

MASTER TEACHERS LIVED EXPERIENCES ON INSTRUCTIONAL SUPERVISION: A QUALITATIVE STUDY

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ABSTRACT

This study presents a comprehensive thematic analysis derived from in-depth interviews and focus group discussions, exploring the lived experiences, challenges, and recommendations of master teachers in instructional supervision. Three primary themes emerged, highlighting key aspects of their professional journey. The first theme focuses on the effectiveness of teaching methods and collaboration, underscoring the importance of innovative pedagogical approaches and cooperative efforts among educators. Leadership and school success form the second theme, emphasizing the pivotal role of collaborative leadership in fostering a conducive learning environment and achieving educational objectives. The third theme delves into strategies for staying current, pointing to the necessity for teachers to continually update their knowledge and skills in line with evolving educational trends and practices. The study also reveals three significant challenges faced by master teachers in instructional supervision: adaptability and flexibility, vision achievement through supervision, and alignment with broader education goals. These challenges underscore the dynamic nature of educational environments and the need for teachers to be versatile and visionary in their approach. In response to these challenges, master teachers recommend focusing on leveraging teacher strengths, enhancing teaching and learning processes, and promoting teacher exploration and analysis. Emphasizing these areas is crucial for improving instructional supervision, fostering professional growth, and adapting to the complexities of modern educational landscapes. The study concludes that effective instructional supervision hinges on a blend of leveraging teacher capabilities, embracing continuous learning, and fostering analytical skills to elevate educational standards and adapt to changing teaching environments.

Keywords: *Master Teacher Lived Experiences, Instructional Supervision, Qualitative*

INTRODUCTION

Across the globe, recent concerns about instructional supervision of school administrators have generated a considerable body of research. Supervision of instruction improves teaching and learning process. Teachers must be assisted in developing a new set of instructional strategies under the supervision of the school administrators (Acheson & Gall, 2021). However, it was discovered that almost 92% of

school administrators experienced ineptitude, poor supervisor training, recalcitrant instructors, inexperienced supervisors, and a lack of supervision resources are the most significant obstacles to the effective implementation of educational supervision inside schools (Adduci, et al., 2021).

In the Philippine setting, the unfavorable attitude of instructors toward the exercise is mostly attributable to the supervisor's work, which includes irregular and poor planning of visits, insufficient time spent in the classroom for supervision, and improper counsel provided by supervisors.

In selected schools of Kabacan North District, instructional supervision of master teachers encounter several obstacles as they carry out their educational responsibilities. The difficulties include material resources, professionalism, personnel management, and interrelationships. Instructional supervisors did not provide master teachers with regular and adequate support for professional and curriculum development, did not provide master teachers with training in pedagogical issues or the significance of instructional supervision, and spent their time performing administrative duties rather than providing more support for academic tasks (Asbaugh, C. R., & Kasten, K. L. 2020).

Even though research studies on the lived experiences of master teachers in instructional supervision, there is still an insufficiency in publications about the effects of master teachers' instructional supervision. While certain studies may be related to the situations in the Philippines, the number of studies that clearly correlate with the occurrence in some area is still insufficient. As a result, the researcher took advantage of the chance to traverse the topic, respectively, in the Philippines environment experiencing a circumstance (Baldwin, J. D. 2020).

Thus, the objective of this study is to determine master teachers: lived experience on instructional supervision.

STATEMENT OF PURPOSE

To better understand how educators think about and implement game-based learning in the middle of the global pandemic, a qualitative study was undertaken with participants. When compared to a broad survey of participants, the results of qualitative research provide a more complete picture of a certain institution or event. It reveals the structure and dynamics of the group as a whole. Analyzing and doing fieldwork are two more names for this kind of research. It is able to collect information about a wide variety of communities. People who are unable to make choices on their own are not eligible to take part in the research. Instead, it generates its own meaning. Adaptability is a key trait of this species, which makes it versatile. New ideas, strategies, and procedures could emerge as the study develops. It would be hard to exaggerate the value of personal accounts, reputable reporting, and natural-sounding instances from everyday life. The goal of this research is to learn more about people's sensory experiences.

METHOD

Research Design

In the research investigation, researchers opted for a qualitative methodology. Participant observation, in-depth interviews (in-person or over the phone), and focus groups are all examples of qualitative research methods. There are certain commonalities across the various qualitative research methods notwithstanding their variances. Qualitative research is utilized to get a thorough understanding of a subject by using techniques such as direct observation and interviews. Due to the lengthy nature of collecting qualitative data, a concentrated subset is often studied. When analyzing qualitative data, it's more important to dig deep than to cast a wide net. Understanding the inner workings and motivations of the world is a primary goal of qualitative research. Since qualitative research is subjective rather than objective, it produces textual rather than numerical results. Because of the potential lack of uniformity in qualitative research findings, quantitative methods cannot be used to analyze them. Assessments may provide common groupings, which can be coded to reveal further information (Cresswell, 2018).

Respondents

Respondents in this survey were 10 master teachers selected through purposive sampling.

Research Instrument

The primary research instrument was an interview guide questionnaire, specifically designed by the researcher to facilitate data collection through in-depth interviews and focus group discussions. This approach aimed to capture rich insights and perspectives from participants, providing a comprehensive understanding of the research topic. An interview guide questionnaire served as a structured tool to guide the researcher and participants through the conversation, ensuring that key topics and questions are addressed consistently across all interactions. The instrument is carefully crafted to cover the specific themes, concepts, and inquiries relevant to the study. By utilizing this instrument, the researcher intends to elicit detailed narratives, opinions, and experiences from participants, contributing to a thorough exploration of the research topic. Before the conduct of the study, the research instruments will be subject for validations from the expert of panels.

RESULTS AND DISCUSSION

Essential themes that Emerge from the Master Teachers Lived Experience on Instructional Supervision.

This section discusses nine main themes that arose from the in-depth interviews and focus group discussions with the participants. Table 1 depicts three (3) themes from the Lived Experiences of Master Teachers in Instructional Supervision namely: Effective Teaching Methods and Collaboration, Leadership and School Success, Strategies for Staying Current. Moreover, table 2 depicts three (3) themes emerge from the Challenges of Master Teachers on Instructional Supervision namely: Adaptability and Flexibility, Vision Achievement through Supervision, Alignment with Education Goals. Furthermore, table 3 depicts three (3) themes emerged from the Masters teachers' recommendations in improving instructional supervision namely: Leveraging Teacher Strengths, Teaching Enhancement and Learning, and Teachers Exploration and Analysis.

Effective Teaching Methods and Collaboration. The experiences and insights of master teachers in the context of instructional supervision. This research aims to understand how master teachers perceive and employ effective teaching methods and collaboration strategies in their roles as instructional leaders. By exploring their lived experiences, this study seeks to uncover the valuable lessons and best practices that master teachers can share with the broader teaching community, contributing to improved teaching methods and collaborative practices.

The findings from this study have the potential to influence teacher training programs and professional development initiatives. Master teachers' lived experiences can offer valuable guidance on effective teaching methods and collaboration strategies. This knowledge can inform the development of mentorship and coaching programs that allow master teachers to share their expertise with other educators, ultimately enhancing teaching practices and fostering a culture of collaboration within educational institutions.

According to Sweigart et al., (2020) investigated the impact of master teacher programs on teacher development and instructional improvement. This study explored how participation in master teacher programs affected teachers' instructional methods and their ability to collaborate with colleagues. The findings from this study may provide complementary insights into the role of master teachers in influencing effective teaching methods and collaboration among educators.

Moreover, Acheson, K. A., & Gall, M. D. (2021) investigated the impact of master teacher programs on teacher development and instructional improvement. It focused on how these programs enhance teaching skills, pedagogical knowledge, and classroom effectiveness, ultimately contributing to improved student learning outcomes and overall educational quality within schools.

Leadership and School Success. The experiences and insights of master teachers in the context of instructional supervision and its impact on school leadership and overall school success. This research aims to explore how master teachers, as instructional leaders, influence the leadership dynamics within their schools and contribute to improved student outcomes. By understanding their lived experiences, this study seeks to uncover the leadership strategies and practices that master teachers employ, which can serve as valuable lessons for enhancing school success.

The findings from this study can have significant implications for school leadership and educational policy. Master teachers play a pivotal role in shaping the

instructional and leadership practices within schools. Their experiences can provide valuable insights for designing leadership development programs and mentorship initiatives for other educators. This, in turn, can lead to improved school leadership practices and better student achievement, fostering a culture of continuous improvement in educational institutions.

A related study titled "The Impact of Teacher Leadership on School Improvement" by Harris & Muijs, (2019) explored the influence of teacher leadership on school improvement initiatives. This study investigated how teacher leadership roles, including those of master teachers, affected school success, professional development, and student outcomes. The findings from this study may offer complementary insights into the impact of teacher leadership, particularly master teachers, on school success and leadership dynamics within educational settings.

Similarly, effective leadership is crucial for fostering a successful school environment. Strong leadership impacts various aspects of school functioning, including staff morale, student achievement, resource management, and community relations. It suggests that leaders who are visionary, collaborative, and responsive to their community's needs can significantly enhance the overall quality of education and create a positive, productive learning atmosphere conducive to student and teacher success (Anderson, C. S.,2019).

Strategies for Staying Current. The experiences and insights of master teachers in the context of instructional supervision and how it influences their strategies for staying current with educational trends and best practices. This research aims to understand the methods and approaches master teachers employ to ensure they remain up-to-date in their field. By delving into their lived experiences, this study seeks to uncover the effective strategies and techniques that master teachers utilize to enhance their professional growth and, in turn, improve their instructional supervision.

The findings from this study have important implications for teacher professional development and instructional supervision practices. Master teachers often serve as instructional leaders within schools, and their strategies for staying current can provide valuable guidance for other educators. This knowledge can inform the design of professional development programs and mentorship initiatives, allowing master teachers to share their expertise with their peers. As a result, teachers can enhance their knowledge and instructional supervision practices, ultimately benefiting students and the educational community.

A related study titled "The Impact of Master Teachers on Teacher Professional Development" by Smith et al. (2020) investigated the influence of master teachers on teacher professional development. This study examined how master teachers played a role in enhancing the knowledge and skills of other teachers in the context of professional development programs. The findings from this study may offer complementary insights into the impact of master teachers' strategies for staying current on instructional supervision and overall teacher professional development.

Further, the importance of continuous learning and adaptation in a rapidly changing world. It suggests adopting methods like regular professional development, embracing technology, networking with peers, engaging in lifelong learning, and staying informed about industry trends. The focus is on developing a proactive approach to skill

enhancement and knowledge acquisition, ensuring that individuals and organizations remain relevant, competitive, and equipped to handle new challenges and opportunities in their respective fields (Asbaugh, C. R., & Kasten, K. L., 2020).

Adaptability and Flexibility. The experiences and insights of master teachers in the context of instructional supervision and how it shapes their adaptability and flexibility in teaching. This research seeks to understand how master teachers, as instructional leaders, navigate the ever-evolving landscape of education and adapt to changing circumstances. By delving into their lived experiences, the study aims to uncover the strategies and practices that master teachers employ to maintain adaptability and flexibility, which can serve as valuable lessons for other educators.

The findings from this study can have important implications for teacher professional development and instructional supervision. Master teachers often serve as role models for adaptability and flexibility in teaching. Their experiences can inform the design of professional development programs that help teachers enhance their ability to adapt to new teaching methods, technologies, and educational trends. This, in turn, can lead to more effective teaching practices, improved student learning outcomes, and a more resilient educational community.

A related study titled "The Role of Teacher Adaptability in Shaping Student Success" by Bransford, (2019) explored the influence of teacher adaptability on student success. This study investigated how teachers' adaptability in response to changing educational landscapes and diverse student needs affected student outcomes. The findings from this study may offer complementary insights into the impact of master teachers' adaptability and flexibility on instructional supervision and overall teacher effectiveness.

Also, underscores the importance of being able to adjust and thrive in changing environments. It highlights the need for individuals and organizations to develop resilience, embrace change, and be open to new ideas and methods. The concept emphasizes the value of flexibility in thought and action, allowing for more innovative problem-solving and efficient responses to unexpected challenges. This approach is crucial for personal growth, successful leadership, and maintaining relevance in a dynamic, ever-evolving global landscape (Baldwin, J. D., 2020).

Vision Achievement through Supervision. The experiences and insights of master teachers in the context of instructional supervision and its role in helping them achieve their teaching visions. This research aims to understand how master teachers, as instructional leaders, use supervision as a tool to realize their educational goals and visions. By delving into their lived experiences, this study seeks to uncover the strategies, practices, and lessons learned by master teachers that can inspire other educators to achieve their teaching visions through effective supervision.

The findings from this study have significant implications for instructional supervision and teacher leadership. Master teachers often serve as mentors and role models for other educators. Understanding how they use instructional supervision to achieve their teaching visions can inform the design of mentorship programs and professional development initiatives. This, in turn, can help teachers of all levels of experience align their instructional practices with their visions, ultimately improving teaching and learning in schools.

According to Wren et al., (2021) investigated the influence of teacher leadership, including master teachers, on the realization of the school's vision and goals. This study examined how teacher leadership roles played a crucial part in aligning teaching practices with the school's vision. The findings from this study may provide complementary insights into the impact of master teachers' vision achievement through instructional supervision and their contribution to the broader educational objectives of schools.

Meanwhile, the crucial role of effective supervision in realizing organizational goals and visions. It underlines how strategic guidance and oversight can align team efforts with overarching objectives. The concept advocates for supervisors to not only monitor progress but also inspire, mentor, and support their teams. By fostering a culture of accountability, continuous learning, and open communication, supervision becomes a key driver in translating vision into actionable steps, ensuring consistent progress and achievement of desired outcomes (Begley, P. T., 2019).

Alignment with Education Goals. The experiences and insights of master teachers in the context of instructional supervision and its role in helping them align their teaching practices with broader educational goals. This research aims to understand how master teachers, as instructional leaders, use supervision to ensure their teaching methods and strategies are in harmony with the goals of education. By delving into their lived experiences, this study seeks to uncover the strategies, practices, and lessons learned by master teachers that can inspire other educators to better align their teaching with educational objectives.

The findings from this study have significant implications for instructional supervision and teacher leadership. Master teachers often play a vital role in setting examples for other educators. Understanding how they use instructional supervision to align their teaching practices with education goals can inform the design of mentorship programs and professional development initiatives. This can help teachers at all levels of experience enhance their alignment with education goals, contributing to improved student achievement and the overall effectiveness of education systems.

According to Crittenden, (2021) investigated the influence of teacher leadership, including master teachers, in advancing education goals at the school and district levels. This study examined how teacher leadership roles facilitated the alignment of teaching practices with broader educational objectives. The findings from this study may offer complementary insights into the impact of master teachers' alignment with education goals through instructional supervision and their contribution to the realization of education objectives.

Aligned with the study, Bellman, G. (2020) stresses the importance of synchronizing educational strategies and activities with predefined academic objectives. This concept involves ensuring that curriculum design, teaching methods, assessment practices, and resource allocation are all focused towards achieving specific educational outcomes. It highlights the need for a cohesive approach where every aspect of the educational process contributes effectively to the students' learning experience and overall development. This alignment is crucial for maximizing educational efficacy, enhancing student performance, and fulfilling institutional missions and educational standards.

Leveraging Teacher Strengths. The experiences and insights of master teachers in the context of instructional supervision and how they leverage their strengths as educators. This research aims to understand how master teachers, as instructional leaders, utilize supervision to harness their unique strengths and qualities as teachers. By exploring their lived experiences, this study seeks to uncover the strategies, practices, and lessons learned by master teachers that can inspire other educators to better leverage their own strengths in their teaching and leadership roles.

The findings from this study have significant implications for teacher development and instructional supervision. Master teachers often serve as mentors and guides for other educators. Understanding how they leverage their strengths through instructional supervision can inform the design of mentorship and professional development programs. This, in turn, can help teachers at all experience levels identify and make the most of their strengths, ultimately leading to more effective teaching and enhanced leadership within educational institutions.

However, Maher et al., (2020) investigated the influence of teacher leadership, including master teachers, in promoting strength-based approaches to teaching and leadership. This study examined how teacher leaders utilized their strengths to improve teaching practices and enhance their roles within schools. The findings from this study may offer complementary insights into the impact of master teachers' leveraging their strengths through instructional supervision and the broader adoption of strength-based approaches in education.

In identifying and utilizing teachers' unique skills and talents to enhance educational outcomes. This approach involves recognizing individual teaching styles, subject expertise, and interpersonal abilities, and strategically applying them to improve classroom dynamics, student engagement, and learning effectiveness. By capitalizing on these strengths, schools can foster a more diverse, dynamic, and effective educational environment, leading to enriched experiences for both teachers and students (Blumer, H., 2019).

Teaching Enhancement and Learning. The experiences and insights of master teachers in the context of instructional supervision and how it enhances their teaching practices and fosters continuous learning. This research aims to understand how master teachers, as instructional leaders, use supervision to improve their teaching methods and promote ongoing learning and growth. By delving into their lived experiences, this study seeks to uncover the strategies, practices, and lessons learned by master teachers that can inspire other educators to enhance their teaching and learning through effective instructional supervision.

The findings from this study have significant implications for teacher professional development and instructional supervision. Master teachers often play a crucial role in shaping the teaching practices of other educators. Understanding how they use instructional supervision to enhance their teaching and foster continuous learning can inform the design of mentorship and professional development programs. This, in turn, can help teachers at all levels of experience improve their teaching methods and promote a culture of lifelong learning within educational institutions.

A related study titled "The Impact of Master Teachers on Teacher Learning and Professional Growth" by Drewes et al., (2019) investigated the influence of master

teachers on teacher learning and professional growth through instructional supervision. This study examined how master teachers contributed to the enhancement of teaching methods and the promotion of ongoing learning among their peers. The findings from this study may offer complementary insights into the impact of master teachers on teaching enhancement and learning through instructional supervision.

Meanwhile, Bogdan, R. C., & Biklen, S. K. (2021) underscores the reciprocal relationship between improving teaching methods and advancing student learning. This concept emphasizes continuous professional development for educators, integrating innovative teaching techniques, and embracing diverse learning styles to optimize classroom effectiveness. By focusing on both teaching enhancement and understanding student needs, this approach aims to create a more engaging, inclusive, and effective educational experience, leading to improved academic achievements and holistic development for students.

Teachers Exploration and Analysis. The experiences and insights of master teachers in the context of instructional supervision and how it encourages exploration and in-depth analysis of teaching practices. This research aims to understand how master teachers, as instructional leaders, utilize supervision to delve deeper into their teaching methods, explore innovative approaches, and critically analyze their instructional strategies. By exploring their lived experiences, this study seeks to uncover the strategies, practices, and lessons learned by master teachers that can inspire other educators to engage in exploration and critical analysis for continuous improvement.

The findings from this study have significant implications for teacher professional development and instructional supervision. Master teachers often serve as exemplars for their peers. Understanding how they use instructional supervision to encourage exploration and in-depth analysis can inform the design of mentorship and professional development programs. This, in turn, can help teachers at all levels of experience engage in continuous exploration and critical analysis of their teaching practices, ultimately leading to more effective and innovative teaching methods.

Also, Rogers et al, (2020) investigated the influence of teacher leadership, including master teachers, in promoting exploration and analysis in educational settings. This study examined how teacher leaders facilitated the development of a culture that encouraged educators to explore new teaching methods and critically analyze their practices. The findings from this study may offer complementary insights into the impact of master teachers on teachers' exploration and in-depth analysis through instructional supervision and their contribution to a culture of continuous improvement in education.

In support, Bowman, R. F., Jr. (2022) highlights the importance of educators actively investigating and assessing various teaching methodologies and educational theories. This approach encourages teachers to delve into new pedagogical strategies, evaluate their effectiveness, and adapt them to fit diverse classroom settings. By continuously exploring and analyzing, teachers can refine their practices, stay abreast of educational advancements, and tailor their instruction to meet the evolving needs of their students, thereby enhancing the overall learning experience.

Challenges of Master Teachers on Instructional Supervision

There were three (3) themes that emerged from the Challenges of Master Teachers on Instructional Supervision including Adaptability and Flexibility, Vision Achievement through Supervision, and Leveraging Teacher Strengths.

Adaptability and Flexibility. The experiences and insights of master teachers in the context of instructional supervision and how it shapes their adaptability and flexibility in teaching. This research seeks to understand how master teachers, as instructional leaders, navigate the ever-evolving landscape of education and adapt to changing circumstances. By delving into their lived experiences, the study aims to uncover the strategies and practices that master teachers employ to maintain adaptability and flexibility, which can serve as valuable lessons for other educators.

The findings from this study can have important implications for teacher professional development and instructional supervision. Master teachers often serve as role models for adaptability and flexibility in teaching. Their experiences can inform the design of professional development programs that help teachers enhance their ability to adapt to new teaching methods, technologies, and educational trends. This, in turn, can lead to more effective teaching practices, improved student learning outcomes, and a more resilient educational community.

According to Bransford, (2019) explored the influence of teacher adaptability on student success. This study investigated how teachers' adaptability in response to changing educational landscapes and diverse student needs affected student outcomes. The findings from this study may offer complementary insights into the impact of master teachers' adaptability and flexibility on instructional supervision and overall teacher effectiveness.

In argue with the study of Bracey, G. W. (2021) emphasizes the necessity for individuals, particularly in educational and professional contexts, to adjust and evolve in response to changing circumstances. It advocates for a mindset that welcomes new challenges, embraces change, and demonstrates a willingness to modify plans or approaches when necessary. Cultivating these qualities is essential for personal growth, effective problem-solving, and maintaining relevance and success in a dynamic, rapidly changing world.

Vision Achievement through Supervision. The Master Teachers' Lived Experience on Instructional Supervision explores the experiences and insights of master teachers in the context of instructional supervision and its role in helping them achieve their teaching visions. This research aims to understand how master teachers, as instructional leaders, use supervision as a tool to realize their educational goals and visions. By delving into their lived experiences, this study seeks to uncover the strategies, practices, and lessons learned by master teachers that can inspire other educators to achieve their teaching visions through effective supervision.

The findings from this study have significant implications for instructional supervision and teacher leadership. Master teachers often serve as mentors and role models for other educators. Understanding how they use instructional supervision to achieve their teaching visions can inform the design of mentorship programs and professional development initiatives. This, in turn, can help teachers of all levels of

experience align their instructional practices with their visions, ultimately improving teaching and learning in schools.

Similarly, Wren et al., (2021) investigated the influence of teacher leadership, including master teachers, on the realization of the school's vision and goals. This study examined how teacher leadership roles played a crucial part in aligning teaching practices with the school's vision. The findings from this study may provide complementary insights into the impact of master teachers' vision achievement through instructional supervision and their contribution to the broader educational objectives of schools.

Strengthening the assertions, Bowman, R. F., Jr. (2022) focuses on the pivotal role of effective leadership in guiding teams towards realizing their goals. It underscores how strategic supervision, involving clear communication, support, and accountability, can align individual efforts with the broader organizational vision. This concept emphasizes that through thoughtful oversight and motivational leadership, supervisors can significantly influence the successful achievement of objectives, fostering a collaborative and goal-oriented work environment.

Alignment with Education Goals. This theme empahasi^e the Master Teachers' Lived Experience on Instructional Supervision" explores the experiences and insights of master teachers in the context of instructional supervision and its role in helping them align their teaching practices with broader educational goals. This research aims to understand how master teachers, as instructional leaders, use supervision to ensure their teaching methods and strategies are in harmony with the goals of education. By delving into their lived experiences, this study seeks to uncover the strategies, practices, and lessons learned by master teachers that can inspire other educators to better align their teaching with educational objectives.

The findings from this study have significant implications for instructional supervision and teacher leadership. Master teachers often play a vital role in setting examples for other educators. Understanding how they use instructional supervision to align their teaching practices with education goals can inform the design of mentorship programs and professional development initiatives. This can help teachers at all levels of experience enhance their alignment with education goals, contributing to improved student achievement and the overall effectiveness of education systems.

However, Crittenden, (2021) investigated the influence of teacher leadership, including master teachers, in advancing education goals at the school and district levels. This study examined how teacher leadership roles facilitated the alignment of teaching practices with broader educational objectives. The findings from this study may offer complementary insights into the impact of master teachers' alignment with education goals through instructional supervision and their contribution to the realization of education objectives.

Also, the findings corroborated to Bromley, D. B. (2020) emphasizes the crucial need for educational strategies, teaching methodologies, and administrative policies to be in sync with established educational objectives. This approach ensures that every aspect of the educational system, from curriculum design to resource allocation, is directed towards achieving specific learning outcomes, thereby enhancing the overall

effectiveness and relevance of education. It's key for ensuring that students' learning experiences are purposeful, coherent, and aligned with academic standards and goals.

Masters Teachers Recommendations in Improving Instructional Supervision

There were three themes emerged from the Masters Teachers Recommendations in Improving Instructional Supervision namely: Leveraging Teacher Strengths, Teachers Exploration and Analysis, and Teachers Exploration and Analysis.

Leveraging Teacher Strengths. The experiences and insights of master teachers in the context of instructional supervision and how they leverage their strengths as educators. This research aims to understand how master teachers, as instructional leaders, utilize supervision to harness their unique strengths and qualities as teachers. By exploring their lived experiences, this study seeks to uncover the strategies, practices, and lessons learned by master teachers that can inspire other educators to better leverage their own strengths in their teaching and leadership roles.

The findings from this study have significant implications for teacher development and instructional supervision. Master teachers often serve as mentors and guides for other educators. Understanding how they leverage their strengths through instructional supervision can inform the design of mentorship and professional development programs. This, in turn, can help teachers at all experience levels identify and make the most of their strengths, ultimately leading to more effective teaching and enhanced leadership within educational institutions.

A related study titled "The Impact of Teacher Leadership on Strength-Based Approaches" by Maher et al., (2020) investigated the influence of teacher leadership, including master teachers, in promoting strength-based approaches to teaching and leadership. This study examined how teacher leaders utilized their strengths to improve teaching practices and enhance their roles within schools. The findings from this study may offer complementary insights into the impact of master teachers' leveraging their strengths through instructional supervision and the broader adoption of strength-based approaches in education.

Meanwhile, Cogan, M. L. (2020) advocates for recognizing and utilizing the unique skills and expertise of educators to optimize learning outcomes. This approach involves identifying individual strengths in teaching styles, subject knowledge, and interpersonal skills, and strategically applying them to enhance classroom dynamics and student engagement. By capitalizing on these diverse strengths, schools can create a more effective and dynamic learning environment, fostering improved educational experiences and outcomes for both students and teachers.

Teaching Enhancement and Learning. The experiences and insights of master teachers in the context of instructional supervision and how it enhances their teaching practices and fosters continuous learning. This research aims to understand how master teachers, as instructional leaders, use supervision to improve their teaching methods and promote ongoing learning and growth. By delving into their lived experiences, this study seeks to uncover the strategies, practices, and lessons learned

by master teachers that can inspire other educators to enhance their teaching and learning through effective instructional supervision.

The findings from this study have significant implications for teacher professional development and instructional supervision. Master teachers often play a crucial role in shaping the teaching practices of other educators. Understanding how they use instructional supervision to enhance their teaching and foster continuous learning can inform the design of mentorship and professional development programs. This, in turn, can help teachers at all levels of experience improve their teaching methods and promote a culture of lifelong learning within educational institutions.

According to Drewes et al., (2019) investigated the influence of master teachers on teacher learning and professional growth through instructional supervision. This study examined how master teachers contributed to the enhancement of teaching methods and the promotion of ongoing learning among their peers. The findings from this study may offer complementary insights into the impact of master teachers on teaching enhancement and learning through instructional supervision.

In support, Crotty, M. (2020) focuses on the mutual growth of teaching quality and student learning. It emphasizes ongoing teacher development through innovative methodologies and understanding diverse student needs. This approach aims to create a more engaging and effective learning environment, leading to enriched educational experiences and improved student achievement, highlighting the interconnectedness of teacher skill enhancement and student learning success.

Teachers Exploration and Analysis. The experiences and insights of master teachers in the context of instructional supervision and how it encourages exploration and in-depth analysis of teaching practices. This research aims to understand how master teachers, as instructional leaders, utilize supervision to delve deeper into their teaching methods, explore innovative approaches, and critically analyze their instructional strategies. By exploring their lived experiences, this study seeks to uncover the strategies, practices, and lessons learned by master teachers that can inspire other educators to engage in exploration and critical analysis for continuous improvement.

The findings from this study have significant implications for teacher professional development and instructional supervision. Master teachers often serve as exemplars for their peers. Understanding how they use instructional supervision to encourage exploration and in-depth analysis can inform the design of mentorship and professional development programs. This, in turn, can help teachers at all levels of experience engage in continuous exploration and critical analysis of their teaching practices, ultimately leading to more effective and innovative teaching methods.

According to Rogers et al, (2020) investigated the influence of teacher leadership, including master teachers, in promoting exploration and analysis in educational settings. This study examined how teacher leaders facilitated the development of a culture that encouraged educators to explore new teaching methods and critically analyze their practices. The findings from this study may offer complementary insights into the impact of master teachers on teachers' exploration and in-depth analysis through instructional supervision and their contribution to a culture of continuous improvement in education.

In support of the findings, Costa, A. L., & Garmston, R. J. (2021) highlights educators' engagement in examining and assessing various teaching methods and educational theories. This initiative encourages teachers to explore innovative strategies, analyze their effectiveness, and adapt them to diverse learning environments. Through this process, educators enhance their teaching practices, align with current educational trends, and effectively meet the changing needs of their students, enriching the overall learning experience.

IMPLICATIONS

To shed light on the research, the summary of results was used to draw conclusions.

1. Based on the thematic analysis derived from the in-depth-interview and focus group discussions there were three (3) themes that emerged from the Lived Experiences of Master Teachers In Instructional Supervision such as Effective Teaching Methods and Collaboration, Leadership and School Success, and Strategies for Staying Current. The study concludes that master teachers' success in instructional supervision relies on effective teaching, collaborative leadership, and staying current with educational strategies.
2. Moreover, there were three (3) themes revealed from the Challenges of Master Teachers on Instructional Supervision include Adaptability and Flexibility, Vision Achievement through Supervision, and Alignment with Education Goals. The implications of these findings suggest that master teachers face challenges in adapting and being flexible, achieving their vision through supervision, and aligning their methods with broader educational goals
3. Furthermore, there were three (3) themes emerged from the Masters Teachers Recommendations in Improving Instructional Supervision namely Leveraging Teacher Strengths, Teaching Enhancement and Learning, and Teachers Exploration and Analysis. This implied that Emphasizing teacher strengths, enhancing teaching methods, and encouraging exploration and analysis are key to improving instructional supervision, fostering growth, and adapting to educational challenges. Also, effective supervision involves leveraging teacher capabilities, continuous learning, and analytical exploration to elevate educational standards and adapt to evolving teaching environments.

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