INSTRUCTIONAL LEADERSHIP EXPERIENCES OF MASTER TEACHERS: A QUALITATIVE INQUIRY

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ABSTRACT

This phenomenological inquiry explored the experiences of master teachers as instructional leaders in San Roque District, Division of Davao City. Further, this investigated the master teachers' coping mechanisms and insights which are derived from their experiences that can be shared to others. It employed a phenomenological approach in which in-depth interview was used. Major findings yielded that after analyzing the answers of the participants about their experiences in conducting instructional leadership, they revealed four themes namely focusing on instructional supervision, providing professional development for master teachers, collaborating with others, and occupational stress. Furthermore, on their coping mechanisms adopted, they emphasized three major themes, shared instructional leadership, coaching and mentoring, and provision of various resources. Finally, when the participants were queried about their insights being instructional leaders, they highlighted three emergent themes namely, intensifying instructional leadership, promoting student learning, and principal support to instructional leadership. Strong instructional leadership fosters an atmosphere that is conducive to learning not just for students but also for teachers and other leaders. A safe and orderly learning environment for children may be accomplished by providing a caring atmosphere, setting high standards for students' social behavior, and implementing safety procedures that give pupils the impression that they are safe. Effective instructional leaders develop a consensus on what constitutes effective teaching and learning, and then give the assistance, resources, and direction that are necessary to enable teachers to realize that consensus. This, in turn, leads to improvements in instructional practice, which ultimately leads to improvements in the outcomes for students.

Keywords: instructional leadership, master teachers, phenomenology, Davao City

1. INTRODUCTION

"The most important rule of educational leadership is to always remember that people, not policies or programs, are what drive highly effective schools." - PJ Caposey Effective instructional leadership fosters an atmosphere conducive to learning for students, teachers, and leaders. Establishing a safe and orderly learning environment for children entails mechanisms that make students feel secure, providing a caring atmosphere, and enforcing strict social conduct standards. Master teachers as instructional leaders encounter selection and job function challenges, such as an inability to provide instructional supervision due to heavy teaching loads, lack of training, and difficulties using instructional technology.

Global Context

In the global scenario, it was discovered that many local schools in Thailand were deficient in the necessary practices of instructional leadership (Luo, 2022). There have been reports of inadequate instructional leadership in Indonesia, as shown by the disparities between plans and actual curriculum execution by master teachers (Rahayu & Usman, 2022). In Malaysia, data demonstrated that the master teacher position mainly retains outstanding and ambitious teachers in the classroom, but there is minimal evidence of a broader influence on colleagues, schools, and the education system (Bush et al., 2016).

Philippine Context

In the Philippines, master teachers face work overload, stress, negative attitudes towards research, and limited knowledge of action research. The Master Teachers Development plan was developed to address these issues (Abasolo et al., 2021). Moreover, master teachers struggle with instructional supervision due to heavy teaching loads, lack of training, and challenges in using instructional technology (Ojale, 2019).

Based on firsthand observation of master teachers in San Roque District, Division of Davao City, they face several challenges, including difficulty in time management due to work overload, occupational stress from numerous school reports, and struggles in conducting instructional supervision due to ancillary functions. The transition phase of face-to-face classes has not yet ended, and they continue to face numerous challenges, particularly with regard to academic achievement and their own well-being.

Blended Learning Challenges

According to Nicholls (2020), blended learning increases the workload of master educators, requiring them to print and distribute learning materials and provide more educational content. Master teachers had to acquire new skills quickly to adapt to new instructional modalities, ensuring that learning remained accessible despite current conditions. The instructional leadership of master teachers directly impacts teacher and student performance, making it crucial for addressing the learning gap caused by the pandemic.

Need for Research

After more than two years of blended learning in the Philippines, there is an immediate need to research the re-opening of schools and the challenges faced by master teachers. The results of this research are intended to help master teachers cope with their enormous workloads and provide insights on the normalization of education post-pandemic. The impact of master teachers on classroom and student outcomes will also be highlighted.

Purpose of the Study

The purpose of this phenomenological research is to describe and understand the experiences of master teachers as instructional leaders in San Roque District, Division of Davao City. This research investigates their coping mechanisms and insights, which can be shared with others. At this stage, instructional leadership is generally defined as a model of school leadership where a master teacher supports and guides other teachers towards enhancing students' academic achievement.

Research Questions

1. What are the experiences of master teachers as instructional leaders?

2. How did master teachers cope with the challenges encountered as instructional leaders?

3. What insights can be drawn from master teachers as instructional leaders that can be shared with others?

Significance of the Study

DepEd Officials. The findings will encourage additional training and seminars for master teachers to improve their leadership abilities in preparation for traditional classroom settings.

School Principals. The outcomes will guide principals in assisting master teachers to successfully apply the curriculum in the new educational setting.

Master Teachers. This study will increase awareness among master teachers about the challenges they face in preparing for the return of face-to-face education and their leadership roles.

Students. The findings will help students improve their academic performance by understanding effective learning techniques to make up for knowledge lost during blended learning.

Future Researchers

The study will serve as a reference for future researchers, improving upon previous findings related to the lived experiences, coping mechanisms, and insights of master teachers.

Definition of Terms

Instructional Leadership Experiences: A model of school leadership where a master teacher supports and guides other teachers in establishing best practices in teaching and learning.

Master Teachers: Skilled teachers who assist other teachers in classroom instruction and curriculum implementation, serving as mentors in all aspects of instructional or developmental supervision.

Review of Significant Literature

Master Teachers as Instructional Leaders

Netolicky (2020) emphasizes the complexity of educational leadership, which includes strategy, culture, relationships, and decision-making. School leaders demonstrate leadership through change management, partnership development, and policy execution (Miller, 2018). Instructional leadership involves organizational, pedagogical, and instructional duties (Pont, 2020). Schools conduct personalized education planning differently, influenced by leadership (Lambrecht, 2020).

Shared instructional leadership involves strong leadership, opportunities for teacher growth, discussing alternative instructional practices, maintaining program cohesion, and encouraging teachers to take leadership roles (Marks and Printy, as cited in Kim & Lee, 2019).

Effective instructional leadership positively impacts student outcomes and learning. Instructional leaders assist teachers in becoming more effective educators, providing coaching and mentoring (Carraway & Young, 2014;

duPlessis, 2013). Teachers benefit from professional growth opportunities and new instructional strategies (duPlessis, 2013).

Instructional leaders ensure teachers have necessary resources, including material and access to experts ("Four Instructional Leadership Skills," 2015). Instructional leadership is measured by developing teacher capabilities, evaluating classroom teaching, and managing instruction through professional development and program evaluation (Sebastian et al., 2019). Master teachers' instructional competence and leadership capacity are crucial for school success. Effective leadership characteristics positively influence school credibility and faculty trust (Ma & Marion, 2021). In-service training and research on instructional leadership approaches are recommended for school leaders (Mabagal, 2021). Master teachers in the Division of Biliran demonstrate high instructional competence and leadership ability, positively impacting student achievement (Laude et al., 2018). Instructional leadership practices are correlated with instructional competency in senior high school teachers (Mendoza & Bautista, 2022). Sustainable leaders inspire educators to raise student achievement (Ismail et al., 2020).

Challenges of Master Teachers on Instructional Leadership Despite evidence of instructional leadership's positive impact, many administrators and master teachers face barriers such as insufficient time, discomfort in classroom observations, and lack of expertise (Carraway & Young, 2014; Salo et al., 2014). Time constraints and the need to manage diverse tasks hinder their ability to focus on instructional activities ("Four Instructional Leadership Skills," 2015). Stress from excessive workloads negatively impacts performance and job satisfaction (Beheshtifar & Omidvar, 2013; Ali & Farooqi, 2014). Teachers' stress responses vary, with some accepting it while others express displeasure (Shahsavarani et al., 2015). Master teachers' lack of necessary skills for instructional supervision and the need for continuous professional development are significant challenges (Romero, 2019; Clariño, n.d.). Adapting to new educational modalities, such as modular education, presents additional difficulties (Lapada et al., 2020; Dangle & Sumaoang, 2020). Role of School Principals in Supporting Instructional Leadership Principals' unwillingness to discuss teaching methods with teachers and the need to foster an atmosphere of openness and trust are significant barriers to effective instructional leadership (Fantini et al., 2020). Monitoring student achievement and establishing data systems are crucial for instructional leaders (Lagua, 2020). Organizational management skills among principals are essential for effective instructional leadership, yet empirical research comparing these skills to school performance is limited (Sebastian et al., 2019). Effective instructional leadership is critical for improving teaching and learning environments (Zahed-Babelan et al., 2019).

Theoretical Lens

This research is based on the Path-Goal Theory proposed by Martin Evans and Robert House in 1970, which emphasizes the leader's role in providing necessary resources and guidance to followers. Additionally, the Individual Performance Commitment Review Form (IPCRF) introduced by DepEd in 2015 guides teachers in setting performance objectives and development planning (Burgos & Meer, 2021). The research aims to determine the instructional leadership techniques of master teachers in curriculum content, pedagogy, planning, evaluation, and personal growth. It also examines teachers' instructional abilities, classroom management, and assessment skills, and their IPCRF ratings. The study seeks to enhance teaching and learning practices through improved instructional leadership (Zahed-Babelan et al., 2019).

2. METHOD

Philosophical Assumptions of the Study- As a qualitative researcher, I infused my work with a particular set of perspectives and philosophical foundations. Within this thesis, I explored the experiences of instructional leadership among master teachers in the San Roque District, Division of Davao City. I meticulously identified the specific research question and explored various theoretical concepts and qualitative research methodologies to focus my efforts. Creswell (2015) provided a framework for four fundamental philosophical assumptions which informed my approach:

Ontology- Creswell (2015) argued that reality is complex and subject to interpretation, with multiple realities existing among the researcher, participants, and audience. I incorporated extensive excerpts and recurring themes to exemplify the diverse perspectives of the participants.

Epistemology- Creswell (2015), referencing Guba and Lincoln (1985), emphasized the importance of forming a close connection with the subject of study. Throughout my research, I built genuine bonds with the teachers to gain a profound understanding of their viewpoints.

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AxiologyCreswell (2015) contended that values influence the research process. I placed immense importance on the insights provided by my participants to describe and comprehend the experiences of master teachers as instructional leaders.

Rhetoric- Creswell (2015) argued that specialized language and a narrative with personal and literary quality are essential. I composed the materials in my authentic voice and used terms like "credibility," "transferability," "dependability," and "confirmability."

Qualitative Assumptions- This research employed the phenomenological approach, centered on describing phenomena without preconceived assumptions. Phenomenologists scrutinize outcomes based on participants' perceptions. This study aimed to provide a comprehensive description and understanding of the experiences of master teachers functioning as instructional leaders in San Roque District, Division of Davao City.

Research Design- This study utilized qualitative research methodology, specifically the phenomenological approach. Data were collected through open-ended questions, interviews, participant observation, and observational methods (Creswell, 2017). The approach emphasized the importance of individuality, cultural context, and social justice. Thematic Analysis was used to construct significant themes based on the participants' experiences.

Research Participants- Ten master teachers from public elementary schools in San Roque District, Division of Davao City, participated in in-depth interviews. They were selected using purposive sampling based on their ability to provide informative accounts of their experiences. Criteria included holding a permanent teaching position as Master Teacher I or higher, having at least one year of experience as a master teacher, and having experienced challenges as instructional leaders.

Ethical Considerations- The research adhered to the ethical measures provided in the Belmont Report (1979), which includes principles of respect for persons, beneficence, and justice. Informed consent was obtained from participants, and their privacy and confidentiality were protected. The study followed the Data Privacy Act of 2012, ensuring the protection of personal information.

Respect for Persons- Participants were treated with dignity and respect, with their autonomy honored unconditionally. Informed Consent Forms (ICF) were provided to ensure voluntary participation.

Beneficence- Participants' safety and well-being were prioritized. Measures were taken to minimize risks and maximize benefits, ensuring the well-being of the participants and their schools.

Justice- Participants were selected impartially based on specific inclusion criteria. Efforts were made to ensure fairness and equal treatment.

Role of the Researcher- In qualitative studies, the researcher serves as a data collection instrument. I assumed multiple roles, including interviewer, encoder, transcriber, data analyst, and verifier. Ethical standards were upheld throughout the study. I ensured that participants' privacy was maintained and that data collection was conducted ethically.

Data Collection- Data collection followed specific processes and methodologies, including seeking permission to conduct the study, obtaining informed consent, and conducting in-depth interviews. Participants were provided with pseudonyms, and data were securely stored.

Data Analysis- Data analysis involved thematic analysis, which includes six phases: familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. The analysis focused on identifying and assessing significant themes within the data.

Trustworthiness of the Study- Trustworthiness was ensured through credibility, dependability, confirmability, and transferability.

Credibility- Member verification and iterative questioning were employed to enhance the study's validity. Participants reviewed the interview transcripts to ensure accuracy.

Dependability- Multiple approaches to data collection were used, and an audit trail was established to allow for the replication of the study.

Transferability- Comprehensive descriptions and intentional participant selection were provided to enhance the transferability of the research.

Confirmability- An audit trail was maintained to provide a comprehensive record of the research procedures, ensuring that the findings were derived from participants' experiences rather than researcher bias.

Conclusion

This chapter detailed the philosophical assumptions, research design, ethical considerations, data collection, data analysis, and trustworthiness measures employed in the study. These methodologies and approaches ensured that the

research accurately captured the experiences and insights of master teachers functioning as instructional leaders in San Roque District, Division of Davao City.

3. RESULTS

The purpose of this phenomenological research was to describe and understand the experiences of master teachers as instructional leaders in the San Roque District, Division of Davao City. Additionally, this research investigated the master teachers' coping mechanisms and insights derived from their experiences to share with others. At this stage in the research, the instructional leadership of master teachers is generally defined as a model of school leadership in which a master teacher works alongside other teachers or colleagues to provide support and guidance in establishing best practices in teaching and learning towards enhancing students' academic achievement in the classroom.

Experiences of Master Teachers as Instructional Leaders

After analyzing the participants' answers about their experiences in conducting instructional leadership, four themes emerged: focusing on instructional supervision, providing professional development for master teachers, collaborating with others, and occupational stress.

Focusing on Instructional Supervision

The master teachers' Individual Performance Commitment and Review Forms (IPCRF) include instructional supervision as an essential aspect. The primary objective is to provide career teachers with professional development opportunities and ensure high-quality education for students. Master teachers attend classes and mentor other teachers to improve classroom teaching through reflective practice.

IDI-01:

The labor of instructional supervision is the task of assuring the execution of the educational mission of an institution by supervising, enabling, and empowering teachers to offer meaningful learning experiences for students."

IDI-03:

The primary purpose of effective instructional supervision is to provide assistance to educators in the pursuit of improved student-instructor interactions and to ensure students receive quality education using efficient pedagogical practices."

IDI-05:

The quality of teaching and learning outcomes, as well as the accomplishment of educational goals and objectives, will be improved through instructional leadership in the areas of time management and the supervision of teachers."

Master teachers face challenges such as work overload, stress, and lack of training to perform instructional supervision (Abasolo et al., 2021; Ojale, 2019). Effective supervision impacts teaching effectiveness and educational goals (Sule et al., 2015). Studies have shown that master teachers demonstrate high instructional competence and leadership capacity (Laude et al., 2018).

Providing Professional Development for Master Teachers

Professional development programs bolster teachers' subject-area expertise and improve instructional practices. Effective professional development enhances teachers' skills and increases the school's overall value. It involves feedback systems, team collaboration, and personal and professional growth objectives.

IDI-02:

Professional development increases adults' knowledge and practices, resulting in the transfer of skills to students. Access to continuous, high-quality professional development equips instructors with the means to improve their instruction and impact students of all achievement levels."

IDI-05:

Continuous professional development (CPD) adds new knowledge to a teacher's skill set and enhances their proficiency in areas they are already adept at."

IDI-08:

To enhance teacher professional development, there must be a distinct focus on the groups participating and their requirements, along with a platform for feedback and reflection."

The instructional leadership of master teachers is influenced by financial support, training, and workload (Mabagal, 2021). Master teachers benefit from sustained professional development programs tailored to their needs (Pambudi & Gunawan, 2019; Zhang & Wong, 2018).

Collaborating with Others

Teacher collaboration aims to improve student learning and achievement through collective efforts. Effective collaboration involves sharing ideas, co-developing lesson plans, and implementing new instructional strategies.

Participant Insights:

IDI-05:

"Master teachers can foster professional development by sharing their knowledge with less experienced colleagues."

IDI-09:

"Setting up time to collaborate on lesson plans with other instructors allows networking and collaborative decision-making in pedagogical matters."

IDI-10:

"Collaborative partnerships among teachers enhance instructional practices and professional development."

Teacher leaders without positional power significantly impact instructional innovations, especially when supported by formal recognition and mentorship systems (Bryant & Rao, 2019).

Occupational Stress

Occupational stress refers to the ongoing or escalating stress experienced by employees due to work-related factors. It can lead to low productivity, job dissatisfaction, and poor morale.

Participant Insights:

IDI-04:

"Although teaching is one of the most stressful jobs, implementing organizational and individual interventions can mitigate the negative impacts of teacher stress."

IDI-10:

"Interventions at either the organizational or individual level can help lower the amount of stress teachers feel, improving social adjustment and academic performance for students."

Studies show that work overload and stress negatively impact job satisfaction and performance (Ali & Farooqi, 2014; Paktinat & Rafeei, 2012; Shahsavarani et al., 2015).

Coping Mechanisms of Master Teachers as Instructional Leaders

After analyzing the responses of the participants on their coping mechanisms, three major themes emerged: shared instructional leadership, coaching and mentoring, and provision of various resources.

Shared Instructional Leadership

Shared leadership involves distributing leadership responsibilities among educators to implement positive school-wide change. This collaborative approach fosters a supportive professional learning community and improves overall performance.

Participant Insights:

IDI-02:

"The educational leadership community has seen a resurgence of interest in shared leadership due to the COVID-19 controversy. School administrators seek a leadership plan that supports both instructors and students."

IDI-04:

"Distributive leadership involves educators from various levels collaborating to implement positive school-wide change."

IDI-10:

"Persistent cooperation between teachers leads to considerable increases in students' academic performance."

Shared instructional leadership involves strong leadership, opportunities for teacher growth, discussing instructional practices, maintaining program cohesion, and encouraging teachers to take leadership roles (Marks & Printy, as cited in Kim & Lee, 2019).

Coaching and Mentoring

Coaching and mentoring are professional development strategies that advance teachers' expertise through sustained instructional improvement. Mentoring focuses on providing guidance to new teachers, while coaching addresses specific areas of growth for experienced teachers.

Participant Insights:

IDI-03:

"Mentoring is concerned with successful leadership and effective cooperation to maximize success."

IDI-05:

"Mentoring emphasizes demonstrating, encouraging, and developing excellent teaching and fostering a spirit of collaboration."

IDI-09:

"Mentors can employ coaching techniques to help professional learners concentrate on specific aspects of their practice.

Instructional leaders support teachers through coaching and mentoring, enhancing teaching skills and promoting professional growth (Carraway & Young, 2014; Kaparou & Bush, 2015; Espineli, 2021; Mendoza & Bautista, 2022).

Provision of Various Resources

Providing appropriate educational resources enhances teaching and learning. Instructional leaders ensure that teachers have access to necessary resources and information to improve their instructional practices.

Participant Insights:

IDI-06:

"Instructional resources for K-12 grades are crucial for a child's ability to learn and mental growth, whether in a traditional or virtual classroom."

IDI-08:

"Using engaging and interactive teaching aids and educational materials helps elucidate fundamental concepts and instruct young people effectively."

IDI-09:

"Teachers have developed numerous instructional materials that transform K-12 education content from dull to intellectually stimulating."

Teachers need various tools and resources to provide high-quality education ("Four Instructional Leadership Skills," 2015). Teachers must employ accessible and suitable methodologies to deliver lessons effectively (Tosun et al., 2021; Panting, 2021).

Insights Drawn from Master Teachers as Instructional Leaders That Can Be Shared with Others

Participants highlighted three emergent themes: intensifying instructional leadership, promoting student learning, and principal support to instructional leadership.

Intensifying Instructional Leadership

Instructional leaders promote and help teachers improve their teaching methods, leading to higher levels of academic accomplishment for students.

Participant Insights:

IDI-02:

"Creating a common vision of high-quality teaching and learning is essential for successful school leadership."

IDI-04:

"Instructional leaders collaborate with educators to develop a unified vision for teaching and learning and provide the necessary support, resources, and direction."

IDI-05:

"Instructional leadership focuses on classroom instruction quality and learning, enhancing instructional practices and student outcomes."

Effective instructional leaders positively impact student outcomes and learning by supporting teachers' professional growth and promoting best practices (Carraway & Young, 2014; duPlessis, 2013; Salo, Nyland, & Stjernstl, 2014).

Promoting Student Learning

Instructional leadership helps advance student learning by encouraging exploration, experimentation, and risk-taking in supportive environments.

Participant Insights:

IDI-02:

"Effective educational experiences occur in environments that encourage exploration and experimentation, with support mechanisms to direct the learner's response to challenges."

IDI-04:

"Active pedagogies engage students in their learning by working on real-world problems and fostering critical thinking."

IDI-06:

"Student learning often involves collaboration with peers or mentors, providing assistance in resolving conflicts caused by challenges."

Positive impacts on student learning are seen when teachers are supported in their professional growth and encouraged to try new instructional strategies (duPlessis, 2013).

School Principal Support to Instructional Leadership

Principals play a crucial role in instructional leadership by setting goals, coordinating programs, and fostering a supportive learning environment.

Participant Insights:

IDI-07:

"Instructional leadership of school heads significantly facilitates and enhances student academic progress."

IDI-08:

"Principals involve educators, parents, and students in creating a vision for student success and support instructional efforts."

IDI-09:

"Principals participate in the instructional process by discussing teaching strategies with teachers and analyzing student data."

Instructional leadership relies on monitoring student achievement, providing professional development, and maintaining a culture of continuous improvement (Sebastian et al., 2019; Ma & Marion, 2021; Fantini et al., 2020).

Journal of Educational Leadership and Instructional Practices

4. DISCUSSION

The purpose of this phenomenological research was to describe and understand the experiences of master teachers as instructional leaders in the San Roque District, Division of Davao City. This research also investigated the master teachers' coping mechanisms and insights derived from their experiences to share with others. At this stage in the research, the instructional leadership of master teachers was generally defined as a model of school leadership in which a master teacher works alongside other teachers or colleagues to provide support and guidance in establishing best practices in teaching and learning towards enhancing students' academic achievement in the classroom.

The qualitative-phenomenological technique and theme analysis were used in my research. "Open-ended" interview questions were utilized to acquire an accurate grasp of people's experiences, meeting the requirements laid forth by Creswell (2015). By using this kind of interviewing, I also encouraged my subjects to provide their interpretations of the phenomenon.

Major Findings

After analyzing the participants' answers about their experiences in conducting instructional leadership, four themes emerged:

Focusing on Instructional Supervision: Master teachers emphasized the importance of instructional supervision in enhancing teaching quality and student outcomes.

Providing Professional Development for Master Teachers: Ongoing professional development was highlighted as crucial for improving teaching practices and student learning.

Collaborating with Others: Collaboration among teachers was seen as essential for sharing best practices and improving instructional strategies.

Occupational Stress: Master teachers faced significant stress due to heavy workloads and other job-related pressures. Regarding their coping mechanisms, three major themes were emphasized:

Shared Instructional Leadership: Distributing leadership responsibilities to foster a supportive professional community.

Coaching and Mentoring: Providing guidance and support to both novice and experienced teachers to enhance instructional practices.

Provision of Various Resources: Ensuring teachers have access to necessary tools and information to improve their teaching effectiveness. When queried about their insights as instructional leaders, three emergent themes were highlighted:

Intensifying Instructional Leadership: Promoting continuous improvement in teaching methods to enhance student outcomes.

Promoting Student Learning: Encouraging active and experiential learning to engage students effectively.

Principal Support to Instructional Leadership: The crucial role of principals in supporting and guiding instructional practices in schools.

Implications

Based on the analysis and discussion of the results, the following implications are drawn:

Vision and Objectives: Master teachers, as instructional leaders, create and express a vision and set of objectives for their school, establishing rigorous benchmarks for student performance. Effective instructional leadership encourages teachers to continuously improve their teaching practices, positively impacting student learning.

Learning Environment: Strong instructional leadership fosters an atmosphere conducive to learning for students, teachers, and other leaders. Providing a safe and orderly learning environment, setting high standards for social behavior, and implementing safety procedures contribute to a positive educational experience.

Academic Achievement: There is a significant correlation between great school leadership and increased levels of academic accomplishment among students. Schools with effective leadership tend to perform better on standardized examinations compared to those with poor leadership.

Teacher Efficacy: Instructional leadership practices positively influence teachers' perceptions of their efficacy, indirectly enhancing classroom instruction and student achievement. Policymakers and practitioners can use these findings to make informed decisions and implement interventions aimed at enhancing teacher efficacy.

Consensus on Teaching Practices: Effective instructional leaders develop a consensus on what constitutes effective teaching and learning, providing the necessary assistance, resources, and direction for teachers to realize this consensus. This leads to improvements in instructional practices and student outcomes.

Future Directions of the Study

Instructional leadership is a collaborative model where principals work closely with master teachers and other educators to establish optimal teaching practices and boost student achievement. Based on the study's limitations and findings, the following implications for future research are suggested:

Expanded Participant Pool: Future research should include a broader participant pool, involving public and private school teachers and master teachers from other districts or school division offices in the region. This will provide a more comprehensive understanding of instructional leadership across different contexts.

Role of Principals: More investigation is needed into the roles of principals in education delivery. Understanding their impact on instructional leadership can provide valuable insights for enhancing school leadership practices.

Policy and Initiatives: Davao City Division can use participant input to shape new policies and initiatives to better support master teachers in their roles as instructional leaders. Collaboration among principals, master teachers, and other stakeholders should be encouraged for the benefit of all teachers.

Technical Support: The education department should provide technical support to master educators to develop their instructional leadership techniques. This includes professional development opportunities and resources to enhance their effectiveness.

Focus Group Discussion Future studies could employ focus group discussions (FGDs) to elicit master teachers' perspectives on successfully exercising instructional leadership. FGDs can provide a deeper understanding of the collective experiences and challenges faced by master teachers.

5. CONCLUSION

This study has provided valuable insights into the experiences, coping mechanisms, and insights of master teachers as instructional leaders in the San Roque District, Division of Davao City. The findings highlight the importance of strong instructional leadership, continuous professional development, collaboration, and effective resource provision in enhancing teaching practices and student outcomes. Future research should expand on these findings to include a broader participant pool and investigate the roles of principals and other stakeholders in supporting instructional leadership.

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