

Effect of School Head's Mentoring Skill on Teachers' Morale and Performance: Basis for Developing an Intervention Program

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Abstract — The study aimed to determine the school heads' instructional mentoring skills and their effect on teachers' morale and performance in the divisions of Zamboanga del Norte, Dipolog City, and Dapitan City during the school year 2019-2020. Survey and correlational methods of research were used, involving 258 school heads and 374 teachers. Data were treated using weighted mean and the Spearman Rank-Order Correlation Coefficient. Findings revealed that school heads in the divisions under investigation were very much skillful in instructional mentoring activities. The teachers had positive morale and very high teaching performance. Furthermore, the level of school heads' mentoring skills in the three divisions was low and positively correlated with the teachers' morale but not significant. Moreover, the level of school heads' mentoring skills in Zamboanga del Norte and Dapitan City was moderately and positively correlated with and significantly related to the teachers' level of performance. However, the level of school heads' mentoring skills in Dipolog City was low but positively correlated with and significantly related to the teachers' level of performance. The study concluded that school heads in Zamboanga del Norte, Dipolog City, and Dapitan City coach the teachers on being more aggressive, working smarter and harder, and getting to a place where the teachers know what to do when the school heads are not around. With this, school heads in the three divisions should redefine and strengthen their mentoring procedures through the School Heads' Feedback System to boost further teachers' morale and maintain very high performance.

Keywords — *School Heads' Mentoring Skills, Teachers' Morale, Teachers' Performance*

I. Introduction

The possibility of increasing school head effectiveness is a driving force for school reform. While a school can be reformed by reorganizing the structure of the day, how students are placed in classrooms, or what curriculum is used to teach, the critical factor of school reform is the teachers' ability to impact pupils' learning positively. The continued drive in public policy and local school districts to increase pupils' achievement suggests a need to understand how instructional mentoring links to teachers' teaching performance and the learning ability of their students, which can be considered teachers' morale boosters. Local observations revealed that instructional mentoring, where a teacher (mentee) and a mentor work together through a cycle of planning, modeling, and conferencing, is an effective method to increase teachers' morale and performance.

Bird (2012) asserted that mentoring is an essential component of the teaching experience. It is used as professional development in large-scale initiatives for various reasons, including developing individual teacher's ability to meet student needs (Mozdzanowski, 2016). Abida, Naz, Tatlah, and Munir (2010) pointed out further that mentoring is one of the most important ways to improve the quality of teaching. Accordingly, instructional mentoring helps teachers learn how to use what is called "evidence-based" practices. School heads, the mentors, provide assistance to teachers to utilize practical teaching strategies to engage students more effectively and maximize good academic outcomes.

Similarly, Shidler (2009) supported that instructional mentoring is carried out within the classroom setting so teachers can learn to put strategies into place while on the job. According to the Pennsylvania Institute for Instructional Coaching (2017), instructional coaches are mentors who provide essential professional development in education. In other words, instructional coaches are instructional mentors. Several characteristics and components need to exist for instructional mentoring to be useful (Akhavan and Tracz, 2016). Accordingly, many educators believe that instructional mentoring focuses on supporting teachers' learning, growth, and performance and is most often linked to high morale. Knight (2017) added that instructional mentoring is a professional development strategy that helps promote the high morale of the teachers.

Undeniably, teacher's morale is recognized by school heads as one of the key ingredients in the development of a successful educational organization (Flores, 2017). In a similar vein, Attwood (2007) underscored some factors: teachers' morale-boosting or morale lowering, namely: achievement, interpersonal relations, recognition, responsibility, and promotion. Hence, school heads need to be aware of factors like mentoring skills that affect the teachers' morale and how mentoring skills may affect the teachers' quality of performance.

Essentially, a teacher's performance is the essential component of a school's effect on development and student learning, and that there is considerable heterogeneity in teacher's productivity within and across schools (Rockoff, 2004). However, the variation in teacher's performance as observed in the divisions of Zamboanga del Norte, Dipolog City, and Dapitan City is still largely unexplained by commonly measured school heads' mentoring skills.

In principle, school heads' instructional mentoring skills impact factors in improving the teachers' performance. However, the relationship between the instructional mentoring skills of school heads and the teachers' performance has not been studied at large in the three divisions of Zamboanga del Norte, Dipolog City, and Dapitan City. Hence, this study was conducted to scientifically establish the link between school heads' instructional mentoring skills and the teachers' performance. The study claims that excellent teachers' performance is an attribute of an effective teacher. Likewise, upshots of the survey can be a basis for designing an intervention such as mentoring program enhancement for school heads to boost teachers' morale and enhance teachers' performance.

Literature Review

This chapter presents pertinent literature and studies that enhance the researcher's perspective on the different concepts related to instructional mentoring skills of school heads, teachers' morale, and teachers' performance in public elementary schools.

Foreign Literature

If someone has ever played sports, he knows that a great coach or mentor can help him change the way he plays the game. It is not that a coach or a mentor takes over a player spot and plays for the player, but a mentor teaches a player how to be more aggressive, to work smarter and harder, and to get to a place where a player knows what to do when a mentor is not around. DeWitt (2014) posited that mentors provide an outside perspective and can see things that players may be doing wrong, or need to do better, which can help them perform at a higher level. When players are successful, mentors pat them on the back, but they refocus their efforts, so players do not take too much time to rest on their laurels.

In basic education, change is something that school heads need to do from time to time because they all need to improve their profession and the profession of their subordinates to impact pupils' performance. In this case, blind spots do not just take place in leadership. They can take place in the classroom as well. There is an old saying, "someone does not know what he does not know." Teachers need an outside perspective that can see the things that they do not even know if these things exist in the classroom about instruction or classroom management because they are so busy teaching that they cannot see everything that is happening and read the minds of the students in the class. It is where instructional mentors enter into the lives of teachers. Instructional mentors help teachers see their blind spots and can help bring their instructional practices up to a new level (DeWitt, 2014).

Knight (2017) asserted that instructional mentors are working with teachers as collaborative partners to create and deliver high-quality instruction to every student. He further pointed out that instructional mentors support teachers in designing curricula and assessments, utilizing best practices and classroom management, integrating technology, and finding resources that maximize instruction. Moreover, he stressed that mentors work with teachers as a source of job-embedded professional development to facilitate reflection and action for the continuous improvement of teaching and learning.

Likewise, mentoring is inevitable in the genre of education, especially in the elementary stage. Aguilar (2013) posited that educators need more knowledge, skills, practice, and support after they enter the profession. Gladwell (2008) calculated that it takes ten thousand hours of deliberate practice that promotes continuous improvement to master a complex skill. It translates into about seven years for those working in schools. Accordingly, the majority of school heads and teachers want professional development since they wish to improve their craft, be more productive, implement new skills, and see students learn more (Harper, 2015).

On the other hand, school heads hold two roles, namely: evaluator and mentor (Hansford and Ehrich, 2006). While evaluation is necessary, there is increasing recognition of the importance of mentoring. The school head, rather than being the expert and telling a teacher what to do, serves as the “head mentor” who is responsible for engaging teachers in a process that respects them as learners and works with them to reflect on their teaching and identify ways to strengthen their practice (Huff et al., 2013). When school heads serve as mentors, James-Ward (2013) averred that the two roles must remain separate and that clear boundaries be established about how information from mentoring will be used.

Moreover, Aguilar (2012) claimed that a fantastic way in which mentors can impact a school beyond one-on-one mentoring is the role that they play in the whole school system change. A mentor is often uniquely positioned to see the big picture especially how teachers are working and the impact that they are expected for their students. If they have the skills, mentors can help teachers see these big pictures and work towards systemic changes. Teachers can support the process of gathering data, information, and resources so that changes can be useful. Teachers can use an inquiry process approach to ask questions and explore the root causes. Importantly, mentors often see the parts and the whole at the same time, the essential in systems change. Proper mentoring helps a person move from where they are to where they want to be (Aguilar, 2013). School heads help teachers reflect on and improve their morale.

Harri (2013) elucidated nine (9) steps to enhance administrators’ and teachers’ morale at work. First, administrators and teachers must understand the school policies and goals so that they can communicate well with each other. They should know what the school is expected of them. They must also aim to achieve these objectives. They will be less likely to remain on task, failure in their efforts, frustration on both sides, and ultimately lead them to negative morale if they are not clear about their objectives.

Second, administrators and teachers meet as often as possible and get to know each other to boost morale at work. Administrators must insist on daily meetings with teachers to discuss daily goals and current concerns. If the school has a large personnel body, supervisors and administrators must meet with their direct subordinates. They make sure precise and open-door policy for all forms of communications, from sharing ideas to voicing concerns.

Third, administrators should include annual reviews in which teachers discuss personal goals. Reviews are opportunities to communicate school goals and personnel successes and weaknesses. Administrators and teachers should participate in voicing their issues and feel that the school community supports them in achieving their goals.

Fourth, administrators should avoid negative morale by taking the time to meet with teachers in between reviews. Frequently, teachers find it difficult taking advantage of the open door policy and voicing concerns they may be having. Hence, administrators make it easier for teachers by arranging one-on-one meetings and asking teachers how everything is going. The

effort opens the door for all of them to share ideas or complain. The idea is to get to know each other professionally and, to some extent, on a personal level as far as their own goals. The last thing administrators want is for teachers to have an issue with something that is growing.

Fifth, administrators and teachers must set up for success by investing in training opportunities. Administrators should provide the necessary tools needed to perform effectively. Investing teachers in training opportunities is an indicator that administrators take them seriously. And in return, teachers take their administrators with due respect, thus, developing high morale on both administrators and teachers.

Sixth, administrators should make sure that teachers should understand that they are an essential part of the school and that without them, school goals could not be met. Administrators can increase positive morale when teachers feel that they are needed and appreciated and they work harder to please. If teachers offer suggestions that administrators find them compelling and can be incorporated, teachers should be recognized and rewarded. In so doing, teachers are valued by their administrators who, in return, are assessed by the teachers, thus, expecting high morale.

Seventh, administrators and teachers should acknowledge successes and reward those who go above and beyond. The school does not have to pay everyone who does their job, that is what a salary is for, but it is essential to recognize that personnel who exceed expectations. School can identify these people with a certificate or could even initiate a token program in which awardees get tokens for good deeds.

Eight, school administrators and teachers should be treated as individuals, not just workers or servants of the school. Recognizing the personnel's birthdays by sending a signed card, flowers, or a gift card is a great advantage. Such opportunities allow getting to know each other more personally. By doing this, administrators' and teachers' morale could be enhanced. The activity also helps develop a genuine interest in both parties because they are recognized as the difference.

And the ninth, school personnel should show respect and be professional when communicating with each other. No one should raise a voice or swear. All should remind themselves that each is an essential part of the workforce and should be treated with the same respect. By instilling professionalism and respect in one's manner, each is demonstrating a way of treating everyone in school that should be emulated.

In school, teachers' productivity may be assessed based on the performance of the teacher. In measuring teachers' performance, qualitative tools such as standardized test scores of students have been used (Schacter & Thum, 2010). However, Blankstein, as cited by Akiri and Ugborugbo (2008), averred that test scores or grades do not reflect the quality of teaching because teachers' input is not the only factor that influences students' academic performance in schools. Peer effect, gender, ethnicity, race, motivation, income, as well as family background variables such as household environment and parental education may have significant influence on students' academic achievement (Wenglinsky, 2011). Furthermore, teachers' performance level may be

evaluated in terms of what the teachers control and do in the classroom, such as teaching effectiveness and classroom performance. Moreover, teachers' performance may be influenced by the mentoring skills of school heads. There is, therefore, a need for an analytic assessment of teachers' performance.

Local Literature

In the Philippines, school heads' mentoring skill is essential that should not take into granted. Rosales (2015) posited that mentoring may include advising and teaching someone by the mentor sharing their experiences. The focus of school heads' mentoring is always supporting the teachers in achieving the school outcomes. Helping teachers in discovering, exploring and realizing their fuller potential is what mentoring is about (Cachola, Aduca & Calauagan, 2018).

According to Ganiban, Belecina, and Ocampo (2019), empowerment of teachers in the school setting is a vital instrument to meet the success in the attainment of the institution's mission and vision. As such, empowered teachers can do innovation to further develop the existing limitations of the school curriculum, uplift school standards, and transform students to be well-rounded individual in the society. Essentially, teachers who are empowered increase their morale and become proud of the so called noblest profession (Ganiban et al., 2019).

Racho (2015) posited that teachers' performance is best measured in terms of personal, academic, planning curriculum and instruction, classroom management, and social productivity. Accordingly, personal productivity includes teachers' skills, attitudes, behavior, personal attributes, knowledge, and values (Bali-os, 2012). Empirically, high performance links productivity to a variety of different actions and that the best way to identify the product that leads to high performance is to observe the most successful teachers. Further, it is essential to note that the skills, attitudes, and behaviors of teachers contributing to academic productivity fall into one of two domains: academic skills or academic enablers (Palma, 2016). Academic qualifications are the fundamental and complex skills that are a central part of educational curricula, and they are essential in allowing teachers to learn content-specific knowledge during college and while on the field. Academic enablers are behaviors and attitudes that will enable a teacher to benefit from instruction.

Foreign Studies

A study by Harper (2015) entitled "Teachers' Perception of the Effectiveness of Instructional Mentoring" yielded differences in teachers' perceptions of instructional mentoring on 9 of the 12 survey questions. Further, the analysis indicated that instructional mentoring was lacking or not a current district focus in regards to building higher thinking skills, creating orderly and safe classrooms, and preparing and organizing lessons. However, all responses provided statistically significant positive support for instructional mentoring overall.

Kraft et al. (2017) also dealt with the study entitled “The Effect of Teacher Mentoring on Instruction and Achievement: A Meta-Analysis of the Causal Evidence.” The study reviewed the empirical literature on teacher mentoring and conducted meta-analyses to estimate the mean effect of mentoring on teachers’ performance and students’ academic achievement. Combining results across 44 studies that employed causal research designs, the found pooled effect sizes of .58 standard deviations (SD) on instruction and .15 SD on achievement. Much of this evidence come from literacy mentoring programs for pre-kindergarten and elementary school teachers. Although these findings affirmed the potential of mentoring as a development tool, further analyses illustrated the challenges of taking mentoring programs to scale while maintaining effectiveness. Mentoring effects in large-scale effectiveness trials with 100 teachers or more were only half as significant as effects in small-scale efficacy trials. The study concluded by discussing ways to address scale-up implementation challenges and providing guidance for future causal studies.

In the investigation conducted by Lee, Fadzil, and Ali (2011) entitled “Does teachers’ morale affect their job performance?” the study explored the interrelationships between morale and job performance of secondary school teachers. A questionnaire survey was used involving secondary school teachers from four schools in Seremban, Negeri Sembilan. A total number of 92 respondents were included in this study. The findings showed that all the five factors, namely: leadership, belongingness, environment, personal development and collegiality, contributed significantly to teachers’ morale. The working environment was rated as the most critical factor among the five. The structural equation modeling indicated that the environment, personal development, and collegiality factors affected the feeling of own reward of the teachers while leadership, belongingness, environment, and personal development influenced their cohesive pride. It was also found that only the leadership factor had a direct impact on job performance. The other morale determinants affected the job performance of the teachers indirectly either by affecting personal reward or cohesive pride.

Local Studies

In the Philippines, studies on mentoring, teachers’ morale, and performance were also reviewed. Cachola, Aduca, and Calauagan (2018) dealt with “Mentoring Experiences, Issues, and Concerns in the Student-Teaching Program: Towards a Proposed Mentoring Program in Teacher Education.” The study found out that the cooperating teachers mentored to a great extent the student-teachers. Provision of continuing professional education for cooperating teachers to enrich their skills on mentoring student teachers and more time for post-conference were recommended.

However, Rodrigo’s (2018) study on “Principal leadership practices, teacher morale, and performance of elementary schools” divulged that the teachers had generally moderately high morale. Although, they showed high morale on the following: teacher rapport with the principal, satisfaction with teaching, rapport among teachers, teacher salary, curriculum issues, teachers’ status, community support of education, and community pressures, the schools’ performance was

generally moderately high only. Moreover, the level of morale of teachers was positively associated by the principals' leadership and mentoring practices.

In general, the review of literature and studies reveals that heads of school delivered their mentoring functions and were even found skillful along this line. However, there was a dearth in the review regarding the relationship between school heads' mentoring skills and teachers' morale so with the teachers' performance. Furthermore, limited studies support the mentoring skills of school heads in the divisions of Zamboanga del Norte, Dipolog City, and Dapitan City.

II. Methodology

Research Design

Survey and correlational methods of quantitative research were used in the study with the aid of the questionnaire checklist. A correlational analysis was performed to determine the significant effect of instructional mentoring skills of school heads on teachers' morale and performance in the divisions under study.

Setting

The site of the study was the public elementary schools in the three (3) divisions of Zamboanga del Norte, Dipolog City, and Dapitan City.

Respondents of the Study

The use of Slovin's formula determined the school head-respondents of the study. The target school head-population of the survey was comprised of seven hundred twenty-five (725). With a margin of error of 5%, 258 school head-respondents were obtained. Simple proportionate sampling by lottery method was used in getting the school head-respondents from each district. The proportion was calculated by dividing 258 by 725, which yielded 0.3559 rounded off to the nearest ten thousandths. The number of school head-representatives from each district was determined by getting the product of the proportion and the number of school heads.

Likewise, the teacher-respondents of the study were determined by the use of Slovin's formula. A total of five thousand seven hundred forty-three (5,743) public elementary school teachers were the target teacher population of the study. With a margin of error of 5%, 374 teacher-respondents were obtained. The proportion was calculated by dividing 374 by 5,743, which yielded 0.0651 rounded off to the nearest ten thousandths. The number of teacher-representatives from each district was computed by getting the product of the proportion and the total number of teachers.

Convenience sampling was employed in the selection of teacher-respondents. Teacher-respondents were taken from the school where the school head was selected as a respondent of the study. Convenience sampling was used for the researcher to choose a sampling unit that is

convenient to get the necessary information needed in the survey. In totality, 632 respondents were surveyed, in which 529 respondents were coming from the Division of Zamboanga del Norte, 51 respondents were from the Division of Dipolog City, and 52 respondents were from the Division of Dapitan City. Table 1 shows the distribution of the respondents of the study.

Results and Discussion

The Respondents of the Study

Congressional Districts	Number of School Heads	Numbers of Teachers	Respondents		Total	Percent
			School Heads	Teachers		
1 – Zambonga del Norte	144	906	51	59	110	17.41
2 – Zambonga del Norte	213	1662	76	108	184	29.11
3 – Zambonga del Norte	280	2067	100	135	235	37.18
Dipolog City	32	623	11	40	51	8.07
Dapitan City	56	485	20	32	52	8.23
Total	725	5743	258	374	632	100.00

Research Instrument

The instrument used to gather data in this study was composed of two (2) sets: research instrument for school heads and research instrument for teachers. The research instrument for school heads consisted of three (3) parts. The first part dealt with the personal profile of the school heads. The second part was the mentoring skills scale, which was used to gather the perceptions of the school heads as regards their mentoring skills. The third part of the instrument was the teachers' performance scale. On the other hand, the research instrument for teachers comprised four (4) parts, namely: the profile of the teachers, the mentoring skills scale, the teachers' morale scale, and the teachers' performance scale.

The indicators of the mentoring skills scale were derived from the Instructional Coach Job Description of Galbato (2015), while the teachers' morale scale was extracted from the morale survey of the Practical Resources for Educational Professionals (PREP) Center (PREP, 2013). The researcher added additional key factors to the morale questionnaire to comprise the twenty key elements measured in this study. Moreover, the teachers' performance scale was adopted from Bibi (2005) with five (5) indicators in which each indicator was described by five (5) descriptors, all of which were taken from the same source.

Data-Gathering Procedure

Before the questionnaires were administered, the researcher sought endorsement from the Head of the EMD Program of the Graduate School, Saint Vincent's College Incorporated, Dipolog City. A letter of the researcher, together with the endorsement letter from the Head, was sent to the Schools Division Superintendents of the Division of Zamboanga del Norte, Division of Dipolog City, and Division of Dapitan City asking for endorsement to gather data by administering the instrument of the study in the sample schools.

A letter of the researcher, together with the endorsement letter from the Superintendents, was sent to the District Supervisors asking for approval to gather data by administering the instrument of the study. Upon approval, the researcher personally administered the instrument to the respondents. After the respondents answered, the questionnaires were immediately retrieved, tallied, computed, and interpreted.

Statistical Treatment

Weighted Mean. It was used to quantify the respondents' ratings in the instructional mentoring skills of the school heads, teachers' morale, and teachers' performance.

Spearman Rank-Order Correlation. It was used to find out the correlation between the school heads' instructional mentoring skills as perceived by the teachers and their morale. It was also employed to establish the relationship between the school heads' instructional mentoring skills as perceived by the teachers and their performance.

The following guide in interpreting the value of ρ , suggested by Cohen, West, and Aiken (2014), will be used.

Value	Size	Interpretation
± 0.50 to ± 1.00	Large	High positive/negative correlation
± 0.30 to ± 0.49	Medium	Moderate positive/negative correlation
± 0.10 to ± 0.29	Small	Low positive/negative correlation
± 0.01 to ± 0.09	Negligible	Slight positive/negative correlation
0.00		No correlation

The data collected for this study were encoded and analyzed using Statistical Package for the Social Sciences (SPSS version 20.0), Statistical Minitab (Version 17), and Microsoft Excel Data Analysis ToolPak. Hence, posting the statistical formulas was not necessary. The statistical test was performed at a 0.05 level of significance.

III. Results and Discussion

Table 2

The Level of the Instructional Mentoring Skills of School Heads

SCHOOL HEADS						
Indicators	Zamboanga del Norte		Dipolog City		Dapitan City	
	Mean	Level/ Interpretation	Mean	Level/ Interpretation	Mean	Level/ Interpretation
Modeling	3.44	Very Much Skillful/ Excellent	3.49	Very Much Skillful/ Excellent	3.51	Very Much Skillful/ Excellent
Co-planning	3.41	Very Much Skillful/ Excellent	3.46	Very Much Skillful/ Excellent	3.45	Very Much Skillful/ Excellent
Co-teaching	3.75	Very Much Skillful/ Excellent	3.77	Very Much Skillful/ Excellent	3.77	Very Much Skillful/ Excellent
Providing Feedback	3.70	Very Much Skillful/ Excellent	3.72	Very Much Skillful/ Excellent	3.69	Very Much Skillful/ Excellent
Overall Mean	3.58	Very Much Skillful/ Excellent	3.61	Very Much Skillful/ Excellent	3.61	Very Much Skillful/ Excellent

TEACHERS						
Indicators	Zamboanga del Norte		Dipolog City		Dapitan City	
	Mean	Level/ Interpretation	Mean	Level/ Interpretation	Mean	Level/ Interpretation
Modeling	3.03	Much Skillful/ Satisfactory	3.00	Much Skillful/ Satisfactory	3.13	Much Skillful/ Satisfactory
Co-planning	3.46	Very Much Skillful/ Excellent	3.48	Very Much Skillful/ Excellent	3.52	Very Much Skillful/ Excellent
Co-teaching	3.77	Very Much Skillful/ Excellent	3.79	Very Much Skillful/ Excellent	3.73	Very Much Skillful/ Excellent
Providing Feedback	3.72	Very Much Skillful/ Excellent	3.75	Very Much Skillful/ Excellent	3.78	Very Much Skillful/ Excellent
Overall Mean	3.50	Very Much Skillful/ Excellent	3.51	Very Much Skillful/ Excellent	3.54	Very Much Skillful/ Excellent

Presented in Table 2 is the level of instructional mentoring skills of school heads. On average, school heads of the three divisions indicated that they were very much skillful in modeling. The teachers, however, only indicated that their school heads were much skillful along with instructional mentoring in terms of modeling. The finding means that school heads can model the teachers by demonstrating their instruction mentoring skills. It implies that school heads ensure

that teachers are on the right path in the holistic development of the pupils. Coffey (2017) posited that school heads should significantly model as an instructional mentoring strategy since modeling demonstrates a concept or approach to teachers' professional development.

The table also reveals that school heads unanimously indicated that they were very much skillful in instructional mentoring along with co-planning. Teachers of the three (3) divisions under study also showed that their school heads were very much skillful in co-planning. It means that the school heads and the teachers are working together to craft decisions regarding the implementation of instruction to meet the needs of all the pupils. It implies further that both the school head and the teacher define the goals of instruction. The collaborative effort of the school heads and teachers is substantiated by Coffey (2017), who posited that co-planning is very important for the team to meet the needs of all learners adequately.

Similarly, the level of instructional mentoring skills of school heads in terms of co-teaching was very much skillful. Teachers in the three divisions also indicated that their school heads were very much skillful in co-teaching. The result means that the school heads involve the teachers to share instructional responsibility. It alludes that school heads and teachers define joint accountabilities as central to pupils' development. Friend and Cook (2016) corroborated when they revealed that school heads and teachers allow for more intense and individualized instruction in the general education setting, enhancing pupils' access to the general education curriculum while reducing stigma for learners with special needs.

The table further shows that school heads were equally and very much skillful in providing feedback to their teachers. The teachers from the three divisions also affirmed that their school heads were very much skillful in providing feedback. The result is supported by Reynolds (2017), who claimed that school heads' feedback provides teachers an explanation of what they are doing correctly and incorrectly.

Table 3
The Level of the Teachers' Morale

Descriptors	Zamboanga del Norte		Dipolog City		Dapitan City	
	Average Weighted Value	Level/ Interpretation	Average Weighted Value	Level/ Interpretation	Average Weighted Value	Level/ Interpretation
1. Professional collegiality	3.00	Positive/ Much Exercised	3.10	Positive/ Much Exercised	3.15	Positive/ Much Exercised
2. Supervisory support	3.10	Positive/ Much Exercised	3.12	Positive/ Much Exercised	3.15	Positive/ Much Exercised
3. School climate	3.20	Positive/ Much Exercised	3.18	Positive/ Much Exercised	3.22	Positive/ Much Exercised
4. School leadership	3.15	Positive/ Much Exercised	3.16	Positive/ Much Exercised	3.20	Positive/ Much Exercised
5. Students behavior	3.18	Positive/ Much Exercised	3.20	Positive/ Much Exercised	3.16	Positive/ Much Exercised
6. Professional autonomy	2.60	Positive/ Much Exercised	2.58	Positive/ Much Exercised	2.62	Positive/ Much Exercised
7. Parental support	3.12	Positive/ Much Exercised	3.10	Positive/ Much Exercised	3.00	Positive/ Much Exercised
8. Workplace conditions	3.00	Positive/ Much Exercised	3.10	Positive/ Much Exercised	3.12	Positive/ Much Exercised
9. Salary and benefits	1.90	Negative/ Less Exercised	1.82	Negative/ Less Exercised	1.84	Negative/ Less Exercised
10. Students' responsiveness and enthusiasm	3.20	Positive/ Much Exercised	3.16	Positive/ Much Exercised	3.18	Positive/ Much Exercised
11. Job stress	2.62	Positive/ Much Exercised	2.78	Positive/ Much Exercised	2.80	Positive/ Much Exercised
12. Recognition as a professional/expert	3.20	Positive/ Much Exercised	3.10	Positive/ Much Exercised	3.15	Positive/ Much Exercised
13. Empowered as a professional	2.95	Positive/ Much Exercised	3.00	Positive/ Much Exercised	3.10	Positive/ Much Exercised
14. Workload	3.10	Positive/ Much Exercised	3.05	Positive/ Much Exercised	3.12	Positive/ Much Exercised
15. Invigorated by the work	2.55	Positive/ Much Exercised	2.62	Positive/ Much Exercised	2.65	Positive/ Much Exercised
16. Stakeholders' support	3.16	Positive/ Much Exercised	3.20	Positive/ Much Exercised	3.18	Positive/ Much Exercised
17. Political intervention	3.15	Positive/ Much Exercised	3.18	Positive/ Much Exercised	3.20	Positive/ Much Exercised
18. Local government unit support	3.20	Positive/ Much Exercised	3.22	Positive/ Much Exercised	3.18	Positive/ Much Exercised
19. Academic freedom	3.22	Positive/ Much Exercised	3.20	Positive/ Much Exercised	3.22	Positive/ Much Exercised
20. Community climate	3.22	Positive/ Much Exercised	3.18	Positive/ Much Exercised	3.20	Positive/ Much Exercised
Mean	2.99	Positive/ Much Exercised	3.00	Positive/ Much Exercised	3.02	Positive/ Much Exercised

Teachers' morale pertains to describing the emotions, attitudes, satisfaction, and overall outlook of teachers during their time in school. Table 3 shows that teachers from Dapitan City, Zamboanga del Norte, and Dipolog City indicated that their morale was negative along with salary and benefits. It means that teachers claim their low morale along with salary and benefits. Cobato (2018) supported that, all around the country, public school teachers burn the midnight oil for a job that puts the nation's future in their hands. Thus, she asked why teachers are not paid enough to boost high teachers' morale.

However, despite the low morale of teachers along with salary and benefits, teachers, in general, were still optimistic about their morale. It means that the teachers' morale remained high in all other aspects of their job in school even though the salary and benefits were low. The finding implies that teachers from the divisions under study positively and highly described their emotions, attitudes, satisfaction, and overall outlook during school to significantly influence the school's environment and persuade the school's community. Houchard (2005) corroborated the present finding of the study. In his investigation, he found out that there was a moderately high level of teacher morale. Phillip-Regis (2013) also supported the present claim, whose study revealed that teachers' morale was moderately positive.

Table 4
The Level of Teachers' Performance

SCHOOL HEADS						
Indicators	Zamboanga del Norte		Dipolog City		Dapitan City	
	Mean	Level/ Interpretation	Mean	Level/ Interpretation	Mean	Level/ Interpretation
Personal	3.44	Very High/ Excellent	3.50	Very High/ Excellent	3.50	Very High/ Excellent
Academic	3.76	Very High/ Excellent	3.77	Very High/ Excellent	3.79	Very High/ Excellent
Planning Curriculum & Instruction	3.61	Very High/ Excellent	3.56	Very High/ Excellent	3.62	Very High/ Excellent
Classroom Management	3.43	Very High/ Excellent	3.46	Very High/ Excellent	3.43	Very High/ Excellent
Social	3.90	Very High/ Excellent	3.91	Very High/ Excellent	3.91	Very High/ Excellent
Overall Mean	3.63	Very High/ Excellent	3.64	Very High/ Excellent	3.65	Very High/ Excellent

TEACHERS						
Indicators	Zamboanga del Norte		Dipolog City		Dapitan City	
	Mean	Level/ Interpretation	Mean	Level/ Interpretation	Mean	Level/ Interpretation
Personal	3.52	Very High/ Excellent	3.55	Very High/ Excellent	3.56	Very High/ Excellent
Academic	3.75	Very High/ Excellent	3.86	Very High/ Excellent	3.85	Very High/ Excellent
Planning Curriculum & Instruction	3.62	Very High/ Excellent	3.62	Very High/ Excellent	3.62	Very High/ Excellent
Classroom Management	3.47	Very High/ Excellent	3.50	Very High/ Excellent	3.49	Very High/ Excellent
Social	3.95	Very High/ Excellent	3.93	Very High/ Excellent	3.94	Very High/ Excellent
Overall Mean	3.66	Very High/ Excellent	3.69	Very High/ Excellent	3.69	Very High/ Excellent

Table 4 shows the level of teachers' performance. It could be gleaned on the table that teachers in Zamboanga del Norte, Dipolog City, and Dapitan City rated themselves as "very high" along with personal. The school heads supported the teachers' claim. Along with this line, the teachers are indeed bound to teach as they have made efforts to develop themselves. As cited by Tuballa (2014), Herzberg mentioned that there is no one best motivator but the self. The teachers walk the talk since they make it a point that they could become excellent teachers by exhibiting their behaviors and characteristics. As explained in the hierarchy of needs by Abraham Maslow, as cited by Martires (2004), it is clearly emphasized that once the physiological needs are met, safety and security needs are the next essential things to be satisfied. The teachers' basic needs may have been satisfied. Thus, they feel safe and secure. They do their best in their job and need to be self-actualized.

Likewise, the table presents that teachers were "very high" in their academic performance. It means that teachers are skillful, knowledgeable, and they possess intellectual attributes. Educational productivity is shown in different ways, and it can be proven in various manners. Thus, teachers have tested it in other aspects and instances. Unarguably, knowledge enables them to work with things at the right time. The skills are developed when they are equipped with

appropriate expertise. Through the consistent application of knowledge, skills are developed. These skills and expertise are essential in a daily student encounter with the teacher. According to Harris and Crossman (2006), the experience helps teachers and administrators define their skills needed for their roles, plan for evaluation, mentoring, and advancement, and design development programs based on identified needs. The present finding corroborated the study of Heijke and Meng (2006). The study revealed that teachers who possess a very high level of academic performance have a comparative advantage outside their professional domain and can obtain the required competencies, knowledge, and skills for a supervisory position more quickly. They also stressed that teachers' development programs should be focused on enhancing the academic abilities of teachers to succeed and advance in the academe. Programs vary in methodology but must be guided by the academic responsibilities and needs of the particular teachers.

The table shows further that the teachers were very high in planning curriculum and instruction across Zamboanga del Norte, Dipolog City, and Dapitan City. According to Zuga (2009), the process of planning for curriculum development can do the work that follows efficient and relatively easy, or difficult and unwieldy. The present finding corroborated the study of Chimwenje (2006). The study result disclosed that the curriculum planning and decision-making process of Malawi was centralized even though not flexible enough to allow the curriculum to be modified to suit local conditions while at the same time meeting the nationally developed objectives. Curriculum planning involves a series of organizational methods that are focused on achieving optimal student comprehension. Teachers might structure their curriculum around daily lesson plans, periodic outline, and specific units within a class or an entire educational program. The present finding also supported Redoble (2012), whose study revealed that teachers' productivity and curriculum planning and instruction were very high. Bali-os (2012) complemented that teachers in curriculum planning and instruction were very high. It means that teachers can plan a curriculum being the content of what is taught and an overall process of how that content is to be taught.

Additionally, the teachers were "very high" in classroom management. It showed that the teachers almost always come on time, and they too develop the students' responsibility and attitude as well as their work habits by setting themselves as examples. They come to class very well prepared with the lessons that they are going to present. They are also rich in teaching methods, techniques, and strategies that would help facilitate learning among the students. Teachers emphasize honesty in the classroom by carefully monitoring students during examinations and not allowing them to look at their seatmates' work. The overall result means that teachers are excellent classroom managers for they can manage the classroom appropriately. They can require integrity among the students as they possess it. Rahman (2010) asserted that teachers must possess, develop, and nurture a set of skills to perform their tasks effectively. They should think about their classroom management practices, learn from their experiences, and get help from the experiences and knowledge of their colleagues. This finding supported Schoon (2009), who revealed that managing a classroom is a teacher's business.

Moreover, the table reveals that the teachers were “very high” in terms of social. It means that the teachers possess interpersonal, intercultural, social, and civic competencies. It implies that teachers are equipped to use the appropriate social skills in the classroom, school, and community. Further, it implies that they can gain a competitive advantage as they can get the confidence and trust of the community they are serving. Lawson (2012) stressed that teachers could be valuable facilitators in helping children gain social competency.

In sum, teachers in Zamboanga del Norte, Dipolog City, and Dapitan City were “very high” in their performance at school. It means that teachers’ job and professional practice standards should be explored to provide developmental pathways for teachers to enhance and refine their practice.

Table 5

Test of Relationship between the Teachers’ Perceived Level of Mentoring Skills of School Heads and the Teachers’ Level of Morale

Zamboanga del Norte				
Variables	Mean	Computed ρ	p-value	Decision
Level of Mentoring Skills of School Heads & Level of Teachers’ Morale	3.50	0.111	0.123	Small/Low Correlation/ Not Significant Positive
	2.99			
Dipolog City				
Variables	Mean	Computed ρ	p-value	Decision
Level of Mentoring Skills of School Heads & Level of Teachers’ Morale	3.51	0.178	0.119	Small/Low Correlation/ Not Significant Positive
	3.00			
Dapitan City				
Variables	Mean	Computed ρ	p-value	Decision
Level of Mentoring Skills of School Heads & Level of Teachers’ Morale	3.54	0.113	0.061	Small/Low Correlation/ Not Significant Positive
	3.02			
Overall				
Variables	Mean	Computed ρ	p - value	Decision
Level of Mentoring Skills of School Heads & Level of Teachers’ Morale	3.52	0.196	0.105	Small/Low Correlation/ Not Significant Positive
	3.00			

Looking at the table, the level of mentoring skills of school heads in Zamboanga del Norte, Dipolog City, and Dapitan City was low and positively correlated with the teachers' level of morale. However, the relationship was not significant. The computed ρ -values support the result with p-values that are greater than the 0.05 level of significance. It means that the mentoring skills of school heads did not significantly influence the morale among the teachers. It can be inferred that the mentoring skills of school heads cannot alter the morale level of the teachers in public elementary schools of Zamboanga del Norte, Dipolog City, and Dapitan City.

As cited by Aguilar (2013), Malcolm calculated that it takes ten thousand hours of deliberate practice that promotes continuous improvement to master a complex skill. Accordingly, it translates into about seven years for those working in schools. The majority of teachers and principals want professional development. They want to improve their craft, be more effective, implement new skills, and see students learn more. However, developing school heads' mentoring skills does not mean changing the morale of teachers.

Table 6

Test of Relationship between the Teachers' Perceived Level of Mentoring Skills of School Heads and the Teachers' Level of Performance

Zamboanga del Norte					
Variables	Mean	Computed ρ	p-value	Decision	
Level of Mentoring Skills of School Heads & Level of Teachers' Performance	3.50	0.301	0.023	Medium/ Moderately Correlation/ Significant	Positive
	3.66				
Dipolog City					
Variables	Mean	Computed ρ	p-value	Decision	
Level of Mentoring Skills of School Heads & Level of Teachers' Performance	3.51	0.278	0.019	Small/ Low Correlation/ Significant	Positive
	3.69				
Dapitan City					
Variables	Mean	Computed ρ	p-value	Decision	
Level of Mentoring Skills of School Heads & Level of Teachers' Performance	3.54	0.335	0.041	Medium/ Moderately Correlation/ Significant	Positive
	3.69				
Overall					
Variables	Mean	Computed ρ	p - value	Decision	
Level of Mentoring Skills of School Heads & Level of Teachers' Performance	3.52	0.291	0.014	Small/ Low Correlation/ Significant	Positive
	3.68				

A closer look at the Table 6 reveals that the level of mentoring skills of school heads in Zamboanga del Norte and Dapitan City was moderately and positively correlated with and significantly related to the teachers' level of performance. The computed ρ -values support the result with p-values greater than the 0.05 level of significance. Likewise, the relationship was registered at a medium level. It means that the mentoring skills of school heads significantly influenced the performance among the teachers. It can be inferred that the effect size of the mentoring skills of school heads on teachers' performance was at the medium level in public elementary schools of Zamboanga del Norte and Dapitan City.

The present finding corroborated the study of Buendicho and Alforte (2018). Their results showed that the school head's coaching and monitoring practice level is proficient, while the teacher's teaching performance was highly proficient. Among the four coaching and monitoring practices, the instructional program's management was significantly related to teacher's teaching performance using regression analysis.

IV. Conclusion

School heads in Zamboanga del Norte, Dipolog City, and Dapitan City coach the teachers on being more aggressive, working smarter and harder and getting to a place where the teachers know what to do when the school heads are not around. Likewise, they provide an outside perspective and see things that the teachers may be doing wrong, or need to do better, which can help them perform at a higher level. On the other hand, the teachers' morale remains high in all other aspects of their job in school even though their salary and benefits are low. Furthermore, the teachers have made things happen to combine efforts of the school, community, and parents in different activities, be it in the school and the community making them excellently productive.

V. Recommendations

Cross-checking of career goal with the academic performance of the student should start as early as Grade-11. This activity shall be complimented with counseling sessions where academic-related problems could be ironed out.

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