

Instructional Management Practices of Master Teachers in Public Elementary Schools

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Abstract — This study investigated the extent of instructional management practices (IMP) among 101 randomly selected Master Teachers (MTs) from elementary schools in the 6th Congressional District, DepEd Pangasinan Division II. It employed a descriptive-correlational research design, using a validated survey questionnaire checklist as the primary data collection tool. Responses were processed using Excel and SPSS version 21.

Statistical tools included frequency counts, percentages, weighted means (WM), overall weighted mean (OWM), and grand overall weighted mean (GOWM). One-way ANOVA and t-tests were used to test significant mean differences. At the same time, Pearson's r was applied to assess relationships between IMP and demographic variables such as age, sex, highest educational attainment, and career service level.

Results showed that most respondents were aged 41–50, held a master's degree, and had attended district- and division-level in-service training. Their IMP was rated "very extensive" across all educational management domains. Significant differences in IMP were noted based on sex, highest educational attainment, and career service level. Moreover, IMP was significantly correlated with sex, highest educational attainment, and career service level.

The conclusions revealed that Master Teachers in the study were experienced, well-trained, and highly qualified. Their IMP ratings confirmed strong classroom and instructional performance. However, certain demographic variables influenced variations in IMP.

The recommendations include: an incentive program to provide doctoral scholarships for Master Teachers should be established and implemented; symposia and fora for sharing best practices in instructional management should be organized; Further studies on IMP among Master Teachers in specialized subjects (e.g., Math, Science, Reading), across broader contexts and with additional variables should be conducted under the auspices of accredited graduate institutions in the area.

Keywords — *Instructional Management Practices (IMP), Content Knowledge and Pedagogy, Master Teacher*

I. Introduction

Background of the Study

According to an article by Shubham Roy (2024), educational management is essential for "better planning and execution, maximum utilization of resources, and maintaining a positive image" for the school or institution. It should be governed by "equal division of work, authority

and responsibility, prioritization of organizational goals, fair remuneration, appropriate resource allocation, and collaboration and innovation. "To execute complicated management tasks, school heads work hand in hand with master teachers to achieve the best quality of students' learning outcomes. Master teachers are the managers who see that all tasks are delegated carefully to all teaching personnel and that these tasks are clearly laid out and regularly evaluated. It is important to note that specific frameworks support effective management to help master teachers achieve their institutions' management goals.

Netolicky (2020) states that educational leaders' work is always complicated. With many moving components and frequently divergent stakeholder opinions, it encompasses strategy, culture, relationships, administration, operations, and complex decision-making.

Instructional management, as carried out by Master Teachers, often involves providing pedagogical guidance to less experienced teachers. They may lead mentoring sessions, conduct classroom observations with constructive feedback, and facilitate workshops on effective teaching strategies. For instance, a Master Teacher might demonstrate innovative techniques for teaching reading comprehension or strategies for differentiated instruction to cater to diverse learners. Their expertise in curriculum implementation ensures that national and local educational guidelines are translated into effective classroom practices. Furthermore, Master Teachers frequently lead in developing localized instructional materials and adapting teaching methodologies to the specific needs of their students and communities (Smith & Johnson, 2022).

The instructional management practices of Master Teachers in public elementary schools are multifaceted and profoundly impact the educational landscape. Their leadership in curriculum, pedagogy, classroom management, and assessment not only elevate the quality of teaching within their schools but also plays a direct and significant role in achieving the targets of Sustainable Development Goal 4: Quality Education. By fostering a continuous Learning and instructional excellence culture, Master Teachers are instrumental in ensuring that all students receive the inclusive, equitable, and quality education they deserve.

An article from Pelago (2024) defined Key Result Areas (KRAs) as specific, measurable goals that a company or individual sets to track progress and success. They are critical for assessing master teachers' management skills.

Master teachers are required to fulfill the obligations and responsibilities of their position in DepEd. As a result, educators anticipate that they will guide and serve as examples of exceptional teaching-learning procedures. Along with receiving technological support and direction to enhance their teaching methods, they also hope to gain knowledge from their master teachers. In their review, Green (2021) identified three key elements for becoming a successful teacher leader like a master teacher: teacher leaders should help their schools' professional development, participate in school-wide decision-making, and enhance student learning and achievement.

Statement of the Problem

This study determined the extent of instructional management practices of master teachers in the public elementary schools in the 6th Congressional District of Pangasinan during the SY 2024-2025;

Specifically, this study sought to answer the following specific problems:

1. What is the Profile of the respondent- master teachers (MTs) in public elementary schools across the following variables:
 - a. age;
 - b. sex;
 - c. highest educational attainment;
 - d. career service level (MT I, MT-II, MT III), and
 - e. Relevant in-service training?
2. What is the extent of instructional management practices of the respondent master teachers (MTs) in the public elementary schools in the key result areas (KRAs), namely:
 - a. content knowledge and pedagogy;
 - b. learning environment and diversity of learners;
 - c. curriculum and planning;
 - d. assessment and reporting, and
 - e. plus factor?
3. Are there significant differences in the extent of instructional management practices of the respondent-MTs in the KRAs across their profile variables?
4. Are there significant relationships between the extent of the instructional management practices of the respondent-MTs in the different KRAs and their profile variables?
5. What enhancement program can be proposed to enhance the instructional management practices of Master Teachers in public elementary schools?

II. Methodology

Research Design and Strategy

This section is dedicated to the significant literature resources that contributed to the research. The author should survey scholarly articles, books and other sources relevant to the area of research, providing a description, summary, and critical evaluation of each work.

The data was collected naturally without changing or introducing treatments (Ibid.) This method is appropriate because the questionnaire checklist, the data-gathering tool, is focused on the information about the current situation of the respondents. The study attempted to describe the relationships among variables without seeking to establish causal connections. The results are projected to give valuable insights into the instructional management practices of master teachers in public elementary schools, specifically in DepEd Pangasinan Division II, 6th Congressional District.

Population and Locale of the Study

The respondents of this study were the master teachers of public elementary schools from DepEd Pangasinan Division II, 6th Congressional District of Pangasinan, selected using the complete enumeration technique. The population includes Master Teachers I-III in all the various subject areas. A sample of 101 master teachers was selected utilizing convenience sampling.

The study administered the Questionnaire on Instructional Management Practices of Master Teachers, a self-administered tool developed by the researcher based on the Results-Based Performance Management System or RPMS.

The Questionnaire-Checklist consists of two parts:

Part I of the tool consists of the personal information of the respondent master teachers. This includes the respondents' names, contact numbers, and email addresses. Part II of the data gathering tool contains the profile variables: age, sex, highest educational attainment, career service level, and relevant in-service training. Part III of the tool includes questions regarding managerial practices under the specific Key Result Areas (KRAs), which were answered by checking the box under their respective frequency ratings. The literal rating is from the letters A to E, while the descriptive ratings are adverbs of frequency (always, often, sometimes, seldom, and never). The questionnaire consists of a total of 35 items:

- a. Content Knowledge and Pedagogy (10)
- b. Learning Environment and Diversity of Learners (10)
- c. Curriculum and Planning (5)
- d. Assessment and Reporting (5)

e. Plus Factor (5)

The data-gathering tool was subjected to expert review and content validation.

The result of the validation was 4.96 described as highly valid.

Data Gathering Procedure

The Managerial Practices Questionnaire underwent expert reviews to ensure the collection of accurate and reliable data for the study. These expert feedbacks were collected, and the necessary adjustments to the tool were made afterwards. The respondent selection involved 101 master teachers from the 10 municipalities of the 6th Congressional District of Pangasinan. Letters explaining the research objectives were sent to the Schools Division Superintendent for approval. Upon approval, letters and informed consent were sent via Google Forms to the respondents who wished to participate in the study through the supervisor and school heads of the 6th Congressional District of Pangasinan. The link to the questionnaires was sent via messenger and answered via Google Forms, depending on the respondents' availability. The anonymity, confidentiality, and preservation of the rights of the respondents, as well as granting respect for their privacy, will be maintained throughout the research study. The finished data collected underwent data quality control to ensure that the items on the tool were answered thoroughly and were void of inconsistent or missing data. After which, data coding or data entry was done using appropriate computer programs before treating data. The encoded data was checked twice to thrice to ensure everything was in order, data was complete, and results were ready for analysis. Descriptive and inferential statistics were used for data analysis to answer the hypotheses and research questions. Then, data interpretation followed, wherein the researcher drew conclusions based on the questionnaire results, looking at and identifying patterns, differences, and similarities while addressing the specific research questions and hypotheses stated. The results were presented using figures and tables to facilitate further understanding.

III. Results and Discussion

1. Age. Fifty-nine (59) respondent-Master Teachers belong to the age bracket of 41-50 years old, i.e., 58.4 percent. Forty-two (42), equivalent to 41.6 percent, are 51 years old and above. These Master Teachers are mature and have positive perspectives on their instructional management practices.
2. Sex. The majority, 76 of the respondent's Teachers or 75.2 percent, are females. This is understandable since the elementary level of the DepEd is female-dominated. It follows that those appointed as Master Teachers are also predominantly females.
3. Highest Educational Attainment. The respondent-Master Teachers demonstrate a high academic degree profile, making them exceptionally qualified for their appointments. The

majority, 65.3%, hold MA/MS degrees. Additionally, 12.9% have MA/MS degrees with units towards a doctorate, and 16.8% possess an Ed.D./Ph.D.

4. Career Service Level. Most of them, i.e., 62 (61.4 percent), are Master Teacher I, twenty-five (25), or 24.8 percent are Master Teachers, and 14 of them, or 13.9 percent, are Master Teacher III. Regarding career-level positions, the respondent-Master Teachers are well distributed, with the bulk of them in the Master I position.
5. Relevant In-Service Training. The pieces of information that the respondents under the variable provided constitute multiple data. The respondent-MTs who reported attending the division-level in-service training had also attended the district-level training. Seventy-five (75) of them, i.e., 74.3 percent) of the respondent- Master Teachers have had district/division-level training relevant to their instructional management. In addition, 26 of them, or 25.7 percent, have had regional/national-level in-service training.
6. The overall weighted mean (OWM), which describes the instructional management practices (IMP) of the respondent-MTs, is 4.583, equivalent to "always" practiced or "very extensive" practice in the area of "content knowledge and pedagogy."

Indicator Statement No. 1, "using real-life examples to make learners learn abstract concepts in the subject that I teach," obtained the highest weighted mean (WM) of 4.83, equivalent to "very extensive, WM=4.32, equivalent to "extensive" is the lowest WM score was obtained by the respondent-MTs is the indicator statement No.6 which is "modeling exemplary practices to improve applications of content knowledge within and across curriculum teaching areas." Overall, the IMP of the respondents is "pervasive" in the area of instruction.

7. The overall weighted mean (OWM=4.661), which describes the instructional management practices (IMP) of the respondent-MTs, is equivalent to "always" practiced or "pervasive" practice in the area of "Learning Environment and Diversity of Learners."

Indicator Statement No. 1, "having knowledge of the policies, guidelines, and procedures of the institution that I work for to protect both the teaching personnel and the learners," obtained the highest weighted mean (WM=4.91), which is equivalent to "very extensive." On the other hand, WM=4.40, equivalent to "extensive," is the lowest WM score obtained by the respondents. Indicator statement No.6 is the "application of a wide range of strategies to implement a positive and non-harmful environment for both learners and teaching personnel." Generally, the IMP of the respondent MTs is "very extensive" in instructional management.

8. The overall weighted mean (OWM=4.664), which describes the instructional management practices (IMP) of the respondent-MTs, is equivalent to "always" practiced or "pervasive" practice in the area of "Curriculum and Planning."

Indicator Statement No. 1, "enhancing current practices in the planning and management of developmentally sequenced teaching and learning processes," obtained the highest weighted mean (WM=4.87), which is equivalent to "very extensive," in transmuted rating. On the other hand, WM=4.35, equivalent to "extensive" in transmuted rating, is the lowest WM score obtained by the respondents. Indicator statement No.3 is "providing advice on designing and implementing relevant and responsive learning programs that develop the knowledge and skills of learners at different ability levels." However, in general, the IMP of the respondent MTs is "very extensive" in this area of instruction.

9. The overall weighted mean (OWM=4.664) describes the instructional management practices (IMP) of the respondent-MTs. It is equivalent to "always" practiced or "very extensive" practice in the Area of "Assessment and Reporting."

Indicator Statement No. 1, "leading initiatives in the evaluation of assessment policies and guidelines that relate to the design, selection, organization and use of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements," obtained the highest weighted mean (WM=4.86), which is equivalent to "very extensive," in transmuted rating.

10. The overall weighted mean (OWM=4.630) describes the instructional management practices (IMP) of the respondent-MTs and is equivalent to "always" practiced or "very extensive" practice in the Area of "Plus Factor."

Indicator Statement No. 5, "involving myself in school committees," obtained the highest weighted mean (WM=4.91), which is equivalent to "very extensive," in transmuted rating.

Nevertheless, WM=4.38, equivalent to "extensive," in transmuted rating, is the lowest WM score obtained by the Master Teachers. The indicator statement No.4 is "mentoring pre-service/in-service teachers." In general, however, the IMP of the respondent MTs is "very extensive" in this Area of instruction.

11. The grand overall weighted mean (GOWM=4.631) equivalent to "very extensive" instructional management practice (IMP) of the respondent-Master Teachers entails that these teachers are performing very well in their instructional management.

They obtained an overall weighted mean (OWM=4.66) equivalent to "very extensive" in transmuted rating in two (2) areas, which are "Learning Environment & Diversity of Learners" and "Assessment and Reporting." These Master Teachers obtained their lowest overall weighted mean (OWM=4.58), still equivalent to "very extensive" in the Area of "Content Knowledge and Pedagogy." The OWM score is still equivalent to "very extensive." Thus, the respondent-Master Teachers are performing above par in their IMP.

12. The null hypothesis stating that "there are no significant mean differences in the extent of IMP of the respondent-MTs concerning the variable, age," is accepted. This means that regardless of the age of the respondent-MTs, their Extent of instructional management practices (IMP) would be similar to each other. The variable categories of "age" do not provide any variation in the Extent of IMP of the respondent-Master Teachers.

This means that regardless of the age of the respondent-MTs, their Extent of instructional management practices (IMP) would be similar to each other. The variable categories of "age," do not provide any variation in the Extent of IMP of the respondent-Master Teachers. This aligns with research indicating that a teacher's age may not significantly predict their instructional behaviors or self-efficacy in classroom management.

13. All t-values are not significant at the 0.05 alpha level in all areas, except in the Area of "Plus Factor"; hence, the null hypothesis stating that "there are no significant mean differences in the extent of IMP of the respondent-MTs across the variable, sex," is accepted.

This means that regardless of whether the respondent-MTs are male or female, their Extent of instructional management practices (IMP) would be similar except in this Area of "plus factor." This Area focuses on instruction-related activities but is not directly covered under instructional management. These activities are about upgrading one's knowledge and skills. In addition, "plus factor" activities focus on work outside the teaching-learning process performed in the classroom. That is why interest and natural aptitudes, which are gender-related, come into consideration.

14. All F-values are significant at the 0.05 alpha level in all areas, except in the Area of "Assessment and Reporting" hence, the null hypothesis stating that "there are no significant mean differences in the extent of IMP of the respondent-MTs across the variable, Highest Educational Attainment," is rejected.

This means that the Extent of instructional management practices (IMP) would be dissimilar concerning the highest educational attainment variable except in the Area of "assessment and reporting." Assessment and reporting at the elementary grade level are standardized. Therefore, there is not much leeway for any differences.

15. that all F-values are significant at the 0.05 alpha level in all areas; hence, the null hypothesis stating that "there are no significant mean differences in the extent of IMP of the respondent-MTs with respect to the variable, career service level," is rejected.

This means that the Extent of instructional management practices (IMP) would differ across the variable, career service level. This is true because promotion to the different levels of Master Teacher position is based on the highest educational attainment and experience. Usually, the person holding the position of Master III has a higher educational attainment and more teaching experience than the person with Master Teacher II or Master Teacher I position.

16. The data indicate that the respondent-MTs have trained under two (2) variable categories of relevant in-service training. However, those who reported attending the division-level trainings also participated in the district-level trainings. Hence, the consolidated data constitute a set of multiple data. Thus, the mean differences in the Extent of instructional management practices (IMP) of the Respondent MTs across the variable relevant to in-service training could not be tested.
17. presents the Pearson r coefficient of correlations between the Extent of the respondent-Master Teachers' instructional management practices (IMP) and their Profile. The $r = -0.232$ (negative weak) sig. At 0.020 and $r = 0.288$ (positive weak) sig. 0.004 in the Area of "plus factor" indicates that the Extent of IMP of the Master Teachers correlated with the variables "sex" and "highest educational attainment," respectively.

However, $r = -0.232$ is significant but in a "negative weak" manner. This can be explained by the fact that in the "code system" for the variable "sex," male = 1 and female = 2. Hence, as the code increases in value, the Extent of IMP in the "plus factor" area decreases. This shows that among this particular sample of Master Teachers, the male Master Teachers have more aptitude and interest in the "plus factor" activities than their female counterpart.

Regarding the IMP of the respondent-Master Teachers, the $r = 0.288$ is weak but positive. This means that the Extent of IMP of the Master Teachers with higher academic degrees is better than their counterpart with lower academic degrees.

Further, the $r = 0.425$ for the Extent of IMP of the respondent-Master Teachers in the Area of "Content Knowledge and Pedagogy," $r = 0.363$ in "Learning Environment and Diversity of Learners;" $r = 0.362$ in "Curriculum and Planning;" $r = 0.336$ in "Assessment and Reporting;" $r = 0.360$ in "Plus Factor;" and finally $r = 0.400$ in the "grand total" indicate that the IMP of the respondent-Master Teachers are positive but ranges from "weak positive" to "moderately strong positive" about the variable "service career level." variables.

IV. Conclusion

The following conclusions are based on the salient findings:

The respondent-Master Teachers are mature and in the prime of their productive years, well trained and qualified as Master Teachers. These teachers performed very well in their instructions as evidenced by their ratings in terms of the Extent of their IMP as "very extensive" WM, OWM, and GOWM in all areas of instruction.

The variable categories of "age," "sex," "highest educational attainment," and "career service level," were sources of variations in the Extent of IMP of the respondent-MTs. Further, the

extents of IMP of the Master Teachers are associated with the variables "sex," and "highest educational attainment," and most of all with the variable "career service levels."

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