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Coaching and Mentoring Practices of Master Teachers

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Abstract — This study determined the extent of mentoring and coaching practices of master teachers in the Schools Division of Pangasinan II, S.Y. 2022-2023. A total of four hundred ninety-three (493) Master Teachers within the 4th, fifth, and sixth congressional districts of Division of Pangasinan II comprised the respondents of this study. The checklist questionnaire used to gather the data was carefully crafted by an experienced researcher and thoroughly reviewed by experts in the field.

Results revealed that the majority of the respondent master teachers are in the middle adulthood stage, female, married, graduated with a Master's Degree, experienced master teachers, and equipped with relevant training. In addition, the master teachers surveyed showed a high level of engagement in mentoring and coaching practices. Further, the extent of mentoring and coaching practices of the respondent master teachers differs along sex and number of relevant training attended. Furthermore, the respondent master teachers' extent of mentoring and coaching practices is associated with the number of pertinent training followed at the district, division, and national levels. Experienced teachers can improve their teaching skills and expertise by attending district, division, and national seminars and training sessions. It is advisable to engage in this practice to improve one's abilities as a teacher. Such relevant training opportunities are essential in improving their mentoring and coaching practices.

Therefore, taking the initiative to attend these events can significantly benefit master teachers' professional development. Finally, it would be beneficial to conduct additional research on the mentoring and coaching practices of master teachers in the broader context.

Keywords — Mentoring, Coaching, Master Teachers, Mentees, Instructional Strategies, Development Of Instructional Materials, Classroom Observations

I. Introduction

The trends in education for the past years have been changing drastically. It requires schools to focus on the improvement of students' learning outcomes. Among these trends is the emphasis on the continuous professional development of teachers who are the agent in delivering quality education to learners. Quality teachers are indisputably essential in enhancing student achievement. Effective teaching is an absolute prerequisite for effective learning.

Consequently, it is imperative to prioritize enhancing teacher quality to achieve enduring and sustainable national development. Through education during the pandemic, there has been much discussion about the new norm for schools and education, including the use of learning ecosystems, more student agency and voice that include blended learning modality, modular learning, and online settings like Google and, most importantly, developing teaching expertise. Thus, a visionary and open-minded mindset is necessary to lead into the future and create institutions where all students may learn, especially in this crisis (Reyes, 2019).

The term "master teacher" is loosely used to describe a successful and influential role model for educators. A master teacher's characteristics may be viewed differently by educators than by the general public, depending on the definition that the state, the local school board, or a teacher education program establishes. A master teacher could consistently and quietly outsmart other teachers in the classroom without drawing attention from administrators or peers or even receiving pay for their efforts (Valdez, 2008).

In the State of New Jersey, the Department of Education (2019) stated further that the primary role of the master teacher is to visit classrooms and coach fellow teachers using reflective practice to improve instruction. Specific responsibilities of the master teacher include curriculum and professional development and support, such as providing individual support and planning small group meetings or training for teachers. It is imperative to comprehend that education encompasses more than just imparting knowledge. It is just as crucial to nurture autonomous learners with strong critical thinking abilities to flourish and advance. Thus, the principle of lifelong learning and the view of the teaching profession as one that requires teachers' expert knowledge and specialized skills to be acquired and maintained through rigorous and continuing study. Mentoring and coaching is also a role of master teacher (UNESCO.2014).

Mentoring can be a valuable addition to induction or leadership development programs. It can offer personalized support to leaders based on their work environment and current challenges. In 2009, Silver et al. conducted a study that emphasized the value of mentoring as a socialization strategy for new school leaders. This approach helps them develop the necessary skill set, knowledge, behaviors, and values to handle the complexities of leadership roles. However, the success of any mentoring relationship is dependent on establishing trust and rapport.

Previous research has identified supportive relationships as the most important aspect of mentoring programs, with deliberate skill development having secondary importance (Crow & Mathews, 1998; Daresh, 2004). Some mentoring programs prioritize matching mentor pairs according to a similar philosophy, school level, and the type of challenges facing the school (Silver et al., 2009). This intentional pairing can increase the effectiveness of the mentoring due to the more substantial relationship and immediate relevance and commonalities of the work faced by the mentor and protégé. Establishing the mentor as someone, not in an evaluative position is essential to allow the protégé to risk sharing insecurities (Malone, 2001).

Meanwhile, in the Philippines, strict implementation of the Results-Based Performance Management System (RPMS) guidelines under DepEd Order2, S. 2015 was conducted in all teaching and non-teaching positions. The primary objective is to direct employees to achieve the Department of Education's vision, mission, values, and strategic priorities. Furthermore, it serves as an instrument to monitor and assess performance while identifying areas for human resource and organizational growth. One of these relevant emphases is the highlighted duties and functions of master teachers to wit, deliver high-quality instructional competence and mentor fellow teachers in achieving professional growth.

Master teachers lead cluster groups and provide mentoring and coaching to fellow teachers. They collaborate to develop their teaching competence to increase student performance. As such, there is a growing recognition of the importance of working with co-teachers as mentors and coaches. Coaching has emerged as one of the more effective tools for professional development options for adult learners. It is an essential tool because it invests in human capital and the systemic improvement of individual teachers, which leads to professional development.

Professional development is pivotal in improving teachers' quality, student performance, and school improvement (Villani, 2002). Some popular measures include teacher assistance programs, out-of-office training, and job-embedded professional development programs, e.g., mentoring, coaching, and peer group discussions that address the specific daily needs of teachers and students. Brannan and Bleisten's (2012) study on the teachers' perceptions of support revealed the need for mentors' expertise in mentoring and coaching skills like focused teaching and learning ideas, teaching aids, and logistical knowledge by colleagues or mentors.

In the Philippine context, based on the consolidated National Competency Based Teaching Standard (NCBTS) –Teachers Strength Needs Assessment (TSNA) results for three consecutive years starting S.Y.: 2013-2014, S.Y.: 2014-2015, and S.Y.: 2015-2016 of Human Resource Development (HRD), Schools Governance Operations Division (SGOD) revealed that there is a need for the secondary master teachers in the Division of Biliran to acquire relevant skills and training. Skills, particularly in ICT-aided instruction, pedagogy in teaching, and training design, were among the cited training needs for master teachers. These will further enhance their instructional competence and leadership capacity as master teachers with different duties and functions in their respective schools.

The government of the Philippines has consistently worked towards improving the quality of teachers through various initiatives. One such framework is the National Competency-Based Teacher Standards (NCBTS), established through CHED Memorandum Order No. 52, s. 2007 and DepEd Order No. 32, s. 2009, is an indispensable component of the Basic Education Sector Reform Agenda (BESRA). It takes inspiration from successful programs like Basic Education Assistance for Mindanao (BEAM), Strengthening Implementation of Visayas Education (STRIVE) project, and Third Elementary Education Project (TEEP).

The DepEd Order 35, s. 2016 introduced the learning action cell (LAC) as a strategy for professional development in K to 12 Basic Education. The LAC program involves a group of teachers working together to address challenges faced in their school. The facilitator can be the school head or a designated LAC Leader, such as a Master Teacher, who guides the collaborative problem-solving process. Its goal is to enhance teaching and learning. LAC is a school-based community practice that enhances teaching-learning, improving student learning. It also nurtures successful teachers, enables teachers to support each other in continuously improving their content and pedagogical knowledge, practice, skills, and attitudes, and fosters a professional collaborative spirit among school heads, teachers, and the community.

The K to 12 Reform, also known as R.A. 10533, implemented in 2013, has significantly changed teacher quality requirements in the Philippines. As a result of the reform process, there is now a greater need for high-quality teachers who are well-equipped and prepared to take on the roles and responsibilities of K to 12-teachers. In 2017, the Philippine Professional Standards for Teachers

(PPST) was introduced through D.O. No. 42 to aid in achieving teaching excellence. It is worth noting that the PPST has a strong foundation in the National Competency-Based Teacher Standards (NCBTS). It collaborates with other endeavors to enhance the caliber of teachers, from their pre-teaching education to ongoing training during their profession. The PPST clearly outlines the qualities that make a good teacher in the K to 12 Reform, using specific domains, strands, and indicators to measure professional development, skillful practice, and successful engagement. These standards outline the knowledge, skills, and values that teachers from Teacher I to Master Teacher IV should possess to achieve competence, improve students' learning outcomes, and ultimately provide quality education. The development of the standards is rooted in teaching philosophies that emphasize the learner's needs while fostering a culture of lifelong learning and inclusivity. They serve as a public statement of professional accountability, allowing teachers to reflect on and evaluate their practices as they strive for personal and professional growth. As a result, mentorship and coaching from experienced teachers is necessary.

Thus, within this premise, the researcher was motivated to conduct this study to determine the extent of mentoring and coaching practices of master teachers and to propose programs to enhance their mentoring and coaching practices.

Literature Review

According to Vygotsky (1978), individuals learn best when working together with others during collaboration, and it is through such collaborative endeavors with more skilled persons learners learn and internalize new concepts, psychological tools, and skills. The theory of Zone Proximal Development (ZPD) and Scaffolding, deliberated by Vygotsky (1978), has a significant contribution to the field of education, especially when coaching and mentoring are concerned. According to a theory, the most effective teaching and learning method is providing support in the

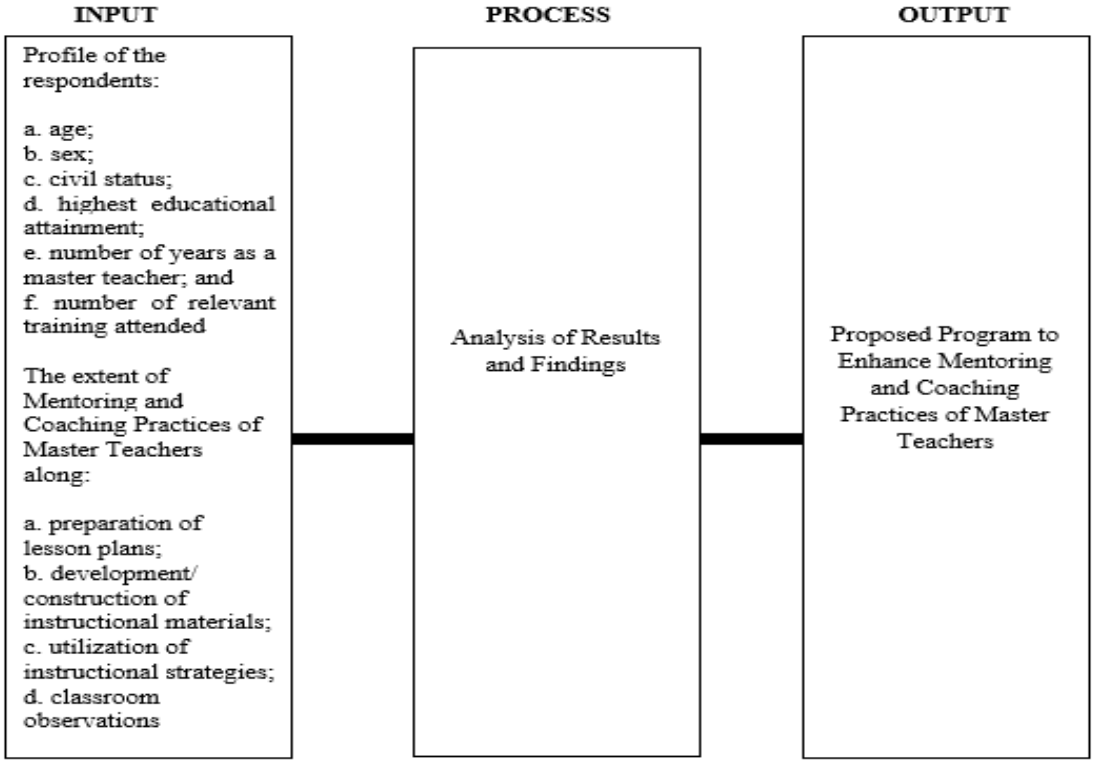
Zone of Proximal Development (ZPD). This support is usually given by a skilled person, like a teacher or an expert, to enhance performance in the ZPD.

ZPD holds two related aspects- mediation and scaffolding. Mediation and scaffolding are present when a coach guides his or her coachee. The coach is the mediator, while coaching is scaffolding. The idea of a mediator is relatively direct, but scaffolding involves some descriptions. Scaffolding can be categorized as a type of coaching based on the similarities (Collins et al., 1991). Based on these realities, this learning theory concerning coaching and mentoring in the education industry is essential because, as master teachers, they have to provide the support their coaches or teachers need.

Moreover, this study is also anchored further in the framework of the elements of professional practice. Much like the professional practices of lawyers and doctors, educators need the theoretical understanding and technical skills to do their jobs and the reflective practice to apply their learning in ever-changing contexts (Grady, 2005; Shulman, 1998).

The art of mentoring must move beyond the practical and cognitive aspects of the job's requirements to include how one develops the internal moral compass needed to act in often uncharted territory (Silver et al.., 2009). Practical coaching skills are the vehicle the mentor uses to share the content knowledge of leadership and allow the mentee to take ownership of and apply his or her new understandings with the support of a mentor.

Conceptual Framework



Statement of the Problem

This study aimed to determine the extent of mentoring and coaching practices of master teachers in the Schools Division of Pangasinan II during the S.Y. 2022-2023.

1. The survey is crucial in collecting essential information about respondents' profiles. To proceed, the researcher requires the following details about the individual: their age, gender, marital status, highest educational qualification attained, years of experience as a teacher and any relevant training they have undergone.

2. It is imperative to determine the extent of mentoring and coaching practices of master teachers (a) in terms of the preparation of lesson plans (b) development/construction of instructional materials (c) utilization of instructional strategies (d) and classroom observations. This way, we can gather significant insights and data for further analysis and improvement of teaching practices.

3. Is there a significant difference in the extent of the mentoring and coaching practices of master teachers across their profile variables?

4. Is there a significant relationship between the extent of the mentoring and coaching practices of master teachers and their profile variables?

5. Recommend a program that effectively enhances the mentoring and coaching skills of master teachers in SDO Pangasinan II.

Hypotheses

The results are conclusive after a rigorous test on the null hypotheses using a significance level of 0.05.

1. There is absolutely no significant difference in the mentoring and coaching practices of master teachers across their various profile variables.

2. There is no significant relationship between the personal traits of master teachers to the mentoring and coaching techniques they employ.

II. Methodology

The researcher utilized the descriptive-correlation research method in this study. Calderon (2012) explains that descriptive research involves documenting, analyzing, and interpreting present phenomena, focusing on prevailing conditions and the behavior or function of individuals, groups, or things.

The study utilized a descriptive method to examine the role of master teachers in serving as pedagogical mentors and coaches. The statistical analysis of the data formed the basis for drawing inferences, making conclusions, and providing recommendations.

Data Gathering Tools

Questionnaires are methods used in conducting surveys. On this premise, this research used a questionnaire checklist as the data collection instrument. It is a formalized list of questions used to gather information from the respondents. The researcher prepared the questionnaire checklist after comprehensively searching related literature and studies.

Data Gathering Procedure

After refining and finalizing the research instrument, the researcher secured a permit to float them from the office of the Schools Division Superintendent of the Pangasinan II. Eventually, the researcher administered the questionnaire to the Master Teachers. The researcher personally distributed the questionnaires to the respondents and retrieved the same after answering. Lastly, all the data gathered utilizing the research instruments were analyzed and interpreted.

Treatment of Data

The data collected were sorted out, tallied, organized, and tabulated into the Excel Spreadsheet and subjected to treatment using the Statistical Package for Social Sciences (SPSS) 2016. The gathered information underwent rigorous analysis through diverse statistical methods to fully address all research inquiries.

The researcher used statistical tools to address the study's specific issues.

To establish the demographic characteristics of the participants, such as their age, gender, marital status, highest educational attainment, years of experience as a master teacher, and attendance to relevant training, we used frequency counts and percentages.

The extent of mentoring and coaching practices of master teachers was determined using weighted mean, corresponding descriptive values, and transmuted ratings.

Statistical Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Highly Practiced
3.50 – 4.49	Often	Practiced
2.50 – 3.49	Sometimes	Moderately Practiced
1.50 – 2.49	Seldom	Slightly Practiced
1.00 – 1.49	Never	Not Practiced

The utilization of a t-test and Analysis of Variance (ANOVA) was imperative to assess discrepancies in the extent of mentoring and coaching practices among respondents based on their profile variables.

We employed the Pearson Product Moment Correlation to analyze the connection between skilled educators' mentoring and coaching techniques and their profile variables.

Lastly, the salient findings of the study served as the bases for crafting the proposed program to enhance the mentoring and coaching practices of master teachers.

III. Results and Discussion

Profile of the Respondents

The purpose of the respondents' profile is to furnish and detail their background information as study subjects. The researcher required the respondents to provide information such as age, gender, marital status, highest level of education, years of experience as a master teacher, and relevant training attended. The utilization of profile variables provided a means of examining and dissecting the diverse levels of expertise exhibited by master teachers in their roles as pedagogical mentors and coaches. Identifying any disparities or associations that may be present was made possible through this process.

Table 2 presents the profile of the respondents along age, sex, civil status, highest educational attainment, number of years as a master teacher, and number of relevant training attended.

Table 2:
Profile of the Respondents

Profile Variables		Variable Category	F	%
Age		21 - 30	10	2.02
		31 -40	100	20.29
		41 -50	253	51.32
		51 - 60	102	20.69
		60 - above	28	5.68
Sex		Male	169	34.28
		Female	324	65.72
Civil Status		Single	137	27.79
		Married	335	67.95
		Widower	21	4.26
Highest Educational Attainment		BSE / BSEED	19	3.85
		BS + 16-36 Prof. Ed.	10	2.02
		MA Units	30	6.09
		MA Acad. Requirements	72	14.60
		MAED	268	54.36
		Ed. D units	35	7.10
		Ed. D / PhD Acad. Requirements	22	4.46
		Ed. D. / Ph.D.	37	7.50
Number of Years of Service as a Master Teacher		5 - below	129	26.17
		6 - 10	102	20.69
		11 - 15	205	41.58
		16 years above	57	11.56
Number of Relevant Training Attended	District	Three and below	3	0.61
		4 - 6	88	17.85
		Seven and above	402	81.54
	Division	Three and below	12	2.40
		4 - 6	89	18.10
		Seven and above	392	79.50
	Regional	Three and below	9	1.80
		4 - 6	85	17.20
		Seven and above	399	81.00
	National	Three and below	323	65.50
		4 - 6	101	20.40
		Seven and above	69	14.10
	International	Three and below	312	63.30
		4 - 6	100	20.30
		Seven and above	81	16.40

Age. In terms of age, the majority of the master teachers belong to the age bracket 41-50 that is 51.32 percent while 28, or 5.68 percent, belong to the age bracket 60 years old and above, which is the oldest bracket of age categorization and 10 or 2.02 percent belong to the age bracket 21-30 which is the youngest category of age. The data shows that most responding master teachers are currently in the prime of their maturity. This age range is optimal for being an active and

impactful teacher in the classroom. At the same time, young people still have room for improvement to develop themselves professionally in improving their craft regarding the teaching and learning process that will redound to good performance of learners.

According to the data, more females are in the study area, comprising 324 or 65.72 percent of the respondents. There are more females in the group

than males. Regarding marital status, most respondents are married, with a total of 335 individuals, which accounts for 67.95%. Of the total individuals, 137, or 27.79%, are single. Studies have shown that getting married, starting a family, and having a stable marriage can result in a sense of contentment and safety, which can benefit work performance.

Highest Educational Attainment. As shown in the table, a significant number of the respondents are master's degree holders that are 268 or 54.36 percent, and 37 or 7.50 percent are doctoral degree holders. In comparison, 72, or 14.60 percent, completed their academic requirements in the master's program, and 22, or 4.46 percent, in the doctoral program. The data would imply that the respondents' educational qualifications are impressive and that many went beyond a bachelor's degree. Indeed, educational qualification is one of the essential factors in recruitment and or promotion in the practice of the profession or career service.

Number of Years of Service as a Master Teacher. As seen in the table, most of the respondents have 11-15 years in service as master teachers that is 205 or 41.58 percent, 57 or 11.56 percent, have been master teachers for 16 years and above, while there is 129 or 26.17 percent, who have been in the service for five years and below which is the youngest categorization of years of service as a Master Teacher. So that in terms of the number of years in the service, most of the respondents have been in the service long enough to have the knowledge, skills, and abilities as Master Teachers.

Several Relevant Trainings Attended. The table shows respondents' attendance at relevant professional growth and advancement training. Surprisingly, most respondents attended seven or more trainings in the district, 402 or 81.54 percent, division 392 or 79.50 percent, and regional level 399 or 81 percent. On the other hand, the respondents attended three trainings at the national level, 323 or 65.5%, and the international level, which is 312 or 63.30%. Some respondents enjoy attending seminars at one level or the other but not all levels of training. Experienced teachers who attend workshops and seminars must stay up-to-date with the latest trends in education, especially in mentoring and coaching. Interacting with experts is essential for expanding their professional knowledge.

The Extent of Mentoring and Coaching Practices of Master Teachers

The primary purpose of this study is to determine the extent of mentoring and coaching practices of Master Teachers. The process involved asking individuals to evaluate their mentoring and coaching practices and those of their school leaders and teacher mentees. This evaluation

covered topics such as lesson preparation, creation of instructional materials, use of teaching strategies, and classroom observations.

Table 3 presents the extent of mentoring and coaching practices of master teachers along with the preparation of the lesson plans.

As seen in the table, the extent of mentoring and coaching practices of master teachers in terms of preparation of the lesson plan obtained an overall weighted mean of 4.58, denoting a transmuted rating of “Highly Practiced." School heads have a weighted mean of 4.58, while the teacher mentees have a 4.57 weighted mean, although both have the same equivalent rating of “Highly Practiced." The teachers in charge prioritize preparing their lessons with great importance. The rating would imply that they are competent in guiding their mentees/co-teachers in identifying the learning objectives, instructing their co-teachers in assessing learners' understanding, planning to sequence the lesson in an engaging and meaningful manner, creating realistic time in meeting the lesson objectives and in demonstrating a positive attitude in dealing with a difficult task in teaching.

Table 3:

The extent of Mentoring and Coaching Practices of Master Teachers, along with Preparation of Lesson Plans

Indicators	MT	TR	SH	TR	T	TR	OWM	TR
1. Guide co-teachers in identifying the learning objectives.	4.53	HP	4.50	HP	4.52	HP	4.52	HP
2. Instruct teachers to plan to assess learners' understanding.	4.55	HP	4.51	HP	4.52	HP	4.53	HP
3. Ensure that the lesson is organized, engaging, and purposeful.	4.57	HP	4.55	HP	4.58	HP	4.57	HP
4. Create a realistic timeline.	4.59	HP	4.55	HP	4.45	P	4.53	HP
5. Cascade broad objectives into specific ones.	4.65	HP	4.62	HP	4.61	HP	4.63	HP
6. Share professional skills, knowledge, and expertise in crafting lesson plans.	4.53	HP	4.53	HP	4.40	P	4.49	P
7. Demonstrate a positive attitude in dealing with challenging tasks in teaching.	4.69	HP	4.71	HP	4.71	HP	4.70	HP
8. Exhibit enthusiasm for teaching and learning.	4.64	HP	4.63	HP	4.60	HP	4.62	HP
9. Exhibit a positive attitude towards teaching.	4.59	HP	4.60	HP	4.65	HP	4.61	HP
10. Leads in the preparation and enrichment of the curriculum.	4.65	HP	4.59	HP	4.61	HP	4.62	HP
OWM	4.60	HP	4.58	HP	4.57	HP	**4.58**	**HP**

Legend: M.T. – *Master Teacher*, SH – *School Head*, T – *Teacher Mentee*, OWM – *Overall weighted mean*

On the other hand, the respondent teacher mentees have different perceptions towards their master teachers in preparing lesson plans considering that they gave the lowest rating. The conservative rating that they gave would mean that they are still wanting some more guiding efforts

of the master teachers in order to enhance their craft in the delivery of instruction so that master teachers should embody the real purpose of their position, which is to excellently give their best in coaching and mentoring their peers in order that they will become teachers with the heart of a teacher. As such, they should exhibit passion and commitment to teaching as catalysts of societal change.

Surprisingly, their mentees rated their Master Teachers with a "Practiced" transmuted rating in the indicators "create a realistic timeline," sharing professional skills and knowledge, and crafting lesson plans. It is possible that the lower rating is due to master teachers providing only the minimum required technical assistance in certain areas. There could be various reasons someone might need help to complete a task, ranging from time constraints to having other duties outlined in their job description. At any rate, their overall rating is still "Highly Practiced."

Furthermore, the respondent master teachers have a “Highly Practiced” transmuted rating with a weighted mean of 4.60. Lesson preparation is an essential aspect of teaching. Teachers must prioritize it as it guides standards and aids in enhancing classroom efficiency, which is crucial to the overall teaching and learning process.

According to Brannan et al. (2012), all teachers need to have a well-prepared lesson plan, regardless of their level of ability, experience, or field of training. A well-defined lesson plan ensures smooth learning, and students can easily comprehend and retain information. Clarity and organization are essential for effective teaching.

He further stressed that lesson plans are necessary for helping students accomplish their goals within a learning environment on a short-term and long-term basis. Some studies show the value of envisioning success in order to attain it. Similarly, failing a lesson plan minimizes the prospects of envisioning specific outcomes and fulfilling one's expectations in a classroom setting.

Table 4 reflects the extent of mentoring and coaching practices of master teachers along development/construction of instructional materials.

Table 4:

The extent of Mentoring and Coaching Practices of Master Teachers, along with the Development/ Construction of Instructional Materials

Indicators	MT	TR	SH	TR	T	TR	OWM	TR
1. Assist colleagues in crafting indigenized instructional materials aligned with the learning competencies.	4.57	HP	4.55	HP	4.60	HP	4.57	HP
2. Provide mentees with the knowledge and skills to craft instructional materials.	4.65	HP	4.54	HP	4.61	HP	4.60	HP
3. Lead mentees in developing instructional materials that are responsive to learners' diversity.	4.60	HP	4.50	HP	4.65	HP	4.58	HP
4. Guide mentees in contextualizing instructional materials to make learning more meaningful and exciting.	4.70	HP	4.60	HP	4.71	HP	4.67	HP
5. Provide technical assistance to the mentees in developing video lessons that can impact students' ability to learn.	4.65	HP	4.53	HP	4.67	HP	4.62	HP
6. Lead mentees in developing appropriate instructional materials for the target grade level.	4.55	HP	4.56	HP	4.59	HP	4.57	HP
7. Advise mentees to craft instructional material that is easy to read and understand.	4.70	HP	4.71	HP	4.73	HP	4.71	HP
8. Support mentees in crafting colorful, meaningful, and relevant instructional materials to facilitate learning engagement among learners.	4.71	HP	4.71	HP	4.73	HP	4.72	HP
9. Provide technical assistance to mentees in the development of modules.	4.68	HP	4.65	HP	4.69	HP	4.67	HP
10. Guide teachers in the development of instructional materials using technology.	4.67	HP	4.63	HP	4.68	HP	4.66	HP
OWM	4.65	HP	4.60	HP	4.67	HP	**4.64**	**HP**

Legend: M.T. – *Master Teacher*, SH – *School Head*, T – *Teacher/ Mentee*, OWM – *Overall weighted mean*

As shown in the table, the master teachers have extensive practice in mentoring and coaching along development /construction of instructional materials, with an overall weighted mean of 4.64. All three groups of respondents have a transmuted rating of "Highly Practiced," with a corresponding weighted mean of 4.67 for teacher mentees, 4.65 by the master teachers, and 4.60 for school heads. It also appears in the table that all the indicators were rated "Highly Practiced," where indicator no. 8 "support mentees in crafting colorful, meaningful and relevant instructional materials to facilitate learning engagement among learners" and no. 7 "Advice mentees to craft instructional materials that are easy to read and understand" obtained the highest weighted mean of 4.72 and 4.71, respectively. Experienced teachers should focus on developing relevant and practical materials for their students since they possess valuable skills in providing technical assistance to their pupils. Through this, they can guide their mentees in contextualizing instructional materials to make learning more meaningful and exciting in the classroom, which will redound to good learning outcomes.

Meanwhile, indicators 1 and 6 received the lowest mean score of 4.57. These indicators involve assisting colleagues in creating instructional materials aligned with the learning competencies and leading mentees in developing appropriate instructional materials for their grade level. Although both have a transmuted rating of "Highly Practiced." The lower rating may be due

to insufficient resources for contextualizing language appropriate for a specific location. Although with the high practice that the master teacher has in this area, they could make their mentees perform well by giving technical assistance to craft contextualized learning materials.

According to Carey et al. (2011), contextualized instructional materials enable learners to pave the way for mastering the essential competencies for education and learning. It also promotes the transfer of learning and improves the retention of information.

He further stressed that contextualization helps teachers and students comprehend concepts by relating and presenting a lesson in the context of the prevailing local environment, culture, and resources. Hence lessons are becoming more real-life customized, and appropriate.

Table 5 reflects the extent of mentoring and coaching practice of master teachers along with instructional strategies.

As gleaned in the table, the respondent master teachers have a high extent of mentoring and coaching practices along with the utilization of instructional strategy with a combined overall weighted mean of 4.65 as rated by themselves, their school heads, and teacher mentees where the mentees gave them the highest weighted mean of 4.65 and the respondent themselves a weighted mean of 4.63. This “Highly Practiced” overall weighted mean would imply that the respondent master teachers diligently provide technical assistance to their teacher mentees along with the utilization of instructional strategy in such a way that they can attain better learning outcomes in their instructional delivery. Further, their extensive practice in coaching and mentoring their teacher mentees in this area provide opportunities for them to use appropriate teaching strategies in the different learning areas that will motivate students and help them focus on their lessons. As coaches and mentors to their teacher mentees, they can exhibit teaching strategies that can support learners in developing meaningful connections between skills and ideas and real-life situations. They can also demonstrate strategies responsive to school health programs, like cooperative learning, group discussions, role-playing, and independent study.

Table 5: The Extent of Mentoring and Coaching Practices of Master Teachers along Utilization of Instructional Strategies

Indicators	MT	TR	SH	TR	T	TR	OWM	TR
1. Guide mentees in the use of appropriate teaching strategies in different learning areas.	4.55	HP	4.60	HP	4.65	HP	4.60	HP
2. Advise teachers to use teaching strategies that motivate students and help them focus their attention.	4.60	HP	4.65	HP	4.70	HP	4.65	HP
3. Support teachers in using various instructional strategies to make the learners learn, like modeling, guided, and independent practice.	4.65	HP	4.66	HP	4.70	HP	4.67	HP
4. Guide mentees in utilizing instructional strategies that allow learners to transfer skills and ideas across different scenarios.	4.46	P	4.46	P	4.48	P	4.47	P
5. Exhibit instructional strategies that can support learners in developing meaningful connections between skills and ideas and real-life situations.	4.65	HP	4.66	HP	4.66	HP	4.66	HP
6. Demonstrate instructional strategies responsive to school health programs, like cooperative learning, group discussion, role-playing, and independent study.	4.70	HP	4.69	HP	4.69	HP	4.69	HP
7. Encourage colleagues to use instructional strategies to ensure learners can work with many group members.	4.75	HP	4.74	HP	4.75	HP	4.75	HP
8. Model instructional strategies to mentors to create an atmosphere of openness and acceptance in the teaching-learning process.	4.49	P	4.48	P	4.48	P	4.48	P
9. Exhibit the use of instructional strategies that are effective for operating and creating interest and enthusiasm for new concepts or topics.	4.70	HP	4.70	HP	4.71	HP	4.70	HP
10. Demonstrate applications of instructional strategies that can develop learners' enthusiasm in promoting reflections and higher-level thinking.	4.72	HP	4.73	HP	4.70	HP	4.72	HP
OWM	4.63	HP	4.64	HP	4.65	HP	**4.64**	**HP**

Legend: M.T. – *Master Teacher*, SH – *School Head*, T – *Teacher Mentee*, OWM – *Overall weighted mean*

Further, it can be noted in the table that indicators no. 4, "lead mentees in the use of instructional strategies that can provide learners the opportunities to transfer skills and ideas from one situation to another," and no. 8, "model instructional strategies to mentors that can create an atmosphere of openness and acceptance in the teaching-learning process" obtained a "Practiced" rating with a weighted means of 4.47 and 4.48, respectively as rated by the three groups of respondents. The obtained rating of the indicators mentioned above would imply that respondent master teachers have a modest practice along the given indicators considering their limited time in providing technical assistance aside from the number of teachers they coach in their schools. These factors would significantly affect their willingness to provide technical assistance to their teacher mentees. As such, be just a report to demonstrate the application of instructional strategies that can

develop learners' enthusiasm in promoting reflections in higher level thinking instead of their maximum time of coaching and mentoring their mentees as their other options.

According to Polikoff (2015), coaching and mentoring teachers on instructional strategies help them to apply their learning more deeply, frequently, and consistently. This support enables teachers to improve their ability to reflect and apply their learning to their work with students and colleagues. Coaching and mentoring teacher mentees can significantly increase their value to the organization by developing and enhancing their professional and personal skills. When we demonstrate a genuine interest in our staff's growth, we show them we care about their progress.

Table 6 shows the extent of mentoring and coaching practices of master teachers, along with classroom observations.

Indicators	MT	TR	SH	TR	T	TR	OWM	TR
1. Emphasize behavior management in the delivery of instruction.	4.64	HP	4.67	HP	4.68	HP	4.66	HP
2. Responsible for aiding mentees comprehending the objectives and educational aims of observing classes.	4.71	HP	4.69	HP	4.72	HP	4.71	HP
3. Make classroom observations more encouraging, more productive, and less threatening.	4.64	HP	4.60	HP	4.68	HP	4.64	HP
4. Provide positive feedback on teachers' self-esteem in teaching.	4.63	HP	4.62	HP	4.68	HP	4.64	HP
5. Provide constructive feedback to mentees after classroom observations for her professional growth.	4.65	HP	4.65	HP	4.68	HP	4.66	HP
6. Help mentees see a better understanding of learning through the eyes of their learners.	4.45	P	4.47	P	4.60	HP	4.51	HP
7. Provide mentees the opportunities to plan and organize, monitor their work, direct their learning, and t self-reflect.	4.46	P	4.41	P	4.48	P	4.45	P
8. Spend time with mentees and discuss what best classroom practices look like in the classroom and discuss the context of the learning environment, the kinds of learners, what they need, and what they already know.	4.50	HP	4.50	HP	4.45	P	4.48	P
9. Use factual and objective terms in classroom observations.	4.58	HP	4.59	HP	4.59	HP	4.59	HP
10. Provide details on the materials used for constructing the setting and comprehensively describe the objects and features in the vicinity.	4.60	HP	4.59	HP	4.60	HP	4.60	HP
OWM	4.59	HP	4.58	HP	4.62	HP	**4.60**	HP

Legend: M.T. – *Master Teacher*, SH – *School Head*, T – *Teacher Mentee*, OWM – *Overall weighted mean*

As reflected in the table, the extent of mentoring and coaching practices of master teachers along classroom observations obtained a combined rating of an overall weighted mean of 4.60, denoting a "Highly Practiced" transmuted rating where the respondent master teachers rated themselves 4.59. In contrast, their school heads and teacher mentees rated them with weighted means of 4.58 and 4.62, respectively. Based on the given information, the experienced teachers

who are respondents excel in mentoring and coaching their mentees during classroom observations. They can provide valuable feedback on the delivery of instructions by their mentees. Said feedback to their mentees will serve as a springboard towards the improvement of instructional delivery in the classroom in as much as they can classify the purpose and learning goals of the observation of classes that will eventually help their mentees plan and organize, monitor their learning and self-reflect that will pave the way to professional growth.

It can also be seen in the table that indicator no. 7 "provide mentees the opportunities to plan and organize, monitor their work, direct their learning and self-reflect along the way" and no. 8 "spend time with mentees and talk about how best classroom practices look like in the classroom and discuss the context of the learning environment, the kinds of learners what they need and what they already know" obtained the lowest weighted means of 4.45 and 4.48 respectively having a transmuted rating of “Practiced." The seasoned educators adhere to a highly conventional method of managing and supporting their substantial responsibilities. As master teachers, they do not focus on mentoring and coaching their mentees. In addition to coordinating ships, they are also responsible for handling other paperwork assignments. For these reasons, they must maximize their time providing coaching and mentoring in classroom observations. Nevertheless, with their modest time engagement in dealing with their mentees in the said area, they can emphasize behavior management in the delivery of instruction.

It is also surprising to note that these are indicators where the respondent master teachers and their school heads gave a high transmuted rating of “Highly Practiced." In contrast, the teacher mentees perceived it differently, giving them a rating of "Practiced" and vice versa, especially in indicators 6, "help mentees in seeing a better understanding learning through the eyes of their learners," and 8, "spend time with mentees and talk about how best classroom practices looks like in the classroom and discuss the context of the learning environment, the kinds of learners, what they need and what they already know." The different perceptions of the respondents would mean that they vary in their observations regarding what they see in the master teachers. At times the group of respondent mentees has high regard for the practice of their master teachers when it comes to a better understanding of the learners. The master teachers who practice such methods are the epitome of the teaching and learning process.

On the other hand, there are also times when the respondent master teachers and their school head observed differently from what the mentees observed. Various factors contribute to this, including the job descriptions of school leaders. These leaders know the criteria used to assess their teachers' performance. As such, they are fully aware of the level of practice of their master teachers when it comes to mentoring and coaching.

Wenson J. (2010) suggests that the primary goal of classroom observation is to enhance student performance by enhancing the teacher's teaching skills. Another objective of observation is to investigate any potential discrepancies in instruction between various student groups.

Classroom observation is an essential component of teaching, as emphasized by Steinbacher-Reed (2012). Gaining insight into a teacher's performance can significantly benefit student learning outcomes, academic results, and overall school performance. As such, mentoring and coaching in this area are vital.

Table 7 shows the overall summary of the extent of mentoring and coaching practices of master teachers.

Indicators	OWM	TR
A. Preparation of the Lesson Plan	4.58	HP
B. Development/Construction of Instructional Materials	4.64	HP
C. Utilization of Instructional Strategies	4.64	HP
D. Classroom Observations	4.60	HP
Grand Overall Weighted Mean	4.62	HP

Legend: OWM – Overall Weighted Mean

Mean Score Range	Descriptive Equivalent	Transmuted rating (T.R.)
4.50 - 5.00	Always	Highly Practiced (H.P.)
3.50 - 4.49	Often	Practiced (P)
2.50 - 3.49	Sometimes	Moderately Practiced (MP)
1.50 - 2.49	Seldom	Slightly Practiced (S.P.)
1.00 - 1.49	Never	Not Practiced (N.P.)

As seen in the table, the overall extent of mentoring and coaching practices of the respondent master teachers to their teacher mentees obtained a grand overall weighted mean of 4.62, described as "Highly Practiced," where both developments of instructional materials and utilization of instructional strategies ranked the highest with the same OWM of 4.64. In contrast, preparation of the lesson ranked the lowest mean of 4.58, although both have the same transmuted rating of "Highly Practiced." The teachers who participated in this survey have provided significant mentoring and coaching to their mentee teachers in four key areas. These experienced teachers may have been instrumental in guiding their colleagues toward success. Their extensive practice in mentoring and coaching their co-teachers can lead to the continuous improvement of school academic performance.

Although the lesson preparation ranked the lowest, a slight difference is noted compared to the core mentioned above. The teacher respondents have the opportunity to improve their mentoring and coaching skills when helping their mentees prepare lesson plans. Their rigid coaching in this area of concern will eventually help their mentees plan to sequence the lesson engaging and meaningfully.

Significant Difference in the Extent of Mentoring and Coaching Practices of Master Teachers across Their Profile Variables

Table 8 shows the ANOVA with their corresponding values of significance.

The summary table for ANOVA indicates the mean difference in the extent of mentoring and coaching practices of master teachers across the profile variables.

Generally, most of the data do not indicate differences among master teachers' extent of mentoring and coaching practices across their profile variables.

After analyzing the data, the null hypothesis is valid at a 0.05 significance level which indicates that there are no substantial variations in the mentoring and coaching methods used by master teachers, regardless of their age, marital status, educational background, years of service, or the number of relevant training programs they have attended at the district, regional, national, and international levels. These ANOVA results would imply that the respondent master teachers do not vary in their extent of mentoring and coaching practices.

Table 8: Significant Difference in the Extent of Mentoring and Coaching Practices of Master Teachers across Their Profile Variables

Profile Variables	Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Age	Between Groups	.297	4	.074	.208	.934
	Within Groups	64.535	488	.359		
	Total	64.832	492			
Civil Status	Between Groups	.461	2	.230	.655	.523
	Within Groups	64.371	490	.354		
	Total	64.832	492			
Highest Educational Attainment	Between Groups	4.364	7	.623	1.826	.085
	Within Groups	60.468	485	.342		
	Total	64.832	492			
Length of Service	Between Groups	.480	3	.160	.454	.718
	Within Groups	64.352	399	.356		
	Total	64.832	492			
District	Between Groups	1.973	2	.986	2.858	.060
	Within Groups	62.859	490	.345		
	Total	64.832	492			
Division	Between Groups	2.333	2	1.167	3.399	.036*
	Within Groups	62.499	490	.343		
	Total	64.832	492			
Regional	Between Groups	1.051	2	.525	1.499	.226
	Within Groups	63.781	490	.350		
	Total	64.832	492			
National	Between Groups	1.447	2	.723	2.078	.128
	Within Groups	63.385	490	.348		
	Total	64.832	492			
International	Between Groups	.320	2	.160	.455	.637
	Within Groups	64.512	490	.354		
	Total	64.832	492			

*. The mean difference is significant at the 0.05 level.

However, the amount of training attended at the division level made a noticeable impact on the mentoring and coaching practices of master teachers. The data shows a substantial variance in implementing mentoring and coaching techniques among master teachers. Rejecting the null hypothesis is imperative, given a significance level of 0.05. The ANOVA analysis suggests that master teachers differ in mentoring and coaching practices based on their profile variables.

Table 9 shows the Post-Hoc (Scheffe) Test for several relevant trainings at the Division level.

Post-Hoc (Scheffe) Test for Relevant Training

		Mean Difference			95% Confidence Interval	
(I) Division	(J) Division	(I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
3-below	4-6	-.08479	.11723	.772	-.3742	.2046
	7-above	-.24937*	.09643	.039	-.4874	-.0115
4-6	7-above	-.16459	.11883	.386	-.4579	.1288

*. The mean difference is significant at the 0.05 level.

The table compares the number of relevant training attended at the division level by the respondent's extent of mentoring and coaching practices. Significant values marked with asterisks indicate significant differences at a .05 alpha level. So that the number of relevant training attended at the division level is a very accurate and robust and positive indicator of the non-comparability of the respondents in their extent of mentoring and coaching practices. The extent of division-level training significantly impacts the level of involvement of expert educators in mentoring and coaching. The number of training sessions varies between divisions, with some attending as few as three sessions while others attending seven or more. The number of training sessions attended at the division level directly affects the level of engagement experienced educators have in mentoring and coaching activities.

Table 10 pictures the t-test results on the significant difference in the extent of mentoring and coaching practices of master teachers across the profile variable sex.

Table 10:

T-test Results on the Significant Difference in the Extent of Mentoring and Coaching Practices of Master Teachers across the Profile Variable Sex

Teachers across the Profile Variable Sex

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	13.260	.000	-2.783	236	.006	-.17751	.06379	-.30319	-.05184
Equal variances not assumed			-2.584	104.759	.011	-.17751	.06870	-.31374	-.04129

The table shows that the significant value indicator of .000 across the profile variable sex is lower than the .05 significance level. The results show a significant difference in the extent of mentoring and coaching practices of master teachers based on their sex. Therefore, we reject the null hypothesis that there is no significant difference. The variable of sex in a respondent's profile could determine the extent to which master teachers provide mentoring and coaching practices.

Table 11 shows the significant relationship between the extent of mentoring and coaching practices of master teachers and their profile variables.

It can be seen in the table that the Pearson-r values of the paired independent and dependent variables age, sex, civil status, highest educational attainment, number of years as a Master Teacher, and the number of relevant training attended in the regional and international levels do not have significant relationships to the extent of mentoring and coaching practices of master teachers. The profile variables of the respondents have no impact on their level of engagement in mentoring and coaching activities.

Profile Variables	Pearson Correlation	Sig. (2-tailed)
Age	-.015	.856
Sex	.119	.105
Civil Status	.084	.264
Highest Educational Attainment	-.070	.345
Length of Service	.038	.608
District	.160*	.035
Division	.188*	.015
Regional	.11	.098
National	.149*	.045
International	.061	.412

On the other hand, the profile variables' number of relevant training attended in the district, division, and national levels indicate significant relationships with .035, .015, and .045 levels of significance. After conducting a statistical analysis with a significance level of .05 shows a significant correlation between the amount of mentoring and coaching methods experienced educators use. Therefore, the null hypothesis, which stated that there was no correlation, has been rejected without question. As such, the profile, as mentioned earlier variables are determinant factors in the extent of mentoring and coaching practices of master teachers. Based on this, it seems likely that the master teachers who participated in the described training have significant experience in mentoring and coaching.

Proposed Program to Enhance the Mentoring and Coaching Practices of Master Teachers

Upon analysis of the study's crucial findings, the researcher created specific activities to enhance the mentoring and coaching practices of the master teachers in SDO Pangasinan II. The proposed intervention is available on the following page.

OBJECTIVES	ACTIVITIES /STRATEGIES	PEOPLE INVOLVED	TIME FRAME	BUDGET (Php)
To lead mentees in the use of instructional strategies in different learning areas	Demonstration Teaching Focus Group Discussion (FGD)	School Heads, Master Teachers, Mentees	Year Round	500.00
To model instructional strategies to mentees that can create an atmosphere of openness and acceptance in the teaching-learning process	Benchmarking Demonstration Teaching Focus Group Discussion SLAC	School Heads, Master Teachers, Mentees	Year Round	1,000
To help mentees in seeing and understanding learning through the eyes of the learners	Focus Group Discussion SLAC	School Heads, Master Teachers, Mentees	Year Round	1,000

IV. Conclusion

1. The following analysis of the data uncovered some remarkable insights.
2. Most of the respondent master teachers are in the middle adulthood stage, female, married, graduated with a Master's Degree, experienced master teachers, and equipped with relevant training.
3. The respondent master teachers highly practice mentoring and coaching.
4. The extent of mentoring and coaching practices of the respondent master teachers differs along sex and number of relevant training attended.
5. The respondent master teachers' extent of mentoring and coaching practices is associated with the number of relevant training attended at the district, division, and national levels.
6. The proposed program of activities can enhance the mentoring and coaching practices of the master teachers.

V. Recommendations

Based on the salient findings in this study and the conclusions drawn, the following is a result of this recommended:

1. Relevant training attended at the district, division, and national levels are significantly related to the extent of mentoring and coaching practices of the respondent master teachers. Hence, they should take the initiative to attend seminars and training at the district, division, and national levels to further hone their knowledge, skills, and attitudes in improving their teaching competence.
2. The respondent master teachers should further enhance their mentoring and coaching practices to their teacher mentees towards an excellent level for effective classroom instruction delivery.
3. The preparation of lesson plans in mentoring and coaching received the lowest rating. As a result, master teachers are encouraged to conduct SLAC sessions that concentrate on this area to improve their mentees' ability to create well-prepared lesson plan
4. We must follow the recommended method for enhancing our seasoned educators' mentorship and coaching abilities to achieve our instructional objectives.
5. Conducting additional research on the mentoring and coaching practices of master teachers on a broader scale is essential and must be done without delay.

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She is happily in a relationship to Mr. Lawrence Anthony L. Laña and blessed with two beautiful and adorable daughers namely, Steffi Andee Lauren and Stella Andee Louise. She dedicates her work to her great inspirations, her beautiful family. She is always thankful to the God for her journey though it took her long time to finish her Graduate Studies. She believes that it is better to be late than never. Isaiah 60:22, "When the time is right, I, The Lord will make it happen."