My Teacher, My Hero: Traits of Master- Teachers in Rizal Elementary School in the Provision of Technical Assistance

A Thesis
Presented to
The Faculty of the Graduate School
RIZAL MEMORIAL COLLEGES
Davao City

_____

In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATIONAL MANAGEMENT

_____

ALLAN JAY L. ESCALERA

APPROVAL SHEET

This thesis entitled **"MY TEACHER, MY HERO: TRAITS OF MASTER- TEACHERS IN RIZAL ELEMENTARY SCHOOL IN THE PROVISION OF TECHNICAL ASSISTANCE"** prepared and submitted by **Allan Jay L. Eslera** in partial fulfillment of the requirements for the degree Master of Arts in Educational Management has been examined and recommended for approval and acceptance.

CONSUELO C. SEVILLA, EdD
Adviser

PANEL OF EXAMINERS

Approved by the Panel of Examiners on Oral Examination with a grade of ___.

ANNBETH B. CALLA, EdD
Chairperson

EVELYN A. MAGNO, EdD   **BRYAN L. CANCIO, EdD**
Member   Member

PURIFICACION S. YAMBAO, EdD   **PABLO F. BUSQUIT, PhD**
Member   Member

ACCEPTED in partial fulfillment of the requirements for the degree **MASTER OF ARTS IN EDUCATIONAL MANAGEMENT**.

Comprehensive Exam   : _____
Date of Examination   : _____
Date of Oral Examination : _____

ABSTRACT

Master teachers embody a unique blend of professional and personal traits that make them effective providers of technical assistance. This study to explored the traits of master teachers in the provision of technical assistance. The study was anchored on the theories by McClelland's Achievement Motivation Theory, Locke and Latham's Goal Setting Theory and Albert Bandura's Self-Efficacy. Moreover, this study utilized phenomenology, which is the study of structures of consciousness as experienced by the teachers on the provision of technical assistance of their master teachers. Based on the responses of the participants, my analysis revealed two emerging themes under the traits of master teachers in the provision of technical assistance, namely: professional traits with its sub-themes: inspirational instructional resource, exceptional coaching, and mentoring skills and constructive feedbacking; and personal traits with its sub-themes promoting cooperation and collaboration and positive behaviors. On the educational insights of teachers during the provision of technical assistance of master teachers, there are three emerging themes which are: expert in the knowledge and content, integrate ICT and innovative in providing technical assistance. Master teachers' expertise, ICT integration, and evolving pedagogical supervision create a potent paradigm for better teaching and learning. Future researchers will explore how master teachers' traits help with technical assistance, including cultural diversity, technology, and teaching changes.

Keywords:- My Teacher, My Hero, Traits of Master- Teachers Provision of Technical Assistance.

ACKNOWLEDGMENT

DEDICATION

Where do I begin to express the immense gratitude and love I have for each of you? Throughout the years, you have been my pillars of strength, my inspiration, and my reason to strive for greatness. Today, I want to dedicate this heartfelt letter to the two most precious souls in my life, my wife Shelley and our beautiful daughter Amari.

Shelley, you are the foundation on which our family stands. Your unwavering support, unconditional love, and selflessness never cease to amaze me. From the moment we embarked on this journey together, you have been my rock, providing comfort and encouragement during both joyous and challenging times. Your wisdom, patience, and understanding have helped me grow into the person I am today. You have been my partner, my best friend, and the one who constantly reminds me of the importance of family. You have filled our home with laughter, love, and warmth, creating an environment where our daughter can flourish. Thank you for being the incredible woman and mother that you are.

To our dearest Amari, you are the embodiment of love, innocence, and hope. From the very first time I held you in my arms, I knew I had been blessed beyond measure. Your joyful laughter and inquisitive nature brighten up our lives and remind us of the purest form of happiness. Every milestone you achieve fills my heart with immense pride, and witnessing your growth is a privilege I treasure. I promise to always be there for you, to guide you through life's ups and downs, and to support you in pursuing your dreams. You are the light that illuminates our world, and words could never fully express the depth of love I have for you.

To my wonderful family, you are the reason I wake up every morning with a grateful heart and a renewed determination to be the best I can be. Your unwavering love, sacrifice, and resilience have shaped me into the person I am today. Together, we have created a home filled with love, laughter, and countless cherished memories. No matter what challenges we face or where life takes us, always remember that our family's bond is unbreakable.

Today, I dedicated this letter as a testament to the love and appreciation I hold for each of you. You have provided me with a sense of belonging, purpose, and fulfillment that I could have never achieved alone. I am eternally grateful for the joy, strength, and happiness you have brought into my life.

With all my love, A.J.L.E

TABLE OF CONTENTS

LIST OF FIGURES

CHAPTER 1
THE PROBLEM AND ITS SETTING

> A mentor is someone who sees more talent
> and ability within you than you see in yourself
> and helps bring it out of you.
>
> "Bob Proctor"

The primary duty of a master teacher is to enhance teachers' competence through guidance and assistance, which can include coaching, mentoring, resource management, and acting as an educational resource. Motivated teachers positively impact student learning. Master teachers, considered crucial contributors to teachers' success, have leadership responsibilities, and are expected to fulfill their assigned tasks, including promoting students' academic, social, and emotional development. Understanding the traits of a master teacher is important for administrators, teachers, parents, students, and the academic community. Additionally, master teachers should have a deep understanding of pedagogical perspectives and the development of teaching methods in teacher preparation programs.

According to Jackson (2012) mentioned that one reason new teachers lack guidance is that the teachers who set out to help them often provide training when what novices need is mentoring. There's a difference between the two. Training helps new teachers learn information, procedures, and processes. Mentoring is a process of helping new teachers problem-solve, troubleshoot, and understand the nuances of teaching. School districts should use mentoring relationships to help new teachers get comfortable with grade- or subject-specific content, skills related to instructional practice, or sensitive teaching issues that require trust and confidentiality.

Master teachers provide professional development opportunities that allow teachers to explore the most effective approaches to teaching as well as coaching and mentoring to those teachers who need it. The master teacher will collaborate closely with teachers during this process to improve the achievement of learners. In terms of the instructional materials, master teachers could assist their mentees to develop teaching aides and help them in the validation. Master teachers as an instructional leader find ways to help/assist their co-teachers in carrying out their duties and responsibilities in facilitating student learning through functional lesson plans of activities and appropriate, adequate, and updated instructional materials (Archibong, 2012).

In Québec, teacher supervision is a legal obligation policy in education that warrant that school supervisor and master teachers for pedagogical supervision of their teachers. Research shows that the pedagogical supervision not only provides opportunities for innovation and the introduction of new teaching strategies, but also generates the most effective teaching practices based on the teachers' needs and those of their school, increasing teacher involvement and accountability, and ensuring a closer monitoring of the students' academic progress and ultimate achievement. Regarding the practical challenges, these leaders decidedly lack sufficient time to properly conduct the supervision of their teachers and they tend to focus more on their class duties than on their teachers' professional development (Bouchamma & Basque, 2012).

The study (Sangalang, 2019) in Pangasinan revealed that the general skills and specific skills of master teachers, along with the technical assistance provided by the master teachers, are significant. This finding implies that the general skills and specific skills are factors in defining the level of technical assistance of master teachers. Their relationship is moderately to highly strong and positive. With this, technical assistance is highly needed by the teachers to make the learning process more evident to the students. Thus, it is highly recommended that continuing professional development, passion to teaching, and accepting other related works can be an avenue for a teacher being mentored.

In Mindanao (Hasim, Guiamalon and Boquia, 2022) states that the school leaders assist teachers and students in understanding problems and identifying possible solutions. They are doing one of their role and functions in helping or assisting both teachers and students in facing whatever problems they encounter and collaboratively looking for the solutions for that problem or issue. School leaders supervisory, leadership, and communication competencies have a significant composite influence on teachers' work performance in terms of instructional delivery and attendance to classes.

There has been much research that tried to aid the problems in providing technical assistance of master teachers to their subordinates. Different programs and strategies in technical assistance had been promoted and recommended to be practiced in the school just to suffice the need of the teachers in enhancing once competence in the classroom. However, there is still a wide vague phase in bridging the gap in the provision of technical assistance to master teachers, and there is a need to conduct the study as there are no existing studies in the region, specifically in the Davao Region.

The researcher will be able to verify the effectiveness of the technical assistance given by the master teachers and be able to know it's traits to develop teachers' competence and efficiency. Finally, the dissemination and publication of this study in the local, national, and international platform, presentation in public forums and journal publication could be of great advantage in validating its results and may also add to the existing pool of knowledge on the provision of technical assistance of master teachers which could be valuable to future researchers as part of their related literature and studies.

A. Purpose of the Study

The purpose of this study is to explore the traits of master teachers in the provision of technical assistance. Thus, this study will discuss the experiences of teachers on the technical assistance given to them by their master teachers, as well as their coping mechanisms on their weaknesses and their learning insights observed.

B. Research Questions

Specifically, this study sought to answer the experiences of teachers in the provision of technical assistance given. This study will answer to the following questions:

- What are the traits of master-teachers in the provision of technical assistance in elementary school?
- What educational insights can be drawn from the experiences of teachers in the provision of technical assistance of their master-teachers?

➢ *Learning all the Experiences, Including the Strengths and Weaknesses of the Participants, this Piece of Work Would be of Significance to the Following within the Preview of this Chapter:*

- *Department of Education.* This government agency will be able to understand the complexities and importance of giving technical assistance to the teachers in delivering learning to the students, thereby allowing them to create better solutions for the various challenges encountered by the teachers in the classroom. It will be an eye-opener for the agency to come up with sustainable solutions among teachers to enhance the learning process in the classroom by providing different technical assistance to solve the challenges based on their experiences and insights on the technical assistance given by their respective master teachers to respond effectively to their changing needs.
- *The School Principal/administrators.* As the school leader of the schools, they must have the ability to shift and adjust on what is needed to make the learning process more evident, systematic, and productive. Allotting time for technical assistance to teachers would be a good great help in improving teaching process and become productive with different strategies and methods in the classroom.
- *The Teachers.* The teachers will be able to see different challenges, especially in giving technical assistance, which is essential in the learning process of the students. Moreover, the experiences of teacher in the study, would be a good avenue in making policies for the betterment of the teachers and to the students.
- *The Students.* Students will be able to learn best if the teachers are given enough technical assistance, which could strengthen the learning process at the same time, improve students' academic performance in school. Certainly, learners will be more equipped with knowledge and understanding of the different aspects of life. Finally, they will be able to appreciate the importance of what they will learn in the classroom.
- *The Community.* The community, composed of the stakeholders, local government units, and private institutions created transformative impact to the academic enormously affects the surrounding and the society in general.
- *The Future Researcher.* The experiences of teacher created will be an eye opener for the researcher to implement win-win solutions for teachers who has problems in managing class and to the students facing different challenges in the classroom.

C. Review of the Significant Literature

This section presents relevant literatures and studies that give clear support to the study. In this context, the traits of master teachers in the provision of technical assistance will be described. The presentation starts with the traits of master teachers, followed by the provision of technical assistance, and lastly, the synthesis of the presented literature. Due to limited literature available, technical terms will operationally use and will adopt to synonymous terms. Discussions are presented below.

➢ *Traits of Master Teachers*

The Hub Education (2021) states that instructional leadership was assumed just to be the role of the school principal, and early research focused only on what principals did. In these early days, an overly 'heroic' view of the role of school principals meant that researchers did not recognize the distributed nature of leadership in schools. However, as researchers began to explore leadership practices at other levels in schools, it became clear that instructional leadership can be enacted by others in addition to the principal and senior leaders.

In addition, instructional leaders and master teachers set an example for others by treating people fairly and making an impression with their honesty and integrity. Effective leaders are supportive of those around them and provide inspiration to achieve individual and collective goals. They use their excellent communication skills to gather feedback, ask for ideas, and make informed decisions regarding the processes of the educational institutions. These individuals often strive to empower teachers to become leaders themselves, distributing the weight of the school's responsibilities more equitably and providing a model of teamwork for students to look up to (Indeed Editorial Team, 2022).

Also, people involved in teacher education generally expect teacher supervisors to be knowledgeable in curriculum, instruction, and planning; have strong interpersonal and communication skills; and portray positive attitudes toward their new recruits. Similar expectations for supervision are found in other human service endeavors where a field-based practicum is a final training step. Ideal supervisors are knowledgeable and experienced, set clear and explicit goals with the supervisee, give direct and systematic feedback, and are noncritical and supportive (Pucketta and McClam, 2013).

Meanwhile, Indeed Editorial Team (2022). Affirms that instructional leadership skills and effective teaching are directly related to the success of the students in a classroom setting. An instructional leader advocates for effective teaching by providing clarity and support for teachers as well as procuring the necessary resources to maximize teaching effectiveness. Some specific skills related to instructional leadership include communication skills, effective planning, trustworthiness, competence, team building and collaboration, optimism, and interaction with parents. Well-trained teachers are essential for quality education. However, teachers who have not received the required pedagogical training to teach are teaching students today. According to 2017 data from the UNESCO Institute for Statistics, 85% of primary school teachers worldwide have received teacher training. However, this figure masks significant regional disparities. This situation is even more worrisome as the lack of teacher qualifications is often combined with classroom overcrowding.

The leader of a school has a high level of responsibility to students, teachers, parents, and the community. Classroom teachers need a leader who will be supportive, motivating, and knowledgeable. A well-rounded principal will have a varied style of leadership that will draw on many different leadership models. One model, instructional leadership, is a pathway for setting and communicating a clear vision and goals for teachers and students and supporting teachers through coaching, mentoring, and professional development. There are positive outcomes in student achievement (Hansen & Làrudsóttir, 2015). Strong instructional leaders can, therefore, have a positive effect on student outcomes and learning in their schools.

On the other hand, master teachers can help novices recognize and develop the skills they need to start becoming an effective and efficient in the teaching and learning process. Although mentors who guide new teachers may not yet have attained all the qualities of a master teacher, they'll have a better idea of what to aim for, and they can help new teachers understand what great teachers do. For instance, veteran teachers might observe novices and provide feedback; plan lessons with novices, articulating their decision-making processes; take new teachers on walk-throughs to observe effective teachers; and meet with novices weekly to troubleshoot challenges and reflect on their overall practice. Such mentoring gives new teachers a road map to mastery and helps them understand their own strengths and weaknesses (Jackson, 2012).

Consequently (Timperley, 2012), emphasizes that master teacher's mindset includes an intense moral purpose focused on promoting deep student learning, professional inquiry, trusting relationships and seeking evidence in action. Great leadership requires attention to daily management tasks involved in running an organization, creating a safe and secure learning environment and effective interventions for students in need, catching great teachers doing things right, and supporting them with genuine appreciation and emotional intelligence.

Bello and Olaer (2013) stated that powerful teaching leads to effective learning. Teachers can be effective when they possess educational competence. A competent teacher is flexible, possesses the abilities and capabilities, and can effectively and efficiently utilize her/his potential as required by the job. In this regard, (Rahmat et al., 2015) believe supervision should be carried out to guarantee quality learning, which means that the success of supervision is measured by increasing student learning achievement. Supervisors play an important role in enhancing the quality of teachers to ensure a better quality of learning.

➢ *Provision of Technical Assistance*

According to Salo, Nyland, and Stjernstrøm (2014) who mentioned that instructional leaders who are also the master teachers support teachers to improve their practice by giving them access to the resources that they require, them, and providing professional development opportunities, both formal and informal. Master teachers act as an instructional resource to support teachers to improve their teaching practice. Master teachers does not come without challenges, and principals reported that they do not have enough time and knowledge to be effective instructional leaders or that they are uncomfortable commenting on teachers' classroom practices.

The master teachers provide technical assistance to teachers to improve their competence. When a teacher wanted to conduct in-service training or learning action cell, the head of the school will approve the plan while the specific mentor of the teacher shall assist in planning, organizing, managing, and controlling the training. As stated in their duties and responsibilities, MTs assist the school heads in designing capacity development programs for teachers. Over-all, mentoring the new and developing teachers and giving them technical assistance are essential things that should not take into granted. Master teacher's role is to look ways on how these teachers should be mentored and excel in every teaching-learning process especially, so these teachers deal with young people (Sangalang, 2019).

Also, teachers are on the front lines of schools, working with the students every day. Instructional leadership means that principals and master teachers provide support for teachers in their teaching practice, professional development, and resource management. Facilitating professional development activities and encouraging teachers to take risks for innovation in their instruction also has positive effects on student learning (duPlessis, 2013).

Additionally, principals and master teachers should be an instructional resource in their school. In supporting teachers and encouraging them to improve their teaching practice continuously, principals and master teachers who are also instructional leaders positively affect student learning. For teachers to teach students effectively, it is necessary that they have access to both formal and informal professional development opportunities. Principals of high-performing schools encourage teachers to attend professional development sessions beyond the ones mandated by the state (Kaparou and Bush, 2015). An instructional leader encourages and supports teachers to improve their teaching practices, leading to increased student achievement and professional growth.

On the other hand, as instructional leaders, master teachers look for ways to support and encourage their colleagues as they fulfill their obligations to facilitate students' learning through coaching and mentoring. Master teachers see obstacles in the way of being successful instructional leaders, even though there is evidence that doing so in schools improves student progress (Yang, 2018). On their path to becoming instructional leaders, master teachers must overcome the barrier of finding time in their already hectic schedules to meet with teachers on their teaching while staying up to date on best practices and new curriculum (McEwan, 2018).

Meanwhile, the process of learning is one of cooperation and collaboration. Technical assistance refers to any type of expert assistance, direction, or support that "others" may need to do their duties more successfully. Technical assistance is provided to help with problem solving, performance improvement, obtaining results, and data collection to assist with policy formation (RO). The three most crucial methods of offering technical support are individual coaching, LAC sessions, and classroom monitoring. To fulfill the various requirements of their students, teachers are being enhanced and developed in those three areas where they are poor. The emphasis is more on how regular employees of a school may assist the staff in enhancing student performance and closing the achievement gap. The professional growth of teachers is significantly influenced by school administrators (Magcanas, 2019).

Certainly, instructional leaders provide coaching and mentoring for the teachers in their schools. Teachers who receive coaching are more likely to practice new skills and implement them in their classroom (Carraway and Young, 2014). Teachers can learn a great deal from each other. Recognizing this opportunity, master teachers and instructional leaders are some high-performing schools implement an informal strategy for teachers to work together on improving their teaching practices. This type of support enables the teachers to practice new skills in their classrooms and consolidate their learning from professional development sessions.

Providing direction and support that will improve teachers' instruction is a main responsibility for an instructional leader (du Plessis, 2013). This support can come in various forms, such as providing access to professional development opportunities, coaching and mentoring, managing resources, and the principal adopting the role of instructional resource. When teachers feel supported in their work, it has positive outcomes on student learning.

Feedback is to provide formative input to better performance regardless of current performance, and it is a collaborative effort between the teacher and the school leaders. To communicate the effects of classroom observation, school leaders used a variety of feedback methods. With the help of these mechanisms, school heads were able to carry out their responsibilities in terms of instruction supervision and performance evaluation (Caingcoy, 2020).

Consequently, instructional leadership relies on creating an atmosphere of openness and trust for these difficult conversations to happen (Salo et al., 2014). Building a positive learning community among staff and creating a safe environment for teachers to take risks can make difficult conversations easier. Instructional leaders are sometimes reluctant to discuss a teacher's practice, but such conversations are necessary to help students achieve.

In Québec, teacher supervision is a legal obligation policy in education that warrant that school supervisor and master teachers for pedagogical supervision of their teachers. Research shows that the pedagogical supervision not only provides opportunities for innovation and the introduction of new teaching strategies, but also generates the most effective teaching practices based on the teachers' needs and those of their school, increasing teacher involvement and accountability, and ensuring a closer monitoring of the students' academic progress and ultimate achievement. Regarding the practical challenges, these leaders decidedly lack

sufficient time to properly conduct the supervision of their teachers and they tend to focus more on their class duties than on their teachers' professional development (Bouchamma & Basque, 2012).

In the study of (Jalbani, 2014) affirms that, most of the teachers think that they can improve their teaching practices through developing sound knowledge of content that needs to be taught and delivered. The teachers lose focus on their teaching strategies, and they assume that the learners face difficulties because the content is complicated or not of their interest, instead of realizing the fact that the teaching strategy should be more effective and as per their requirement and needs to generate their interest and better learning opportunity for the students. For students to learn effectively in school, effective instruction must complement their efforts.

In Mindanao (Hasim et al, 2022) states that the school leaders assist teachers and students in understanding problems and identifying possible solutions. They are doing one of their role and functions in helping or assisting both teachers and students in facing whatever problems they encounter and collaboratively looking for the solutions for that problem or issue. School leaders supervisory, leadership, and communication competencies have a significant composite influence on teachers' work performance in terms of instructional delivery and attendance to classes.

Most of the teachers think that they can improve their teaching practices through developing sound knowledge of content that needs to be taught and delivered. This is a major drawback in many schools. The teachers lose focus on their teaching strategies and they assume that the learners face difficulties because the content (**what** needs to be taught and delivered) is complicated or not of their interest, instead of realizing the fact that the teaching strategy (**how** to teach and deliver) should be more effective and as per their requirement and needs in order to generate their interest and better learning opportunity for the students. (Jalbani, 2014).

According to Online Tutor Hotline (2019), states that a good primary school teacher, you must have some specific teaching strategies in primary school. In a primary class, young students have various talents. Also, they come from different backgrounds. So, the teacher must have different teaching strategies. Teaching strategies include different techniques and methods to support the students in their learning process. The teacher needs to adapt the strategy to the selected topic, learning stage, and learning capacity. They set different teaching strategies in primary school to reach the different goals of the learning process. The success of the teaching strategies is proved in trial methods. Many teaching strategies work for any classroom, no matter what the age of the students or the subject.

In the study of Johnson (2012) attested that master teachers start where their teachers are; know where their teachers are going; expect to get their teachers to their goal; support their teachers along the way; use feedback to help them and their teachers get better; focus on quality rather than quantity; and never work harder than their teachers. Master teachers understand that it must be the teacher's unwritten goal to keep up with the master teacher, primarily because the master teacher has effectively become the role model for all the teachers in the school. The master teacher leads, and teachers follow. When a teacher implements a combination of effective teaching strategies, their students have more opportunities to perform better in class. There are many different approaches you can use in your classroom and will depend on your students' preference (Dean, 2019).

In Pangasinan, the study (Sangalang, 2019) revealed that the general skills and specific skills of master teachers, along with the technical assistance provided by the master teachers, are significant. This finding implies that the general skills and specific skills are factors in defining the level of technical assistance of master teachers. Their relationship is moderately to highly strong and positive. With this, technical assistance is highly needed by the teachers to make the learning process more evident to the students. Thus, it is highly recommended that continuing professional development, passion to teaching, and accepting other related works can be an avenue for a teacher being mentored.

In a postsecondary context, found that features of teaching strategy were related to students' intrinsic motivation to learn, which were defined as interest, academic efficacy, and cognitive engagement (Ocak and Uluyol, 2010). Numerous studies have examined the characteristics of effective teachers, and many address some aspect of effectiveness such as others have focused more specifically on the teacher characteristics that are most valuable when working, but very few have homed in on successful teaching strategies (Popp, Grant, & Stronge, 2011; Shields & Warke, 2010). Most of that research involved case studies which may provide helpful strategies in some situations but are not necessarily generalizable to all students (Miller & Schreiber, 2012).

According to Baldacchino and Farrugia (2002), the quality of education cannot be seen or improved by simply providing physical resources like books, extending the duration of learning, training more teachers, and providing other learning resources, but by teachers interpreting the learning to the pupils and appropriately using teaching and learning approaches. It is the teacher who must establish the right climate for learning, use learning resources and appropriate teaching methods to attain students' greatness (Duruji et al., 2014).

One reason new teachers lack guidance is that the teachers who set out to help them often provide training when what novices need is mentoring. There's a difference between the two. Training helps new teachers learn information, procedures, and processes. Mentoring is a process of helping new teachers problem-solve, troubleshoot, and understand the nuances of teaching. School districts should use mentoring relationships to help new teachers get comfortable with

grade- or subject-specific content, skills related to instructional practice, or sensitive teaching issues that require trust and confidentiality (Jackson, 2012).

Wiedmer, (2016) believes that the clinical supervision method is a collaborative and supportive approach to the professional development of teachers which creates a meaningful bond with peers. Teachers feel free to set "stretch" goals (those for which there is no certainty) rather than "safe" ones in this environment. Clinical supervision provides an opportunity for collegial support, allowing for the exchange of ideas and reflection on professional practice, education research International as well as offering encouragement while working towards educational objectives.

The Department of Education and Civil Service Commission summarize the duties and responsibilities of master teachers. Some of these responsibilities include the following: mentor co-teachers in content and skills difficulties; guide co-teachers in the performance of duties and responsibilities; assist the co-teachers in designing capacity development programs for teachers; provide technical assistance to teachers to improve their competencies; lead the coteaches in the preparation of instructional materials to check; improve and prepare sample lesson plans for the assigned grade/subject area; help identify potential demonstration teachers; and give demonstration to new/striving teachers (Sangalang, 2019)

The three most crucial methods of offering technical support are individual coaching, LAC sessions, and classroom monitoring. To fulfill the various requirements of their students, teachers are being enhanced and developed in those three areas where they are poor. The emphasis is more on how regular employees of a school may assist the staff in enhancing student performance and closing the achievement gap. The professional growth of teachers is significantly influenced by school administrators (Magcanas, 2019).

In the study of (Maranana et al, 2018) affirms that problems and issues relative to insufficiency of term of reference, mechanism and framework of FTA, insufficiency of capacity building program, and apprehensive attitude of the clients while the school heads encountered issues and problems relative to insufficiency of financial and material resources and attitude of the clients. Based on the findings and conclusions of the study, the proposed performance coaching plan contained coaching target goals, areas of concern, strategic activities, and coaching feedback mechanism framework which when properly implemented could enhance FTA implementation

Finally, Hansen and Làrudsóttir (2017) mentioned that instructional leadership is a mechanism that supports instructors' teaching practices, professional growth, and resource management. Teachers who receive coaching are more likely to put new abilities to practice, use them in the classroom, and raise instruction quality (Carraway and Young, 2018). As instructional leaders, master teachers look for ways to support and encourage their colleagues as they fulfill their obligations to facilitate students' learning through coaching and mentoring.

D. Synthesis
The above-mentioned review of significant literature and studies discussed the relevance of the traits of master teachers in the provision of technical assistance. In this path, significant literature will be proposed by various authors through a literature review that will be customized to explore the traits of master teachers in the provision of technical assistance.

E. Theoretical and Conceptual Framework
This study is anchored on the Achievement Motivation Theory of McClelland's (1940) which attempts to explain and predict behavior and performance based on a person's need for achievement, power, and affiliation. The Achievement Motivation Theory is also referred to as the acquired needs theory or the learned needs theory. Daft (2008) defined the Acquired Needs Theory as McClelland's theory that proposes that certain types of needs (achievement, affiliation, power) are acquired during an individual's lifetime". It is suggested that for a teacher to become efficient and effective in the teaching and learning process, reinforcement is needed, such as technical assistance from others to become more motivated and more productive in the classroom.

It is also supported by Goal Setting Theory of Locke and Latham (2002) which says that goal setting is essentially linked to task performance. It states that specific and challenging goals, along with appropriate feedback, contribute to higher and better outcomes. In simple words, goals indicate and give direction to an employee about what needs to be done and how much effort is required to be put in.

Further, it is backed up by the Self-Efficacy Theory of Albert Bandura (1997). This theory states that confidence in one's ability or competence to establish and implement the progressions of action obligatory to achieve potential circumstances. People can recognize the objectives they desire to complete, the entities they would like to modify, and the things they would like to attain. Most people comprehend that putting the strategies into the act is barely complicated. It can be said that a person will strive to complete what he desires to complete using his ability to respond to circumstances.

The conceptual framework of the study is presented in Figure 1. As seen in the figure, there are two interconnected variables. The trait of master teaches in the provision of technical assistance to the teacher result in making action research in qualitative inquiry that will give opportunity to the researcher and teachers to provide with the necessary skills, knowledge, and interventions

to address existing problems in the academe and to focus in engaging a meaningful inquiry to assist achieve the growth and development in the field of education. Moreover, teachers need to realize that they should not stop acquiring new knowledge by any means possible it ,be in a small group discussion or in a more structured setting, to find ways and solutions to the problems they might encounter in the learning process. There is an existing concern, as could be viewed with the first circle, which interlinks to the second circle on the learning insights of the teachers on how action research is important to the improvement of the teaching and learning process.
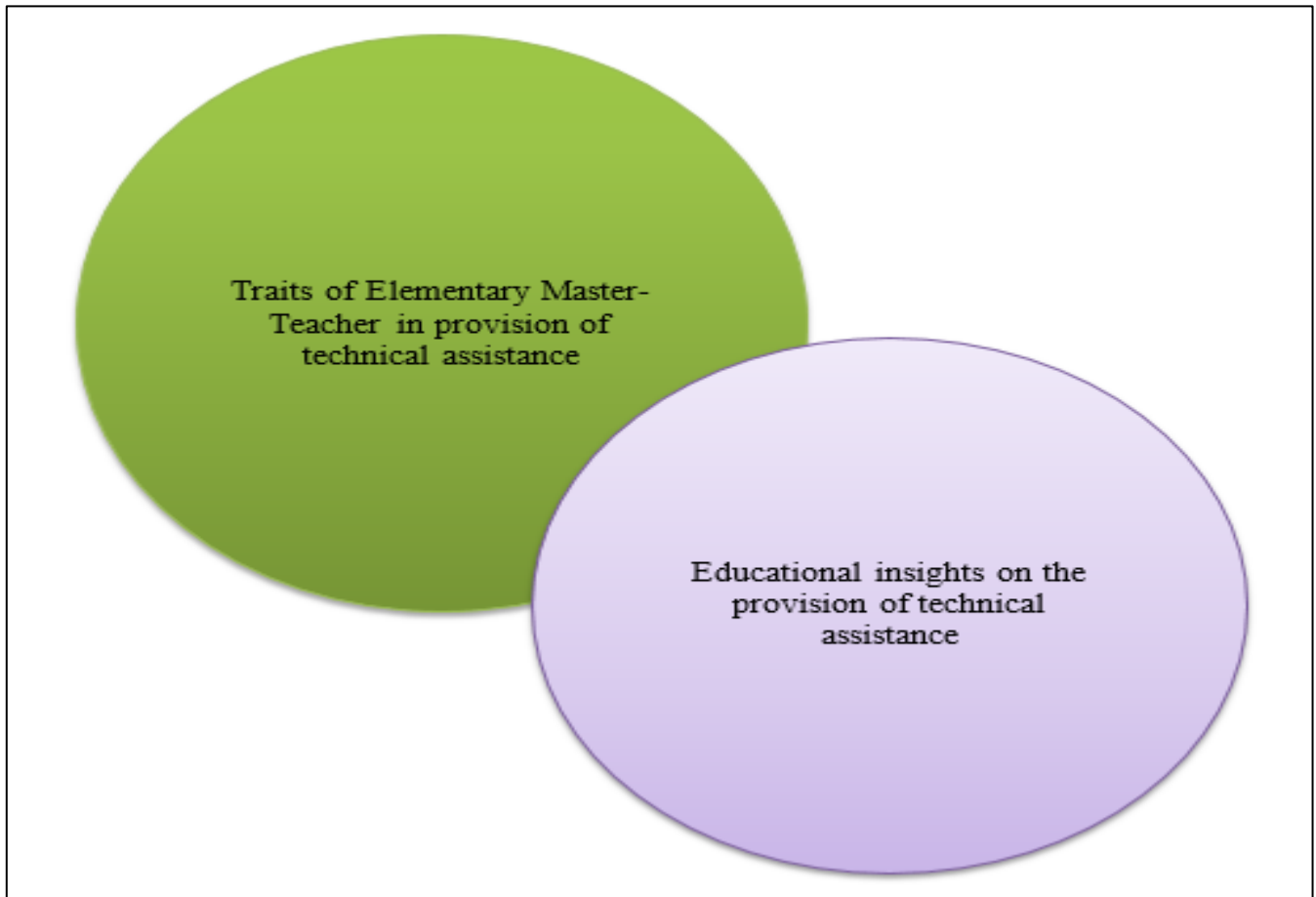

Fig 1: The Conceptual Framework of the Study

CHAPTER TWO
METHOD

This section presents the method that were incorporated in this study. It includes philosophical assumptions, qualitative assumptions, research design, participants, ethical considerations, role of researcher, data collection, data analysis and trustworthiness of the data.

A. Philosophical Assumptions

Ontology. Reality is subjective and multifaceted. It implies that each person's perception and interpretation of it will differ. Ontology can be defined as the study of the nature of reality (Creswell & Poth, 2018). It is concerned with the assumptions researchers make to believe something makes sense (Scotland, 2013).

I consider myself to be more than qualified to contribute my experiences and observations on the traits of master teachers in the provision of technical support, given my expertise as a seasoned teacher in the Department of Education. I have seen techniques and methods that could support educators in giving the learning environment in the classroom a greater value. I can deal with information that may come out during the discussion of the study with the participants using my expertise.

Epistemology. Considering the epistemology assumption, I tried to minimize the gap between my opinion and my role as a researcher. Epistemology concerns nature and the scope of knowledge. It is concerned with how people come to know something and how people know the truth. (Creswell & Poth, 2018).

Besides being a researcher, I felt compelled to take part in the entire discussion because I have direct experience with the technical assistance provided by our master teacher. I assured that, regardless of what occurs throughout the study, my role as a researcher did not impede my capacity to express my ideas to the participants. I needed to build relationships with the participants identified in Rizal Elementary School, which indicates that as a researcher, I participated and engaged time in the field with participants and turned into an "insider." As a result, I asserted that my interaction with the participants has given me the ability to recognize whatever ideas they may have conveyed during the discussion.

Axiology. Axiology has to do with the role of values in research. Quantitative research, which takes the positive approach, makes a distinction between facts and values. Facts are viewed as objective truth, whereas values are seen as subjective, which can be inherently misleading and prevent the pursuit of truth (Given, 2018). The axiological assumption here is that objectivity is good, and subjectivity is bad. In contrast, the researcher reports their values and biases they bring to the study as well as the value-laden nature of data they gather in qualitative research (Creswell & Poth, 2018).

In the context of my research on traits of master teachers in the provision of technical assistance, I believed that the information provided by my participants was extremely valuable because it served as a basis to improve the teaching of the teachers with the help of the technical assistance of their master teachers at the same time the learning process of the students will be more evident and meaningful in Rizal Elementary School.

Rhetoric. In rhetoric assumptions, it suggests that no matter what type of research you are doing, the overall rhetorical assumption in qualitative research is that you are not "truth seeking" or omniscient but instead reporting what reality is through the eyes of your research participants (O'Neil, 2018).

I wrote the materials for this study informally rather than utilizing internal and external validity, using my voice and qualifying terms like credibility, transferability, dependability, and confirmability. As a researcher, I devoted careful attention to the gestures and nuisances made by the participants, especially when it comes to their thoughts on the topic.

B. Qualitative Stance of the Study

Qualitative method is the systematic inquiry into social phenomena in natural settings. These phenomena can include, but are not limited to, how people experience aspects of their lives, how individuals and/or groups behave, how organizations function, and how interactions shape relationships. In qualitative research, the researcher is the main data collection instrument. The researcher examines why events occur, what happens, and what those events mean to the participants studied (Terehani et al., 2015). With this, the researcher interpreted the experiences of master teachers since they were involved in human activities. When conducting any qualitative study, the researcher took into consideration how the process influenced by the ideas about what may be studied. Decided on a working strategy that was appropriate. Rigid qualitative research requires alignment between the belief system supporting the research approach, the research question, and the research approach itself. I utilized this opening problem as a concrete instance to improve comprehension of how various techniques structure qualitative research. As a researcher, I needed to consider the safety and health of our participants and be aware of any harm that occurred in the conduct of the study.

Extra caution was taken to avoid breaches of confidentiality in which this information was divulged to anyone else. Not only does this protect against psychological, social, and legal harm to your participants, but it is also essential during the conduct of research on sensitive topics (University of Virginia, 2020). There were several effective strategies to protect personal information, for instance secure data storage methods, removal of identifier components, biographical details amendments and pseudonyms (applicable to names of individuals, places, and organization) (Bloor & Wood, 2006). The research ethics committee sought documented evidence in a written, signed, and ideally witnessed verification of consent.

C. Design and Procedure

This study used a qualitative research method, specifically employing phenomenology. Qualitative research involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences. It was used to gather in-depth insights into a problem or generate new ideas for research. Qualitative research is the opposite of quantitative research, which involves collecting and analyzing numerical data for statistical analysis. Qualitative research is commonly used in the humanities and social sciences, in subjects such as anthropology, sociology, education, health sciences, history, etc. (Bhandari, 2020). Moreover, qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. It focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives (University of Texas Arlington Libraries, 2021). Also, qualitative research is defined as a market research method that focuses on obtaining data through open-ended and conversational communication (QuestionPro, 2021).

This study also utilized phenomenology, which is the study of structures of consciousness as experienced from the first-person point of view. The central structure of an experience is its intentionality, its being directed toward something, as it is an experience of or about some object. An experience is directed toward an object by virtue of its content or meaning (which represents the object) together with appropriate enabling conditions. Phenomenology as a discipline is distinct from but related to other key disciplines in philosophy, such as ontology, epistemology, logic, and ethics (Stanford Encyclopedia of Philosophy, 2003). Moreover, phenomenology is the study of structures of consciousness as experienced from the first-person point of view. The central structure of an experience is its intentionality, its being directed toward something, as it is an experience of or about some object (Husserl & Merleau-Ponty, 2018). Also, phenomenology's primary objective is the direct investigation and description of phenomena as consciously experienced without theories about their causal explanation and as free as possible from unexamined preconceptions and presuppositions (Spielberg, 2017).

D. Ethical Considerations

Planning a study requires a thorough understanding of its purpose, its direction, and what constitutes ethical research. The conduct of this study was carefully adhered to ethical standards to prevent any rights violations by participants. The researcher made sure that participants willingly involved themselves in the discussion, that they were safe from harm, and that their names were confidential. This study was conducted in environments where participants communicated in both their local language and English. Cultural boundaries, translation issues, and perceptions of power and authority were all 'ethical considerations inherent in research. As the researcher, I emphasized further that a substantial amount of English as a Second Language study was carried out by teacher-researchers in places where ethical issues might not be formally addressed. Considering this, this chapter looked at the ethical guidelines that were considered and contextualized by researchers working in the field of EAL. Some of these principles are discussed below.

First was the informed consent. With inform consent, the participants understood what was expected from them. The purpose of having this informed consent was to ensure that the participants fully trusted the researcher upon understanding their role. The participants of this study were asked to participate voluntarily and emphasized to the participants that they have their right to participate or withdraw, and they were assured of the records' confidentiality. Informed consent forms were administered before the data gathering. The participants were required to submit first the informed consent before the researcher allowed them to participate in the study and this is a for them to accomplish. The informed consent was administered through face to face. In securing the safety of the participants, the researcher made sure that it observed the following safety protocol implemented in the country.

Second was peer debriefing. To improve the validity of the research, peer debriefing entailed talking to one or more peers who were not personally involved in the research. It involved offering a knowledgeable, objective peer the opportunity to analyze and evaluate their transcripts, research methods, and conclusions. To create credibility in their research, qualitative researchers employed this technique to explore their procedure in an impartial, independent manner. This was done since the discussion in the focus group (FGD) exposes the researcher to uninterested peers.

Third, information was taken during the interview, FGD will be kept with confidentiality. The study observes the Data Privacy Act of 2002, which ensures that the data cannot be traced back to their real sources to protect their identities. Thus, utmost care was taken to ensure anonymity of the data sources and the de-identification of any personal information shared/ read. All responses of the teachers being the respondents were secured in full confidentiality. All these were governed by the virtue that divulging any information about those who were involved in the study is a serious breach to ethics standard.

Fourth was intrusiveness. The respondents' time and convenience were not interrupted, in the gathering of data was done according to their most secure and available time. A communication letter was sent ahead of time to address this concern so that they could make necessary arrangements with their schedules, and FGD was done face-to-face. As a reminder, unethical research will almost certainly make participants and researchers feel exposed and vulnerable. Thus, the validity and reliability of the data that was obtained can be compromised by the researcher's unethical actions.

E. Research Participants

The participants of this study were the master teachers of Department of Education specifically in Rizal Elementary School, Division of Panabo City. To ascertain that the data emanating from the participants of the study is relatively rich, the participants of the said school qualified in the study. It consisted of 10 teachers who purposely selected by the researcher who participated in the in-depth interview (IDI) and who joined the (FGD). The members of the discussion will be picked since they have first-hand experience on what is happening in the school. They served as the source of information for this investigation.

The participants for both IDI and FGD were chosen through purposive sampling technique. A purposive sample, also referred to as a judgmental or expert sample, is a type of nonprobability sample. The main objective of a purposive sample is to produce a sample that can be logically assumed to be representative of the population. In non-probability sampling, the population may not be well defined (Lavrakas, 2018). As compared to quantitative analysis, qualitative required a smaller sample size only which is enough to obtain enough data to sufficiently explore the traits of master teachers in provision of technical assistance that will further address the research questions. In this study, a non-probability sampling method was used when characteristics to be possessed by samples were rare and difficult to find Research Methodology.

There were five master teachers for in-depth interview and five teachers of the focused group discussion. Each participant were given specific codes to hide their identities to freely expressed their opinions and knowledge regarding on the traits of master teacher in the provision of technical assistance. Participants were subjected to an interview through face to face but ensuring the maximum health protocol brought about by the pandemic.

This was supported by Guest (2019) who mentioned that qualitative research discussions were determined by the respondent's opinions and feelings. Largely, qualitative research was done face to face, most commonly in focus groups of five participants. Before the discussion, the participants were provided with a brief background of the research environment. The study was conducted in Rizal Elementary School, Division of Panabo City. The school offers complete primary and elementary education.

Data Sources. Data for this study were be taken from the participants' responses to the questions posed to them. These questions were stipulated in the interview guide and were based on the purpose of the study. Participants' responses during the conduct of FGD and IDI were recorded. This research provided rich and detailed descriptions about the experiences of teachers in the technical assistance given to them by their master teachers and enable the readers to evaluate how those information and findings were transfer to other setting. In the introduction, I gave the participants a brief introduction about the study. According to Creswell (2007), when started from the beginning this may greatly improve the readers' understanding of the study.

F. Role of Researcher

Prior to the interview proper, I will perform the role as a recruiter and enlister of participants. Proper protocols in the recruitment and enlisting was duly observed. In the conduct of data-gathering, I likewise performed the role of an interviewer and facilitator. During the interview, I served as facilitator in drawing out the participants' insights and views about their experiences on the traits of master teachers in the provision of technical assistance and at the same time, served as part of the conversation and interpreter of the views, issues and stories that were shared by the participants. Lastly, I performed the role as transcriber and analyst after the necessary data drawn out from the participants.

G. Data Collection

To commence the data gathering process, the researcher wrote a letter to the Graduate School Dean of the Rizal Memorial Colleges to seek consent for the conduct of data gathering. This was followed by the securing of an ethical clearance from the school's Research Ethics Committee. After all those certifications complied with, the researcher sought approval from the Schools Division Superintendent, Division of Panabo City for the conduct of data gathering that included selected teachers in Rizal Elementary School as participants. The approved request letter was handed to the principal of the school during the courtesy call in the school head's office. The researcher requested assistance from other teachers or staff before the data gathering started.

Dilshad and Latif (2013), mentioned in an interview FGD is seen as immensely important and of high value in qualitative research since it emphasizes the detailed and holistic description of an activity or situation, and that includes focus group discussion. Interviews also had the advantage that the informant may be more careful and diligent in answering questions because the researcher's presence shows the seriousness attached to the informant's opinions (Murray, 2005; Murray & Brubaker, 2008). Also, interviews guide as a means that the researcher stimulates the informant's insight into deeper experiences and thus may explore issues that were not anticipated. This is because the open-ended questions in the interview guide allow for deviation from a pre-

arranged text and changing the wording of questions or the order in which they are asked (Opie, 2014). Besides promoting reflection and greater relaxation, interviews can also be cathartic to the informant.

Additionally, Denscombe (2017) says focus group consist of a small group of people who are brought together by a trained moderator (the researcher) to explore attitudes and perceptions, feelings, and ideas about a topic. A focus group interview provided a setting for the relatively homogeneous group to reflect on the questions asked by the interviewer.

To build rapport and trust of the participants, the researcher exchanged of messages with the participants through Facebook Messenger or even face to face for the purpose of knowing them and explaining more explicitly the purpose of the research study and the exact kind of information that the research sought. Before starting the interview proper, the researcher made sure that they felt comfortable by engaging with them in small talk. At the start of the FGD and the IDI, the researcher personally thanked the participants for joining the research, to which later, the researcher stated the purpose of the group briefly. The researcher explained to them why they were selected for the interview emphasized the rules of confidentiality, and gave them the opportunity to ask clarifications or questions. Then, introduced the questions one by one. To develop the discussion, probing questions will also asked. The researcher made sure that all the participants were able to answer the questions. For easy access of the language, mother tongue (Bisaya) was also encouraged.

H. Data Analysis
In the analysis of data, the following tools will be presented and discussed below.

Textual data gathered from the focus group discussion were analyzed through thematic analysis. In doing so, I incorporated the use of thematic analysis. Qualitative data analysis is an inductive and iterative process that transforms data into findings (Patton, 2020). While there are several approaches to analyzing phenomenological data and adopted Moustaka's modification of the Stevick Collaizzi-Keen method as explained by Creswell (2007). Applying this method, the first step is to take the bracket of my own experiences. While this is way impossible because a qualitative inquiry is not free from biases, the researcher stuck to the notion of Moustakas (1994) who opines that the researcher must be completely receptive to the informants' responses.

This study followed the triangulation techniques of data gathering, which is very useful means of capturing more details, but also, no matter how big or small the study may be (Holland, 2009). Moreover, Nightingale (2020) mentioned that this technique is to analyze results of the same study using different methods of data collection. It is used for three main purposes: to enhance validity, to create a more in-depth picture of a research problem, and to interrogate different ways of understanding a research problem. Triangulation of sources, methods, and results to check the validity of data gathered from participants, deciphering patterns, highlighting the insights of teachers in the traits of master teachers in the provision of technical assistance, and crystallization of findings or the creation of themes are the main things to consider when analyzing the data being gathered.

The next step was to develop a list of significant statements from the interviews and other data. These were statements concerning how the participants are experiencing their teaching and addressing the challenges. Every statement was considered to have significant value; however, irrelevant or repetitive statements were omitted, leaving only the most relevant and valuable information needed in line with the purpose of the study.

Clustering the remaining statements into themes or units with meaning was undertaken next. The researcher examined participants' responses to intellectualized statements that express and those that imply meanings and write a description of the experiences that the teachers in the study had. This description explained what happened and included direct quotations of the teachers' statements. Creswell (2007) terms it a textural description of the experiences.

Triangulation. Noble and Heale (2019) stated that the Triangulation is used to increase the credibility and validity of research findings. Credibility refers to trustworthiness and how believable a study is; validity is concerned with the extent to which a study accurately reflects or evaluates the concept or ideas being investigated. Triangulation, by combining theories, methods, or observers in a research study, can help ensure that fundamental biases arising from the use of a single method, or a single observer are overcome. Triangulation is also an effort to help explore and explain complex human behavior using a variety of methods to offer a more balanced explanation to readers.

I. Framework of Analysis
The researcher tend to gather important information that benefited the study once the interview and focus group discussion with the identified participants is over. The processes outlined in the framework below (Figure 2), which were adapted from Giorgi's four-phase phenomenological technique, were followed: Ojala (2018). Probing questions were thrown to the selected participants, which were based on the following objectives of this study.

The question matrix in the appendices contains these probing questions. The group interview lasted for about 45 to 60 minutes, and the interviews will be transcribed using the audio recorder as a guide. The data will be investigated using a phenomenological approach, as shown in the diagram above. In the first step, as a researcher, I read each interview numerous times and created a detailed description of each participant's experience on their respective journey.

In the second phase of data collection, I used the participants' own words or expressions to discriminate meaning units of their experiences journey from each participant's transcription, and even allow them to use their own language to find subjective meaning units for the state of reading programs on slow readers in the primary education. The experiences described, and data collected to conduct a thematic content analysis.

The themes that were generated were structured in such a way that the most important are placed in an order that reflects how they relate to one another. The participant expressed their experiences were used to describe and display the importance of each topic. These ideas were supported by significant literature from related fields. A subjective meaning network was formed by this ordered collection of meaning structures. A relevant perspective was also developed to describe the entire experience and journey of each participant.
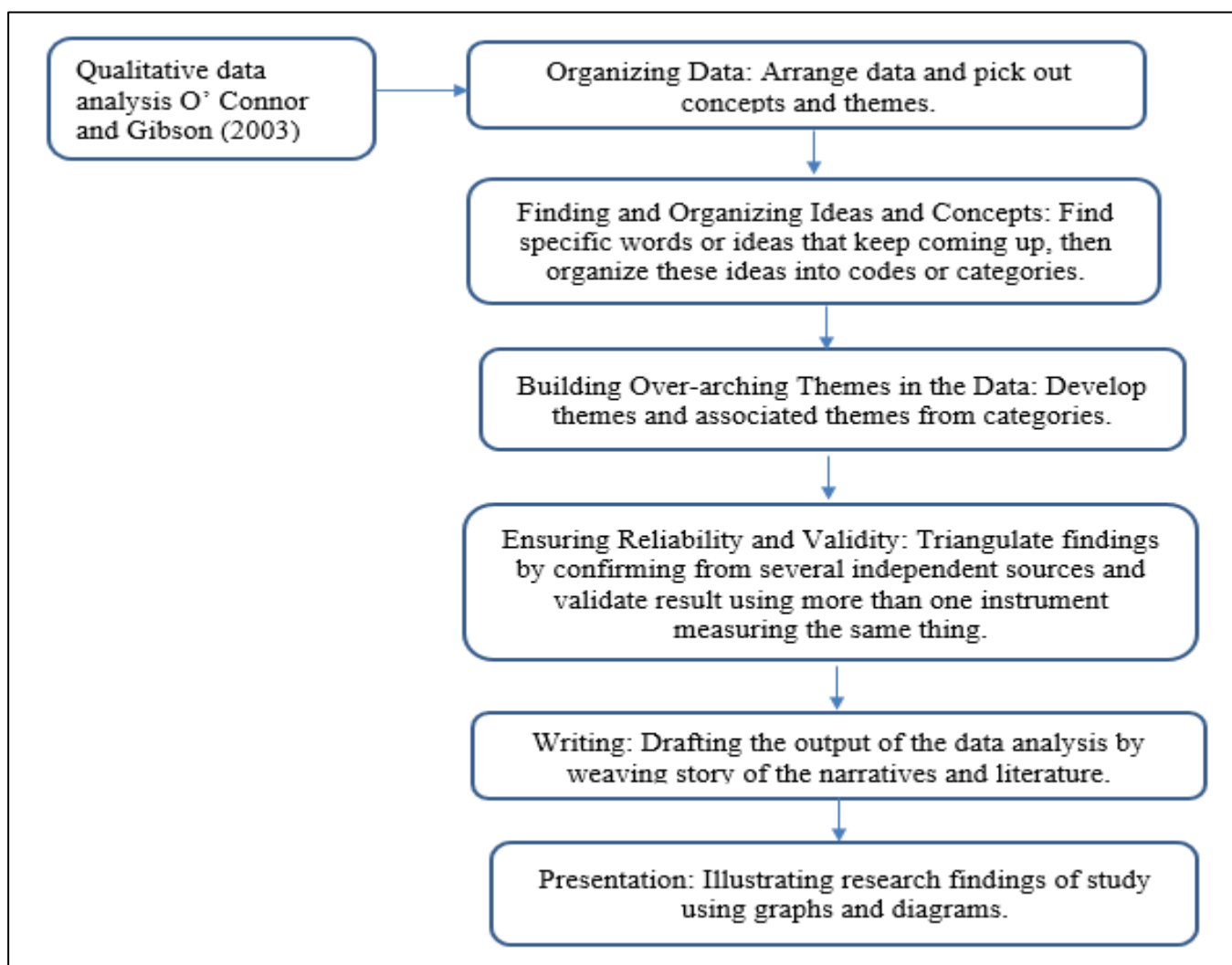
Fig 2: Analytical Framework of the Study

J. Trustworthiness of the Data

Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Pilot & Beck, 2014). In this study, the researcher will establish the protocols and procedures necessary for a study to be considered worthy of consideration by readers. This included credibility, transferability, dependability, confirmability.

Credibility in research is equal to internal validity and concerns the aspect of truth (Korstjens & Moser, 2018). The researcher will utilize the so-called member checking, where the researcher will ask the participants to review the data collected during the interview and the interpretation of the data. Through this, participants will be able to verify their statements.

Transferability where "the researcher generalizes study findings and attempts to apply them to other situations and contexts" (Devault, 2019). Since only teachers from Rizal Elementary School will be the participants of the study and who personally know, for further research, the researcher can recommend covering all elementary schools in Panabo City Division.

Confirmability requires that the procedures and results should be free from bias, and Lincoln and Guba (1985) stressed the neutrality of the data as being more important than that of the investigator. In this study, researcher will make sure that all the data and findings came from the participants' answers.

Finally, dependability it refers to reliability. In qualitative research, reliability is achieved if the work is repeated, in the same context, with the same methods and with the same participants, similar results would be obtained (Shenton, 2014). It is to the extent that the study could be repeated by other researchers and that the findings would be consistent. This means that if a future researcher wants to have the same study, he must first investigate this research report to come up with the same findings. To do so, researcher will keep a personal journal throughout the study describing how data were gathered, how the analysis was done and how the findings were arrived at (Merriam, 2002).

In this phase, the language changed to reflect a third-person perspective. In the synthesis, determining the essential theme of their journey were extracted from the meaning structures of all participants.

K. Research Instrument

A semi-structured interview guide, in line with Bird (2016), was formulated to serve as the research instrument for this study. This guide comprises a defined set of questions aligned with the study's objectives and will be utilized during in-depth interviews and focus group discussions with participants. The interview guide questions underwent validation by expert panels and the research adviser, ensuring efficacy, relevance to the subject, and adherence to ethical considerations. This rigorous approach bolstered participants' confidence and comfort levels, leading to rich and dependable data collection. Furthermore, a guide and specific rules were established to maintain interview consistency, enhancing the trustworthiness of the findings. To capture participants' perspectives effectively, it was recommended to translate the guides into local languages and pilot test the translations for accuracy and clarity.

CHAPTER THREE
RESULTS AND DISCUSSIONS

In this chapter, I will share the exciting discoveries that emerged from delving into the interview data. As we explore the topics that emerged from our analysis, I will take you on a journey through comprehensive discussions that directly align with the goals of our study. To authentically convey the voices of our participants, I have carefully woven their responses into this narrative. But before we immerse ourselves in their insights, let me introduce you to the symbols that help us navigate this rich tapestry of perspectives. Throughout the transcriptions of our interviews, I employed codes – succinct yet meaningful labels – to identify each research participant. You will encounter these codes, P1 through P5, which uniquely represent our contributors and lend a personal touch to their contributions.

➢ *Traits of Master-Teachers in the Provision of Technical Assistance in Elementary School*

Figure 3 shows the traits of master-teachers in the provision of technical assistance in elementary school. These traits were experienced by teachers whom they experienced from their respective master-teachers during the provision of technical assistance; these were: professional and personal traits. The responses of the participants were formally labeled with codes to maintain anonymity as indicated in the study ethics and focus on their responses, which are far more significant, in order to formally guide the readers. Codes P1–5 correspond to participants 1-5. The interview transcription that was delivered and may be seen in the Appendices clearly shows the codes.

As an experienced teacher, I have had the privilege of listening to and delving into a wide array of anecdotes, thoughts, feelings, and emotions shared by fellow educators. These insights offer a profound glimpse into the intricate tapestry of experiences that teachers undergo, specifically regarding the remarkable traits exhibited by master-teachers in their role of providing technical assistance.

➢ *Professional Traits*

Master teachers exhibit a remarkable array of professional traits that distinctly elevate their role in providing technical assistance. Their deep and nuanced content knowledge forms a solid bedrock for effective guidance, enabling them to navigate the intricacies of complex subjects with ease. What truly sets them apart, however, is their adaptive communication, effortlessly translating intricate concepts into accessible language that resonates with their colleagues. Alongside this, their empathetic listening skills create an environment where teachers' challenges and concerns are not just heard, but genuinely understood and validated. These educators seamlessly blend pedagogical flexibility into their approach, recognizing the diverse learning styles and needs of their peers, and tailoring their assistance accordingly. Possessing a keen analytical acumen, they dissect situations adeptly, offering precise solutions that address root issues. Their collaborative spirit fosters a sense of community, encouraging the exchange of insights and best practices. Master teachers embody patience and persistence, diligently working through challenges while celebrating victories, and they continually pursue their own growth, serving as an inspiration to all. Through constructive feedback, they cultivate a culture of improvement, nurturing an environment where technical assistance becomes a transformative force, enhancing teaching practices and cultivating a shared commitment to educational excellence.

Under professional traits, there are three sub-themes that emerged: inspirational instructional resources, exceptional coaches and mentoring skill and constructive feedbacking.

• *Inspirational Instructional Resource.* In the realm of providing technical assistance, master teachers employ instructional resources as invaluable tools to facilitate effective guidance. A standout trait of these resources is their exceptional clarity and comprehensiveness, which allows master teachers to break down intricate concepts into manageable components. These resources, whether they take the form of visual aids, step-by-step guides, or interactive modules, serve as bridges that connect complex technical knowledge with practical application. Their adaptability is key, accommodating diverse learning styles and proficiency levels among educators seeking assistance. Furthermore, these instructional resources are designed with a forward-looking perspective, staying attuned to the latest developments and innovations in their respective fields. As a result, master teachers leverage these resources not only to provide immediate support but also to empower their colleagues with the skills and insights needed to navigate future challenges confidently.

The provided statements were articulated with a heartfelt intention to uphold and illuminate the traits as expressed by the teachers in the provision of technical assistance of their master teachers.

Master teachers are giving assistance in making a good lesson plan and good classroom management (P2, L54-55).

The concept of adaptability in instructional resources is comprehensively explored by Tomlinson and Moon in their work "Assessment and Student Success in a Differentiated Classroom" (2013), published by ASCD. The authors delve into the critical role of tailored instruction in a diverse classroom environment, emphasizing the need for resources that can be flexibly adjusted to meet the varying needs of students. Tomlinson and Moon underscore that effective teaching involves recognizing and accommodating differences in learning styles, abilities, and interests. They advocate for instructional resources that can be modified and personalized to provide targeted support, ensuring that all learners have the opportunity to engage, understand, and succeed. By addressing the adaptability of instructional resources, Tomlinson and Moon contribute to the broader discourse on differentiated instruction and highlight the significance of crafting materials that can be seamlessly adjusted to optimize learning outcomes for each student.

This implies that the expertise of master teachers shines through as they generously offer guidance in crafting exemplary lesson plans and managing classrooms effectively, aligning perfectly with the insightful perspective presented by the authors. Tomlinson and Moon delve deep into the pivotal role of tailored instruction within the dynamic landscape of a diverse classroom. Their words resonate strongly, emphasizing the urgency of equipping educators with resources that possess a remarkable capacity for flexible adaptation, catering to the unique and ever-changing needs of individual students.

Moreover, another participant approves that:

During our demonstration teaching, class observations, seminars and LAC sessions, the following tasks are given: The used of differentiated activities as one of our teaching strategies, the used of across and within subject areas in the objective of our lesson plan, the integration of ICT in our lesson (P5, L61-65)

"Behaviorism, Cognitivism, Constructivism: Comparing Critical Features from an Instructional Design Perspective," a work authored by Ertmer and Newby (2013) and published in the Performance Improvement Quarterly, offers a comprehensive exploration of instructional design through the lenses of behaviorism, cognitivism, and constructivism. The authors analyze these foundational learning theories in the context of instructional planning, emphasizing how each theory shapes the design and delivery of educational materials. Ertmer and Newby emphasize the need for forward-looking instructional design that incorporates elements from all three theories, fostering a holistic approach that considers both the learner's cognitive processes and the learning environment. By critically examining the core tenets of each theory, the authors provide educators with insights into crafting instructional resources that effectively engage learners, promote meaningful understanding, and embrace innovative pedagogical approaches. This work contributes to the ongoing evolution of instructional design methodologies and underscores the importance of adapting pedagogical strategies to meet the dynamic demands of modern education.

This means that strong connection between how we teach and what the inspirational resource talks about is easy to see. The resource shows how important it is to have teaching that fits well in a class with many kinds of students. Our way of teaching is just like that. We plan different activities, use subjects together, and add technology to make learning open to everyone. We both want school to be a welcoming and changing experience for all students. Our dedication to making sure every student learns in their own way shows how powerful the inspirational resource can be. Finally, one participant mentioned that:

My master teacher provided me with technical assistance in the areas of lesson planning, performance assessment, instructional materials development, and in-service training (P1, L50-51).

According to Makikha and Wanyonyi (2015), instructional resources play a pivotal role in shaping the effectiveness of the education system, particularly when it comes to complex subjects such as literature. Kiswahili poetry, as a significant component of the curriculum, requires thoughtful and innovative instructional approaches to engage students, facilitate comprehension, and foster a deeper appreciation for literary artistry.

This means that the significance of instructional resources in molding the effectiveness of the education system, especially in intricate areas like literature, resonates strongly with the principles advocated by inspirational instructional resources. Just as your work highlights, these resources emphasize the transformative power of tailored and inventive teaching methods to enhance students' connection with subject matter. Your exploration of the role of instructional resources aligns harmoniously with the essence of an inspirational instructional resource, reinforcing the idea that engaging and adaptable teaching strategies are instrumental in fostering meaningful connections with students, promoting comprehension, and kindling a genuine passion for the artistic intricacies of literature.

- *Exceptional Coaches and Mentoring Skill.* Exceptional coaches and mentors possess a unique ability to forge meaningful connections. They create a safe and supportive environment where learners feel encouraged to share their aspirations, challenges, and uncertainties. This personalized approach fosters a sense of trust, allowing mentees to open up about their goals and dreams, and enabling coaches to tailor their guidance according to individual needs. Moreover, exceptional coaching and mentoring skills involve active listening and empathetic understanding. A skilled mentor or coach doesn't just impart knowledge or advice; they take the time to genuinely listen, absorbing both the spoken and unspoken cues. This level of attentiveness allows them to

provide guidance that is not only relevant but deeply resonant with the mentee's unique circumstances. Exceptional coaches and mentors also serve as role models. Their behavior, work ethic, and communication style become sources of inspiration. Through their actions, they not only impart knowledge but also demonstrate the values and attitudes that contribute to success. Witnessing these qualities in action can ignite a sense of aspiration within the mentee, encouraging them to emulate these traits in their own endeavors.

The statements offered a sincere and heartfelt intention to both support and shed light on the qualities, echoing the sentiments conveyed by the teachers who received technical guidance from their master teachers.

> *My insight about technical assistance is that it is very useful to improve my way of teaching so that I will become an effective and proficient as a teacher especially during feedbacking and consultative meetings with the master teachers. Technical assistance is necessary to improve the quality of teaching and quality of education (P5, L22-25).*

Instructional leaders provide coaching and mentoring for the teachers in their schools. Teachers who receive coaching are more likely to practice new skills and implement them in their classroom (Carraway & Young, 2014). Teachers can learn a great deal from each other. Recognizing this opportunity, master teachers and instructional leaders are some high-performing schools implement an informal strategy for teachers to work together on improving their teaching practices. This type of support enables the teachers to practice new skills in their classrooms and consolidate their learning from professional development sessions.

This explains that when instructional leaders engage in coaching and mentoring, they exemplify the practical use of effective techniques, serving as models for personalized guidance in professional development. This active demonstration fosters a culture of continuous improvement, emphasizing the role of coaching and mentoring in nurturing expertise. The positive link between coaching and skill implementation reinforces the efficacy of tailored guidance, with exceptional coaches inspiring confidence and enhancing teaching quality. The collaborative aspect of coaching is underscored by the recognition that peer learning elevates teaching proficiency, akin to the informal strategy in high-performing schools. These strategies align with the essence of exceptional coaching, promoting a continuous, supportive journey for skill development. In this context, instructional leaders play a pivotal role in cultivating a culture that embraces the transformative power of coaching and mentoring, thereby amplifying their impact on professional growth.

> *Leadership in the provision of assistance is very important for master teachers to possess as it helps the teachers to achieve their goals & accomplishment of standards in class.*

> *Technical assistance enables you to communicate with others in your field to solve problems, make decisions and grow your business (P4, L41-43).*

Providing direction and support that will improve teachers' instruction is a main responsibility for an instructional leader (duPlessis, 2013). This support can come in various forms, such as providing access to professional development opportunities, coaching and mentoring, managing resources, and the principal adopting the role of instructional resource. When teachers feel supported in their work, it has positive outcomes on student learning.

This expounds that as instructional leaders take on the crucial responsibility of enhancing teachers' instruction, possessing exceptional coaching and mentoring skills becomes paramount. These skills enable leaders to offer personalized guidance, fostering an environment of continuous improvement and professional growth. Secondly, the diverse forms of support offered, including coaching and mentoring, underscore the need for coaches with exceptional skills who can adapt their approaches to meet individual teacher needs effectively. Thirdly, as instructional leaders manage resources and assume the role of instructional resources themselves, their ability to provide tailored guidance and mentorship becomes a cornerstone for optimizing resource utilization and instructional strategies. Lastly, the positive impact on student learning resulting from supported teachers accentuates the transformative potential of exceptional coaching and mentoring skills, emphasizing their role in creating a ripple effect that ultimately benefits the entire educational ecosystem.

- *Constructive Feedbacking.* Constructive feedback from master teachers is a vital catalyst for educator growth, drawing on their extensive experience and pedagogical expertise. This feedback, extending beyond evaluation, offers actionable insights to enhance teaching methods and addresses specific instructional areas, guiding colleagues toward impactful changes. By nurturing a culture of continuous improvement and reflective self-assessment, master teachers empower educators to elevate their practices and collaborate effectively, ultimately positively influencing student learning outcomes. In essence, the profound impact of constructive feedback from master teachers shapes educators' professional journeys and contributes significantly to the advancement of teaching quality and student success.

The statements were sincerely intended to provide both support and illumination on these qualities, echoing the sentiments expressed by teachers who benefited from the technical guidance of their master teachers.

I can say that she [the master teacher] is knowledgeable based on her feedbacks and how she taught me to strengthen my weaknesses in my teaching (P1, L 69-70).

Feedback is to provide formative input to better performance regardless of current performance, and it is a collaborative effort between the teacher and the school leaders. To communicate the effects of classroom observation, school leaders used a variety of feedback methods. With the help of these mechanisms, school heads were able to carry out their responsibilities in terms of instruction supervision and performance evaluation (Congcong & Caingcoy, 2020).

The concept of constructive feedbacking holds multifaceted implications. Firstly, it positions feedback as a formative tool for performance enhancement, emphasizing continuous growth. Secondly, its collaborative nature aligns with cooperative teacher-school leader interaction, promoting two-way communication for improved teaching practices. The use of diverse feedback methods by school leaders highlights its dynamic essence, aiding instructional supervision and performance evaluation. Ultimately, constructive feedbacking signifies a comprehensive, collaborative, and multifaceted approach to elevate teaching practices, underpinned by effective communication and a diverse range of feedback strategies that align with instructional leadership goals.

Master teachers are very knowledgeable in terms of technical, guidance, and support for teachers to demand teaching skills (P2, L 72-73).

Very knowledgeable in the sense that he or she is expert in practice, pedagogy, in content area, holds a position for teaching, and leadership (P4, L77-78).

In the study of Johnson (2012) attested that master teachers start where their teachers are; know where their teachers are going; expect to get their teachers to their goal; support their teachers along the way; use feedback to help them and their teachers get better; focus on quality rather than quantity; and never work harder than their teachers. Master teachers understand that it must be the teacher's unwritten goal to keep up with the master teacher, primarily because the master teacher has effectively become the role model for all the teachers in the school.

The implication of constructive feedbacking, as exemplified by master teachers, embodies a comprehensive approach to fostering educator growth. Master teachers begin by acknowledging and meeting teachers at their current level, skillfully guiding them toward their intended goals. This process involves consistent support and the strategic use of feedback to enhance teaching practices collaboratively. The emphasis lies in quality over quantity, ensuring that the feedback provided is meaningful and impactful. Importantly, master teachers recognize that sustainable improvement is achieved when teachers aspire to match their proficiency, effectively making the master teacher a role model for the entire school community. This approach underscores the transformative power of constructive feedbacking in driving continuous development and establishing a culture of excellence in education.

➤ *Personal Traits*

Master teachers bring a unique blend of personal traits to their role in providing technical assistance that goes beyond their professional expertise. Their genuine passion for education and innate dedication serve as a driving force, inspiring them to offer unwavering support to their colleagues. This passion fuels their commitment to continuous learning, as they eagerly seek out new knowledge and stay attuned to emerging trends in their field. A hallmark of their approach is the deep sense of empathy they demonstrate, as they wholeheartedly connect with the challenges and triumphs of their fellow educators.

This empathetic connection fosters an environment of trust and openness, where teachers feel comfortable seeking guidance. Alongside their empathetic nature, master teachers embody remarkable patience, understanding that the journey of growth is often marked by hurdles and setbacks. Their humility and willingness to share personal experiences and setbacks create an atmosphere of relatability, reinforcing the notion that growth is a shared journey. Master teachers also exemplify adaptability, embracing change and navigating diverse personalities and teaching styles with grace. Their ability to connect on a personal level, combined with their technical prowess, establishes them as not just mentors, but as true partners in the educational journey, shaping a collaborative and supportive community.

Under professional traits, there are two sub-themes that emerged: promoting cooperation and collaboration and positive behaviors.

• *Promoting Cooperation and Collaboration.* Promoting cooperation and collaboration within technical assistance by master teachers is a dynamic approach that enhances professional development and educational outcomes. It cultivates an environment of mutual support, shared expertise, and collective growth. The synergy of knowledge formed through cooperative learning among master teachers and peers widens perspectives on instructional strategies and problem-solving. This sharing benefits both

supported teachers and master teachers, fostering skill refinement and fresh insights. Collaboration sparks innovation and creative teaching methods, particularly useful for complex challenges and student engagement. The collective responsibility for student success nurtured by this approach motivates educators, fostering camaraderie and purpose. Incorporating cooperation and collaboration enhances technical assistance, fostering a dynamic learning community, continuous improvement culture, and enriched educational experiences for students.

The statements were carefully crafted with a sincere intention to support and highlight the qualities exhibited by teachers who received technical assistance from their master teachers.

> *What I learn from my master teacher is to become a helpful co-worker by helping them to understand about their roles and responsibilities. Also, by providing feedback towards them, this would take an edge to improve their teaching capabilities. This support can help them to develop professionally and become better teachers (P!, L 6-10).*

> *He/she uses multiple teaching strategies and is a collaborative teacher (P1, L141).*

Wiedmer, (2016) believes that the clinical supervision method is a collaborative and supportive approach to the professional development of teachers which creates a meaningful bond with peers. Teachers feel free to set "stretch" goals (those for which there is no certainty) rather than "safe" ones in this environment. Clinical supervision provides an opportunity for collegial support, allowing for the exchange of ideas and reflection on professional practice, education research International as well as offering encouragement while working towards educational objectives.

The implication of promoting cooperation and collaboration through the clinical supervision method is profound. This approach fosters a supportive and collaborative atmosphere for teachers' professional development, establishing meaningful connections with peers. By encouraging a collaborative setting, clinical supervision empowers teachers to set ambitious "stretch" goals rather than sticking to safe options. The method facilitates collegial support, creating a platform for the exchange of ideas and reflective discussions on professional practice and educational research, thereby enhancing the overall quality of teaching. Moreover, clinical supervision serves as an avenue for offering encouragement and guidance while working collectively towards educational objectives, cultivating a shared commitment to continuous improvement and excellence in education.

> *I learned that master teachers must be knowledgeable, updated, good hearted, a listener, approachable, understanding to all the teachers. Above all they must be dedicated to their work. They build good rapport with the teachers (P5, L215-217).*

The study conducted by Ingersoll and Strong (2011) explores the critical role of cooperation and collaboration among teachers, particularly within the context of induction and mentoring programs for beginning teachers. The authors undertake a comprehensive review of research to assess the impact of these programs on the professional development and retention of new educators. Cooperation and collaboration are integral components of effective induction and mentoring programs, as highlighted by the study. The authors emphasize that providing support and guidance to beginning teachers through collaborative interactions with experienced colleagues can significantly contribute to their success and retention in the teaching profession. Collaborative efforts among teachers, such as peer mentoring, sharing instructional strategies, and engaging in reflective discussions, help create a supportive environment where new educators can learn, grow, and navigate the complexities of the classroom.

This explains that promoting cooperation and collaboration in technical assistance initiatives yields significant benefits, particularly for novice teachers. Such collaborative experiences enhance their success and commitment to teaching, providing a supportive atmosphere that eases their transition and fosters a sense of belonging. Beyond induction and mentoring, cooperation and collaboration can extend to various professional development contexts, facilitating the exchange of innovative teaching methods, best practices, and reflective dialogue among educators. This approach enhances both individual teacher growth and overall teaching quality and student outcomes. In conclusion, the study underscores the crucial role of cooperation and collaboration in technical assistance. Integrating these elements, especially in induction and mentoring, empowers educators to create a dynamic environment that nurtures new teachers' professional development, growth, and retention, ultimately enriching the educational experience.

- *Positive Behaviors.* Positive behaviors in the provision of technical assistance by master teachers embody a unique blend of expertise, empathy, and mentorship. Master teachers exemplify active listening and a deep understanding of the challenges novice educators may face. Their guidance is characterized by clear communication, breaking down complex concepts into digestible insights. Tailoring their support to the individual needs and teaching styles of each teacher, master teachers offer constructive feedback that highlights strengths and areas for growth. Importantly, they foster a collaborative partnership, creating a space for open dialogue and shared problem-solving. Patiently walking alongside new educators, master teachers offer ongoing support, nurturing a culture of continuous learning. Through their positive behaviors, master teachers not only impart practical knowledge but also inspire confidence, ultimately cultivating a community of empowered and effective educators.

The provided statements were articulated with a heartfelt intention to uphold and illuminate the traits as expressed by the teachers in the provision of technical assistance of their master teachers.

> *My educational insights if the teacher has the willingness and passion to improve his/her teaching skills. Always ask technical assistance to master teachers because they are learned so much by their experience, and trainings attended (P3, L146-148).*

Instructional leadership like master teachers rely on creating an atmosphere of openness and trust for these difficult conversations to happen (Salo et al., 2014). Building a positive learning community among staff and creating a safe environment for teachers to take risks can make difficult conversations easier. Instructional leaders are sometimes reluctant to discuss a teacher's practice, but such conversations are necessary to help students achieve.

This implies of emphasizing positive behaviors in the provision of technical assistance by master teachers is rooted in the cultivation of an environment characterized by openness and trust. By embodying qualities such as active listening, empathy, and effective communication, master teachers and instructional leaders create a safe space where challenging conversations can take place. This atmosphere encourages educators to engage in candid discussions about their teaching practices, seek guidance on complex matters, and address areas for improvement without apprehension. As a result, the provision of technical assistance becomes a collaborative endeavor, where educators feel empowered to share their experiences and concerns. This approach not only strengthens the mentor-mentee relationship but also fosters a culture of continuous learning and professional growth. Ultimately, the implication is that promoting positive behaviors in technical assistance establishes a foundation for meaningful dialogue, mutual respect, and the collective pursuit of excellence in teaching and learning.

> *Approachable and understanding are the important character traits that our master teachers possessed that's why we are not hesitant to ask help from them I the necessity arises (P5, L134-136).*

The positive behaviors and strategies utilized by master teachers to support inclusive education. It highlights how master teachers collaborate, provide guidance, and share resources to help other teachers effectively address the needs of diverse students (Misseyanni, 2018).

The positive behaviors of master teachers supporting inclusive education have significant implications for educators and students alike. Their collaborative approach fosters a culture of shared knowledge and expertise, enhancing teachers' ability to cater to diverse student needs. This culture of continuous learning encourages innovative teaching practices. Master teachers' guidance and resource-sharing demonstrate a commitment to professional growth, empowering educators to navigate inclusive classrooms confidently. These behaviors foster a sense of community and collective responsibility, promoting student success and an equitable learning environment. Ultimately, master teachers' positive actions enhance the educational experience, instilling mutual respect and ongoing professional development among educators.
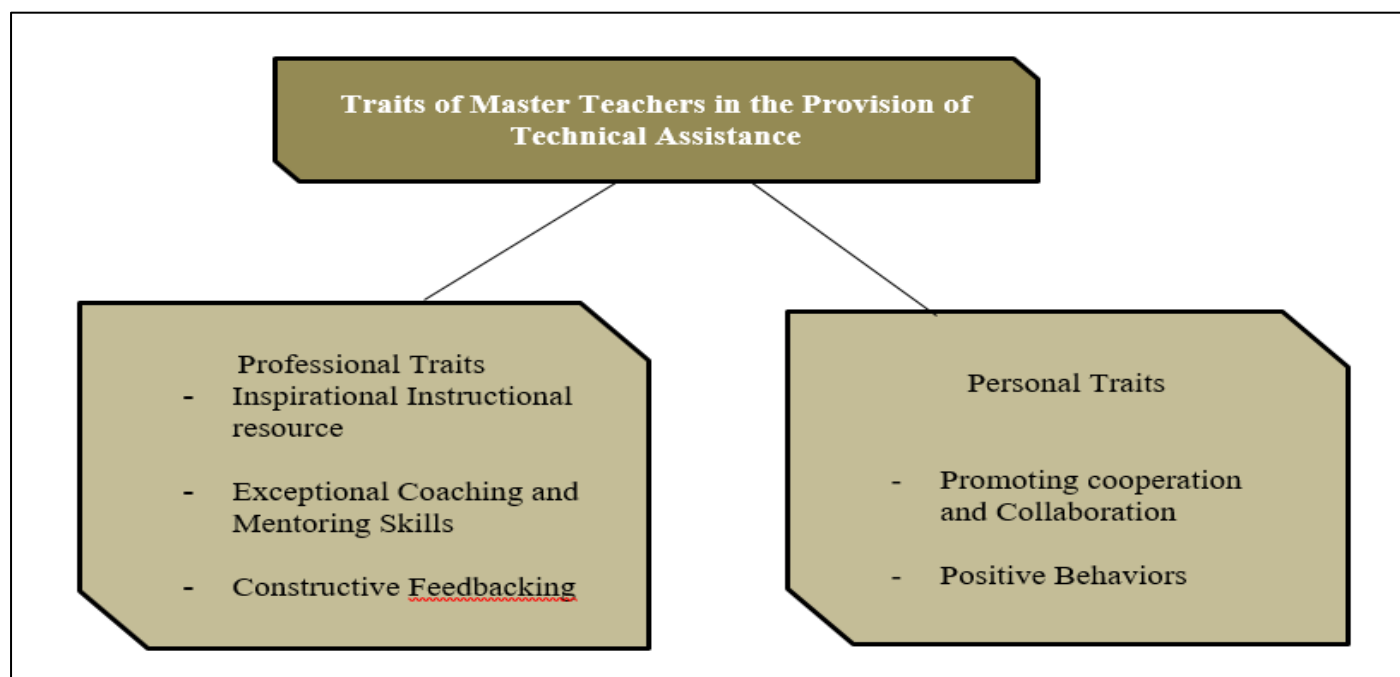

Fig 3: Emerging Themes of the Traits of Master Teachers on the Provision of Technical Assistance

➢ *Insights Drawn from the Experiences of Teachers in the Provision of Technical Assistance of Master-Teachers*

Figure 4 showed the educational insights that were drawn from the experiences of teachers in the provision of technical assistance of their master-teachers. The insights of these teachers were geared towards two themes namely: expert on the knowledge and content, integrate ICT and innovative in proving technical assistance.

During the discussion, as an experienced teacher, I listened to anecdotes, sentiments, feelings, and emotions shared by fellow educators about their encounters with master teachers' technical assistance.

- *Expert on the Knowledge and Content.* Master teachers' expertise in the knowledge and content domain is central to their role in providing technical assistance. With a deep understanding of their subject matter and effective teaching methods, they offer tailored guidance to colleagues. Beyond imparting factual knowledge, master teachers excel at conveying complex concepts in accessible ways, a crucial skill for clarifying misconceptions and suggesting alternative approaches. Their pedagogical insights extend to addressing diverse learning styles and adapting guidance to varied classroom contexts.

This expertise breeds confidence and trust among peers, bolstered by their successful teaching experiences and positive student outcomes. Teachers receiving assistance readily embrace recommendations due to the demonstrated proficiency of master teachers. Overall, this expertise significantly enhances the quality of technical assistance, as master teachers share subject knowledge, pedagogical strategies, and practical insights to empower fellow educators. The result is a collective growth that enriches the educational journey and experience for students.

The provided statements were carefully crafted with a sincere intention to highlight and reinforce the qualities showcased by teachers in their engagement with the technical assistance offered by their master teachers.

> *For me educational base on technical assistance or relevant improve knowledge and pedagogical skills (P3, L146-148).*

The master teachers provide technical assistance to teachers to improve their competence. When a teacher wanted to conduct in-service training or learning action cell, the head of the school will approve the plan while the specific mentor of the teacher shall assist in planning, organizing, managing, and controlling the training. As stated in their duties and responsibilities, MTs assist the school heads in designing capacity development programs for teachers. Over-all, mentoring the new and developing teachers and giving them technical assistance are essential things that should not take into granted. Master teacher's role is to look ways on how these teachers should be mentored and excel in every teaching-learning process especially, so these teachers deal with young people (Sangalang, 2019).

The implication of master teachers' mastery of knowledge and content, coupled with their provision of vital technical assistance, is a dynamic and supportive professional development ecosystem. By sharing their expertise, master teachers empower fellow educators to enhance their competence, fostering a culture of continuous learning and growth within the school community. The process of seeking approval for in-service training or learning action cells signifies a collaborative approach between teachers and school leadership, promoting a sense of shared responsibility for professional development. The involvement of a designated mentor in planning and overseeing such initiatives ensures a structured and effective implementation, leading to meaningful skill enhancement and improved teaching practices. Ultimately, this collaborative model promotes a harmonious blend of individual proficiency and collective advancement, contributing to elevated teaching quality and enriched student learning experiences.

> *The MT assists teachers in lesson planning, providing feedback, and sharing teaching strategies to improve their performance (P4, L150-151).*

In the study of (Jalbani, 2014) affirms that, most of the teachers think that they can improve their teaching practices through developing sound knowledge of content that needs to be taught and delivered. The teachers lose focus on their teaching strategies, and they assume that the learners face difficulties because the content is complicated or not of their interest, instead of realizing the fact that the teaching strategy should be more effective and as per their requirement and needs to generate their interest and better learning opportunity for the students. For students to learn effectively in school, effective instruction must complement their efforts.

This explains that the presence of master teachers with expertise in knowledge and content has a profound implication for providing technical assistance to fellow educators. Recognizing the importance of strong subject knowledge for enhancing teaching practices, many teachers view master teachers as valuable resources. Their specialized expertise offers practical avenues for refining instructional methods, ensuring effective content delivery. Master teachers not only possess deep subject understanding but also innovative ways to convey complex concepts, enabling them to share pedagogical approaches, resources, and strategies that elevate teaching effectiveness. This expertise fosters a culture of continuous improvement, inspiring teachers to seek guidance and collaborate. This collaborative environment emphasizes content knowledge and translates into enhanced student learning outcomes. In summary, master teachers' expertise in knowledge and content significantly contributes to the professional growth of fellow

educators. By offering subject-rooted guidance, they empower colleagues to develop effective teaching practices, ultimately improving student engagement, comprehension, and achievement.

- *Integrate ICT.* The integration of ICT into master teachers' provision of technical assistance offers transformative benefits for professional development and instructional support. By using digital tools and platforms, master teachers enhance accessibility, efficiency, and effectiveness. Online resources like learning modules and video tutorials cater to diverse learning styles, allowing convenient access. Real-time communication through virtual platforms facilitates immediate feedback and discussions. Moreover, ICT enables master teachers to showcase innovative methods and technologies, equipping fellow educators with valuable skills. Collaborative opportunities via virtual communities foster a global network for idea exchange and problem-solving. In summary, ICT-driven assistance enriches development, enhances interaction, and empowers teachers to deliver impactful instruction.

> *The technical assistance given to me are the use of video presentation, canva, power point presentation in presenting the lesson. The used of excel in making / computing grades of pupils. The integration of ICT in teaching to geared towards 21st century educational (P5, L170-173).*

Research has shown that the use of ICT tools and platforms in education, including teacher professional development, enhances accessibility and flexibility. Online resources and virtual learning environments allow educators to access materials and collaborate with peers from different locations and time zones (Lai & Bower, 2019). it was revealed that the utilization of ICT tools and virtual learning environments significantly expands the reach of educational resources and interactions. Online platforms enable educators to access a wealth of materials, ranging from instructional content to research articles, from various locations and time zones. This level of accessibility breaks down geographical barriers, allowing teachers to engage in continuous learning and development irrespective of their physical location.

This means that the integration of ICT tools and platforms into education, particularly within teacher professional development and technical assistance by master teachers, has significant implications for enhancing accessibility and flexibility. ICT enables a more inclusive and adaptable approach to aiding, breaking down geographical barriers and allowing educators from different locations to collaborate (Lai & Bower, 2019). Through mediums like webinars and online forums, master teachers can deliver assistance, accommodating individual schedules for self-directed growth. Real-time communication on virtual platforms fosters collaboration among educators, promoting idea exchange. Overall, ICT-supported technical assistance expands accessibility, enriches learning experiences, and improves instructional practices, benefiting both teachers and students.

- *Innovative in Proving Technical Assistance.* Innovative approaches to technical assistance by master teachers reinvigorate professional development and instructional support, cultivating dynamic learning experiences. Embracing innovation entails venturing beyond conventional methods to explore creative tools, strategies, and technologies. For instance, master teachers can leverage virtual and augmented reality (VR/AR) to create immersive classrooms for educators to virtually engage with instructional scenarios. Artificial intelligence (AI) integration analyzes teachers' practices, offering personalized recommendations and real-time feedback. Gamified modules introduce interactive challenges and microlearning for engaged skill-building. Moreover, master teachers can foster collaborative online communities, facilitating idea exchange and solution-sharing. By embracing innovation, technical assistance becomes an immersive, personalized, and engaging endeavor, potentially revolutionizing professional development and enhancing teaching practices for improved student outcomes.

> *The most important lesson I learned from my master teacher is to innovate our teaching strategies, prioritize lesson planning, and establish classroom management and reading management (P 1, L177-179).*

Teacher supervision is a legal obligation policy in education that warrant that school supervisor and master teachers for pedagogical supervision of their teachers. Research shows that the pedagogical supervision not only provides opportunities for innovation and the introduction of new teaching strategies, but also generates the most effective teaching practices based on the teachers' needs and those of their school, increasing teacher involvement and accountability, and ensuring a closer monitoring of the students' academic progress and ultimate achievement. Regarding the practical challenges, these leaders decidedly lack sufficient time to properly conduct the supervision of their teachers and they tend to focus more on their class duties than on their teachers' professional development (Bouchamma & Basque, 2012).

The implication for the provision of technical assistance by master teachers is that it can harness the transformative potential of pedagogical supervision's expanded role. By aligning with the principles of fostering innovation, introducing new teaching methods, and enhancing effective practices, master teachers can strategically tailor their assistance to address specific teacher and school needs. This alignment ensures a heightened sense of teacher involvement and accountability, as well as a closer connection between instructional practices and students' academic progress. Master teachers, through their expertise and personalized guidance, can drive a focused and impactful provision of technical assistance, echoing the essence of pedagogical supervision's evolving role. As both concepts converge, they collectively contribute to a culture of continuous improvement, elevating teaching quality, and ultimately enriching student outcomes within the educational ecosystem.
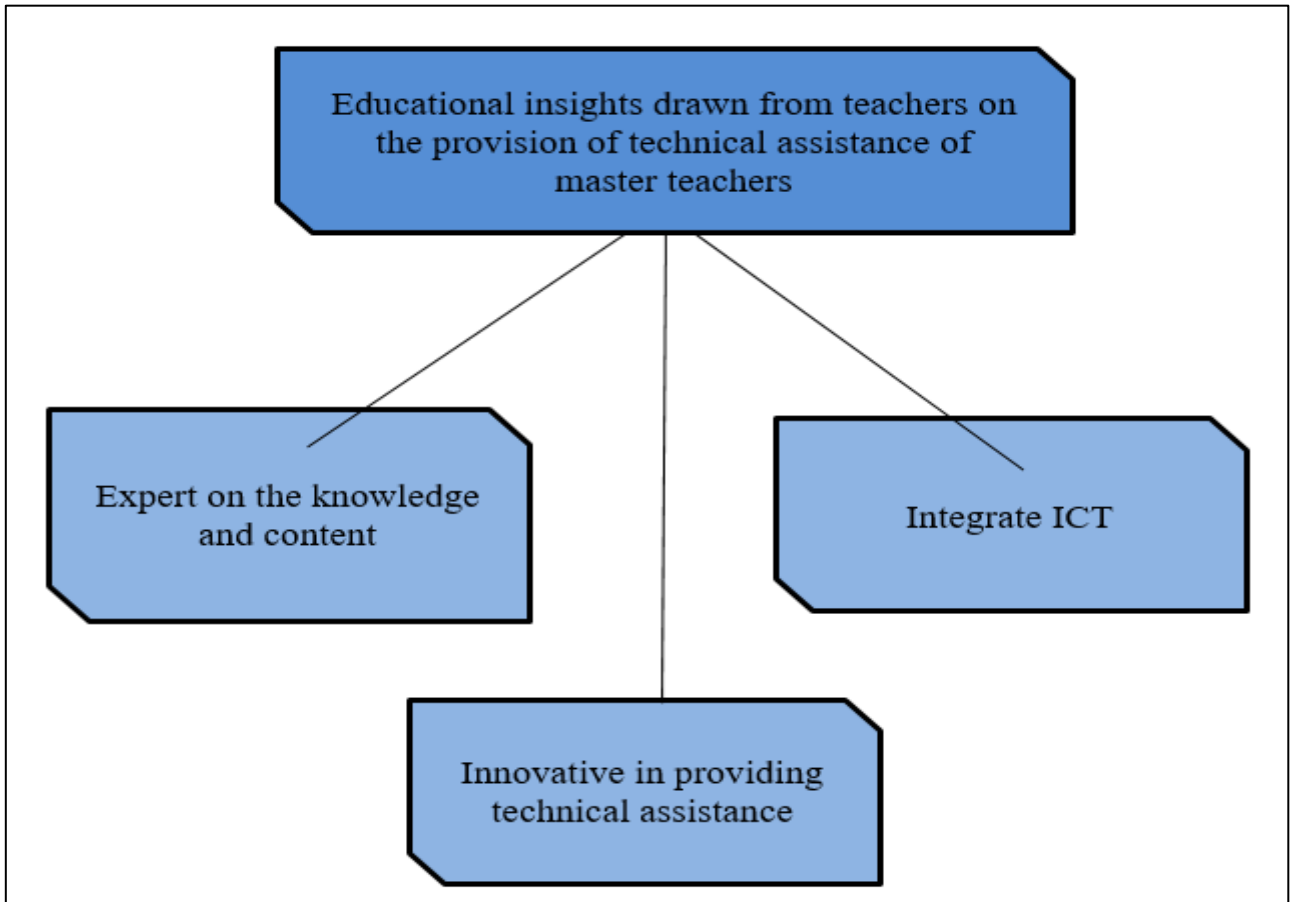
Fig 4: Emerging Themes on Educational Insights on the Provision of Technical Assistance of Teachers

CHAPTER FOUR
IMPLICATIONS AND FUTURE DIRECTIONS

This chapter provides a concise overview of the study's key points, followed by an exploration of the implications derived from the study's findings. Additionally, this section delves into potential future directions within the realm of teachers' experiences on the provision of technical assistance of master teachers.

The purpose of this study was to explore the traits of master teachers in the provision of technical assistance. Thus, this study discussed the experiences of teachers on the technical assistance given to them by their master teachers, as well as their coping mechanisms on their weaknesses and their learning insights observed.

This study was underpinned by McClelland's Achievement Motivation Theory, which examines behavior and performance through a person's need for achievement, power, and affiliation. The study also drawn from Locke and Latham's Goal Setting Theory, highlighting the importance of specific and challenging goals with feedback for improved outcomes. Albert Bandura's Self-Efficacy Theory further supports the notion that confidence in one's ability drives action. The conceptual framework (Figure 1) portrayed interconnected variables: master teachers' traits in providing technical assistance leading to action research, offering skills and interventions to address academic issues. This study emphasized continuous learning for teachers, encouraging them to seek new knowledge to address challenges in education. The study ultimately underscored the significance of action research in enhancing the teaching and learning process.

This study also utilizes phenomenology, which is the study of structures of consciousness as experienced from the first-person point of view. The central structure of an experience is its intentionality, its being directed toward something, as it is an experience of or about some object. An experience is directed toward an object by virtue of its content or meaning (which represents the object) together with appropriate enabling conditions. Phenomenology as a discipline is distinct from but related to other key disciplines in philosophy, such as ontology, epistemology, logic, and ethics. Moreover, phenomenology is the study of structures of consciousness as experienced from the first-person point of view.

Master teachers embody a unique blend of professional and personal traits that make them effective providers of technical assistance. On the professional front, they possess a deep pedagogical understanding, a rich knowledge of content, and a mastery of innovative instructional methodologies. These traits enable them to offer well-informed guidance, tailored strategies, and practical solutions to their peers. Additionally, their extensive classroom experience fosters a keen sense of empathy and insight into the challenges educators face, allowing them to address these obstacles with empathy and understanding. On a personal level, master teachers exhibit exceptional communication skills, patience, and a genuine desire to help others grow. Their approachable and approachable demeanor encourages open dialogue and collaboration, creating a conducive environment for effective technical assistance. This unique amalgamation of professional expertise and personal qualities positions master teachers as invaluable sources of support and guidance for their fellow educators.

Based on the responses of the participants, my analysis revealed two emerging themes under the traits of master teachers in the provision of technical assistance, namely: professional traits with its sub-themes: inspirational instructional resource, exceptional coaching, and mentoring skills and constructive feedbacking; and personal traits with its sub-themes promoting cooperation and collaboration and positive behaviors.

Finally, on the educational insights of teachers during the provision of technical assistance of master teachers, there are three emerging themes which are: expert in the knowledge and content, integrate ICT and innovative in providing technical assistance. Master teachers, distinguished by their expert knowledge and content proficiency, play a pivotal role in providing technical assistance. Their deep understanding of subject matter allows them to offer nuanced guidance, fostering tailored strategies that align with individual needs. Integrating Information and Communication Technology (ICT) and innovative approaches further enriches their assistance, enabling them to leverage virtual platforms, immersive technologies, and creative methodologies, ultimately enhancing the accessibility, engagement, and effectiveness of their guidance.

A. Implications
Participating in the discussion, I found resonance with the experiences shared by fellow educators, drawing upon my extensive years in the field as an experienced teacher. Delving into teachers' encounters with master teachers' technical assistance, I absorbed narratives that unveiled both challenges and emotional realities that instructors often encounter. From these narratives, distinct themes materialized, shedding light on the multifaceted nature of instructional support. The study's insightful findings led to the formulation of meaningful conclusions, underlining the significance of master teachers' role in addressing these aspects and contributing to the broader educational landscape.

The implications of these insightful perspectives are far-reaching. They underscore the essence of expertise, collaborative innovation, and constructive feedbacking in shaping transformative educational experiences. By harnessing the expertise of master teachers, educators can receive tailored guidance and support that enhances their teaching practices and ultimately benefits student learning. The integration of ICT and innovative approaches amplifies accessibility and engagement, enabling a dynamic and inclusive learning environment. The art of coaching and mentoring emerges as a powerful tool, enabling instructional leaders to empower teachers through personalized guidance and continuous improvement. Moreover, fostering an atmosphere of openness and trust, coupled with emphasizing positive behaviors, paves the way for meaningful dialogue and collective pursuit of excellence. In essence, these implications reinforce the importance of adaptability, collaboration, and skillful guidance in driving forward effective teaching and learning paradigms.

The implications derived from master teachers' expertise, the integration of ICT, and the evolving role of pedagogical supervision in the provision of technical assistance converge to shape a powerful paradigm for enhancing teaching and learning. Master teachers' deep subject understanding and guidance foster a culture of continuous improvement among educators, contributing to enriched student learning outcomes. The integration of ICT tools promotes accessibility, flexibility, and collaboration, ultimately enriching the learning experience. Furthermore, by aligning technical assistance with the expanded role of pedagogical supervision, master teachers can strategically tailor their support to address specific needs, thereby fostering a culture of continuous improvement and elevating teaching quality. Collectively, these implications underscore the transformative potential of collaborative, innovative, and personalized approaches to technical assistance, ensuring a dynamic and enriched educational landscape.

B. Future Directions

As education continues to evolve in response to societal shifts and technological advancements, the role of master teachers in providing technical assistance takes on renewed significance. The changing landscape of learning environments demands adaptable and innovative approaches to instructional support. Looking ahead, the future direction for the traits of master teachers in the provision of technical assistance holds the promise of integrating emerging technologies, harnessing data-driven insights, and fostering a culture of continuous collaboration. By embracing these evolving trends, master teachers can further amplify their impact, creating a ripple effect that enhances both educator professional development and student learning outcomes. The following considerations may be made in order to make use of these results.

The Department of Education may focus on fostering master teachers' expertise in digital pedagogy and technological integration while emphasizing the development of coaching and mentorship skills. Additionally, promoting a culture of inclusivity, continuous learning, and evidence-based practices among master teachers can enhance the effectiveness of their technical assistance and elevate overall teaching quality.

School administrations shall invest in professional development opportunities for master teachers to enhance their leadership and communication skills, enabling them to effectively guide and mentor their colleagues. Encouraging a collaborative and supportive environment where master teachers can share their expertise and innovative practices will further enrich the provision of technical assistance and contribute to the growth of teaching excellence within the school community.

Teachers shall actively seek out opportunities to engage with master teachers, leveraging their expertise to enhance their own instructional practices and professional growth. Embracing a receptive and open mindset, along with effective communication skills, will facilitate meaningful interactions and enable the effective exchange of knowledge and guidance from master teachers.

Students shall proactively engage with master teachers as valuable resources, seeking guidance and support to enhance their learning experiences. Embracing a curious and collaborative attitude, along with effective communication skills, will facilitate productive interactions and foster a culture of active learning and growth with master teachers.

The community shall encourage and support master teachers by recognizing their expertise and promoting collaborative initiatives that bridge the gap between schools and local resources. By fostering a culture of appreciation, engagement, and partnership, the community can enhance the impact of master teachers' technical assistance, creating a well-rounded and enriched educational environment for all.

Future researchers shall delve deeper into exploring the specific ways in which master teachers' traits contribute to effective technical assistance, considering factors such as cultural diversity, technological advancements, and evolving pedagogical practices. Additionally, conducting longitudinal studies to assess the long-term impact of master teachers' traits on teacher development and student outcomes would provide valuable insights for continuous improvement and innovation in educational practices.

REFERENCES

[1]. Abdurahman, N. A., & Jul-Aspi K. Omar. (2021). School Heads' Educational Leadership Practice and Teachers' Performance: The Case of Omar District, Division of Sulu, Philippines. Open Access Indonesia Journal of Social Sciences, 4(4), 432-444. https://doi.org/10.37275/oaijss.v4i2.61

[2]. Baldacchino, G., & Farrugia, C. J. (2012). Educational planning and management in small states. London: Commonwealth Secretariat.

[3]. Bandura, A. (2018). Albert Bandura: Self-Efficacy for Agentic Positive Psychology. https://positivepsychology.com/bandura-self-efficacy/

[4]. Bello, A and Olaer, J (2013). "iinfluence of clinical supervision on the instructional competence of secondary school teachers," Asian Journal of Education and Social Studies, vol. 12, no. 3, pp. 42–50.

[5]. Bhandari, P. (2020). An introduction to qualitative research. https://www.scribbr.com/methodology/qualitative-research/.

[6]. Bloor, M., & Wood, F. (2006). Keywords in qualitative methods: A vocabulary of research concepts. Sage Publications Ltd. https://doi.org/10.4135/9781849209403.

[7]. Caingcoy, M. (2020). Instructional leadership practices of school administrators: The case of El Salvador City Division, Philippines. *Lincuna, MLB, & Caingcoy, ME (2020). Instructional Leadership Practices of School Administrators: The Case of El Salvador City Division, Philippines. Commonwealth Journal of Academic Research*, *1*(2), 12-32.

[8]. Bouchamma, Y., & Basque, M. (2012). Supervision practices of school principals: Reflection in action. Online submission US-China Education Review B7, 627—637. Retrieved from http://files.eric.ed.gov/fulltext/ED535512.pdf.

[9]. Carraway, J. H., & Young, T. (2014). Implementation of a districtwide policy to improve principals' instructional leadership: Principals' sensemaking of the skillfull observational and coaching laboratory. Educational Policy, 29(1), 230-256. doi:10.1177/0895904814564216

[10]. Creswell, J. W. (2007). Qualitative Inquiry & Research Design: Choosing Among Five Approaches (2nd ed). Thousand Oaks, CA: Sage.

[11]. Creswell, J. W. (2013). Qualitative Inquiry & Research Design: Choosing Among Five Approaches (2nd ed). Thousand Oaks, CA: SAGE Publications, Inc. (pp.77-83).

[12]. Creswell, J. W., & Plano Clark, V. L. (2011). Designing and conducting mixed methods research. Thousand Oaks, CA: Sage.

[13]. Creswell, J.W. (2013). Qualitative Inquiry & Research Design: Choosing Among the Five Approaches. Thousand Oaks, CA: SAGE Publications, Inc., pp. 77-83.

[14]. Creswell, J. W. & Poth, C. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed). Sage.

[15]. Dean, M, (2019). 10 effective teaching strategies for every classroom. https://www.classcraft.com/blog/effective-teaching-strategies-for-every-classroom/

[16]. Denscombe, M. (2017). The good research guide for small-scale social research projects. (3rd ed.). McGraw-Hill.

[17]. Devault, G. (2019, August 20). Establishing Trustworthiness in Qualitative Research. The Balance Small Business. Retrieved May 10, 2023, from https:///thebalancesmb.com/establishing-trustworthiness-in-qualitative-research-2297042

[18]. Dilshad, R.M. & Latif, M. I. (2013). Focus Group Interview as a Tool for Qualitative Research: An Analysis. Pakistan Journal of Social Sciences (PJSS), Vol. 33, No. 1, pp. 191-   198.Duplessis, P. (2013). The principal as instructional leader: Guiding schools to improve Four instructional leadership skills principals need. Concordia Online Education. (2015, April 6). Retrieved November 10, 2015, from http://education.cu-portland.edu/blog/edleadership/four-instructional-leadership-skills-principals-need/.

[19]. du Plessis, P. (2013). The principal as instructional leader: Guiding schools to improve instruction. *Education as Change*, *17*(sup1), S79-S92.

[20]. Duruji, M., Azzuh, D., Segun, J., Olanrewaju, I. P., & Okorie, U. (2014). Teaching method and assimilation of students in tertiary institutions: A study of Covenant university, Nigeria, Proceedings of EDULEARN14 Conference, 5116- 5126.

[21]. Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, Cognitivism, Constructivism: Comparing Critical Features from an Instructional Design Perspective. Performance Improvement Quarterly, 26(2), 43-71.

[22]. Given, L. M. (2018). The SAGE encyclopedia of qualitative research methods (Vols. 1-0). SAGE Publications. DOI: https://dx-doi-org.tcsedsystem.idm.oclc.org/10.4135/9781412963909

[23]. Guest, Cvent (2019). Qualitative vs. Quantitative Research Methods. https://www.cvent.com/en/blog/events/qualitative-vs-quantitative-research-methods#:~:text=Qualitative%20research%20discussions%20are%20determined,groups%20of%206%2D8%20respondents.

[24]. Hansen, B., & Làrudsóttir, S. H. (2015). Instructional leadership in compulsory schools in Iceland and the role of school principals. Scandinavian Journal of Educational Research, 59(3), 583-603. doi:10.1080/00313831.2014.965788.

[25]. Hasim, A, Guiamalon, T and Boquia, A. (2022). ADMINISTRATIVE COMPETENCE OF SCHOOL HEADS OF THE MINISTRY OF BASIC, HIGHER AND TECHNICAL EDUCATION (MBHTE) IN BANGSAMORO AUTONOMUS REGION IN MUSLIM MINDANAO (BARMM). https://globusedujournal.in/wp-content/uploads/2022/11/GE-122-JD22-10-Tarhata-S.-Guiamalon.pdf

[26]. Husserl, E., and Merleau-Ponty, M. (2018). Phenomenology. Retrieved from https://plato.stanford.edu/entries/phenomenology/

[27]. Indeed Editorial Team (2022). What Is Instructional Leadership? Definition and Examples. https://www.indeed.com/career-advice/career-development/instructional-leadership. Retrieved on May 9, 2023.

[28]. Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. Review of Educational Research, 81(2), 201-233.

[29]. Jackson, R (2012). How to Think Like a Master Teacher. https://www.ascd.org/el/articles/how-to-think-like-a-master-teacher.

[30]. Jalbani, Laraib Nasir (2014). The impact of effective teaching strategies on the students academic performance and learning outcome. https://www.grin.com/document/300046. Retrieved on May 10, 2023.

[31]. Johnson, B. (2012). What Makes for a Master Teacher?. https://www.edutopia.org/blog/master-teacher-definition-ben-johnson. Retrieved on May 9, 2023.

[32]. Kaparou, M., & Bush, T. (2015). Instructional leadership in centralized systems: Evidence from Greek high-performing secondary schools. School Leadership and Management, 35(3), 321-354. doi:10.1080/13632434.2015.1041489.

[33]. Korstjens, I. & Moser, A. (2018). Series: Practical guidance to qualitative research.Part 4: Trustworthiness and publishing. European Journal of General Practice, 24:1,120-124. DOI:10.1080/13814788.2017.13814788.2017.1375092.

[34]. Lai, J. W., De Nobile, J., Bower, M., & Breyer, Y. (2022). Comprehensive evaluation of the use of technology in education–validation with a cohort of global open online learners. *Education and Information Technologies*, *27*(7), 9877-9911.

[35]. Lavrakas, P. J. (2018). Purposive Sample. https://methods.sagepub.com/reference/encyclopedia-of-survey-research-methods/n419.xml

[36]. Magcanas, E.D.J. (2019). Technical assistance of school heads and teacher's performance of public elementary school of taytay district, division of rizal. University of Rizal System, Philippines.

[37]. Makokha, R. N., & Wanyonyi, K. M. (2015). The Utilization of Instructional Resources in Teaching Kiswahili Poetry in Secondary Schools in Kenya. International Journal of Academic Research in Business and Social Sciences, Vol. 5, No. 8 , http://dx.doi.org/10.6007/IJARBSS/v5-i8/1011.

[38]. Maranana, Mendozab, and Manalo. (2018). Field Technical Assistance (FTA) Implementation in Public Elementary Schools; Division of Batangas Province.

[39]. Merriam, B.S. (2002). Qualitative research in practice. Examples for discussion and analysis. San Francisco: Jossey Bass

[40]. Miller, P., & Schreiber, J. (2012). Multilevel considerations of family. https://scholar.google.com.ph/scholar?q=Miller,+P.,+%26+Schreiber,+J.+(2012).+Multilevel+considerations+of+family&hl=en&as_sdt=0&as_vis=1&oi=scholart.

[41]. Misseyanni, A., Lytras, M. D., Papadopoulou, P., & Marouli, C. (Eds.). (2018). Active learning strategies in higher education: Teaching for leadership, innovation, and creativity. Emerald Publishing Limited.

[42]. Moustakas, C.E. (1994). Phenomenological research methods. Sage Publications, Inc. Retrieved from APA PsycNet.

[43]. Murray, R.T., & Brubaker, L.D. (2008). Theses and dissertations: a guide to planning, research, and writing (2nd ed.). Thousand Oaks, CA: Corwin Press

[44]. Nightingale, Andrea J. (2020). International Encyclopedia of Human Geography (Second Edition). https://www.sciencedirect.com/topics/social-sciences/triangulation. Retrieved on May 10, 2023.

[45]. Noble, Helen and Heale, Riberta (2019). Triangulation in research, with examples. https://ebn.bmj.com/content/22/3/67. Retrieved on May 11, 2023.

[46]. Ocak, M., & Uluyol, Ç. (2010). Investigation of college students' intrinsic motivation in project-based learning. International Journal of Human Sciences, 7,1152-1169.

[47]. O'Neil, J. (2018). Rhetoric, science, and philosophy. *Philosophy of the Social Sciences*, *28*(2), 205-225.

[48]. Online Tutor Hotline. (2019). Learn The Top 10 Teaching Strategies in Primary School. https://www.onlinetutorshelpline.com/teaching-strategies-in-primary-school/. Retrieved on May 10, 2023.

[49]. Opie, C. (2014). What is educational research? In C. Opie (Ed.), Doing educational research: A guide to first-time researchers.

[50]. Patton, Q.M. (2020). Qualitative research and evaluation methods. Retrieved on September 19, 2022.

[51]. Popp, P. A., Grant, L. W., Stronge, J. H. (2011). Effective teachers for at-risk or highly mobile students: What are the dispositions and behaviors of award-winning teachers? Journal of Education for Students Placed at Risk, 16(4), 275-291.

[52]. Puckett a & McClam, 2013. Qualities of effective supervisors: The expectations of prospective student teachers. https://sci-hub.se/https://doi.org/10.1080/08878739109554985. Retrieved on May 9, 2023

[53]. QuestionPro (2021). What is qualitative research? Retrieved from https://www.questionpro.com/blog/qualitative-research-methods/

[54]. Rahmat, A., et, al. (2015). "Implementation of clinical supervision to improve teacher performance in managing learning in tk Dungaliyo gorontalo District," International Journal of Innovations in Engineerin

[55]. Salo, P., Nyland, J., & Stjernstrom, E. (2014). On the practice architectures of instructional leadership. Educational Management, Administration and Leadership, 43(4), 490-506. doi:10.1177/1741143214523010.

[56]. Sangalang, L. (2019). Mentoring Skills and Technical Assistance of Master Teachers in Pangasinan. https://www.psurj.org/wp-content/uploads/2019/01/6.-Mentoring-Skills-and-Technical-Assistance.pdf. Retrieved on May 9, 2023.

[57]. Scotland, J. (2013). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. English Language Teaching, 5(9), pp. 9–16. https://doi.org/10.5539/elt.v5n9p9

[58]. Shenton, K. (2014). Strategies for ensuring trustworthiness in qualitative research projects, Education for Information, 22, 63–75. DOI: 10.3233/EFI-2004-22201

[59]. Spielberg, H. (2018). Phenomenology. Retrieved from https://www.britannica.com/topic/phenomenology

[60]. Stanford Encyclopedia of Philosophy (2003). Phenomenology. https://plato.stanford.edu/entries/phenomenology/

[61]. Stanford Encyclopedia of Philosophy (2003). Phenomenology. https://plato.stanford.edu/entries/phenomenology/

[62]. The Hub Education (2021). Instructional leadership and why it matters. https://theeducationhub.org.nz/instructional-leadership-and-why-it-matters/. Retrieved on May 9, 2023.

[63]. Terehani, A. et,al. (2015). Choosing a Qualitative Research Approach. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4675428/#:~:text=Qualitative%20research%20is%20the%20systematic,and%20how%20interactions%20shape%20relationships. Retrieved on May 6, 2023.

[64]. Timperley, H. (2012). *Realizing the Power of Professional Learning*. New York, NY: Open University Press.

[65]. Tomlinson, C. A., & Moon, T. R. (2013). Assessment and Student Success in a Differentiated Classroom. ASCD.

[66]. University of Texas Arlington Libraries (2021). What is qualitative research? Retrieved from https://libguides.uta.edu/quantitative_and_qualitative_research/qual. Retrieved on May 10, 2023

[67]. University of virginia (2020). Protecting Confidentiality. https://research.virginia.edu/irb-sbs/protecting-confidentiality#:~:text=Care%20should%20be%20taken%20to,of%20research%20on%20sensitive%20topics. Retrieved on May 6, 2023.

[68]. Wiedmer, T. (2016). "Instructional improvement: the goal of clinical supervision," 0e Teacher Educator, vol. 30, no. 3, pp. 6–18, 1995.

[69]. Yang, Y. (2018). Gaps or bridges in multicultural teacher education: A Q study of attitudes toward student diversity. Teaching and Teacher Education, 30: 27 – 37.

APPENDIX A
INTERVIEW GUIDE

Research question	Guide Questions	Probing Questions
1. What are the traits of master-teachers in the provision of technical assistance in elementary school?	1.1 What are your insights about the technical assistance given by your master teacher? 1.1.1 What are your unforgettable experiences on technical assistance given by your master teacher?	1.1.1 How important leadership in the provision of technical assistance? 1.1.2 What technical assistance are given to you by your master teacher? 1.1.3 How knowledgeable your master teacher in giving technical assistance? 1.1.4 What qualities that makes your master teacher competent in giving technical assistance? 1.1.5 What is/are the importance of the traits of the master teacher in the provision of technical assistance?
2 What educational insights can be drawn from the experience's teachers on the provision of technical assistance of their master-teachers?	2.1 What are the educational insights you acquired as a teacher in the technical assistance given by your master teacher?	2.1.1 What is the different technical assistance given to you by your master teacher? 2.1.2 What are the important lessons you encountered in your classroom discussion using the assistance of your master teacher? 2.1.3 What insights can you acquire from your experiences on the traits of master teacher in provision to technical assistance?