational attainment, using the Mann–Whitney U test.

When grouped by sex and highest educational attainment, the results showed no significant difference in Master Teachers' instructional supervision skills. For sex, the p-value was 0.394, which is higher than the 0.05 significance level. For highest educational attainment, the p-value was 0.322, also above 0.05. Therefore, the null hypothesis stating there is no significant difference in instructional supervision skills when grouped and compared according to sex or educational attainment is accepted. This means that Master Teachers' skills in content knowledge and pedagogy are consistent, regardless of sex or educational background. These results suggest that supervision practices are applied fairly and focus on professional needs, not demographic factors.

However, when grouped by age, there was a significant difference, with a p-value of 0.008, which is below the 0.05 significance level. The mean rank shows that younger teachers (48.04) rate Master Teachers' instructional supervision skills higher than older teachers (34.46). Therefore, the null hypothesis stating there is no significant difference in instructional supervision skills when grouped and compared according to age is rejected.

The significant difference suggests that age affects how instructional supervision is experienced or perceived. Master Teachers might have given more focused, frequent, or varied supervision to younger teachers. These teachers are usually at the start of their careers and often need extra help to build their teaching skills and knowledge. This shows why it is important to adjust mentoring and coaching based on a teacher's experience. Younger, less experienced teachers may need or received more structured guidance and support, which could explain their higher ratings. It also points out that older teachers should keep getting meaningful and relevant supervision to help them keep growing professionally.

These findings support the study of Mok and Staub (2021) who found that instructional supervision practices like coaching and mentoring help teachers improve their instructional skills, especially those who are younger or has less experience. Their study showed that supervision works best when it is tailored to a teacher's level of experience, with new teachers gaining the most from structured and intensive support. This helps explain why there are significant differences across age groups, but not across sex or educational attainment, since supervision is usually applied in the same way but experienced differently depending on a teacher's professional maturity.

Table 8. *Difference in the Master Teachers' Level of Instructional Supervision Skills in Curriculum and Planning when grouped and compared according to the aforementioned variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	39	48.00	546.000	0.009		Significant
	Older	42	34.50				
Sex	Male	21	38.60	579.500	0.583	0.05	Not Significant
	Female	60	41.84				
Highest Educational Attainment	Lower	34	36.03	630.000	0.103		Not Significant
	Higher	47	44.60				

Table 8 presents the Master Teachers' Instructional Supervision Skills in Curriculum and Planning differ when grouped by age, sex, and highest educational attainment, based on the Mann–Whitney U test.

When grouped by sex and highest educational attainment, there was no significant difference in Master Teachers' instructional supervision skills in curriculum and planning. For sex, the p-value was 0.583, which is above the 0.05 significance level. As a result, the null hypothesis that there is no significant difference in supervision skills when grouped and compared according to sex or educational attainment is accepted. For highest educational attainment, the p-value was 0.103, also above 0.05. This means Master Teachers show consistent supervision skills in curriculum development and instructional planning, regardless of sex or educational background. These results suggest that supervision practices are applied fairly, so all teachers get similar guidance and support.

However, when grouped by age, there was a significant difference, with a p-value of 0.009, which is below the 0.05 significance level. Therefore, the null hypothesis that there is no significant difference in supervision skills when grouped and compared according to age is rejected. The mean rank shows that younger teachers (48.00) rate Master Teachers' supervision skills higher than older teachers (34.50). This suggests that younger teachers feel they received more support or benefit more from supervision in curriculum planning and instructional design. Since younger teachers are still building their planning skills, they may depend more on guidance from Master Teachers, leading to higher ratings. Instructional supervision should match teachers' experience levels. Newer teachers need more structured and guided support as they build their planning skills. At the same time, experienced teachers benefit from advanced support like collaborative planning and reflective practices. This helps them keep growing professionally and avoid stagnation.

The results of this study are in line with Matias (2023), who looked at the supervisory skills of master teachers in the Division of Rizal. That study showed that master teachers are highly skilled at guiding curriculum implementation, lesson planning, and improving instruction. This highlights their key

role in mentoring other teachers and improving classroom practices. Matias (2023) also found that instructional supervision is usually applied consistently to all teachers, regardless of their background, because it is based on professional standards and school goals. However, less experienced teachers were found to depend more on supervision and mentoring to develop their instructional planning skills. These findings support the current study, which found no significant differences based on sex or educational attainment. Differences among age groups may be due to varying experience levels and the need for different types of supervisory support.

Table 9. *Difference in the Master Teachers' Level of Instructional Supervision Skills in Assessment and Reporting when grouped and compared according to the aforementioned variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	39	46.15	618.000	0.055		Not Significant
	Older	42	36.21				
Sex	Male	21	37.36	553.500	0.406	0.05	Not Significant
	Female	60	42.28				
Highest Educational Attainment	Lower	34	36.59	649.000	0.148		Nort Significant
	Higher	47	44.19				

Table 9 contains the data on the differences in Master Teachers' instructional supervision skills in assessment and reporting, grouped by age, sex, and highest educational attainment, using the Mann–Whitney U test.

The results showed no significant differences in Master Teachers' instructional supervision skills in assessment and reporting when grouped and compared by age, sex, or highest educational attainment. For age, the p-value was 0.055, which is just above the 0.05 significance level, so there is no significant difference between younger (mean rank = 46.15) and older teachers (mean rank = 36.21). For sex, the p-value was 0.406, showing no significant difference between male (mean rank = 37.36) and female teachers (mean rank = 42.28). For highest educational attainment, the p-value was 0.148, indicating no significant difference between teachers with lower (mean rank = 36.59) and higher educational attainment (mean rank = 44.19). As a result, the null hypothesis that there is no significant difference in these skills when grouped and compared according to age, sex, or educational attainment is accepted.

These results suggest that Master Teachers' supervision skills in assessment and reporting are applied consistently across different groups, regardless of demographic factors. Since there are no significant differences, assessment and reporting practices appear to be standardized and consistently followed, based on established policies and professional standards. This means Master Teachers give fair supervision in tasks like test creation, performance evaluation, and reporting student progress, so all

teachers get similar support. It also suggests that teachers, no matter their background, have equal access to guidance in assessment and reporting, which helps ensure fairness, accuracy, and consistency in evaluating students.

These findings align with the results of the study by Brookhart (2017), who emphasized that effective assessment practices rely on clear standards and shared professional understanding, not on individual teacher characteristics. The study also found that when schools use consistent assessment policies and offer professional support, teachers are more likely to show similar skills in assessment and reporting.

Relational Analysis Between the Master Teachers' Level of Instructional Supervision Skills and the Level of Teachers' Performance

Table 10. *Relationship Between the Master Teachers' Level of Instructional Supervision Skills and the Level of Teachers' Performance*

Variable	rho	p-value	*Sig. level*	Interpretation
Level of Master Teachers' Instructional Supervision Skills	0.126	0.001	0.05	Significant
Level of Teachers' Performance				

Table 10 reports the relationship between Master Teachers' instructional supervision skills and teachers' performance, based on correlation analysis. The results reveal a rho value of 0.126 and a p-value of 0.001, which is below the 0.05 significance level. As a result, the null hypothesis that there is no significant relationship between these variables is rejected.

These finding means there is a significant relationship between the two variables. While the correlation is low and positive, it suggests that as Master Teachers' supervision skills improve, teachers' performance also tends to get better. This significant relationship shows that instructional supervision helps improve teachers' performance, even if the effect is not very strong. Regular mentoring, coaching, and guidance from Master Teachers can help teachers with their teaching methods, classroom management, and overall effectiveness. The findings also suggest that schools should strengthen their supervisory systems and offer ongoing professional support to help teachers keep improving. Since the relationship is low, it also means that other factors like motivation, experience, and working conditions may affect performance and should be considered along with instructional supervision.

These results are consistent with the study of Maisyaroh et al. (2021) on the effect of instructional supervision on teacher performance across educational settings. As found in the study, instructional supervision and its performance show a significant positive relationship, though the strength of this relationship may vary depending on the supervision implementation process. The discussion in this regard highlighted that methods such as classroom observation, feedback, mentoring, and professional guidance assist in improving teaching effectiveness among teachers and classroom practices. Infinite effect size, however, is sometimes lower, particularly when supervision is not wholly effective. Such modest effects could also indicate that other intervening variables may exist to influence teacher performance.

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