

DEPED MASTER TEACHERS' PROFILE, INSTRUCTIONAL SUPERVISORY PRACTICES, AND PERFORMANCE RATING AMONG MASTER TEACHERS: BASIS FOR A VUCA-ORIENTED LEADERSHIP THEORY

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Abstract

The study aimed to identify significant relationships among the socio-demographic profile of Master Teachers (MTs), their instructional supervisory practices regarding Volatility, Uncertainty, Complexity, and Ambiguity (VUCA), and their RPMS-PPST performance ratings. It sought to craft a VUCA-Oriented Leadership Theory grounded on these variables. Specifically, it investigated the socio-demographic profile of MTs (educational attainment and years in the position); the extent of their instructional supervisory practices in relation to VUCA dimensions; their RPMS-PPST performance rating; and the relationships among these variables. The research employed a descriptive-correlational quantitative design and was conducted across the entire Division of Negros Oriental. A total of 108 Master Teachers served as respondents. Data were collected using a researcher-developed survey questionnaire, administered both in print and online. The findings show that all Master Teachers have completed their master's degree requirements, and nearly half of the respondents are relatively new to the Master Teacher position. The extent of Master Teachers' instructional supervisory practices across all VUCA dimensions was rated very high. The RPMS-PPST performance rating among MTs was generally Very Satisfactory. Statistical analysis revealed no significant relationship between educational attainment and VUCA responsiveness, nor between VUCA practices and RPMS-PPST ratings. However, a significant relationship was found between educational attainment and RPMS-PPST performance, but not between years in service and performance. In light of these findings, the study recommends that MTs adopt Kitane's VUCA-Oriented Leadership Framework (K-VOLT) to help them navigate the challenges of the Philippine education system.

Keywords: VUCA, instructional supervision, Master Teachers, RPMS-PPST, educational attainment, K-VOLT framework

Introduction

Education is significant for development, a key driver across various aspects of life, especially in enhancing a person's economic well-being and overall life satisfaction (McMahon, 2000; Chabbott & Ramirez, 2000). Cognizant of this, the global community places the utmost importance on education. According to UNESCO (2023), there is a need to respond to the different urgent and dramatic challenges in education; thus, Education for Sustainable Development for 2030 (ESD) has been developed as a widely recognized integral element of Agenda 2030, in particular, Sustainable Development Goal 4 (SDG 4), and a key enabler of all other SDGs. UNESCO encourages innovative approaches in education by enhancing non-formal education programs through media, networking, and partnerships. Through ESD, learners of all ages are empowered with the knowledge, skills, values, and agency to address interconnected global challenges, helping them make informed decisions and take individual and collective action to change society and care for the planet.

In the Philippines, this development is reflected in the vision, mission, and core values of the Department of Education (DepEd), which emphasize producing competent learners by nurturing their full potential for nation-building, guided by the Filipino core values (DepEd Mission, Vision, and Core Values). To address this vision, the Master Teachers, as cohorts of the School Principals in DepEd, play a significant role. They carry out instructional supervisory practices characterized by a "professional continuous and cooperative process of assisting teachers" (Vista, 2023). These practices include the provision of technical assistance to Proficient Teachers towards the improvement of their competencies, assistance to the School Principals in class monitoring, coordination with teachers about important information about DepEd's concerns, and the initiation of projects and programs in the pursuit of the curriculum's needs and its delivery (DepEd Teachers Club, 2018).

The practices, as mentioned, entail flexibility and mindfulness in all forms, given the constantly evolving world and changing times, especially with the advent of 21st-century learning skills (Baron et al., 2018). In the educational landscape, for instance, flexible and mindful leadership among instructional supervisors and others is being challenged by the COVID-19

pandemic, which has brought the world to an unprecedented whirlwind of change. Indeed, this has created ripples of effects across all disciplines, thereby affecting all individuals from all walks of life, specifically in the educational landscape of not just the Philippines but also the world at large; thus, changes in education have rapidly adapted to the changing times that have led to the so-called “new normal” (UNICEF, 2023).

Recent Philippine studies have also emphasized the need for responsive instructional leadership in volatile and rapidly changing educational environments. SEAMEO-INNOTECH (2020) highlighted how Filipino school leaders navigate uncertainty through adaptive school-level innovations, particularly during the shift to distance learning. Similarly, PNU COTP (2021) noted that Master Teachers serve as “frontliners of instructional support,” bridging policy changes and classroom realities. Studies by Quijano (2019) and Dizon (2021) further stress the importance of contextualized supervisory practices in addressing complexity and ambiguity within the Philippine public school system. At the ASEAN level, educational leadership frameworks from Singapore and Malaysia echo similar findings, underscoring adaptability, clarity, and collaborative decision-making as necessary competencies for teachers in VUCA contexts.

Additionally, the curriculum changes over time. In fact, under the recent administration, new changes were introduced in line with the ‘MATATAG’ Agenda, inspired by different pedagogies that cater to 21st-century skills. The curriculum will be implemented in phases from August 2024 to August 2028, with 2023 designated as its preparatory year. The program aims to develop competent, job-ready, active, responsible, and patriotic Filipinos. Among the key features of the curriculum are its focus on the “essential elements” from Kindergarten to Grade 10, specifically language, reading and literacy, Mathematics, Makabansa, and Good Manners and Right Conduct. It also introduces Filipino and English in the latter part of Grade 2, Science in Grade 3, and Social Studies in Grade 4, while removing the current subjects, Mother Tongue and Humanities, from the curriculum. This has received 96% approval from 4,843 respondents, including students, teachers, school owners, various government agencies, and private organizations (British Council, 2023).

The new normal in the Philippine educational landscape brought new standards among Teachers and Master Teachers. Since the new normal requires teachers to be more innovative in their delivery, their duties and responsibilities have also transformed in relation to the 19 indicators of the Philippine Professional Standards for Teachers (PPST), which they must meet. Thus, DepEd has revised its Results-Based Performance Management

System (RPMS) through the “Implementation of the Results-Based Performance Management System-Philippine Professional Standards for Teachers (PPST) for School Year 2021-2022” (DepEd Memo no. 4, 2022). Building on the standards set for School Year 2021–2022, the Department of Education (DepEd) issued additional guidelines to fully implement the Philippine Professional Standards for Teachers (PPST). As a result, the “Multi-Year Guidelines on the Results-Based Performance Management System–Philippine Professional Standards for Teachers” were developed. These guidelines apply from School Year 2022–2023 to School Year 2024–2025 (DepEd Memorandum No. 8, s. 2023).

With these new standards, teachers are expected to enhance their practices to align with their performance under the Basic Education Learning Continuity Plan and in coherence with DepEd’s MATATAG Agenda. Their performance will be assessed through the various phases outlined in the Key Result Areas (KRA). In other words, this is a new way to assess teacher performance in the new normal, since the previous RPMS was designed solely for alternative modalities such as modular distance learning, radio and TV-based instruction, and online classes during the pandemic.

The various changes brought about by evolving curricular needs, shifting interests, and the priorities of different administrations—as exemplified above—are grounded in educational theories that recognize change as a constant. As Fecho (2023) aptly states, “Education is about change.” It is neither inherited from a previous system nor merely a system to be verified. Rather, education involves the continuous transformation of minds, perspectives, values, understandings, and meanings.

In response to ongoing developments, change has become integral to the educational landscape. Within the Department of Education (DepEd) system, various educational theories have been adopted to guide and inform these changes. Among these, several specifically address the dynamics of change itself. Notable examples include E.M. Rogers’ Diffusion of Innovation Theory, Kurt Lewin’s Three-Stage Model, and the Stage Theory of Organizational Change.

The Diffusion of Innovation Theory is a theory developed by E. M. Rogers in 1962 that focuses on the idea that a certain “change” has its own momentum and later diffuses within a specific population, leading people in that area to adopt it. Change, as this theory states, follows a process and does not occur simultaneously within a system.

The second educational theory is the Three-Stage Model by Kurt Lewin. According to Awati (2024), this theory has been widely accepted by organizations worldwide since its creation in the 1940s. It has three phases:

unfreeze, change, refreeze. Combining the key concepts of Rogers and Lewin, the Stage Theory of Organizational Change has emerged. This stage theory holds that changes in an organization pass through a series of stages.

In general, these three theories are among the most popular educational theories of change. Although they came from different fields, the concepts have been adopted in the educational setup since education encompasses other fields. These theories are time-tested and have already been used across different curricular experiences. However, as time goes by, other theories have emerged because change in the educational landscape is inevitable, driven by educational demands. One of these is that of VUCA – the landscape of change.

The term VUCA is an acronym first used in 1987 and is rooted in the concepts presented by Warren Bennis and Bert Nanus (1985). It stands for Volatility, Uncertainty, Complexity, and Ambiguity. It was a term used at the US Army War College and applied to conditions following the end of the Cold War and the conflict in Afghanistan. It applies to a wide range of contexts but is sometimes misused, particularly when it undervalues the importance of thorough planning. When used properly, VUCA helps organizations and individuals assess varying levels of risk and develop appropriate mitigation strategies. By applying the VUCA framework, one can gain a clearer understanding of complex situations and identify the vulnerabilities and risks inherent in each context. As such, performance measurement becomes essential in navigating the challenges of a VUCA environment (Bennett & Lemoine, 2014; Wright & Wigmore, 2022; VUCA-WORLD, 2022; Kok & Van Den Heuvel, 2019; Bourne, 2021).

According to Sarkar (2016), leaders and managers should always employ sound decision-making techniques in the VUCA world. An increase in volatility, uncertainty, complexity, and ambiguity means the leader should find new ways to orient. A leader should practice responsible leadership to thrive in the VUCA world. The success factors for the VUCA world include sound principles, firmness in speedy responses, a strong collaborative network, innovation, and ethical practices. All these factors align with the responsible leadership style, that is, a combination of transformational, servant-leadership, and authenticity. This is also termed design thinking – a proven way to navigate the VUCA world (Krawchuck, 2018).

In the Department of Education landscape, the VUCA must be considered by Master Teachers in handling different instructional supervisory practices. Different personalities should navigate this world, and, to put it into context, among Master Teachers. According to Johansen and Euchner (2013), in navigating the VUCA world, “readiness” is necessary and requires extensive

on-the-job practice. New skills are also necessary to meet the needs of the VUCA world, which is changing rapidly. Making strategic plans, allocating resources, and identifying different needs must be done in accordance with the demands of the VUCA world (Shafer & Zalewski, 2011).

In light of these considerations, this study aimed to examine the extent to which Master Teachers engage in instructional supervisory practices in the VUCA (Volatile, Uncertain, Complex, and Ambiguous) environment and their performance, as measured by the RPMS-PPST. The goal was to contribute to DepEd's vision of delivering quality education amid evolving educational challenges. Specifically, the study sought to explore: (1) the relationship between the socio-demographic profile of Master Teachers and the extent of their instructional supervisory practices in the context of the VUCA world; (2) the relationship between their socio-demographic profile and RPMS-PPST performance ratings; and (3) the relationship between the extent of their VUCA-responsive instructional practices and their RPMS-PPST performance. Ultimately, the research aspired to serve as a meaningful reference for addressing gaps in supervisory practices and inform the development of a VUCA-Oriented Leadership Theory within the DepEd context.

The main objective of the study was to bridge the gap between the socio-demographic profile of Master Teachers, the extent of their instructional supervisory practices in relation to the VUCA environment, and their performance ratings based on the RPMS-PPST. This was achieved by examining the extent to which Master Teachers implemented VUCA-responsive instructional supervisory practices and by analyzing their socio-demographic characteristics and corresponding RPMS-PPST performance ratings.

More broadly, the study aimed to contribute to the development of a VUCA-Oriented Leadership Theory by exploring the relationships among these variables. In line with this objective, the study sought to determine how Master Teachers exercised their roles within the context of the VUCA world. It also aimed to examine their socio-demographic profiles and assess their RPMS-PPST performance ratings.

Specifically, the study sought to answer the following research questions:

1. What is the socio-demographic profile of Master Teachers in terms of:
 - 1.1. educational attainment; and,
 - 1.2. Number of years in the position as a Master Teacher?
2. What is the extent of instructional supervisory practices of Master Teachers in relation to:

- 2.1. volatility;
 - 2.2. uncertainty;
 - 2.3. complexity; and
 - 2.4. ambiguity?
3. What is the RPMS-PPST level of performance rating among Master Teachers?
 4. Is there a significant relationship between the socio-demographic profile of Master Teachers and their extent of instructional supervisory practices in relation to the VUCA world?
 5. Is there a significant relationship between the socio-demographic profile of Master Teachers and their RPMS-PPST level of performance rating?
 6. Is there a significant relationship between Master Teachers' extent of instructional supervisory practices in relation to the VUCA world and their RPMS-PPST level of performance rating?

Hypotheses

The following hypotheses were tested to answer the specific research questions of this study:

Ho 1 There is no significant relationship between the socio-demographic profile of Master Teachers and their extent of instructional supervisory practices in relation to the VUCA world.

Ho 2 There is no significant relationship between the socio-demographic profile of Master Teachers and their RPMS-PPST level of performance rating.

Ho 3 There is no significant relationship between Master Teachers' extent of instructional supervisory practices in relation to the VUCA world and their RPMS-PPST level of performance rating.

Methodology

Research Design

The research employed a descriptive-correlational research design. Specifically, the study described the extent of instructional supervisory practices among Master Teachers in the VUCA world using a survey questionnaire.

The three variables were correlated to examine the relationships

between the socio-demographic profile of Master Teachers and the extent of instructional supervisory practices they employed in relation to the VUCA world; between the socio-demographic profile of Master Teachers and their RPMS-PPST level of performance rating; and between the RPMS-PPST performance level of Master Teachers in the new normal and the extent of their instructional supervisory practices in the VUCA context. The relationships among these variables were assessed using statistical tools.

Research Environment

The study was conducted across all three Congressional Districts of the Division of Negros Oriental, specifically in Junior High Schools with Master Teacher items. These schools align their Mission, Vision, and Core Values with those of the Department of Education. The Division of Negros Oriental, which falls under the jurisdiction of Region VII – Central Visayas, is headquartered in the Capitol Area, Dumaguete City, and exercises authority over municipalities within the First, Second, and Third Congressional Districts. These jurisdictions follow the legislative boundaries established by the Republic of the Philippines.

While the Division covers municipalities, cities within the Congressional Districts are governed by their respective divisions. In the First Congressional District, this includes the Canlaon City and Guihulngan City Divisions. The Second Congressional District covers the Bais City, Tanjay City, and Dumaguete City Divisions. Meanwhile, the Bayawan City Division falls under the Third Congressional District.

The First Congressional District is located in the province's northern part. It includes municipalities stretching from La Libertad to Manjuyod, where 10 Junior High Schools with Master Teacher items are found. The Second Congressional District, situated in the central part of the province, spans the municipalities from Mabinay to Sibulan and includes 7 Junior High Schools with Master Teacher items. The Third Congressional District lies in the southern part of Negros Oriental. It includes the municipalities from Bacong to Santa Catalina, where another 10 Junior High Schools with Master Teacher items are located.

Overall, the Division of Negros Oriental had 27 Junior High Schools with Master Teacher items across the three Congressional Districts.

Respondents and Sampling Procedure

The respondents in the study were 108 Master Teachers from various

Junior High Schools in the Division of Negros Oriental who had Master Teacher items. This number represents 78.83% of the total population of 137 Master Teachers. The data were obtained from the Human Resource Department of the Division of Negros Oriental as of March 2024. The table below presents the distribution of Master Teachers per school across the three Congressional Districts:

Table 1

Total Number of Master Teachers in Junior High Schools per Congressional District in the Division of Negros Oriental

Junior High Schools per Congressional District		Population (N)
First Congressional District		58
1.	Ayungon National High School	7
2.	Demetrio Alviola National High School	14
3.	Jimalalud National High School	13
4.	La Libertad National High School	3
5.	La Libertad Technical-Vocational High School	1
6.	Manjuyod National High School	10
7.	Owacan Provincial Community High School	1
8.	Pacuan National High School	2
9.	Tambo National High School	5
10.	Tayasan National High School	2
Second Congressional District		41
1.	Amlan National High School	2
2.	Mabinay National High School	11
3.	Negros Oriental High School	21
4.	Benedicto P. Tirambulo Memorial National High School	2
5.	Sibulan National High School	2
6.	San Jose Provincial High School	2
7.	Tubigon High School	1
Third Congressional District		38
1.	Dauin National High School	7
2.	Don Emilio Macias Memorial National High School	8
3.	Jose Marie Locsin Memorial High School	1
4.	Casiano Z. Napigkit National High School	4
5.	Maria Macahig National High School	5
6.	Santiago Delmo National High School	1
7.	Siaton National High School	5
8.	Sta. Catalina National High School	3
9.	Valencia National High School	3
10.	Zamboanguita Science High School	1
Total		137

Research Instrument

The main source of data was a self-administered, researcher-developed survey questionnaire. It was contextualized in line with the Department of Education's undertakings. The survey questionnaire consisted of two parts. The first part asked respondents to provide basic information, including their socio-demographic profile, as aligned with the variables stated in the Statement of the Problem. Master Teachers were also asked to indicate their numerical RPMS-PPST Level of Performance for the School Year 2022–2023. The RPMS-PPST Level of Performance refers to the overall performance rating of a Master Teacher, measured on a 5-point Likert scale and based on the five Key Result Areas (KRAs) and the Plus Factor: (1) Content Knowledge and Pedagogy, (2) Learning Environment and Diversity of Learners, (3) Curriculum and Planning, (4) Assessment and Reporting, (5) Personal Growth and Professional Development, and (6) the Plus Factor. Each Master Teacher's performance is evaluated by the School Principal at the end of every school year, following the schedule set by the Division Office. Division Personnel then verifies these ratings to ensure that the required Means of Verification (MOVs) for each objective under the Philippine Professional Standards for Teachers (PPST) have been submitted. For School Year 2022–2023, MOVs were verified virtually. Each objective was assessed based on the quality, efficiency, and timeliness of the MOVs submitted. To be rated Very Satisfactory, a Master Teacher needed to meet the expected performance criteria. The RPMS-PPST performance ratings were categorized as follows: Outstanding (4.500–5.000), Very Satisfactory (3.500–4.499), Satisfactory (2.500–3.499), Unsatisfactory (1.500–2.499), and Poor (1.000–1.499), in accordance with DepEd Order No. 8, s. 2023 (see Appendix J for the tool).

The second part of the questionnaire measured the extent to which instructional supervisory practices among Master Teachers aligned with the VUCA world. Each element of the VUCA acronym (Volatility, Uncertainty, Complexity, and Ambiguity) was represented by a set of positively stated statements. Master Teachers were asked to indicate the extent to which they applied specific instructional supervisory practices related to each VUCA element. The statements were formulated based on the roles and functions of Master Teachers as specified in DepEd Memorandum No. 8, s. 2023.

Each item was carefully crafted, reviewed, and aligned with the guidelines provided by Kraaijenbrink (2018) and the VUCA Prime model by Lawrence (2013). The Volatility items focused on how Master Teachers handled rapid, predictable changes by maintaining a clear vision

for curriculum adjustments. Uncertainty items centered on how Master Teachers responded to challenges and unpredictable developments in the teaching-learning process. Complexity items explored how they provided clarity regarding the structures and interconnected elements within the education system. Ambiguity items assessed their agility in preventing misunderstandings with internal and external stakeholders.

The survey used a 4-point Likert scale with the following verbal interpretations: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree.

To ensure content validity, the questionnaire was reviewed by three experts: two Master Teachers and one Graduate School Professor with relevant expertise in VUCA and the RPMS-PPST framework, as outlined in DepEd Memorandum No. 8, s. 2023.

To establish reliability, the instrument was pilot-tested on 30 Master Teachers from public elementary schools in the Division of Negros Oriental who were not part of the actual respondent pool. Elementary teachers were deemed valid pilot respondents since both elementary and secondary teachers follow the same RPMS-PPST framework. The pilot test was conducted after securing approval from the Division Office. Reliability was determined using Cronbach's alpha, with a required p-value of 0.05 or lower as the margin of error. The resulting reliability coefficients were: Volatility = 0.94, Uncertainty = 0.94, Complexity = 0.92, Ambiguity = 0.95, and Overall = 0.98. These results confirmed that all items were reliable, exceeding the acceptable reliability threshold of 0.85 as recommended by Manarang and Manarang (1972).

Data Gathering Procedure

The researcher conducted data collection after ensuring that the survey instrument was valid and reliable and had been formally approved by the panel. The survey questionnaire was reviewed and approved by the University Research Ethics Committee (UREC) of Silliman University on July 23, 2024. A formal request letter was sent to the Schools Division Superintendent of the Division of Negros Oriental, seeking permission to conduct a pilot test among public elementary school teachers and, subsequently, the actual study involving Master Teachers from various Junior High Schools across the three Congressional Districts. The letter included the necessary attachments, including the approval of Master Teachers from each district, indicating their voluntary participation, as well as a series of endorsements from the respective Public School District Supervisors.

Upon receiving approval, the researcher coordinated with various School Principals to identify the respondents using stratified random sampling. The self-reported survey questionnaire was accompanied by an informed consent form that assured participants of the privacy and confidentiality of their responses. Data collection was conducted using a mixed-method approach: both online (via Google Forms) and in print. Due to the limited number of responses received through the online format, the researcher opted to distribute more printed copies. For online distribution, links were sent directly to respondents, while printed copies were delivered to each school and retrieved according to the schedule set by respondents.

A total of 108 Master Teachers from various Junior High Schools under the Division of Negros Oriental completed the survey questionnaire: 28 responded online and 80 via printed copies. This number represents 78.83% of the total population of 137 Master Teachers.

Data Analysis

The statistical tools used in this study were as follows: Cronbach's alpha (α), weighted mean ($w\bar{x}$), standard deviation (s), simple mean (\bar{x}), Chi-square (χ^2), and Spearman Rank Correlation Coefficient (r_s). Since these statistical tools are standardized, their respective formulas are no longer included.

Cronbach's alpha (α) was used to determine the reliability of the indicators for each aspect after pilot testing. This test was considered the most appropriate for survey research, where responses are not simply scored as right or wrong and where each item allows multiple possible responses. The weighted mean ($w\bar{x}$) was used to assess the extent of instructional supervisory practices among Master Teachers in relation to the VUCA world (Statistical Correlation, 2009). Scoring for each aspect was done separately and interpreted using the following tables:

Table 2 presents the interpretation of scores related to Volatility, which reflects the degree to which Master Teachers accept and respond to changes in the teaching and learning process.

Table 2*Explanation Table for the Aspect Volatility*

Score	Verbal Description	Explanation
3.25 – 4.00	Strongly Agree	The extent of instructional supervisory practices in volatility is Very High. Master Teachers always accept different changes in the teaching-and-learning process.
2.50 – 3.24	Agree	The extent of instructional supervisory practices in volatility is High. Master Teachers moderately accept different changes in the teaching-and-learning process.
1.75 – 2.49	Disagree	The extent of instructional supervisory practices in volatility is Low. Master Teachers lowly accept different changes in the teaching-and-learning process.
1.00 - 1.74	Strongly Disagree	The extent of instructional supervisory practices in volatility is Very Low. Master Teachers do not accept different changes in the teaching-and-learning process.

Table 3 explains how Master Teachers understand and navigate unpredictable circumstances in the teaching-learning process.

Table 3*Explanation Table for the Aspect Uncertainty*

Score	Verbal Description	Explanation
3.25 – 4.00	Strongly Agree	The extent of instructional supervisory practices in uncertainty is Very High. Master Teachers always understand hardships and unpredictable happenings in the teaching-and-learning processes.
2.50 – 3.24	Agree	The extent of instructional supervisory practices in uncertainty is High. Master Teachers moderately understand hardships and unpredictable happenings in the teaching-and-learning processes.
1.75 – 2.49	Disagree	The extent of instructional supervisory practices in uncertainty is Low. Master Teachers lowly understand hardships and unpredictable happenings in the teaching-and-learning processes.
1.00 - 1.74	Strongly Disagree	The extent of instructional supervisory practices in uncertainty is Very Low. Master Teachers do not understand hardships and unpredictable happenings in the teaching-and-learning processes.

Table 4 shows how Master Teachers understand systemic structures and their interconnections within the teaching-learning process.

Table 4

Explanation Table for the Aspect Complexity

Table 4 outlines how Master Teachers demonstrate agility in handling ambiguous situations and in avoiding misunderstandings among stakeholders.

Score	Verbal Description	Explanation
3.25 – 4.00	Strongly Agree	The extent of instructional supervisory practices in complexity is Very High. Master Teachers always understand the different structures involved in a system and their interconnectedness in the teaching-and-learning process.
2.50 – 3.24	Agree	The extent of instructional supervisory practices in complexity is High. Master Teachers moderately understand the different structures involved in a system and their interconnectedness in the teaching-and-learning process.
1.75 – 2.49	Disagree	The extent of instructional supervisory practices in complexity is Low. Master Teachers lowly understand the different structures involved in a system and their interconnectedness in the teaching-and-learning process.
1.00 - 1.74	Strongly Disagree	The extent of instructional supervisory practices in complexity is Very Low. Master Teachers do not understand the different structures involved in a system and their interconnectedness in the teaching-and-learning process.

Table 5 outlines how Master Teachers demonstrate agility in handling ambiguous situations and in avoiding misunderstandings among stakeholders.

Table 5*Explanation Table for the Aspect Ambiguity*

Score	Verbal Description	Explanation
3.25 – 4.00	Strongly Agree	The extent of instructional supervisory practices in ambiguity is Very High. Master Teachers always possess agility in the internal and external aspects so that misunderstanding can be avoided in the teaching-and-learning process.
2.50 – 3.24	Agree	The extent of instructional supervisory practices in ambiguity is High. Master Teachers moderately possess agility in the internal and external aspects so that misunderstanding can be avoided in the teaching-and-learning process.
1.75 – 2.49	Disagree	The extent of instructional supervisory practices in ambiguity is Low. Master Teachers possess low agility in the internal and external aspects so that misunderstanding can be avoided in the teaching-and-learning process.
1.00 - 1.74	Strongly Disagree	The extent of instructional supervisory practices in ambiguity is Very Low. Master Teachers do not possess agility in the internal and external aspects so that misunderstanding can be avoided in the teaching-and-learning process.

Standard Deviation (s) was used to assess whether responses among research participants were homogeneous. Simple Mean (\bar{x}) was used to determine the RPMS-PPST level of performance rating, based on the Individual Performance Commitment and Review Form (IPCRF, 2021). The RPMS-PPST rating scale was interpreted as follows: Outstanding (4.500–5.000); Very Satisfactory (3.500–4.499); Satisfactory (2.500–3.499); Unsatisfactory (1.500–2.499); and Poor (1.000–1.499).

Chi-Square (χ^2) was used to determine the significant relationships addressed in Research Questions 4 and 5, as the data involved categorical variables. Lastly, the Spearman Rank Correlation Coefficient (rs) was used to assess the significance of the relationship for Research Question 6, as the data were ordinal.

Ethical Considerations

After being approved by the panel, the survey questionnaire was reviewed by the University Research Ethics Committee (UREC) of Silliman University and granted ethical clearance on July 23, 2024. A letter was sent

to the Schools Division Superintendent of the Division of Negros Oriental, indicating the researcher's intent to conduct pilot testing among public elementary school teachers and, subsequently, to carry out the actual research with Master Teachers from various Junior High Schools across the Congressional Districts. The letter included the required attachments, including written approval from Master Teachers in each district, indicating their voluntary participation, and a series of endorsements from the respective Public School District Supervisors.

Once approval was granted, the researcher coordinated with the various School Principals to identify respondents through stratified random sampling.

A total of 108 Master Teachers participated in the study. Before data collection, each participant was provided with an informed consent form. They were briefed on the specific data to be collected and the procedures involved in the study. Master Teachers were also informed of their right to withdraw from the research at any time without penalty. The research did not interfere with any scheduled classes.

Ethical considerations were observed, particularly regarding confidentiality and anonymity, including the respondents' RPMS ratings. Data were securely stored on Google Drive, accessible only to the researcher, in compliance with the Data Privacy Act of 2012. Finally, the researcher ensured that the respondents' welfare was protected from any potential harm. All raw data will be permanently deleted from Google Drive, and all collected data will be disposed of following the approval of the complete dissertation.

Discussion

The study's findings are presented in accordance with the research questions enumerated in the previous sections of the research. The tables were then analyzed and presented descriptively to provide a broader context and deeper understanding of the data.

Socio-Demographic Profile of Master Teachers

The table below shows the socio-demographic profile of Master Teachers by educational attainment and years in the position. With 108 respondents, the percentage per response is presented after the frequency.

Table 6*Socio-Demographic Profile of Master Teachers*

Educational Attainment	<i>f</i>	%
Doctorate Degree (full-fledged)	10	9.26
Doctorate Degree (with units)	7	6.48
Masters' Degree (full-fledged)	22	20.37
Masters' Degree (CAR)	69	63.89
Total	108	100.00
Number of Years as Master Teacher		
0 to 3	47	43.52
4 to 10	30	27.78
More than 10	31	28.70
Total	108	100.00

Table 6 presents the distribution of the 108 respondents by the highest level of educational attainment and the number of years they have served as Master Teachers. Most Master Teachers (63.89%) have completed their academic requirements for a master's degree, which is one of the basic requirements for being a Master Teacher (Llego, 2019). The remaining percentage corresponds to educational attainment beyond the master's degree, referring to Master Teachers who have either pursued or completed doctoral studies. Specifically, 22 Master Teachers (20.37%) had completed a master's degree, 7 (6.48%) were pursuing a doctorate but had not yet completed one, and 10 (9.26%) had already earned a doctoral degree.

Nearly half of the respondents (43.52%) are relatively new to the Master Teacher position, suggesting they are newly promoted teachers from the Teacher III position. There are 30 (27.78%) Master Teachers who have held the position for 4 to 10 years, and 31 (28.70%) who have held the position for more than a decade.

The data imply that the Department of Education should further investigate the factors behind the low proportion of Master Teachers pursuing doctoral degrees. These factors may include their motivation to pursue higher studies, their current priorities, the availability of opportunities for continued education, or financial considerations. On the other hand, the high number of early-career Master Teachers may indicate rapid turnover or expansion, which could potentially "weaken" the quality of mentorship if not supported by structured onboarding processes, such as pairing new Master Teachers with more experienced ones. In response, schools should

adopt differentiated mentoring and coaching strategies tailored to the length of service of Master Teachers in their current role. The distribution of respondents by educational background and tenure as Master Teachers suggests a diverse range of experiences among participants. This diversity supports the use of Martin Evans's Path-Goal Leadership Theory as the theoretical foundation of the study. In this framework, Master Teachers act as instructional supervisors who support Proficient Teachers in achieving higher performance. They are expected to provide clear goals and objectives aligned with the expectations set for the teachers under their supervision, in accordance with DepEd Memorandum No. 8, s. 2023. Guided by the Path-Goal Leadership Theory, Master Teachers are positioned to identify obstacles encountered by their colleagues and transform these challenges into learning opportunities that promote growth, as measured through the RPMS-PPST (Toole, 2023).

Extent of Instructional Supervisory Practices of Master Teachers in Relation to Volatility

The table below presents the extent of instructional supervisory practices of Master Teachers in relation to volatility. The 12 statements are arranged in descending order by their weighted mean, based on a sample size of 108. Each statement also includes its corresponding standard deviation. In addition, the table provides the verbal description and interpretation for each item.

Table 7

Extent of Instructional Supervisory Practices among Master Teachers in Relation to Volatility

Statements	$w\bar{x}$	s	VD	I
In doing my duties and responsibilities as a Master Teacher in the new normal, I have...				
Exhibited constructive behavior management skills by positive and non-violent discipline.	3.71	0.45	SA	VH
Showed gladness towards the impart of knowledge about the changes in the curricular undertakings.	3.71	0.45	SA	VH
Promoted on the use of critical and creative thinking as 21st century skills.	3.70	0.46	SA	VH

Accepted the different unpredictable changes in the teaching-and-learning process.	3.69	0.46	SA	VH
Envisioned how I can provide efficient technical assistance to my colleagues.	3.69	0.47	SA	VH
Considered the different factors brought by change in the decision-making process.	3.69	0.46	SA	VH
Shared the new indicators of the RPMS-PPST among colleagues through collaborative expertise sharing.	3.69	0.47	SA	VH
Became flexible enough on the mandates set by the new standards of the RPMS-PPST.	3.65	0.48	SA	VH
Conducted School Learning Action Cells (SLACs) with my colleagues on the trends of education brought by technological changes.	3.65	0.48	SA	VH
Shared goals on the initiated Programs, Projects, and Activities (PPAs) with my colleagues in the pursuit of the needs and interests of the learners.	3.60	0.51	SA	VH
Modelled in the adaptation of the different teaching pedagogies in different learning modalities.	3.58	0.50	SA	VH
Crafted some action plans / improvement plans to track the development of the institution.	3.42	0.51	SA	VH
Composite	3.65	0.34	SA	VH

Legend: $w\bar{x}$ =Weighted Mean; s=Standard Deviation; VD=Verbal Description; I=Interpretation

Scale: 1.00-1.74=Strongly Disagree/Very Low (SD/VL); 1.75-2.49=Disagree/Low (D/L); 2.50-3.24=Agree/High (A/H); 3.25-4.00=Strongly Agree/Very High (SA/VH)

Table 7 presents the extent of instructional supervisory practices among Master Teachers in relation to volatility. The data show that Master Teachers strongly agreed they were engaged in various supervisory practices through their visionary skills, particularly in accepting changes in the teaching-and-learning process brought about by educational reforms (Lawrence, 2013), as emphasized by Wright and Wigmore (2022). The composite weighted mean of 3.65 indicates a very high level of instructional supervisory practices in relation to volatility.

All 12 statements under this aspect were rated very high, suggesting

that Master Teachers consistently agreed that they were implementing these practices in the classroom. Among the indicators, two items received the highest weighted mean of 3.71. These referred to the Master Teachers' strong belief in the importance of demonstrating positive discipline and constructive behavior management skills, and in expressing enthusiasm when imparting knowledge about curricular undertakings.

This finding suggests that Master Teachers demonstrate strong adaptability to change, which is an essential element of volatility. When the Department of Education issues new updates or mandates, these teachers appear ready and willing to adopt them immediately. This response aligns with the Stage Theory of Organizational Change by Rogers and Lewin (Glanz et al., 2008), which outlines how organizations and their members become aware of, adapt to, implement, and eventually institutionalize change. In this context, Master Teachers were shown to be highly responsive to change, whether due to new policies, shifts in educational priorities, or administrative transitions.

Further analysis of the descending weighted means reveals that Master Teachers strongly agreed on several key practices. These included promoting critical and creative thinking skills (3.70), accepting unpredictable changes in education (3.69), planning how to provide technical assistance (3.69), considering various factors in decision-making (3.69), sharing new RPMS-PPST indicators with colleagues (3.69), demonstrating flexibility in adapting to new RPMS-PPST standards (3.65), conducting School Learning Action Cells (SLACs) focused on educational trends (3.65), sharing goals related to initiated Programs, Projects, and Activities (PPAs) with peers (3.60), and modeling the use of varied teaching pedagogies across different modalities (3.58). All of these received very high interpretations.

While all indicators were rated very high, the item with the lowest weighted mean was 3.42, which referred to the creation of action or improvement plans to track institutional development. Although this score still falls within the "very high" category, it suggests that Master Teachers may place slightly less emphasis on long-term strategic planning. Nonetheless, this practice remains vital to navigating volatility effectively. The standard deviations, which ranged from 0.45 to 0.51, suggest that the responses were relatively consistent across the sample. This indicates a shared understanding and application of instructional supervisory practices in relation to volatility.

Literature supports these findings. According to Harris and Muijs (2025), instructional supervision can help teachers become more adaptive to volatility. Key supervisory practices — such as consistent, constructive

feedback; promoting collaboration; and supporting teachers in navigating new educational trends — build resilience and responsiveness among teachers. This aligns with the high agreement seen in this study regarding collaborative expertise sharing and technical assistance.

Supporting this, Vescio et al. (2008) emphasized the role of collaborative expertise sharing in achieving both teacher growth and student achievement. In the Department of Education, the Learning Action Cell (LAC) is a formal platform through which Master Teachers provide technical assistance to their colleagues. Through LAC sessions, teachers collaboratively plan, address challenges, and implement projects and programs to improve instructional practice. These collaborative environments enhance content knowledge, pedagogy, assessment strategies, and professional ethics, ultimately contributing to holistic student development in a constantly changing world (DepEd Memo No. 35, 2016).

Given these insights, the Department of Education may consider strengthening Master Teachers' capacity for long-term strategic planning, particularly in crafting action or improvement plans. Volatility-focused training programs could be developed to enhance this area. Additionally, conducting root-cause analyses, such as interviews or focus group discussions with Master Teachers, could help identify reasons behind the relatively lower score in this area. Possible explanations may include time constraints, lack of training, or unclear directives from the Department.

In summary, the findings indicate that Master Teachers demonstrate a very high level of acceptance and responsiveness to change. Their volatility, as reflected in their practices, positions them well to navigate the evolving landscape of education.

Extent of Instructional Supervisory Practices of Master Teachers in Relation to Uncertainty

The table below shows the extent of Master Teachers' instructionalsupervisory practices in relation to uncertainty. The 12 statements are arranged in descending order of weighted mean based on a sample size of 108. Each statement also includes its corresponding standard deviation, along with the verbal description and interpretation.

Table 8

Extent of Instructional Supervisory Practices among Master Teachers in Relation to Uncertainty

Statements	w \bar{x}	s	VD	I
In doing my duties and responsibilities as a Master Teacher in the new normal, I have				
Worked collaboratively with colleagues to unpack and hit the Most Essential Learning Competencies in each period.	3.72	0.45	SA	VH
Helped my colleagues plan and achieve professional development goals.	3.66	0.48	SA	VH
Understood that there are unpredictable happenings for a certain period in the teaching-and-learning process.	3.64	0.50	SA	VH
Understood the steps necessary on crafting learning plan/s that was/were shared among colleagues coherent with the attainment of the Department of Education's Mission, Vision, and Core Values.	3.58	0.53	SA	VH
Monitored and evaluated teachers in addressing CIGPs through mentoring and coaching.	3.58	0.50	SA	VH
Looked at the different ways and options in solving different Concerns, Issues, and Gaps (CIGPs) aroused.	3.56	0.50	SA	VH
Designed, selected, organized, and used varied assessment strategies to make the teaching-and-learning process easier.	3.55	0.54	SA	VH
Bridged different learning gaps and hardships in addressing learners' differences.	3.52	0.54	SA	VH
Responded fully by studying, understanding, and implementing the indicators in the new normal for the RPMS-PPST.	3.51	0.50	SA	VH
Modified different learning strategies if those are hard to sieve at first.	3.50	0.52	SA	VH
Oriented teachers about their involvement in the public educational system.	3.47	0.57	SA	VH
Implemented different Programs, Projects, and Activities (PPAs) by following protocols.	3.39	0.53	SA	VH
Composite	3.56	0.37	SA	VH

Legend: w \bar{x} =Weighted Mean; s=Standard Deviation; VD=Verbal Description; I=Interpretation

Scale: 1.00-1.74=Strongly Disagree/Very Low (SD/VL); 1.75-2.49=Disagree/Low (D/L); 2.50-3.24=Agree/High (A/H); 3.25-4.00=Strongly Agree/Very High (SA/VH)

Table 8 presents the extent of instructional supervisory practices among Master Teachers in relation to uncertainty. The results show that Master Teachers strongly agreed they were engaged in various supervisory practices that demonstrate an understanding of hardships and unpredictable events in the teaching-and-learning process (Lawrence, 2013; Wright & Wigmore, 2022). The composite weighted mean of 3.56 indicates a very high level of instructional supervisory practices regarding uncertainty.

All 12 indicators under this aspect received a “very high” interpretation, implying that Master Teachers strongly agreed they were consistently applying these practices. The highest weighted mean (3.72) was assigned to the item on collaborating to unpack the Most Essential Learning Competencies (MELCs). This suggests that Master Teachers are dedicating time to help teachers understand the core components of the curriculum, which are competencies that are aligned with the evolving contexts and needs of learners. It also implies that, during uncertain times, Master Teachers prioritize curricular coherence and relevance. This finding is consistent with the Stage Theory of Organizational Change by Rogers and Lewin (Glanz et al., 2008), as it reflects the Master Teachers’ ability to become aware of changes and understand their implications before adapting and implementing them in the classroom.

The results also highlight that Master Teachers collaborate with their peers each quarter to unpack the MELCs. Such collaboration, which focuses on common instructional goals, promotes a cohesive and effective teaching environment, thereby supporting student success. This practice has been especially crucial in times of uncertainty, where adaptability to new demands and instructional approaches is necessary (DuFour et al., 2006; Zepeda, 2013).

Other statements that received very high weighted means include helping colleagues plan and achieve professional development goals (3.66), understanding unpredictable occurrences in the teaching-and-learning process (3.64), and collaborating in crafting learning plans aligned with DepEd’s Mission, Vision, and Core Values (3.58). Also rated very high were mentoring and coaching teachers to address CIGPs (3.58), exploring ways to solve instructional challenges (3.56), and selecting varied assessment strategies (3.55). Other indicators included bridging learning gaps (3.52), implementing RPMS-PPST indicators (3.51), modifying learning strategies

as needed (3.50), and orienting teachers on their roles in the public school system (3.47).

The lowest weighted mean (3.39) pertained to implementing Programs, Projects, and Activities (PPAs) in compliance with protocols. Although still rated very high, this suggests slightly less emphasis on formalized action planning during uncertain times. The complexity of executing PPAs amid disruptions may explain this result. Nevertheless, this practice remains essential to managing uncertainty effectively.

This observation aligns with Hattie (2009), who emphasized the importance of bridging learning gaps, particularly when students experience disruption. It is therefore crucial for Master Teachers to enhance their creativity in designing and implementing PPAs. These initiatives should be grounded in research, requiring Master Teachers to immerse themselves in data gathering and synthesizing relevant findings to improve learning outcomes.

Despite their creativity, Master Teachers must also ensure compliance with established protocols. The data suggest there may be bureaucratic challenges in implementing PPAs, especially when proposed programs fall outside the department's standardized initiatives. Proposals must undergo multiple layers of approval, which may discourage innovation. This may explain the slightly lower rating on this indicator. It reveals a potential tension between the need for innovation during uncertainty and the constraints of bureaucratic compliance.

In this context, the Stage Theory of Organizational Change reinforces the idea that Master Teachers must fully understand the nature of uncertain conditions before initiating change. They must also strike a balance between embracing innovation and adhering to institutional protocols. The Department of Education should examine the root causes of difficulties in complying with such protocols. While Master Teachers exhibit strong collaboration and adaptability, their reduced engagement with formal compliance highlights a need to streamline bureaucratic processes. Additionally, there should be increased support for Master Teacher-initiated PPAs, recognizing their leadership role within the system.

This concern is further supported by the Path-Goal Leadership Theory (Toole, 2023), which underscores the Master Teacher's role as an instructional supervisor. As such, their efforts in guiding Proficient Teachers must be complemented by supportive structures that enable both compliance and innovation.

The standard deviations, ranging from 0.45 to 0.53, indicate a high level of consistency in responses. This suggests that most Master Teachers

share similar practices related to uncertainty.

In summary, the data show that Master Teachers consistently understand and respond to hardships and unpredictable developments in the teaching-and-learning process. Their capacity to lead in times of uncertainty reflects both flexibility and commitment to educational continuity.

Extent of Instructional Supervisory Practices of Master Teachers in Relation to Complexity

The table below shows the extent of Master Teachers' instructional supervisory practices by complexity. The 12 statements are arranged in descending order of weighted mean based on a 108-sample size. Each statement is accompanied by its corresponding standard deviation, along with the verbal description and interpretation.

Table 9

Extent of Instructional Supervisory Practices among Master Teachers in Relation to Complexity

Statements	$w\bar{x}$	s	VD	I
In doing my duties and responsibilities as a Master Teacher in the new normal, I have				
Instilled in my thoughts that in every decision I make, I always look at the cause and its effects and see the interconnectedness of these items.	3.70	0.46	SA	VH
Brought myself outside the school premises even beyond the exigency of my service.	3.68	0.47	SA	VH
Collaborated with my School Principal, colleagues, and other stakeholders in the application of different effective techniques in problem management.	3.67	0.47	SA	VH
Applied effective communication strategies among different key stakeholders (i.e., colleagues, parents and guardians).	3.62	0.49	SA	VH
Performed my duties inside and outside the Community Learning Centers (CLCs).	3.56	0.53	SA	VH
Built a backup system through constant communication with my School Principal, colleagues, and other stakeholders.	3.56	0.52	SA	VH
Determined the pros and cons of the different factors involved in planning and managing an institution.	3.53	0.54	SA	VH

Clearly understood the different connections between curricular issues and the factors affecting their occurrence.	3.48	0.52	SA	VH
Made clear and appropriate decisions in the different Concerns, Issues, and Gaps (CIGPs) within my reach.	3.44	0.50	SA	VH
Developed the capacity to 'sense, shape, and seize' different complexities through thorough understanding.	3.40	0.55	SA	VH
Designed different systems aligned with my own learner-centered teaching philosophy.	3.40	0.55	SA	VH
Used my own learner-centered teaching philosophy towards interconnectedness among different stakeholders.	3.39	0.53	SA	VH
Composite	3.55	0.35	SA	VH

Legend: $w\bar{x}$ =Weighted Mean; s=Standard Deviation; VD=Verbal Description; I=Interpretation

Scale: 1.00-1.74=Strongly Disagree/Very Low (SD/VL); 1.75-2.49=Disagree/Low (D/L); 2.50-3.24=Agree/High (A/H); 3.25-4.00=Strongly Agree/Very High (SA/VH)

Table 9 presents the extent of instructional supervisory practices among Master Teachers in relation to complexity. The results show that Master Teachers strongly agreed that they were engaged in supervisory practices that reflect clarity in understanding the different structures involved in a system and their interconnectedness in the teaching-and-learning process (Lawrence, 2013; Wright & Wigmore, 2022). A composite weighted mean of 3.55 indicates a very high level of instructional supervisory practices in this area.

All 12 indicators under complexity were rated very high, suggesting a strong agreement among Master Teachers that they regularly implement these practices. The highest weighted mean (3.70) was given to the practice of considering cause-and-effect relationships in decision-making and understanding how various factors are interconnected. This supports the idea that Master Teachers apply systems thinking, recognizing patterns, linkages, and the broader impact of their decisions. Senge (1990) and Peschl and Matlon (2021) emphasize that effective decision-making in education requires understanding how different components of the system influence each other and actively involving stakeholders in the process to arrive at more informed and meaningful decisions.

This finding indicates that Master Teachers are highly aware of the complex factors influencing their decisions, whether related to curriculum changes, student needs and interests, or emerging DepEd policies. In line with the Stage Theory of Organizational Change by Rogers and Lewin (Glanz et al., 2008), Master Teachers demonstrate the ability to identify causes and effects, adapt to change appropriately, and work toward institutionalizing improvements in practice.

Further analysis of the descending weighted means shows strong agreement with several other indicators. These include extending services beyond the school community (3.68); collaborating with school heads, colleagues, and stakeholders to address challenges (3.67); applying effective communication strategies (3.62); performing duties inside and outside Community Learning Centers (3.56); maintaining backup systems through regular communication with stakeholders (3.56); analyzing the pros and cons of different planning and management factors (3.53); understanding connections between curricular issues and influencing factors (3.51); making sound decisions in relation to CIGPs (3.48); and developing the capacity to “sense, shape, and seize” complexity through reflective understanding (3.44). All indicators received a very high interpretation.

Communication, in particular, plays a critical role in addressing complexity. As Bryk et al. (2010) noted, effective communication is key to building relationships among internal and external stakeholders, including parents and school leaders. Their study in the Chicago public school system showed that positive relationships within the community contributed to improved student learning. This highlights the importance not only of frequent but also of meaningful and quality communication.

Two statements, however, received the lowest weighted mean (3.40), although still falling under the “very high” interpretation. These pertain to designing systems aligned with learner-centered philosophies and using these to foster stakeholder interconnectedness. The results suggest that Master Teachers may place slightly less emphasis on system design that supports shared responsibility for student success, which is crucial in navigating complexity.

This underscores the need for Master Teachers to ground their decisions in a learner-centered teaching philosophy. Systems thinking must be aligned with such philosophies to better guide responses to emerging situations in the classroom. According to Tomlinson (2001), interconnectedness and inclusivity are essential in addressing the diverse needs of learners, ensuring that instruction remains personalized and responsive.

However, there appears to be a potential misalignment or implementation gap between DepEd's bureaucratic structures and the learner-centered approaches idealized by Master Teachers. While DepEd maintains standardized systems, protocols, and guidelines, these may not always allow for the flexibility required in learner-centered instruction. For instance, when a Master Teacher wants to promote independent learning, they must also consider the pros and cons of proposed activities in consultation with stakeholders. This often results in modifications to their original plans in order to accommodate contextual realities.

To bridge this gap, there is a need for stronger professional development in design thinking approaches that integrate both DepEd systems and learner-centered strategies. Even though Master Teachers engage in structured practices, they must also be equipped to transform these into more flexible, responsive methods aligned with the realities of their learners. This reflects the Stage Theory of Organizational Change, which calls for awareness and balance when navigating complex changes, especially when there is tension between institutional requirements and pedagogical ideals.

In such situations, Master Teachers may prioritize structural compliance over innovation, especially when managing complexity. As instructional supervisors, they must master the ability to integrate both aspects effectively and set an example for Proficient Teachers under their guidance.

The standard deviations, which ranged from 0.46 to 0.55, indicate that most Master Teachers shared similar practices and levels of engagement in addressing complexity.

In summary, the data show that Master Teachers consistently understand the various structures involved in a system and recognize their interconnectedness within the teaching-and-learning process. This level of engagement underscores their essential role in navigating the complexities of educational leadership.

Extent of Instructional Supervisory Practices of Master Teachers in Relation to Ambiguity

The table below shows the extent of instructional supervisory practices of Master Teachers in relation to ambiguity. The 12 statements are arranged in descending order of the weighted mean rating of 108 respondents. Each statement is also accompanied by its corresponding standard deviation, along with the associated verbal description and interpretation.

Table 10 presents the extent of instructional supervisory practices among Master Teachers in relation to ambiguity. The results show that Master Teachers strongly agreed that they had engaged in supervisory practices that demonstrate agility in dealing with internal and external stakeholders to prevent misunderstandings in the teaching-and-learning process (Lawrence, 2013; Wright & Wigmore, 2022). The composite weighted mean of 3.52 indicates a very high level of instructional supervisory practices among Master Teachers in addressing ambiguity.

Table 10

Extent of Instructional Supervisory Practices among Master Teachers in Relation to Ambiguity

Statements	w \bar{x}	s	VD	I
In doing my duties and responsibilities as a Master Teacher in the new normal, I have				
Integrated literacy and numeracy in teaching across subject areas easily.	3.74	0.46	SA	VH
Set a high level of awareness, creativity, and capabilities of observation.	3.63	0.49	SA	VH
Modelled effective applications of content knowledge and pedagogy within and across curriculum teaching areas.	3.57	0.50	SA	VH
Prepared myself to be knowledgeable on the ways and means of the public school system.	3.56	0.50	SA	VH
Reflected on different curricular gaps in the academic endeavor.	3.56	0.50	SA	VH
Decided appropriately based on exact directions whenever there are unclear situations.	3.53	0.50	SA	VH
Thought critically in following protocols vis-à-vis misunderstandings happen.	3.52	0.50	SA	VH
Incorporated ways of planning, facilitating, and enriching teaching practices in different contexts.	3.52	0.50	SA	VH
Identified ways in interpreting a varied situations vis-à-vis institutional Concerns, Issues, and Gaps (CIGPs).	3.46	0.52	SA	VH
Applied different time-tested and modern strategies in planning and management.	3.46	0.52	SA	VH
Solved the internal and external problems in the institution to avoid misunderstanding and confusion.	3.43	0.52	SA	VH

Researched as to what are the happenings in the educational system in the Philippines.	3.22	0.54	SA	VH
Composite	3.52	0.36	SA	VH

Legend: $w\bar{x}$ =Weighted Mean; s=Standard Deviation; VD=Verbal Description; I=Interpretation

Scale: 1.00-1.74=Strongly Disagree/Very Low (SD/VL); 1.75-2.49=Disagree/Low (D/L); 2.50-3.24=Agree/High (A/H); 3.25-4.00=Strongly Agree/Very High (SA/VH)

All 12 indicators under ambiguity received a very high interpretation. This suggests that Master Teachers consistently apply these practices within the teaching-and-learning process. Among the statements, the highest weighted mean (3.74) was assigned to the successful integration of literacy and numeracy across different subject areas. This reflects the Master Teachers' ability to model ambiguity management by anchoring teaching in foundational educational skills.

The data reveal that Master Teachers are highly effective in managing ambiguity. Their ability to integrate literacy and numeracy across subjects implies strong problem-solving skills and a capacity for creativity and adaptability. These qualities are essential for leaders in a constantly changing educational environment. As Kezar (2005) and Brookfield (2012) argue, such environments require educators to be critical thinkers, capable of making informed decisions even when clear guidelines are lacking.

This finding also suggests that Master Teachers can translate ambiguous competencies into concrete classroom practices. They maintain instructional focus despite systemic uncertainties, providing clear evidence that they have internalized and institutionalized strategies for navigating ambiguity. This is consistent with the Stage Theory of Organizational Change by Rogers and Lewin (Glanz et al., 2008), which emphasizes awareness of change, implementation, and its sustainability through instructional supervision.

Further analysis of descending weighted means shows that Master Teachers strongly agreed with the following practices: demonstrating awareness, creativity, and observation skills (3.63); modeling the application of content knowledge and pedagogy (3.57); becoming familiar with the public school system (3.56); reflecting on curricular gaps (3.56); making appropriate decisions in unclear situations (3.53); thinking critically while following protocols (3.52); planning and enriching teaching practices across different contexts (3.52); interpreting varied institutional situations (3.46);

applying both traditional and modern strategies in planning and management (3.46); and solving internal and external problems to avoid misunderstanding (3.43). All these were rated very high, indicating consistent application of ambiguity-related leadership.

Although still rated very high, the lowest weighted mean (3.22) was observed for the indicator on researching educational developments in the Philippine context. This suggests that while Master Teachers are generally proactive in ambiguity management, they are somewhat less focused on integrating research into these efforts. However, research remains a vital tool in equipping Master Teachers to navigate ambiguity.

Beyond being creative and critical thinkers, Master Teachers must also stay informed about ongoing developments in the educational system. Research by Cochran-Smith and Lytle (2009) in the United States revealed that teachers actively engaged in research were more capable of adapting to emerging trends and challenges. This finding underscores the importance of research in the professional practice of Master Teachers, especially in a rapidly evolving educational landscape.

Hambleton (2020) further reinforced this point by noting that educators cope better with ambiguity when they are flexible, reflective, and open to new strategies. The implication is clear: Master Teachers in the Philippines must remain fully aware of national developments to inform evidence-based decisions, respond to new challenges, and contribute meaningfully to the broader pedagogical discourse.

The data therefore suggest a shift in the role of Master Teachers, from local problem-solvers to knowledge creators, and from instructional supervisors to research-informed leaders. To support this shift, the Department of Education should institutionalize teacher-led research initiatives and provide opportunities for Master Teachers to engage in ambiguity-responsive leadership development programs. Such support could enhance their ability to respond effectively to constant change. Through research, Master Teachers gain insights into systemic issues and become better equipped to initiate and sustain change, in line with the Stage Theory of Organizational Change. Awareness of these dynamics lays the groundwork for further transformation.

The standard deviations, which ranged from 0.46 to 0.54, indicate that most Master Teachers share a similar extent of engagement in supervisory practices related to ambiguity.

To summarize, the findings show that Master Teachers demonstrate strong agility and can manage misunderstandings in the teaching-and-learning process. However, their capacity to lead in ambiguity can be further

strengthened through engagement in educational research and professional development grounded in system responsiveness and learner-centered leadership.

Summary of the Extent of Instructional Supervisory Practices of Master Teachers in Relation to VUCA

The table below presents the composite mean of the extent of instructional supervisory practices of Master Teachers in relation to Volatility, Uncertainty, Complexity, and Ambiguity, based on a sample size of 108. Each dimension is accompanied by its corresponding standard deviation, verbal description, and interpretation.

Table 11

Summary Table on the Extent of Instructional Supervisory Practices among Master Teachers in Relation to the VUCA World

Aspects	$w\bar{x}$	s	VD	I
Volatility	3.65	0.34	SA	VH
Uncertainty	3.56	0.37	SA	VH
Complexity	3.55	0.35	SA	VH
Ambiguity	3.52	0.36	SA	VH
Overall	3.57	0.33	SA	VH

Legend: $w\bar{x}$ =Weighted Mean; s=Standard Deviation; VD=Verbal Description; I=Interpretation

Scale: 1.00-1.74=Strongly Disagree/Very Low (SD/VL); 1.75-2.49=Disagree/Low (D/L); 2.50-3.24=Agree/High (A/H); 3.25-4.00=Strongly Agree/Very High (SA/VH)

Table 11 presents the summary of the extent of instructional supervisory practices among Master Teachers in relation to Volatility, Uncertainty, Complexity, and Ambiguity (VUCA). The data indicate that Master Teachers strongly agree that they have been actively engaged in various supervisory practices relevant to the VUCA World. These include those essential for responsible leadership in navigating such an environment (Krawchuck, 2018). The overall composite weighted mean of 3.57 signifies a very high level of instructional supervisory engagement among Master Teachers across all four dimensions of VUCA.

Each of the four aspects received a very high rating, indicating consistent agreement among Master Teachers that they implement

supervisory practices addressing volatility, uncertainty, complexity, and ambiguity in the teaching-and-learning process. Among the dimensions, Volatility recorded the highest composite weighted mean (3.65), while Ambiguity registered the lowest (3.52). Uncertainty and Complexity followed closely, with weighted means of 3.56 and 3.55, respectively. The standard deviations, ranging from 0.34 to 0.36, indicate that the extent of supervisory practices is consistently shared among most Master Teachers across all dimensions of VUCA.

These findings affirm that Master Teachers are actively implementing the instructional supervisory practices mandated by the Department of Education (DepEd Memorandum No. 8, s. 2023) to address the challenges posed by a VUCA environment. They have moved through the essential stages of change: becoming aware of necessary changes, deciding how to adapt, implementing structural modifications, and institutionalizing these changes within the system. These practices align with the Stage Theory of Organizational Change, which integrates Everett Rogers' Diffusion of Innovation Theory and Kurt Lewin's Three-Stage Model (Glanz et al., 2008). The unfreezing, changing, and refreezing processes are evident in how Master Teachers respond to ongoing changes and incorporate them into their daily supervisory work.

The ability of Master Teachers to navigate the VUCA World through both knowledge and experience supports the ongoing transformation of the educational landscape. This adaptability is reflected in their instructional supervisory practices, which are responsive to the demands of a constantly evolving environment (Saniya & Usha, 2018; Yacob et al., 2023; Morales, 2019; Dhillon & Nguyen, 2020; Antonacopoulou, 2018; Carvan, 2015; Waller et al., 2019). Educational leadership models further emphasize that instructional supervisors—in the Philippine context, Master Teachers—must be adequately trained to enhance faculty competency for capacity building in a VUCA environment. This is necessary to produce empowered learners capable of meeting the demands of 21st-century education (Latha, 2020; Tenney, 2024; Kolga, 2021; Saniya & Usha, 2018).

In light of these findings, there is an implied call for Philippine Master Teachers to advance as adaptive innovators through deeper professional engagement. While the current extent of their supervisory practices is very high, there remains a need to strike a balance between protocol compliance and evidence-based innovation. Doing so will further strengthen their role in shaping a responsive and future-ready education system, one led by VUCA-ready instructional supervisors equipped to meet the challenges of modern education.

RPMS-PPST Level of Performance Rating among Master Teachers

The table below presents the RPMS-PPST Performance Ratings of Master Teachers, based on a sample size of 108. The corresponding percentage for each rating category follows the frequency of responses.

Table 12

RPMS-PPST Level of Performance Rating among Master Teachers

Level	f	%
1.000-1.499 (Poor)	0	0.00
1.500-2.499 (Unsatisfactory)	0	0.00
2.500-3.499 (Satisfactory)	0	0.00
3.500-4.499 (Very Satisfactory)	95	87.96
4.500-5.000 (Outstanding)	13	12.04
Total	108	100.00
Mean = 4.326 (Very Satisfactory)		

Table 12 presents the RPMS-PPST (Results-Based Performance Management System – Philippine Professional Standards for Teachers) performance ratings of Master Teachers for School Year 2022–2023. Based on the data, the overall mean rating of 4.326 falls under the “Very Satisfactory” verbal description (DepEd Memo No. 8, s. 2023), implying that, on average, Master Teachers are performing at a very high level.

A total of 95 Master Teachers (87.96%) received a Very Satisfactory rating, while 13 (12.04%) were rated Outstanding. Notably, none of the respondents received ratings within the Poor, Unsatisfactory, or Satisfactory categories.

These results suggest that Master Teachers have been meeting the standards set by the Department of Education, which require them to attain at least a “Very Satisfactory” performance rating at the end of each school year, especially as they are expected to model exemplary teaching for Proficient Teachers (Llego, 2019). The performance of Master Teachers in the Philippines is often tied to the demonstration of effective instructional practices, engagement in professional development, and the exercise of instructional leadership. These roles align with the expectations laid out in the Philippine Professional Standards for Teachers (PPST).

The absence of lower performance ratings implies that Master Teachers are not only equipped with the necessary skills, training, and resources but are also highly motivated to excel in their professional

responsibilities. This observation is supported by related studies emphasizing the leadership and mentoring roles of Master Teachers in improving instructional quality (Mamauag, 2022; Dingal, 2023).

The Theory of Performance (ToP) by Don Elger (2007) underpins the RPMS-PPST framework. According to this theory, the performance of individuals, such as Master Teachers, should improve continuously over time. Their performance ratings are evaluated annually using a 5-point Likert Scale, based on Modes of Verification (MOVs) aligned with required standards (DepEd Memo No. 8, s. 2023). Identifying developmental needs through this process enables ongoing professional growth.

While the overall performance level is commendable, the data also highlight an area for growth. Master Teachers are encouraged to explore additional strategies for enhancing their practice, aiming for an Outstanding rating. Focusing on sustained professional development and incremental growth will not only improve their own ratings but also further elevate the quality of teaching and leadership in their respective schools.

Relationship between the Socio-Demographic Profile of Master Teachers and Their Extent of Instructional Supervisory Practices in Relation to the VUCA World

The table below presents the results of the statistical analysis examining the relationship between selected variables from the socio-demographic profile of Master Teachers and their extent of instructional supervisory practices across the four VUCA dimensions: Volatility, Uncertainty, Complexity, and Ambiguity. The analysis is based on a sample size of 108. The computed Chi-square values and their corresponding p-values are also presented to determine the significance of the relationships.

Table 13 specifically shows the relationship between educational attainment and number of years as Master Teachers (MTs), the socio-demographic variables considered, and their corresponding ratings in each VUCA aspect, as well as the overall extent of instructional supervisory practices. The computed Chi-square (χ^2) values and p-values are presented to determine statistical significance, using a 0.05 level of significance as the threshold.

Variables	χ^2	P
Educational Attainment and Volatility	3.04	0.39
Educational Attainment and Uncertainty	2.56	0.46
Educational Attainment and Complexity	3.95	0.27
Educational Attainment and Ambiguity	2.76	0.43
Educational Attainment and Overall Rating	2.35	0.50
Number of Years as MT and Volatility	4.03	0.13
Number of Years as MT and Uncertainty	5.84	0.06
Number of Years as MT and Complexity	1.31	0.52
Number of Years as MT and Ambiguity	3.51	0.17
Number of Years as MT and Overall Rating	0.23	0.89

Legend: χ^2 =Chi square; p=P value; *=Significant (0.05 level of significance)

Based on the table, all p-values exceed the 0.05 significance level. This indicates that there are no statistically significant relationships between the educational attainment of Master Teachers and how they respond to volatility ($\chi^2 = 3.04$, $p = 0.39$), uncertainty ($\chi^2 = 2.56$, $p = 0.46$), complexity ($\chi^2 = 3.95$, $p = 0.27$), and ambiguity ($\chi^2 = 2.76$, $p = 0.43$). Similarly, educational attainment does not significantly influence the overall rating for the extent of instructional supervisory practices ($\chi^2 = 2.35$, $p = 0.50$).

Likewise, the table shows no significant relationships between the number of years Master Teachers have served in their position and how they respond to volatility ($\chi^2 = 4.03$, $p = 0.13$), uncertainty ($\chi^2 = 5.84$, $p = 0.06$), complexity ($\chi^2 = 1.31$, $p = 0.52$), and ambiguity ($\chi^2 = 3.51$, $p = 0.17$). The number of years in service also does not significantly affect the overall extent of their instructional supervisory practices ($\chi^2 = 0.23$, $p = 0.89$). While the p-value for uncertainty ($p = 0.06$) is close to the threshold of significance, it remains statistically inconclusive at the 0.05 level. Hence, the null hypothesis is accepted.

Implication-wise, the data suggest that neither educational attainment nor length of service as a Master Teacher significantly influences how they perform their instructional supervisory duties or respond to a volatile, uncertain, complex, and ambiguous (VUCA) environment. Regardless of academic credentials or tenure, Master Teachers carry out their roles and responsibilities in alignment with DepEd mandates and are responsive to the demands of the VUCA world. In other words, neither advanced degrees nor longer service guarantees greater adaptability or supervisory effectiveness in

a VUCA context.

This insight aligns with the view that changes in the educational landscape occur regularly, especially within the Department of Education, as it continues to adapt to evolving societal and institutional demands (Bondoc, 2017). Accordingly, Master Teachers must be equipped with socio-emotional skills to remain agile and resilient in the face of uncertainty, regardless of their educational background or years of service (Binti Ali & Abd Latif, 2022; Hadar et al., 2020).

It is worth noting that this finding stands in contrast to earlier studies by Snyder (2018) and Rizzo (2023), which emphasized the impact of educational attainment on leadership decision-making, and by Darling-Hammond et al. (2017), who highlighted the influence of experience on a leader's ability to handle complex educational situations. In contrast, the present study supports the findings of Heifetz et al. (2009), which argue that effective leadership in uncertain environments is not necessarily shaped by formal education or tenure but rather by the leader's adaptive capacity to respond to emerging challenges.

In a VUCA world, a Master Teacher's effectiveness is less about "what they know" or "how long they have served," and more about "how they adapt." This highlights the need for the Department of Education to invest in professional development programs that strengthen adaptability and innovation among Master Teachers. As emphasized by the Stage Theory of Organizational Change (Glanz et al., 2008), educational leaders must continually move through the cycle of becoming aware of change, deciding how to respond, implementing solutions, and institutionalizing those changes, a process that is especially critical for effective instructional supervision in the VUCA environment.

Relationship between the Socio-Demographic Profile of Master Teachers and Their RPMS-PPST Level of Performance

The table below presents the relationship between selected variables from the socio-demographic profile of Master Teachers and their RPMS-PPST (Results-based Performance Management System – Philippine Professional Standards for Teachers) level of performance rating, based on a sample size of 108. This analysis addresses the fifth research problem stated in the study.

Table 14 shows the variables tested from the socio-demographic profile, specifically educational attainment and number of years as Master Teachers (MTs), and their correlation to the performance ratings of Master

Teachers. The Chi-square (χ^2) values and their corresponding p-values are presented to determine statistical significance, using a 0.05 level of significance as the criterion.

Table 14

Relationship between the Socio-demographic Profile of Master Teachers and Their RPMS-PPST Level of Performance Rating

Variables	χ^2	P
Educational Attainment and RPMS-PPST level of performance	8.76	0.03*
Number of Years as MT and RPMS-PPST level of performance	1.20	0.55

Legend: χ^2 =Chi square; p=P value; *=Significant (0.05 level of significance)

Based on the table, the first variable, educational attainment, has a p-value less than 0.05, indicating a statistically significant relationship between Master Teachers' educational attainment and their RPMS-PPST performance rating ($\chi^2 = 8.76$, $p = 0.03$). Those with full-fledged Doctorate degrees (refer to Table 6) recorded the highest performance ratings.

In contrast, there is no significant relationship between the number of years as Master Teachers (MTs) and their RPMS-PPST performance rating ($\chi^2 = 1.20$, $p = 0.55$). This suggests that the length of service alone in the Master Teacher position does not influence performance ratings under the RPMS-PPST guidelines. Accordingly, the null hypothesis is rejected for educational attainment and accepted for the number of years as an MT.

These results imply that higher educational attainment equips Master Teachers with the knowledge, skills, and systemic thinking necessary to meet RPMS-PPST expectations. Advanced training likely enables these individuals to design deeper, evidence-based Means of Verification (MOVs) aligned with PPST indicators. This supports the idea from Don Elger's Theory of Performance (ToP) that professional development is a key factor in improving performance. Thus, the Department of Education is encouraged to prioritize access to advanced degree programs for Master Teachers and to consider mentorship pairing, in which Doctorate-holding MTs can support those without graduate degrees to improve performance.

These findings align with earlier studies suggesting that academic preparation is a factor affecting teacher performance. Rizzo (2023) noted that prior academic work influences performance, while Abarro (2018) and Gayomale-Sala (2020) confirmed that educational attainment can

affect RPMS-PPST ratings. Goe (2007) also emphasized that professional development through formal education contributes significantly to quality teaching.

On the other hand, years of experience as an MT was not a significant predictor of RPMS-PPST performance. This challenges the common assumption that longevity equates to mastery. The results support Abarro's (2018) findings that length of service does not necessarily affect RPMS-PPST ratings. As Goe (2007) and Milanowski (2004) noted, experience alone does not guarantee effectiveness, especially if not paired with ongoing professional growth. However, this finding contrasts with Gayomale-Sala's (2020) results, which suggested that teaching experience may influence performance ratings.

In conclusion, educational attainment appears to elevate performance, while years of service without continuous learning do not. Hence, aside from tenure, DepEd must invest in diverse professional learning pathways to fully maximize the potential of Master Teachers as instructional supervisors.

Relationship between Master Teachers' Extent of Instructional Supervisory Practices in Relation to VUCA Worlds and Their RPMS-PPST Level of Performance

The table below presents the variables tested for the relationship between the Master Teachers' extent of instructional supervisory practices and their RPMS-PPST level of performance, based on a sample of 108. The computed Chi-square (χ^2) values and corresponding p-values are provided to determine the statistical significance of the relationships. This analysis addresses the final research question stated in the study.

Table 15

Relationship between Master Teachers' Extent of Instructional Supervisory Practices in Relation to the VUCA World and Their RPMS-PPST Level of Performance

VUCA World	rs	P
Volatility	0.15	0.12
Uncertainty	0.08	0.43
Complexity	0.12	0.21
Ambiguity	0.07	0.47
Overall Rating	0.10	0.31

Legend: rs=Spearman's rho; p=P value; *=Significant (0.05 level of significance)

Table 15 shows the relationship between Master Teachers' extent of instructional supervisory practices in relation to the VUCA world (Volatility, Uncertainty, Complexity, and Ambiguity) and their RPMS-PPST (Results-Based Performance Management System – Philippine Professional Standards for Teachers) level of performance. The Spearman's rho (r_s) values and corresponding p-values are provided to determine statistical significance at the 0.05 level.

Based on the table, all p-values are greater than 0.05, indicating no significant relationship between the extent of instructional supervisory practices and RPMS-PPST performance ratings. Specifically, the extent of instructional supervisory practices in relation to volatility and RPMS-PPST level of performance yielded $r_s = 0.15$, $p = 0.12$; uncertainty and RPMS-PPST level of performance yielded $r_s = 0.08$, $p = 0.43$; complexity and RPMS-PPST level of performance yielded $r_s = 0.12$, $p = 0.21$; ambiguity and RPMS-PPST level of performance yielded $r_s = 0.07$, $p = 0.47$; and the overall rating and RPMS-PPST level of performance yielded $r_s = 0.10$, $p = 0.31$. This suggests that how Master Teachers manage the VUCA world does not significantly affect their RPMS-PPST performance ratings. With this, the null hypothesis has been accepted.

The absence of correlation implies that the RPMS-PPST indicators may not fully capture VUCA-related competencies. The indicators focus more on technical compliance, such as the quality of instructional delivery and the completion of MOV portfolios, rather than on adaptive competencies required in a VUCA environment. As such, a Master Teacher who develops a hybrid learning model during class disruptions may still receive the same rating as one who does not, since the performance framework does not reward VUCA-based innovations. Therefore, the performance rating system may need to evolve and be reassessed to address the demands of a VUCA world.

Even though the RPMS-PPST framework is in place, the findings suggest that Master Teachers may be managing VUCA challenges without these efforts being captured in performance ratings. As emphasized by the Stage Theory of Organizational Change (Rogers & Lewin, 2008), change must progress through stages of awareness, decision-making, implementation, and institutionalization. If supported by strong institutional frameworks, Master Teachers can adapt well to the demands of VUCA and share their practices through professional learning communities.

These results do not fully align with studies by Fullan (2011), Hattie (2009), and Hambleton (2020), which emphasize that adaptability and VUCA responsiveness should be central to instructional leaders' effectiveness. The

data point to the importance of professional development programs focused on equipping Master Teachers with VUCA competencies. Without these, the ability to navigate uncertainty, complexity, and ambiguity may not be fully translated into performance metrics.

Additionally, although Master Teachers may be performing well according to the RPMS-PPST ratings, their ability to manage VUCA challenges may not yet be fully reflected in these evaluations. This delay may be due to their ongoing adjustments to new challenges that are not explicitly addressed in the current evaluation criteria. In this context, adaptive leadership and resilience, as discussed by Bennet and Lemoine (2014), are critical in gradually improving outcomes. Factors such as teacher motivation, school leadership, and institutional culture may also play a more dominant role in influencing RPMS-PPST ratings than VUCA-related practices, as Glickman et al. (2017) found.

In conclusion, the disconnect between VUCA-responsive practices and performance ratings underscores the need to align evaluation criteria with the realities of 21st-century educational leadership. What is measured must reflect what truly matters: adaptability, innovation, and resilience in a rapidly changing world.

Synthesis

This study examined Master Teachers' profiles, their instructional supervisory practices in relation to the VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) world, and their performance ratings. The salient findings reveal insights into the importance of professional development, instructional leadership, performance evaluation, and adaptability in the Philippine educational landscape.

Based on the results, while most Master Teachers (63.89%) have completed the academic requirements for their Master's degree, only a small proportion (9.26%) have obtained a Doctorate (see Table 6). This suggests that Master Teachers need to pursue further professional development. Upgrading qualifications may promote systemic thinking and enable them to design stronger, evidence-based MOVs aligned with the PPST indicators. As shown in Table 10, there is a statistically significant relationship between educational attainment and RPMS-PPST performance rating ($p = 0.03$). Conversely, the number of years in service as a Master Teacher does not significantly influence performance ratings, challenging the assumption that longevity equates to mastery. Thus, the "Very Satisfactory" average rating (4.326) reflected in Table 8 can be more closely attributed to educational

attainment than to length of service. In short, education matters; experience alone does not.

Table 11 shows that Master Teachers achieved a very great extent of instructional supervisory practices across all aspects of VUCA. However, several of the lowest-rated statements within each aspect highlight areas for improvement.

Under Volatility (Table 7), the lowest weighted mean (3.42) reveals that Master Teachers are somewhat less focused on creating action or improvement plans to track institutional development. This suggests the need to enhance planning competencies and to integrate volatility-focused programs into their strategies.

In terms of Uncertainty (Table 8), the lowest score (3.39) indicates that Master Teachers are less focused on implementing Programs, Projects, and Activities (PPAs) in compliance with established protocols. This points to a tension between innovation and bureaucratic requirements. The Department of Education should consider simplifying procedures and supporting teacher-initiated PPAs to reduce this tension.

For Complexity (Table 9), the lowest score (3.40) implies that Master Teachers are less attentive to designing systems aligned with learner-centered philosophies and effectively connecting these systems to various stakeholders. This reveals a possible misalignment between DepEd's bureaucratic systems and the ideal pedagogical approach of learner-centered instruction.

In the case of Ambiguity (Table 10), the lowest rating (3.22) suggests that Master Teachers are not fully integrating research on Philippine educational developments into their practice. While they demonstrate proactive management of ambiguity, research-based decision-making remains limited, highlighting a gap in evidence-based leadership.

To address these areas, Master Teachers must be provided with diverse learning pathways and development opportunities. These should target enhancing planning and decision-making skills, protocol-aligned innovation in PPAs, contextualizing learner-centered philosophies, and fostering research engagement to transform them into research-oriented instructional supervisors.

As shown in Table 13, neither educational attainment nor years of service significantly influences how Master Teachers respond to the VUCA world. Regardless of credentials or tenure, Master Teachers consistently demonstrate a capacity to fulfill their instructional roles in volatile, uncertain, complex, and ambiguous environments. This confirms that neither advanced degrees nor years in service alone determine their effectiveness in managing

VUCA-related challenges.

Table 14 further reveals no significant relationship between the extent of instructional supervisory practices related to VUCA and RPMS-PPST performance ratings, despite consistently high ratings (Table 12). This disconnect implies that the RPMS-PPST indicators primarily assess technical compliance, such as curriculum delivery and MOV portfolio completion, rather than adaptive competencies. As such, the current evaluation system fails to recognize or reward VUCA-responsive behaviors.

Despite this, Master Teachers remain capable of navigating the VUCA world, particularly when supported by institutional mechanisms. The lack of correlation highlights the need to realign performance assessment tools with 21st-century demands. Indicators must evolve to reflect the reality of VUCA-driven leadership in schools. For instance, a Master Teacher who develops a hybrid learning program during class disruptions should be evaluated differently from one who does not, yet current tools treat both equally.

Although studies such as those by Fullan (2011), Hattie (2009), and Hambleton (2020) emphasize the need for adaptive leadership, the RPMS-PPST continues to underrepresent these skills. Consequently, tailored professional development focused on VUCA-readiness is crucial. Without appropriate training, Master Teachers may fulfill their roles effectively yet remain unequipped to meet rapidly changing educational challenges.

While performance ratings remain high (Table 12), the adaptability of Master Teachers in VUCA environments may not yet be fully reflected. Their adjustments to systemic challenges might be gradual and go unnoticed in performance appraisals. According to Bennet and Lemoine (2014), adaptive leadership and resilience are critical for long-term success. Other influential factors, such as motivation, leadership support, and school culture, may also contribute more strongly to performance ratings than VUCA-readiness (Glickman et al., 2017).

In conclusion, the observed relationships, or lack thereof, among educational attainment, experience, VUCA management, and performance ratings highlight the need to bridge the gap between what is evaluated and what is essential in today's educational context. While Master Teachers are highly rated and clearly capable of operating in VUCA environments, the system must evolve to reflect and support this capacity. The proposed theory introduced in this study offers a framework for helping Master Teachers respond to educational trends through professional development and become future-ready leaders. By redefining what counts in performance evaluation, the Department of Education can ensure that VUCA-readiness

is not – something is missing here.

Conclusion

The study explored the link among Master Teachers' socio-demographic profile, instructional supervisory practices in a VUCA (Volatility, Uncertainty, Complexity, Ambiguity) world, and performance ratings under the RPMS-PPST framework. These variables are the bases for the development of the VUCA-Oriented Leadership Theory.

The findings underscore insights about professional development, adaptive leadership, and systemic evaluation in the Philippine educational system. Generally, the study reveals that even if MTs are highly rated (RPMS-PPST performance rating level). They are capable of managing VUCA (the extent level of instructional supervisory practices); the current RPMS-PPST framework does not align with adaptive competencies (VUCA). Instead, the evaluation system prioritizes technical compliance, such as completing MOVs (Means of Verification) and adhering to structured protocols, over leadership in uncertainty, innovation, and systemic thinking. Even if it was not anticipated in the study, the research has observed a need to reassess performance assessment among teachers to produce 21st-century educators who are adaptable to VUCA. For a broader discussion, the following conclusions have been drawn:

Educational attainment matters, but experience does not. While higher academic qualifications (particularly postgraduate degrees) correlate with better RPMS-PPST ratings, the number of years as an MT does not significantly affect performance. This challenges the assumption that longevity equates to mastery, which emphasizes the value of continuous professional development.

There are instructional supervisory practices in the VUCA world that need to be strengthened. Master Teachers demonstrate very high readiness across all VUCA dimensions; however, key areas in each aspect still need to be maximized. In Volatility, the weakness in structured action or improvement planning points to the need for training in strategic foresight. In Uncertainty, lower engagement with rigid protocols highlights a tension between innovation and bureaucracy, calling for DepEd to streamline its processes. In Complexity, the difficulty in aligning learner-centered systems with DepEd's bureaucratic structures reveals an "implementation gap" that requires contextualized solutions. In Ambiguity, the limited engagement in research underscores the need for evidence-based decision-making frameworks.

Neither education nor experience predicts adaptability to VUCA.

Readiness in the VUCA world among Master Teachers is influenced more by mindset, institutional support, and targeted training.

There is no significant link between VUCA and the RPMS-PPST rating. The current assessment framework does not effectively capture the adaptive competencies required in a VUCA world. Therefore, it is essential to provide Master Teachers with differentiated professional development and ensure the availability of school-based resources to support their growth and effectiveness in navigating VUCA challenges.

Recommendations

Based on the study's findings, the researcher recommends considering Kitane's VUCA-Oriented Leadership Framework (see Appendix A) as a helpful tool for navigating the VUCA world. This framework can benefit not only Master Teachers but all educators in becoming VUCA-ready, especially in response to the ongoing changes in the Philippine educational landscape. It seeks to standardize adaptive practices in line with the department's evolving priorities.

Furthermore, for DepEd instructional supervisors aiming to attain higher RPMS-PPST performance ratings, greater emphasis should be placed on pursuing higher educational attainment.

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Appendix A (Proposed Theory)

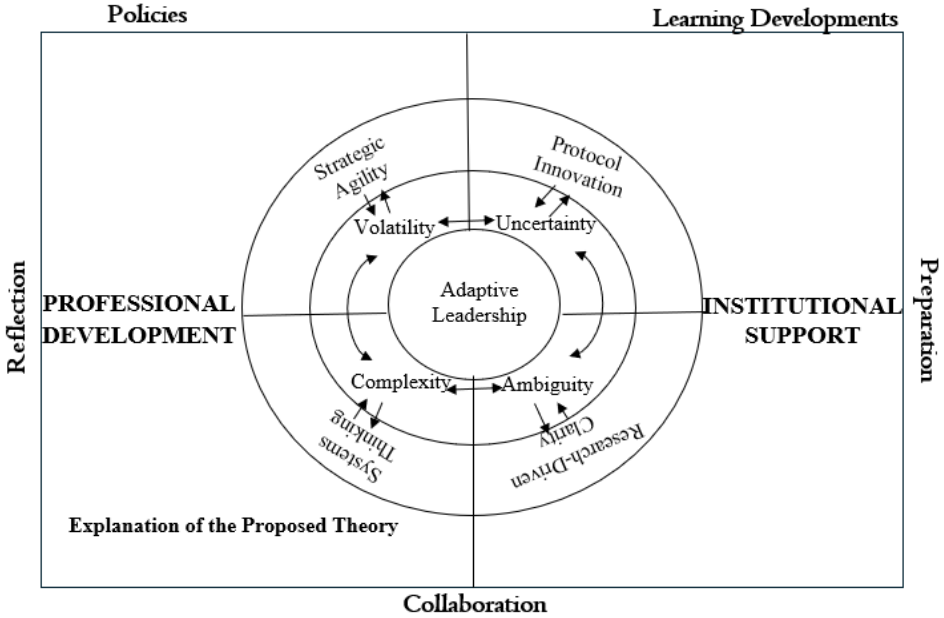
Kitane's VUCA-Oriented Leadership Theory (K-VOLT): A Model for Adaptive Instructional Supervision in Education

Rationale

The development of Kitane's VUCA-Oriented Leadership Theory (K-VOLT) emerged from the need to understand how Master Teachers (MTs) adapt and function effectively within a VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) environment. This expanded theory builds on emerging leadership frameworks and is specifically contextualized for Master Teachers. Grounded in the latest findings, the study identified the necessity of a new leadership model—one that positions adaptive leadership as central to MT effectiveness in addressing VUCA-related challenges. The K-VOLT theory was therefore conceptualized to address this need and align leadership practices with the evolving demands of a VUCA-driven educational landscape. This proposed theory remains subject to validation, particularly regarding its testability and predictive power. The diagram below reflects both the study's empirical results and a synthesis of key concepts derived from the findings.

Figure 3

Diagram of Kitane's VUCA-Oriented Leadership Theory (K-VOLT)



Kitane's VUCA-Oriented Leadership Theory (K-VOLT) positions Adaptive Leadership as the central capacity that enables Master Teachers to thrive in a VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) world. The theory directly stems from the findings that neither education nor experience can predict one's adaptability with it. This is based on the empirical findings that there is no significant relationship between instructional supervisory practices and education, and between these practices and the number of years they have been MTs (see Table 13). The VUCA elements are interlinked in the model (connected by arrows), as supported by Wright & Wigmore (2022), reflecting their interdependence. They manifest simultaneously in most educational disruptions, reinforcing each other's effects. These four elements form the core challenges faced by Master Teachers. To each, the framework proposes a corresponding adaptive leadership competency derived from the study's analysis of MT needs to be maximized and strengthened:

- Volatility requires Strategic Agility, as MTs need flexibility and responsiveness to shifting priorities and rapid changes (based on Table 7).
- Uncertainty requires Protocol Innovation by highlighting the role

of innovative, localized protocols in addressing unclear guidelines, especially during times like the pandemic (based on Table 8).

- Complexity needs Systems Thinking since MTs must view challenges holistically, recognizing patterns and interdependencies, particularly in instructional supervision and program implementation (based on Table 9); and,
- Ambiguity needs Research-Driven Clarity so that when issues are unclear or open to multiple interpretations, MTs must rely on evidence-based decision-making and reflective inquiry (see Table 10).

These elements function as both inputs, shaping the adaptive leadership process, and outputs, representing the evolved competencies developed through that process.

In the rectangular shape, two aspects are identified: professional development and institutional support – both significant in developing Master Teachers towards adaptive leadership and keys to developing the different adaptive competencies. Professional development, although it does not translate directly into VUCA adaptability, is necessary since higher educational attainment, particularly postgraduate degrees, correlates with better RPMS-PPST ratings.

Institutional support, on the other hand, is necessary since the advancement of different adaptive competencies needs to be supported by the institution to bridge the gap in the VUCA world. It provides the structure and culture necessary for sustaining adaptive practices. By embracing these two, Master Teachers can be cultivated as adaptive individuals who can navigate and thrive in dynamic learning environments, which are necessary for instructional supervisors.

On the other hand, the theory includes external factors in its outermost layers, which claim that the adaptive leadership of instructional supervisors can influence them. The outermost layer of the framework identifies systemic levers to enable adaptive leadership. These factors are

- Policies through the evolution of new assessment measures, which are VUCA-compliant;
- Learning Developments by leaning towards training programs for MTs to become VUCA-compliant;
- Reflection on what needs to be modified in the system.
- Preparation in pre-service training programs by embedding VUCA pedagogy; and
- Collaboration with stakeholders through interaction with the

strategies necessary for VUCA.

The external factors are inclusive in nature, in the sense that they are not only limited to the Master Teachers, but also to the stakeholders and even pre-service teachers – all need to adapt to the VUCA world. It is not a sole responsibility, but a shared leadership endeavor.

K-VOLT not only provides theoretical insight but also offers actionable guidance for shaping leadership preparation and policy in VUCA contexts.

While many variables were not statistically significant, this does not diminish the theoretical or practical value of the leadership framework. Even in the absence of strong correlations among other variables, the framework provides a structured lens to understand supervisory mindsets, leadership behaviors, and contextual dynamics that quantitative measures alone may not capture. In other words, the framework highlights context-specific behaviors and decision-making processes that are critical to interpreting leadership effectiveness.