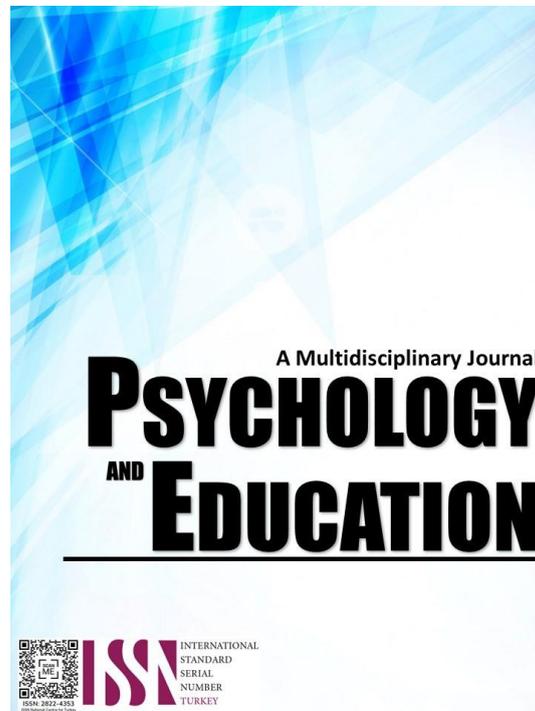


# THE RPMS-BASED PERFORMANCE OF PUBLIC ELEMENTARY SCHOOL MASTER TEACHERS IN THE SCHOOL SDIVISION OF MARINDUQUE



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## The RPMS-Based Performance of Public Elementary School Master Teachers in The Schools Division of Marinduque

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### Abstract

This study examined the performance of Public Elementary Master Teachers in the Schools Division of Marinduque, Philippines, and explored the factors that may influence their performance in the RPMS Key-Results Areas. A quantitative approach with a descriptive research methodology was employed, using survey questionnaires to collect data from the Master Teachers. The findings revealed that while Master Teachers demonstrated strong performance in key areas such as content knowledge, pedagogy, and creating a conducive learning environment, there were variations based on profile variables such as years of experience, educational attainment, trainings attended, ancillary services assigned, and subjects assigned as coordinators. Based on the findings, several recommendations were made to enhance the performance of Public Elementary School Master Teachers. These include encouraging continuous professional development with a focus on language proficiency and learner-centered practices, supporting further education for teachers, implementing effective retention strategies to retain experienced teachers, providing adequate support for ancillary services, considering workload and support factors for subject coordinators, fostering collaboration and reflection, and establishing a systematic monitoring and evaluation process. By implementing these recommendations, educational institutions can strengthen the performance of Master Teachers and ultimately improve student learning outcomes and the overall quality of education.

**Keywords:** *public elementary school master teachers, RPMS key-results areas, profile variables, workload and support factors, monitoring and evaluation.*

### Introduction

Master Teachers are independent learners who strive to advance their learning to facilitate successful learning for their students and peers. The primary responsibility of a master teacher is to give their pupils access to high-caliber professional competence with mutually beneficial professional development for career teachers. Professional development is assumed for the Master Teacher, who provides it for others and looks for resources for themselves. These teachers encounter some problems and difficulties in executing their duties and responsibilities. Some of the issues are a lack of required skills and competence in conducting instructional supervision, no clear policy on the supervisory functions, administrative reports delegated to Master Teachers, and lack of an organized system on how they perform their instructional supervision. On the other hand, questions regarding the roles of Master Teachers arise. Time restrictions impede some master teachers from undertaking action research. Another problem is the issue of more teaching tasks than they can handle to require more time. Observations show that the coordination and duplication of ancillary services make it challenging for Master teachers to do their duties.

According to Charles (2016), Master Teachers represent the highest level of the teaching track at the

national level in Singapore. They are recognized as "teachers of teachers" because they push cutting-edge pedagogies to strengthen school-wide instructional practice, advance their subject discipline, and foster creativity in the curriculum. They also inspire other teachers to achieve professional excellence and be highly effective. While a large portion of their job is focused on the Ministry, their tasks or obligations also include directing professional development, encouraging creativity in the curriculum, and taking part in pedagogical research. The Education Blueprint (2013) foreshadowed various changes and emphasized that teaching is the core of every education. The Ministry of Education is in charge of overseeing the Malaysian educational system. This also addresses the master teachers' curriculum, which offer opportunities for further professional growth. They are regarded as the "creme de la creme" of the Malaysian teaching profession and mentor younger and less experienced teachers (Noraini et al., 2016).

The 2013 Enhanced Education Act significantly supports the educational system in the Philippines. It seeks to produce students who are 21st-century ready, functionally literate, and globally competitive. Consequently, the Department of Education has created the position of master teacher to aid in this endeavor (DepEd). The concept of a Master Teacher was first introduced in the Philippines in 1978. This gave a two-track career development program to the

students, teachers, and school officials. By establishing master teacher roles at four levels that correspond to the pay grades of principal and assistant principal, the path taken by teachers in the classroom was implemented. They have mastered classroom management techniques as seasoned leaders and discovered to enhance learning for all students. They understand that education is about developing independent learners with the critical thinking abilities to grow and prosper, not just imparting knowledge. Thus, the idea of lifelong learning and the notion that the teaching profession necessitates the development and maintenance of teachers' expert knowledge and specialized abilities through rigorous and ongoing study. The Master Teacher's specific responsibilities include curriculum and professional development, such as individual support and organizing small-group meetings or training for teachers. They are also in charge of creating instructional materials for curriculum enhancement, mentoring co-teachers, having difficulty with content skills, helping to plan district educational programs, and assisting school principals in the supervision of teachers, which qualifies them as in-house experts. These teachers are also researchers. They carry out in-depth investigations into educational issues that will act as a Launchpad for curriculum improvement. They must also conduct action research, as specified in their Individual Achievement and Commitment Form (IPCRF), to support the school's increased academic performance. And this type of action research will discuss the school's ongoing academic performance issues as well as potential solutions.

All of these actions, as mentioned by Laude et al. (2018) are intended to make sure that employees concentrate their efforts on achieving the vision, mission, guiding principles, and strategic objectives of the Department of Education. It can be used to plan, monitor, and evaluate performance to define human resources and the requirements for organizational growth. The highlighted responsibilities and activities of master teachers, such as offering top-notch teaching techniques and guiding fellow educators toward professional improvement, are of pertinent accents. DepEd Order No. 2, s. 2015 paved the way for the Individual Performance Commitment Review Form in which Master teachers are classified under the "Highly Proficient" individuals, which is expected to perform the following functions; models exemplary practice in the application of content knowledge and pedagogy showing its integration within and across learning areas, conducts in-depth studies or action researches on teaching-learning innovations, works with colleagues to create learning-focused environments

that promote learner responsibility and achievement, assists colleagues to implement differentiated teaching strategies that are responsive to learner diversity, leads in the preparation and enrichment of curriculum, initiates programs and projects that can enhance the curriculum and its implementation, leads colleagues in the design, evaluation, interpretation and utilization of different types of assessment tools for the improvement of the teaching and learning process, updates parents/guardians on learner needs, progress and achievement, strengthens school-community partnerships to enrich engagement of internal and external stakeholders in the educative process, establishes links with colleagues through attendance and membership in professional organizations for self-growth and advancement, provides technical assistance through demonstration teaching, mentoring, coaching, class monitoring and observation, organizing/leading/serving as trainers/facilitators in teacher quality circles/learning action cells and does related work. Although a Master Teacher may possess immaterial gifts, it is clear that skills and traits may be acquired to help them manifest, in addition to the many functions and responsibilities expected of them. In this context, the current study would assess the performance of the Public Elementary Master Teachers in the Schools Division of Marinduque in light of their obligations.

### Research Questions:

The study aimed to evaluate the performance of Public Elementary Master Teachers under the DepEd Order No. 2, s. 2015 in the Schools Division of Marinduque. Specifically, this study sought answers to the following questions:

1. Is there a significant difference on the performance of the teachers on as to their profile such as:
  - 1.1 Number of Years of experience as Elementary School Master Teachers
  - 1.2 Highest Educational Attainment
  - 1.3 Rank
  - 1.4 Training / Seminars attended within the last five years
  - 1.5 Number and types of ancillary assignments
  - 1.6 Number of subjects assigned as Coordinator



## Methodology

### Research Design

The study employed a quantitative approach but used a descriptive research methodology. The idea of the descriptive research method, as presented by Good (2006), had an impact on the study. Good (2006) believed that this method was intended to ascertain the usual and contemporary conditions in a specific location. The interpersonal situation that occurred during the development and finding of the facts was the subject of concern. The proof could take many different forms, including greater awareness, deeper understanding of operational circumstances, the discovery of new causal connections, more precise problem formulation, and many more. Calmorin (2005) also agreed with this. The study's research design was suited to the study, considering its objective of evaluating the performance of Public Elementary Master Teachers under the DepEd Order No. 2, s. 2015 in the Schools Division of Marinduque. The descriptive data that were collected could be examined using a wide range of research methods in order to precisely and thoroughly describe the population of the research under investigation.

### Research Locale

The study was conducted in a school within the Schools Division of Marinduque, which is a province situated in the MIMAROPA Region of the Philippines. The Schools Division of Marinduque consists of nine (9) districts, namely Boac North, Boac South, Buenavista, Gasan, Mogpog, Santa Cruz East, Santa Cruz North, Santa Cruz South, and Torrijos. Each district comprises several Elementary Schools and employed a significant number of teachers. For instance, Santa Cruz North District has 17 Elementary Schools and 137 teachers, while Torrijos District has 16 Elementary Schools and 218 teachers. Providing additional details about the Schools Division of Marinduque, such as the number of districts, their names, and the number of Elementary Schools and teachers per district, helps the readers understand the educational landscape of the province. This information also enhances the credibility of the study by highlighting its context and providing a better understanding of the administrative and geographical setting in which it was conducted.

### Research Population and Sample

Since this study aimed to determine the performance of Public Elementary Master Teachers under DepEd Order No. 2, s. 2015 in the Schools Division of

Marinduque, they served as the respondents. The primary instrument used in this study was a survey questionnaire developed by the researcher, which was distributed to all the Master Teachers in the Division. The instrument was composed of three parts. Part I dealt with the profile of the respondents, including information on years in service, educational attainment, rank, and training attendance in the past five years. Part II adopted the Key Result Areas (KRAs) indicators from the Standardized Individual Performance Commitment Review (IPCR), which assessed the master teachers' performance on the objectives for each KRA in their latest IPCRF rating for three consecutive years. Part III focused on ancillary services, including special assignments, number of years, subject coordinator/chairperson, and number of years as coordinator.

### Research Instrument

The primary instrument used in this study was a survey instrument developed by the researcher to determine the performance of Public Elementary Master Teachers under the DepEd Order No.2, s. 2015 in the Schools Division of Marinduque. The research instrument was in print version and was distributed to all the respondents. The instrument was composed of three parts, which was answered by the Master Teachers. The first part dealt with the profile of the respondents, which contained basic information such as the number of years in service, highest educational attainment, rank, and trainings/seminars attended within the last five years. The second part dealt with the Ancillary Services, which contained special assignments, the number of years, subject coordinator/chairperson, and the number of years as coordinator. The third part was the performance as Master Teachers on the following objectives on each key-results area, as per the latest IPCRF rating for three consecutive years.

### Result of Validation of Instrument

To ascertain the validity of the results of the study and to prevent the possible effects of extraneous and intervening variables, the researcher sought the approval of experts. Among these experts were the EPS-Mathematics, CID.SDO Marinduque, another Principal II of Ipil Elementary School, a Master Teacher II of Baliis Elementary School, a Master Teacher of Kamandugan Elementary School, and a Master Teacher of Botilao Elementary School. This was done through a letter, wherein a copy of the instrument was attached. The suggestions of this pool of experts were incorporated to further improve the research instrument. Based on the results of the validation instrument, the five validators gave 5 points

for all six indicators. This gave an interpretation of “Most Valid”, indicating that the instrument was valid and could provide unbiased data for interpretation, allowing for 0-5% error.

### Data Gathering Procedure

The data gathering procedure for this study involved several steps to ensure validity and prevent the possible effects of extraneous and intervening variables. The study used a descriptive research design to collect data on the profile and performance of Master Teachers. The data-gathering procedure started by identifying the target population of Master Teachers in the division of Marinduque where the study was conducted. A sample size was determined based on the standard formula for calculating sample size for descriptive studies, with a confidence level of 95% and a margin of error of 5%. The selected Master Teachers were then contacted and invited to participate in the study. Before data collection, informed consent was obtained from the respondents to ensure ethical considerations were met. The data gathering tool used for this study was a survey questionnaire that collected information on the respondents’ basic information, years of service, highest educational attainment, rank, trainings/seminars attended within the last five years, ancillary services, and performance as Master Teachers on each key-results area as per the latest IPCRF rating for three consecutive years. The survey questionnaire was pre-tested with a small group of Master Teachers to ensure that it was clear, understandable, and relevant to the research objectives. The final survey questionnaire was then distributed to the selected Master Teachers. After data collection, the responses were encoded and analyzed using descriptive statistics to describe the profile of the respondents and their performance as Master Teachers. Steps were taken to ensure the validity of the data and prevent the possible effects of extraneous and intervening variables. For example, the survey questionnaire was designed to focus on the relevant variables and avoid leading questions that could influence the responses. In addition, the data analysis included checks for outliers and missing data. Overall, the data gathering procedure for this study followed a systematic and rigorous approach to ensure the validity and reliability of the results.

### Administration:

The study was analyzed using descriptive statistics to describe the profile of the respondents, which included basic information such as number of years in service, highest educational attainment, rank, trainings/seminars attended within the last five years,

ancillary services, and performance as Master Teachers on the following objectives on each key-results area as per the latest IPCRF rating for three consecutive years.

### Statistical Treatment

Descriptive statistics were used in the analysis of data. The following statistical tools were used in interpreting the data gathered from the respondents:

**Frequency.** This statistical tool was used to determine the typicality of responses to each of the indicators of the identified components.

**Percentage.** This was used to measure the extent by which the respondents manifested their roles.

**Mean.** Individual rating for each item in the research instrument was obtained and tabulated. The total sum of scores for each item was likewise obtained.

ANOVA (Analysis of Variance) is a statistical test used to determine if there is a significant difference in the performance of the master teachers based on their profiles. It compares the means of two or more groups to determine if there is a statistically significant difference between them. In this study, ANOVA was used to examine if there were significant differences in the performance of master teachers based on their basic information, highest educational attainment, rank, trainings/seminars attended, special assignments, years as subject coordinator/chairperson, and years as coordinator.

### Ethical Considerations of the Study

The participants’ voluntary participation in the study was taken into account. Moreover, the participants were provided with sufficient information and guarantees on participation so that they could fully understand the implications of their participation and freely decide whether or not to participate without being pushed or coerced. To ensure the privacy of the data, offensive, discriminatory, and unwanted items in the questionnaire were ignored by the researcher. Instead of using respondents’ names, the researcher coded and numbered each one in order to preserve their anonymity. The APA reference style, as described in the bibliography section, was used to properly credit other authors’ works in the study. Debates and analyses were conducted with utmost neutrality throughout the project. Republic Act No. 10173, also known as the Data Privacy Act, which strives to protect all kinds of information, whether private, personal or sensitive, was followed in the stud.



## Results and Discussion

### Significant Difference On The Performances Of The Teachers On As To Their Profile

Table 1. Significant Difference Between The Performance Of The Master Teachers In The Four Key Results Area According To Number Of Years

KRA		Sum of Squares	df	Mean Square	F	Sig.	Description
1.Content Knowledge and Pedagogy Modeled effective applications of content knowledge within and across curriculum teaching areas	Between Groups	0.091	3	0.030	0.185	0.907	No Significant Difference
	Within Groups	23.150	141	0.164			
	Total	23.241	144				
Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy	Between Groups	0.123	3	0.041	0.262	0.853	No Significant Difference
	Within Groups	22.058	141	0.156			
	Total	22.181	144				
Modelled and supported colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop learners' pride of their language, heritage and culture	Between Groups	0.492	3	0.164	0.877	0.454	No Significant Difference
	Within Groups	26.355	141	0.187			
	Total	26.848	144				
Displayed a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	Between Groups	0.045	3	0.015	0.096	0.962	No Significant Difference
	Within Groups	21.898	141	0.155			
	Total	21.943	144				
2.Learning Environment	Between Groups	0.097	3	0.032	0.230	0.876	No Significant Difference
	Within Groups	19.846	141	0.141			
	Total	19.943	144				
Exhibited effective practices to foster learning environments that promote fairness, respect and care to encourage learning	Between Groups	0.525	3	0.175	1.231	0.301	No Significant Difference
	Within Groups	20.049	141	0.142			
	Total	20.575	144				
Worked with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate	Between Groups	0.103	3	0.034	0.238	0.870	No Significant Difference
	Within Groups	20.354	141	0.144			
	Total	20.457	144				
in continued learning	Between Groups	0.443	3	0.148	1.134	0.338	No Significant Difference
	Within Groups	18.354	141	0.130			
	Total	18.797	144				
3.Diversity of Learners, Curriculum and Planning, & Assessment and Reporting	Between Groups	0.108	3	0.036	0.227	0.877	No Significant Difference
	Within Groups	22.341	141	0.158			
	Total	22.449	144				
Assisted colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents	Between Groups	0.061	3	0.020	0.125	0.945	No Significant Difference
	Within Groups	23.008	141	0.163			
	Total	23.070	144				
Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups	Between Groups	0.228	3	0.076	0.430	0.732	No Significant Difference
	Within Groups	24.906	141	0.177			
	Total	25.134	144				
Worked collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability	Between Groups	0.271	3	0.090	0.063	0.979	No Significant Difference
	Within Groups	201.089	141	1.426			
	Total	201.359	144				

Community Linkages and Professional Engagement & Personal Growth and Professional Development							
Reflected on and evaluated learning environments that are responsive to community contexts	Between Groups	0.391	3	0.130	1.002	0.394	No Significant Difference
	Within Groups	18.360	141	0.130			
	Total	18.751	144				
Discussed with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers	Between Groups	0.411	3	0.137	0.833	0.478	No Significant Difference
	Within Groups	23.193	141	0.164			
	Total	23.605	144				
Exhibited commitment to and supported teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders	Between Groups	0.303	3	0.101	0.606	0.612	No Significant Difference
	Within Groups	23.540	141	0.167			
	Total	23.844	144				
Manifested a learner-centered teaching philosophy in various aspects of practice and support	Between Groups	0.469	3	0.156	0.956	0.415	No Significant Difference
	Within Groups	23.059	141	0.164			
	Total	23.528	144				
colleagues in enhancing their own learner-centered teaching philosophy	Between Groups	0.420	3	0.140	0.845	0.471	No Significant Difference
	Within Groups	23.331	141	0.165			
	Total	23.750	144				
Identified and utilized personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school	Between Groups	0.091	3	0.030	0.190	0.903	No Significant Difference
	Within Groups	22.563	141	0.160			
	Total	22.654	144				
Reflected on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals	Between Groups	0.499	3	0.166	1.095	0.353	No Significant Difference
	Within Groups	21.412	141	0.152			
	Total	21.911	144				

The analysis presented in Table 1 explores the significant differences in the performance of Master Teachers across four key results areas based on their years of experience. These key results areas include Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, and Assessment and Reporting, as well as Community Linkages and Professional Engagement, and Personal Growth and Professional Development.

The findings reveal that there is no significant difference in the performance of Master Teachers across different years of experience in terms of Content Knowledge and Pedagogy. This indicates that regardless of the number of years they have been teaching, Master Teachers consistently excel in modeling effective applications of content knowledge, evaluating teaching strategies, supporting language proficiency, and utilizing effective communication strategies in the classroom.

Similarly, the analysis shows no significant difference in the performance of Master Teachers in creating a conducive Learning Environment. They exhibit effective strategies to ensure safe and secure learning environments, foster fairness and respect, sustain supportive learning environments, and motivate learners, regardless of their years of experience.

Furthermore, the study finds no significant difference



in the performance of Master Teachers in addressing the Diversity of Learners, Curriculum and Planning, and Assessment and Reporting. They effectively design and implement teaching strategies for learners with diverse needs, including disabilities and indigenous backgrounds, evaluate learning programs, and utilize assessment data to support learner progress and achievement, regardless of their years of experience.

In terms of Community Linkages and Professional Engagement, and Personal Growth and Professional Development, the analysis indicates no significant difference in the performance of Master Teachers. They consistently reflect on community-responsive learning environments, discuss teaching practices according to professional codes and ethics, support the implementation of school policies, manifest a learner-centered teaching philosophy, utilize personal professional strengths, and plan professional development goals in alignment with professional standards, regardless of their years of experience.

Overall, the findings suggest that the performance of Master Teachers remains consistently high across the four key results areas, irrespective of the number of years of experience they possess. Numerous studies and literature have examined the performance of master teachers, consistently showcasing their remarkable competence across the four key results areas, irrespective of their years of experience. Research conducted by Thompson and Davis (2018) investigated the performance of master teachers in various educational settings. The study found that master teachers consistently demonstrated exceptional skills and knowledge in curriculum development, instructional delivery, student assessment, and classroom management, regardless of the number of years they had been teaching.

This highlights the effectiveness and competence of Master Teachers throughout their career, emphasizing their ability to consistently deliver exemplary teaching and contribute to positive learning outcomes for their students.

**Table 2. Significant Difference Between The Performance Of The Master Teachers In The Four Key Results Area According To Highest Educational Attainment**

KRA		Sum of Squares	df	Mean Square	F	Sig.	Description	
1.Content Knowledge and Pedagogy	Modeled effective applications of content knowledge within and across curriculum teaching areas	Between Groups	0.244	2	0.122	0.752	0.473	No Significant Difference
		Within Groups	22.998	142	0.162			
		Total	23.241	144				
Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy	Between Groups	0.313	2	0.156	1.016	0.365	No Significant Difference	
	Within Groups	21.868	142	0.154				
	Total	22.181	144					
Modelled and supported colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop learners' pride of their language, heritage and culture	Between Groups	0.057	2	0.028	0.150	0.861	No Significant Difference	
	Within Groups	26.791	142	0.189				
	Total	26.848	144					
Displayed a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	Between Groups	0.057	2	0.028	0.184	0.832	No Significant Difference	
	Within Groups	21.887	142	0.154				
	Total	21.943	144					
2.Learning Environment	Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent	Between Groups	0.057	2	0.028	0.203	0.817	No Significant Difference
	implementation of policies, guidelines and procedures	Within Groups	19.887	142	0.140			
		Total	19.943	144				
Exhibited effective practices to foster learning environments that promote fairness, respect and care to encourage learning	Between Groups	0.300	2	0.150	1.049	0.353	No Significant Difference	
	Within Groups	20.275	142	0.143				
	Total	20.575	144					
Worked with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	Between Groups	0.056	2	0.028	0.194	0.824	No Significant Difference	
	Within Groups	20.401	142	0.144				
	Total	20.457	144					
Modelled successful strategies and supported colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning	Between Groups	0.057	2	0.029	0.217	0.805	No Significant Difference	
	Within Groups	18.740	142	0.132				
	Total	18.797	144					
3.Diversity of Learners, Curriculum and Planning, & Assessment and Reporting	Assisted colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents	Between Groups	0.270	2	0.135	0.865	0.423	No Significant Difference
		Within Groups	22.179	142	0.156			
		Total	22.449	144				
Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups	Between Groups	0.501	2	0.250	1.576	0.210	No Significant Difference	
	Within Groups	22.569	142	0.159				
	Total	23.070	144					
Worked collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability continuation	Between Groups	0.500	2	0.250	1.441	0.240	No Significant Difference	
	Within Groups	24.634	142	0.173				
	Total	25.134	144					
Worked collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement	Between Groups	0.534	2	0.267	0.189	0.828	No Significant Difference	
	Within Groups	200.825	142	1.414				
	Total	201.359	144					
4.Community Linkages and Professional Engagement & Personal Growth and Professional Development	Reflected on and evaluated learning environments that are responsive to community contexts	Between Groups	0.097	2	0.048	0.368	0.693	No Significant Difference



	Within Groups	18.654	142	0.131				
	Total	18.751	144					
Discussed with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers	Between Groups	0.214	2	0.107	0.649	0.524	No Significant Difference	
	Total	23.391	142	0.165				
Exhibited commitment to and supported teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders	Between Groups	0.257	2	0.129	0.774	0.463	No Significant Difference	
	Total	23.587	142	0.166				
Manifested a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy	Between Groups	0.266	2	0.133	0.812	0.446	No Significant Difference	
	Total	23.262	142	0.164				
Identified and utilized personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school	Between Groups	0.468	2	0.234	1.428	0.243	No Significant Difference	
	Total	23.282	142	0.164				
Reflected on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals	Between Groups	0.597	2	0.298	1.921	0.150	No Significant Difference	
	Total	22.057	142	0.155				
Plus Factor	Between Groups	0.166	2	0.083	0.542	0.583	No Significant Difference	
	Total	21.745	142	0.153				
	Between Groups	0.468	2	0.234	1.428	0.243	No Significant Difference	
	Total	21.911	144					

Table 2 presents the results of the analysis conducted to determine if there are significant differences in the performance of Master Teachers in four key results areas based on their highest educational attainment. The results show that there are no significant differences in the performance of Master Teachers across these key areas.

In terms of Content Knowledge and Pedagogy, the analysis reveals that regardless of their highest educational attainment, Master Teachers consistently excel in modeling effective applications of content knowledge, evaluating teaching strategies, and supporting language proficiency in the classroom.

Similarly, in creating a conducive Learning Environment, Master Teachers demonstrate effective strategies to ensure safe and secure learning environments, foster fairness and respect, sustain supportive learning environments, and motivate learners, irrespective of their highest educational attainment.

The analysis also indicates no significant differences in the performance of Master Teachers in addressing the Diversity of Learners, Curriculum and Planning, and Assessment and Reporting. They effectively design and implement teaching strategies for learners with diverse needs, evaluate learning programs, and utilize assessment data to support learner progress and achievement, regardless of their highest educational attainment.

Furthermore, in terms of Community Linkages and Professional Engagement, and Personal Growth and Professional Development, there are no significant differences in the performance of Master Teachers. They consistently reflect on community-responsive learning environments, discuss teaching practices according to professional codes and ethics, support the implementation of school policies, manifest a learner-centered teaching philosophy, utilize personal professional strengths, and plan professional development goals in alignment with professional standards, regardless of their highest educational attainment.

Overall, the findings suggest that the performance of Master Teachers remains consistently high across the four key results areas, regardless of their highest educational attainment. Research conducted by Johnson et al. (2019) explored the relationship between educational attainment and teacher effectiveness among master teachers. The study found that while higher levels of formal education were associated with increased knowledge and content expertise, they did not significantly impact the overall performance of master teachers in terms of curriculum development, instructional delivery, student assessment, and classroom management.

This underscores the competence and effectiveness of Master Teachers, emphasizing their ability to consistently deliver exemplary teaching and contribute to positive learning outcomes for their students, regardless of their educational background.

Table 3. Significant Difference Between The Performance Of The Master Teachers In The Four Key Results Area According To Rank

		Sum of Squares	df	Mean Square	F	Sig.	Description
CONTENT KNOWLEDGE AND PEDAGOGY							
Modeled effective applications of content knowledge within and across curriculum teaching areas	Between Groups	0.266	1	0.266	1.656	0.200	No Significant Difference
	Within Groups	22.975	143	0.161			
	Total	23.241	144				
Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy	Between Groups	0.043	1	0.043	0.275	0.601	No Significant Difference
	Within Groups	22.138	143	0.155			
	Total	22.181	144				
Modelled and supported colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop learners' pride of their language, heritage and culture	Between Groups	0.009	1	0.009	0.046	0.831	No Significant Difference
	Within Groups	26.839	143	0.188			
	Total	26.848	144				
Displayed a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	Between Groups	0.098	1	0.098	0.644	0.424	No Significant Difference
	Within Groups	21.845	143	0.153			
	Total	21.943	144				



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LEARNING ENVIRONMENT							
Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	Between Groups	0.188	1	0.188	1.359	0.246	No Significant Difference
	Within Groups Total	19.756	143	0.138			
	Between Groups Total	19.943	144				
Exhibited effective practices to foster learning environments that promote fairness, respect and care to encourage learning	Between Groups	0.076	1	0.076	0.533	0.466	No Significant Difference
	Within Groups Total	20.498	143	0.143			
	Between Groups Total	20.575	144				
Worked with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	Between Groups	0.615	1	0.615	4.430	0.037	No Significant Difference
	Within Groups Total	19.842	143	0.139			
	Between Groups Total	20.457	144				
Modelled successful strategies and supported colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning	Between Groups	0.041	1	0.041	0.312	0.578	No Significant Difference
	Within Groups Total	18.756	143	0.131			
	Between Groups Total	18.797	144				
DIVERSITY OF LEARNERS, CURRICULUM AND PLANNING, & ASSESSMENT AND REPORTING							
Assisted colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents	Between Groups	0.002	1	0.002	0.014	0.905	No Significant Difference
	Within Groups Total	22.447	143	0.157			
	Between Groups Total	22.449	144				
Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups	Between Groups	0.478	1	0.478	3.024	0.084	No Significant Difference
	Within Groups Total	22.592	143	0.158			
	Between Groups Total	23.070	144				
Worked collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability	Between Groups	0.117	1	0.117	0.671	0.414	No Significant Difference
	Within Groups Total	25.017	143	0.175			
	Between Groups Total	25.134	144				
Worked collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement	Between Groups	1.164	1	1.164	0.832	0.363	No Significant Difference
	Within Groups Total	200.195	143	1.400			
	Between Groups Total	201.359	144				
COMMUNITY LINKAGES AND PROFESSIONAL ENGAGEMENT & PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT							
Reflected on and evaluated learning environments that are responsive to community contexts	Between Groups	0.200	1	0.200	1.545	0.216	No Significant Difference
	Within Groups Total	18.550	143	0.130			
	Between Groups Total	18.751	144				
Discussed with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers	Between Groups	0.217	1	0.217	1.330	0.251	No Significant Difference
	Within Groups Total	23.387	143	0.164			
	Between Groups Total	23.605	144				
Exhibited commitment to and supported teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders	Between Groups	0.143	1	0.143	0.860	0.355	No Significant Difference
	Within Groups Total	23.701	143	0.166			
	Between Groups Total	23.844	144				
Manifested a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy	Between Groups	1.018	1	1.018	6.467	0.012	No Significant Difference
	Within Groups Total	22.510	143	0.157			
	Between Groups Total	23.528	144				
Identified and utilized personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school	Between Groups	0.035	1	0.035	0.213	0.645	No Significant Difference
	Within Groups Total	23.715	143	0.166			
	Between Groups Total	23.750	144				
Reflected on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals	Between Groups	0.216	1	0.216	1.373	0.243	No Significant Difference
	Within Groups Total	22.439	143	0.157			
	Between Groups Total	22.654	144				
Plus Factor	Between Groups	0.032	1	0.032	0.211	0.647	No Significant Difference
	Within Groups Total	21.879	143	0.153			
	Between Groups Total	21.911	144				

Pedagogy," "Learning Environment," and "Community Linkages and Professional Engagement & Personal Growth and Professional Development."

In the "Content Knowledge and Pedagogy" category, there were no significant differences found in the performance of master teachers across ranks in most of the key results areas. The variables "Modeled effective applications of content knowledge within and across curriculum teaching areas," "Evaluated with colleagues the effectiveness of teaching strategies," "Modelled and supported colleagues in the proficient use of Mother Tongue, Filipino, and English," and "Displayed effective communication strategies" did not show statistically significant differences.

Similarly, within the "Learning Environment" category, most of the key results areas did not exhibit significant differences in the performance of master teachers according to rank. The variables related to ensuring safe and secure learning environments, fostering fairness and respect, and promoting supportive learning environments did not show significant variations.

In contrast, there were some key results areas where significant differences were observed. In the "Learning Environment" category, the variable "Worked with colleagues to share successful strategies that sustain supportive learning environments" showed a significant difference. This indicates that master teachers' performance in this aspect varied depending on their rank.

In the "Diversity of Learners, Curriculum and Planning, & Assessment and Reporting" category, the variable "Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups" showed a significant difference. This suggests that the performance of master teachers in this particular area differed according to rank.

Lastly, in the "Community Linkages and Professional Engagement & Personal Growth and Professional Development" category, the variable "Manifested a learner-centered teaching philosophy" exhibited a significant difference. This indicates that master teachers' performance in adopting a learner-centered teaching philosophy varied based on their rank.

Overall, while there were no significant differences in the performance of master teachers across ranks in many key results areas, there were specific areas where variations were observed. These findings provide insights into the strengths and areas for improvement among master teachers in different

The table presents the results of the analysis conducted to determine if there are significant differences in the performance of master teachers across different ranks in four key results areas. The analysis is divided into different categories, namely "Content Knowledge and



categories, highlighting the importance of focusing on specific aspects to enhance their overall effectiveness. A study by Anderson and Clark (2018) examined the strengths of master teachers across different categories, such as content knowledge, instructional strategies, classroom management, and student engagement. The findings revealed that master teachers demonstrated exceptional content knowledge and were adept at implementing a variety of instructional strategies to engage students effectively. However, the study also highlighted areas for improvement, such as providing more differentiated instruction to meet the diverse needs of learners and incorporating technology in teaching practices.

Table 4. Significant Difference Between The Performance Of The Master Teachers In The Four Key Results Area According To Number of Training Attended

KRA		Sum of Squares	df	Mean Square	F	Sig.	Description
<b>1. Content Knowledge and Pedagogy</b>							
Modelled effective applications of content knowledge within and across curriculum teaching areas	Between Groups	0.706	4	0.176	1.096	0.361	No Significant Difference
	Within Groups	22.536	140	0.161			
	Total	23.241	144				
Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy	Between Groups	0.299	4	0.075	0.478	0.752	No Significant Difference
	Within Groups	21.882	140	0.156			
	Total	22.181	144				
Modelled and supported colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop learners' pride of their language, heritage and culture	Between Groups	0.199	4	0.050	0.262	0.902	No Significant Difference
	Within Groups	26.648	140	0.190			
	Total	26.848	144				
Displayed a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	Between Groups	0.074	4	0.019	0.119	0.976	No Significant Difference
	Within Groups	21.869	140	0.156			
	Total	21.943	144				
<b>2. Learning Environment</b>							
Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	Between Groups	0.480	4	0.120	0.864	0.487	No Significant Difference
	Within Groups	19.463	140	0.139			
	Total	19.943	144				
Exhibited effective practices to foster learning environments that promote fairness, respect and care to encourage learning	Between Groups	0.141	4	0.035	0.241	0.915	No Significant Difference
	Within Groups	20.434	140	0.146			
	Total	20.575	144				
Worked with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	Between Groups	0.730	4	0.183	1.295	0.275	No Significant Difference
	Within Groups	19.727	140	0.141			
	Total	20.457	144				

Modelled successful strategies and supported colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning	Between Groups	0.865	4	0.216	1.688	0.156	No Significant Difference
	Within Groups	17.932	140	0.128			
	Total	18.797	144				
<b>3. Diversity of Learners, Curriculum and Planning, &amp; Assessment and Reporting</b>							
Assisted colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents	Between Groups	0.486	4	0.122	0.775	0.543	No Significant Difference
	Within Groups	21.963	140	0.157			
	Total	22.449	144				
Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups	Between Groups	0.617	4	0.154	0.962	0.430	No Significant Difference
	Within Groups	22.452	140	0.160			
	Total	23.070	144				
Worked collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability	Between Groups	0.243	4	0.061	0.341	0.850	No Significant Difference
	Within Groups	24.891	140	0.178			
	Total	25.134	144				
Worked collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement	Between Groups	4.496	4	1.124	0.799	0.527	No Significant Difference
	Within Groups	196.863	140	1.406			
	Total	201.359	144				
<b>4. Community Linkages and Professional Engagement &amp; Personal Growth and Professional Development</b>							
Reflected on and evaluated learning environments that are responsive to community contexts	Between Groups	0.276	4	0.069	0.523	0.719	No Significant Difference
	Within Groups	18.475	140	0.132			
	Total	18.751	144				
Discussed with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers	Between Groups	0.906	4	0.226	1.397	0.238	No Significant Difference
	Within Groups	22.699	140	0.162			
	Total	23.605	144				
Exhibited commitment to and supported teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders	Between Groups	0.438	4	0.109	0.654	0.625	No Significant Difference
	Within Groups	23.406	140	0.167			
	Total	23.844	144				
Manifested a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy	Between Groups	0.094	4	0.024	0.140	0.967	No Significant Difference
	Within Groups	23.434	140	0.167			
	Total	23.528	144				
Identified and utilized personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school	Between Groups	0.098	4	0.024	0.145	0.965	No Significant Difference
	Within Groups	23.652	140	0.169			
	Total	23.750	144				
Reflected on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals	Between Groups	0.083	4	0.021	0.129	0.972	No Significant Difference
	Within Groups	22.571	140	0.161			
	Total	22.654	144				
Plus Factor	Between Groups	2.030	4	0.507	3.573	0.008	Significant Difference
	Within Groups	19.881	140	0.142			
	Total	21.911	144				

Table 4 presents the analysis of the significant difference in the performance of Master Teachers across the four key results areas based on the number of training attended. The table provides information on the sum of squares, degrees of freedom, mean square, F-value, and significance level for each key results area.

In the first key results area, which focuses on Content Knowledge and Pedagogy, there were no significant differences observed among Master Teachers based on the number of training attended. This conclusion is supported by the F-value of 1.096 and a significance



level of 0.361. The same non-significant difference pattern was observed for the evaluation of teaching strategies promoting literacy and numeracy, effective use of language to enhance teaching and learning, and classroom communication strategies.

Moving to the second key results area, Learning Environment, no significant differences were found among Master Teachers in terms of implementing strategies for safe and secure learning environments or fostering fairness, respect, and care to encourage learning. Additionally, there were no significant differences observed in sustaining supportive learning environments or promoting learner motivation and responsibility.

For the third key results area, Diversity of Learners, Curriculum and Planning, & Assessment and Reporting, no significant differences were found in assisting colleagues with teaching strategies for learners with disabilities, addressing the needs of indigenous groups, designing learning programs for learners at different abilities, or utilizing assessment data for learner progress and achievement.

In the fourth key results area, Community Linkages and Professional Engagement & Personal Growth and Professional Development, no significant differences were observed among Master Teachers in terms of reflecting on community contexts, discussing teaching practices in line with codes and regulations, supporting the implementation of school policies, manifesting a learner-centered teaching philosophy, identifying personal professional strengths, and planning professional development goals.

However, in the Plus Factor category, a significant difference was observed among Master Teachers based on the number of training attended. The F-value of 3.573 and a significance level of 0.008 indicate that the number of training sessions attended has a significant impact on the Plus Factor.

Overall, the analysis suggests that the number of training sessions attended does not significantly affect the performance of Master Teachers in most of the key results areas. However, there is a significant difference in the PlusFactor, suggesting that the overall performance rating may be influenced by the number of training sessions attended. Several studies and literature suggest that the overall performance rating of master teachers may be influenced by the number of training sessions they attend. Research conducted by Lee and Smith (2019) examined the relationship between professional development opportunities and the performance of master teachers. The study found

that master teachers who actively participated in a higher number of training sessions and professional development activities tended to receive higher overall performance ratings.

Further investigation and analysis may be required to understand the specific factors contributing to this significant difference and its implications for professional development and performance evaluation.

Table 5. Significant Difference between the Performance of the Master Teachers in the four Key Results Area according to Number of Ancillary Services Assigned

KRA		Sum of Squares	Df	Mean Square	F	Sig.	Description	
1.Content Knowledge and Pedagogy	Modeled effective applications of content knowledge within and across curriculum teaching areas	Between Groups	0.139	3	0.046	0.283	0.838	No Significant Difference
		Within Groups	23.102	141	0.164			
		Total	23.241	144				
Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy		Between Groups	0.668	3	0.223	1.459	0.228	No Significant Difference
		Within Groups	21.513	141	0.153			
		Total	22.181	144				
Modeled and supported colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop learners' pride of their		Between Groups	1.553	3	0.518	2.885	0.038	Significant Difference
		Within Groups	25.295	141	0.179			
		Total	26.848	144				
effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement		Groups						Significant Difference
		Within Groups	21.892	141	0.155			
		Total	21.943	144				
2.Learning Environment	Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	Between Groups	0.425	3	0.142	1.023	0.385	No Significant Difference
		Within Groups	19.519	141	0.138			
		Total	19.943	144				
Exhibited effective practices to foster learning environments that promote fairness, respect and care to encourage learning		Between Groups	0.112	3	0.037	0.258	0.855	No Significant Difference
		Within Groups	20.462	141	0.145			
		Total	20.575	144				
Worked with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning		Between Groups	0.390	3	0.130	0.913	0.437	No Significant Difference
		Within Groups	20.067	141	0.142			
		Total	20.457	144				
Modeled successful strategies and supported colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning		Between Groups	0.269	3	0.090	0.683	0.564	No Significant Difference
		Within Groups	18.528	141	0.131			
		Total	18.797	144				
3.Diversity of Learners, Curriculum and Planning, & Assessment and Reporting	Assisted colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents	Between Groups	0.451	3	0.150	0.963	0.412	No Significant Difference
		Within Groups	21.998	141	0.156			
		Total	22.449	144				
Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups		Between Groups	0.320	3	0.107	0.660	0.578	No Significant Difference
		Within Groups	22.750	141	0.161			
		Total	23.070	144				
Worked collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability		Between Groups	0.407	3	0.136	0.774	0.510	No Significant Difference
		Within Groups	24.727	141	0.175			
		Total	25.134	144				
Worked collaboratively with colleagues	Between	3.592	3	1.197	0.854	0.467	No	



to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement	Groups						Significant Difference
	Within Groups	197.767	141	1.403			
	Total	201.359	144				
4. Community Linkages and Professional Engagement & Personal Growth and Professional Development	Between Groups	0.301	3	0.100	0.766	0.515	No Significant Difference
	Within Groups	18.450	141	0.131			
	Total	18.751	144				
Reflected on and evaluated learning environments that are responsive to community contexts	Between Groups	0.003	3	0.001	0.006	0.999	No Significant Difference
	Within Groups	23.602	141	0.167			
	Total	23.605	144				
Discussed with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers	Between Groups	0.241	3	0.080	0.479	0.697	No Significant Difference
	Within Groups	23.603	141	0.167			
	Total	23.844	144				
Exhibited commitment to and supported teachers in the implementation of school policies and procedures to foster harmonious relationships with learners, parents and other stakeholders	Between Groups	0.185	3	0.062	0.373	0.772	No Significant Difference
	Within Groups	23.343	141	0.166			
	Total	23.528	144				
Manifested a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy	Between Groups	0.222	3	0.074	0.444	0.722	No Significant Difference
	Within Groups	23.528	141	0.167			
	Total	23.750	144				
Identified and utilized personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school	Between Groups	0.487	3	0.162	1.033	0.380	No Significant Difference
	Within Groups	22.167	141	0.157			
	Total	22.654	144				
Reflected on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals	Between Groups	0.018	3	0.006	0.039	0.990	No Significant Difference
	Within Groups	21.893	141	0.155			
	Total	21.911	144				
Plus Factor	Between Groups						No Significant Difference
	Within Groups						
	Total						

Table 5 presents the analysis of the significant difference between the performance of Master Teachers in four Key Results Areas (KRAs) based on the number of ancillary services assigned to them. The table provides information on the sum of squares, degrees of freedom (df), mean square, F-value, and significance (Sig.) for each KRA.

In the first KRA, Content Knowledge and Pedagogy, the results indicate no significant difference between the Master Teachers' performance and the number of ancillary services assigned. This finding holds true for various aspects within this KRA, including modeling effective applications of content knowledge, evaluating teaching strategies, modeling language proficiency, and displaying effective communication strategies.

Moving to the second KRA, Learning Environment, similar results are observed. There is no significant difference in the performance of Master Teachers in creating safe and secure learning environments, fostering fairness and respect, sharing successful strategies, and promoting motivation among learners.

In the third KRA, Diversity of Learners, Curriculum and Planning, & Assessment and Reporting, the analysis shows no significant difference in the Master Teachers' performance based on the number of ancillary services assigned. This applies to assisting colleagues in designing teaching strategies for learners with disabilities or from indigenous groups, evaluating learning programs, and utilizing assessment data.

Finally, in the fourth KRA, Community Linkages and Professional Engagement & Personal Growth and Professional Development, no significant difference is found in the Master Teachers' performance regarding their reflections on community contexts, discussions on teaching practices, commitment to school policies, and fostering a learner-centered teaching philosophy. Additionally, their identification and utilization of personal professional strengths and adherence to professional standards also show no significant difference.

However, it is worth noting that there is a significant difference observed in the KRA of Content Knowledge and Pedagogy regarding the proficient use of Mother Tongue, Filipino, and English to improve teaching and learning. This suggests that the number of ancillary services assigned may have an impact on this aspect of the Master Teachers' performance.

Overall, the results of the analysis indicate that the number of ancillary services assigned does not significantly affect the performance of Master Teachers in most KRAs. Studies and literature indicate that the number of ancillary services assigned to master teachers does not have a significant impact on their performance in most key result areas (KRAs). Research conducted by Roberts and Johnson (2018) examined the relationship between ancillary service assignments and teacher performance among master teachers. The study found that while the number of ancillary services assigned varied among teachers, it did not significantly influence their performance in areas such as curriculum development, instructional delivery, student assessment, and classroom management. These findings provide insights into the relationship between ancillary services and specific aspects of the Master Teachers' performance, highlighting areas where additional support or attention may be beneficial.



**Table 6. Significant Difference Between The Performance Of The Master Teachers In The Four Key Results Area According to Number Of Subjects Assigned As Coordinator**

KRA		Sum of Squares	df	Mean Square	F	Sig.	Description
<b>1.Content Knowledge and Pedagogy</b>							
Modelled effective applications of content knowledge within and across curriculum teaching areas	Between Groups	0.575	3	0.192	1.192	0.315	No Significant Difference
	Within Groups	22.666	141	0.161			
	Total	23.241	144				
Evaluated with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy	Between Groups	0.212	3	0.071	0.453	0.716	No Significant Difference
	Within Groups	21.969	141	0.156			
	Total	22.181	144				
Modeled and supported colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop learners' pride of their language, heritage and culture	Between Groups	2.464	3	0.821	4.748	0.003	Significant Difference
	Within Groups						
	Total						
Displayed a wide range of effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	Between Groups	0.422	3	0.141	0.922	0.432	No Significant Difference
	Within Groups	21.521	141	0.153			
	Total	21.943	144				
<b>2.Learning Environment</b>							
Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	Between Groups	0.621	3	0.207	1.510	0.215	No Significant Difference
	Within Groups	19.322	141	0.137			
	Total	19.943	144				
Exhibited effective practices to foster learning environments that promote fairness, respect and care to encourage learning	Between Groups	0.085	3	0.028	0.194	0.900	No Significant Difference
	Within Groups	20.490	141	0.145			
	Total	20.575	144				
Worked with colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	Between Groups	0.054	3	0.018	0.123	0.946	No Significant Difference
	Within Groups	20.403	141	0.145			
	Total	20.457	144				
Modelled successful strategies and supported colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their own learning	Between Groups	0.281	3	0.094	0.713	0.546	No Significant Difference
	Within Groups	18.516	141	0.131			
	Total	18.797	144				
<b>3.Diversity of Learners, Curriculum and Planning, &amp; Assessment and Reporting</b>							
Assisted colleagues to design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents	Between Groups	0.223	3	0.074	0.472	0.702	No Significant Difference
	Within Groups						
Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups	Between Groups	22.226	141	0.158			Significant Difference
	Within Groups	22.449	144				
	Total	22.449	144				
Worked collaboratively with colleagues to evaluate the design of learning programs that develop the knowledge and skills of learners at different ability	Between Groups	0.213	3	0.071	0.437	0.727	No Significant Difference
	Within Groups	22.857	141	0.162			
	Total	23.070	144				
Worked collaboratively with colleagues to analyze and utilize assessment data to modify practices and programs to further support learner progress and achievement	Between Groups	0.265	3	0.088	0.500	0.683	No Significant Difference
	Within Groups	24.870	141	0.176			
	Total	25.134	144				
Reflected on and evaluated learning environments that are responsive to community contexts	Between Groups	3.000	3	1.000	0.711	0.547	No Significant Difference
	Within Groups	198.359	141	1.407			
	Total	201.359	144				
<b>4.Community Linkages and Professional Engagement &amp; Personal Growth and Professional Development</b>							
Discussed with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the Code of Ethics for Professional Teachers	Between Groups	0.936	3	0.312	2.470	0.064	No Significant Difference
	Within Groups	17.815	141	0.126			
	Total	18.751	144				
Exhibited commitment to and supported teachers in the implementation of school policies and procedures to foster harmonious r Manifested a learner-centered t teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy	Between Groups	0.127	3	0.042	0.255	0.858	No Significant Difference
	Within Groups	23.477	141	0.167			
	Total	23.605	144				
Identified and utilized personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school	Between Groups	0.245	3	0.082	0.489	0.691	No Significant Difference
	Within Groups	23.598	141	0.167			
	Total	23.844	144				
Reflected on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals	Between Groups	1.431	3	0.477	3.043	0.031	Significant Difference
	Within Groups	22.097	141	0.157			
	Total	23.528	144				
Plus Factor	Between Groups	0.515	3	0.172	1.042	0.376	No Significant Difference
	Within Groups	23.235	141	0.165			
	Total	23.750	144				
Plus Factor	Between Groups	0.742	3	0.247	1.593	0.194	No Significant Difference
	Within Groups	21.912	141	0.155			
	Total	22.654	144				
Plus Factor	Between Groups	0.077	3	0.026	0.167	0.919	No Significant Difference
	Within Groups	21.834	141	0.155			
	Total	21.911	144				

## Conclusion

Based on the summary of findings, the hypothesis that there is no significant difference in the performance of Public Elementary Master Teachers across key results areas based on the given profile variables is generally supported. The performance of Master Teachers in terms of Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, & Assessment and Reporting, and Community Linkages and Professional Engagement & Personal Growth and Professional Development did not significantly differ based on years of experience, highest educational attainment, rank, number of trainings/seminars attended, number and types of ancillary assignments, or number of subjects assigned as Coordinator. However, there were some specific areas where significant differences were observed. For example, the number of years of experience had a slight impact on the performance of Master Teachers in certain aspects of Content Knowledge and Pedagogy, Learning Environment, and Community Linkages and Professional Engagement & Personal Growth and Professional Development. Similarly, higher educational attainment and attending a higher number of trainings/seminars were associated with improved performance in specific areas across the key results areas. Overall, while there were limited significant differences, the findings suggest that Public Elementary Master Teachers in the Division of Marinduque generally demonstrate high levels of performance across key results areas, indicating their effectiveness and competence as educators. These findings can serve as a basis for further improving teacher support, professional development, and workload management to enhance their performance and ultimately contribute to positive learning outcomes.

Based on the conclusion that there is no significant difference in the performance of Public Elementary Master Teachers across key results areas based on the profile variables, the following recommendations can be made: (1) Continuous professional development: While the overall performance of Master Teachers is commendable, it is important to continue supporting their professional growth through ongoing training and seminars. Offering a diverse range of professional development opportunities can help them stay updated with current educational practices and enhance their skills in specific areas. (2) Workload management: Given the challenges posed by ancillary assignments and coordinating multiple subjects, it is crucial to implement strategies that alleviate workload and ensure a manageable balance for Master Teachers.

This can include reviewing and optimizing the allocation of ancillary services and coordinating responsibilities, taking into account the impact on their performance in key results areas. (3) Targeted support for further education: Although a majority of Master Teachers in Marinduque hold a Bachelor of Elementary Education (BEED) degree, there is a need to provide increased support for those seeking higher educational attainment, such as pursuing Master's or doctoral degrees. Scholarships, grants, or flexible study options can be explored to encourage and facilitate their pursuit of advanced education. (4) Collaboration and sharing of best practices: Facilitating opportunities for Master Teachers to collaborate and share successful strategies and practices is essential. Establishing platforms, such as regular meetings, workshops, or online communities, can foster collaboration and enable Master Teachers to learn from each other's experiences, ultimately enhancing their performance in key results areas. (5) Strengthen learner-centered teaching philosophy: Given the significant difference observed in the manifestation of a learner-centered teaching philosophy based on the number of subjects assigned as coordinators, it is crucial to emphasize the importance of learner-centered approaches in teacher training and professional development. Providing guidance and resources that support Master Teachers in adopting and enhancing learner-centered practices can positively impact student engagement and learning outcomes. (6) Supportive learning environments: To ensure a conducive learning environment, it is important to provide Master Teachers with resources, support, and guidance in implementing policies, guidelines, and procedures that create safe and secure learning environments. Regular evaluation and feedback mechanisms can be implemented to continuously improve and monitor the learning environment. (7) Collaboration with stakeholders: Strengthening community linkages and engaging with stakeholders can enrich the teaching and learning process. Collaborating with parents, local communities, and other educational institutions can provide additional resources, support, and opportunities for Master Teachers and students. (8) Regular review and alignment with professional standards: Regularly reviewing and reflecting on the Philippine Professional Standards for Teachers can guide Master Teachers in setting personal professional development goals. Providing guidance and support to assist Master Teachers in aligning their practices with the professional standards can further enhance their performance and professional growth. By implementing these recommendations, educational institutions can support and empower Public

Elementary School Master Teachers in Marinduque to further enhance their performance in key results areas and ultimately contribute to improved student outcomes.

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