



Mentoring Styles of Master Teachers in Relation to Teachers' Individual Performance Commitment Rating

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Abstract

Aim: The study aimed to investigate the mentoring styles of master teachers in relation to teachers' Individual Performance Commitment Rating (IPCR).

Methodology: The study used mixed methods guided by a sequential explanatory research design. It collected quantitative survey data from 100 teachers and interviewed 10 master teachers to draw meta-inferences.

Results: Results show that the computed chi-square value of 17.250 is higher than the critical value of 12.952 and the p-value of 0.08 is lower than the 0.05 level of significance. The Pearson r values are 0.61 ($p = 0.946$), 0.91 ($p = 0.724$), 0.95 ($p = 0.807$), 0.68 ($p = 0.814$), and 0.93 ($p = 0.282$) respectively are greater than 0.05 which showed a moderate to strong positive relationship, thus, it rejects the null hypothesis. Meanwhile, two distinctive patterns emerged in the mentoring practices extended: Providing Professional/Career and Offering Psychological Support. On the mentoring styles of the co-participants, the two were Developing a Growth Mindset and Promoting Teachers' Welfare and Development.

Conclusions: After careful analysis of the data, the study concludes that no significant relationship was found between the IPCR and the teacher-respondents' profile except in age. A Significant relationship was perceived in the mentoring styles of master teachers with the teacher-respondents. The study recommends a well-structured formal school-based mentoring program for experienced and novice teachers.

Keywords: Mentoring styles, Master Teachers, Teachers' Individual Performance Commitment Rating

Introduction

Mentoring style is used to characterize the mentor's general methodology, which can be seen in the attitude taken during mentoring discussions. Some people distinguish between direct and non-direct mentoring styles. Others have described mentoring style along a continuum from direct, to collaborative, to facilitative. The concept of mentoring is not something new. It stems from the Greek classic "The Odyssey" by Homer. It was said that a wise man named Mentor cared for, protected, and educated Telemachus, the son of Ulysses. It signifies a "father figure" who backs up, counsels, trains, and develops a younger person.

Over the years and among different nations, mentoring styles in the field of education have been practiced extending assistance among teachers. According to Ponce (2018), mentoring is essential, especially during the first or second years, first to five years according to Meyer (2021), and zero to three years, according to DepEd Order No. 43, s. 2017 of teaching, these new teachers, as well as the teacher who has been there the longest; as they move through the different stages of professional development, teachers need help and support.

Stoeger (2020) noted that mentoring must be conceptualized by professional mentoring practices that should entail specific resources and guidelines. This was attested in the study of Tomlinson's (2019). He found that in most public schools, the quality of mentoring by master teachers needs a clear set of mentoring strategies to help novice and tenured teachers grow as professionals. Moreover, in a related study, Schwan et al. (2020), found that researchers have only recently investigated different types of mentoring that could help teachers. Mentoring programs have been discussed a lot, but individual differences in how mentoring is done (or mentoring styles) are rarely considered. Flexibility in addressing mentees'



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learning needs is crucial to mentoring success. Consequently, mentors must ensure that their duties, responsibilities, and techniques are appropriate for their mentees' requirements, issues, unique settings, and stages of professional growth.

Although there was an institutionalization of the school-based mentoring program (SBMP) for mentors in all elementary schools nationwide, as stated in DO 87, S. 2010, still not enough research has been done on how mentoring styles affect the development of mentees' pedagogical and didactic skills, (Čiučulkienė, & Mičiulienė, 2019). The effectiveness of the contextualized mentoring program in mentoring novice and tenured teachers at the school level should be given attention to fully realize the training and support styles they need to ensure that they do not fall behind or lose touch with their classroom practices. This is in response to DepEd Memorandum (DM) 004, S. 2022, and DepEd Order (DO) 008, s. 2023 to reskill and upskill teachers.

In a study by Robosa et al. (2021), they found that most teachers have a hard time because they do not have enough resources to deal with students, and they have many assignments and work to do, which can lead to stress and burnout. In addition, the digital age has made it harder for most public teachers to do certain tasks for their students online, create a good learning environment, and talk to them. It is one of the reasons why research shows that teachers need career and psychosocial support through mentoring. It must be done to ensure that the enhanced basic education program in Republic Act 10533 meets the need for quality teachers in the delivery of quality instruction to the Most Essential Learning Competencies.

There is a significant gap in the research regarding actual data on differentiating mentoring styles. The complexities and complexity of the personal environment involved and the requirement for intimacy and trust as the cornerstones of mentoring are some of the causes of this absence of good evidence. As a result, mentoring styles should be evaluated to significantly affect the performance/career-related and psychosocial-related support to teachers as a factor in improving their Individual Performance Commitment Rating (IPCR).

For this purpose, the researcher wanted to pursue the present study.

Objectives

The major purpose of the study is to ascertain the effect of mentoring styles of master teachers in relation to teachers' IPCR at Bacoor III District, Bacoor City. Specifically, it aimed to answer the following questions.

1. What is the demographic profile of the teachers?
2. What mentoring styles do master teachers exhibit to the teacher-respondents?
3. What is the Individual Performance Rating of teachers for the School Year 2021-2022?
4. Is there a substantial relationship between the teacher's profile and their IPCR?
5. Is there a substantial relationship between the perceived mentoring styles of master teachers and the IPCR of Teachers?
6. What mentoring practices were extended by the co-participants to improve the IPCR of their mentees?
7. How do the co-participants describe their mentoring styles to the teachers they handled in the school?
8. What enhanced mentoring program has been extended among the participants based on the findings of the study?
9. What is the effect of the enhanced mentoring program on the performance and commitment rating of teachers?

Hypothesis

Hypothesis 1: There is no positive association between teachers' demographic profile and their Individual Performance Commitment Rating.

Hypothesis 2: There is no statistically meaningful correlation between teachers' IPCR and their impressions of the mentoring styles employed by master masters.

Methods

Research Design

The study used mixed methods guided by a sequential explanatory research design. Explanatory sequential, as Toyon, (2021) mentioned in his study is a design known as a two-phase model. It is to provide pertinent information needed to comprehend the research subject better. It starts with quantitative data collection and then moves on to qualitative data analysis to explain or elaborate on the quantitative results achieved before.



Population and Sampling

Out of 559 Teachers and 52 Master Teachers in District III, the respondents are 100 Teachers I-III and 10 Master Teachers. Both respondents used quota sampling. For the quantitative data, 100 teacher respondents used the adopted survey questionnaire, while 10 Master Teachers participated in the qualitative data interview.

Instrument

A validated survey questionnaire in mentoring styles was used in collecting data for the quantitative stage by the Sheridan Institute in Los Angeles, California, with a 4-point Rating Scale: 4-great Extent, 3-moderate Extent, 2-low Extent, and 1-No Extent, (Mamaug cited by Mino, 2020). The qualitative portion of the study made use of a semi-structured questionnaire. Questions not included in the interview form were to be generated as needed to gain a deeper understanding of participants' views on their mentoring styles to Teachers.

Data Collection

Data collections were done via survey and interviews based on the convenience of the respondents. In collecting the data, the study ensured that the policy on the non-disruption of classes was observed.

Data Analysis

For the quantitative data: a table for each sub-problem was prepared to summarize and facilitate an easy understanding of the collated data, upon retrieval of the survey questionnaires. The following statistical tools were utilized: Frequency and Percentage; Standard Deviation; Chi-square; and Pearson r while. For the qualitative analysis of data, Colaizzi's approach was employed. According to Kr (2022), this method of data analysis is a strategy for making sense of qualitative research data by identifying and classifying recurring themes and topics.

Ethical Considerations

The researcher observed the Data Privacy Act law. Whatever gathered data was kept confidential except for documents that were permitted or consented to by the affected parties. The researcher guaranteed that the participant's personal information was treated with utmost confidentiality by using aliases and codes and strictly observed prudence to any information divulged to ensure safety and anonymity. The researcher attested that this study was original and correctly cited all the references.

Results and Discussions

1. What is the demographic profile of the teachers in terms of age, sex, civil status, teaching position, number of years in the service and highest educational attainment?

Table 1
Demographic Profile of the Teacher-Respondents in Terms of Age

Age	F	%
21-30	30	30.0
31-40	38	38.0
41-50	26	26.0
51-up	6	6.0
Total	100	100.0

Table 1 presents the demographic profile of the teacher-respondents in terms of age. As can be seen from the table, 38 teacher-respondents are 31 to 40 years. This comprises 38% of the total respondents. Moreover, 30 teacher-respondents or 30% of the total are in the range 21 – 30 years old, 26 teacher-respondents, comprising 26% of the total, are 41 – 50 years old, while only six teacher-respondents or 6% are 51 years old and above.

The results which indicated that majority of the respondents are in the age interval 31 – 40 means that this group belongs to Generation Y or often called the Millennials. According to the Indeed Editor Team (2022), they frequently have a



more upbeat outlook and very entrepreneurial and creative decision-making mindsets. They were taught to collaborate with one another rather to just obey orders from a superior.

Table 2
Demographic Profile of the Teacher-Respondents in Terms of Sex

Sex	F	%
Female	78	78.0
Male	22	22.0
Total	100	100.0

Table 2 portrays the demographic profile of the teacher-respondents in terms of sex. Results show that of the 100 total teacher-respondents, 78 are female while 22 are male respondents, covering 78.0% and 22.0% of the total, respectively. This implies that majority of the respondents is female and the ratio of male to female is 11 is to 39. This result supported Census data showing that there are more female teachers than male teachers in both public and private elementary and secondary schools in the Philippines.

Table 3
Demographic Profile of the Teacher-Respondents in Terms of Civil Status

Status	F	%
Single	34	34.0
Married	65	65.0
Widowed	1	1.0
Total	100	100.0

Table 3 depicts the demographic profile of the teacher-respondents in terms of civil status. As can be observed from the table, 65 of the 100 teacher-respondents, covering 65% of the total, are married. Furthermore, 34 teacher-respondents, comprising 34% of the total, are single while only 1 or 1% of the total teacher-respondents is widowed. This result implies that there are more married teacher-respondents than unmarried or single ones and the ratio of married teacher-respondents to single teacher-respondents is almost 2:1.

Table 4
Demographic Profile of the Teacher-Respondents in Terms of Teaching Position

Position	F	%
Teacher I	53	53.0
Teacher II	9	9.0
Teacher III	38	38.0
Total	100	100.0

Table 4 reveals the demographic profile of the teacher-respondents in terms of teaching position. As shown on the table, 53 teacher-respondents are Teacher I. This comprises 53% of the total. Moreover, there are 38 teacher-respondents, or 38% of the total, who are classified as Teacher III, while only nine (9) teacher-respondents or 9% have a teaching position of Teacher II. These results indicate that although majority of the teacher-respondents is Teacher I, once they set their goal for promotion they would always opt for Teacher III, hence the big gap in the number of Teacher II and Teacher III. Furthermore, the findings imply that there is still a large room for improvement and the teacher-respondents should continue to work hard so that they will be promoted.



Table 5
Demographic Profile of the Teacher-Respondents in Terms of the Number of Years in the Service

Number of Years	F	%
0 to 5	28	28.0
6 to 10	47	47.0
11 to 15	10	10.0
16 to 20	10	10.0
21 to 25	3	3.0
26 to 30	2	2.0
Total	100	100.0

Table 5 discloses the demographic profile of the teacher-respondents in terms of the number of years in the service. As can be seen from the table, 47 teacher-respondents have been in the service for six to ten years now. This comprises 47% of total teacher-respondents. In addition, 28 out of 100 or 28% have been in the service for at most five years, ten teacher-respondents have been in the service for 11 to 15 and 16 to 20 each, three teacher-respondents have been working for 21 to 25 years, while two teacher-respondents have been in the service for 26 to 30 years. This implies that majority of the teacher-respondents have been working for six to ten years now. This is an indication that most of the teacher-respondents decided to stay in the teaching profession despite the difficulties and challenges that they encountered at work. Based on the interview and observation these teacher-respondents are highly committed to and are very much willing to accept challenges their teaching profession.

Table 6
Demographic Profile of the Teacher-Respondents in Terms of the Highest Educational Attainment

Educational Attainment	f	%
Bachelor's degree	40	40.0
MA/MS CARMA	27	27.0
MA/MS Degree	32	32.0
PhD/EdD CARMA	1	1.0
Total	100	100.0

Table 6 displays the demographic profile of the teacher-respondents in terms of their highest educational attainment. Educational attainment is considered to be one of the major factors that contribute in the development of skills and competencies of teachers. As can be observed from the table, 40 out of 100 teacher-respondents, comprising 40% of the total, are bachelor's degree holder, 32 teacher-respondents or 32% of the total have finished their masteral program (MA/MS degree), 27 teacher-respondents or 27% of the total have only earned units in the masteral program (MA/MS CARMA), while only one teacher-respondent has earned units in the PhD/EdD CARMA program. This indicates that majority of the teacher-respondents are bachelor's degree holder and have yet to pursue their MA/MS degree.

2. What mentoring styles do master teachers exhibit to the teacher-respondents?

Table 7
Mentoring Styles of Master Teachers as Perceived by the Teacher-Respondents

Indicators	Overall Weighted Mean	Verbal Description
1. Letting Go Style	3.38	Great Extent
2. Active Listening Style	3.51	Great Extent



3. Advising Style as Perceived	3.36	Great Extent
4. Prescribing Style as Perceived	3.35	Great Extent
5. Cooperation Style	3.41	Great Extent

*

Legend:

Rating	Interval	Verbal Description
4	3.26 – 4.00	Great Extent
3	2.51 – 3.25	Moderate Extent
2	1.76 – 2.50	Low Extent
1	1.00 – 1.75	No Extent

The overall weighted mean of 3.38, 3.51, 3.36, 3.35, and 3.41 indicated that the teacher respondents believed that their master teachers' mentoring styles were up to a considerable extent. Spencer, referenced by Mino (2020), asserts that the letting go approach involves the supervisor and supervisee engaging in conversation and allowing time for things to evolve naturally rather than rushing or applying pressure; active listening is a mentoring technique in which the supervisee summarizes the dialogue and provides an explanation of his or her progress while the supervisor asks questions; The advising style is a mentoring method where the supervisor offers the supervisee advice for problem-solving and alternatives to improve the work; prescribing style is a mentoring style in which the supervisor assumes responsibility by giving the supervisee precise instructions on how to handle issues that have arisen and call for improvements; and the cooperative style is a mentoring approach where the supervisor encourages the supervisees in problem-solving, permits the supervisees to openly express their viewpoints, and is centered on cooperation

3. What is the Individual Performance Commitment Rating of teachers for School Year 2021-2022?

Table 8
IPCR of the Teacher-Respondents for School Year 2021-2022

Range	Adjectival Rating	f	%
4.500 – 5.000	Outstanding	11	11.0
3.500 – 4.499	Very Satisfactory	67	67.0
2.500 – 3.499	Satisfactory	22	22.0
	Total	100	100.0
Mean Rating	Very Satisfactory	4.006	

As can be gleaned from the table, the overall individual performance rating was found to be very satisfactory as reflected by a mean rating of 4.006. The outcome suggests that more than half of the teachers who responded to the survey did well since they received a very satisfactory rating. This further suggests that the teacher respondents' performance exceeded goals by 15% to 29% of the intended goals; this contrasts with the prior range of performance, which exceeded goals by at least 25% but fell short of what is regarded as an outstanding performance.

4. Is there a significant relationship between the profile of the teacher-respondents and their IPCR?

Table 9
Significant Relationship between the Profile of the Teacher-Respondents and their Individual Performance Commitment Rating

	Computed χ^2 - value	Critical χ^2 - value	df	α	p-value	Decision	Interpretation
Age	17.250	12.592	6	.05	0.008	Reject Ho	Significant
Sex	0.418	5.991	2	.05	0.841	Accept Ho	Not Significant
Civil Status	0.123	5.991	2	.05	0.941	Accept Ho	Not Significant
Teaching Position	4.307	9.488	4	.05	0.366	Accept Ho	Not Significant
Years in Service	0.719	9.488	4	.05	0.949	Accept Ho	Not Significant



Highest Educational Attainment	6.271	9.488	4	.05	0.180	Accept Ho	Not Significant
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Table 9 displays the summary of the computation of Chi-Square values used to determine if a respondent's profile is significantly correlated with their individual performance commitment rating. As can be seen from the table, the computed chi-square values are 17.250 for age ($x^2_{critical} = 12.592$, $df = 6$, $\alpha = .05$, $p\text{-value} = 0.008$), 0.418 for sex ($x^2_{critical} = 5.991$, $df = 2$, $\alpha = .05$, $p\text{-value} = 0.418$), 0.123 for civil status ($x^2_{critical} = 5.991$, $df = 2$, $\alpha = .05$, $p\text{-value} = 0.941$), 4.307 for teaching position ($x^2_{critical} = 9.488$, $df = 4$, $\alpha = .05$, $p\text{-value} = 0.366$), 0.719 for years in service ($x^2_{critical} = 9.488$, $df = 4$, $\alpha = .05$, $p\text{-value} = 0.949$) and 6.271 for highest educational attainment ($x^2_{critical} = 9.488$, $df = 4$, $\alpha = .05$, $p\text{-value} = 0.180$). Since the computed x^2 -values in all the profiles, except in age, are lower than their critical x^2 -values and since all the p -values, except in age, are greater than @ 0.05 level of significance, the null hypothesis of "no significant relationship between the individual performance commitment rating and the profile of the teacher-respondents in terms of sex, civil status, teaching position, years in service and highest educational attainment" is accepted but rejected in terms of age. It is therefore concluded that the profile of the teacher-respondents is not significantly related to their performance commitment rating. However, age was found to be significantly related to the individual performance commitment rating of the teacher-respondents.

5. Is there a significant relationship between the perceived mentoring styles of master teachers and the IPCR of Teachers?

Table 10

Significant Relationship Between the Perceived Mentoring Styles of Master Teachers and the IPCR of Teacher-Respondents

Mentoring Style	Pearson r*	Degree of Relationship*	p-value	α	Decision	Interpretation
Letting Go Style	0.61	Moderate Positive	0.946	.05	Accept Ho	Significant
Active Listening Style	0.91	Very Strong Positive	0.724	.05	Accept Ho	Significant
Advising Style	0.95	Very Strong Positive	0.807	.05	Accept Ho	Significant
Prescribing Style	0.68	Moderate Positive	0.814	.05	Accept Ho	Significant
Cooperative Style	0.93	Very Strong Positive	0.282	.05	Accept Ho	Significant

*Legend: r values Interpretation
 ±1.00 Perfect positive or negative correlation
 ±.90 to ±.99 Very strong positive or negative correlation
 ±.60 to ±.89 Strong positive or negative correlation
 ±.40 to ±.59 Moderate positive or negative correlation
 ±.20 to ±.39 Weak positive or negative correlation
 ±.00 to ±.19 Very Weak positive or negative correlation

Table 10 reveals the substantial correlation between the perceived mentoring style of master teachers (mentors) and the individual performance commitment rating of the teacher-respondents. As can be seen from the table, the Pearson r values are 0.61 for letting go mentoring style ($\alpha = .05$, $p = 0.946$), 0.91 for the active listening mentoring style ($\alpha = .05$, $p = 0.724$), 0.95 for advising mentoring style ($\alpha = .05$, $p = 0.807$), 0.68 for prescribing mentoring style ($\alpha = .05$, $p = 0.814$), and 0.93 for cooperation mentoring style ($\alpha = .05$, $p = 0.282$). All the Pearson r values showed a moderate to very strong positive relationship. Since all the p -values are greater than 0.05 level of significance, the null hypothesis which states that "there is no substantial correlation between the perceived mentoring style of master teachers and the individual performance



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commitment rating of the teacher-respondents" is rejected. It is therefore inferred that the mentoring style of the teacher-respondents' master teachers is substantially related to the teacher's performance commitment rating. The mentoring style of the teacher-respondents' master teachers is a contributory factor in the individual performance commitment rating of the teacher-respondents. According to Laureano & Manalang (2023), coaching and mentoring of the master teachers to teachers are the second most important change agents in a school after the principal. They hold the key to fostering the next generation of master educators and should provide a fine example in the classroom, on the field of play, and in the role of mentor and coach. According to Amin et al., (2018), a mentor's primary responsibility is to encourage the mentee's professional, intellectual, and personal development. It's a fundamental step in the learning and preparation process that's been linked to positive outcomes. Mentoring programs in schools develop high-quality educators who then promote student achievement.

6. What mentoring practices were extended by the co-participants to improve the IPCR of their mentees?

The thematic analysis of the responses of the co-participants during the interview revealed two themes, namely: (1) Providing Professional/Career Help and (2) Offering Psychosocial Support. The analysis is structured around specific codes per topic because presenting all the findings in one table would be too complex.

THEME 1: PROVIDING PROFESSIONAL/CAREER HELP

The first emergent theme regarding the mentoring practices extended by the co-participants to improve the Individual Performance Rating of their mentees is "Providing Professional/Career Help." The current researcher believes that providing professional and career assistance to educators is crucial for several reasons. It enhances the quality of education for pupils by supporting teachers' ongoing professional development. It assists teachers in keeping abreast of the most recent teaching techniques and educational technologies, which can improve their teaching efficacy. It allows teachers to network and collaborate with other educators, which can lead to the exchange of best practices and new ideas. It can boost teacher retention by providing them with opportunities for professional growth and advancement. It can also increase instructor morale and job satisfaction, resulting in a more positive and productive work environment. Overall, it is essential to ensure that kids receive the greatest education possible and that teachers feel supported and respected in their jobs by offering professional and career assistance.

According to Kampen (2019), aiding teachers in their professional or career development may involve a variety of tactics and information sources. Some examples of this would be providing opportunities for professional development; offering mentorship and coaching; providing career advancement opportunities; providing access to resources and support; cultivating a positive and supportive work environment; to encouraging teachers to pursue higher education and opportunities for professional development; and recognize and reward good teachers for their hard work.

Based on the analysis of the individual experiences of the co-participants, Theme 1 is categorized into two codes, namely: (1) Technical Assistance and (2) Support and Guidance. Through these codes, the co-participants stressed the need for technical help and support for mentees in classroom management, curriculum implementation, and learning resource materials. They also stressed the necessity of helping mentees to increase their knowledge and abilities through creativity, research, professional growth, and feedback.

Technical Assistance. It can be inferred that the co-participants are providing technical assistance to their mentees, colleagues, and other teachers on teaching strategies, classroom management, learning resource materials, and curriculum implementation. They focus on the weaknesses of the teachers and provide one-on-one mentoring to help them turn those weaknesses into strengths. They emphasize the alignment of the materials and activities with learning competencies and give special attention to the learning needs that have contributed to the lowest level of learning development. They also help handle classroom-related activities and suggest programs for the enhancement of learning, with an emphasis on improving the classroom environment when flaws or problems arise.

Based on the co-participant's responses, all of the statements provided support for the mentees or colleagues. They all mention providing technical assistance, guidance, and support in areas such as teaching strategies, classroom management, learning resource materials, curriculum implementation, and professional development.

For example, statements like "I gave technical assistance/suggestions to my mentees" (MT1 1.1), "I focused on the weaknesses of the teachers, giving TA and letting them make these weaknesses as their strengths" (MT3 1.4), "Provide technical assistance to my colleagues on handling classroom-related activities" (MT5 1.1), and "I give technical assistance to



my mentees" (MT9 1.1) show support by giving technical assistance and helping the mentees to improve their teaching skills and strategies.

Moreover, statements like "Also encourage my mentees to make innovation and convert them into research to determine its effectiveness" (MT1 1.3), "We try to conceptualize new ideas depending on how we used old concepts/way in strengthening our new formed ideas" (MT3 1.3), "Encourage them to attend seminars/trainings for professional growth" (MT5 1.3) show support by encouraging mentees to be innovative and to pursue professional development opportunities.

Lastly, statements like "I provided technical assistance on handling classroom related activities, ensured the relevance of the materials to the lesson, suggested programs for the enhancement of learning and emphasized the room improvement when flaws or problems arise" (MT7 2.1), "As a mentor I extended all the help that I can offer to them for the enhancement and success of their learning process" (MT4 2.4) and "I extended and offered my time, support and guidance to mentor my coworkers, ensuring to pay close attention to their successes and challenges, and offer thorough feedback, and assisting them recognize their strengths and weaknesses" (MT10 2.1) show support by providing guidance and support for the mentees to improve their teaching and learning process.

As stated by Garcia and Weiss (2019), the purpose of assisting educators with their careers and professional development is to foster the educators' personal growth and professional development as educators, as well as to assist them in being more effective in the schools in which they are employed. This can include things like workshops, conferences, and training sessions that assist teachers in keeping up with the latest instructional approaches and technological advancements. Additionally, combining inexperienced teachers with those who have more experience might assist the latter in developing their skills and boosting their confidence. To aid teachers in their professional development and advancement, schools and districts might create opportunities for teachers to take on leadership responsibilities within the institution, such as department head or instructional coach.

Support and Guidance.

This means that the co-participants impressed upon the idea of encouraging mentees to continuously improve and develop their knowledge and skills through various means such as innovation, research, professional courses, seminars, training, and seeking feedback. The mentees are also encouraged to attend professional development opportunities to enhance their teaching skills and knowledge, and mentees are offered guidance and support in their professional growth by the mentor.

Based on the co-participant's responses, all the following statements talk about "support":

"MT1 1.3 Also encourage my mentees to make innovations and convert them into research to determine its effectiveness."

"MT3 1.3 We try to conceptualize new ideas depending on how we used old concepts/way in strengthening our newly formed ideas."

"MT4 1.3 When it comes to their professional and career assistance, I encouraged them to expand their knowledge and skills by getting advanced professional courses, attend seminars and training to get valuable skills and knowledge that will enhance their teaching skills."

"MT5 1.3 Encourage them to attend seminars/trainings for professional growth."

"MT8 1.1 Regarding professional assistance, I gave my mentees technical support in managing classroom-related activities."

"MT10 1.1 I give advice and motivation to my mentees by offering suggestions and knowledge both general and specific."

"MT4 2.4 As a mentor I extended all the help that I can offer to them for the improvement and success of their teaching and learning process."

"MT10 2.1 I extended and offered my time, support, and guidance to mentor my coworkers, ensuring to pay close attention to their successes and challenges, and offer thorough feedback, and assisting them recognize their strengths and weaknesses."

All these statements express the co-participants' willingness to support mentees, co-workers, and other teachers by providing them guidance, support, knowledge, and resources to improve their teaching skills and professional development. The speaker is encouraging teachers to attend professional development opportunities, to be creative and innovative in their teaching approach, and to focus on their strengths and weaknesses to improve their teaching.

Meanwhile, the following statements talk about "guidance":



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"MT4 2.4 As a mentor I extended all the help that I can offer to them for the enhancement and success of their learning process."

"MT10 2.1 I extended and offered my time, support, and guidance to mentor my coworkers, ensuring to pay close attention to their successes and challenges, and offer thorough feedback, and assisting them in recognizing their strengths and weaknesses."

In these statements, the co-participants are guiding the mentees and coworkers, by offering help and assistance, paying close attention to their successes and challenges, offering thorough feedback, and assisting them in recognizing their strengths and weaknesses. They are also helping them improve their teaching and learning process by being a mentor to them. It can be inferred that the co-participants are encouraging their mentees and coworkers to improve their teaching skills and advance their careers by expanding their knowledge and skills through professional courses, seminars, and training. They are also providing technical support in managing classroom-related activities and giving advice and motivation through offering suggestions and knowledge. They act as a mentor, extending all the help they can offer for the improvement and success of the mentees and coworkers' teaching and learning process. They also encourage innovation and research to determine its effectiveness and conceptualize new ideas by strengthening old concepts.

As stated by Wilichowski and Arengue (2021), there are numerous reasons why it is essential to provide instructors with assistance and direction. Initially, it benefits educators by assisting them in strengthening their teaching practices, which can lead to enhanced academic outcomes for pupils. By providing teachers with opportunities for professional development, tools, and mentoring, it is possible to keep them abreast of the most effective teaching methods. This can also help educators better comprehend how to meet the needs of their students. Providing aid and direction to educators is another approach to contribute to the creation of a constructive and cooperative educational environment. When educators feel encouraged and valued, they are more likely to cooperate and share ideas, which can lead to enhanced learning and instruction.

All in all, it is vital to offer teachers guidance and support to improve student learning outcomes, increase teacher well-being, and foster a positive and collaborative school culture.

THEME 2: OFFERING PSYCHOSOCIAL SUPPORT

The second emergent theme regarding the mentoring practices extended by the co-participants to improve the Individual Performance Rating of their mentees is "Offering Psychosocial Support."

The current researcher believes that it is crucial to provide teachers with psychosocial support for several reasons. The teaching profession may be extremely stressful and providing teachers with psychological assistance can help them manage and lower their stress levels. Psychosocial support can assist educators in enhancing their mental and emotional health, which can result in enhanced job performance and satisfaction. It can also help teachers manage the emotional demands of their jobs, such as dealing with difficult kids or the pressure of standardized testing. It can aid in fostering a good and supportive work environment, leading to higher teacher morale and job satisfaction. Additionally, it can prevent teacher burnout and turnover, which can be costly for schools and damaging to student learning. It can also assist educators in meeting the issues in education, including online learning, hybrid models, and social distancing. Psychosocial support for teachers is essential for their well-being, the well-being of their students, and the well-being of the school community as a whole.

According to Llego (2022), providing teachers with psychosocial support can involve a variety of strategies, such as establishing a safe and supportive environment, engaging in active listening, providing resources, providing support for self-care, building a community, recognizing and appreciating the work that teachers do, being flexible, and encouraging self-reflection. It is crucial to remember that the manner employed to give psychological support will vary based on the needs and preferences of each educator. It is vital to speak with them to determine their individual needs and then to tailor the assistance so that it is optimal for them.

Based on the analysis of the individual experiences of the co-participants, Theme 2 is categorized into two codes, namely: (1) Emotional and Psychological Support and (2) Encouragement and Feedback. Through these codes, the co-participants stressed the need for technical and emotional assistance for mentees to improve their teaching and well-being. This involves helping with classroom management, curriculum implementation, and learning resource materials and building a healthy relationship through active listening, counseling, and emotional support. The co-participants also supported, encouraged, and guided mentees to continuously expand their skills and knowledge through professional development opportunities.

Emotional and Psychological Support. This means that the co-participants focused on the value of providing emotional and psychological support to mentees through active listening, counseling, and building a positive and harmonious rela-



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tionship. These activities allow mentees to feel heard and understood, which can help them to process and cope with any challenges or struggles they may be facing in their personal or professional lives. This can help to improve their overall mental and emotional well-being, which in turn can improve their performance and productivity as a teacher.

Based on the co-participant's responses, the following statements talk about emotional support:

MT1 1.5: "I also listened to them whenever they needed someone to talk to."

MT5 1.8: "Build a harmonious relationship/ ready to listen to their woes/problems."

MT5 2.6: "Counseling – I see to it that I guide them to see their problems and guide them to come up with solutions without commanding them to do this or do that."

MT10 2.2: "As a mentor, I helped them feel more comfortable talking openly about any anxieties, fears, or ambivalence that were preventing them from concentrating on their work."

Meanwhile, the following statements show psychological support:

MT3 1.6: "Counseling and protection are considered to be best strategies in my case when it comes to the psychosocial development of my teachers."

MT6 1.4: "To give psychosocial assistance to mentees is a way of showing your concern with them, especially with their emotional, mental, health, and social condition."

MT1 1.5, MT5 1.8, MT9 1.2, and MT4 2.6 also have elements of psychological support in them as they involve listening, guiding, and providing emotional support.

It can be inferred that the co-participants describe actions and strategies that a mentor takes to provide support and guidance to their mentees. They mention providing emotional and psychological support, counseling, protection, communication, building a harmonious relationship, showing concern for mentees' emotional, mental, health, and social condition, guiding mentees to come up with solutions to their problems, being a role model, and helping mentees to feel comfortable talking openly about any anxieties, fears or ambivalence that were preventing them from concentrating on their work. All of these actions are aimed at helping mentees to improve themselves, their skills, and their well-being.

As mentioned by Shonkoff et al. (2019), it is crucial to develop an environment of openness and respect among teachers and to encourage them to talk about their thoughts and feelings to provide emotional and psychological support. Pay close attention to teachers' worries and offer supportive commentary. You should ensure that teachers have convenient access to psychological resources, such as counseling and employee assistance programs. Motivate educators to take time for themselves and offer advice on how to strike a good work-life balance. Team-building activities and continuing education courses can help educators connect. Recognize the time and energy that teachers put in, and let teachers have more time off to deal with personal issues. Inspire teachers to think critically about their methods and provide them with venues for disseminating their findings.

Encouragement and Feedback. This means that the co-participants zeroed in on providing support, encouragement, and guidance to mentees to help them achieve their goals and improve their professional skills and knowledge. This includes regular monitoring, giving feedback, and providing opportunities for professional growth and development. Additionally, the theme includes fostering a positive and harmonious relationship through mentoring and displaying a positive attitude and image.

Notably, the mentee is being helped to feel more confident about their work, to see situations with a silver lining, to assume responsibility for work-related and non-related activities, and to be inspired and motivated to achieve more than their original goals. The mentee is also being provided a safe and encouraging environment where trust is built between the mentor and mentee, and where they can work together, set objectives, and achieve them.

As mentioned by Yussif (2021), to aid and propel their professional development, teachers must be regularly encouraged and given constructive criticism. Encouraging someone increases their self-assurance and optimism, which can lead to better work and professional advancement. Whether positive or negative, feedback is valuable to teachers because it helps them identify their strengths and places for progress. Teachers might benefit from constant support and encouragement to have a positive outlook on events and readily accept more responsibilities. In addition, providing a safe and encouraging environment in which trust is created between mentor and mentee might enhance the likelihood of accomplishing stated aims and goals. Positive reinforcement and constructive criticism for educators can improve their teaching and, in turn, the learning outcomes for their students.

7. How do the co-participants describe their mentoring styles to the teachers they handled in the school?



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The thematic analysis of the responses of the co-participants during the interview revealed two themes, namely: (1) Developing a Growth Mindset and (2) Promoting Teachers' Welfare and Development. The analysis is structured around specific codes per topic because presenting all the findings in one table would be too complex.

THEME 1: DEVELOPING A GROWTH MINDSET

The first emergent theme regarding the co-participant's description of their mentoring style to the teachers they handled in the school is "Developing a Growth Mindset."

The current researcher believes that the process of developing a growth mindset begins with the adoption of a set of attitudes and practices that foster the growth of one's abilities. The term "growth mindset" refers to a set of attitudes and behaviors such as "grit," which means that rather than avoiding challenging tasks, people with a growth mindset actively seek out challenges as opportunities for growth and learning; and "perseverance," which means that when faced with obstacles, people with a growth mindset persist in their efforts and do not give up easily. Rather than seeing setbacks as evidence of their innate abilities, people with a growth mindset actively seek feedback on their performances to learn and develop. They are also open to criticism and regard setbacks as stepping stones on the road to success as well as preferring novel experiences and approaches to old problems rather than clinging to the tried and familiar. In short, a growth mindset, which is a way of thinking that encourages the acquisition of new competencies, can be developed by adopting the aforementioned perspectives and behaviors.

According to Fran (2022), to support the development of a growth mindset in educators, it is vital to aid them in transitioning from a perspective of fixed talents to one of constant learning and development. The following are examples of possible actions: Encourage a culture of learning, provide frequent, detailed, and actionable feedback, promote experimentation and risk-taking, and assist teachers in setting and accomplishing lofty objectives; encourage a growing mentality; assist teachers in focusing on the process as opposed to the results alone; honor progression; and provide opportunities for continuous professional education. The application of these strategies will increase the likelihood that instructors will adopt a growth mindset, resulting in more optimistic attitudes and enhanced teaching efficacy.

Based on the analysis of the individual experiences of the co-participants, Theme 1 is categorized into two codes, namely: (1) Positive Attitude and (2) Learning from Experience. Through these codes, the co-participants indicated that their mentoring style involved the promotion of an affirmative outlook in the workplace as well as grabbing the opportunity to grow from experiential education.

These codes are presented in Tables 19 and 20, as follows:

Positive Attitude. This means that the co-participants believe that a positive attitude allows mentees to relax, remember, focus, and absorb information while being mentored. They develop a mindset that is receptive to new challenges and become aware of the vast array of accessible educational options. Teachers with a positive attitude in the workplace have the opportunity to feel better about themselves and their profession. In addition, teachers with a positive outlook on life can be happy and fulfilled regardless of what they are doing or where they are. It has been established that an optimistic mindset leads to increased productivity, happiness, health, and creativity.

Based on the responses, the co-participants describe a mentoring style that is characterized by being positive, encouraging, and supportive. The mentors use a "cheerleader" approach, always staying positive and helping mentees grow. They also challenge mentees and provide technical assistance, which leads to positive results. The mentees are open to suggestions and trust the mentor.

The statements that show a positive attitude are as follows:

MT1 1.1: "I use a cheerleader style of mentoring which means that I always cheer them through staying always positive and see to it that that they grow."

MT6 1.2: "You have to support them with a positive attitude."

MT10 1.1: "I challenge my mentees by being positive and encouraging."

MT2 2.1: "They positively accept suggestions and trust me for them to open up and share."

"It can be inferred that the co-participants described a strategy for mentoring that emphasizes positivism, encouragement, and support. They acted as a "cheerleader," always remaining upbeat and optimistic while encouraging their mentees to develop personally. They also provided their mentees with challenges and offered technical assistance, both of which contributed to successful outcomes. The mentees are said to be trusting of their mentor and receptive to recommendations, which enables them to talk freely and reveal personal details.



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As mentioned by Wintle (2022), educators can be helped to adopt a growth mindset through several strategies, including creating a setting where educators feel safe sharing their successes and failures and where they can learn from one another; giving educators detailed feedback on their strengths and areas for growth, along with concrete suggestions for how they can get better; encouraging educators to try new approaches, even if they don't work perfectly; and emphasizing that mistakes are an integral part of the learning process. By using language and messages that emphasize growth and development over fixed abilities and by providing teachers with opportunities to acquire new skills, attend workshops, and engage in ongoing professional development, master teachers can aid teachers in setting lofty goals and securing the resources they need to achieve them.

Learning from Experience. This means that the co-participants believed that by encouraging their mentees to analyze the cause of a problem and to propose solutions, they are educating their mentees to investigate not only their behaviors and thought processes, but also their emotional responses. They are more equipped for the workplace as a result of this introspective effort, which also aids them in making significant life decisions, strengthening personal relationships, and meeting their emotional needs. They allow them to apply concepts and data in a real-world setting in which they play an active role, the chance to discover multiple ways to solve a problem and to be encouraged to find a unique solution to tasks, and the chance to reflect on their actions and how the outcome may differ from that of their peers.

Based on the responses, the following statements emphasize the importance of learning from experience:

MT1 1.2: "I see mistakes, but I make it a point that based on their mistakes they learn and improve."

MT3 1.4: "These weaknesses could be their greatest strengths once fully accepted and built."

MT5 1.2: "I let them define the problem or see what improvements are needed in their performance and guide them to take action in improving it."

MT8 2.1: "They were inspired to put forth extra effort to finish even more challenging assignments."

MT9 2.1: "My criticisms would serve as a springboard or sounding board for them to assess themselves in terms of performances."

Based on these statements, it can be inferred that the co-participants are focused on helping others learn from their mistakes and improve their performance. They acknowledge that people may have weaknesses but believe that these can be turned into strengths. The speaker also emphasizes the importance of guiding others to take action to improve their performance and using criticism as a tool for self-assessment. Additionally, they noted that their guidance and feedback can inspire others to put forth extra effort to take on more challenging assignments.

As mentioned by Ricee (2020), an individual's knowledge, skills, and abilities can be improved by drawing from and applying lessons learned from past experiences. It allows people to broaden their horizons, obtain a deeper understanding of complex issues, improve their decision-making skills, and adapt more effectively to novel situations. In addition, the development of workers through experience-based learning is crucial, as it can boost output, effectiveness, and originality in the workplace. The capacity for conversation, cooperation, and problem-solving are all boosted as a result. In conclusion, gaining information and skills through direct experience is crucial to one's ability to grow and succeed in several contexts.

THEME 2: PROMOTING TEACHERS' WELFARE AND DEVELOPMENT

The second emergent theme regarding the co-participant's description of their mentoring style to the teachers they handled in the school is "Promoting Teachers' Welfare and Development."

The current researcher believes that educators' well-being and growth depend on their having access to the tools, resources, and opportunities they need to excel in their professions. Providing teachers with continual opportunities to learn new skills and keep up with the latest teaching trends is one approach to enhancing their well-being and growth. Other approaches include making it possible for teachers to work together and learn from one another; making sure they have the materials, tools, and support they need to give their students the best education possible; praising and rewarding them for the positive impact they have on their students' learning; and recognizing the value of teachers' work. Teachers cannot do their jobs effectively if they are not in good mental and physical health, therefore they must have access to resources like counseling services, health and fitness programs, and time for self-care. It is important to take into account the physical, emotional, and professional requirements of educators as a whole to enhance their well-being and professional growth.

According to Gatchalian (2022), the significance of improving the morale of teachers in the Philippines should be emphasized. He cited their duty as frontline protectors of the continuity of education. Before the pandemic, he added, public school teachers were already busy, and their remuneration did not reflect their increased duties and workloads. Gatchalian advocated increasing Teacher I's wage from Salary Grade 11 to Salary Grade 13 or 14, as Filipino teachers are already lagging



behind their counterparts in other ASEAN nations such as Indonesia and Singapore. In addition, he pledged to seek amendments to the Magna Carta for Public School Teachers to make it more responsive to current challenges and to ensure that the government guarantees benefits such as not exceeding six hours of actual classroom instruction per day and a free and mandatory medical examination before teaching.

Based on the analysis of the individual experiences of the co-participants, Theme 2 is categorized into two codes, namely: (1) Professional Growth and (2) Opportunities for Promotion. Through these codes, the co-participants revealed that their mentoring style was geared towards the advancement of the teachers' career path.

Professional Growth

This means that the co-participants asserted that participating in professional development activities will not only give their mentees immediately applicable abilities but will also facilitate their professional growth over time. They underlined the importance of investing in oneself as an educator, noting that the more professional development teachers acquire, the greater the possibility that their students will achieve success. They stressed that all teachers should participate in some form of professional development activity, such as a workshop, conference, or meeting, to increase their chances of being successful in their employment.

Based on the responses, the co-participants suggested that their mentees participate in educational opportunities such as conferences and training sessions. In addition, they also tried to offer different suggestions for enhancing their performance or try to influence or convince them to take action and promote self-worth and confidence in their abilities.

These ideas can be found in the following statements:

MT2 1.1 "Encourage them to attend courses, seminars, and workshops."

MT7 1.4 "I can provide alternative solutions in improving their performance, or simply convince or persuade them to take action."

MT8 1.2 "I encourage and push them to value themselves and their abilities more."

Moreover, the co-participants also mentioned that made a concerted effort to share their knowledge and experience with their mentees to assist them in expanding their knowledge, skills, and abilities both on a personal and professional level; provided guidance on ways to enhance teaching strategies and techniques; and actively participated in a variety of tasks and initiatives that will support their professional growth and enhance their performance evaluation scores.

These ideas can be found in the following statements:

MT4 2.1 "As a mentor, I do my best to share what I have for my mentee because it is my job to help them not only to gain new knowledge and skills but to enhance both their personal and professional skills."

MT5 2.3 "They advise to improve teaching methods and practices."

MT8 2.2 "They increased their involvement in various duties and activities that will help them advance professionally and raise their IPCR rating."

Opportunities for Promotion

This means that the co-participants believed that teaching is one of the most rewarding careers for people who want to make a difference in the world while also furthering their careers. Teachers often have the opportunity to advance their careers by being transferred to higher-ranking administrative or instructional positions, or by being promoted to a new post entirely. To achieve this, teachers may need to get more credentials before moving on in their fields, but those who do so are often rewarded with higher salaries and more prospects for professional growth.

Based on the responses, the co-participants claimed that they served as someone who aided their mentees in preparing for promotion by providing them with continuous assistance throughout the year and instructing them in ways that are critical to enhancing their performance and increasing their chances of promotion.

These ideas can be found in the following statements:

MT2 1.2 "I see to it that they have someone who will support them in the preparation of their papers for promotion as I provided them the necessary assistance all year round in terms of their individual needs based on their performance commitment rating."

MT4 1.2 I motivate, challenge, and educate them... all these things matter to them in improving their performance for promotion.

Notably, the theme in these statements is the idea of providing support and guidance to help others achieve their professional goals, specifically in the context of promotion. The statements also imply that the speaker is a mentor or coach and plays an active role in supporting and guiding the individuals toward their professional aspirations.



Moreover, the co-participants believed that mentoring could result in their mentees' professional advancement and aid them in preparing for promotion, as indicated in the following statements:

MT6 2.3 "It can lead to your mentee's professional/career improvement such as an increase in salary through promotion and reclassification."

MT10 2.1 "By giving them leadership opportunities, such as serving as a resource speaker in learning action cell and serving as a school coordinator which will help them in documents for promotion."

Based on the findings, it can be inferred that the common theme in these statements is the idea of promoting professional and career advancement through mentoring, guidance, and leadership opportunities. The statements all relate to actions or strategies that are aimed at helping others improve their performance, gain new skills and knowledge, and ultimately advance their careers. The statements suggest that the co-participants play an active role in mentoring and coaching, and the speaker sees the importance of providing support, guidance, and opportunities for personal and professional development for the individuals. The statements also imply that the co-participants recognize the importance of leadership opportunities in the process of career advancement and promotion.

As mentioned by Llego (2019), there are several persuasive arguments in favor of promotions at one's workplace. A few of the most significant advantages of receiving a promotion are an increase in salary and benefits; an increase in responsibility and challenge; an increase in visibility and recognition; improved career prospects; improved job security; enhanced self-esteem and motivation; an increase in influence and decision-making power; and enhanced ability to maintain a healthy work-life balance. It is essential to recognize that promotion is not always the best option for everyone, as the responsibilities and demands of a higher position can be onerous. Therefore, it is essential to remember that promotions are not always the best choice. Before pursuing a promotion, it is essential to carefully consider one's goals and priorities.

8. Based on the results of the study, what mentoring program for teachers may be proposed?

Given the significant results of the study, the proposed mentoring program aims to:

1. Provide professional/career help for teachers through technical assistance, support, and guidance;
2. Offer psychosocial support such as emotional and psychological support and provision of encouragement and feedback;
3. Develop in teachers a growth mindset by nurturing a positive attitude and learning from experience; and
4. Promote teachers' welfare and development by encouraging professional growth and opportunities for promotion.

9. What is the effect of the enhanced mentoring program on the performance and commitment rating of teachers?

Table 11
IPCR of the Teacher-Respondents for School Year 2022-2023

Range	Adjectival Rating	f	%
4.500 – 5.000	Outstanding	30	30
3.500 – 4.499	Very Satisfactory	59	59
2.500 – 3.499	Satisfactory	11	11
	Total	100	100
Overall Mean	Outstanding	4.51	

The data shows that among the 100 teacher-participants, 30 or 30% have gained the rating of outstanding; 59 or 59% got a very satisfactory rating; and 9 or 11% gained a satisfactory rating. The IPCR of all the teachers during the school year 2022-2023 got an overall weighted mean of 4.51 which means outstanding. It implies that there was a vast difference and positive effect on the performance of the teachers before the mentoring program was implemented. During the year 2021-2022, the overall weighted mean is 4.006 which means very satisfactory. The IPCR rating of teachers escalated to 4.51 during the school year 2022-2023 with the overall descriptive equivalent of outstanding.



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Summary, Conclusions, and Recommendations

The mentoring styles of the master teachers are significantly related to the IPCR of the teacher-respondents. Teachers, whether novice or tenured, need mentoring to improve their IPCR. The study has paved the way to realize that the most common mentoring practices that are highly influential on the performance of teachers revolve around letting go; active listening; advising; prescribing and cooperation style. In addition, the mentoring practices extended by the co-participants to improve teachers' IPCR involve two themes. Theme 1 is Providing Professional/Career Help which is categorized into two codes, namely: (1) Technical Assistance and (2) Support and Guidance. Theme 2 is Offering Psychosocial Support categorized into two codes, namely: (1) Emotional and Psychological Support and (2) Encouragement and Feedback. Moreover, the mentoring styles descriptions of master teachers to teachers yielded two themes. Theme 1 is Developing a Growth Mindset categorized into two codes, namely: (1) Positive Attitude and (2) Learning from Experience. Theme 2 is Promoting Teachers' Welfare and Development categorized into two codes, namely: (1) Professional Growth and (2) Opportunities for Promotion. These practices were strengthened by facilitating a mentor-mentee relationship that adapts giving both the chance to share their perspectives towards the high level of instructional practices in terms of content knowledge and pedagogy, in terms of handling the diversity of learners and assessment and reporting, in terms of curriculum and planning, community linkages or professional engagement and personal growth and professional development, and plus factors.

Moreover, the implemented and enhanced mentoring assistance extended among the participants yielded an outstanding general performance among the participants which implies that the mentorship provided among the teachers can lead to excellent delivery of instruction and will benefit both the educators and learners.

Therefore, it is recommended that the school heads and master teachers utilize the mentoring styles apt for each teacher in improving their IPCR; implement a well-structured formal school-based mentoring program, and future researchers may do follow-up studies on the other aspects of mentoring practices.

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