



Master Teachers' Management Skills and Competence in Relation to Teachers' Performance

April Roa P. Bersales

STI West Negros University, Philippines

Email: pep.win08@gmail.com

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ABSTRACT

The master teachers' management skills and competence play a vital role in determining teachers' performance. Master teachers are expected to possess qualities of leaders and to deal effectively and efficiently require special skills which make the manager successful in their task. The master teachers with high levels of management skill and competence are also likely to have high levels of self-worth and self-esteem, which can impact every area of their lives, from relationships to teacher performance. This study evaluated the management skills and professional competence of master teachers and their impact on teacher performance during the 2025 school year. Results indicated that master teachers maintain a high level of skill and competence across all assessed areas, while teachers achieved a "Very Satisfactory" performance rating based on their Individual Commitment and Performance Review Form (IPCRF). While management skills and competence remained consistent across all demographic profiles, significant differences in teacher performance were observed when participants were grouped by their highest educational attainment and length of service. Most importantly, the findings revealed a significant relationship between the management skills and competence of master teachers and the overall work performance of their staff. These results suggest that strengthening the leadership capabilities of master teachers is a vital factor in driving excellence and high performance within the school environment. The expertise and professional abilities of master teachers play a vital role in supporting and improving overall teacher performance in the school. Lastly, department heads seem to be the most operational tool in influencing people, so they strive willingly and enthusiastically towards the accomplishment of goals in the department. Department heads design motivation systems to encourage teachers to perform most effectively and draw potential candidates for promotion and career growth.

Keywords: Competence, Management Skills, Teachers Performance

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INTRODUCTION

The Philippine Professional Standards for Teachers, which is built on NCBTS, complements the reform initiatives on teacher quality from pre-service education to in-service training. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement. This set of standards makes explicit what teachers should know, be able to do, and value to achieve competence, improved student learning outcomes, and, eventually, quality education (DO. 42, s. 2017).

It is said that a good leader acts in the best interests of his or her school. The management skills bestowed upon leaders, such as conceptual skills, human skills, and technical skills, are important factors contributing to the success of every school. Effective leaders influence a variety of school outcomes, including student achievement, through their recruitment and motivation of quality teachers, their ability to identify and articulate school vision and goals, their effective allocation of resources, and their development of organizational structures to support instruction and learning (Gamala & Marpa, 2022).

Furthermore, in professional competence, things that can be observed in teachers at the school include mastery of the material and concepts appropriate for teaching, and the use of various methods. In addition to social competence, researchers observe teachers teaching effective communication skills and sharing inspirational stories that help build students' social lives. Through professional treatment, it is hoped that a learning process will occur in students (Annisa, 2020).

Thus, teacher teaching outcomes are determined by the level of student learning outcomes. The higher the student learning outcomes, the better the results of teaching performance of teachers. The researcher, being a tenured public high school teacher, has observed the uneven dynamism among public schools in her own division. It is important to examine how public schools are managed by their respective master teachers and school leaders. It is also important to understand how each master teacher leverages their limited powers to achieve common goals, and to encourage and motivate teachers through their management skills and leadership competence. The writer observed that some schools achieve their academic goals, while others are losing their battle for academic excellence. These keen observations motivate the researcher to conduct this study.

OBJECTIVES OF THE STUDY

This study aimed to determine the levels of Master Teachers' management skills and competence in relation to teachers' performance in a medium-sized school division in Northern Negros Occidental for the School Year 2024–2025. Specifically, it sought to determine the level of Master Teachers' management skills in terms of technical skills, conceptual skills, and human or interpersonal skills. It also examined the level of Master Teachers' competence in terms of communication skills, organizational skills, and coaching and mentoring. Furthermore, the study investigated whether there is a significant relationship between the level of Master Teachers' management skills and teachers' performance, as well as between the level of Master Teachers' competence and teachers' performance.

LITERATURE REVIEW

Master teachers' management skills refer to the ability to mobilize people and available resources efficiently to achieve organizational goals, with leadership being a key factor in educational success. In the school context, master teachers and school heads are expected to demonstrate strong management competencies to effectively carry out their duties and support the teaching and learning process. Effective management is essential because it enables leaders to influence organizational direction and improve commitment among teachers toward institutional goals (Sari et al., 2020; Lachica, 2018). As managers in education, master teachers play a crucial role in guiding instruction and ensuring that school objectives are met through coordinated efforts.

Management work in education is complex and requires specific skills to handle people and organizational demands effectively. According to Katz's framework, managers must possess three essential skills: technical, conceptual, and human skills, which are necessary for different levels of leadership effectiveness (Melton, 2017). These skills enable master teachers to perform their roles not only as instructional leaders but also as facilitators of collaboration and development within the school system. Thus, management is not only about supervision but also about enabling productivity and professional growth.



Technical skills refer to proficiency in specialized tasks and tools needed in education, particularly in instructional and administrative processes, while conceptual skills involve the ability to understand the organization as a whole and make strategic decisions. Human skills, on the other hand, focus on interpersonal relationships, communication, motivation, and conflict management, which are essential for working effectively with others (Melton, 2017). These three competencies work together to ensure that master teachers can balance operational tasks, strategic thinking, and people management in the school environment.

Master teachers' competence is defined as the integration of knowledge, skills, attitudes, and values needed to perform effectively in a specific educational role (Vitello et al., 2021). Teacher competence includes pedagogical, professional, and social dimensions that contribute to effective instruction and learner development. In addition, teacher competence is measurable and observable, ensuring that educators meet expected standards in delivering quality education. The National Competency-Based Teacher Standards (NCBTS) further emphasize that teachers should serve as role models who facilitate student learning and demonstrate mastery of content and instructional processes (TEC, DepEd, & CHED, 2023; Karim et al., 2021).

At the local level, master teachers are expected to function as instructional leaders who provide guidance, mentoring, and technical assistance to fellow teachers. DepEd policies highlight their responsibilities in coaching, developing instructional materials, and supporting teacher capacity-building initiatives to improve instructional quality (DepEd Order No. 29, s. 2002; Podador, 2023). They are also expected to engage in consistent communication and collaboration with school personnel to ensure alignment of goals and effective implementation of programs. Strong leadership and communication systems are essential in sustaining teacher motivation and improving school performance (Akinfolarin & Rufai, 2017).

Teachers' performance is closely linked to leadership effectiveness, motivation, and workplace environment. Performance is reflected in how well teachers accomplish assigned tasks in accordance with organizational expectations and is influenced by leadership support and communication practices (Amussah, 2020). Teacher morale and self-efficacy are shaped by professional experiences, collaboration, autonomy, and supportive leadership, all of which contribute to improved instructional effectiveness (Nombres, 2019). Ultimately, effective management and leadership among master teachers play a vital role in enhancing both teacher performance and overall school success.

METHODOLOGY

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

The descriptive survey research method was employed in the study. According to Gay et al. (2015), descriptive research involves gathering data to answer questions or test hypotheses about the current state of the subjects being studied.

Survey research involves collecting information about one or more groups of people – their characteristics, opinions, attitudes, or previous experiences – by asking questions and tabulating their answers. The goal was to learn about a large population by surveying a sample of that population (Selamat, 2017).

This study describes how respondents perceive the management skills and competence of master teachers in relation to teacher performance in one medium division in the Northern part of Negros Occidental, which is involved in the study.

Likewise, the descriptive research design conducts fact-finding procedures, focusing on existing conditions and relationships, ongoing practices, beliefs, effects felt, and emerging trends. This is ideal for determining the level of management skills, competence of master teachers, and their influence on teachers' performance. The researcher determined that a descriptive research design was the best approach.

Study Respondents

The study involved 481 regular high school teachers during the School Year 2024–2025, from which 214 respondents were selected to serve as the study participants who provided the necessary data. The list of schools and teachers was obtained from the Human Resource Office upon the approval of the Schools Division Superintendent. To determine the sample size and select



respondents, the researcher employed a stratified random sampling technique combined with a sample survey method, ensuring proportional representation of key population characteristics. In the actual selection process, a lottery method was used where each teacher was assigned a number, written on separate pieces of paper, folded, mixed in a box, and randomly drawn to identify the final respondents. Stratified random sampling is a probability sampling technique where the population is divided into distinct subgroups or strata, and samples are proportionally drawn from each group to ensure representativeness (Faltado et al., 2016).

Instruments

The study utilized a self-formulated questionnaire to assess master teachers' management skills, competence, and their influence on teachers' performance in a division in northern Negros Occidental for the School Year 2024–2025. The instrument consisted of two parts: Part I gathered respondents' profile information, while Part II focused on items measuring management skills (technical, conceptual, and human/interpersonal skills) and competence (communication, organizational, and coaching and mentoring skills), with each dimension composed of 10 indicators rated using a five-point Likert scale ranging from 1 (Very Low) to 5 (Very High). Teachers' performance was assessed using the Individual Performance Commitment and Review Form (IPCRF-2025) based on the Civil Service Commission's Strategic Performance Management System, with performance ratings interpreted from Poor to Outstanding. Prior to data gathering, written permission was secured from the Office of the Superintendent. The validity of the instrument was ensured through expert judgment from five qualified jurors, and content validation using established criteria, yielding an average rating of 4.76, interpreted as excellent, indicating that the tool was valid. Reliability was established through a dry run involving 30 non-participant teachers, and the instrument was tested using Cronbach's Alpha, resulting in reliability coefficients of 0.985 for management skills and 0.989 for competence, both interpreted as excellent, confirming that the questionnaire was highly reliable.

Data Gathering Procedure

The data-gathering procedure started with the formulation of the research instrument. After establishing the validity and reliability of the research instruments, the questionnaire was reproduced. Permission to conduct the survey and administer the questionnaire to the actual respondents was secured from the Office of the Superintendent. Also, ethical considerations were established in this study through proper channeling of requests to authorities at different levels of capacity. Finally, the researcher personally distributed the questionnaire to respondents in their respective schools during the LAC session, allowing the researcher to explain the study's purpose. The completed questionnaires were retrieved immediately from every school. The respondents were assured that their answers would be dealt with strict confidentiality. The estimated time to finish the survey instrument was three weeks. Upon completion, the questionnaires were retrieved and tallied using statistical computation.

Data Analysis and Statistical Treatment

The nature of the research problems guided the analytical schemes used to achieve the study's objectives, which included descriptive and relational analyses. For Objective No. 1, a descriptive analytical scheme using the mean was employed to determine the level of master teachers' management skills in terms of the identified areas, providing a clear description of the condition, status, and pattern of the variables under study. Similarly, Objective No. 2 also utilized a descriptive analytical scheme and mean to assess the level of master teachers' competence across specified domains, describing the same patterns and conditions. For Objectives No. 3 and No. 4, a relational analytical scheme using Spearman rank correlation was applied to determine the significant relationships between master teachers' management skills and teachers' performance, as well as between master teachers' competence and teachers' performance, allowing the study to examine the strength and direction of associations among the variables.

Ethical Consideration

Adhering to the ethical principle that participation must be entirely voluntary and free of coercion (Trochim, 2021), the investigator ensured that all respondents provided informed consent and had a clear understanding of the research process (Arifin, 2018). Throughout the administration of the research instruments, the researcher maintained strict standards of anonymity and confidentiality to protect participants' identities and the integrity of their responses. To further safeguard against unauthorized access or misuse of information, all data stored on electronic devices was permanently discarded immediately after the study was completed.



RESULTS AND DISCUSSION

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Level of Master teachers' management skills in the area of technical skills, conceptual skills, and human or Interpersonal skills.

Table 1

Level of Master Teachers' Management Skills in Technical Skills

Items	Mean	Interpretation
<i>My master teacher...</i>		
1. Leads in the preparation and enrichment of curriculum; leads in the discussion of professional ideas, problems, issues, and concerns	4.35	High
2. Provides technical assistance to teachers to improve their competencies.	4.45	High
3. Introduces innovative teaching approaches and strategies.	4.32	High
4. Checks, improves, and prepares sample lesson plans for the assigned grade/subject area	4.38	High
5. Helps in the proper and accurate dissemination/implementation of school policies.	4.37	High
6. Teaches the subject matter in a clear and simple manner	4.46	High
7. Assists teachers in integrating technology to enhance teaching and learning in a specific subject area and grade level.	4.24	High
8. 8. Develops a support system for teachers and superiors	4.38	High
9. Conducts demo teaching and shares effective strategies	4.32	High
10. Helps teachers in accomplishing outputs based on their work plans	4.39	High
Mean	4.37	High

When taken as a whole, the data in Table 1 show that the Level of Master Teachers' Management Skills in Technical Skills is high, with a mean of 4.37. The respondents obtained the highest mean of 4.46, interpreted as "high level" in item 6, which states, "Teaches the subject matter clearly and simply." On the other hand, item 7, which states, "Assists teachers in how to integrate technology to enhance teaching and learning in a specific subject area and grade level," has the lowest mean of 4.24, interpreted as "high level."

Based on respondents' perceptions, master teachers are very good at their jobs, especially when it comes to sharing their knowledge and helping others grow. By earning a high overall score, they demonstrate they can explain difficult topics clearly and provide effective support to their fellow teachers. Although all scores were high, the lower score in technology integration suggests that these leaders could benefit from additional training in digital tools. Improving this specific area would help them better support teachers in using modern technology in the classroom.

The findings of the study agree with those of Argyriou (n.d.) and Johnson et al. (2016), stating that master teachers are highly proficient instructional leaders who excel in mentorship and knowledge sharing, often serving as pivotal figures in guiding curriculum implementation and fostering professional growth among their peers. However, challenges such as inadequate



professional development and the constantly evolving nature of digital tools remain significant barriers, suggesting that master teachers require targeted, ongoing digital professional development and immersion in professional learning communities to effectively model and support modern technology use in the classroom.

Table 2

Level of Master Teachers' Management Skills in Conceptual Skills

Items	Mean	Interpretation
<i>My master teacher...</i>		
1. Consolidates and interprets competency assessment results	4.35	High
2. Performs regular class monitoring using process observation tools	4.33	High
3. 3. Interprets test results and uses them to improve instruction.	4.34	High
4. Evaluates teacher-made tests and interprets results.	4.29	High
5. Designs and validates training programs for teachers	4.20	High
6. Leads in preparation of instructional materials available for teachers	4.13	High
7. Possess a deep understanding of the subject matter and how it connects to broader learning goals.	4.32	High
8. Facilitates discussion and builds a shared understanding of educational goals and strategies.	4.37	High
9. Develops a long-term growth strategy for a department by analyzing current trends in teaching	4.25	High
10. Foresees potential obstacles and proactively develops strategies to address them.	4.22	High
Mean	4.28	High

Table 2 shows that the level of master teachers' management skills in conceptual skills is high, with an overall mean of 4.28. Item 8, which states, "Facilitates discussion and builds a shared understanding of educational goals and strategies," yielded the highest mean of 4.37, interpreted as "high level." Contrastingly, item 6, "Leads in preparation of instructional materials available for teachers," yielded the lowest mean of 4.13, interpreted as "high level," respectively.

In view of the findings of this study, as perceived by respondents, master teachers are strong leaders who excel at bringing people together to focus on big-picture goals. Because they are highly skilled at leading discussions and helping everyone agree on the best ways to teach, they play a vital role in keeping the school focused on its mission. While they are performing well in all areas, the slightly lower score in preparing teaching materials shows a small gap in their hands-on support. To become even more effective, master teachers should focus on providing more practical resources to their staff, ensuring that their strong leadership vision is backed up by the actual tools teachers need in the classroom.

The study's findings align with Hare's (2024) assertion that master teachers are professionals known for their high proficiency in the education curriculum. They oftentimes serve as mentors to other teachers and assist the school heads in the area of instructional supervision. They are experts in achieving high-quality student learning in the school setting. It is revealed that master teachers' instructional competence is the foundation of their effective instructional leadership, enabling them to bring out the best in students and empower peers. Their understanding of curriculum content and pedagogy made them innovative and effective in instructional delivery. Having remarkable skills in planning, assessing, and reporting paved the way to arrive at evidence-based instructional decisions. The professional growth and development of master teachers affected their upskilling and retooling process for their continuous growth and development. Their instructional practices created an impact on learning



outcomes, teachers' competence, and the promotion of best practices in schools. These findings provided a framework for proposing a professional learning community plan to continuously improve master teachers' instructional practice.

Table 3

Level of Master Teachers' Management Skills in Human or Interpersonal Skills

Items	Mean	Interpretation
<i>My master teacher...</i>		
1. Coordinates with the grade leader in disseminating information about school problems, awards, and promotion	4.35	High
2. Represents the school in conferences or events as delegated by the school head.	4.30	High
3. Maintains harmonious relationships with superiors, students, local and public officials, and co-teachers.	4.33	High
4. Updates parents on children's progress and problems through dialogues, conferences, and PTA meetings.	4.32	High
5. Gets involved in community and civic-organization activities.	4.29	High
6. Assigns employees fairly according to their area of expertise.	4.23	High
7. Keeps himself updated with issues surrounding employees to be able to objectively resolve them	4.30	High
8. Provides proper training for all teachers.	4.23	High
9. Gives equal opportunity for everyone to excel & be recognized	4.27	High
10. Recognizes teachers for their exemplary achievements.	4.37	High
Mean	4.30	High

The level of master teachers' management skills in human or interpersonal skills is shown in Table 3. The overall mean for this area is 4.30, indicating a "high level." Specifically, item 10, which states, "Recognizes teachers for their exemplary achievement," had the highest mean of 4.37, indicating "high level." In contrast, items 6 and 8, which state, "Assigns employees fairly according to their area of expertise" and "Provides proper training for all teachers," obtained the lowest mean of 4.23, interpreted as "high level."

Results show that, as perceived by respondents, master teachers are excellent at building positive relationships and making their staff feel valued. By giving high praise for good work, these leaders help create a happy and motivated environment where teachers feel seen and appreciated. However, lower scores on fair work assignments and training suggest that some teachers may feel their specific talents aren't being used to the fullest or that they need more opportunities to learn new skills. To improve, master teachers should better match tasks to each person's strengths and ensure that everyone has equal access to professional development.

The findings of the study agree with Majid (2017), who states that the importance of interpersonal relationship skills needs to be addressed for the development of education and the effectiveness of teaching. The need for interpersonal relationships that emphasize students' social and emotional development has also become a focus of the study. The role of interpersonal communication skills is evident in teachers' ability to master a range of skills, including speaking, classroom management, teaching techniques, and effective communication. The study found that interpersonal relationship skills played an important role in creating an attractive teaching and learning process, fostering an intimate atmosphere, and sharing feelings, love, and a caring attitude. The review concluded that teachers' role is not only to convey knowledge; they should also master interpersonal skills to enhance students' social development and learning quality. Accordingly, this study is expected to provide guidance to



the teacher education program in planning and implementing professional development efforts for teachers that emphasize the importance of interpersonal communication skills to enhance the quality and effectiveness of teaching.

Level of Master Teachers' competence in terms of communication skills, organizational skills, and coaching and mentoring

Table 4

Level of Master Teachers' Competence in Communication Skills

Items	Mean	Interpretation
<i>My master teacher...</i>		
1. Helps in the proper and accurate dissemination/implementation of school policies.	4.35	High
2. Coordinates with the grade leader in disseminating information about school problems, awards, and promotions.	4.37	High
3. Conducts post-conference meetings with teachers to provide feedback on the teaching and learning process.	4.43	High
4. Supports transparency of all community-related activities through open communication.	4.39	High
5. Uses effective communication to improve teachers' skills	4.34	High
6. Communicates effectively in disseminating information, memos, and notices during meetings	4.40	High
7. Operates the departments with full transparency	4.35	High
8. Talks enthusiastically about what needs to be accomplished by the department	4.40	High
9. Answer questions directly and straight to the point	4.32	High
10. Asks for consensus when planning to change anything, particularly on department changes	4.33	High
Mean	4.37	High

Table 4 presents the level of master teachers' competence in communication skills. The findings reveal that the level of communication skills in this area as a whole is "high level," with an overall mean of 4.37. Item 3, which states, "Conducts post conferences with teachers for feedback on teaching-learning process," got the highest mean of 4.43, interpreted as "high level." However, item 9, which states, "Answer questions directly and straight to the point," has the lowest mean of 4.32, interpreted as "high level."

In view of the findings, the respondent perceived that Master Teachers are highly effective communicators who prioritize personal growth and professional dialogue. By excelling at post-teaching conferences, they show a strong commitment to giving feedback that helps their colleagues improve in the classroom. While their overall communication is strong, the lower scores in giving direct answers and seeking group agreement suggest that communication can sometimes be vague or top-down. To reach an even higher standard, Master Teachers should be more direct in their responses and ensure they involve the whole team before making major departmental changes.

The findings of the study agree with Ribaya (2018), who states that managerial styles and skills are critically important for enhancing relations with subordinates and thereby achieving increased effectiveness, efficiency, and satisfaction in the workplace. In this understanding, communication competence is necessary and an important approach to becoming an effective manager. A manager who wishes to assign a subordinate a specific task would use the communication process as follows. First, the manager would determine what task he wanted the subordinate to perform. Then the manager would encode and transmit a message to the subordinate that would accurately reflect this assignment. The message transmission itself could be as simple



as the manager telling the subordinate what new responsibilities include. Next, the subordinate would decode the manager's message to ascertain its meaning, then respond as he sees fit.

Table 5

Level of Master Teachers' Competence in Organizational Planning

Items	Mean	Interpretation
<i>My master teacher...</i>		
1. Assists in designing capacity development programs for teachers.	4.32	High
2. Takes active participation in the planning and implementation of training programs at the school, district, and division levels	4.36	High
3. Initiates improvement in instructional programs	4.22	High
4. Conducts demonstration teaching, sharing effective techniques or strategies, and helps identify potential demonstration teachers.	4.31	High
5. Developing school programs and a school improvement plan	4.30	High
6. Decides based on the rules and objectives for the common good of the department	4.33	High
7. Focus on work-related activities and act in ways that support the organization's goals and standards	4.39	High
8. Support teachers to align standards, curricula, and instructional strategies.	4.35	High
9. Facilitates the conduct of the Parents-Teacher conference.	4.31	High
10. Implementing new programs or school-wide initiatives based on their expertise and understanding of best practices.	4.22	High
Mean	4.31	High

Table 5 reveals that the level of master teachers' competence in organizational planning is "high level" with an overall mean of 4.31. A high level of organizational planning was shown in item 7, which states, "Focus on work-related activities and acts in ways that support the organization's goals and standards," with a mean of 4.39. In contrast, items 3 and 10, which state, "Initiates improvement in instructional programs" and "Implementing new programs or school-wide initiatives based on their expertise and understanding of best practices," have the lowest mean of 4.22, interpreted as "high level."

The results implied that, as perceived by respondents, master teachers staying focused on work that supports the organization's goals set a strong professional example for others to follow. However, lower scores in starting new programs or leading school-wide improvements suggest they are more comfortable following existing rules than creating new ones. To increase their impact, Master Teachers should be encouraged to take more initiative and use their expertise to design and lead new projects that can improve teaching throughout the entire school.

The findings of the study agree with Santa Ana (2025), who states that the relationship between individual innovativeness, knowledge sharing, and the professional competence of Valencia City Division elementary teachers, Department of Education Region 10 – Northern Mindanao, in the School Year 2024-2025. Results indicated that individual innovativeness was perceived as "Highly Innovative" with "carefully considers how, when, and why to use digital technologies in class, to ensure that they are used with added value" having the highest mean, and knowledge sharing was done "Great Extent" with "exhibits a positive attitude towards teaching" having the highest mean. Professional competence of teachers was measured as "Very Satisfactory," with "Outstanding" levels in "act with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness". The study contributes to the understanding that building a culture of cooperation and systemic knowledge sharing among master teachers is more effective at improving professional competence than



disconnected, innovative attempts. School leaders are therefore invited to institutionalize collaborative professional development and peer mentoring programs to enhance teaching quality.

Table 6

Level of Master Teachers' Competence in Coaching and Mentoring

Items	Mean	Interpretation
<i>My master teacher...</i>		
1. Serves as a trainer in school-based INSET.	4.37	High
2. Mentors co-teachers in content and skills difficulties.	4.37	High
3. Guides co-teachers in performing their duties and responsibilities.	4.41	High
4. Shows willingness to mentor teachers with great potential.	4.40	High
5. Extends professional help to teachers who need support.	4.35	High
6. Takes corrective action when teachers do not meet the expected outcomes	4.41	High
7. Mentors the Teachers in the LAC session to improve teaching strategies	4.44	High
8. Uses self-assessment to enhance strengths and correct one's weaknesses.	4.34	High
9. Engaged in Professional collaboration to enrich teaching practice	4.46	High
10. Keeps a watchful eye on teachers to ensure tasks are performed efficiently and effectively	4.41	High
Mean	4.39	High

As reflected in Table 6, the level of master teachers' competence in coaching and mentoring is "high level," with an overall mean of 4.39. The respondents obtained the highest mean score of 4.46, interpreted as "high level," on item 9, which states, "Engaged in Professional collaboration to enrich teaching practice." However, item 8, which states, "Uses self-assessment to enhance strengths and correct one's weaknesses," had the lowest mean of 4.34, indicating a "high level."

In view of the findings of this study, the results implied that, as perceived by respondents, master teachers are adept at working with their peers to improve their teaching. By focusing on professional collaboration, they help create a school culture in which teachers learn from one another and share successful ideas. While their coaching skills are strong overall, the lower self-assessment score suggests they may focus more on helping others than on their own performance. To grow even further, Master Teachers should be encouraged to spend more time reflecting on their own strengths and weaknesses, which will help them become even better role models for the teachers they lead.

The findings of the study agree with Sasson & Miedijensky (2025), who state that even proficient mentors often exhibit deeper reflection when analyzing the work of others than when analyzing their own performance. This "reflection gap" suggests that for Master Teachers to maintain their status as effective role models, they must transition from purely "other-directed" coaching to a multidimensional approach that prioritizes personal self-assessment and lifelong growth.

Relational analysis between the level of master teachers' management skills and teachers' performance

Table 7

Relationships in the Levels of Master Teachers' Management Skills and Teachers' Performance



Variable	rho	p-value	Sig. level	Interpretation
Master Teachers' Management Skills	0.146	0.033	0.05	Significant
Teachers' Performance				

As shown in Table 7, a significant relationship existed between the level of master teachers' management skills and teachers' performance, as supported by a computed rho of 0.146 a ($p\text{-value} = 0.033$). Hence, the hypothesis, that "there is no significant relationship between the level of master teachers' management skills and teachers' performance" was rejected, as a $p\text{-value}$ was less than 0.05.

The results imply that when master teachers are better managers, their teachers perform better. Even though the connection is modest, the data prove that a leader's management skills directly influence how well teachers do their jobs. This suggests that the way a master teacher organizes and leads is a key factor in school success. Therefore, improving master teachers' management skills is a practical way to help all teachers achieve a higher level of performance.

The findings of the study agree with those of Tuytens and Devos (2020), who state that the quality of a leader's "managerial support"—including how they organize tasks, provide feedback, and lead initiatives—serves as a significant predictor of teacher motivation and instructional effectiveness. The researchers argue that when leaders exhibit strong management behaviors, they create a structured and supportive environment that empowers teachers to refine their professional practices. This supports the finding that the way a master teacher leads is a vital driver of school success, reinforcing the conclusion that investing in the management development of teacher-leaders is a high-leverage strategy for elevating overall staff performance.

Relational analysis between the Level of master teachers' competence and teachers' performance

Table 8

Relationships in the Levels of Master Teachers' Competence and Teachers' Performance

Variable	rho	p-value	Sig. level	Interpretation
Master Teachers' Competence	0.165	0.015	0.05	Significant
Teachers' Performance				

Table 8 presents a significant relationship between the level of master teachers' competence and teachers' performance, as supported by a computed rho of 0.165 a ($p\text{-value} = 0.015$). Hence, the hypothesis, that "there is no significant relationship between the level of master teachers' competence and teachers' performance" was rejected, as a $p\text{-value}$ was less than 0.05.

Based on the results, it is implied that a master teacher's expertise directly affects how well other teachers perform. The data show that when a master teacher is highly competent—meaning they have strong skills in areas such as communication, planning, and mentoring—it leads to a noticeable improvement in the performance of the teachers they lead.

This suggests that leadership quality is a key driver of classroom success. Therefore, to raise the overall standard of teaching in the school, it is essential to ensure that master teachers are highly skilled and continuously improving, as their competence acts as a foundation for everyone else's success.

The findings of the study agree with Amalia & Saraswati (2018), who state that the development of teachers' performance is determined by many factors, including competence, which is one of the factors that will improve performance. Certification is



an important variable in teachers' performance; accordingly, previous research has shown that certification affects teachers' Performance. This research examined the background framework, specifically the influence of teachers' performance on competencies, moderated by certification. The results of this study showed that competence had an impact on teachers' performance, and certification was found to be a moderating variable (Amalia & Saraswati, 2018).

CONCLUSION

The study's findings show that the respondents were mostly older, female, bachelor's degree holders, with an average monthly income of about ₱30,300 and seven or more years of service in public schools. Overall, master teachers demonstrated a high level of management skills in technical, conceptual, and interpersonal domains, as well as a high level of competence in communication, organization, and coaching and mentoring, which remained consistently high across different respondent variables. Teachers' performance was generally rated as "very satisfactory," with no significant differences based on age, sex, and income, although significant differences were noted in relation to highest educational attainment and length of service. The analysis further revealed no significant differences in most dimensions of master teachers' management skills and competence across demographic variables, except for certain variations linked to income. However, significant relationships were found between master teachers' management skills and teachers' performance, as well as between master teachers' competence and teachers' performance, indicating that stronger leadership and competence among master teachers are associated with better teacher performance. Overall, the study concludes that master teachers maintain consistently high levels of management skills and competence, and these play a crucial role in enhancing teachers' performance, although further improvement is needed particularly in conceptual and organizational planning skills to strengthen instructional leadership and school outcomes.

RECOMMENDATIONS

Based on the substance of the study, the researcher recommends the development of targeted training plans aligned with teachers identified needs, such as ICT integration, public speaking, pedagogy, social development, and the preparation of learning resources. It is also recommended that Learning Action Cell (LAC) sessions be maximized for collaborative material development, where experienced teachers mentor newer staff in creating localized and indigenized instructional materials in line with DepEd CID standards. Furthermore, a Training Needs Analysis (TNA) should be conducted using a simple survey to classify teachers into beginner, intermediate, and expert categories, allowing for the design of appropriate training modules for each group. The establishment of a physical school bulletin board in a visible area is also suggested to improve information dissemination, encourage feedback, and enhance stakeholder engagement. In addition, capacity-building programs should be implemented to support teachers in developing customized learning materials and instructional aids that enhance lesson delivery and promote deeper student understanding. Finally, a formal recognition program should be established at the division level to acknowledge teacher performance through awards and incentives based on clear performance indicators, thereby fostering a culture of excellence and motivation among educators.

Conflict of Interest

The author declares the absence of any conflict of interest that could have influenced the content or conclusions of this paper. She affirms that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

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