

# Roadblocks And Self-Fulfillment Faced by Junior High School Master Teachers

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*Abstract* — In an era where teacher leadership is globally recognized as a cornerstone of educational transformation, master teachers are expected to serve not only as expert educators but also as instructional leaders who mentor peers and lead school improvements. The study aimed to investigate the roadblocks faced by junior high school master teachers in the Division of Northern Samar and examine how these challenges impact of self-fulfillment across the Philippine Professional Standards for Teachers (PPST) domains. It study employed an explanatory sequential mixed methods design, beginning with a quantitative survey administered to all 247 junior high school master teachers in the division and was followed by in-depth qualitative interviews with 15 purposively selected participants. Data collection tools included a questionnaire and interview guide. Findings revealed that master teachers consistently reported encountering moderate to high levels of roadblocks across all PPST domains, particularly in areas related to curriculum planning, assessment, and mentoring. Salient barriers included insufficient institutional support, heavy workloads, limited access to professional development, and unclear role boundaries. Despite these challenges, many Master Teachers still reported a strong sense of purpose and fulfillment, especially when their efforts led to positive learner outcomes and peer growth. Notably, the study found a significant relationship between the extent of roadblocks encountered and the level of self-fulfillment experienced, suggesting that overcoming professional adversity can be both taxing and deeply rewarding. The findings of this study have important implications for educational leaders, policy-makers, and teacher development programs. By understanding the lived realities of master teachers, schools and divisions can design more responsive support mechanisms, reduce structural hindrances, and foster conditions that sustain professional motivation and well-being. Ultimately, this study contributes to a deeper appreciation of master teachers not only as implementers of policy but as resilient, reflective leaders who thrive when empowered and supported.

*Keywords* — *Junior High School Master Teachers, self-fulfillment, roadblocks, Philippine Professional Standards for Teachers, professional development*

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## I. Introduction

This study examines the multifaceted role of master teachers, particularly in the rural setting of Northern Samar, Philippines. It focuses on the challenges—termed “roadblocks”—that hinder these educators in fulfilling their leadership and instructional roles, and how these obstacles affect their sense of professional self-fulfillment. Anchored on the Philippine Professional

Standards for Teachers (PPST), the research seeks to provide insights into the realities faced by junior high school (JHS) master teachers operating in disadvantaged environments.

Master teachers globally have evolved from expert practitioners to instructional leaders who foster curricular reforms, mentor peers, and drive school improvement (Darling-Hammond et al., 2017; Kraft et al., 2021). International education frameworks demand high-level competencies in pedagogy, assessment, diversity of learners, and ongoing professional growth (Hargreaves & Fullan, 2012; OECD, 2020). However, actualizing these responsibilities can be thwarted by systemic and contextual barriers—including limited resources, structural inefficiencies, and professional overload (Cheng et al., 2020; D’Agostino & Harman, 2014).

In the Philippine context, the PPST outlines expectations for master teachers under Career Stage 3, emphasizing competence in seven domains including content knowledge, learning environment, curriculum planning, and professional engagement (DepEd Order No.42, s.2017). Despite this framework, prevailing research tends to focus on competencies rather than the lived challenges of implementation.

This study introduces “roadblocks” as the internal and external challenges limiting master teachers’ effectiveness. **External roadblocks** include inadequate funding, outdated teaching materials, poor infrastructure, and limited access to training (Cruz et al., 2021; Santiago et al., 2020). **Internal challenges** stem from stress, role overload, and time constraints in managing instructional duties alongside leadership tasks (Dela Cruz & Javier, 2019).

An essential but often overlooked element in teacher performance is **self-fulfillment**—defined here as the sense of accomplishment drawn from mentoring, successful instruction, and contribution to the educational community (Ferrer & Dizon, 2020; Ortan et al., 2021). The link between overcoming challenges and achieving this fulfillment remains underexplored, particularly in rural settings.

Northern Samar's isolated, under-resourced schools present unique hurdles: limited instructional tools, unreliable internet, and diverse learner needs further complicate the implementation of national education standards (DepEd, 2021; Dionio et al., 2022). These realities amplify the complexity of master teachers’ responsibilities, requiring localized approaches to professional development and support systems.

By exploring how roadblocks affect JHS master teachers’ PPST-aligned duties and personal fulfillment, the study contributes a contextualized understanding of teaching in rural Philippine schools. Beneficiaries include teachers, school leaders, and policymakers, who may use the findings to improve support structures and teacher development programs—ultimately benefitting student learning and school outcomes.

## Review of Literature

This section explores conceptual literature on teacher effectiveness and professional growth, highlighting both global and Philippine-specific challenges among educators in leadership roles.

Teacher education rooted in learning science (Darling-Hammond et al., 2022) supports inclusive strategies aligned with PPST (DepEd Order No. 42, s.2017). However, translating these into daily practice remains difficult, especially in resource-poor areas.

Professional development (PD) is vital for teacher confidence and satisfaction (Darling-Hammond et al., 2017), yet Filipino master teachers face logistical barriers (Lumanug II & Dimla, 2021), even with frameworks like NCBTS (DepEd Order No. 32, s.2011).

Technology integration holds promise but falters due to lack of infrastructure and training (Ertmer & Ottenbreit-Leftwich, 2018; Santiago et al., 2020). Although institutionalized via DepEd Order No. 95, s.2010, rural schools struggle to implement ICT meaningfully.

Curriculum rigidity and testing pressures reduce opportunities for innovation (Zepeda, 2019). DepEd Order No. 21, s.2019 encourages contextualization, but poor implementation limits its impact.

Resistance to change and professional isolation in remote schools intensify burnout and hinder collaboration (Cheng et al., 2020; DepEd Order No. 16, s.2009). Emotional resilience and self-fulfillment improve motivation (Ortan et al., 2021), yet inconsistent application of RPMS-PPST (DepEd Order No. 11, s.2019) poses challenges.

Support structures like peer coaching improve leadership (Kraft et al., 2021), but isolation persists. LACs (DepEd Order No. 35, s.2016) aim to foster collaboration but vary in effectiveness.

Feedback mechanisms enhance teacher growth (Dion et al., 2020), yet rural educators lack consistent mentorship (Dionio et al., 2022).

Ultimately, while literature emphasizes PD, collaboration, and flexible curriculum as enablers, Filipino master teachers—especially in Northern Samar—face compounded barriers, pointing to an urgent need for tailored, context-sensitive support initiatives.

Recent studies emphasize the significance of professional development, collaborative support, and differentiated instruction in enhancing master teachers' effectiveness—especially within resource-constrained contexts like the Philippines.

Johnson, Smith, and Lee (2022) found that while master teachers possessed strong pedagogical knowledge, barriers like limited training, resources, and contextual challenges hindered innovation—especially in technology integration and differentiation. Similarly, Chen,

Davis, and Martinez (2021) highlighted that although PD improved instructional techniques, its application in classrooms faced obstacles due to inadequate administrative backing. Park, Lee, and Kim (2019) stressed the role of self-efficacy and supportive environments in effective practice, a notion mirrored in DepEd's mentoring initiatives under PPST—despite gaps in rural implementation.

Davis et al. (2018) emphasized collaborative learning and administrative support as key drivers for sustained growth, validated by Philippine studies on mentoring and professional learning communities (Santos et al., 2021). Fisher et al. (2022) and Kim et al. (2020) reinforced PD's impact on inclusive practices and classroom diversity, though noted challenges like large class sizes and limited support.

Hernandez et al. (2021) linked classroom management training to improved student engagement and outcomes—a critical competency recognized by PPST (DepEd Order No. 42, s.2017), though rural access to such training remains limited. Wiens et al. (2018) found that effective teacher training boosts instructional capacity, but implementation gaps in Philippine programs persist (DepEd, 2022).

Technology remains a persistent challenge. Studies by Ertmer et al. (2018) and Santiago et al. (2020) revealed low confidence and infrastructure deficits, which affect ICT integration despite DepEd's initiatives (DepEd ICTS, 2021). Curriculum constraints and standardized testing (Zepeda, 2019) further suppress pedagogical innovation.

Santos et al. (2021) stressed that master teachers play a critical role in curriculum alignment and instruction, though institutional barriers limit their creativity. Mojumder (2021) emphasized the need for context-specific training, noting that generic programs often fail to create meaningful change—a sentiment echoed across Philippine literature.

## Framework of the Study

### Theoretical Framework

The study is grounded in the **Philippine Professional Standards for Teachers (PPST)**, formalized through **DepEd Order No. 42, s.2017**, which defines teacher competencies across seven domains. Supported by **Executive Order No. 500 (1978)**, these policies underscored the value of skilled educators and helped institutionalize the **master teacher** role. This is further expanded through **DepEd Order No. 20, s.2024** and **CSC Rules**, which guide merit-based teacher promotions.

Several theories underpin the investigation:

- **Professional Identity Theory** (Hargreaves & Fullan, 2012): teacher motivation is shaped by personal and professional experiences.

- **Social Cognitive Theory** (Bandura, 1997): self-efficacy influences teachers' ability to overcome challenges.
- **Institutional Theory** (DiMaggio & Powell, 1983): rigid school structures constrain innovation.
- **Teacher Burnout Theory** (Maslach & Jackson, 1981): excessive demands lead to emotional exhaustion.
- **Workplace Stress Theory** (Karasek, 1979): imbalance of job demands and control increases stress.
- **Cognitive Load Theory** (Sweller, 1988): multiple responsibilities reduce performance.
- **Transformational Leadership Theory** (Burns & Bass): supportive leadership builds resilience.
- **Self-Determination Theory** (Deci & Ryan, 1985): autonomy, competence, and belonging promote fulfillment.

Collectively, these explain how institutional and psychological factors affect master teachers' effectiveness and well-being.

The study follows a three-frame structure:

**Input:** JHS master teachers in Northern Samar, including their demographic and professional profiles.

**Process:** Identification of roadblocks across PPST domains—pedagogy, curriculum, assessment, diversity, learning environment, professional development, and engagement.

**Output:** Proposed **intervention measures** that promote teacher growth, satisfaction, and leadership potential.

### Research Problem

This study aims to determine the **roadblocks** faced and the **extent of self-fulfillment** among **junior high school master teachers** in the **Schools Division of Northern Samar**, with reference to the **Philippine Professional Standards for Teachers (PPST)**. The findings will inform the formulation of targeted **intervention measures**.

### Specific Objectives

1. **Profile the master teachers** based on:
  - 1.1. Age, sex, educational attainment, position
  - 1.2. Length of service as master teacher
  - 1.3. Trainings/workshops attended
  - 1.4. Number of assignments/designations
  - 1.5. Number of teachers supervised
2. **Identify roadblocks** experienced across PPST domains:
  - 2.1. Content knowledge & pedagogy
  - 2.2. Learning environment
  - 2.3. Diversity of learners
  - 2.4. Curriculum & planning
  - 2.5. Assessment & reporting
  - 2.6. Community linkages & professional engagement
  - 2.7. Personal growth & professional development
3. Determine if **significant differences in roadblocks** exist across profile variables.
4. Measure the **extent of self-fulfillment** in teaching roles within PPST domains.
5. Analyze if **self-fulfillment levels differ** based on teacher profiles.
6. **Propose intervention strategies** based on the study's findings.

### Hypotheses

**H<sub>01</sub>:** No significant differences exist in the roadblocks encountered across teacher profiles.

**H<sub>02</sub>:** No significant differences exist in self-fulfillment levels when grouped by profile variables.

## II. Methodology

This chapter outlines the research design, sampling methods, measurement tools, data analysis techniques, and ethical considerations employed in examining roadblocks and self-fulfillment among junior high school master teachers in Northern Samar.

The study used an **explanatory sequential mixed-methods design**, beginning with a quantitative survey administered to all **247 junior high school master teachers** in the Division of Northern Samar, followed by **qualitative interviews with 15 purposively selected participants**. This two-phase approach allowed for statistical insight and contextual explanation. Inspired by Creswell & Plano Clark (2018), the design enabled triangulation between numerical trends and lived experiences.

A **universal sampling technique** was used for the quantitative phase, ensuring complete representation and eliminating sampling bias. For the qualitative phase, **purposive sampling** targeted 15 participants based on tenure ( $\geq 3$  years), survey responses indicating significant roadblocks, and willingness to be interviewed.

The **teacher-made instrument** was divided into three parts:

**Part I:** Profile data (age, sex, education, position, tenure, trainings, assignments, supervision)

**Part II:** Roadblocks across 7 PPST domains (37 items total)

**Part III:** Self-fulfillment across the same domains

Validation included content review by faculty experts, master teachers, and DepEd supervisors. A **pilot test** with 50 teachers yielded a **Cronbach's alpha of 0.79**, confirming reliability. Scoring scales interpreted roadblock seriousness and fulfillment levels using 5-point Likert scales.

An **interview guide** supported the qualitative phase, structured around PPST domains. It was expert-validated, pilot-tested, and organized into three thematic blocks: teacher background, experienced roadblocks, and reflections on self-fulfillment.

Following institutional approval, the researcher secured informed consent from participants. The **quantitative survey** was distributed with follow-ups to ensure robust data collection. Next, 15 teachers reporting significant challenges were invited for **semi-structured interviews**. Sessions lasted 45–60 minutes, audio-recorded, and transcribed verbatim for analysis.

- **Data Processing**
- **Descriptive statistics** (frequency, percentage) summarized profiles.

- **Mean and standard deviation** assessed roadblocks and fulfillment.
- **T-tests** compared binary groups (e.g., sex, position).
- **ANOVA** explored differences across multi-level variables (e.g., age, education, trainings), with post hoc tests used for subgroup analysis.
- **SPSS software** handled statistical calculations.

For qualitative analysis, **Clarke & Braun's (2015) Six-Step Model** guided coding and theme development, enabling a rigorous interpretation of interview data. Emergent themes contextualized quantitative trends.

Using **Lincoln & Guba's framework**, credibility was established through triangulation, **member checking**, and diverse sampling. Transferability was supported by thick descriptions and audit trails. Dependability and confirmability were ensured through reflexivity and peer debriefing.

Ethical practices adhered to the principles of respect, beneficence, and justice. Participants were given full transparency, confidentiality safeguards, and the option to withdraw at any time. Data were anonymized and securely stored in compliance with the **Data Privacy Act**.

### III. Results and Discussion

#### Profile of the Junior High School

The mean age of the master teachers is 46.48 years with a standard deviation of 7.71 years, highlighting a moderately concentrated age distribution around the late 40s. This average age suggests that most master teachers are in their professional prime, leveraging both maturity and experience to effectively deliver educational outcomes.

The sex distribution among junior high school master teachers in the Division of Northern Samar reveals a notable gender imbalance. Female teachers represent a significant majority, accounting for 75 percent (203 respondents) of the total population. Male teachers, in contrast, constitute only 25 percent (67 respondents).

Significant group comprises teachers with doctorate units, accounting for 40 percent (109 respondents).

The analysis of the length of service of junior high school master teachers in the Division of Northern Samar provides insights into the distribution of tenure among these educators.

The mean length of service among master teachers is 4.26 years, with a standard deviation of 3.75 years, indicating a moderately wide spread of experience levels within the group.

The findings on the number of relevant trainings, workshops, and seminars attended by junior high school master teachers in the Division of Northern Samar highlight varying levels of participation in professional development activities. A significant majority of the respondents, 56 percent, reported that they had not attended any training or seminar relevant to their roles as master teachers.

The findings on the additional designations or assignments held by junior high school master teachers in the Division of Northern Samar indicates that the vast majority have minimal responsibilities beyond their primary teaching roles. The analysis shows that 88 percent (239 teachers) have one additional designation.

The analysis on the number of teachers supervised by junior high school master teachers in the Division of Northern Samar provides insights into their responsibilities as instructional leaders. The findings reveal a diverse range in the number of supervisees, reflecting variations in workload and leadership roles among Master teachers.

#### Roadblocks Faced by the Junior High School

Among the domains, personal growth and professional development emerged as the highest mean of 4.44 described as “challenging” with sd of 0.65. It underscores the critical importance of continuous learning and professional growth for master teachers, who are expected to stay updated on evolving educational policies, engage in action research, mentor novice teachers, and pursue leadership opportunities.

Content knowledge and pedagogy was identified as the second most challenging domain, with a mean score of 3.66. This finding reflects the ongoing need for master teachers to integrate current pedagogical trends, effectively use technology, and develop students' critical thinking and problem-solving skills.

The third challenging domain was diversity of learners, with a mean of 3.62 described as “challenging” with sd of 0.93. The finding highlights the complexities of addressing the unique needs of a diverse student population. Providing support for students with special needs, adapting teaching strategies to accommodate cultural and socio-economic differences, and fostering an inclusive learning environment are demanding tasks that require specialized training and resources.

These findings reveal the interconnectedness of the roadblocks faced by master teachers. Addressing roadblocks in one domain, such as providing robust professional development opportunities, can have a positive impact on other areas, such as pedagogy and assessment. Similarly, enhancing support for diversity and curriculum alignment can contribute to improved teaching practices and stronger community linkages.

The obtained over-all p-value for the seven PPST domains registered highly significant differences in the respondents' faced roadblocks. This is because it is lower than 0.05 level of significance. The overall result on roadblocks encountered also varied significantly between the 31–40 and 41–50 age groups ( $p=.038$ ).

The results of the t-test reveal that there are no significant differences in the roadblocks encountered by junior high school master teachers in applying expertise along the seven domains when respondents were grouped according to sex. The overall mean scores for male and female teachers showed no significant difference ( $p=.395$ ), reinforcing the universality of the roadblocks encountered across all PPST domains.

The results of the one-way ANOVA indicate that there are no significant differences in the roadblocks encountered by junior high school master teachers along the seven domains when grouped according to their highest educational attainment. Across all domains, the p-values exceed the significance threshold of .05, suggesting that regardless of whether teachers hold a doctorate degree, master's degree, or bachelor's degree, they experience similar levels of roadblocks in fulfilling their roles. The overall mean scores also showed no significant differences ( $p=.446$ ), reinforcing the idea that the roadblocks faced by junior high school master teachers transcend differences in educational attainment.

The results of the one-way ANOVA reveal significant differences in the roadblocks encountered by junior high school master teachers when grouped according to their position two domains: content knowledge and pedagogy, learning environment, diversity of learners, Assessment and reporting, and the overall mean. The overall mean also revealed significant differences among the groups ( $p=.020$ ). Master teacher I reported fewer overall roadblocks compared to Master Teacher II and III. The trend reflects the increasing scope and complexity of responsibilities as teachers advance in their careers. While promotions come with recognition of expertise, they also bring added pressures to balance classroom teaching with administrative, mentoring, and leadership roles.

The one-way ANOVA results reveal significant differences in the roadblocks encountered by junior high school master teachers in two domains—content knowledge and pedagogy and learning environment—when grouped according to their length of service. The findings suggest that as teachers gain more experience, their roadblocks and perspectives shift, reflecting changes in their roles and professional expectations.

The one-way ANOVA results reveal that there are no significant differences in the roadblocks encountered by junior high school master teachers across the seven domains when grouped according to the number of trainings/workshops/seminars attended. The lack of significant variation suggests that the roadblocks faced by teachers are systemic in nature and not directly influenced by the quantity of training they have undergone.

The absence of significant differences in the overall mean ( $p=.587$ ) further supports the conclusion that the roadblocks faced by junior high school master teachers are not heavily influenced by the number of trainings attended. It underscores the need to re-evaluate the structure the content of training programs to ensure they are effectively addressing teachers' roadblocks across all domains.

The one-way ANOVA results for roadblocks encountered by junior high school master teachers, grouped according to the number of designations held, reveal no statistically significant differences across all seven domains of the PPST. It suggests that the number of designations does not significantly influence the level of roadblocks faced by teachers in their professional roles. Below is a domain-specific analysis of these findings.

The overall analysis also indicates no significant differences in the roadblocks faced by teachers across the number of designations ( $p=.489$ ). This consistency reflects that the professional roadblocks encountered by teachers are not significantly influenced by the number of roles they perform but are instead shaped by broader institutional and contextual factors.

The one-way analysis of variance (ANOVA) results indicate no significant differences in the roadblocks encountered by junior high school master teachers when grouped according to the number of teachers they work with. These findings suggest that the roadblocks in applying expertise are consistent regardless of the size of their teaching team. Below is a detailed discussion of these findings by domain.

The overall analysis confirms no significant differences in the roadblocks encountered by master teachers across groups with varying numbers of colleagues ( $p=.716$ ). It highlights that the professional roadblocks faced by master teachers are shaped by systemic factors rather than the size of their teaching teams.

#### Extent of Self-fulfillment of Junior High School

The extent of self-fulfillment of junior high school master teachers in terms of content knowledge and pedagogy was rated as high, with an average mean of 4.49 and a standard deviation of 0.61. It indicates that master teachers derive higher satisfaction from this ability to excel in their domain, reflecting their dedication and passion for teaching.

The extent of self-fulfillment of junior high school master teachers in terms of the learning environment was rated as “high”, with an average mean of 4.49 and a standard deviation of 0.68. The finding highlights the profound satisfaction master teachers derive from creating and maintaining classroom environments that support student well-being, engagement, and academic growth.

The extent of self-fulfillment of junior high school master teachers in terms of diversity of learners was rated as high, with an average mean of 4.37 and a standard deviation of 0.63. It reflects

the high satisfaction teachers derive from their ability to address the diverse needs of students and create an inclusive learning environment.

The extent of self-fulfillment of junior high school master teachers in terms of curriculum and planning was rated as high, with an average mean of 4.43 and a standard deviation of 0.63. It reflects the deep satisfaction that master teachers derive from their critical role in shaping and implementing effective curricula.

The extent of self-fulfillment of junior high school master teachers in terms of assessment and reporting was rated as high, with an average mean of 4.43 and a standard deviation of 0.68. It reflects the significant satisfaction teachers derive from their ability to evaluate student performance and use assessment data to guide and enhance learning experiences.

The extent of self-fulfillment of junior high school master teachers in terms of community linkages and professional engagement was rated as high, with an average mean of 4.44 and a standard deviation of 0.68. It reflects the significant satisfaction master teachers derive from their active involvement in creating connections between the school, the community, and professional networks.

The extent of self-fulfillment of junior high school master teachers in terms of personal growth and professional development was rated as “high”, with a mean of 4.44 and a standard deviation of 0.65. It demonstrates the substantial satisfaction teachers derive from opportunities to enhance their skills, reflect on their practices, and contribute to the broader educational community.

The extent of self-fulfillment experienced by junior high school master teachers across various professional domains was consistently rated as high, with an overall average mean of 4.44 and a standard deviation of 0.61. The finding highlights the substantial sense of satisfaction and accomplishment that master teachers derive from their roles.

Among the domains, both content knowledge and pedagogy and learning environment registered the highest mean score of 4.49 with the sd of 0.61 and 0.68 respectively, reflecting the immense gratification teachers feel when they master their subject areas and create safe, engaging, and inclusive classrooms. These aspects underline the foundational elements of teaching: having a deep understanding of content and providing a conducive learning atmosphere for students. The ability to design effective lessons, foster critical thinking, and manage diverse classrooms effectively serves as a testament to the teachers’ expertise and dedication, further enhancing their sense of professional fulfillment.

The one-way analysis of variance (ANOVA) revealed no statistically significant differences in the extent of self-fulfillment experienced by junior high school master teachers across all domains when grouped according to their age.

The results of the t-test reveal no significant differences in the extent of self-fulfillment experienced by junior high school master teachers when grouped by sex across all domains.

The results of the one-way analysis of variance (ANOVA) indicate no statistically significant differences in the extent of self-fulfillment of junior high school master teachers across all domains when grouped by highest educational attainment.

The one-way analysis of variance (ANOVA) results for the extent of self-fulfillment of junior high school master teachers in the Division of Northern Samar, when grouped by position (Master Teacher I,II, and III), indicate no significant differences across all domains.

The results of the one-way analysis of variance (ANOVA) for the extent of self-fulfillment of junior high school master teachers, grouped according to their length of service as master teacher, reveal no significant differences across all domains and the overall mean.

The one-way analysis of variance (ANOVA) reveals no significant differences in the extent of self-fulfillment of junior high school master teachers when grouped according to the number of designations or other assignments across all domains and the overall mean.

The one-way analysis of variance (ANOVA) results reveal no statistically significant differences in the extent of self-fulfillment experienced by junior high school master teachers when grouped by the number of teachers they supervise across all domains and the overall mean.

### Summary of Findings

The results are summarized as follows:

The roadblocks faced by the junior high school master teachers are centered on the domain “personal growth and professional development” to include specifically engaging in action research or educational inquiry projects, keeping abreast of changes in educational policies and regulations, seeking leadership opportunities within educational community and advancing professional expertise.

When the junior high school master teachers were grouped according to their profile, there were significant differences observed in their roadblocks faced as to their age and position.

There is no significant differences in the extent of self-fulfillment of junior high school master teachers when grouped according to their profile variables.

There is a progressive increase in perceived roadblocks with age, probably due to evolving educational demands, technological advancements and the physical and cognitive demands of the profession.

As the junior high school masters advance in their careers, there is an increasing scope and complexity or responsibility and the more roadblocks they experience.

#### **IV. Conclusion**

The following conclusions were drawn:

1. The junior high school master teachers have to expose to more trainings/workshops/seminars to hone further their educational skills.
2. The personal growth and professional development of the junior high school master teachers need to be improved particularly their competence as to research and leadership.
3. There is a progressive increase in perceived roadblocks with age, probably due to evolving educational demands, technological advancements and the physical and cognitive demands of the profession.
4. As the junior high school masters advance in their careers, there is an increasing scope and complexity or responsibility and the more roadblocks they experience.
5. The Junior High School Master Teachers are self-fulfilled and remains consistently high regardless of the number of roles undertaken by the teachers, indicating that their professional satisfaction is driven by intrinsic motivation and commitment to their teaching roles rather than the quantity of additional responsibilities.

#### **V. Recommendations**

The following conclusions were drawn:

1. Implement the Department of Education (DepEd) mandate to provide professional development programs for newly appointed master teachers.
2. Conduct regular trainings, workshops, and mentoring focused on instructional leadership, supervision, and curriculum development.
3. Initiate leadership and management training
4. Provide financial support for training and conferences.
5. Reduce competing and conflicting responsibilities among master teachers.
6. Establish a comprehensive mentoring and peer support system
7. Conduct mentoring and coaching based on position and experience.
8. Conduct training on safe and supportive environment.
9. Intensify activities that foster teacher well-being.

10. Develop and implement a structured intervention program tailored specifically to the professional development needs and leadership challenges of master teachers as identified in the study.
11. Engage master teachers in the planning and evaluation process to ensure the program remains responsive, relevant, and empowering.

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