

# Master Teacher's Mentoring Capacity and Supervisory Skills on the Mentees' Instructional and Teaching-Related Skills

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**Abstract**—This study examined the link between master teachers' mentoring and supervisory skills and the instructional performance of Teacher I to III in Philippine public schools. A descriptive-correlational design was used, with data collected through validated surveys. Master teachers were rated "Very Good" in professional knowledge, behavior, and supervisory skills such as observation, feedback, and coaching. Likewise, Teacher I to III showed "Very Good" instructional performance, especially in lesson delivery, student engagement, and assessment. However, statistical analysis showed weak and non-significant correlations between the mentoring skills of master teachers and the instructional performance of teachers. Slight positive links appeared in areas like learning environment and assessment. The study recommends structured, goal-driven mentoring and competency-based approaches. Strengthening mentoring programs and professional development is also suggested to improve instructional outcomes.

**Keywords**— Mentoring Capacity; Supervisory Skills; Teaching-Related Skills.

## I. INTRODUCTION

In Philippine public schools, master teachers play a crucial role in shaping the instructional skills and professional development of their teachers. They are expected to mentor, coach, and supervise teachers holding positions from Teacher I to Teacher III, ensuring the delivery of quality education. Despite this significant responsibility, there has been a growing concern among teachers regarding the effectiveness and fairness of the evaluations conducted by master teachers (Acera, 2024). This concern is frequently voiced on social media platforms, particularly during periods of graded class observations, mid-year performance reviews, and end-of-school year evaluations.

The dissatisfaction expressed by teachers raises important questions about the mentoring and supervisory capabilities of master teachers. Effective mentoring and supervision are essential for improving instructional skills and the execution of teaching-related tasks (Zain et al., 2021). However, the extent to which master teachers possess the necessary skills to fulfill these roles effectively remains under-explored. This study aims to address this gap by investigating the correlation between master teachers' mentoring and supervisory skills and the instructional skills and teaching-related tasks performance of teachers they evaluate.

Research indicates that the quality of mentoring and supervision can significantly impact teachers' professional

growth and instructional effectiveness (Zhang et al., 2024; Mok & Staub, 2021; Dingal, 2023). Because of the organized hierarchy and the crucial role master teachers play in ensuring the quality of education, it is especially crucial to fully understand this connection in the context of the Philippine educational system. By examining the perceptions and experiences of both master teachers and the teachers they mentor, this study seeks to provide empirical evidence on the efficacy of current mentoring practices and supervisory methods.

The necessity of this study is underscored by the persistent clamor among teachers for more transparent and supportive evaluation processes. Addressing these concerns is not only vital for teacher morale but also for ensuring that students receive the highest standard of education. Through a descriptive research design utilizing a validated survey questionnaire, this study will gather data from master teachers, school heads, and teachers to minimize bias and provide a comprehensive understanding of the issue.

Ultimately, this research aims to develop a proposed model to guide master teachers in carrying out their mentoring and supervisory duties more effectively. Such a model could serve as a valuable tool for professional development programs and policy formulation, contributing to the overall improvement of the Philippine education system.

### 1.1 Statement of the Problem

Specifically, it shall answer the following questions.

1. What is the mean level of the master teachers' mentoring capacity as to

- 1.1 professional knowledge,
- 1.2 professional practice, and
- 1.3 professional behaviors?

2. What is the mean level of the master teachers' supervisory skills as to

- 2.1 class observation skills;
- 2.2 feedback provision;
- 2.3 professional development planning;
- 2.4 communication skills;
- 2.5 coaching and mentoring;
- 2.6 data analysis; and
- 2.7 goal setting

3. What is the mean level of the mentees' instructional skills in terms of:

- 3.1 content knowledge and pedagogy;
- 3.2 learning environment;
- 3.3 diversity of learners;
- 3.4 curriculum and planning;
- 3.5 assessment and reporting;
- 3.6 community linkages; and
- 3.7 professional development
4. What is the mean level of the mentees' teacher-related skills in terms of:
  - 4.1 curriculum planning;
  - 4.2 curriculum delivery and pedagogy;
  - 4.3 assessment of learner's progress; and
  - 4.4 homeroom guidance and management
5. Is there significant relationship between the master teacher's mentoring capacity and the mentees' instructional skills?
6. Is there significant relationship between the master teacher's mentoring capacity and the mentees' teaching-related skills?
7. Is there significant relationship between the master teacher's supervisory skills and the mentees' instructional skills?
8. Is there significant relationship between the master teacher's supervisory skills and the mentees' teaching-related skills?

## II. METHODOLOGY

This study shall employ the quantitative research design. It involves data collection method that uses numerical data to study the master teacher's instructional mentoring and supervisory skills and their mentee's performance. It includes the use of a survey questionnaire that features 4-point Likert Scale. Specifically, the study uses correlation methods because it attempts to determine the connection between two related objects and how one affects the other, as well as the outcomes that are ultimately seen (Fleetwood, 2023).

## III. RESULTS AND DISCUSSION

This chapter presents the data gathered from the respondents, analyzes the findings based on the study's objectives, and interprets the results in relation to the research questions. The data are organized systematically using tables, figures, and narratives to highlight key trends and patterns. Statistical tools and qualitative insights are employed to ensure a comprehensive analysis, providing a clear understanding of the study's outcomes. The findings are then discussed in the context of relevant literature and theoretical frameworks to derive meaningful conclusions. This chapter presents a detailed account of the data collected from the respondents and provides an in-depth analysis and interpretation of the results in alignment with the study's specific objectives. The presentation of data follows a logical and systematic structure, ensuring that the information is clearly conveyed and easily understood. To facilitate this, various formats such as tables, charts, graphs, and descriptive narratives are utilized to organize and highlight significant trends, patterns, and relationships within the dataset.

The analysis employed qualitative approaches to offer a well-rounded perspective on the findings. Statistical tools, including measures of central tendency and variability, are employed to quantify and summarize numerical data, while thematic analysis is used to interpret qualitative responses where applicable. By offering a more comprehensive perspective of the research challenge, this dual strategy improves the depth and validity of the findings.

Interpretations of the findings are carefully linked to the study's research questions and objectives, ensuring that each analysis contributes to answering the core inquiries of the study. Furthermore, the results are contextualized through comparisons with related literature and anchored within relevant theoretical frameworks. This allows for a more nuanced understanding of the data and supports the formulation of well-grounded conclusions and implications. Overall, this chapter serves as a critical component in bridging the empirical evidence with the theoretical and conceptual foundations of the research.

### Master Teacher's Mentoring Capacity

TABLE 1. Master Teacher's Mentoring Capacity as to Professional Knowledge

STATEMENTS	MEAN	SD	REMARKS
<i>The master teacher...</i>			
1. as a strong understanding of the subject matter they teach.	6.99	0.10	Very Good
2. is knowledgeable about effective teaching strategies and educational theories.	6.98	0.15	Very Good
3. uses their professional knowledge to enhance the learning of their mentees.	6.98	0.14	Very Good
4. regularly updates their knowledge to stay current in their field.	6.99	0.12	Very Good
5. can explain complex concepts clearly to their mentees.	6.98	0.14	Very Good
<b>Weighted Mean</b>		<b>6.98</b>	
<b>SD</b>		<b>0.56</b>	
<b>Verbal Interpretation</b>		<b>Very Good</b>	

The results presented in Table 1 highlight the master teacher's mentoring capacity regarding professional knowledge, showcasing notably high ratings across multiple indicators of mentorship effectiveness in educational settings. The responses to the survey statements reveal that the master teachers are perceived to have a strong understanding of their subject matter, effective teaching strategies, and the capability to convey complex concepts clearly to their mentees.

The collected data indicated an overall mean score of 6.98, with a standard deviation of 0.56, categorizing the master teachers' mentoring capacity as "Very Good." This assessment is supported by individual statement evaluations, each averaging above 6.90, thus placing them firmly within the "Very Good" range according to the established scale. For instance, the statement, "The master teacher has a strong understanding of the subject matter they teach," registered the highest mean of 6.9905 (SD = 0.09), while "The master teacher is knowledgeable about effective teaching strategies and educational theories" closely followed with a mean of 6.97 (SD = 0.15) (Schatz-Oppenhimer & Goldenberg, 2023).

Additionally, the ability of master teachers to enhance their mentees' learning through professional knowledge was affirmed by a mean score of 6.98 (SD = 0.14).

Moreover, the finding that master teachers consistently update their knowledge (mean = 6.99, SD = 0.12) caters to the evolving nature of education, illustrating a commitment to lifelong learning and relevance in their respective fields (Hayes & Mahfouz, 2020). Such a trend is crucial in a dynamic educational landscape where staying informed about new methodologies and theories is essential for both personal development and the success of their mentees.

The ability to explain complex concepts clearly to their mentees, also highlighted by the mean score of 6.98 (SD = 0.14).

The very good ratings across all indicators reveal a robust mentoring foundation characterized by high levels of subject matter expertise and effective teaching strategies. However, there remains a need for continual assessment and improvement within mentoring practices to ensure that the potential for professional development through mentoring is maximized.

TABLE 2. Master Teacher's Mentoring Capacity as to Professional Practices

STATEMENTS <i>The master teacher...</i>	MEAN	SD	REMARKS
1. Demonstrates effective classroom management techniques that mentees can observe and learn from.	7.00	0.00	Very Good
2. Models exemplary teaching practices to guide and inspire mentees in their professional development.	6.99	0.12	Very Good
3. Shares practical teaching strategies and examples that mentees can apply in their classrooms.	6.95	0.21	Very Good
4. Upholds and demonstrates high standards of professional behavior as a role model for mentees.	6.99	0.10	Very Good
5. Addresses classroom challenges during mentoring sessions, providing actionable solutions for mentees.	6.99	0.12	Very Good
<b>Weighted Mean</b>	<b>6.98</b>		
<b>SD</b>	<b>0.56</b>		
<b>Verbal Interpretation</b>		<b>Very Good</b>	

The results presented in Table 2 provide a detailed examination of the master teacher's mentoring capacity concerning professional practices. The findings indicate a strong perception of effectiveness, as all statements related to the master teacher's role in mentoring achieved high mean scores, reinforcing the overall interpretation of "Very Good." Specifically, the master teacher's capacity to demonstrate effective classroom management techniques received the highest rating with a mean of 7.00 (SD = 0.00), indicating unanimous agreement among respondents regarding this critical mentoring attribute Kaplan (2022).

In addition to classroom management, the statements regarding "models exemplary teaching practices" and "shares practical teaching strategies" yielded mean scores of 6.99 (SD = 0.12) and 6.9524 (SD = 0.21), respectively, underscoring the master teacher's role in guiding mentees through actionable

examples and practical applications of teaching theory (Mackie, 2017).

Moreover, the results indicate that the master teachers consistently uphold high standards of professional behavior, with a mean score of 6.99 (SD = 0.09), confirming their role as role models for mentees (Kaplan, 2022)

The statement regarding the ability to address classroom challenges during mentoring sessions received a mean score of 6.9857 (SD = 0.12), highlighting the mentors' effectiveness in providing actionable solutions (Nketsia et al., 2020).

These data from Table 2 substantiate the high expectations and capabilities associated with master teachers' mentoring in professional practices. The overarching interpretation of "Very Good" reflects a robust mentoring foundation in which master teachers effectively model classroom practices, maintain high professional standards, and engage in problem-solving with their mentees. These findings emphasize the necessity of ongoing professional development for mentors and suggest that structured mentoring programs should prioritize these dimensions to enhance the overall teaching efficacy of novice educators.

TABLE 3. Master Teacher's Mentoring Capacity as to Professional Behavior

STATEMENTS <i>The master teacher...</i>	MEAN	SD	REMARKS
1. fosters positive and collaborative relationships with colleagues.	6.99	0.07	Very Good
2. consistently adheres to ethical standards in their mentoring role.	6.99	0.12	Very Good
3. communicates effectively and professionally with mentees, parents, and colleagues.	6.98	0.15	Very Good
4. demonstrates a strong commitment to ongoing professional growth and development.	6.98	0.14	Very Good
5. serves as a positive role model, setting an example of professionalism and dedication for mentees.	6.99	0.10	Very Good
<b>Weighted Mean</b>	<b>6.99</b>		
<b>SD</b>	<b>0.52</b>		
<b>Verbal Interpretation</b>		<b>Very Good</b>	

The results presented in Table 3 provide an overview of the master's teachers' mentoring capacity concerning professional behavior. The data reflects a strong perception of effectiveness, with an overall mean of 6.99 and a standard deviation of 0.5163, categorizing the mentoring capacity as "Very Good" across all evaluated statements.

The highest individual mean score, 6.99 (SD = 0.07), pertains to the statement indicating that master teachers foster positive and collaborative relationships with colleagues.

The second-highest mean score of 6.99 (SD = 0.12) was attributed to the statement assessing the ethical standards adhered to by master teachers in their mentoring roles.

Moreover, the mean score of 6.98 (SD = 0.15) for effective communication underscores the master teacher's ability to articulate ideas and feedback professionally with mentees, parents, and colleagues.

Commitment to ongoing professional growth and development was also rated highly, with a mean of 6.98 (SD = 0.14). This commitment is crucial for effective mentoring, as



it encourages continual self-improvement and skill enhancement among mentors.

Finally, the statement concerning the master teacher serving as a positive role model achieved a mean of 6.99 (SD = 0.09). T

The findings from Table 3 illustrate the significant positive perceptions of master teachers' mentoring capacities concerning professional behavior. The high ratings across all dimensions underscore the critical role master teachers play in fostering collaborative relationships, adhering to ethical standards, effectively communicating, committing to ongoing professional growth, and serving as positive role models. These attributes are vital in shaping the professional development journey of mentees and contribute to a vibrant and supportive educational environment.

TABLE 4. Composite Table for Master Teacher's Mentoring Capacity

STATEMENTS	MEAN	SD	REMARKS
Professional Knowledge	6.98	0.06	Very Good
Professional Practices	6.98	0.06	Very Good
Professional Behaviors	6.99	0.05	Very Good
<b>Weighted Mean</b>	<b>6.98</b>		
<b>SD</b>	<b>0.05</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

The findings encapsulated in Table 4 reflect a comprehensive overview of the master teacher's mentoring capacity, encompassing professional knowledge, practices, and behaviors. Each dimension recorded a mean score of 6.9829 for professional knowledge and practices, with professional behaviors slightly higher at 6.99. The overall average for the composite table is 6.98, with a low standard deviation of 0.0546, indicating a homogeneous perception of the mentoring capacity among respondents. These scores fall within the "Very Good" range, highlighting the effectiveness of master teachers in their mentoring roles.

Professionally, these results resonate with established literature emphasizing the significant impact of experienced mentors on the professional development of beginning teachers.

These mean scores across all dimensions signal a well-established mentoring framework that significantly benefits preservice and novice educators. The findings suggest that the mentoring relationship not only aids in professional transition but also fosters a culture of continuous improvement necessary for the evolving demands of the teaching profession.

The results presented in Table 5 provide a detailed examination of the perceived level of the master teacher's supervisory skills, particularly regarding class observation skills. The overall mean score of 6.98, with a low standard deviation of 0.06, denotes the master teachers' observational skills as "Very Good." This assessment across all five evaluated statements reflects the effectiveness of master teachers in identifying, assessing, and supporting the development of their mentees' teaching practices.

Notably, the highest mean score of 7.00 (SD = 0.00) indicates unanimous agreement among respondents that the master teacher accurately observes and assesses classroom interactions and teaching strategies. This finding underscores

the competence of master teachers in providing objective evaluations, which are essential for facilitating instructional improvement.

TABLE 5. Perceived Level of Master Teacher's Supervisory Skills as to Class Observation Skills

STATEMENTS	MEAN	SD	REMARKS
<i>The master teacher...</i>			
1. accurately observes and assesses classroom interactions and teaching strategies.	7.00	0.00	Very Good
2. provides insightful and actionable feedback based on classroom observations.	6.99	0.09	Very Good
3. identifies specific areas for improvement during class observations.	6.96	0.19	Very Good
4. carefully evaluates student engagement and participation during lessons.	6.97	0.17	Very Good
5. observes mentees in diverse teaching scenarios to offer well-rounded feedback.	6.99	0.12	Very Good
<b>Weighted Mean</b>	<b>6.98</b>		
<b>SD</b>	<b>0.08</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

The ability of master teachers to provide insightful and actionable feedback based on classroom observations received a mean score of 6.99 (SD = 0.09), further illustrating their effectiveness in using observations to drive meaningful discussions post-observation.

Equally important is the score of 6.96 (SD = 0.19) for identifying specific areas for improvement during class observations. This capability indicates that master teachers are skilled in recognizing strengths and adept at pinpointing areas requiring development (Ntho et al., 2020). By focusing on targeted improvements, mentors can more effectively support their mentees, leading to a more tailored professional development experience.

The careful evaluation of student engagement and participation during lessons was also scored highly, with a mean of 6.97 (SD = 0.17).

Finally, the statement regarding observing mentees in diverse teaching scenarios yielded a mean score of 6.99 (SD = 0.12), showcasing that master teachers often provide comprehensive feedback drawn from varied contexts.

Results reflect a strong perception of master teachers' supervisory skills in class observation, demonstrating a consistent ability to accurately assess teaching strategies, provide actionable feedback, identify areas for improvement, evaluate student engagement, and observe across diverse teaching contexts. The high mean scores underscore the significant impact that master teachers can have on the professional development of their mentees.

The results presented in Table 6 reflect the perceived level of the master teacher's supervisory skills with respect to feedback provision. With an overall mean score of 6.98 and a low standard deviation of 0.06, these metrics suggest a strong consensus among respondents that the master teacher performs exceptionally well in providing feedback. This classification of "Very Good" across all statements highlights the

importance of effective feedback in influencing the professional development of mentees.

TABLE 6. *Perceived Level of Master Teacher's Supervisory Skills as to Class Observation Skills*

STATEMENTS <i>The master teacher...</i>	MEAN	SD	REMARKS
1. delivers clear and constructive feedback to improve teaching performance.	7.00	0.00	Very Good
2. helps mentees identify specific areas for growth in their teaching.	6.97	0.18	Very Good
3. provides feedback that is timely, relevant, and actionable.	6.97	0.17	Very Good
4. encourages mentees to reflect critically on their teaching practices through feedback.	6.97	0.17	Very Good
5. shows sensitivity and respect for mentees' feelings when offering feedback.	7.00	0.00	Very Good
<b>Weighted Mean</b>	<b>6.98</b>		
<b>SD</b>	<b>.06</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

A particularly noteworthy aspect is the unanimous mean score of 7.00 (SD = 0.00) for the statement that the master teacher delivers clear and constructive feedback to improve teaching performance. This finding aligns with existing literature that emphasizes the importance of clarity in feedback. Effective feedback serves as a bridge between observed performance and areas for improvement, promoting a growth mindset among novice teachers.

Furthermore, the mean score of 6.97 (SD = 0.18) pertaining to the master teacher's ability to help mentees identify specific areas for growth demonstrates the effectiveness of feedback in fostering reflective practice. Feedback that clearly delineates areas for improvement enhances novice teachers' self-awareness and enables them to set focused professional development goals.

The provision of timely, relevant, and actionable feedback received a mean of 6.97 (SD = 0.17), reaffirming that the master teachers are perceived to be responsive to their mentees' needs. Timeliness in feedback is critical as it allows for immediate reflection and application, thereby reinforcing learning. In a mentoring context, feedback that is both relevant and actionable supports the mentee's ability to apply suggestions in practice, thus promoting effective teaching strategies.

Additionally, the encouragement for mentees to engage in critical self-reflection through feedback also scored 6.97 (SD = 0.17). This demonstrates a crucial aspect of successful mentorship that promotes both personal and career development. Feedback that prompts critical reflection enables novice teachers to assess their teaching styles, adapt methodologies, and understand the underlying principles of effective teaching.

Lastly, the sensitivity and respect shown for mentees' feelings when offering feedback, which also achieved a mean score of 7.00 (SD = 0.00), is integral to the success of the mentor-mentee relationship. By creating a welcoming learning

atmosphere, emotional support helps new instructors be more open to criticism and try new things in the classroom.

Overall, these highlight the significance of master teachers' supervisory skills in feedback provision. The high scores reflect a consensus among respondents regarding the master teachers' effectiveness in delivering clear, actionable, and respectful feedback. These qualities directly contribute to the professional growth of novice teachers, fostering an environment conducive to learning and continuous improvement.

TABLE 7. *Perceived Level of Master Teacher's Supervisory Skills as to Professional Development Planning*

STATEMENTS <i>The master teacher...</i>	MEAN	SD	REMARKS
1. helps create a personalized professional development plan for me.	7.00	0.00	Very Good
2. identifies specific skills and knowledge areas that I need to develop.	6.95	0.21	Very Good
3. help me make a professional development plans that are practical and achievable.	6.97	0.17	Very Good
4. regularly reviews and updates the professional development plan with me.	6.99	0.12	Very Good
5. encourages me to set realistic goals for my professional growth.	7.00	0.00	Very Good
<b>Weighted Mean</b>	<b>6.98</b>		
<b>SD</b>	<b>0.06</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

The results captured in Table 7 illuminate the perceived level of master teachers' supervisory skills regarding professional development planning for their mentees. An overall mean score of 6.98, paired with a low standard deviation of 0.06, indicates a strong consensus among participants regarding the high quality of support and guidance provided by master teachers in this domain. The ratings categorically fall under "Very Good," suggesting exemplary performance in integrating supportive practices into mentee development.

The highest individual mean score of 7.00 (SD = 0.00) reflects unanimous responses indicating that master teachers help create personalized professional development plans for their mentees. This finding emphasizes the importance of tailored approaches in professional development.

Similarly, the ability of master teachers to encourage mentees to set realistic goals for their professional growth also scored a mean of 7.0000, underpinning the importance of goal-setting in professional development.

In addition to personalized planning and goal setting, the mean score of 6.95 (SD = 0.21) indicates that master teachers effectively identify specific skills and knowledge areas that mentees need to develop.

The capacity to help mentees develop professional development plans that are practical and achievable achieved a mean score of 6.97 (SD = 0.17).

Furthermore, the regular review and updating of professional development plans, with a mean of 6.99 (SD = 0.12), illustrates the dynamic nature of mentorship practices.

These imply the essential supervisory skills of master teachers in facilitating professional development planning. The exemplary ratings across all assessed statements underscore the significance of personalized support, effective goal setting, skills identification, and continuous plan evaluation in nurturing the professional growth of mentees. This data suggests that master teachers play a pivotal role in shaping the professional trajectories of novice teachers, emphasizing the need for sustained mentorship practices that resonate with prudent pedagogical frameworks.

Table 8. Perceived Level of Master Teacher's Supervisory Skills as to Communication Skills

STATEMENTS The master teacher...	MEAN	SD	REMARKS
1. communicates expectations clearly during mentoring sessions.	7.00	.00	Very Good
2. listens attentively to my concerns and questions.	6.98	.14	Very Good
3. uses clear language when providing instructions or feedback.	6.98	.15	Very Good
4. is approachable and open to discussions.	7.00	.07	Very Good
5. provides detailed explanations of teaching concepts and methods.	7.00	.00	Very Good
<b>Weighted Mean</b>	<b>6.99</b>		
<b>SD</b>	<b>.04</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

The results depicted in Table 8 provide insight into the perceived level of master teachers' supervisory skills concerning their communication abilities. With an overall mean score of 6.99 and a low standard deviation of 0.04, these findings suggest a strong consensus among participants that master teachers excel in their communication skills, earning an interpretation of "Very Good" across all evaluated statements.

A standout feature of the results is the unanimous mean score of 7.00 (SD = 0.00) regarding the communication of expectations clearly during mentoring sessions. This highlights the critical role that clear communication plays in effective mentorship.

Moreover, the ability of master teachers to listen attentively to mentees' concerns and questions, scoring a mean of 6.98 (SD = 0.14), reinforces the importance of active listening in the mentoring process. Active listening not only validates the mentee's experiences but also fosters trust and a supportive learning environment.

The statement concerning the use of clear language when providing instructions or feedback achieved a mean of 6.98 (SD = 0.15), underscoring the significance of effective language use in mentorship. Clarity in communication is particularly critical in educational settings, where complex concepts must be conveyed in an understandable manner.

The mean score of 6.99 (SD = 0.07) for being approachable and open to discussions illustrates the importance of accessibility in fostering effective mentorship. Approachable mentors create a safe space for mentees to engage in candid conversations about their development, challenges, and pertinent topics.

Finally, the provision of detailed explanations regarding teaching concepts and methods, which also garnered a mean

score of 7.00 (SD = 0.00), reinforces the need for depth in communication within mentoring relationships. Detailed feedback ensures that mentees grasp the nuances of pedagogical approaches, which is essential for their development as competent educators.

Results indicate that master teachers demonstrate exemplary communication skills critical for effective mentorship. The high scores across statements related to clarity, listening, accessibility, and detailed explanations suggest that master teachers provide robust support to their mentees. These communication skills are pivotal for fostering an environment that promotes reflection, skill development, and sustained professional growth. Consequently, ongoing training in communication strategies could further enhance the effectiveness of mentorship programs in educational settings.

TABLE 9. Perceived Level of Master Teacher's Supervisory Skills as to Communication Skills

STATEMENTS The master teacher...	MEAN	SD	REMARKS
1. offers guidance and support tailored to my individual teaching needs.	7.00	.00	Very Good
2. actively engages in one-on-one mentoring sessions to improve my teaching.	6.98	.14	Very Good
3. helps me develop teaching strategies that match my strengths and weaknesses.	6.97	.18	Very Good
4. encourages me to try new teaching techniques and approaches.	6.98	.14	Very Good
5. builds my confidence as an educator through effective mentoring.	6.99	.10	Very Good
<b>Weighted Mean</b>	<b>6.98</b>		
<b>SD</b>	<b>0.05</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

The results presented in Table 9 highlight the perceived level of master teachers' supervisory skills in the context of coaching and mentoring. With an overall mean score of 6.98 and a standard deviation of 0.05, these findings substantiate a strong consensus among respondents that master teachers excel in their coaching abilities, earning an interpretation of "Very Good" across all evaluated statements.

One of the most significant findings from this table is the unanimous mean score of 7.00 (SD = 0.00) for the statement indicating that the master teacher offers guidance and support tailored to individual teaching needs. This emphasizes the critical role of personalized mentorship in fostering professional growth among novice teachers.

Furthermore, the mean score of 6.98 (SD = 0.14) indicates that master teachers actively engage in one-on-one mentoring sessions aimed at improving teaching practices.

The ability of master teachers to help mentees develop teaching strategies that align with their respective strengths and weaknesses scored slightly lower at a mean of 6.97 (SD = 0.18).

Additionally, the mean score of 6.98 (SD = 0.14) for encouraging mentees to try new teaching techniques and approaches reinforces the dynamic nature of effective coaching. Encouragement to explore innovative methods fosters flexibility and adaptability in teaching practices, which



are essential in a rapidly changing educational landscape. Research indicates that mentors who inspire mentees to take risks often contribute to the development of new pedagogical strategies, thus promoting a culture of innovation in the classroom (Wei & Cao, 2020).

Lastly, the mean score of 6.99 (SD = 0.09) reflecting master teachers' role in building the confidence of mentees as educators underscores a critical aspect of successful mentoring.

These illustrate that master teachers demonstrate strong supervisory skills in coaching and mentoring, as indicated by high mean scores across all evaluated statements. Their ability to provide personalized support, actively engage in mentoring sessions, help develop individualized teaching strategies, encourage innovation, and bolster mentee confidence is essential for fostering professional growth among novice educators. The positive feedback gathered from these results suggests that effective coaching and mentoring practices significantly enhance the teaching skills and overall professional development of mentees, ultimately contributing to better educational experiences for students.

TABLE 10. Perceived Level of Master Teacher's Supervisory Skills as to Data Analysis

STATEMENTS The master teacher...	MEAN	SD	REMARKS
1. helps me analyze data from assessments to improve my teaching.	7.00	0.00	Very Good
2. uses data to identify trends and areas of improvement in my teaching.	6.97	0.17	Very Good
3. explains how to use student data to inform instructional decisions.	6.96	0.20	Very Good
4. guides me in interpreting data to enhance my students' learning outcomes.	6.97	0.17	Very Good
5. encourages the use of data to set measurable goals for teaching improvement.	7.00	0.00	Very Good
<b>Weighted Mean</b>	<b>6.98</b>		
<b>SD</b>	<b>0.06</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

The results presented in Table 10 provide informative insights into the perceived level of master teachers' supervisory skills in the context of data analysis. With an impressive overall mean score of 6.98 and a low standard deviation of 0.06, these findings indicate a strong consensus among participants that master teachers excel in this area, earning a classification of "Very Good" across all evaluated statements.

A notable aspect of the results is the unanimous mean score of 7.00 (SD = 0.00) for the statement indicating that master teachers help analyze data from assessments to improve teaching.

The mean score of 6.97 (SD = 0.17) for the statement regarding using data to identify trends and areas of improvement in teaching underscores the importance of ongoing evaluation in the teaching profession. The ability to track and analyze educational trends allows teachers to adapt their methodology and promote continuous improvement.

Additionally, the score of 6.96 (SD = 0.20), which signifies the master teacher's efficacy in explaining how to use student data to inform instructional decisions, highlights the knowledge-transfer aspect of effective mentoring.

The mean score of 6.97 (SD = 0.17) for guiding mentees in interpreting data to enhance student learning outcomes illustrates the transformative potential of data-driven decision-making in pedagogical contexts.

Lastly, the encouragement to use data to set measurable goals for teaching improvement achieved another high score of 7.00 (SD = 0.00), indicating that master teachers are goal-oriented in their mentoring practices. Research suggests that defined, data-driven goals enhance teaching effectiveness by focusing efforts on specific, quantifiable outcomes (Goziyah et al., 2022).

Results reflect the strong proficiency exhibited by master teachers in supervisory skills related to data analysis. Their ability to aid in the interpretation of data, identify trends, and encourage goal setting forms a critical component of effective mentorship for novice educators. Overall, these results provide compelling evidence of the important role that data analysis plays in enhancing teaching quality and the professional development of teachers.

TABLE 11. Perceived Level of Master Teacher's Supervisory Skills as to Goal Setting

STATEMENTS The master teacher...	MEAN	SD	REMARKS
1. works with me to set specific goals for my professional development.	7.00	0.00	Very Good
2. helps me set achievable and measurable goals.	6.98	0.14	Very Good
3. helps me track progress toward meeting my professional goals.	6.97	0.18	Very Good
4. ensures that the goals set align with my teaching needs.	6.97	0.18	Very Good
5. encourages me to set both short-term and long-term professional goals.	6.99	0.10	Very Good
<b>Weighted Mean</b>	<b>6.98</b>		
<b>SD</b>	<b>0.06</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

The results presented in Table 11 provide an insightful examination of the perceived level of master teachers' supervisory skills in the context of goal setting. The master teachers achieved an overall mean score of 6.98 with a low standard deviation of 0.06, designating the quality of their supervisory skills in this area as "Very Good." The consistency across the statements implies a solid recognition of master teachers' efforts to effectively support their mentees in setting professional development goals.

Notably, the unanimous mean score of 7.00 (SD = 0.00) for the statement indicating that master teachers work with mentees to set specific goals for their professional development highlights the importance of customized goal setting in effective mentorship.

Relatedly, the mean score of 6.98 (SD = 0.14) for helping mentees set achievable and measurable goals illustrates the significance of guiding novice teachers to formulate practical objectives.

Master teachers also exhibited a mean score of 6.97 (SD = 0.18) for helping mentees track progress toward their professional goals. Monitoring progress is fundamental to effective goal setting, as it allows for timely adjustments and ensures that the mentees stay aligned with their objectives. The result indicates that master teachers not only set goals with their mentees but also actively participate in the tracking and evaluation of these goals, fostering a culture of continuous improvement.

Furthermore, the alignment of goals with teaching needs, also receiving a mean score of 6.97 (SD = 0.18), highlights the relevance of contextualized goal setting. When goals are tailored to meet the specific demands of the mentee's teaching environment, the likelihood of achieving them increases significantly.

The ability of master teachers to encourage mentees to set both short-term and long-term professional goals scored a mean of 6.9905 (SD = 0.09).

The findings illustrate that master teachers are perceived to possess strong supervisory skills in goal setting, positively impacting the professional development of their mentees. The high scores across the evaluated statements emphasize the importance of effective mentorship practices in fostering a goal-oriented culture that prioritizes individual growth, accountability, and reflective practices.

TABLE 12. Composite Table for Master Teacher's Supervisory Skills

STATEMENTS	MEAN	SD	REMARKS
<i>The master teacher...</i>			
Class Observation Skills	6.98	0.06	Very Good
Feedback Provision	6.98	0.06	Very Good
Professional Development Planning	6.98	0.06	Very Good
Communication Skills	6.99	0.04	Very Good
Coaching and Mentoring	6.98	0.05	Very Good
Data Analysis	6.98	0.06	Very Good
Goal Setting	6.98	0.06	Very Good
<b>Weighted Mean</b>	<b>6.98</b>		
<b>SD</b>	<b>0.06</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

The results presented in Table 12 offer a comprehensive overview of the perceived level of master teachers' supervisory skills, categorized into several key domains of practice, including class observation skills, feedback provision, professional development planning, communication skills, coaching and mentoring, data analysis, and goal setting. An overall mean score of 6.98, along with a low standard deviation of 0.06, indicates a strong consensus among respondents that master teachers demonstrate exceptional supervisory skills across these areas, solidifying their effectiveness in supporting the professional growth of novice teachers.

Each of the individual domains also received notably high scores, reflecting a consistent performance that underscores the multifaceted nature of effective teaching mentorship. For instance, class observation skills and feedback provision both registered an identical mean of 6.98 (SD = 0.06), demonstrating that master teachers excel in these crucial aspects of mentorship (Butt & Farooq, 2022).

In the realm of professional development planning, master teachers achieved a mean of 6.98 (SD = 0.06), indicating their capacity to support mentees in creating tailored development goals. Similarly, the communication skills domain, with a mean score of 6.99 (SD = 0.04), highlights the effectiveness of master teachers in conveying their expectations and instructions clearly, which is crucial for establishing a productive learning environment (Rosada et al., 2018). Clear communication allows for improved understanding and collaboration, thereby enhancing the mentor-mentee relationship.

Coaching and mentoring received a score of 6.98 (SD = 0.05), emphasizing the role of master teachers in providing individualized guidance that aligns with the specific needs of their mentees. Effective coaching is essential for developing teaching efficacy, as it encourages novice teachers to explore new methodologies and approaches, thus fostering professional growth (Chang & Hall, 2022). Additionally, data analysis and goal setting, with means of 6.98 (SD = 0.06) and 6.98 (SD = 0.06), respectively, highlight the vital role of data-driven practices in instructional improvement.

Given these findings, there is a clear need for structured mentor training programs that equip master teachers with advanced mentoring and leadership skills. By formalizing and strengthening their role through targeted professional development, schools can ensure that master teachers are well-prepared to support their mentees across all critical domains of teaching. This investment in mentor capacity-building is essential for sustaining a high-quality, collaborative teaching workforce and promoting long-term educational improvement.

### Perceived Level of Ratee's Instructional Skills

TABLE 13. Perceived Level of Ratees' Instructional Skills as to Content Knowledge and Pedagogy

STATEMENTS	MEAN	SD	REMARKS
<i>The master teacher...</i>			
1. I feel confident in my understanding of the subject matter I teach	7.00	0.00	Very Good
2. I effectively apply pedagogical theories in my teaching practice.	6.97	0.18	Very Good
3. I continuously seek to improve my content knowledge through professional development.	6.97	0.18	Very Good
4. I am able to adapt my teaching methods to meet the needs of diverse learners	6.97	0.17	Very Good
5. I regularly reflect on my teaching practices to enhance student learning outcomes.	6.98	0.14	Very Good
<b>Weighted Mean</b>	<b>6.98</b>		
<b>SD</b>	<b>0.06</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

The findings displayed in Table 13 provide a comprehensive overview of the perceived level of ratees' instructional skills, specifically in the realms of content knowledge and pedagogy. With an overall mean score of 6.98 and a low standard deviation of 0.06, the results indicate a robust consensus among respondents that they feel very capable in their understanding and application of content knowledge and pedagogical strategies, categorically placing this area at a "Very Good" level.



A standout finding from Table 13 is the unanimous mean score of 7.00 (SD = 0.00) for the statement that ratees feel confident in their understanding of the subject matter they teach. This exceptional confidence level is critical, as a strong grasp of content knowledge is foundational for effective teaching.

The mean score of 6.97 (SD = 0.18) for the effective application of pedagogical theories reflects a strong alignment between theory and practice among the ratees.

In addition to applying pedagogy, the ratees indicated a mean score of 6.9667 (SD = 0.17993) regarding their commitment to continuously improving their content knowledge through professional development.

The ability to adapt teaching methods to cater to the needs of diverse learners, recorded with a mean of 6.97 (SD = 0.17), reflects the importance of differentiated instruction in achieving equitable learning experiences.

Lastly, ratees reported a mean score of 6.98 (SD = 0.14) for regularly reflecting on their teaching practices to enhance student learning outcomes.

These strongly indicate that ratees feel confident in their content knowledge and pedagogical skills, showcasing a high level of capability across multiple dimensions. Their ability to blend theory with practice, commit to ongoing professional development, adapt teaching methods for diverse learners, and reflect on their practices reflects a comprehensive approach to teaching. These results point to a culture of competence and professionalism among ratees, suggesting that effective mentorship from master teachers could further refine these skills and positively influence teaching quality.

TABLE 14. Perceived Level of Ratees' Instructional Skills as to Learning Environment

STATEMENTS The master teacher...	MEAN	SD	REMARKS
1. I create a supportive and inclusive learning environment for all students.	7.00	0.00	Very Good
2. I establish clear expectations for student behavior and engagement.	6.99	0.12	Very Good
3. I utilize various strategies to foster student participation and collaboration.	6.97	0.17	Very Good
4. I actively seek feedback from students to improve the learning environment	6.99	0.10	Very Good
5. I adapt the physical classroom layout to enhance student interaction and learning	7.00	0.07	Very Good
<b>Weighted Mean</b>	<b>6.99</b>		
<b>SD</b>	<b>0.05</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

The results presented in Table 14 offer a detailed examination of the perceived level of ratees' instructional skills concerning the learning environment. With an overall mean score of 6.99 and a low standard deviation of 0.05, these findings indicate that ratees feel very proficient in creating and managing effective learning environments, categorizing their performance as "Very Good." This assessment underscores their commitment to fostering an educational atmosphere that promotes student engagement and inclusivity.

One of the most striking results is the unanimous mean score of 7.00 (SD = 0.00) for the statement regarding the creation of a supportive and inclusive learning environment for all students. This finding highlights the fundamental role educators play in establishing a positive atmosphere where every student feels valued and capable of contributing to the learning process.

The second statement, which addresses the establishment of clear expectations for student behavior and engagement, achieved a mean score of 6.99 (SD = 0.12).

Additionally, the mean score of 6.97 (SD = 0.17) for utilizing various strategies to foster student participation and collaboration reflects an understanding of diverse instructional methods that enhance the learning experience.

Moreover, actively seeking feedback from students to improve the learning environment garnered a mean score of 6.99 (SD = 0.09).

Lastly, a mean score of 6.99 (SD = 0.07) for adapting the physical classroom layout to enhance student interaction and learning indicates a thoughtful approach to creating an engaging learning environment.

In summary, the findings from Table 14 reflect the strong capabilities of ratees regarding their instructional skills in creating effective learning environments. Their ability to foster inclusivity, establish clear behavioral expectations, employ diverse instructional strategies, seek student feedback, and create favorable physical spaces positions them as competent educators committed to their students' holistic development.

TABLE 15. Perceived Level of Ratees' Instructional Skills as to Diversity of Learners

STATEMENTS The master teacher...	MEAN	SD	REMARKS
1. I recognize and address the diverse learning needs of my students.	7.00	0.00	Very Good
2. I incorporate culturally relevant materials and practices in my teaching.	6.97	0.17	Very Good
3. I differentiate instruction to accommodate various learning styles and abilities.	6.97	0.17	Very Good
4. I actively promote an inclusive classroom culture that values diversity.	6.98	0.18	Very Good
5. I seek to understand the backgrounds and experiences of my students to inform my teaching.	7.00	0.00	Very Good
<b>Weighted Mean</b>	<b>6.98</b>		
<b>SD</b>	<b>0.06</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

The results presented in Table 15 provide a comprehensive exploration of the perceived level of ratees' instructional skills concerning the diversity of learners. With an impressive overall mean score of 6.98 and a low standard deviation of 0.06, these findings reflect a strong consensus among participants that they are capable of recognizing and addressing the diverse learning needs of their students, thereby achieving a classification of "Very Good."

A highlight of these results is the unanimous mean score of 7.0000 (SD = 0.00000) for the statement, "I recognize and address the diverse learning needs of my students." This finding signifies that ratees feel highly confident in their abilities to create inclusive classrooms where all students have their unique learning needs considered.

The statement regarding the incorporation of culturally relevant materials and practices in teaching garnered a mean score of 6.97 (SD = 0.17).

Additionally, the mean score of 6.97 (SD = 0.18) for differentiating instruction indicates that ratees utilize strategies to accommodate various learning styles and abilities.

Furthermore, the score of 6.98 (SD = 0.18) for actively promoting an inclusive classroom culture that values diversity emphasizes the commitment ratees have to creating an environment that not only accommodates but also celebrates differences.

Lastly, the mean score of 7.00 (SD = 0.00) for seeking to understand the backgrounds and experiences of students to inform teaching demonstrates ratees' proactive approach to inclusive education.

Such results illustrate that ratees exhibit a commendable level of instructional skills concerning the diversity of learners in their classrooms. Their capabilities in recognizing and addressing diverse learning needs, incorporating culturally relevant materials, differentiating instruction, promoting inclusive cultures, and seeking to understand student backgrounds suggest a strong commitment to fostering equitable and engaging learning environments.

These findings highlight the need for ongoing professional development to better meet diverse learner needs. Future research could explore how these instructional skills relate to student engagement and achievement, offering deeper insight into effective, responsive teaching.

TABLE 16. *Perceived Level of Ratees' Instructional Skills as to Curriculum and Planning*

STATEMENTS <i>The master teacher...</i>	MEAN	SD	REMARKS
1. I develop lesson plans that align with curriculum standards and clearly defined learning objectives.	6.99	0.10	Very Good
2. I regularly evaluate and adjust my curriculum to address the diverse needs and abilities of my students.	6.99	0.12	Very Good
3. I actively collaborate with colleagues to improve curriculum design and lesson planning.	6.94	0.23	Very Good
4. I integrate technology and innovative strategies into my curriculum planning to enhance student learning.	6.97	0.18	Very Good
5. I assess the effectiveness of my curriculum by analyzing student performance data and outcomes.	7.00	0.00	Very Good
<b>Weighted Mean</b>		<b>6.98</b>	
<b>SD</b>		<b>0.06</b>	
<b>Verbal Interpretation</b>		<b>Very Good</b>	

The findings presented in Table 16 summarize the perceived level of ratees' instructional skills regarding curriculum and planning. The overall mean score of 6.98, accompanied by a low standard deviation of 0.06, indicates a

consistent perception among ratees that they are competent in developing and implementing effective curriculum and lesson plans, ultimately categorizing their performance as "Very Good."

Notably, the statement regarding developing lesson plans that align with curriculum standards and clearly defined learning objectives achieved a high mean score of 6.99 (SD = 0.09). This reflects a strong acknowledgment of the importance of aligning instruction with educational standards and objectives.

The second statement, highlighting the regular evaluation and adjustment of curriculum to address the diverse needs and abilities of students, garnered a mean score of 6.99 (SD = 0.12).

Additionally, the mean score of 6.94 (SD = 0.23) for actively collaborating with colleagues to improve curriculum design and lesson planning reflects the importance of professional collaboration in curriculum development. Collaborative practices among educators have been linked to improved teaching practices and student outcomes.

Another critical aspect is the integration of technology and innovative strategies into curriculum planning, which received a mean score of 6.97 (SD = 0.18).

The statement regarding assessing the effectiveness of the curriculum by analyzing student performance data and outcomes achieved a mean score of 7.00 (SD = 0.00).

These results indicate that mentees feel confident in their instructional skills, particularly in the areas of curriculum design and instructional planning. Their demonstrated ability to create well-aligned lesson plans, regularly assess and modify curriculum content, collaborate with colleagues for instructional coherence, integrate technology meaningfully into lessons, and analyze student performance data reflects a comprehensive and adaptive approach to teaching. These competencies are essential for ensuring that instruction remains relevant, engaging, and responsive to students' varying learning needs. Furthermore, such skills contribute not only to improved classroom practices but also to school-wide efforts toward academic excellence. When teachers are equipped to plan effectively and make data-informed decisions, they can better tailor instruction to support individual student growth, foster inclusive learning environments, and enhance overall student engagement and achievement.

The results presented in Table 17 examine the perceived level of ratees' instructional skills in the context of assessment and reporting. With an overall mean score of 6.98 and a low standard deviation of 0.06, the data indicate that ratees feel confident in their assessment practices, categorizing their skills as "Very Good." This strong proficiency in assessment and reporting is critical for effective teaching and contributes significantly to student learning outcomes.

A notable outcome is the unanimous mean score of 7.00 (SD = 0.00) for the statement regarding the utilization of a variety of assessment methods to evaluate student learning.

The mean score of 6.96 (SD = 0.19) for providing timely and constructive feedback to students on their performance reflects ratees' commitment to fostering student growth.

TABLE 17. Perceived Level of Ratees' Instructional Skills as to Assessment and Reporting

STATEMENTS The master teacher...	MEAN	SD	REMARKS
1. I utilize a variety of assessment methods to evaluate student learning.	7.00	0.00	Very Good
2. I provide timely and constructive feedback to students on their performance.	6.96	0.19	Very Good
3. I effectively communicate assessment results to students and parents.	6.95	0.21	Very Good
4. I use assessment data to inform my instructional decisions.	6.99	0.10	Very Good
5. I engage students in self-assessment and reflection on their learning.	6.99	0.12	Very Good
<b>Weighted Mean</b>	<b>6.98</b>		
<b>SD</b>	<b>0.06</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

Additionally, the statement regarding effective communication of assessment results to students and parents delivered a mean score of 6.95 (SD = 0.21). Effective communication of assessment outcomes is vital for promoting transparency and partnership between educators and families (Mata et al., 2021). Providing clear and accessible information about student performance fosters a collaborative approach to education that supports student success and encourages parental involvement.

Another noteworthy aspect is the mean score of 6.99 (SD = 0.09) for using assessment data to inform instructional decisions.

The ratees reported a mean score of 6.99 (SD = 0.12) for engaging students in self-assessment and reflection on their learning.

Results indicate that ratees exhibit a strong competency in instructional skills related to assessment and reporting. Their ability to utilize diverse assessment methods, provide constructive and timely feedback, communicate effectively with stakeholders, utilize data-driven strategies, and engage students in self-reflection collectively positions them as effective educators committed to enhancing student learning outcomes. These practices not only support academic achievement but also promote a culture of accountability, transparency, and continuous improvement in the learning process.

The results presented in Table 18 provide a thorough examination of the perceived level of ratees' instructional skills related to community linkages. With an overall mean score of 6.98 and a low standard deviation of 0.06, the findings indicate that ratees exhibit strong capabilities in fostering connections between their educational practices and community engagement. This high level of perceived competency categorizes their performance in this area as "Very Good."

A key finding is the unanimous mean score of 6.99 (SD = 0.07) for the statement indicating that ratees actively establish partnerships with community organizations to provide students with enhanced learning experiences.

The statement regarding encouraging students to participate in community service and outreach programs, with

a mean score of 6.98 (SD = 0.15), highlights ratees' commitment to fostering social responsibility.

TABLE 18. Perceived Level of Ratees' Instructional Skills as to Community Linkages

STATEMENTS The master teacher...	MEAN	SD	REMARKS
1. I actively establish partnerships with community organizations to provide students with enhanced learning experiences.	6.99	0.07	Very Good
2. I encourage students to participate in community service and outreach programs to foster social responsibility.	6.98	0.15	Very Good
3. I maintain regular communication with parents and community members about classroom activities and events.	6.96	0.20	Very Good
4. I incorporate community resources into my teaching to enrich and contextualize the curriculum.	6.99	0.12	Very Good
5. I promote a positive and supportive image of our school through active community engagement.	7.00	0.07	Very Good
<b>Weighted Mean</b>	<b>6.98</b>		
<b>SD</b>	<b>0.06</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

Maintaining regular communication with parents and community members about classroom activities and events received a mean score of 6.96 (SD = 0.20). Effective communication is essential in fostering strong relationships that support student success.

The score of 6.99 (SD = 0.12) for incorporating community resources into teaching to enrich and contextualize the curriculum illustrates ratees' commitment to enhancing academic relevance.

Lastly, the statement regarding promoting a positive and supportive image of the school through active community engagement achieved a mean score of 6.99 (SD = 0.07). Ratees' efforts in this area contribute to creating a school environment that values collaboration and inclusivity, ultimately benefiting the entire school community.

In summary, the findings from Table 18 highlight the strong capabilities of ratees in fostering community linkages through partnerships, service-learning, effective communication, resource incorporation, and positive representation of their school. These skills not only enhance the instructional effectiveness of ratees but also contribute to creating enriched learning experiences that benefit students and the broader community.

The results presented in Table 19 offer insights into the perceived level of ratees' instructional skills concerning professional development. With an overall mean score of 6.98 and a low standard deviation of 0.07, these findings suggest that ratees possess a strong sense of competency in pursuing and engaging in professional development activities, indicating that they view their skills in this area as "Very Good."

A notable highlight from the table is the mean score of 7.00 (SD = 0.00) for the statement that ratees actively seek



professional development opportunities to continuously improve their teaching skills.

TABLE 19. *Perceived Level of Ratees' Instructional Skills as to Professional Development*

STATEMENTS <i>The master teacher...</i>		MEAN	SD	REMARKS
1. I actively seek professional development opportunities to continuously improve my teaching skills.		7.00	0.00	Very Good
2. I collaborate with colleagues to share best practices and foster professional growth.		6.96	0.20	Very Good
3. I regularly reflect on my teaching practices and set actionable goals for improvement.		6.97	0.19	Very Good
4. I seek constructive feedback from mentors and peers to guide my professional development.		6.98	0.15	Very Good
5. I stay updated on current trends and research in education to enhance my teaching practices.		6.98	0.14	Very Good
<b>Weighted Mean</b>		<b>6.98</b>		
<b>SD</b>		<b>0.07</b>		
<b>Verbal Interpretation</b>		<b>Very Strongly Agree</b>		

Furthermore, the mean score of 6.96 (SD = 0.20) for collaborating with colleagues to share best practices and foster professional growth suggests that ratees recognize the value of

Moreover, the mean score of 6.97 (SD = 0.19) for regularly reflecting on teaching practices and setting actionable goals for improvement highlights the importance of reflective practice in professional development.

The ability of ratees to seek constructive feedback from mentors and peers, with a mean score of 6.98 (SD = 0.15), illustrates their commitment to ongoing evaluation and growth. Feedback from diverse perspectives can enhance teaching efficacy.

Lastly, the mean score of 6.98 (SD = 0.14) for staying updated on current trends and research in education emphasizes the importance of remaining informed about developments in the field.

These imply a positive and proactive approach among ratees concerning their instructional skills related to professional development. Their commitment to seeking growth opportunities, engaging in collaboration, reflecting on practices, inviting constructive feedback, and remaining informed about educational trends is indicative of a strong professional ethos. These capabilities are essential for fostering a culture of continuous improvement and enhancing the overall quality of education.

The results presented in Table 20 depict an evaluation of ratees' instructional skills across various domains related to professional development. The overall mean score of 6.98, with a standard deviation of 0.06, suggests a strong perception of instructional competencies among the participants. Each specific area evaluated content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, and

professional development demonstrated high mean scores, all falling within the "Very Good" classification.

Starting with content knowledge and pedagogy, which garnered a mean score of 6.98 (SD = 0.06), it is evident that the ratees feel confident in their understanding and application of pedagogical principles

TABLE 20. *Composite Table for Ratees' Instructional Skills*

STATEMENTS <i>The master teacher...</i>	MEAN	SD	REMARKS
content knowledge and pedagogy	6.98	0.06	Very Good
learning environment	6.99	0.05	Very Good
diversity of learners	6.98	0.06	Very Good
curriculum and planning	6.98	0.06	Very Good
assessment and reporting	6.98	0.06	Very Good
community linkages	6.98	0.06	Very Good
professional development	6.98	0.07	Very Good
<b>Weighted Mean</b>	<b>6.98</b>		
<b>SD</b>	<b>0.06</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

The learning environment received the highest mean score at 6.99 (SD = 0.05), indicating a significant recognition of the influence of an inviting and supportive classroom atmosphere on teaching effectiveness.

With a mean score of 6.98 (SD = 0.06) in the diversity of learners, the ratees show a strong commitment to recognizing and valuing the varied backgrounds and experiences of their students. This reflects educational trends that emphasize inclusive pedagogies catering to the needs of multilingual and multicultural classrooms.

In terms of curriculum and planning, the mean score of 6.98 (SD = 0.06) reflects a positive perception of the importance of thoughtful and strategic planning in delivering effective educational experiences. Curriculum planning is fundamental to effective teaching, as it establishes the framework within which educators operate.

The area of assessment and reporting scored a mean of 6.98 (SD = 0.06), reinforcing the role of assessment as a tool for guiding instruction and supporting student learning. Effective assessment practices are crucial for identifying students' learning needs and adjusting instructional approaches accordingly.

Community linkages, with a mean of 6.98 (SD = 0.06), highlight the ratees' recognition of the importance of establishing connections with the wider community in enhancing their instructional practices.

Lastly, in the domain of professional development, a mean of 6.98 (SD = 0.07) indicates a shared commitment among ratees to seek ongoing learning opportunities beyond initial teacher training.

In summary, the ratees demonstrate a strong, collective commitment to enhancing their instructional skills across multiple dimensions. The results reflect a high level of confidence in their pedagogical abilities, including lesson planning, classroom management, and effective content delivery. Additionally, they show a keen awareness of the diverse needs of their learners, indicating an inclusive and student-centered approach to teaching. Their willingness to engage in collaboration, reflect on their practices, and seek

feedback contributes to a supportive educational environment where continuous learning is valued. Moreover, their proactive stance toward professional growth—through participation in training, mentoring, and self-directed development—illustrates their dedication to evolving as educators. This solid foundation in instructional competence not only drives improvements in teaching quality but also plays a crucial role in fostering positive student outcomes and building a more responsive, equitable educational system.

#### Perceived Level of Ratee's Teaching-Related Skills

TABLE 21. Perceived Level of Ratee's Teaching-Related Skills as to Curriculum Planning

STATEMENTS	MEAN	SD	REMARKS
<i>The master teacher...</i>			
1. I develop lesson plans / exemplars that align with educational goals.	7.00	0.00	Very Good
2. I regularly review and revise my lesson plans / exemplars to ensure they are effective.	6.95	0.22	Very Good
3. I plan lessons that challenge students and promote higher-order thinking.	6.94	0.23	Very Good
4. I ensure that my lesson plans / exemplars meet the diverse needs of all learners.	6.97	0.17	Very Good
5. I use curriculum standards to guide my planning and instruction.	7.00	0.00	Very Good
<b>Weighted Mean</b>	<b>6.97</b>		
<b>SD</b>	<b>0.07</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

The findings presented in Table 21 articulate the perceived levels of ratees' teaching-related skills, specifically within the domain of curriculum planning. The overall mean of 6.97, alongside a standard deviation of 0.07, indicates a strong consensus among participants regarding their proficiency in various aspects of curriculum planning, as evidenced by the "Very Good" interpretations assigned to all specific statements evaluated.

The statement that achieved the highest mean score of 7.00 (SD = 0.00) was "I develop lesson plans / exemplars that align with educational goals." This result suggests complete agreement among ratees on the importance of aligning lesson plans with broader educational objectives.

In addition, the consistent high mean score of 6.95 (SD = 0.22) for the statement "I regularly review and revise my lesson plans / exemplars to ensure they are effective" indicates a proactive approach among ratees toward reflecting on and improving their instructional practices.

The ability to challenge students and promote higher-order thinking was also acknowledged, with a mean score of 6.94 (SD = 0.23).

Another notable aspect is the score of 6.97 (SD = 0.17) for the statement regarding meeting the diverse needs of all learners through lesson planning. This result denotes an understanding among ratees of the importance of differentiation in instruction. Acknowledging diversity enables educators to create inclusive learning environments that cater to varying learning styles and abilities.

The dimension that involved the use of curriculum standards to guide planning and instruction returned another perfect score of 7.00 (SD = 0.00).

Results show a very positive perception among ratees regarding their teaching-related skills in curriculum planning. The high mean scores across all statements reflect a strong commitment to developing well-structured lesson plans, engaging in continuous improvement, accounting for learner diversity, and aligning practices with educational goals and standards. These findings highlight the essential nature of effective lesson planning as a vital component of teaching that not only prepares educators for successful instructional delivery but also plays a significant role in promoting student learning outcomes.

TABLE 22. Perceived Level of Ratee's Teaching-Related Skills as to Curriculum Delivery and Pedagogy

STATEMENTS	MEAN	SD	REMARKS
<i>The master teacher...</i>			
1. I effectively prepare teaching materials and resources that support lesson objectives.	7.00	0.07	Very Good
2. I design original activities that enhance student participation and learning.	6.96	0.19	Very Good
3. I regularly design visuals and multimedia resources to support students' understanding of lesson content.	6.96	0.20	Very Good
4. I regularly check the condition of the classroom before I start the class.	6.99	0.10	Very Good
5. I secure learning materials before leaving the school.	6.99	0.10	Very Good
<b>Weighted Mean</b>	<b>6.98</b>		
<b>SD</b>	<b>0.06</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

The findings presented in Table 22 evaluate the perceived level of ratees' teaching-related skills in the domain of curriculum delivery and pedagogy. The overall mean score of 6.98, along with a standard deviation of 0.06, reflects a prominent endorsement of effective teaching practices within this critical area. Each statement garnered scores classified within the "Very Good" range, indicating a strong commitment to pedagogical excellence among the respondents.

The statement with the highest mean score, 6.99 (SD = 0.07), pertains to the effective preparation of teaching materials and resources that support lesson objectives. This outcome emphasizes the importance of well-prepared teaching resources as a foundation for successful instructional delivery.

Additionally, the ability to design original activities that enhance student participation and learning received a mean score of 6.96 (SD = 0.19), indicating strong support for the practice of embedding active learning within pedagogical approaches.

The item regarding the regular use of visuals and multimedia resources to support students' understanding scored 6.96 (SD = 0.20), marking a significant commitment to enhancing comprehension through diverse media.

The ratees' commitment to checking the condition of the classroom before starting instruction demonstrated a mean of 6.99 (SD = 0.09). This practice suggests an understanding of the importance of a well-organized and appropriately equipped learning environment, which can influence student engagement and facilitate a smoother learning process.

Lastly, securing learning materials before leaving the school, which also received a mean score of 6.99 (SD = 0.09), signifies the ratees' organizational habits and commitment to ensuring that teaching resources are readily available for subsequent classes.

Overall, the consistent high ratings across statements in Table 22 demonstrate a commendable level of perceived competence among ratees in curriculum delivery and pedagogy. Their commitment to preparing effective teaching resources, designing engaging activities, utilizing diverse media, and ensuring a conducive learning environment exemplifies best practices in education. These results reflect broader trends in educational research emphasizing the necessity of active learning environments that are organized, resource-rich, and responsive to student needs.

TABLE 23. *Perceived Level of Ratee's Teaching-Related Skills as to Assessment of Learners' Progress*

STATEMENTS	MEAN	SD	REMARKS
<i>The master teacher...</i>			
1. I prepare quizzes and tests outside of instructional hours to ensure effective assessment.	7.00	0.00	Very Good
2. I provide timely and constructive feedback on student work to support their academic growth.	6.97	0.17	Very Good
3. I analyze assessment results to identify students who require additional support and intervention.	6.96	0.23	Very Good
4. I monitor student progress over time and adjust my instruction to address their evolving needs.	6.99	0.10	Very Good
5. I consistently record student performance and scores in the class record for accurate tracking.	7.00	0.07	Very Good
<b>Weighted Mean</b>	<b>6.98</b>		
<b>SD</b>	<b>0.06</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

The results depicted in Table 23 offer an insightful evaluation of ratees' perceived teaching-related skills in the domain of assessment of learners' progress. An overall mean score of 6.98, with a standard deviation of 0.06, indicates a strong consensus among participants regarding their effectiveness in assessing student learning. Each statement reflects valuable components of effective assessment practices that contribute to the overall quality of educational experiences.

The item with the highest mean score of 7.00 (SD = 0.00) relates to the preparation of quizzes and tests outside of instructional hours to ensure effective assessment.

Additionally, the perceived ability to provide timely and constructive feedback on student work, which received a mean of 6.97 (SD = 0.17), is an essential aspect of the assessment process that is often linked to student success.

The statement indicating the analysis of assessment results to identify students requiring additional support and intervention achieved a mean score of 6.96 (SD = 0.23). This reflects a strong recognition of the importance of data-driven decision-making in the educational context.

Furthermore, the mean score of 6.99 (SD = 0.09) for monitoring student progress over time highlights the ratees' commitment to tracking learners' growth.

Lastly, the emphasis on consistent recording of student performance and scores, which garnered a mean score of 6.99 (SD = 0.07), illustrates the systematic approach ratees take toward assessment.

Findings indicate a solid perceived competence among ratees in the assessment of learners' progress. Their commitment to preparing effective assessments, providing timely feedback, analyzing student performance, monitoring progress, and maintaining accurate records underscores the essential skills required for fostering academic growth. These results affirm the importance of strong assessment practices in education, which not only inform instructional practices but also serve to empower students in their learning journeys. Future professional development opportunities should continue to reinforce these skills while exploring innovative assessment approaches to enhance teaching effectiveness further.

TABLE 24. *Perceived Level of Ratee's Teaching-Related Skills as to Homeroom Guidance Management*

STATEMENTS	MEAN	SD	REMARKS
<i>The master teacher...</i>			
1. I effectively manage my homeroom class while addressing students' social-emotional needs.	7.00	0.07	Very Good
2. I promptly and fairly address behavioral issues in the homeroom setting.	6.97	0.17	Very Good
3. I build and maintain positive relationships with students in my homeroom.	6.96	0.20	Very Good
4. I provide mentorship and guidance to students that extend beyond academic instruction.	6.99	0.12	Very Good
5. I create a supportive homeroom environment that promotes both academic and personal success for students.	7.00	0.07	Very Good
<b>Weighted Mean</b>	<b>6.98</b>		
<b>SD</b>	<b>0.06</b>		
<b>Verbal Interpretation</b>	<b>Very Good</b>		

The results in Table 24 provide valuable insights into the perceived level of ratees' teaching-related skills concerning homeroom guidance management. An overall mean score of 6.98, with a standard deviation of 0.06, indicates a strong consensus among participants regarding their effectiveness in managing the homeroom environment while addressing students' varied needs. Each component evaluated reflects essential aspects of homeroom guidance that contribute to fostering a supportive and nurturing environment for students.

The statement reflecting the effective management of the homeroom class while addressing students' social-emotional needs received the highest mean score of 6.99 (SD = 0.07).



The mean score of 6.97 (SD = 0.17) for the prompt and fair addressing of behavioral issues indicates that ratees are committed to cultivating discipline and maintaining a respectful classroom environment.

Another important aspect reflected in the findings is the effort to build and maintain positive relationships with students in the homeroom, which yielded a mean score of 6.96 (SD = 0.20).

The ratees' commitment to providing mentorship and guidance that extends beyond academic instruction achieved a mean score of 6.99 (SD = 0.12). This finding emphasizes the diverse roles that teachers play within the school environment, including their responsibilities as mentors.

Lastly, the creation of a supportive homeroom environment that promotes both academic and personal success, also scoring 6.99 (SD = 0.07), reflects the importance of cultivating a balanced approach to education.

There is a commendable level of perceived competence among ratees in the domain of homeroom guidance management. The commitment to addressing social-emotional needs, effectively managing classroom behavior, building relationships, providing mentorship, and creating a supportive environment reflects a deep understanding of the multifaceted role of educators. As research continues to underscore the importance of this holistic approach to teaching, ongoing professional development opportunities should aim to further enhance teachers' capacity to support their students' comprehensive needs, thereby contributing to their overall development and success.

TABLE 25. Composite Table for Ratees' Teaching-Related Skills

STATEMENTS	MEAN	SD	REMARKS
<i>The master teacher...</i>			
curriculum planning	6.97	0.07	Very Good
curriculum delivery and pedagogy	6.98	0.06	Very Good
assessment of learner's progress	6.98	0.06	Very Good
homeroom guidance and management	6.98	0.06	Very Good
<b>Weighted Mean</b>	<b>6.98</b>		
<b>SD</b>		<b>0.06</b>	
<b>Verbal Interpretation</b>		<b>Very Good</b>	

The results presented in Table 25 provide a comprehensive overview of rates' perceived teaching-related skills across essential domains of curriculum planning, delivery, assessment of learner's progress, and homeroom guidance management. The overall mean score of 6.98, with a standard deviation of 0.06, classifies these skills as "Very Good," indicating a high level of competence among rates in various aspects of teaching and educational management.

The mean score of 6.97 (SD = 0.07) for curriculum planning suggests that rates possess a well-developed ability to align their teaching with educational goals.

The slightly higher mean score of 6.98 (SD = 0.06) reflects rates' competencies in implementing effective teaching methodologies and engaging students during instruction.

Assessment practices are essential in education for monitoring and guiding student learning. The mean score of 6.98 (SD = 0.06) for assessment demonstrates a strong

perception of rates' skills in evaluating student performance and providing feedback.

The mean score of 6.98 (SD = 0.06) in this area indicates rates' commitment to providing comprehensive support to their students, addressing not only academic needs but also social and emotional welfare.

Overall, the results indicate that rates exhibit commendable proficiency across all evaluated areas of teaching-related skills. Their dedication to curriculum planning, effective delivery, thorough assessment practices, and attention to homeroom management illustrate a holistic approach to education, which is pivotal in promoting student success both academically and personally.

The high mean scores indicate a solid foundation in key pedagogical practices. These align with research supporting integrated teaching approaches that value curriculum design, assessment, and a supportive environment. Continued professional development will help rates adapt to diverse contexts and student needs.

#### IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings, the conclusions regarding the null hypotheses are as follows:

The null hypothesis stating that master teachers' mentoring capacity has no significant influence on ratees' instructional skills is largely supported, as most correlations were weak and statistically non-significant across professional knowledge, practices, and behaviors. However, the exception observed in the professional behavior domain, where mentoring had a weak yet significant positive correlation with the learning environment, suggests that certain mentoring efforts may contribute to instructional effectiveness. Despite this, the overall findings indicate that mentoring alone may not be sufficient to enhance instructional skills significantly, emphasizing the need for more structured and targeted mentoring interventions.

The null hypothesis that master teachers' mentoring capacity does not significantly influence ratees' teaching-related skills is largely upheld, as most correlations were weak and non-significant. While a weak yet significant correlation was found between mentoring and the assessment of learners' progress, indicating some effectiveness in guiding teachers in evaluation processes, the overall results suggest that mentoring does not substantially impact broader teaching-related skills. This highlights the necessity of refining mentoring strategies to strengthen curriculum planning, instructional delivery, and classroom management.

The null hypothesis that master teachers' supervisory skills do not significantly influence ratees' instructional skills is generally confirmed, as most correlations were weak and non-significant. However, weak but statistically significant correlations emerged between specific supervisory skills—such as coaching and mentoring, data analysis, and goal setting—and particular instructional skill dimensions, including diversity of learners, assessment and reporting, and content knowledge and pedagogy. These findings suggest that while supervisory skills may not have a broad impact, certain

targeted supervisory practices could enhance specific aspects of instructional effectiveness.

The null hypothesis stating that master teachers' supervisory skills have no significant influence on ratees' teaching-related skills is generally supported, as most supervisory skills showed weak and non-significant correlations across various teaching-related domains. Nevertheless, weak yet significant correlations between coaching and mentoring, data analysis, and goal setting with specific teaching-related skills indicate that targeted supervision in these areas may contribute to improvements in instructional planning and assessment. These findings underscore the importance of refining supervisory approaches to better support teachers in key instructional responsibilities.

Based on the findings, the following recommendations are proposed to enhance the effectiveness of master teachers' mentoring and supervisory roles. These suggestions aim to refine mentorship strategies, improve instructional and teaching-related skills, and guide future research efforts in this area.

**Master Teachers.** Adopt structured, targeted mentoring with a focus on professional behavior and assessment. Use data-driven decision-making and goal setting, and tailor approaches to the specific needs of teacher-ratees.

**Teacher-Ratees.** Actively seek mentorship, especially in assessment and creating supportive learning environments. Practice reflective teaching, participate in peer learning, and apply mentor feedback to improve instruction and classroom management.

**School Heads and Head Teachers.** Promote structured mentoring programs and provide training in goal-oriented and data-driven mentorship. Regularly monitor and evaluate mentoring effectiveness.

**Future Researchers.** Investigate alternative mentoring models, contextual factors influencing mentorship effectiveness, and long-term impacts through longitudinal studies.

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