

Mentoring Practices of Master Teachers and its Impact on Teachers' and Students' Performance: Proposed Mentoring Practices Enhancement Program

CYNTHIA M. ARANDA
Tampilisan Central School
Zamboanga del Norte Division
cynthia.aranda01@deped.gov.ph

Abstract — This study assessed the mentoring practices of master teachers and its impact on teachers' and students' performance which was utilized as basis in formulating a proposed mentoring practices enhancement program.

The respondents of the study were the seven hundred fifty-nine (759) teachers and forty-one (41) master teachers from the 3rd Congressional District of Zamboanga del Norte.

Survey and correlational methods were employed through the use of questionnaire as the data gathering tool. The performance rating of teachers (IPCRF) and the Mean Percentage Score (MPS) of the students were taken from the Principal's Office.

Frequency count, weighted mean, standard deviation, Mann-Whitney U Test, Kruskal-Wallis H Test, and the Spearman Rank-Order Correlation Coefficient were the statistical tools used to answer the problems set forth in the study.

The findings revealed that the master teachers were performing their duties to a great extent and that there was no significant difference when they are grouped according to profile in terms of sex, length of service as master teacher and number of trainings and seminars in mentoring attended.

Based on the IPCRF ratings, it was proven that the master teachers collectively got very satisfactory performance and that there was a significant relationship between the extent of mentoring practices and their performance. Regarding the students' performance, records shows that generally they are moving towards mastery. It was further found out that there was a significant relationship between the mentoring practices of master teachers and students' performance.

As revealed in the findings, it was concluded that the master teachers performed their tasks to a great extent, and it has a significant relationship with teachers and students' performance.

Recommendations such as acquisition of state-of-the-art equipment shall be done to sustain the best mentoring practices, and the master teachers should enroll in graduate courses which is aligned with their specialization to be more effective in their functions as master teacher.

Keywords — *Mentoring, Mentoring Skills, Instruction, Instructional Practices, Academic Performance*

I. Introduction

Mentoring is the epitome of high performance of teachers and students. Schools that provide mentoring programs assign a veteran teacher, usually one who is holding a master teacher position, to act as adviser, teacher, and content coach to a beginning teacher within schools. Some considered mentoring as “a formalized relationship between beginning teacher (mentee) and a master teacher (mentor) that provides support and assesses teaching skills.” (Education Commission of the States Website.)

DepEd Order no. 66, s. 2007 served as basis for the selection, promotion, and appointment of various levels of position available in the department for teaching-related and non-teaching positions, to include the position of Master Teacher. Various references are also being used in the selection and promotion of Master Teacher position such as MEC Order no. 10, s. 1979, MEC Order no. 29, s. 1979, and DECS Order no. 70, s. 1988.

DepEd authorities see to it that promotion to a Master Teacher position should be based on merit and fitness, and the objectivity and uniformity in the assessment and evaluation should be observed.

Mentoring is a part of the educational reform initiated by the Department of Education, which is designed to provide support for teachers especially the new ones. (David 2008). Many beginning teachers feel ineffective, isolated and insecure because they have less support from other teachers and administration. Result of the study conducted by Palmer (2010) on the impact of mentoring beginning teachers showed that there is positive result of mentoring beginning teachers in the area of curriculum, discipline and community involvement. Through the mentoring practices of master teachers, the performance of beginning teachers will be improved and which will also redound to high students' performance.

Anent to this, the duties and responsibilities of master teachers are hereby listed for proper implementation in the field: 1) attends professional meetings, in-service training and related activities for self-growth and advancement, 2) prepares daily logs and visual aids related to the lesson, 3) conducts remedial episodes classes for slow learners, 4) updates parents on children's progress and problems through dialogues, conferences and PTA meetings, 5) assists the guidance counselor in handling students with problems, 6) gets involved in community and civic-organization activities, 7) maintains harmonious relationships with superiors, students, local and public officials and co-teachers, 8) observes proper decorum, 9) conducts echo seminars for co-teachers, 10) mentors co-teachers in content and skills difficulties, 11) helps in the proper and accurate dissemination/implementation of school policies, 12) assists principals on instructional monitoring of teachers, 13) guides co-teachers in the performance of duties and responsibilities, 14) leads in the preparation and enrichment of curriculum; 15) leads in the discussion of professional ideas, problems, issues and concern, 16) initiates projects and programs that will enhance the curriculum and its delivery, 17) makes the needed instructional materials available to

teachers and students, 18) assists school heads in class monitoring, 19) conducts in-depth studies or action researches on instructional problems, 20) coordinates with the grade chairman in disseminating information about school problems, awards, and promotion, 21) conducts demonstration teaching, sharing effective practices or strategies and helps identify potential demonstration teachers, 22) monitors the maintenance of discipline, 23) assists in designing a mentoring practices enhancement program for teachers, 24) serves as trainer in school-based INSET, 25) evaluates teacher-made tests and interpret results, 26) checks regularly lesson plans of teachers in the assigned grade/subject area, 27) carries regular teaching load for grade/subject area, and 28) serves as a demonstration teacher.

Master Teachers are leaders who have mastered the management of classroom, exceptional communications, provider of feedback mentees' friend, counselor and partner. (Kwan, et.al. 2005)

According to Pearson, D. (2001) of the Michigan State University, College of Education, mentoring practices are a collection of ideas developed by collaborating teachers, program personnel and those written in the literature about mentoring. The following are the most common mentoring practices applicable and are repeatedly done by the mentors: 1) The mentor teacher as educator and co-learner, 2) The mentor as effective communicator, 3) Co-planner, 4) Co-teacher, 5) Focused observer and Debriefers, 6) Planner and observer, 7) Feedback Giver, 8) Coach and scaffolder, 9) Reflection Enhancer, 10) Supporter of portfolio development, 11) Supporter of teacher education courses, and 12) Problem solver.

The mentoring practices are effective, varied complex and they are adaptable to the novice's learning. Nemser, S (2001) mentioned that the common mentoring practices are based on the assumption that both mentor and novice are partners in the mentoring process.

Master teachers should possess the following personal characteristics in order to be efficient and effective: 1) ability to communicate effectively, both in verbal and written form, 2) ability to plan, organize, and evaluate student test data, 3) ability to work tactfully and harmoniously with staff, students, parents, and the public, 4) physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control, 5) ability to hold records, reports, and conversation in confidence, and 6) neat, well groomed, and professionally dressed appearance.

According to McKinney (2016) a master teacher is a highly skilled professional educator who shows significant leadership responsibilities and authority with the school's administrative team. Primary responsibility is to work with the principal to analyze student data and academic performance. He further stated that master teachers lead cluster groups and provide demonstration lessons and collaborate with mentees to develop and determine the adoption of learning resources and research-based strategies and practices to increase student performance.

In Indiana schools, recent legislation has led to an increase in more invasive, regimented evaluation systems and mandated professional development for all teachers that impacted

educators through changes made on performance evaluations, teacher contracts, teacher status, and teacher compensation indexes.

Numerous studies emphasized that student performance is sustained by instruction of an effective teacher, because the effectiveness of classroom teachers contributes to student success (Goldstein, 2005).

Recognizing that an effective teacher is the most important school-based factor impacting student achievement (Darling-Hammond, 2006; Goldhaber, 2002).

Introduced in 1999, “The Teachers’ Advancement Program (TAP) system has grown significantly as a comprehensive educator evaluation and support model for increasing educator effectiveness” (National Institute for Excellence in Teaching 2015). TAP creates multiple career paths for teachers, provides ongoing applied professional development using a rigorous rubric for evaluation and provide performance-based compensation for teachers.

TAP is committed to ensuring a highly skilled, strongly motivated, and competitively compensated teacher for every classroom in America.

In a TAP Research Summary conducted by Barnett et.al., (2016) it was emphasized that TAP provides multiple opportunities for differentiated feedback to teachers and evaluation aligned with student performance outcomes.

As a complement to regular professional learning, TAP provides a comprehensive system for observing feedback to teachers that honors and rewards them for how well they teach their students.

TAP provides additional compensation to teachers based on new roles and responsibilities, their accomplishments in the classroom

Additionally, teachers engaged in TAP evaluation system become more effective over time. Schools implementing a TAP become more effective and have a higher turnover of less effective teachers (Barnett, et.al., 2016). Due to the impact of this evaluation system on teachers’ and student performance, research into the mentoring relationship within the system is timely and necessary.

The results of this study are the basis for the formulation of the mentoring practices enhancement program.

The researcher being a neophyte in the position of a master teacher is interested to conduct this study on the mentoring practices of master teachers and its impact on teachers and students’ performance so that a baseline data could be established on what part of the mentoring practices needs more focus and attention. Per observation the school districts lack the number of master

teachers that would equate the total number of teachers that needs the services of a master teacher in terms of mentoring.

REVIEW LITERATURE AND STUDIES

This part of the research will describe the mentoring program of the school both practical and theoretical views. It will also describe the research findings that will build the foundation supporting this study.

According to Wright (2014), mentors provide answers to create and shape opportunities for professional growth of teachers. Mentor teacher, usually the master teachers assist the novice teachers in developing their intellectual and practical skills of teaching. This assistance will train beginning teachers to become master teachers in the future when they gain experience in the field of education.

Schewille (2008) stated that, “mentoring encompasses knowledge and skills that must be learned and is grounded by shared visions of what is a good practice.” In his study, Schewille (2008) further stressed that he was involved with several mentors who are master teachers that quoted several practices and selected the best ones which are very applicable in the classroom setting. The strategy/practice of lesson coaching involved stepping in and out during the class while both the mentor and mentee engaged in assessment and effective questioning. The study showed that this allowed the teachers to look at classroom situations reflectively.

Parallel teaching was also quoted by Schewille (2008) as a practice where the mentor and mentee taught a particular group of students simultaneously. The mentor and mentee discussed between ideas and shared suggestions whenever they had enough time. Mentoring and debriefing sessions also came out to be an effective practice of the mentor/mentee relationship. Mentors disclosed that different conversational topics were being discussed every time they met on the specific demand of the mentee. Mentor looked for a specific time for collaborative conversation with the mentee and actively listen to his/her opinion.

A number of developments nationwide in teacher education focus specifically on the entry of programs and other activities that support beginning teachers and the services of experienced teachers can render to these novitiates. The most recent indication of interest in teacher mentoring is reflected in research projects funded by the U.S. Department of Education’s Office of Educational Research and Improvement (OERI) wherein proposals seek to use research to improve teacher education. (Zimpha, et.al.,)

Although there are issues regarding the nature of local initiatives and the roles and responsibilities of organizations that assume leadership, there is a comprehensive treatment of the issues regarding teacher mentoring that program designers must face. Educators must find information with regards to the following areas: a) the ways in which roles of the master teachers as mentor can be construed, b) mentoring function, c) mentors and beginning teachers to work

harmoniously, d) criteria for identifying effective mentor teachers, and e) matching of mentors and beginning teachers. Management is viewed the guidance and control of action and a system is seen as a set of components interconnected for a purpose. Unarguably, a management system is a set of components, interconnected for the guidance and control of action. This suggests that the interconnection has been planned for a reason, and that the purpose would not be achieved without the interconnection. It has become apparent that commitment is a complex and multifaceted construct (Luza-Tabiolo, 2018).

Jama, et.al., (2008) published an article entitled “Theoretical perspectives on factors affecting the academic performance of students.”

The purpose of this article is to present a theoretical model describing the progression of a student from pre-entry (school and family background), the initial entry into the university (first few weeks/orientations) until completion.

Although there are contributions that seek theories on a range of responses to teaching and learning, there are challenges as to who these students are, and what are the factors that affect their academic performance are also important. www.ajl.info

We conspired that the elements of effective practice for mentoring is the cornerstone of all the efforts developed and disseminated to ensure that as the quantity of mentoring grows, quality remain at the forefront. The elements are widely accepted as the national and global standards for quality mentoring. <https://files.civic.ed.gov>.

Effective mentoring has many facets of learning for both the beginning teacher and master teachers’ mentors. According to Weisling and Gardiner (2018), there are common mentoring practices which are: outside and inside practices. Outside mentoring practices are defined as mentor-mentee activities that “occur before or after classroom instruction when problem solving, guided analysis of data, and reflection on teaching and learning”. On the other hand, mentoring practices that occur during classroom instruction with students present is considered as inside classroom practices.

Weisling and Gardiner (2018) further commented that sometimes master teacher mentors are reluctant to take part in inside mentoring practices because they feel that they will lose credibility if the beginning teachers do not demonstrate growth. There are other practices common to mentoring which are planning/co-planning, observing and debriefing, and analysis of student work.

Stanulis, et.al., (2018) supported that these three types of practices are essential for both the beginning and master teachers’ mentor because they emphasize importance of complex decision making, timely feedback, and uses data to monitor and adjust learning.

Demonstration teaching also known as modeling is another mentoring practice which occur when the master teacher demonstrates a lesson or activity.

Weisling and Gardiner (2018) suggested that master teachers should include the mentee into the planning of the modeling that is going to take place within the lesson, so the mentee is prepared to answer students' questions. Modeling provides the mentee to reflect on the practices that are happening during the instructional delivery. This kind of reflection can assist the beginning teacher to focus on successor of the lesson and the areas for improvement which is supported by the findings of Palmer (2010) which revealed that mentoring practices improved the relationship between the beginning teacher (mentee) and the mentor (master teacher) that has a positive effect on classroom instruction and the development of self-confidence of the mentee.

Palmer (2010) further cited that mentoring programs were developed to meet the goals such as providing instructional assistance, helping new teachers navigation through curriculum guidelines and assisting with discipline problems. She cited further that mentoring is very expensive and requires as enormous amount of time. Successful mentoring practices are when mentors share example of their own teaching experiences with novice teachers.

Effective teacher mentoring programs can have tremendous impact on the performance levels of beginning teachers. Mentors offer support through which the mentee is able to experience success. Clark and Bynes (2012) conducted an evaluation of the perceptions of beginning teachers regarding the mentoring support they received during their first year of teachings. High quality teacher mentoring programs have a positive impact in terms of increased teacher performance, commitment, higher satisfaction, improved classroom instruction, and career retention of beginning teachers. (Ingersoll and strong, 2011) <https://online.sagepub.com>.

In addition, effective mentoring programs require a systematic approach for trainings and professional development. The Texas Teacher Mentor Advisory Committee (TTMAC) discussed seven critical components of a successful mentoring program which include mentor selection, mentor assignment, mentor training, mentor roles and responsibilities, program design and delivery, findings and accountability (TTMAC, 2015).

Barrera, et.al., (2010) stressed the value of a mentoring program with specific goals and the importance of a highly qualified teacher mentors means of retraining teachers. Mentors selected for participation in the statewide mentoring program were required to have a minimum of five years of teaching experience.

Studies that have disaggregated the effectiveness of various teacher characteristics have shown evidence to impact student performance. Earlier discussions of mentoring activities that contributed to higher student achievement have been upended by recent reports. A three-year study conducted by the U.S. Department of Education found teacher groups that received intensive mentoring services, resulted in statistically significant improvement on student test scores in the areas of reading and mathematics (Sawchuk, 2010).

As previously stated, teachers' willingness to build a career in education has been influenced by the encouragement and support received. Conversely, the lack of encouragement and support has an impact as well. Teachers who have been provided support often in the form of mentor, have repeatedly stated it was the support and encouragement that made the difference in their ability to see themselves, becoming a competent and successful teacher. (Villani 2002, Moir, 2009).

The Southwest Regional Laboratory found out that mentored teachers were likely to use best mentoring practices that affect student performance and more likely to use new state curriculum frameworks to accomplish the goals of the curriculum.

It is believed that inducing programs not only accelerate new teachers' performance but student performance as well. (Moir, 2009).

A master teacher is a term used freely to identify a model teacher who has excelled and proven effectiveness. He/she may be recognized by administrators and peers, and even received compensation for his/her accomplishments, or simply a teacher who excels in the classroom quietly and consistently. Experienced education professionals, and students, will know a master teachers' responsibilities (Carandang, 2016).

The term master teacher became popular after the release of the 1993 National Commission on Excellence in Education report, "A Nation at Risk". The follow-up Forum on Education and the Economy in 1986 which put the teacher at the center of the responsibility to "redesign schools for the future". These reports spurred the initiatives of the last twenty (20) years to improve teaching, teacher training and continuing education and cultivated the concept of master teacher.

Arias (2019) published an article entitled "Key to Accelerate Performance of Educators: Improving mentoring and coaching practices," at the Division of Malaybalay, Bukidnon.

He mentioned that some administrators use highly structured mentoring procedures and others just do what they think is right. Mentoring programs that served a large number of teachers must be well thought and implemented with purpose in order to be successful. In recent years, programs such as knowledge sharing and mentoring, intensive skill trainings or workshops in schools have been conducted by school administrators.

It was further stressed by Arias (2019) that Key to Accelerate Performance of Educators (KAPE) mentoring approach is a research-based output that has shown significant changes on the mentoring and coaching of teachers in Malaybalay, City Division. Easy and doable steps compared to other mentoring models distinguished the difference of the approach. It helps mentors and mentees to cope with challenges that both parties have to address.

One of the most effective mentoring practices is collaborative teaching. Collaborative effort in teaching nowadays is encouraged through peer teaching, and other strategic intervention

that would improve the teaching-learning process and subsequently improve the students and teachers' performance (Tolentino 2016).

He further mentioned that Master Teachers, as the “experts” in curriculum and instruction among the pool of teachers in the department, have the competence to give instructional ideas and assist other teachers especially the new ones.

Quality education, Tolentino (2016) says further, depends on the competencies of teachers. These competencies can be realized through in-service training programs, appropriateness and sustainability of the teaching tools used, and pedagogical practices in facilitating the achievement of curricular goals of the Department of Education (DepEd). Educational trends and development are characterized by the innovative methods and approaches to improve the teaching performance of teachers.

In particular, this action research conducted by Tolentino (2016) undertakes the use of teachers' mentoring program as intervention program to address the need of teachers toward the improvement of teaching-learning process, student outcome, community involvement, and professional growth and development.

At present, the status of teacher performance in terms of Mean Percentage Scores (MPS) of students in all subjects only on the average level.

As instructional teachers, master teachers find ways to assist in facilitating student learning through functional lesson plans of activities and updated instructional materials (Archibong, 2012). He further stressed that when instruction is supervised, the purpose of making the teaching and learning better for the learner is carried out. This was supported by Gabriel (2005) when he said that master teachers ensure staff member feel supported while increasing their knowledge of teaching practices and student performance. According to Umaru (2011), when mentees are encouraged and guided by their mentors in producing IMs that poses a characteristic of visibility, simplicity, attraction, and charity, will influence students' academic performance.

According to Arellano et.al., (2012) of the West Visayas State University, College of Education (WVSU-COE), the university took an effort towards genuine social and political renewal. The WVSU-COE strives to work for quality teacher education in order to empower teachers both elementary and secondary levels, principals and administrators who have strong sense of professionalism, clear purpose and vision.

To achieve these goals, the WVSU-COE conducted the Mentoring the Mentor Program (MMP) for cooperating teachers and school heads of the cooperating and partner schools. Evaluation results showed that participants have imbedded values to bring back the nurturing dimensions of teaching. They likewise became empowered participants as agents of change by developing their mentoring skills and leading their co-teachers or mentees which in turn brought about transformation in students' attitude and student performance.

Mejillano (2004) as cited by Arellano (2012) affirmed that a mentor and a mentee build relationship on trust, confidentiality, objectivity, credibility and honesty. That is mentoring involves helping and supporting teachers to manage their own learning so that they can maximized their potential. In this way, they develop their own skills, improve their performance and become the persons they want to be.

Mentoring the mentor's program of West Visayas State University. Lapaz, Iloilo City has played a vital role in improving teachers and students' performance. It provided adequately for the necessary needs of the teachers in their teaching tasks. Their coaching has facilitated and helped them improve job competence to achieve their full potential as a person and as a professional (Arellano, et.al., 2012).

Arellano, et.al., (2012) further posted the National Achievement Test Results and the Year-End Assessment Test which are the true measures of effectiveness of the "Mentoring and Mentors" has a significant increase in the National Achievement Test (NAT) performance of Tigbauan National High School in 2006 which is 41-20 Mean Performance Score (MPS) is greatly attributed to skills acquired from teachers.

As claimed by the District Supervisor, the impact of Mentoring the Mentors Program is overwhelming because for the first time they ranked 4th place in the National Achievement Test (NAT) in 2008-2009.

The usefulness of teachers' mentoring program cannot be underestimated. Some universities and colleges in the Philippines have been implementing this kind of program with different approaches, content, and scope. The extent of mentoring programs to improve teaching careers has been studied here and abroad (Aguirre, et.al.,).

In a study conducted at the state university in Mindanao (Dinagasao, 2013 cited by Aguirre, et.al.,) found out that inexperienced newly hired teachers were facing many challenges. The neophyte teachers strongly expressed their need of support in classroom management and discipline in the classroom. Some of these teachers found challenges so overwhelming that they decided to quit. This implies that for neophyte teachers to remain in the profession, they need full support from mentors (master teachers) during the early phase of their teaching career.

McCollum (2014) conducted a case study to examine beginning teachers' perceptions of their teacher mentoring program located in an urban school district. Bandura's social cognitive theory, social-cultural theory, and Knowles's adult learning theory were used to frame the investigation. The research questions examined the extent to which beginning teachers perceived their current mentoring program's strengths and weaknesses, the mentoring strategies used, and the improvements that could be made to the program. Interview data and transcripts form ten (10) beginning teachers were examined through coding that established common themes among teacher perceptions.

The results of the data gathered revealed the importance of having a mentor and the need for more structure, more collaboration, and more support in the program. The findings from this study were used to create a 3-day workshop that includes the identified themes. Implications for positive social change include strengthening mentoring programs through professional development with more attentions to structure, collaboration, and support to help beginning teachers so that they will remain in the profession.

Tomlinson (2019) conducted a study on mentor teachers 'perception of effective mentoring practices in Walden University, West Indies.

The purpose of the study was to explore mentor teachers' perceptions of effective mentoring practices and their needs when mentoring new teachers. Ten (10) mentor teachers, who currently mentor new teachers, were purposefully selected to participate in individual and focus group interviews.

The results showed mentors promote school culture, source of information, build relationships, use data to drive discussion, provide opportunity for reflection, conduct observations, connect theory with practice and model professional behavior as effective practices/strategies.

This study has similarity with the one at hand due to one common variable which is mentoring practices.

II. Methodology

This section presents the discussion of the method used, research environment, respondents of the study, research instrument, validation of the instrument, scoring procedure, data gathering procedure, and statistical treatment of the data in this study.

Research Method

The descriptive correlational methods of research were used in the study with the aid of the questionnaire. A correlational analysis was performed to determine the significant relationship of mentoring practices of master teachers to teachers' and students' performance under study.

Research Environment

This research was conducted in selected public schools elementary and secondary schools under the Dep.Ed within the 3rd District of Zamboanga del Norte, viz; Tampilisan District, Liloy District, Labason District, Gutalac District and Kalawit District.

Tampilisan District, Tampilisan Zamboanga del Norte

Tampilisan District is located within the municipality of Tampilisan Zamboanga del Norte. There are twenty (20) barangays under its jurisdiction where the respondents of the study were taken.

The researcher considered ten (10) elementary schools and one (1) national high school where the eleven (11) master teachers and one hundred sixty-nine (169) teachers are currently assigned.

Liloy District, Liloy, Zamboanga del Norte

Liloy District is located within the municipality of Liloy Zamboanga del Norte. There are thirty-seven (37) barangays under its jurisdiction where the respondents of the study were taken.

The researcher considered five (5) elementary schools and two (2) national high school where the seven (7) master teachers and one hundred forty-eight (148) teachers are currently assigned.

Kalawit District, Kalawit, Zamboanga del Norte

Kalawit District is located within the municipality of Kalawit which is a 4th class municipality of Zamboanga del Norte. There are fourteen (14) barangays under its jurisdiction where the respondents of the study were taken.

The researcher considered seven (7) elementary schools and one (1) national high school where the eight (8) master teachers and one hundred nine (109) teachers are currently assigned.

Labason District, Labason, Zamboanga del Norte

Labason District is located within the coastal municipality of Labason Zamboanga del Norte. There are twenty (20) barangays under its jurisdiction where the respondents of the study were taken.

The researcher considered eight (8) elementary schools and two (2) national high schools where the ten (10) master teachers and two hundred forty-five (245) teachers are currently assigned.

Gutalac District, Gutalac, Zamboanga del Norte

Gutalac District is located within the municipality of Gutalac Zamboanga del Norte. There are thirty- three (33) barangays under its jurisdiction where the respondents of the study were taken.

The researcher considered four (4) elementary schools and one (1) national high school where the five (5) master teachers and eighty-eight (88) teachers are currently assigned.

Respondents of the Study

This study involved the forty-one (41) master teachers and seven hundred fifty-nine (759) teachers from the different public schools elementary and secondary of the 3rd Congressional District of Zamboanga del Norte.

Research Instrument

This study utilized a questionnaire to gather data needed in the study. The researcher prepared the questionnaire based on the Philippine Professional Standard for Teachers (PPST) and Result- Based Performance Management System.

The questionnaire consisted of two (2) parts. First part is on the profile of the respondents in terms of age, sex, length of service as master teachers and seminars/trainings on mentoring practices attended.

The second part consist of items on the mentoring practices of master teaches based on the PPST-RPMS.

Informal interview of the respondents regarding their perception on the mentoring practices and its impact on teachers and students' performance which will be the basis for a proposed mentoring practices enhancement program.

Validation of the Instrument

To make sure that the test was good of quality, its validity and reliability were carefully taken into consideration. The research instrument was referred to the adviser to ask for his acceptance, adoption and utilization of the instrument for this study. This instrument was also referred to three experts in questionnaire construction to pass judgment on the face validity and reliability.

The instrument was no longer subject to reliability and construct validity testing since the instrument that was used in this study was a standardized instrument.

Data Gathering Procedure

The researcher secured a permit from the Schools Division Superintendent to allow her to gather the data needed for this study which are available from the office of the principal of the respective district offices where the respondents of the study are currently assigned.

After the approval of the permit, the researcher proceeded to sending communications to the principals who are in-charge of the district where the respondents are assigned and proceeded

to ask for the IPCRF data of the teachers and general Mean Percentage Score (MPS) results of the pupils' and students.

The questionnaire of the mentoring practices of Master Teachers were distributed to the respondents with the help of some teachers.

The filled-out questionnaires were retrieved after giving thanks to the school principal and teachers for their cooperation and efforts in rating the items.

The researcher proceeded to segregating the questionnaires, tallying of responses, computing using the appropriate statistical tools, analyzing and interpreting the results.

Treatment of Data

The data collected were summarized for analysis and interpretation. The following descriptive and inferential measures were used in this study:

Frequency and Percentage Distribution

The frequency and percentage distribution table were used to determine the profile of master teachers in terms of age, sex, length of service as master teachers, and seminars/training attended in mentoring practices.

Weighted Mean

The weighted mean was used to determine the extent of mentoring practices of master teachers, level of teachers' performance, and level of students' performance.

The following statistical continuum was used to interpret the extent of mentoring practices of master teachers:

Scale Value	Level of Frequency	Statistical Continuum	Implication
4	Always Practice	3.26 – 4.00	To a great extent
3	Often Practiced	2.51 – 3.25	To a moderate extent
2	Sometimes Practiced	1.76 – 2.50	To a small extent
1	Not Practiced	1.00 – 1.75	Not at all

The following range of values was used to interpret the level of teachers' performance:

Scale	Description	Range of Values	Adjectival Rating/Implication
5	Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative.	4.500 – 5.000	Outstanding
4	Performance exceeded expectations. All goals, objectives and targets were achieved above the established standards.	3.500 – 4.499	Very Satisfactory
3	Performance met expectations in terms of quality of work, efficiency and timeliness. The most critical annual goals were met.	2.500 – 3.499	Satisfactory
2	Performance failed to meet expectations, and / or one or more of the most critical goals were not met.	1.500 – 2.499	Unsatisfactory
1	Performance was consistently below expectations, and/or reasonable progress towards critical goals was not made. Significant improvement is needed in one or more important areas.	1.499 below	Poor

The following statistical continuum was used to interpret the level of students' academic performance:

SCALE	RANGE	PERFORMANCE LEVEL	DESCRIPTION
5	4.21 – 5.00	96 – 100	Mastered
4	3.41 – 4.20	86 – 95	Closely Approximating Mastery
3	2.61 – 3.40	66 – 85	Moving Towards Mastery
2	1.81 – 2.60	35 – 65	Average Mastery
1	1.00 – 1.80	0 – 34	Low Mastery

Mann-Whitney U Test

The Mann-Whitney U test was used to test the difference in the extent of mentoring practices of master teachers when grouped according to sex.

Kruskal-Wallis H Test

The Kruskal-Wallis H test was used to test the difference in the extent of mentoring practices of master teachers when grouped according to age, length of service as master teachers, and seminars/training attended in mentoring practices.

Spearman Rank-Order Correlation

This was used to determine whether there is a significant relationship between the extent of mentoring practices of master teachers and level of teachers' performance. This was also used to determine whether there is a significant relationship between the extent of mentoring practices of master teachers and level of students' performance.

The guide for interpreting the correlation coefficient ρ as suggested by Cohen, West, and Aiken (2014) were as follows:

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	

Posting the statistical formulas was no longer necessary since the collected data for this study were encoded and analyzed using the following soft wares: Statistical Package for Social Sciences (SPSS v. 19.0), jamovi 1.6.8, and Microsoft Excel. All statistical test for this study were performed at 0.05 level of significance.

III. Results and Discussion

This section presents the brief summary of the whole study, the findings of each problem, the conclusions and the recommendations based on the data gathered and analyzed.

Summary

This study assessed the mentoring practices of master teachers and looked on teachers' and students' performance. This study also established the relationships that exist between mentoring practices and teachers' and students' performance.

Specifically, it aimed to answer the following specific problems:

1. What is the profile of the master teachers in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 length of service as master teacher; and
 - 1.4 seminars/training attended for mentoring practices?
2. What are the mentoring practices of master teachers and to what extent?
3. Is there a significant difference in the extent of mentoring practices of master teachers when grouped according to profile?
4. What is the level of teachers' performance?
5. Is there a significant relationship between the extent of mentoring practices of master teachers and level of teachers' performance?
6. What is the level of students' performance?
7. Is there a relationship between the extent of mentoring practices of master teachers and level of students' performance?
8. What mentoring practices enhancement program may be proposed?

Survey and correlational methods were employed in this study through a questionnaire. This study also made use of school documents such as teachers' performance and mean percentage score (MPS) of students. The respondents of the study were the seven hundred fifty-nine (759) teachers and forty-one (41) master teachers from the schools in the 3rd Congressional District of Zamboanga del Norte Division.

Two research instruments were used in this study, one for master teachers and another for the teachers. The research instrument for master teachers was used to get their profile according to age, sex, length of service as master teacher, and training and seminars attended in mentoring practices. The research instrument for teachers was used to determine their perception on the

mentoring skills of their master teachers. The questionnaire also included the teachers' IPCRF rating and students' mean percentage score (MPS).

Descriptive method was made by classifying the master teachers according to profile and in summarizing the variables involve in this study. Inferential methods were used to determine whether or not the differences in the teachers' perception on mentoring practices of their master teachers by profile is significant. It was also used to determine correlation between the independent and dependent variables. The statistical methods used to analyze and interpret the results were the frequency, percent, weighted mean, standard deviation, Mann-Whitney U Test, Kruskal-Wallis H Test, and the Spearman Rank-Order Correlation Coefficient.

Findings

This study revealed the following findings:

1. On the profile of master teachers

More than three-fourths of the master teachers were 46 years old or over. Nearly ninety percent of them were females. Majority of them have 0 – 10 years (aggregate of 0 – 5 years and 6 – 10 years) in the position. The number of master teachers who have attended training and seminars in mentoring practices were distributed almost equally across groupings.

2. On the mentoring practices of master teachers

The grand weighted mean 3.68 with standard deviation .626 indicate, in general, that the extent of mentoring of master teachers was “to a great extent”.

3. On the difference in the extent of mentoring practices of master teachers when grouped according to profile

There was a significant difference in the extent of mentoring of master teachers when grouped according to age. There was no significant difference in the extent of mentoring of master teachers when grouped according to sex. There was no significant difference in the extent of mentoring of master teachers along criteria #2 & #8 when grouped according to length of service as master teacher.

The computed H-values 2.086 for criterion #2, 2.187 for criterion #3, 7.008 for criterion #4, 3.368 for criterion #5, and 8.725 for criterion #6 found P-values that are greater than .05 level of significance. This means that there was no significant difference in the extent of mentoring of master teachers along these criteria when grouped according to number of training and seminars attended in mentoring practices.

The computed H-values 16.068 for criterion #1, 13.708 for criterion #7, 10.057 for criterion #8, 13.478 for criterion #9, and 11.692 for criterion #10 found P-values that are less than .05 level

of significance. This means that there was a significant difference in the extent of mentoring of master teachers along these criteria when grouped according to number of training and seminars attended in mentoring practices.

4. On the teachers' performance

One (1) teacher has an outstanding performance. Seven hundred forty-nine (749) teachers have a very satisfactory performance and nine (9) have satisfactory performance. The average weighted value 4.01 indicates that the collective rating of the teachers' performance was "very satisfactory".

5. On the relationship between the mentoring practices of master teachers and teachers' performance

There was a significant relationship between the extent of mentoring practices of master teachers and level of teachers' performance.

6. On the students' performance

There were two hundred forty-two (242) students were at "closely approximating mastery" level and five hundred seventeen (517) were at "moving toward mastery" level. The average weighted value 3.32 with standard deviation .466 indicate, in general, that the level of students' performance was at "moving toward mastery".

7. On the relationship between the mentoring practices of master teachers and students' performance

The computed rho values .107 for "criterion #1 and students' performance", .126 for "criterion #3 and students' performance", .103 for "criterion #4 and students' performance", .088 for "criterion #5 and students' performance", .123 for "criterion #6 and students' performance", and .098 for "criterion #9 and students' performance" produced P-values that are less than .05 level of significance. This means that there was a significant relationship between the extent of mentoring practices of master teachers along those criteria and level of students' performance.

The computed rho values .025 for "criterion #2 and students' performance", .046 for "criterion #7 and students' performance", .067 for "criterion #8 and students' performance", and .028 for "criterion #10 and students' performance" produced P-values that are greater than .05 level of significance. This means that there was no significant relationship between the extent of mentoring practices of master teachers along those criteria and level of students' performance.

IV. Conclusion

Based on the findings of the study, I hereby conclude that the mentoring practices of master teachers were to a great extent, the teachers' performance was very satisfactory, and the students' performance was moving toward mastery.

It can be inferred that the mentoring practices of master teachers significantly enhanced the teachers' performance. Also, the practice of constantly checking the teachers' lesson logs, providing technical assistance to teachers, conducting in-service training and demonstration to teachers, and mentoring the content and skills difficulties experienced by teachers were translated into improved students' performance.

Specifically, this study concluded the following:

1. female and 46 years old or over master teachers dominate this study;
2. master teachers were committed and diligent in mentoring teachers to improve instruction;
3. the practice of assessing the IPCRF and assisting teachers in designing capacity development programs were of the same degree regardless of length of service as master teachers;
4. the teachers' achieved the goals, objectives and targets above established standards;
5. effective mentoring practice of master teachers helped improve teachers' performance;
6. the students' mastery level was moving toward mastery; and
7. the master teachers' commitment and dedication to mentor teachers somehow improved students' performance.

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