



INSTRUCTIONAL LEADERSHIP PRACTICES OF MASTER TEACHERS IN THE NEW NORMAL

**RONA V. JUSTADO
TEACHER III**

PULO NATIONAL HIGH SCHOOL / DEPED CABUYAO
09983794881
justadorona26@gmail.com

ABSTRACT

The present study investigated the master teachers' lived experiences as regards instructional leadership practices in the new normal. The research examined the experiences, challenges, and coping mechanisms of 10 Master Teachers purposefully selected from public high schools in the City Schools Division of Cabuyao. Methods of data collection included a semi-structured interview of the participants whose responses were then interpreted using the Interpretative Phenomenological Analysis.

From the testimonies of the Master teacher participants, 10 themes emerged namely: Providing Technical Assistance to Teachers; Openness to Innovative Teaching Practices in the New Normal; Internet and Modular Distance Learning Related Challenges; Finding Self-Initiated Solutions; Learning Progress is Difficult to Achieve; Difficulty in Evaluating Student Understanding; Technical and Learning Gaps; Efficient Teaching Strategies and Real-Time Meetings; The Need for Instructional Leadership; and Proper Time Management and Willingness to Execute Practices.

Based on the gathered data, the most prominent challenges encountered by Master Teachers during the Covid-19 pandemic were poor internet connection, unreliable integrity of assessment, and difficulty in meeting learning outcomes in online and modular learning modalities. In response to these setbacks, the respondents developed various self-initiated solutions in order to continue delivering quality education to their students. As the primary output of the study, the researcher proposed a strategic plan for Master Teachers based on the data collected from respondents which included the following activities and strategies: improved

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan
Managing Editor: Raymart O. Basco

Associate Editor: Andro M. Bautista
Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



instructions through appropriate materials, conducting workshops to capacitate teachers toward flexible learning options, regular informal observations in classrooms, and improving teachers' classroom performance.

INTRODUCTION

"Every great leader is clearly teaching, and every great teacher is leading."

– Robert J. Marzano

The concept of a "new normal" was introduced to the global population to intervene with the effects of COVID-19, a new type of coronavirus. COVID-19, which quickly spread across the globe by crossing Chinese borders, was declared a pandemic by the World Health Organization (WHO, 2020). According to Telli et al. (2020), education was the second most-affected sector by COVID-19, right after the health sector. In the first six months of 2020, almost all educational institutions around the world were forced to cancel face-to-face (F2F) classes as a non-pharmaceutical intervention to contain the spread of the COVID-19 pandemic. With this scenario at play, instructional leadership in educational institutions also shifted.

The concept of leadership has continually evolved through the decades, often moving simultaneously in numerous directions (e.g., leader, manager, administrator). As societal norms are changing, the perception of effective leadership has shifted emphasis from "who" the leader is to "what" the leader does. Thus, leadership is a matter of competence and effectiveness.

In terms of school leadership, it is essential for educational institutions to have well-functioning leaders who have a vision for improving quality and learning outcomes and are effective at ongoing management tasks. A wide range of international studies has confirmed that leaders facilitate major and concrete in-school differences in student achievement or organizational culture and relations, teachers' motivation, and performance (Şenol & Lesinger, 2018).

According to Manaseh (2016), instructional leadership was a type of educational leadership that focused on the core responsibility of a school, namely teaching and learning, by defining the school vision, mission, and goals, managing the instructional program and promoting

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



the school climate. Master teachers, as instructional leaders, must know what was happening in the classrooms and develop the capacities of their colleagues by building on their strengths and reducing their weaknesses (Sebastian & Moon, 2017).

As the quality of learning becomes diverse, effective master teachers must also deliver various strategies in the classroom to discover many effective approaches that would bring better results both for their students and fellow teachers (Mohamed et al., 2017). Today's K-12 education program of the Department of Education (DepEd) amidst the pandemic requires adept teachers who are able to adapt to the diverse environments they traverse, as well as understand the impact of the particular leadership styles and approaches that they utilize. Master teachers need to respond to the needs of education with sufficient competencies to be effective leaders who can bring the schools to the transformational edge.

Online learning, as opposed to face-to-face instruction, introduces a new difficulty in which the instructor must act as a creator, presenter, and guide for their pupils (Gjelaj et al., 2020). As school leaders, master teachers need to reconsider the kind and extent of change required to help teachers and students in embracing new technologies and technical abilities to navigate teaching and learning in a virtual environment (Kaden, 2020). Furthermore, master teachers must address the emotional well-being of teachers and pupils who are now concerned about the future of education as the pandemic continues (Netolicky, 2020).

The rapid shift to online and modular learning modality from the traditional face-to-face classroom setting has pushed master teachers to swiftly adapt and create new and effective instructional leadership practices in order to properly assist teachers and positively influence student learning outcomes. However, such novel techniques and approaches by master teachers have not been defined in any exploratory qualitative research yet.

From that perspective, this research study gathered significant insights and experiences from master teachers in the School Division of Cabuyao, Laguna to determine the effective instructional leadership practices of master teachers amidst the Covid-19 pandemic. By obtaining experience used by present-day master teachers during the "new normal", the findings of the study can help guide current and aspiring school leaders on how they can effectively manage both teachers and students during online and module learning modalities. The present study aimed to uncover

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



unidentified techniques in teaching instruction of master teachers to assist educators in further enhancing the learning degree of 21st-century students.

METHODS

This study utilized a qualitative phenomenological approach for its research design. Qualitative research design is investigative or exploratory in nature and is also used to analyze a problem in-depth and develop theories or hypotheses. It is also used to understand underlying causes, opinions, motivations behind something and to discover trends in opinions and thoughts. This is considered to be a subjective approach since this contains observations and descriptions instead of purely statistical data.

Furthermore, a phenomenological study is a study that aims to understand the subjective, lived experiences and perspectives of participants. This is based on the main idea that there are multiple interpretations of the same experience, and these multiple interpretations or meanings make up reality. This approach involves long and intensive interview sessions with various participants in order to gather information about unique individual experiences which offer a detailed description of human experiences (Hasa, 2017).

The present research chose the master teachers of the School Division of Cabuyao Laguna as the subjects of the study. The respondents were selected based on the purpose of the study through the utilization of the purposeful sampling technique. According to Foley (2018), purposeful sampling was also known as judgmental, selective, or subjective sampling, in which researchers depended on their own judgment when selecting individuals of the public to participate in their study.

Through purposeful sampling, this study involved 10 master teachers of the School Division of Cabuyao Laguna. The said participants were the sole and only source of data and information needed for this study.

The participants of the study were 10 master teachers from selected Junior High Schools in the City Schools Division of Cabuyao, with varying years of experience were interviewed based on the time the researcher and participants agreed upon.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



Since face-to-face meetings are still discouraged by the Inter-Agency Task Force (IATF) to prevent the spread of COVID-19 among the population, the researcher conducted a semi-structured one-on-one online interview with the respondents through an online meeting platform.

The said online meeting platform utilized in this study was the same platform used for teacher training, webinars, INSET, and other activities to reduce personal contact in order to prevent the spread of COVID-19. Ten pre-designed questions were used for the interview of the master teachers or study respondents, which aided in the collection of relevant information.

The following questions were used for the interview with the School Division of Cabuyao Laguna master teachers:

1. What do you think are the most important duties and responsibilities of a master teacher?
2. How do you perceive yourself as an instructional leader with regard to your teaching pedagogy?
3. What are the challenges that you have encountered in utilizing online and modular learning delivery modalities?
4. How did you overcome the challenges that you have mentioned?
5. Do you think those challenges affect students' progress or learning outcomes? How?
6. What aspect of instructional leadership do you find to be the most difficult to navigate in the online and modular learning delivery modalities?
7. What are the learning gaps or difficulties of learners do you observe in pedagogical approaches?
8. What instructional practices do you consider the best to address learning gaps of the learners in terms of pedagogical approaches?
9. When it comes to the collective success of the education sector, how do you find Instructional Leadership? Is it essential?

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



10. Do Instructional Leadership practices affect your duties and responsibilities or function as a master teacher? In what way?

The researcher used thematic analysis, specifically Interpretative Phenomenological Analysis (IPA) to determine any themes that may arise in the transcribed data and information based on the testimonies of the target participants. Thematic analysis included familiarizing the data by perusing the transcripts generated from the interviews conducted and thoroughly reading all the statements provided by the teachers while only taking note of the significant ones and removing any unclear or repetitive data. Next was generating initial codes or simply categories that covered different ideas formed in the interview, in which the researcher organized and grouped the data based on its relevance to the research questions. Following the formulation of theme clusters from the initial codes and segregating them according to patterns formed and finding commonalities between the data and its relevance to the research questions. The themes were then reviewed to ascertain their coherence and distinction by further modifying and developing them if necessary. The next step was to completely finalize the various theme clusters. After establishing the themes, the researchers used the data gathered to produce the study's findings and conclusions.

RESULT AND DISCUSSION

Table 1

Annotated Exemplars on the Importance of Duties and Responsibilities of a Master Teacher

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Master Teacher 2	<i>"The most important responsibilities and duties of a master teacher at present is... to deliver mastery of the subject matter despite of the situation that we are facing now. Next is to conduct classroom observation in order to give technical assistance to our teachers to improve learning outcomes. Number 3 is to share our good practices to over subordinates' other words in order to improve quality teaching and learning situation."</i>	Master Teacher 2 answered enthusiastically and appeared committed and dedicated to her profession as she expresses her opinion about the importance and responsibilities of a master teacher.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



Master Teacher 4

"For me the most important duties and responsibility of a master teacher is to... guide his her colleagues in terms of instructional supervision like for example in designing a lesson plan in crafting a plan, in doing instructional materials, as well as identifying the assessment strategies to be used for the learners..."

Master Teacher 4 responded in a confident tone as he divulges the significance of performing his master teacher duties well.

When asked about the duties and responsibilities of a master teacher, Master Teacher 2 mentioned that, at the moment, the most significant one was to deliver mastery of the subject matter regardless of the situation that they were currently facing. The participant also stated that it was equally important to conduct classroom observation in order to provide technical assistance to the teachers in order to improve learning outcomes and to share good practices with subordinates in order to improve quality teaching and learning situations. Master Teacher 4, on the other hand, said that the most important duty of a master teacher was to guide his or her colleagues in terms of instructional supervision, such as designing a lesson plan, crafting a plan for doing instructional materials, and identifying the assessment strategies to be used for the learners. This was because master teachers were sided with the curriculum, which meant that their focus was more on curriculum implementation and assessment.

Master Teacher 2 explained the duties and responsibilities of a master teacher with seriousness and assurance, while Master Teacher 4 was cheerful and confident as he expressed his thoughts on the vital tasks and responsibilities of a master teacher. The participants' tone and disposition, such as being enthusiastic and confident while answering the questions, exhibited how master teachers were very knowledgeable about their important functions and purpose in the field of education. One can reflect from the researcher's observation, that master teachers were comfortable discussing their duties and narrating the significance of their profession.

The responses of both master teacher respondents coincide with the responsibilities and duties of teachers according to DepEd Teachers Club (2018), which enumerated that the primary obligations of Master Teachers in public schools were: attending professional meetings, in-service training, and other related activities for self-growth and advancement; preparing daily logs and visual aids related to the lesson; conducting conferences and PTA meetings; assisting the guidance counselor in handling students with problems; getting involved in community and civic-

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



organization activities; maintaining harmonious relationships with superiors, students, local public officials, and co-teacher; conducting echo seminars for co-teachers, mentor's co-teachers in content and skills difficulties, guiding co-teachers in the performance of duties and responsibilities, and leading in the preparation and enrichment of curriculum among others.

Table 2

Annotated Exemplars on the Perceptions of an Instructional Leader with regard to Teaching Pedagogy

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Master Teacher 4	<i>"Since as I have mention I am just 9 years in the field of teaching but now with the different trainings and experience that I have... I would say that I could be able to to demonstrate a highly proficient teacher but definitely there still room for me for improvement... and I'm willing and looking forward to learn more of the different... learning process or pedagogy... that might help my learners and... myself to strengthen or capacitate myself in the different skills and knowledge needed for me to do my duties and responsibilities as a master teacher in terms of implementation of the curriculum."</i>	Master Teacher 4 exhibited seriousness on his face and in the tone of his voice as he enumerated his experience and insights as an educator.
Master Teacher 8	<i>"Well, pedagogical leadership is about supporting teaching... giving my colleagues updates on what is the latest trends in teaching. For example, they still have to apply the 4 A's in teaching and what is expected to them is to become a facilitator rather than a lecturer. The performance of the student is being observed to let the student work as a team collaboratively, giving less importance of teacher as a lecturer in class."</i>	Master Teacher 8 exhibited a proud expression while sharing his supportive nature towards his colleagues.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



When Master Teacher 4 was asked how he saw himself as an instructional leader in terms of the teaching pedagogy, he said that with the various training and experience that he had, he believed that he could be a highly proficient teacher, but there was definitely room for improvement. Moreover, he also mentioned his eagerness to learn more about the various teaching and learning processes, pedagogy, or strategies that might help his learners and help them. While Master Teacher 8, having possessed this pedagogical leadership, believed that in teaching and learning, it was to the best of his effort to cooperate in any collaborative activities with his colleagues.

Master Teacher 4 answered the second question with a serious attitude and tone, whereas Master Teacher 8 responded proudly whilst expressing his supporting nature toward his co-teachers. The researcher concluded from direct observations that, in terms of teaching pedagogy, instructional leaders, specifically master teachers, are aware of the different present learning and teaching processes but are open to learning new pedagogy if it contributes to better student growth and teaching practices.

In relation, Hallinger (2011) stated that when the teachers considered the practice of instructional leadership, they will carry out changes and in fact will become more committed to performing. When the instructional leaders showed a positive attitude toward changes, the school environment was the best place for a well-thought-out change (Busher, 2006).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 3

Annotated Exemplars on the Challenges Encountered in Utilizing Online and Modular Learning Modalities

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Master Teacher 2	<i>"In modular learning delivery the most difficult part is to reach out every student because of some reason like for instance they don't have the internet connectivity, so in this case we have to do a lot of things in order... to deliver the quality education that we need to deliver. Another one is the reliability of the test results because all the learning task are our self-administered... we do not know if they are doing the task for othesr or their relatives or their parents... so I am not confident of the reliability of the test results."</i>	Doubtfullness was evident in the facial expressions of Master Teacher 2 while narrating her negative experiences during modular learning modality.
Master Teacher 9	<i>"Presently I'm handling two online classes and three modular sections of students in Grade 10 so for online learning, the most difficult part for me, as a teacher is the assessment part because I cannot truly get the authentic knowledge that the students gained from the lesson and I cannot tell whether my pedagogies applied what teaching the lessons are effective."</i>	Master Teacher 9 showed unease while enumerating the technical problems encountered during the online class

When asked about the challenges being encountered and utilizing the learners, Master Teacher 2 mentioned that the most challenging part of modular learning delivery was reaching out to every student. Some of the learners did not have an internet connection, so the respondent must do a lot of things in order to provide the required quality education for the learners. Another point to consider was the reliability of the test findings. She stated that teachers did not have a means of knowing if the students were doing the learning task or if their relatives or parents were the ones who answered the given modules because all of the learning exercises were self-administered. Likewise, Master Teacher 9 stated that for online classes, the most difficult part for

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



her as a teacher was the assessment part. For modular distance learning, she believed that would be the part where the teacher must impart the important concept that the students need to learn. It was crucial since students and the teacher have no opportunity to meet each other online.

As observed, Master Teacher 2 appeared to be skeptical of the dependability of the submitted learning tasks. Master Teacher 9, on the other hand, was unsettled and concerned as a result of the technological difficulties she encountered during online classes. According to the responses of participants, among master teachers' prominent difficulties experienced while utilizing online and modular learning delivery modalities were unreliable internet access and a lack of confidence in the reliability of assessment outputs. Based on the observations by the researcher, teachers cannot get accurate knowledge of whether their teaching practices are effective for students or not. This led to increased uneasiness and skepticism on the part of the teachers.

According to Ookla (2020), a stable and fast internet connection supported instructional delivery in online distance learning. However, the Philippines' fixed average speed as of early this year was only 26.18 Mbps, which made the country rank 114th in the world for mobile speeds and 108th for fixed broadband speeds.

In addition, Alvarez (2020) mentioned that teachers relied on the internet for communication and utilization, but stability and speed hindered them to do so. The participants mentioned that unstable and slow internet connection impeded their duties and work. Signal interruption in different geographic sites added up also to the situation which was out of teachers' control. Teachers were not an exception to the lagging internet connection which would miss out on essential discussions when the internet froze during synchronous classes.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 4

Annotated Exemplars on Overcoming the Challenges Mentioned by the Participants

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Master Teacher 1	<i>"Actually same with our students this is our second round of school year under the new normal setting kaya naka adjust na rin po ako... kung baga this is no longer a piloting itong pag online at virtual class natin hopefully with all the challenges that you have encountered during the first school year or the previous one or sa piloting this pandemic... have met already by our agency. So nakaka proud ang part na yun na everyone is working kahit paano nakaka move... forward ang ating DEPED, ang ating agency."</i>	Master Teacher 1 appeared confident that she can adjust herself to this new normal setting with the hope that these challenges will be surpassed.
Master Teacher 2	<i>"Actually, it's difficult to... solve this problem by my own, however with the help of our school... and most especially our mayor who is doing this initiative yung movers at saka yung Mel transporters...nakakatulong sila in delivering the modules to our students who cannot afford to go school to to get the module. We were able to deliver the modules to their house... in order for them to submit the task also on time. And of course, we also have Malasakit yung project naming for those students cannot contacted kahit na anong gagawin wala and because of Project Malasakit na meron kaming binigyan ng mga batang bata from grade 7 to 10... nabigayan sila ng 3 cellphone for each grade level."</i>	Master Teacher 2 seemed to be happy and satisfied while answering the question.

When asked about overcoming the problems they faced, Master Teacher 1 responded that she has already adjusted, and perhaps everyone had, so people were not new to having online or virtual classes. With all of the challenges encountered over the first school year, perhaps the needs, challenges, and issues have been addressed. As for Master Teacher 2, she stated that it was difficult to sustainably solve this problem on her own. However, with the help of the school head and the city mayor, who was leading this initiative, movers and transporters were of great

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



help. They greatly assisted in delivering the modules to the students who cannot afford to go to school.

Master Teacher 1 appeared confident that she was able to adjust herself to this new normal setting with the hope that these challenges will be surpassed. Likewise, Master Teacher 2 was somewhat happy and satisfied with the initiative provided by the city mayor and satisfied with the result of the project providing students with learning gadgets. This type of response from master teachers demonstrated how the local government and the Department of Education's (DepEd) ongoing assistance aided in overcoming the obstacles posed by the Covid-19 pandemic in the educational sector. Teacher flexibility and resilience were also mentioned in these statements, leading the researcher to believe that these were two of the most crucial qualities an educator should have in these trying times.

Wu (2020) stated in her article, "How to Overcome the Challenges of Distance Learning," that distance learning has been promoted by the EdTech community since the start of the century. Online classrooms provided flexibility and convenience for both students and teachers, without compromising the quality of content delivered. The goal of myViewBoard was to help educators with an easier time in online whiteboarding and increased interaction with students. By recognizing the impact of the digital revolution and the ever-changing scene of the education landscape, they can continue to keep up with the tools needed to adapt to the prevailing environment.

Table 5

Annotated Exemplars on How this Challenges Affect the Students' Progress or Learning Outcomes

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Master Teacher 1	<i>"...lahat naapektuhan ang progress of our learners. So ung learning ng bata nakasalalay yan how well we are... equipped as a teacher. How do we handle this challenges sa lahat ng mga shortcomings experience in these pandemic times... shortage of learning gadgets etc... number one syempre ang ating client... ang mga bata kahit tayo ay mag pursue ng mag pursue..."</i>	Master Teacher 1 appeared serious and focused while sharing her insights and care towards the students.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



definitely ang magsusuffer nito ay ating mga learners."

Master Teacher 2

"Of course, this challenges affect the learning outcome most especially... the reliability of the test even though if they perfected the test... we are not so sure that they did it by themselves... Hindi natin masasabi na they were able to acquire the prerequisite skill before moving on to the next ano content or lesson."

While enumerating her worries for the pupils' learning outcomes, Master Teacher 2 displayed earnestness in her face and tone.

As seen by the participant's response and behavior, Master Teacher 1 demonstrated seriousness and focus while narrating her response, whereas Master Teacher 2 exhibited earnestness while expanding on her concerns as a teacher on student learning outcomes. The researcher asserted, from the statements of the master teachers, that educators had immense care and dedication towards students and their educational development. Master teachers recognized the problem and were not afraid to admit that these shortcomings must be addressed promptly.

In addition, Shaked (2020) stated that instructional leadership not only included the principals as the key people for supervising the instruction of the school but also master teachers and other school leaders who were held responsible for other staff members and improving the atmosphere of the school. This tendency encouraged the inclusive approach in instructional leadership. There was a collaborative relationship between principal and teacher to develop curriculum and instruction for the students at school since both share the responsibility for improving the students' learning outcomes.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 6

Annotated Exemplars on the Aspect of Instructional Leadership as the Most Difficult to Navigate in the Online and Modular Learning Delivery Modalities

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Master Teacher 4	<i>"I think many teacher or many master teacher will agree with me that in this time of pandemic or in distance learning the assessment is the most... challenging part for a teacher because you cannot really genuinely or accurately assess the learning of our learners... as well as giving feedback with respect to the results because its really hard for us feedback with the result since we don't know if the result is genuine or not."</i>	Master Teacher 4 appears to be doubtful and worried while answering the inquiry.
Master Teacher 1	<i>"...ang kalaban natin dun is number one for me is the connectivity and then second one is... you know when you are online... the time is very limited as a teacher you want to explain it further gusto mo pa sana mapalawig or mapalayo mo pa or mapaganda mo pa o mapaliwanag on the topic itself but then at dahil nga may sinusunod tayong time at di naman pwedeng magtagal ang exposure ng bata on the screen medyo na lilimit ung pwedeng idagdag or enhance in our instruction."</i>	Master Teacher 1 expression was filled with confidence as she shared her experiences.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



When asked about the most difficult to navigate aspect of instructional leadership in the online and modular learning delivery modalities, Master Teacher 4 explained that the assessment part was the hardest part for a teacher since you cannot accurately assess the learning of your students when you were restricted to only using limited strategies or resources. In a summative test, for example, the educator did not know whether it was their parent or if it was really the students answering the questions. While for Master Teacher 1, the most challenging aspect of instructional leadership was not instruction but actually connectivity, and the time constraints. As a teacher, they wanted to explain it further, but the time was very limited.

Master Teacher 4 appeared to be skeptical of the legitimacy of the pupils' submitted assessments, as observed. While answering the question the participant exhibited a worried expression and tone. On the other hand, Master Teacher 1 expression was filled with confidence as she shared her experiences. This type of demeanor from the participants showed the different emotions master teachers had regarding difficulties experienced in the online and modular learning modality. These instructors acknowledged and agreed on the most difficult aspect; however, they differed in their level of confidence in whether or not the concerns described can be solved.

With regards to the student's assessment, the answers provided by the respondents corroborated with the findings of Guangul et al. (2020) that one of the challenges identified in the remote assessment were academic dishonesty, coverage of learning outcomes, and commitment of students to submit assessments on which teachers were not sure whether the students were the ones who did the activities.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 7

Annotated Exemplars on the Learning Gaps or Difficulties of Learners Observed in Pedagogical Approaches

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Master Teacher 3	<i>"... what I have observed in my class I may say that what...you have learn in distance learning is not the same of what they have learned during face-to-face classes especially in modular distance because both teaching and learning process involved... depend on their module and in the sources that they can get in the internet and most of them have no learning facilitator at home to help them in their lesson."</i>	Master Teacher 3 appeared disappointed as she conveyed her observations on learner difficulties during distance learning.
Master Teacher 4	<i>"There are many learning gaps actually but for me mam the most... is the how the students are their learning... because definitely in the normal before the pandemic they have the face to face... and then suddenly it was change with this kind of learning or learning style so i know that many students have been already have... culture shock when in terms of the different learning style..."</i>	Master Teacher 4 exhibited a confident expression and tone as he shared his observations on present student learning gaps.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



When asked about the learning gaps or difficulties of learners observed in pedagogical approaches, Master Teacher 3 shared her observation in her class: what they have learned in distance learning was not the same as what they have learned during face-to-face classes, especially in modular distance learning, because both the teaching and learning processes involved depended on their module and on the sources that they can get on the internet, and most of them had no learning facilitator at home to help them in their lesson. While Master Teacher 4 mentioned that there were many learning gaps, the most obvious one was how the students learned. The way they absorbed information in a face-to-face setup suddenly changed, and the respondent asserted that many students already had culture shock when it came to the new learning styles.

Master Teacher 3 seemed disappointed as she described her insights on learner challenges during distance learning. Master Teacher 4, on the other hand, offered his thoughts on current student learning gaps with a confident attitude and tone. The responses of the participants demonstrated how master teachers understood the significant differences between face-to-face and distance learning delivery modes. Moreover, the participants' demeanor demonstrated how learning gaps had significantly expanded since the fast transition in learning modes, and how this has negatively impacted teachers.

Based on the article Equity for Children (2020), the academic achievement gaps for students of all ages have widened considerably, with different perils in each age group. The pandemic has forced us to rethink learning as a whole. The education system must prioritize competency in scientific reasoning, mathematical literacy, and civic sense. A key objective was avoiding student disengagement, especially from adolescents and older children. A student who lost contact with the class and the teacher for an extended period of time was more likely to drop out. Retention, therefore, must be the highest goal of educational facilities and government policy. Finally, the pandemic has emphasized key players in the system. Teachers and classrooms have restored value.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 8

Annotated Exemplars on What Instructional Practices Considered the Best to Address the Learning Gaps of the Learners in terms of Pedagogical Approach

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Master Teacher 1	<i>"So marami naman... nung mga pedagogical approaches syempre... you are going to choose the best one among this approaches kung ano ung mag fit sa bata. The second one is... what will benefit them. Tthe third one is how are you going to modify them for the learners to be able to cope dito sa mga instruction na ginagamit ng teachers."</i>	Master Teacher 1 showed seriousness as she shared her idea on the best way to address the learning gaps/
Master Teacher 2	<i>"Ah, siguro as teachers we have to keep abreast on the latest strategies... used in teaching kasi we have to adapt the the most recent strategies applicable for each delivery whether its modular or online which should not stop there but we have to enhance our skills in order to provide or to produce a better learning outcomes."</i>	Master Teacher 2 answered in a passionate and motivated demeanor as she expresses her thoughts on the best practices to solve the learning gaps.

When asked about what instructional practices were considered the best to address the learning gaps of the learners in terms of pedagogical approach, Master Teacher 1 mentioned that there were many pedagogical strategies, and being a teacher required being versatile and flexible for all of these. From these ideas, the teachers will select the most appropriate strategy for the learners. The second was what strategies were beneficial to the learners, and teachers must know how to modify the lesson for the learners so that they can easily cope with the lessons. Master Teacher 2 then stated that as teachers, it was necessary to keep abreast of the latest strategies that were used in teaching. Educators must adapt the most recent strategies applicable to each delivery, whether it be modular or online, in order to provide better learning outcomes.

Master teacher 1 appeared serious as she shared her idea on the best way to address learning gaps, whereas Master Teacher 2 appeared passionate and motivated as she expressed her opinion on the same inquiry. Based on the respondents' perceptions and attitudes, master teachers were devoted professionals who were well-versed in the various pedagogical approaches

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



that may benefit students. Both participants emphasized the need of staying up to date on the latest applicable teaching strategies. Furthermore, as educators, the respondents were receptive to the concept of modifying and innovating current instructional materials to accommodate the shift in learning modes.

Best (2020) in his blog post, "Sure-Fire Strategies Fun Teachers Use to Bridge Learning Gaps," pointed out that the new students can bring with them learning gaps that felt like chasms. Before panicking and reaching for extra homework, assessments, and assignments, remember that teacher's first duty to the new students was to build relationships. Chat with their previous teacher, and review previous summative assessments, and the non-assessment tests. It was important to let their students know that there was no pressure, that it was not a graded test; it was just to see what they knew. Group or one-on-one student interviews depending on the year they were teaching and how many students were buzzing around your class, interviews can be a great and personal way to check students' learning gaps. Remember that interviews did not have to be question and answer — provide materials (paper, pencils, counters, blocks), and let the students show what they know

Table 9

Annotated Exemplars on How Essential is the Instructional Leadership with regard to Collective Success of Education Sector

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Master Teacher 2	<i>"Of course, instructional leadership is very essential... like in the group if there is no leader to lead the group... towards that achievement of desired goals of the group definitely mawawala ang direction ng grupo... you have to develop this kind of leadership, you have to... encourage everyone in the group to participate... for the achievement... of the goal of the group. You have to lead them towards to achievement of the goal."</i>	Master Teacher 2 exhibited a proud expression as he explained the essentiality of instructional leadership.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



Master Teacher 4

"Yes, definitely maam. Instructional leadership... plays vital role in the success of our department... instructional leadership will not take effects without this instructional leadership many of our colleagues cannot be guided or cannot be mentored by those teachers...could guide them properly specially the newly hired teachers."

Master Teacher 4 had a confident facial expression and tone while answering the question.

Master teacher 2 mentioned that instructional leadership was essential in leading students towards a certain collective goal namely, quality education and academic achievement. As instructional leaders, teachers must develop this type of leadership and encouraged everyone in the group to participate in the development or achievement of the group's goal. As mentioned by Master Teacher 4, instructional leadership was still necessary and played a critical role in their department's performance. If not implemented, many teaching associates will be misguided and the responsibility of the master teacher will not be attained.

When questioned about the relevance of instructional leadership in the collective achievement of the educational sector, both Master Teachers 2 and 4 displayed a proud and confident attitude. The researcher concluded from the replies of the participants that master instructors were well aware of the importance of instructional leadership in a school context. Participants agreed that instructional leadership was critical in guiding colleagues and mentoring other instructors. Furthermore, the master teachers emphasized the importance of instructional leadership in the continuance of education, particularly in these difficult times.

In relation, Sec. Leonor M. Briones, the current DepEd emphasized that "We will continue facing these challenges. We will continue to adjust to the changing needs for education. We will continue projecting what the future of education will be and we will continue developing ways by which, such creative ways will enhance the role of teachers in implementing DepEd programs and initiatives", in her statement addressing the onset of the COVID-19 pandemic and the education sector in the Philippines (DepEd, 2020).

Berwick (2020) stated that the success of organization initiatives can be greatly attributed to a leadership mindset that created, implemented, enhanced, and strengthened proactive notions in relation to their experiences before, during, and even after the pandemic. Scholar postulated, "crises are poignant reminders" of the significance of critical leadership role in strengthening communities in the midst of the challenge.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 10

Annotated Exemplars on How Instructional Leadership Practices Affect the Duties and Responsibilities of the Master Teacher

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Master Teacher 2	<i>"Actually it is already state in the guidelines... the responsibilities and duties of a master teacher aside from teaching... we still have lots of... other task but then they should not affect the learning outcome of students despite of the heavy load that we are facing now... we still lots of... responsibilities to portray no kaso nga lng we have to budget our time wisely in order for us not to affect the performance of the students."</i>	Confidence and responsibility was evident on Master Teacher 2's face while responding to the question.
Master Teacher 4	<i>"Yes mam actually instructional leadership that is... guiding or mentoring at your co teachers or supervisory duties mo to your department but as a teacher definitely my main duties actually and responsibility is to teach but it was somehow... affected by this instructional leadership...for example I have a class but then one of my teachers in the department invite me for an observation... my class in which I'm need to attend to... my time will be divided... "</i>	Master Teacher 4 appeared committed and dedicated to his profession as he expresses his opinion.

Master Teacher 2 asserted that, apart from teaching, it was already stated in the DepEd guidelines what the responsibilities and duties of a master teacher were. The respondent also added that master teachers still had lots of other tasks to complete, but they should not affect the learning outcomes of their students. Regardless of whether they accepted it or not, aside from teaching, master teachers still had lots of responsibilities to attend to, so they had to budget their time wisely in order for them to not affect the performance of the students. Master teacher 4, on the other hand, mentioned that he was still adjusting in terms of teaching his class and

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



observing and giving technical assistance to his colleagues as one of his duties as a master teacher.

The researcher observed that both participants appeared confident and dedicated upon narrating how instructional leadership practices have affected the duties and responsibilities of master teachers. From the answers of the respondents, the researcher asserted that the aspect of time management was the hurdle master teachers must face for them to properly do their responsibilities. The work of instructional leaders was to make sure that they improved the quality of teaching which would lead to the provision of the highest quality of instruction for the pupils thus resulting in required student learning. To achieve this, master teachers must learn how to properly manage time and observe the present outcomes of both teachers and students.

The proper principal design, implementation, direction, leadership, and amalgamation of all programs ultimately led to the achievement of the goals within the educational institution. Teachers instructed and imparted knowledge to others. They were the beings who transformed the pupils into positive human beings. Instructional leaders had a great impact in making the teachers felt valued or vice versa. Principals who created collaborative environments, supported collective efficacy for teachers, and welcomed parents in school were among those who comprehended how important their actions were to the school culture (Bafadal et. al, 2019).

The themes that emerged from the testimonies of the participants are presented in the following thematic charts:

Thematic Chart A

Providing Technical Assistance to Teachers

PARTICIPANT	RESPONSES	SUBORDINATE THEME
Master Teacher 1	<i>...the main responsibilities of the master teacher is on instruction curriculum</i>	
Master Teacher 2	<i>... to share our good practices to over subordinates other words in order to improve quality teaching and learning situation.</i>	
Master Teacher 3	<i>... to serve as mentor ready to help my teacher in terms of instructional and teaching strategies</i>	Providing assistance, and building strong relationships with colleagues
Master Teacher 4	<i>... to guide colleagues in terms of instructional supervision</i>	
Master Teacher 5	<i>... magkaroon ng harmonious relationship between co teachers and students</i>	
Master Teacher 6	<i>...mentoring and coaching colleagues po in terms of curriculum and development programs</i>	

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



- Master Teacher 7 *... maging mentor ng iba pang teacher ano pokumabaga po yung mga skills nya pwede nyang ishare...*
- Master Teacher 8 *.... instructional influencer to students and most of all to my colleagues*
- Master Teacher 9 *...focus on instructional leadership and innovation...*
- Master Teacher 20 *... I will give the T.A technical assistance the provide proper assistance to fellow teachers.
... the main responsibilities of the master teacher is on instruction curriculum...*

When asked of their most important duty, the responses of the master teachers emerged with the theme: **Providing Technical Assistance to Teachers**. This stemmed from the following subordinating themes that suggested the importance of strong student-teacher and teacher-teacher ties: building strong relationships and providing assistance to colleagues. In building strong relationships, the participants cited their role in building warm relationships not only with their co-teachers but also between the faculty and the students. On the other hand, in aiding colleagues, the respondents gave particular focus on guidance in terms of instructional supervision, technical assistance, teaching strategies, and curriculum and development programs. The answers of the master teachers suggest that they recognize their role in creating a healthy learning and working environment for both the students and the teachers. The participants acknowledge that their colleagues may need support in handling and adjusting to the current learning set-up and that learning is a continuous life process, even for the faculty.

A meta-analysis conducted by Robinson et al. (2008, as cited in Hallinger et al., 2020) found that the average effect of instructional leadership on positive student performance was three to four times that of transformational leadership. Therefore, the more principals focus on their professional relationships, their work, and their learning of the core business of teaching and learning, the greater their influence on student outcomes.

In relation, Salo et al. (2015, as cited in Hallinger & Hosseingholizadeh, 2020) stated that instructional leadership relies on creating an atmosphere of openness and trust in a working environment. Thus, building a positive learning community among staff and creating a safe environment for teachers to take risks can make difficult conversations easier (Colosimo et al., 2022).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Thematic Chart B

Openness to Innovative Teaching Practices in the New Normal

PARTICIPANT	RESPONSES
Master Teacher 1	<i>...you have to fit in kasi kapag hindi being instructional leader kapag di mo nagawa un so ang failure ng instruction</i>
Master Teacher 2	<i>... improve my teaching skills are adapting the new a normal set up</i>
Master Teacher 3	<i>... show a useful and innovative method in teaching</i>
Master Teacher 4	<i>... learn more of the different teaching and learning process or pedagogy or strategies that might help my learners..</i>
Master Teacher 5	<i>... in terms of approaches are different methodologies and strategies..</i>
Master Teacher 6	<i>... marami pang dapat matutunan at mag upgrade to adopt sa present situation natin...</i>
Master Teacher 7	<i>... iisip ka ng ibang strategies na maa maarrouse mo ma bu-boost mo yung willingness ng isang bata...</i>
Master Teacher 8	<i>... my best effort giving my colleagues updates on what is the latest trends in teaching for example, they still have to apply the 4 a's in teaching.</i>
Master Teacher 9	<i>...nevertheless, I can say that in terms of hearing technical assistance to my colleagues I'm still novice...</i>
Master Teacher 10	<i>...I choose a teaching strategy that can help me, a set of strategies that is in the way that they can easily learn...</i>

When asked of their self-perception as instructional leaders, the responses of the master teachers emerged with the theme: **Openness to Innovative Teaching Practices in the New Normal**. In response to the interview question, most of the participants agreed that new or improved techniques or strategies should be properly utilized and consequently adopted to the new normal setting of education. The master teacher participants also expressed positivity towards the use of technology in teaching and learning, identifying it as particularly beneficial in online and modular classes.

The responses of participants to the question of self-perception suggests that master teachers directly associate proficiency as an instructional leader with the introduction of new teaching techniques and strategies that will aid their colleagues. This serves as proof, that in response to the new normal, instructional leaders have been on a constant look-out for more effective teaching pedagogy and had remained calm and analytical. As they gradually acclimate to the new learning environments, the instructors have also grown in confidence and competence as instructional leaders.

The Covid-19 pandemic and its subsequent lockdown phases spurred the need for focusing beyond routines and understanding teachers' roles as active and creative agents,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



negotiators, and integrators of digital and pedagogical resources into meaningful teaching–learning practices (Damsa et al., 2021). A large number of studies in the last year have therefore looked at how teachers reacted to the urgent shift from face-to-face to online teaching and whether this transition has brought about positive changes in their implicit and explicit pedagogical models and strategies (Jandrić et al., 2020; Peters et al., 2020; Sangrà et al., 2020). The responses of the master teachers gave evidence of the positive impact of the shift to different modes of learning on the competence and involvement of master teachers in the innovation of their current teaching pedagogy.

Daumiller et al.'s (2021) study in Germany also used online surveys but combined teachers' and students' responses. In total, 80 academics replied to a survey with the majority (more than 80%) having no or little previous experience with online teaching. In addition, 703 students attending their courses also replied to a survey. The teachers' survey focused on their instructional achievement goals, defined as learning approach (e.g. 'I want to constantly improve my competencies'), performance (appearance) approach (e.g. 'I want to be perceived as competent'), performance (appearance) avoidance (e.g. 'I want to avoid being perceived as incompetent') and work avoidance goals (e.g. 'I want to have as little to do as possible'). Faculty attitudes towards the sudden shift to online teaching were assessed as being a perceived threat, a perceived positive challenge, or a perceived opportunity for competence development, as seen through the instructional leaders' response to the question.

Thematic Chart C

Internet and Modular Distance Learning Related Challenges

PARTICIPANT	RESPONSES	SUBORDINATE THEMES
Master Teacher 1	<i>...I have encounter talagang many challenges in on my online class is the unstable internet connection</i>	Poor internet connection in the online modality
Master Teacher 2	<i>... the most difficult part is to reach out every student... reason like for instance they don't have the internet connectivity...</i>	
Master Teacher 3	<i>... on part of the students ah like lack of gadgets and internet connection</i>	
Master Teacher 5	<i>... hindi makakaattend kasi po mahina ang signal minsan po ay wala pang signal o kaya po ay napuputulan o kaya po naman ay talagang mahina ang internet connection...</i>	
Master Teacher 7	<i>... medyo marami kasi technical ang ating problema dyan ano number one is internet connection ano po.</i>	

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



communicating with and assessing the true learning of students. After all, there existed no direct monitoring of the students' true learning status in the distance learning.

The master teachers' recognition and concern for the problems they have experienced in teaching, especially the overall quality of education in the new learning modalities, proves their dedication to delivering the best quality of education for the students amid distance learning. This demonstrates their inclination to help fellow teachers as seen in Thematic Chart A and employ new learning strategies as seen in Thematic Chart B.

Despite these problems, DepEd Secretary Leonor Briones emphasized that the basic education learning continuity plan (LCP) at the time of Covid-19 was the response of the department to the challenges posed by the pandemic to the field of education. She pointed out that education must continue whatever the challenges and difficulties faced at present and in the future (DepEd, 2020).

Tarek (2016) also emphasized that since distance learning entailed restricted interactions between the teacher and students, the teacher must tend to the problems students may encounter, while considering the individual needs and learning styles of the students. Teachers must initiate virtual learning activities such as collaborative work to motivate students to learn. Creativity must be utilized to motivate students to actively participate in the virtual discussions and engage them to deepen their knowledge to meet the desired learning outcomes (Tuscano, 2020).

Thematic Chart D

Finding Self-Initiated Solutions

PARTICIPANT	RESPONSES	SUBORDINATE THEMES
Master Teacher 1	<i>...Actually same with our students... naka adjust na rin po ako siguro tayong lahat as well as everyone in the community...</i>	Adjustment to the new normal
Master Teacher 3	<i>...we have no choice but to embrace it with the help of differen that use or that we use in teaching we survive the online modality...</i>	
Master Teacher 2	<i>... because of Project Malasakit...we chose a students who belong to SARDO nabigayan sila ng ano 3 cellphone for each grade level malaking tulong yun and then we also monitor the performance of the students na talagang they have done their best... then we observed that their academic performances was enhance</i>	Acquisition of gadgets for teaching and learning
Master Teacher 5	<i>... bumili po ako ng bagong a laptop at saka po PC kasi mam ng isa pong gadget ay hindi po enough minsan nga nga po nagkklase na nga</i>	

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



	<i>po ako ng tatlo sa cellphone laptop at saka po yung pong PC talaga pong nakatutulong</i>	
Master Teacher 4	<i>...I join different a professional organization in which the sharing of best practices in terms of teaching-learning process is the available..</i>	Being updated on effective teaching strategies
Master Teacher 8	<i>...adjustment don gumawa ako ng kanya kanya nilang fb account...nandon lang kayo sa iisang account na kung saan pwede kayo magusap pwede ka magpost ng task</i>	
Master Teacher 9	<i>... for online distance learning we do performance task, on the spot performance test, so I can evaluate them the real knowledge that they have acquired from our lesson</i>	
Master Teacher 10	<i>...this challenges have been overcome by providing the right strategies... and effective communications with parents and students</i>	
Master Teacher 6	<i>...personal growth din mag-search personally kung papaano...</i>	Self-study with the aid of online platforms
Master Teacher 7	<i>...minsan po nagpaplantita po ako hehe kaya po nawawala yung stress ko so yun po yung outlet</i>	Stress relief

When asked of the ways they found solutions to the challenges of distance learning, the responses of the master teachers emerged with the theme: Finding Self-Initiated Solutions. The subordinating themes were adjustment to the new normal, acquisition of gadgets for teaching and learning, being updated on effective teaching strategies, self-study with the aid of online platforms, and stress relief. Some adjusted themselves to the new normal of education, thus trying to make big adjustments to cope with the issues and gaps they encountered in distance learning. Some participants acquired gadgets of their own and familiarized themselves with the latest teaching techniques and platforms by joining professional organizations or simply searching online. One of the respondents resorted to stress-free activities, such as becoming “plantita,” to cope with the situation. In all of these cases, the master teachers all found solutions to their problems by themselves, that is, with self-initiation. All responses point towards their initiative to seek solutions rather than lie and wait for the policies to change.

This demonstration of initiative manifests as a quality of an instructional leader. This exhibits the master teachers’ capability to embrace change and adjust accordingly, with some even willing to spend money to create a better learning environment for the students. In addition,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



the participants also show little reluctance to share their newfound approaches to teaching, which indicates confidence in their strategies.

In a research by Brown (2019), he found that most people believed that preparing the devices and tools for teaching in the new normal was important. Effective command in distance learning required a range of equipment which include computers, laptops, webcams, and internet modem. In the current situation, electronic meant and digital tools were considered essential to keep the constant communication among students and teachers, distributed educational materials, and access online platforms (Sadeghi, 2019).

On the other hand, Manalo (2020) mentioned that financial constraint hampered the preparation for online distance learning. There were required specifications for mobile phones, laptops, desktops, and other gadgets. And so, the upgrade entailed finances. Teachers did not have the most appropriate devices to adapt to online distance learning, for there existed no provision for additional budget. Instruction-related challenge in the online is often rooted in financial difficulties. Thus, finding interventions to these problems should be prioritized.

Thematic Chart E

Learning Progress is Difficult to Achieve

PARTICIPANT	RESPONSES	SUBORDINATE THEMES
Master Teacher 1	<i>...those challenges issues concern lahat yan we have met along our way ok so lahat naapektuhan ang progress of our learners, mga shortcomings experience in these pandemic times shortage of learning gadgets etc.</i>	Decreased interest to learn
Master Teacher 5	<i>...ah isa po yung sa factor yung interest po ng learners... nawawala po yung kanilang interest...</i>	
Master Teacher 2	<i>...on the learning task we are not so sure that they did it by themselves... it may be their parents who answered to the modules...</i>	Unreliable integrity of assessments
Master Teacher 3	<i>...so in this case the result is a low performing students or they cannot get a average are high grade if there is a lack of gadgets and internet connection.</i>	Difficulty to meet learning outcomes
Master Teacher 4	<i>...no internet connection, poor signal, they don't have any gadgets to be used... very difficult for them to accomplish the learning tasks</i>	
Master Teacher 6	<i>...nakaffect din sila don sa ating student progress saka sakanila learning outcomes...</i>	
Master Teacher 8	<i>...nahihirapan din yung bata kasi nagaadjust sila pareho sa online at modular...</i>	

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



Master Teacher 1	<i>... ung learning ng bata nakasalalay yan how well we are how equipped we are as a teachers...</i>	Using of teaching interventions when learning is not reached
Master Teacher 4	<i>...we have this kind of online kamustahan with our students or anytime they could ask question in our group chat...</i>	
Master Teacher 5	<i>... apat po talaga doon sa mga nabanggit kop o na maging epektibo sa larangan ng pagtuturo...</i>	
Master Teacher 7	<i>...nakakaapekto po yung lalo't higit kung ang teacher ay hindi po handa...</i>	
Master Teacher 9	<i>...I also included some video lessons that we had in our online learning classes so those would be the supplementary materials...</i>	
Master Teacher 10	<i>...The right strategy have students learn above all good and effective communications with the students and parents...</i>	

When asked of the ways how the challenges of distance learning affected students, the responses of the master teachers emerged with the theme: **Learning Progress is Difficult to Achieve**. The subordinating themes that arose from the participants' answers included less interest to learn, unreliable integrity of assessments, difficulty to meet learning outcomes, and the utilization of teaching interventions when learning was not reached. The master teachers named the issues surrounding distance learning, primarily the unavailability of gadgets, poor internet connection, and unreliable measures of learning. Furthermore, the educators also expressed the importance of teaching interventions in finding solutions to the students' problems.

According to the responses of the study's subjects, master teachers are highly aware of the key setbacks students encountered during the distance learning modalities. Furthermore, the participants recognized the necessity of using new teaching interventions and methods in order to avoid these challenges. The master teachers' sense of responsibility can be viewed as a quality of effective instructional leaders. This accountability signifies the master teachers' ability to immediately act upon recognizing the difficulties teachers and students face in learning. In fact, several participants even shared their solutions to the challenges the learners may have experienced, similar to that of Thematic Chart D.

In relation, Espineli and Leithwood (2017) stated that the teachers instructed and imparted knowledge to others. They have great responsibilities in the education field as they transformed their pupils into productive individuals of society. Instructional leaders had a great impact on making the teachers feel valued. Principals who created collaborative environments, supported collective efficacy for teachers, and welcomed parents in the school were those who comprehended how important their actions were to the school culture. Together, teachers and principals can be leaders of the school, who would form an inclusive environment that enhances the safety and continuous progress of the students. After all, effective instructional leadership influences the students' learning results and consequences, including their achievement,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



attendance, participation, and academic performance, both indirectly and directly by creating an environment that supported teachers' potential.

Thematic Chart F

Difficulty in Evaluating Student Understanding

PARTICIPANT	RESPONSES	SUBORDINATE THEMES
Master Teacher 2	<i>... we can not tell the learning outcomes kung talagang na master ng bata ang lahat ng learning competencies...</i>	Difficulty in assessing learning competencies
Master Teacher 3	<i>...hard to monitor the discipline among teachers and students in distance learning...</i>	
Master Teacher 4	<i>...in this time of pandemic or in distance learning the assessment is the most difficult for the most challenging part for a teacher because you cannot really genuinely or accurately assess the learning of our learners in the only using limit to have only limited the strategies or limited resources...</i>	
Master Teacher 5	<i>...we have only the modules as their learning materials, poor gadgets, lack of resources poor internet connection, anticipating result is poor academic performance of the students...</i>	
Master Teacher 7	<i>...di ko alam kung naintindihan ni bata kase through module lang...</i>	Limited time for real-time interaction
Master Teacher 9	<i>...I believe the most crucial part would be the assessment.</i>	
Master Teacher 10	<i>...effective , provision of instruction assessment focusing on data.</i>	
Master Teacher 1	<i>the time is very limited as a teacher you want to explained it further... but then at dahil nga may sinusunod tayong time at di naman pwedeng magtagal ang exposure ng bata on the screen...</i>	
Master Teacher 6	<i>...yung individual differences nila... dahil limited ung time di nakukuha ng husto un real time reaction during oral participation in the online class...</i>	
Master Teacher 8	<i>...real interaction of student and teacher cannot be observe...</i>	

When asked of the most difficult aspects of instructional leadership amid the pandemic, the responses of the master teachers emerged with the theme: **Difficulty in Evaluating Student Understanding**. The subordinating themes were difficulty in assessing learning competencies and limited time for real-time interaction. A majority of participants revealed that the most difficult aspect of the new normal setting of education was evaluating students

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



understanding of the lessons. After all, teachers were not able to ensure whether or not the students were taking the tests with integrity, and classes usually had limited time for real-time interaction. This can have negative implications on the students' motivation to learn as a whole. Again, the master teachers' knowledge of the weaknesses of online learning is brought to the spotlight, especially with the importance of real-time interaction. While they admit that too much screen exposure can have negative consequences for the child's health, they also did not neglect the intrinsic value of socialization to the students' drive to keep on learning. Cognizant of the two opposing factors at play, the instructional leaders present a higher level of understanding of their responsibilities.

The Australian Institute for Teaching and School Leadership (2020) stated that an important part of the phase of transition was adopting new ways of working, be it for a short time or a more extended period. After immediate responses to dangers, communities often adjust with new approaches to the problem, much like what the master teachers mentioned. On the other hand, Espineli (2020) suggested that master teachers often viewed monitoring teachers in terms of administering assessments and feedback as a primary concern.

Thematic Chart G

Technical and Learning Gaps

PARTICIPANT	RESPONSES	SUBORDINATE THEMES
Master Teacher 1	<i>...Parang 40% ang tinira if im not mistaken medyo napadali naman...</i>	Insufficient learning materials
Master Teacher 6	<i>...insufficient reference nating hawak or di kompleto ang module... kulang sa explanation kulang sa examples...</i>	
Master Teacher 9	<i>...I believe that they are lack of the prerequisite knowledge that supposedly learned already in their previous years of schooling...</i>	
Master Teacher 2	<i>...we are dealing with students lot of students with different abilities... we use differentiated instruction as strategy to address the different learning gaps...</i>	Different student needs
Master Teacher 4	<i>...their learning style for me is the the most obvious...</i>	
Master Teacher 3	<i>...most of them have no learning facilitator at home...</i>	Problems at home
Master Teacher 7	<i>...number one na struggle po nila is internet connection...</i>	
Master Teacher 10	<i>...what I find difficult to the students or gap first is communication...</i>	
Master Teacher 5	<i>...walang kasiguraduhan if natuto nga ang mga bata...</i>	Unreliable integrity of assessments
Master Teacher 8	<i>...student who let their parents, answer their modules...</i>	

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



When asked about the most difficult aspects of instructional leadership amid the pandemic, the responses of the master teachers emerged with the theme: **Technical and Learning Gaps**. The subordinating themes were insufficient learning materials, different student needs, problems at home, and unreliable integrity of assessments. The inadequacy of the learning materials to fully accommodate to student needs was commonly cited as a gap in the current pedagogical approaches to remote education. The different learning styles of students were also mentioned by some participants, along with problems with the home set-up such as weak connection, unavailability of a learning facilitator, and difficulty in communication with the teacher. Some also restated the unreliability of current assessment systems. These all tie in with the technical gaps of distance learning in the Philippines, and all were indicative of a negative impact on the teaching-learning environment of both teachers and students.

As demonstrated by the observations of the master teachers, technical problems with the learning materials amid distance learning are often difficult to resolve. After all, finding solutions for these issues, such as specializing modules, at a larger scale is tantamount to creating another problem for the inclusive distribution of education in the country. However, recognizing that there is a problem is a good sign that the master teachers have an eye for realizing and developing strategies against the problems posed by the pandemic.

According to the World Bank Group (2020), during periods of home-based education, students' individual needs, their parents' skills, and household resources available have a considerable impact on learning. For example, in the COVID-19 crisis, students whose parents lacked proficiency in the language of instruction, along with those with educational needs or disabilities that required specialist support, faced extra challenges due to remote learning. Likewise, reliance on digital education can hinder students in rural or remote locations in the form of less reliable digital tools, and those in vocational programs may be unable to develop practical skills remotely—an issue exacerbated by a decline in work-based learning opportunities.

Thematic Chart H

Efficient Teaching Strategies and Real-Time Meetings

PARTICIPANT	RESPONSE	SUBORDINATE THEMES
Master Teacher 1	<i>... at ito nga pedagogical approaches syempre napakarami nyan and being a versatile and flexible teacher you have to choose the best strategies for effective teaching...</i>	Selecting Appropriate and Effective
Master Teacher 2	<i>... Ah, siguro as teachers we have to keep abreast on the latest strategies to be used in teaching...</i>	Teaching Methods
Master Teacher 4	<i>... on learning styles definitely on the part of the teacher for us to know the gained knowledge and skills, choose the appropriate teaching strategy for learning...</i>	

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Master Teacher 5	<i>...yun po yung primary source natin na ginagamit natin sa pagtuturo ay talaga pong dapat na iembrace at dapat na lingapin ng mga guro... ...we also do discussions before our discussion of the current topic...</i>	
Master Teacher 9		
Master Teacher 3	<i>... Regular conduct of remedial classes is i think the best way to address learning gaps...</i>	Conducting Online real-time discussions with students
Master Teacher 6	<i>...Yung isa doon ay yung remedial class...</i>	
Master Teacher 7	<i>...kahit po siguro isang araw sa online at blended class makikita mosila...</i>	
Master Teacher 8	<i>...use of internet, kasi dun tayo pwede makipagusap sa kanila eh...</i>	
MasterTeacher 10	<i>...I have a consultation on their learning task nagkakaroon po ako maam ng consultation...</i>	

When asked about the practices that can be used to address the learning gaps of students, the responses of the master teachers emerged with the theme: **Efficient Teaching Strategies and Real-Time Meetings**. The subordinating themes were selecting appropriate and effective teaching methods and conducting online real-time discussions with students. Half of the participants shared the importance of making use of the most effectual teaching strategies available to better aid the students in learning. On the other hand, the other half expressed their support of occasional real-time meetings, may it be in the form of remedial classes or consultations, and constant communication to minimize the problems or issues in the teaching and learning process

The suggestion of more occasional real-time meetings with the students is indicative of the fact that learning was a two-way process between students and teachers. Both constantly need the reassurance of the other: the student on the teacher's guidance, and the teacher on the student's attentiveness. This exchange of ideas plays a major role in modern education that the pandemic has taken away from schools, and the master teachers bringing this up is a sign of the problem's urgency.

According to the Organisation for Economic Co-operation and Development (OECD) (2020) in its book titled "A Policy Maker's Handbook for More Resilient", successful policy experiences from the pre-crisis period show that interventions can benefit from the synergies between these policy components for responsiveness and levers for resilience, especially when initiatives focus on adaptation to the local context and meaningful relationship building. More recent related policy efforts introduced in response to the COVID-19 pandemic showed a willingness among policymakers to dedicate additional resources to students in greater need of support and to build capacity among educators to provide this support.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Thematic Chart I

The Need for Instructional Leadership

PARTICIPANT	RESPONSES	SUBORDINATE THEME
Master Teacher 1	<i>...kaya napaka importante for every teacher to really be equipped and be familiarized ung sa lahat ng pag sunod sa instruction so un ung pinaka importante sa lahat ang pag sunod sa instruction...</i>	
Master Teacher 2	<i>...ahh it is like in the group if there is no leader to lead the group to towards a certain goal for now in other words now towards that achievement of desired goals of the group definitely mawawala ang direction ng grupo...</i>	
Master Teacher 3	<i>...because it focuses on the content and skills in teaching...</i>	
Master Teacher 4	<i>...it plays vital role in the success of our department...</i>	
Master Teacher 5	<i>...malaki naitutulong ng ating instructional leaders para magabayan kumbaga ang ating teachers at sa kabilang banda ang mga bata...</i>	Vital role of instructional leadership to student achievement
Master Teacher 6	<i>...is very essential po kase yung success nung learning ng mga bata naten naka depende din don sa instructional leadership... kung ito po ang pmamalacad ng ating edukasyon...kelangan po natin sumunod...</i>	
Master Teacher 7		
Master Teacher 8	<i>...it is essential instructional leadership is important since there are many adjustments pertaining to learning styles and pedagogic, from old normal to new normal...</i>	
Master Teacher 9	<i>...Yes maam it is essential, instructional leadership is essential...</i>	
Master Teacher 10	<i>...yes maam it is ah very essential of course instructional leadership is very important to success in the field of education sectors...</i>	

When asked about the necessity of instructional leadership, the responses of the master teachers emerged with the theme: **The Need for Instructional Leadership**. Most of the reasons cited by the participants included the role of instructional leadership in guiding colleagues and formulating teaching pedagogy and techniques. They identified the correlation between instructional leadership and the success of the department as a whole in educating students.

It is noteworthy to see how the master teachers trust not only the importance of their roles but also the system of education set by the department. This gives a glimpse of their faithfulness to their calling as teachers and instructional leaders, which is to help their colleagues and students to become better individuals overall. Despite all these trials and challenges experienced in this new normal, they remain firm and determined to take care of their vocation.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



While much refinement needs to be done with the policies, having people allied to the cause of education is reassuring.

According to Brolund (2016), instructional leaders established and communicated a clear vision of their schools that centered on high student achievement and excellent instruction. They managed resources for their schools and ensured that teachers have access to everything required to provide the best possible instruction for students. On the other hand, principals who were instructional leaders support teachers in their practice by facilitating professional development opportunities.

Thematic Chart J

Proper Time Management and Willingness to Execute Practices

PARTICIPANT	RESPONSES	SUBORDINATE THEMES
Master Teacher 1 Master Teacher 2	<i>... if you are versalite lahat nmn yan you can actually fit in lahat yan... ... we have still lots of an or responsibilities but we know how to budget our time it does not affect the performance of the students...</i>	Budgeting time for instructional leadership
Master Teacher 3	<i>...in some other way it affects my responsibility as a master teacher because it consume most of the time but proper time management lang...</i>	
Master Teacher 4	<i>...to my attention to be divided my time will be divided into I need to adjust because of this instructional leadership that I need to perform...</i>	
Master Teacher 6	<i>...kelangan may plano muna mapagplanuhan naming kumbaga saaming sarili magagawa naming sya...</i>	
Master Teacher 5	<i>...sa tingin ko po hindi naman po nakakaapekto once na tinanggap namin itong responsibility na ito...committed to do our task...</i>	Acknowledgement of duties and responsibilities
Master Teacher 9	<i>...I believe no because when I went promoted as a master teacher I already know that this is one of our main function to be instructional leader...</i>	
Master Teacher 10	<i>...with the use of these strategies and as part of ongoing improvement of appropriate research base techniques, so yun mga practices really affect my duties and responsibilities or function as a master teacher...</i>	Strategies positively affecting teachers
Master Teacher 7 Master Teacher 8	<i>...sa akin po nakakaapekto to positively... ...para ngayon makatulong ako sa mga teachers particularly in this ahh set up...</i>	

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



When asked about how instructional leadership practices affect their duties and responsibilities as a master teacher, the responses emerged with the theme: Proper Time Management and Willingness to Execute Practices. The subordinating themes were budgeting time for instructional leadership, acknowledgment of duties and responsibilities, and strategies positively affecting teachers. While most of them admit that instructional leadership affected their role as a master teacher, the participants also said that proper time management was the key to managing the workload and displayed a positive attitude toward the practices as a whole. This is symbolic of how much the participants valued their work as dedicated mentors in molding their colleagues and students alike. They tried to face trials and tribulations with courage and intended to be better leaders in their own right.

The master teachers' positive attitude despite the workload brought by instructional leadership practices is a representation of their competence as both a leader and an individual, making full use of their time and giving their best efforts in everything they do. The participants also have the intrinsic motivation to continue pursuing and being of help to their colleagues and to the students, all for producing the best quality of education for all.

In relation to this, Bafadal et al. (2019) stated that the important components of teacher motivation were intrinsic motivation, extrinsic motivation, worldly motivation, and the eagerness for getting rid of negativity. Therefore, an instructional leader in school was responsible to instill all the above-mentioned segments into a teacher to turn them into productive assets of the institution. By demonstrating their willingness to continue striving forward, the master teachers were able to become role models for the teachers and, in a way, indirectly work towards their goal of helping their colleagues.

Consolidated Findings and Reflections

On the phenomenological study on the lived experiences of the master teachers, ten (10) themes emerged.

These were: **Providing Technical Assistance to Teachers; Openness to Innovative Teaching Practices in the New Normal; Internet and Modular Distance Learning Related Challenges; Finding Self-Initiated Solutions; Learning Progress is Difficult to Achieve; Difficulty in Evaluating Student Understanding; Technical and Learning Gaps; Efficient Teaching Strategies and Real-Time Meetings; The Need for Instructional Leadership; and Proper Time Management and Willingness to Execute Practices.**

Under the first theme, the majority of the participants expressed similar views that a great portion of their duties was to build a harmonious relationship among their colleagues, considering their qualities to handle people with care and understanding and also the good intention to make their subordinates work happily together in a pleasant working environment.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



For the second theme, most of the participants agreed that new or improved techniques or strategies should be properly utilized and adopted into the new normal setting of education. They also expressed that the use of technology in teaching and learning is very beneficial and even significant in online and modular classes since the pandemic crisis is not yet over. With the seeming discrepancies in teaching and learning due to this pandemic, leaders and colleagues in education should remain calm, analytical, and keenly observant of the situation and be more confident and competent instructional leaders in the field of education.

Under the third theme, most participants referred to their news that both online and modular learning platforms are plagued with problems and issues like poor signal, lost internet connectivity, and lack of gadgets. There was that issue also, the modular modality, which has the important missing part of having interactive activities that are possibly conducted online. The answer modules delivered by the students cannot be evidenced as the true basis of their performance tasks since it is distance learning, and so there is no monitoring and no checking at all on the real learning status of the students apprehending poor academic performance.

For the fourth theme, different views/opinions were expressed by most participants. Some of them would agree that they should adjust themselves to this new normal education, thus trying to make major adjustments in order to cope with the issues and gaps they encountered during these pandemic times. In order to adjust in overcoming the issues, they were driven to buy some learning gadgets necessary in teaching. Others were encouraged to attend some professional organizations with the desire to get updated trends and practices for effective teaching and, as such, to be shared with the students for their learning development. A few participants engaged themselves in stress-free related activities like planting flowers, organics, and herbals in their backyard.

For the fifth theme, according to the majority of participants, this challenge had negative effects. With the challenges encountered in teaching and learning due to this pandemic, like having no learning gadgets, weak connectivity, poor learning performance, poor parental income, poor communication with parents, all of this may result in students' lack of interest in studying, poor academic performance, poor attendance, and sometimes less support and cooperation from parents.

With the sixth theme, the majority of the participants revealed that with this new normal setting of education, the most difficult thing to manage was to assess the learning competencies of the students, and these master teachers really understood that it was not as easy as that to monitor well the discipline of both teachers and students. They came to realize that the common problems that occurred using these online learning platforms were insufficient learning materials, lack of gadgets, poor connectivity, and sometimes the negative attitudes among the students.

Under the seventh theme, the subordinate themes extracted from the emergent themes were as follows: students' different abilities need to be used with differentiated instruction, teaching and learning materials are self-made modules, no learning facilitator at home,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



insufficient references, and students do not feel interested in attending their online class and even fail to accomplish answering their modules. All these indicate negative impacts on the teaching and development of both teachers and students.

Under the eight theme, the majority of the participants express the same views on minimizing the problems or issues in the teaching and learning process. They should utilize the best and most effective teaching strategies, have regular conduct of remedial classes, and constantly communicate with parents about their children's needs for learning.

For the ninth theme, almost all the testimonies of the participants were good indications of their sincere dedication to their professions, despite all the trials and challenges experienced in this new normal. Still, they remained firm and determined to continue with their vocation of helping the learners develop all the good qualities of competent leaders in the near future, as they believed that teachers encouraged their minds to think, their hands to create, and their hearts to love.

Under the tenth theme, it appeared that the participants valued their work and their profession very much, as shown by their being dedicated mentors, having the intent desire to mold the youth for proper education, being resilient from all the trials, challenges, and hardships they experienced, and still intended to be more supportive with honest apprehension to produce quality education among the students, thus, for them to become globally competent and proud individuals in the future.

Recommendations

The researcher was able to formulate the following recommendations:

- Schools are encouraged to provide support to master teachers and other categories for continuous professional advancement by participating or involving themselves in various training and seminars in order to update them with instructional leadership practices where harmonious relationships with their colleagues should not only be the focus but the other aspect of teaching and learning development in the new normal as well.
- Schools should be aware of the common challenges and problems, trials, and hardships encountered by both teachers in this new normal setting of education and, with these, understanding reconsideration should be given.
- The Department of Education is strongly encouraged to focus on some barriers to students' learning tasks, most likely a lack of gadgets, poor connections, insufficient materials, and students' disinterest in their studies.
- Both teachers and parents must be committed to their task of developing wholesome individuals who are trustworthy and competent citizens of the country.
- Both the master teachers and the learners are highly encouraged to have a full understanding of their significant roles in both teachers' and learners' progress in the field of education.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



- Master teachers should instill in pupils the value of education as well as the value of overcoming difficulties and obstacles along the route to achieving achievement goals.
- The findings of this study, specifically the proposed strategic action plan, may be applied by other master teachers and validated by a wider study that collects both quantitative and qualitative data to assess its efficacy during the modular and online learning modalities.
- This research paper may serve as the focal point of reference for future researchers. Factors such as self-initiated solutions enumerated by the teacher respondents and the teaching and learning gaps that emerged from the study's themes may be subjected to further examination. Investigating such factors can help develop new teaching pedagogies for educators to utilize for better student learning development.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



REFERENCES

- Alvarez, A. G. (2020). Teaching in the new normal. Publishing Inc. <https://www.sunstar.com.ph/article/1861856/Davao/Lifestyle/Teaching-in-the-new-normal>
- Andersson, T. et al. (2019). Building traits for organizational resilience through balancing organizational structures. *Scandinavian Journal of Management*, 35(1), 36-45.
- Australian Institute for Teaching and School Leadership. (2020). The role of school leadership in challenging times. AITSL. <https://www.aitsl.edu.au/research/spotlights/the-role-of-school-leadership-in-challenging-times>
- Bafadal, et al. (2019). The competence of beginner principals as instructional leaders in primary schools. *International Journal of Innovation, Creativity & Change*, 5(4), 625-639.
- Basilio, M. B., & Bueno, D. C. (2019). Research skills and attitudes of master teachers in a division towards capability training. In 19th CEBU Philippine International Conference on Economics, Education, Humanities and Social Sciences.
- Berwick, D. M. (2020). Choices for the "New Normal". *JAMA*.2020; 323(21):2125–2126. doi:10.1001/jama.2020.6949
- Best (2020). Equidad Para La Infancia/Arcor Foundation countries. <https://www.3plearning.com/blog/strategies-bridge-learning-gaps/>
- Bhaduri, R. M. (2019). Leveraging culture and leadership in crisis management. *European Journal of Training and Development*.
- Bolman, L., & Deal, T. (1991). Leadership and management effectiveness: A multi-frame, multi-sector analysis. *Human Resource Management* 30 (4), 509-534.
- Bolman, L., & Deal, T. (1997). *Reframing Organizations: Artistry, choice, and leadership*. San Francisco, CA: Jossey-Bass.
- Bolman, L., & Deal, T. (2003). *Reframing organizations*. San Francisco: Jossey-Bass.
- Bolman, L., & Deal, T. (2013). *Reframing organisations: Artistry, choice, and leadership*, 5th edn. San Francisco: Jossey-Bass
- Boston et al. (2017). Investigating how to support principals as instructional leaders in mathematics. *Journal of Research on Leadership Education*, 12(3), 183-214.
- Brown. (2020). Advantages and disadvantages of distance learning. <https://www.eztalks.com/elearning/advantagesand-disadvantages-of-distance-learning.html>
- Brolund (2020). Student Success Through Instructional Leadership. *BU Journal of Graduate Studies in Education*, Volume 8, Issue 2, 2016.
- Busher, H. (2006). *Understanding Educational Leadership: People, Power & Culture*. Open University.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



Cannold, L. (2020). What was your research question? Doing early childhood research: International perspectives on theory and practice.

Carandang, M. A. (2016). Roles and responsibilities of master teachers in public elementary schools in the division of Lipa City Golden Gate College. Academia.edu. https://www.academia.edu/29577441/ROLES_AND_RESPONSIBILITIES_OF_MASTER_TEACHERS_IN_PUBLIC_ELEMENTARY_SCHOOLS_IN_THE_DIVISION_OF_LIPA_CITY_Golden_Gate_College_In_Partial_Fulfillment_of_the_Requirements_for_the_Degree_of_MASTER_of_ARTS_in_EDUCATION_Major_in_Educational_Management

Chin, M. (2020). Students' new normal: Modular distance learning. Unique Philippines. <https://www.uniquephilippines.com/students-new-normal-modular-distancelearning/#:~:text=The%20Philippine%20education%20system%20is,education%20should%20not%20be%20compromised.>

Clarke, V., & Braun, V. (2013). Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. *The psychologist*, 26(2).

Colosimo, A. B., Barone, J. L., & Flick, L. (2022). Better together: Using course outcome data and learning communities to foster institutional change. *New Directions for Community Colleges*, 2022(199), 173-187.

Conventus Law (2020). Philippine–The new Normal in Basic Education. <https://www.conventuslaw.com/report/philippines-the-new-normal-in-basic-education/>

Corcuera, L., & Alvarez Jr, A. (2021). From face-to-face to teaching at a distance: Lessons learned from emergency remote teaching. *Asian Journal of Distance Education*, 16(2).

Custodio (2020). Blended learning is the new normal in Philippine education. *The Manila Times*. <https://www.manilatimes.net/2020/07/24/supplements/blended-learning-is-the-new-normal-in-philippine-education/744913/>

Damşa, C. et al. (2021). Teachers' agency and online education in times of crisis. *Computers in Human Behavior*, 121, 106793.

Daumiller, et al. (2021). Shifting from face-to-face to online teaching during COVID-19: The role of university faculty achievement goals for attitudes towards this sudden change, and their relevance for burnout/engagement and student evaluations of teaching quality. *Computers in Human Behavior*, 118. <https://doi.org/10.1016/j.chb.2020.106677>.

Day, C. et al. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly*, 52(2), 221-258.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



Dela Cruz, H. A. G. (2021). Duties and responsibilities of Master Teacher Hajie Alejandro. PressReader.com-Digital Newspaper & Magazine subscriptions. <https://www.pressreader.com/philippines/sunstar-pampanga/20210124/281758451950288>

DepEd (2020). Basic Education Learning Continuity Plan for Private Schools, Available online at www.deped.gov.ph.

DepEd Teachers Club (2018). Duties and Responsibilities of Master Teachers. <https://depedteacher.com/read-duties-and-responsibilities-of-master-teachers/>

Duke, D. L. (2019). Judgment and the preparation of educational leaders. *Journal of Research on Leadership Education*, 14(3), 191-211.

DuPlessis, P. (2013). The principal as instructional leader: Guiding schools to improve instruction. *Education as Change*, 17(1), S79-S92. doi:10.1080/16823206.2014.865992

Espineli, N.P. (2021). Lived Experiences of Master Teachers in Monitoring Modular Distance Learning (MDL) P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com

Foley, B. (2018). Purposive sampling 101. What is purposive sampling?

Galileo.Org (2018). What is instructional leadership? <https://inquiry.galileo.org/ch6/instructional-leadership/what-is-instructional-leadership/>

Gjelaj, M. et al. (2020). Digital technologies in early childhood: Attitudes and practices of parents and teachers in Kosovo. *International Journal of Instruction*, 13(1), 165–184. <https://doi.org/10.29333/iji.2020.131111a>

Guangul, F. M. et al. (2020). Challenges of remote assessment in higher education in the context of COVID-19: a case study of Middle East College. *Educational assessment, evaluation and accountability*, 32(4), 519-535.

Hallinger, P. (2011). A Review of three decades of doctoral studies using the principal instructional management rating scale: A lens on methodological progress in educational leadership. *Educational Administration Quarterly*, 47(2), 271-306.

Hallinger, P., & Hosseingholizadeh, R. (2020). Exploring instructional leadership in Iran: A mixed methods study of high-and low-performing principals. *Educational Management Administration & Leadership*, 48(4), 595-616.

Hallinger, P., Gümüş, S., & Bellibaş, M. Ş. (2020). 'Are principals' instructional leaders yet?' A science map of the knowledge base on instructional leadership, 1940–2018. *Scientometrics*, 122(3), 1629-1650.

Harris, A. et al. (2019). Instructional leadership in Malaysia: A review of the contemporary literature. *School Leadership & Management*, 39(1), 76-95.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



Hasa (2017). Difference between case study and phenomenology. PEDIAA. <http://pediaa.com/difference-between-case-study-and-phenomenology/>

Hourani, R. B. et al. (2020). Multi-dimensional leaders' roles and responsibilities: Dynamics, constraints and policy change in a UAE juvenile correctional educational center. *Educational Management Administration & Leadership*, 48(4), 682-702.

Işık, Ö. (2021). Analysis of leadership styles in institutions in the context of Bolman and Deal's Four Framework: A comparative research on the banking sector. *Jass Studies-The Journal of Academic Social Science Studies*, 14(85): 355-377.

Jandrić, P. et al. (2020). Teaching in the Age of Covid-19. *Postdigital science and education*, 2(3), 1069-1230. <https://doi.org/10.1007/s42438-020-00169-6>.

Kaden, U. (2020). COVID-19 school closure-related changes to the professional life of a K-12 teacher. *education sciences*, 10(6), 165. <https://doi.org/10.3390/educsci10060165>

Kallio, H. et al. (2016). Systematic methodological review: developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72(12), 2954-2965.

Maguire, M., & Delahunt, B. (2017). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. *All Ireland Journal of Higher Education*, 9(3).

Manaseh (2016). Instructional leadership: The role of heads of schools in managing the Instructional programme. *International Journal of Educational Leadership and Management*. <https://files.eric.ed.gov/fulltext/EJ1111650.pdf>

Manalo (2020). Secondary teachers' preparation, challenges, and coping mechanism in the pre-implementation of distance learning in the new normal, pp.144 – 154. P – ISSN 2651- 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com

McClellan, J. (2021). Addressing the problem of global leadership theory: proposing a cognitive process model for leadership training and development. *European Journal of Training and Development*.

Mohamed, Z. et al. (2017). Are they ready to teach? Student teachers' readiness for the job with reference to teacher competence frameworks. *Journal of Education for Teaching*, 43(2), 151-170.

Netolicky, D. M. (2020). School leadership during a pandemic: Navigating tensions. *Journal of Professional Capital and Community*. Advance online publication. <https://doi.org/10.1108/JPC-05-2020-0017>

OECD (2019), PISA 2018 Results (Volume II): Where All Students Can Succeed, PISA, OECD Publishing, Paris, <https://dx.doi.org/10.1787/b5fd1b8f-en>.

Ookla, LLC. (2020, June). Speedtest Global Index. <https://www.speedtest.net/globalindex/philippines>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



- *****
- Peariso (2015). A study of Principals' Instructional leadership Behaviors and Beliefs of Good Pedagogical Practice among effective California High School serving Socioeconomically Disadvantage and English Learners. https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?referer=https://search.yahoo.com/&http_sredir=1&article=1456&context=doctoral
- Peters, M. A. et al. (2020). Reimagining the new pedagogical possibilities for universities post-Covid-19. *Educational Philosophy and Theory*. <https://doi.org/10.1080/00131857.2020.1777655>.
- Robinson, E. et al. (2016). Descriptive peer norms, self-control and dietary behaviour in young adults. *Psychol. Health* 31, 9–20. doi: 10.1080/08870446.2015.1067705
- Sadeghi, M. (2019). A shift from classroom to distance learning: Advantages and limitations. *International Journal of Research in English Education*, 4(1), 80-88.
- Salo, P, Nylund, J, Stjernstrøm, E. (2015). On the practice architectures of instructional leadership. *Educational Management, Administration and Leadership*, 43(4), 490-506. doi:10.1177/1741143214523010
- Sangrà, A. (Coord.) (2020). Decálogo para la mejora de la docencia online: Propuestas para educar en contextos presenciales discontinuos [Improving online teaching. Practical guide for online education]. Editorial UOC (Online editions). <http://openaccess.uoc.edu/webapps/o2/handle/10609/122307>.
- Scully, D. et al. (2021). 'It is no longer scary': digital learning before and during the Covid-19 pandemic in Irish secondary schools. *Technology, Pedagogy and Education*, 30(1), 159-181.
- Sebastian, J., & Moon, J. M. (2017). Gender differences in participatory leadership: An examination of principals' time spent working with others. *International Journal of Education Policy and Leadership*, 12(8), n8.
- Şenol, H., & Lesinger, F. Y. (2018). The relationship between instructional leadership style, trust and school culture. In leadership. IntechOpen.
- Sergiovanni, T., & Green, R. (2015). Characteristics of successful schools. Boston, MA:
- Shaked, H. (2020). Social justice leadership, instructional leadership, & the goals of schooling. *International Journal of Educational Management*.
- Stafford, D., & Hill-Jackson, V. (Eds.). (2015). Better principals, better schools: What star principals know, believe and do. IAP.
- Staub, D. F. (2021). Effective strategic planning for accreditation in higher education. *Research Journal of PNQAHE*, 2(2).
- Tarek, S. (2016). Distance Learning: The Role of the Teacher, Available online at www.docuri.com,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



- *****
- Telli Yamamoto, G., & Altın, D. (2020). The coronavirus and rising of online education. *Journal of University Research*, 3(1), 25-34.
- Toylan, N., & Semerciöz, F. (2012). Leadership styles in strategic alliances: A lodging industry perspective, *Procedia. Social and Behavioral Sciences*, 58: 236-243.
- Tuscano, F. (2020). It's not about online learning: A reflection on the "new normal" in education, www.francisjimtuscano.com,
- Uljens, M., & Ylimaki, R. M. (2017). Non-affirmative theory of education as a foundation for curriculum studies, didactic and educational leadership. In *Bridging educational leadership, curriculum theory and didactic* (pp. 3-145). Springer, Cham.
- Uzarski, D., & Broome, M. E. (2019). A leadership framework for implementation of an organization's strategic plan. *Journal of Professional Nursing*, 35(1), 12-17.
- Vogel, L. R. (2018). Learning outside the classroom: How principals define and prepare to be instructional leaders. *Education Research International*, 2018
- Vuori, J. (2018). Understanding academic leadership using the four-frame model. *Theoretical and Methodological Perspectives on Higher Education Management and Transformation-An advanced reader for PhD students*.
- Walpola, J. K. H. D. (2022). Building a Generic Value Creation Model For the Sri Lankan National Education System (Doctoral dissertation, University of Wales Trinity Saint David).
- WHO [World Health Organization] (2020). Coronavirus disease 2019 (COVID-19) Situation Report – 1. https://www.who.int/docs/default-source/coronaviruse/situation-reports/20200121-sitrep-1-2019-ncov.pdf?sfvrsn=20a99c10_4
- Wieczorek, D., & Lear, J. (2018). Building the " Bridge": Teacher Leadership for Learning and Distributed Organizational Capacity for Instructional Improvement. *International Journal of Teacher Leadership*, 9(2), 22-47.
- World Bank Group (2020). "TVET Systems' response to COVID-19: Challenges and Opportunities", <http://documents1.worldbank.org/curated/en/930861589486276271/pdf/TVET-Syste>
- Wu (2020). https://myviewboard.com/blog/education/how-to-overcome-the-challenges-of-distance-learning/tiffany_wu_2020 <http://equityforchildren.org/2020/09/educational-gaps-during-the-pandemic-the-persistent-challenge-of-access-to-learning-for-all/> Equity for Children, August 2020.
- Xhelilaj, E., & Sakaj, B. (2018). A review of leadership behaviour of maritime officers in international shipping. *Pomorstvo*, 32(1), 76-79
- Zainudin, A. A. et al. (2022). Multidimensional Leadership Practice of Technical Secondary School Principals in Malaysia. *Journal of Positive School Psychology*, 6(2), 5810-5818.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



Zepeda, S. J. (2013). Instructional supervision: Applying tools and concepts. Routledge.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto
