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A Mixed Method Study on the Dimensions of Teacher Mentoring as Correlates of Technical Assistance Performance of Master Teachers: A Future Ready Mentoring Program

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| **Cherry Irene Escobal Agan** |

Schools Division of Siargao, Del Carmen National High School, Master Teacher I, Del Carmen, Surigao Del Norte

cherryireneagan@gmail.com

ABSTRACT

The study investigated the correlation between the Dimensions of Teacher Mentoring and the technical assistance performance of Master Teachers, along with the facilitating and hindering factors within the Schools Division of Siargao. Key dimensions evaluated included mentoring structure, motivation, passion, system requirements, pedagogical competence, and feedback mechanisms. Using a mixed-method approach, 91 master teachers from 12 districts participated. Data collection involved questionnaires, interviews, and focus group discussions, with thematic analysis applied to qualitative data. Findings indicated high administrative support for mentoring structures, with master teachers showing strong motivation and competence. However, challenges such as inadequate internet connectivity, heavy workloads, and lack of resources hindered their performance. Despite these obstacles, master teachers exhibited a strong commitment to mentoring, though they faced significant distractions like health issues and multitasking. The study proposed an intervention program to address these challenges, emphasizing the need for improved administrative support, resources, and time allocation for mentoring activities. The conclusions drawn highlighted the importance of communication and professional development in enhancing mentoring effectiveness. Recommendations included institutionalizing mentoring programs, enhancing school-based mentoring initiatives, and conducting further research to refine and improve mentoring practices.

KEYWORDS

Teacher mentoring; technical assistance; master teachers; educational performance; pedagogical competence; administrative support; mixed method study; Philippines

INTRODUCTION

Technical Assistance is one of the key professional activities provided by the Regional Office to the school divisions and by the Division Office to the schools, which is geared toward giving them support and guidance in identifying problems and finding the right solutions for a more effective organization. Republic Act No. 9155, or the "Governance of Basic Education Act of 2001," decentralized education governance, made "the school the heart of the formal education system," and shifted the focus of education management to School-Based Management (SBM). With the advent of the new normal education,

technical Assistance and mentoring for teachers in the delivery of instruction are a must. Thus, the Department of Education adapts directly to the new normal education as mandated in DepEd Order 007, s. 2020, which states that: "Education must continue." Master teachers are greatly affected by a sudden change and an unexpected flip of the new normal education. Even the practices that they have been trained for so many years come the twist. Various trainings and workshops give the teachers an advantage to start, but it is insufficient to overcome their hurdles in the learning delivery. Teachers who provide instruction greatly need superiors and experts in the field, such as master teachers who can mentor them and provide technical Assistance during this time. In a critical sense, teachers need to be provided with technical Assistance and mentored to guarantee that they are delivering quality instruction to the learners. Subsequently, the Division of Siargao issued DepEd Order No. 2, s. 2015, the Results-Based Performance Management System (RPMS) is strictly implemented to ensure that teachers are geared toward the Department of Education's vision, mission, values, and strategic priorities even in times of pandemic. The Department of Education and the Civil Service Commission emphasized the duties and responsibilities of master teachers. One of those obligations is to provide technical assistance and mentoring, which accounts for the teachers as mentees who need to improve their competence (Sangalang, 2018).

The Department of Education's Present Initiative, the Basic Sector Reform Agenda (BESRA), has made the roles and responsibilities of the various levels of the department more specific in support of School-Based Management. It has been underscored once more that the different levels of the department have major responsibilities to their respective next-level office. This means that the Central Office has its primary responsibility, and the Division Office has the schools as its primary responsibility in leading, guiding, monitoring, evaluating, and providing technical assistance toward effective SBM in the schools and, eventually, towards achieving higher learning outcomes. The Basic Education Sector Reform Program Implementation Plan in 2006 (BESRA-PIP) enumerated the modes of technical Assistance expected of the Regions and Divisions to their respective clientele. In other words, the Schools Division cannot just claim the accomplishments of the schools within the Schools Division as its own without having shown that it has proactively provided technical Assistance to schools toward continuous improvement. This is the Schools Division's major responsibility. The same guideline also applies to the Regional Offices towards the Schools Divisions and the Central Office towards the Regions. Technical Assistance is deemed necessary to ensure effective program implementation and, eventually, achievement of higher or better learning outcomes. It should impact performance and, most of all, the general welfare of the people in the organization and of the organization itself.

Technical Assistance, in essence, is any form of professional help and guidance or support towards helping "others" to be more effective in the performance of their functions. They can do this either directly by sharing information with them or helping them learn a particular area of "expertise" or indirectly by referring them to the source of information and competence they need. The "other" referred to here is the client. Technical Assistance is a process. It has steps to be followed and tools to make use of. It also requires some specific skills. Technical Assistance is a journey with the client towards achieving the latter's set goals for continuous improvement, which is their foremost responsibility and accountability as a field organization (DO/School) of the Department of Education. In delivering technical Assistance, one should consider and respect the capacity and pace of the client. Technical Assistance ensures that the atmosphere or environment encourages the client not only to set their goals but also to determine the process of achieving them.

Technical Assistance encourages the client to see everything as a learning process. Thus, in this atmosphere, the client can express themselves freely, explore new ideas, and even admit and correct mistakes in their pursuit of achieving their goals. The key to practical technical Assistance is to help themselves and not solve problems for them. The primary purpose of providing technical Assistance to the school division is to ensure that school-based management is implemented in the schools, as mandated by law RA 9155. School divisions have to ensure that the schools are provided with the appropriate, relevant, and timely technical Assistance for continuous improvement. A master teacher is one of the mentor teachers in their station, who could technically assist the school administrators in observing classes of teachers, reviewing their instructional materials, and giving an assessment of their performance. In the new standard set-up, teachers are required to have a minimum of four (4) class observations in a school year, which includes a master teacher as a rater. Within the school year-round, master teachers accomplish performance monitoring and coaching forms to capture significant incidents where mentoring takes place. Through this, strengths and weaknesses in the performance are observed and documented, which are communicated to the teacher itself. However, one of the significant concerns in this study is to ascertain the mentoring administrative support and skills in relation to the technical assistance performance of master teachers in their respective school stations. Fleming (2014) revealed in a study that technical assistance milestones and mentoring facilitating factors include sufficient school head support and the existence of a rewards system, which is a significant factor in productivity. Master teachers in the Division of Siargao need to provide technical Assistance and direct mentoring and coaching. Mentors can help new teachers adapt to the school climate and culture. Furthermore, only a few master teachers within the division are trained mentors in the National English Proficiency Program (NEPP).

However, the division ensures that master teachers must technically assist the teacher mentees and be well- equipped and knowledgeable in mentoring. They are obliged to provide technical Assistance and guarantee that teachers are equipped in their designated school stations. Still, these teachers need mentors within their assigned school who can directly assist, supervise, and provide suggestions when urgent matters arise. In recent years, there have been studies on expert teachers and highly proficient teachers who affect beginner teachers on effective teaching. However, little is known regarding mentoring administrative support in relation to technical assistance performance. Apaydin (2016) revealed that very few studies have been conducted on the mentoring or protégé experiences of academicians in the school setting. Moreover, there are studies regarding mentoring skills based on the Hudson Model for effective teaching. Nevertheless, few studies to date have explored master teachers' mentoring administrative support, attitude, and skills in relation to technical assistance performance, opportunities, and challenges. In the Division of Siargao, there is no published supporting document and is poorly evident for the past many years in spite of the vast number of teachers on Master Teachers' capability training on technical Assistance and mentoring. Crucial areas are observed as potential factors that induced poor performance among teachers in the division.

One is the small number of Master teachers' population inclined to be subject experts, and only a few are showing a positive attitude towards it. It was also observed that the Division of Siargao did not show the best practices in capability building and branding, and the culture of technical Assistance and mentoring is less prioritized in the school. However, no study showed substantive evidence supporting the essence of mentoring administrative support and skills in relation to technical assistance performance in the pursuit of the highest quality education in the Siargao Division. Sulima’s study's

limitations served as a gap and springboard for this current research since the study has never explored and traversed master teachers' mentoring administrative support, skills and attitudes, opportunities, and challenges in relation to technical assistance performance.

The researcher, as a National English Proficiency Program (NEPP) mentor, plays a vital role in improving and enhancing initiatives in the schools' division of Siargao and crafting a brand of strategic school-level mentoring administrative support initiatives and mentoring programs to improve teachers' competence.

LITERATURE REVIEW

This study was anchored on the theory that a contemporary approach to mentoring necessitates a rethinking of mentoring theories. Constructing knowledge from prior experiences and developing the potential of the mentee that supplements the current needs in the operation of schools in the new normal are principles that must be embedded in theories on mentoring. Additionally, this study was anchored also on the theory of planned behavior (Ajzen, 2001) and self- efficacy theory (Bandura, 1994). The Theory of Planned Behavior (TPB) is a parsimonious, empirically supported, widely cited, most prominent, most compelling, and well-established model for predicting intentional behavior (Hasbullah, 2014). In this theory, positive attitudes towards certain practices determine the intention to perform these behaviors. Although the plan does not always translate into action positive attitudes can be viewed as a prerequisite for teacher educators' intentions to conduct research.

This research is anchored on constructivism, particularly Bandura's constructivist learning Vygotsky's social constructivism. This theory guides mentees as they learn teaching practices in the school setting, mainly because teaching is a multi-faceted process with specific knowledge required for effective teaching. According to Shank (1993), constructivism holds that learning is a process of creating structures of experience where prior knowledge and experiences scaffold new learning. Hudson (2004) states that constructivism may develop mentors in their specific mentoring roles, which in turn can assist in the development of mentees' teaching, but this requires a model for mentoring that complements constructivism, which is defined by five factors, namely: personal attributes, system requirements, pedagogical knowledge, modeling, and feedback.

In a constructivist way, the mentoring roles within these factors can frame the mentee's teaching experiences. The mentor scaffolds, facilitates, and coaches the mentee within this model toward a level of proficiency in teaching. Constructivist ways of mentoring can be practiced in kindergarten classes, in which teachers are considered the mentees. In this research, the master teacher is considered an experienced individual who is described as a highly proficient teacher, and other teachers are considered as the mentee, who is described as a proficient teacher.

The theory of self-efficacy (Bandura,1994), on the other hand, tells us that people generally attempt things they believe they can accomplish and not attempt things they fail. However, people with a strong sense of efficacy think they can achieve even tricky tasks. They see these as challenges to be mastered rather than threats to be avoided. Self-efficacy is the belief in one's ability to accomplish something.

The above-mentioned theories best support this study's hypothesis. They help researchers wisely consider teachers' attitudes and self-efficacy toward technical Assistance and mentoring as primary drivers of mentoring challenges in the Schools Division of Siargao.

The Department of Education (DepEd) has invested efforts and funds in the promotion of technical Assistance and mentoring culture in the country. To corroborate this concept,

the DepEd issued DO No. 87, s. 2010, known as The Institutionalization of the School-Based Mentoring Program (SBMP), which institutionalizes the school-based mentoring program in schools. This order stipulates that mentoring in the school should be maximized.

Moreover, DepEd Memo Nos. 107 series 2009, known as Enhancement Training of Trainers of Communicative Language Teaching (CLT), Beginning Reading, Assessment and Interventions, Dep Ed Memo No. 137, series 2019 known as Field Consultations, Competency Needs Assessment, Risk Profiling and Root Cause Mapping of Regional and Schools Division Offices and DepEd Memo No. 483, series 2009 pertains to the Regionwide National English Proficiency Program (NEPP) Training highlighted the institutionalization and adoption of mentoring nationwide effective 2010-2011 and after that in order to maximize the competence of trained mentors who undertook the mentoring program and improve the competence of mentees under the mentoring program e.g., assessment and intervention. With professional growth and development as one of the key result areas (KRA) for the individual teacher's performance commitment and review, understanding mentoring has already become part of the annual performance appraisal for all teachers. However, technical assistance and mentoring in Philippine public secondary schools may not be that popular as a number of these teachers are not equipped with the necessary knowledge and skills to do it based on their mentoring skills. (Sulima, 2022).

Self-Efficacy toward Technical Assistance and Mentoring According to Synder and Lopez (2002), self-efficacy is the inherent belief of an individual regarding whether he can perform the observed skills, not the perceived ones (cited Tuncer & Ozeren, 2012). This belief affects the performance of the individual (Bard et al., 2000). The figure below describes the interplay between the study's dependent and independent variables. The independent variables are the determinants of Master teachers' mentoring, measured in terms of administrative support, attitude and skills, opportunities, and challenges met by teachers. Furthermore, master teachers' technical assistance performance in terms of school-based capacity-building opportunities and provision of responsive technical Assistance mentoring initiatives serve as the dependent variable. The motivation, passion, and interest of teachers dealt mainly with their perceived attitude toward mentoring. As discussed in the literature review, passion and interest are best described as motivation in the conduct of mentoring (Sulima, 2022) and joy and fulfillment in the whole process of providing technical Assistance (Moreno, 2019). Furthermore, the different variables relate to each other and are associated with their mentoring practices. The researcher described how such variables affect the mentoring skills of master teachers in public schools within the Division of Siargao. The conceptual framework for the research was based on the five-factor mentoring model proposed by Hudson (2004) in the European Journal of Teacher Education, namely personal attributes, system requirements, pedagogical knowledge, and feedback, on which constructivist learning theory served as the basis. A five-factor mentoring model was used to assess the mentoring skills of master teachers. The mentors in this research are the highly proficient teachers who are the master teachers mentoring the other teachers. This research states the opportunities and challenges encountered by master teachers in mentoring. The questions mainly revolve around social constructivist theory. This research presented the opportunities and challenges of master teachers' mentoring practices among teachers.

Additionally, this study is anchored on the Role Theory (Turner, 2001) which emphasizes that everyone's performance is influenced by both their personal attributes and the environment in which they exist. This theory is defined as a set of rights, duties, expectations, norms, and behaviors that a person has to fulfill. Therefore, the Role Theory

will be utilized to examine the role of master teachers' technical assistance performance in compliance with the performance standards indicated in DepEd Order No. 42, series 2017 through the Teacher Education Council known as the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST). Findings from this research served as the basis for developing a proposed comprehensive Division-wide Technical Assistance Program. However, the research entertained suggestions for enriching the literature on mentoring and technical Assistance within the Philippine context. Figure 1 shows the schematic diagram of the study. This study expressed concern about the dimensions of teacher mentoring and technical assistance performance of Master Teachers of the Schools Division of Siargao. The said performance must be aligned with Master teachers' performance as stipulated in the Department of Education Philippine Professional Standards for Teachers (PPST). The investigation led to a proposed School based-wide Technical Assistance Program, a Future -Ready Mentoring Program.

RESEARCH METHODS

Research Design

The study used the sequential explanatory mixed method of research. The researcher used a combination of quantitative and qualitative methods to gain a deeper understanding of the phenomenon. It is quantitative because it determined the determinants of the dimensions of teacher mentoring and technical assistance performance of secondary and elementary school master teachers in the Schools Division of Siargao. This approach used a survey questionnaire as one of the instruments in the generation of data and analyzed the survey responses quantitatively. It was deemed appropriate to guide the researcher with sufficient evidence to provide scientific answers to the research questions considered in the study. It also determined the relationship between the dimensions of teacher mentoring and the technical assistance performance of Master Teachers. A qualitative approach was used to determine the facilitating and hindering factors experienced by the respondents in mentoring. The researcher employed an in- depth interview with respondents from different schools who were able to faithfully and honestly share substantial descriptions of the facilitating and hindering as lived experiences and analyze the interview transcripts qualitatively, identifying their themes. Likewise, this design also allowed the researcher to utilize data from respondents' interviews, focus group discussions, and thematic analysis. The result was used as a basis for developing and proposing a school-based technical assistance and future-ready mentoring program.

Research Locale

The preferred scope of the study was conducted in the School Division of Siargao, which is one of the progressive divisions of the Department of Education- Caraga Region. It is located in the Northeastern part of Mindanao. The research was conducted in the public schools of the Division of Siargao, which is part of the Caraga Region and is located in the Province of Surigao del Norte, Philippines. The Division of Siargao was created under Republic Act No. 1696 in June 1966 and started its operation in August 1967. It has been in existence for the past 54 years. The schools in the Division of Siargao are classified into three categories: Rural schools, Remote schools, and Island schools. Rural schools are located near or within the center of the municipality or town, with central schools and non-central schools. Remote schools are located in small barangays with no internet connectivity. Schools Division of Siargao has 162 public and private schools composed of 120 elementary public schools, 25 secondary public schools, 12 elementary private schools, two private secondary schools, and two private senior high schools grouped into

12 districts. Specifically, elementary and secondary master teachers within the division were the respondents of the research during the school year 2022-2023. The researcher conducted the research in the said locality since it is where the researcher is currently employed. The researcher intended this research to help mentor teachers and be aware of their mentoring practices and challenges.

Respondents/Sampling

The researcher utilized a researcher-made instrument validated by experts for this research. A questionnaire was used to gather relevant data for the study. Mentoring and technical assistance stipulated in this instrument were referred to from DepEd Order No. 2, series 2015, and DepEd Order No. 42, s. 2017 standard performance pattern for Master Teachers I-IV, the so-called Highly Proficient Teachers. The questionnaire consists of four parts. The first part contained the respondents' profiles, such as age, sex, highest educational attainment obtained, position, teaching experience, and the total number of years in teaching as a master teacher. The second part comprised a researcher-made questionnaire on the extent of technical assistance performance of master teachers. In the third part, the researcher developed a questionnaire on the Dimensions of teacher mentoring, which items were validated by experts based on the provisions of DepEd Order No. 2, s. 2015 on "Guidelines on the Establishment and Implementation of the Result-Based Performance Management System (RPMS) of the Department of Education following Civil Service Commission Memo Circular No. 06 s. 2012 or the Strategic Performance Management System(SPMS) on Mentoring factors. The results-based performance indicators are a manifestation of the Mentoring factors and Technical Assistance performance obligations of Master Teachers actually demonstrate (DO No two s. 2015). The researcher designed the survey questionnaire to reflect master teachers' mentoring factors and technical assistance performance. Likert-type scale ranging from "not performed" to "always performed" to measure mentoring as to their administrative support, attitude and skills, and technical assistance performance, respectively. Master teachers indicate the degree to which they agree or disagree with each statement. Scoring in each item for data analysis comprises Strongly Disagree (SD)=1; Disagree(D) =2; Uncertain (U)=3; Agree (A)= 4; Strongly Agree (SA)=5 and grouping items for the components. The fourth part covers the Interview or Focused Group Discussion, in which interview guide questions were used to ask the respondents an interview guide questions to explore the opportunities and challenges encountered by the master teachers in mentoring and be able to explore the lived experiences of the respondents on the facilitating and hindering factors encountered. As to the validity of the contents, the expert's opinion was solicited. The Education Program Supervisor in English of Caraga Region and the master teachers validated the questionnaire.

Data Gathering Procedure

Data was collected in a quantitative survey and a qualitative interview, as shown in Figure 2. The study administered the quantitative survey instrument, which is reliable in assessing the dimensions of teacher mentoring as correlates to technical assistance performance. Reliability analysis established the validity/reliability of the researcher-made survey instrument developed and administered upon identification of the respondents.

Phase 1 Quantitative Data Collection and Analysis.

The research procedures of the study followed a systemic inquiry through a three-phase approach. In Phase 1, the researcher completed a pilot test study. The pilot test was a

preliminary test to validate the content validity and reveal any areas for improvement of the survey questions Creswell (1994) and (2013) prior to the administration with the participant pool. The researcher gathered the relevant data through the approved letter of permission and endorsement from the Schools Division Superintendent of Siargao Division, which allowed her to conduct the study and send the questionnaires to the target respondents. Upon its approval, the researcher coordinated with the district supervisors to distribute the questionnaires online through a Google link. The researcher's respondents for the questionnaires covered the 12 districts of the Siargao Division. Immediately, the researcher keyed the survey questions along with introductory and concluding communication pieces into the respondents' emails and messenger through the online platform. As a means of online procedural scaffolding (Huang, Wu 56 & Chen, 2012), the researcher created a Google link survey for ease of access and mobile accessibility (Ferguson, Mentzelopoulos, Protopsaltis, & Economou, 2015). Master teachers received a survey link for the quantitative survey. A survey to investigate the level of Dimensions of Teacher Mentoring as correlates to technical Assistance Performance of Master Teachers The test participants were asked to complete the study and evaluate the survey question by browsing the survey link. The questionnaire was administered by the researcher with the assistance of the School Heads to the target respondents. The researcher used online forms to create survey questionnaires. The researcher administered and distributed the questionnaire through Google Forms to the master teachers, which took approximately 15 minutes to complete and to ensure immediate retrieval of the same. The respondents were asked permission to participate and give their consent to collect the data in accordance with the Data Privacy Act of 2012. The researcher explained the aim and significance of the research to the respondents. They were notified through their emails or Facebook messenger with a link to an online survey questionnaire. Respondents were requested to answer the questionnaires to generate data on mentoring factors, and their technical assistance performance was collected. Master teachers who did not respond to surveys within one week received a follow-up email or message with a link to the survey. However, a district with only a few responses was visited by the researcher, excluding island schools due to weather conditions. The researcher's email was provided to clarify any questions if needed. After collecting the data, the researcher sorted it out, organized it, and presented it to the statistician. The researcher asked the statistician for assistance in computing the relevant data. The statistician applied the necessary statistical treatment of the research study, specifically in testing the hypotheses for any relationships among the variables.

Phase 2 Qualitative Data Collection and Analysis

In the actual survey, the researcher ensured that the respondents were oriented and explained their rights to participate or not in the said survey. Permission was given to the respondents interviewed through a letter of ethical consent for participation. After the consent form was signed and the respondents agreed, the researcher pushed through with the interview. This is to ensure that proper and ethical standards are complied with. After the orientation, the survey was implemented, and interviews were conducted. The researcher then set the dates for the actual administration of the interview for only 10 sample master teacher respondents to delve deeper into the master teachers' mentoring factors and the facilitating and hindering factors encountered by them in mentoring.

For Phase 2, the researcher systematically gathered information from qualitative interviews with participants randomly selected from the initial respondents. Qualitative interviews explore narratives of richer expression (Rallis & Rossman, 2012) and allow for

"views and opinions from participants" (Creswell, 2013). Qualitative interviews expanded the snapshot of data gathered from the survey. An interview phase was initially proposed to allow the researcher to verify indications from the survey instrument and boost a richer, fuller narrative from respondents.

For this reason, Phase 2 interviews occurred during the latter part of Phase 1. The interviews supported the findings of the survey results and provided more insight into the varied ways. The interviews revealed valuable insights on facilitating and hindering factors along with their functions as master teachers. One advantage of qualitative interviews is the deriving of a "meaning-making system that makes sense out of the chaotic mass of perception and experiences." Interviews also provided time to explore, in greater depth, the instructional framework that facilitates and hinders master teacher functions. The emphasis on research questions and follow-up questions yielded rich descriptions of facilitating and hindering factors. The researcher then analyzed the responses through thematic analysis of the emerging themes in both facilitating and hindering factors, along with master teacher mentoring and technical assistance.

Phase 3 Mixed-Methods Analysis

This study contributed to the growing body of research and interest in assessing the integration of essential mentoring and technical assistance skills for master teachers toward a continuing quality education. This chapter describes the results of the quantitative survey and the qualitative interview. It begins with a description of the study, which facilitated to answers the research questions, which are re-stated below:

On the basis of the findings, what intervention and future-ready mentoring program can be formulated to improve the technical assistance performance of the master teachers?

Thus, the researcher found it relevant after weaving the quantitative results and the emerging themes to arrive at an intervention and future-ready mentoring program.

Ethical Considerations

The research respondents are individuals with integrity and dignity to protect. The following steps are considered to support the upholding of these values.

First, confidentiality: the researcher maintained all the completed survey questionnaires with the strictest, utmost confidentiality as mandated in Republic Act no. 10173, otherwise known as the Data Privacy Act 2012. The researcher guaranteed that all data was used for the current research purposes only. The researcher collected the data herself from all completed survey responses online. The access to raw data was tightly restricted to individuals directly involved in data analysis.

Second, the researcher made sure and considered the protection from psychological harm in which the nature of this research may generate some psychological distress in master teachers and teachers since the former was the main subject of the study. This may create a feeling of guilt and potentially affect self-esteem or self-respect, performance, and attitude. The master teacher-teacher relationship may be potentially damaged or may warrant rigid treatments. Frustration or annoyance may result when questionnaires include.

To address the above, the researcher thoroughly explained the process of data gathering to the master teachers. It was reiterated that the result is for academic purposes. The questionnaires were subjected to reliability testing prior to the research proper, which filtered only pertinent research items. The researcher considered voluntary participation. Respondents may feel forced to participate for fear of job-related consequences. To avoid this, the researcher explained that this research is not compulsory. Respondents who received the link with questionnaires had the discretion to turn in their responses.

Statistical Treatments

The following tools were used in the treatment of data:

- Frequency and Percentage. This was used to determine the master teachers' profiles.
- Mean. This descriptive measure was used in finding out the provision of professional standards through the determinants of mentoring and technical assistance performance
- Pearson r. This tool was utilized to investigate which factor of mentoring relates to the level of technical assistance performance of master teachers.
- Thematic Analysis was used to process the teachers' lived experiences of facilitating and hindering factors in mentoring.
- Thematic analysis. This analysis was used in processing the qualitative data of the study.

RESULTS AND DISCUSSION

Problem 1. What is the profile of the respondents what extent are the dimensions of teacher mentoring evident in the division of Siargao, particularly in motivation, passion, interest, and pedagogical skills of master teachers, system requirements, pedagogical competence, and feedback mechanisms?

Table 1 presents the demographic profile of the respondents. The majority of the respondents are ages 51-60, which accounts for 52.75 % of the total respondents. It shows that the majority (87.91 %) of the respondents were female and (12.09%) were male. Out of 91 respondents, 66 or 72.53 % are Master Teacher I, while respondents who are Master Teacher II have a frequency of 25 or 27.47 percent. However, alarmingly, the majority of the respondents only earned units in Masters (71.43%) in terms of highest educational attainment. At the same time, there are only nine respondents, or 9.89 percent, who are Master's degree graduates, and only six respondents have gained Doctoral degrees graduate. Most of the respondents, 20, have the highest frequency from Dapa West District (21. 98 %), and 3 have the lowest frequency with a percentage of 3.30 from San Isidro.

The total of the respondents has a frequency of 91 master teachers' mentors. Most of the respondents (60.44 %) have teaching experience that is 20 years or more, which initially means that they are experts in the field of learning delivery.

Table 1. Profile of the Respondents

	Profile Variable	Frequency	Percentage
Age	20-30 years old	2	2.20
	31-40 years old	14	15.38
	41 -50 years old	26	28.57
	51-60 years old	48	52.75
	61 years old and above	1	1.10
	Total	**91**	**100**
Sex	Male	11	12.09
	Female	80	87.91
	Total	**42**	**100**
Highest Educational Attainment	Doctoral Degree Graduate	6	06.59
	Earned units in Doctorate	11	12.09
	Masters' Degree Graduate	9	9.89
	Earned units in Masters	65	71.43
	Total	**91**	**100**
Specific Position	Master Teacher I	66	72.53

	Master Teacher II	25	27.47
	Total	**91**	**100**
District	Burgos	5	5.49
	Dapa East	12	13.19
	Dapa West	20	21.98
	General Luna	4	4.40
	Numancia East	5	5.49
	Numancia West	9	9.89
	Pilar	8	8.79
	San Benito	5	5.49
	San Isidro	3	3.30
	Sapao	11	12.09
	Socorro East	4	4.40
	Socorro West	5	5.49
	Total	**91**	**100**
Teaching Experience	6-10 years	7	7.69
	11-15 years	21	23.08
	16-20 years	8	8.79
	20 years and above	55	60.44
	Total	**91**	**100**
Years as Master Teachers	Below 5 years	45	49.45
	6-10 years	29	31.87
	11-15 years	9	9.89
	16-20 years	1	1.10
	20 years and above	7	7.69
	Total	**91**	**100**

The majority of the respondents (49.45%) only have below five years of experience as master teachers, which shows they were new and entirely appropriate for the research. As revealed in Table 1, most of the master teachers were newly promoted in the position, and there is a need to provide mentoring and technical assistance to these teachers who are not yet equipped with the necessary knowledge and skills. There have been studies on expert teachers and highly proficient teachers who affect beginner teachers on effective teaching. As stated by McKinley (2019), mentors can help new teachers adapt to the school climate and culture, give technical assistance, and guarantee that teachers are capacitated in their designated school stations. New master teachers need mentors within their assigned school who can directly assist, supervise, and provide suggestions when urgent matters arise.

Table 2 posits the level of motivation of Master teachers in mentoring. The overall mean on the extent of motivation in mentoring is 4.48, which is interpreted as high. A majority of the respondents on the indicator instill positive attitudes towards teaching, getting the highest mean of 4.69, which is interpreted as very high. A mean of 4.65 also obtains a very high extent of motivation for inspiring teachers to feel more confident as teachers by listening attentively to teaching matters and concerns.

Table 2 reveals that master teacher respondents have a 4.38 mean with a high extent of motivation in mentoring to conduct SLAC because exposure to mentoring encouraged to mentor colleagues as advocacy motivated to mentor the mentees for professional development. However, actual performance on mentoring is rated lowest with a mean of 4.36, which means high on the item propels individual teachers to engage in the goal-directed teaching-learning processes.

The result suggests that respondents possess a high level of motivation in mentoring. The overall mean shows evidence of 4.48 in which motivation pivots to instill positive

attitudes in the teachers towards teaching, which is a very laudable characteristic of the Master Teachers in the Siargao Division.

Table 2. Extent of Motivation in Mentoring

Indicators	Mean	SD	Verbal Description	Verbal Interpretation
As Master Teacher I…				
1. Inspire teachers to feel more confident as teachers by listening attentively to teaching matters and concerns	4.65	0.656	Always	Very High
2. Instill positive attitudes to the teachers towards teaching	4.69	0.609	Always	Very High
3. Propel individual teachers to engage in the goal-directed teaching-learning process.	4.36	0.659	Often	High
4. I am motivated to conduct SLAC because of my exposure to mentoring.	4.38	0.727	Often	High
5. I am encouraged to mentor my colleagues as my advocate.	4.38	0.757	Often	High
6. I am motivated to mentor the mentees for professional development.	4.38	0.727	Often	High
Overall Mean	**4.48**	**0.689**	**Often**	**High**

Legend: 4.51-5.00 Very high; 3.51-4.50 High, 2.51-3.50 Moderate, 1.51-2.50 Low, 1.00-1.50 Very low.

The result discloses that most master teachers constantly instill positive attitudes to the teachers toward teaching in mentoring rather than propel individual teachers to engage in goal-directed teaching-learning processes. This result is supported by a large body of educational studies showing that engaging both with and in mentoring contributes to teachers' professional development (Cordingley, 2015). It is believed that engagement influences teachers' quality of teaching by "the creation of a motivated mindset, the improvement of teachers' instructional decision-making processes, the increase of teachers' professional status, and the empowerment of teachers in bringing about changes at the classroom, district, state, and national levels."

In addition, Borg (2010) stressed that teachers instill positive attitudes in other teachers or researchers not only to contribute to their classroom but also to improve institutionally. It is argued that teachers who are engaged and motivated create stronger links between theory and practice in their teaching profession, which can subsequently result in better pedagogical decisions and students' learning outcomes (Walker, 2017).

Moreover, the DepEd Matatag Agenda recognizes that the quality of learning is dependent on the quality of technical assistance and mentoring, which results in the quality of teaching.

Table 3 shows the data on the extent of passion and interest in mentoring the master teacher-respondents demonstrated. Based on Table 3, the extent of passion and interest in mentoring with the least mean of 4.32 that master teachers are on the high level in terms of love and interest in mentoring mentees taking a personal interest to understand their thoughts, actions, and career goals. Further, the highest mean of 4.58 demonstrates the master teachers' very high level of passion and interest in mentoring, having the commitment to help other teachers achieve their best, and feeling interested in mentoring to improve my teaching strategies. In effect, the overall mean of 4.48 reveals that master teachers have a high level of passion and interest in mentoring, as demonstrated in the result.

Table 3. Passion and Interest in Mentoring

Indicators	Mean	SD	Verbal Description	Verbal Interpretation
As Master Teacher,				
1. I find mentoring to be a fulfillment of my duties as a teacher.	4.42	0.790	Often	High
2. I felt interested in mentoring to improve professionally.	4.46	0.688	Often	High
3. I have the commitment to help other teachers achieve their best.	4.58	0.634	Always	Very High
4. I felt interested in mentoring to improve my teaching strategies.	4.58	0.651	Always	Very High
5. I help mentees take a personal interest to under stand their thoughts, actions, and career goals.	4.32	0.773	Often	High
6. I am passionate about helping teachers reach their teaching goals and discovering the best version of themselves.	4.49	0.705	Often	High
Overall Mean	**4.48**	**0.707**	**Often**	**High**

Legend: 4.51-5.00 Very high; 3.51-4.50 High, 2.51-3.50 Moderate, 1.51-2.50 Low, 1.00-1.50 Very low

Respondents' common passion and interest in mentoring are explained by their experiences, which show that mentoring cultivates fulfillment, achieves their best, and is passionate about helping teachers reach their teaching goals and discover the best version of themselves.

Teachers who engage with passion and interest think critically and reflectively about their classroom issues and discover relevant knowledge for themselves accordingly (Cain, 2015; Smith, 2014). They even become more self- efficacious in their professional teaching practice (Cabaroglu, 2014).

On some note, the quality of learning is dependent on the ability, passion, hard work, and dedication of the teacher. The National Education Policy (1998- 2010) of Pakistan stressed that if a teacher fails to keep himself in touch with other committed teachers mentoring with the rapid educational developments, then they would become inefficient and ineffective in his teaching career. In effect, teacher's and students' competencies are compromised.

Table 4 shows that respondents perceived a high level of Master teachers' pedagogical skills, evidenced by the overall mean of 4.26. The lowest mean of

4.15 exposes the high level of support for the outline strategies to help teachers address teaching challenges. On the other hand, the highest mean of 4.49 illustrates a high level of Master teachers' assistance to teachers with classroom management strategies.

Table 4. Extent of the Pedagogical Skills of Master Teachers

Indicators	Mean	SD	Verbal Description	Verbal Interpretation
As Master Teacher, I…				
1. Guide teachers in their lesson preparation appropriate to the school learning modality	4.36	0.723	Often	High
2. Assist them with classroom management strategies for teaching.	4.49	0.673	Often	High
3. Help teachers with timetabling their lessons	4.21	0.782	Often	High

4.	Enhance teachers' teaching strategies practiced by teachers	4.25	0.825	Often	High
5.	Redirect questioning skills of teachers to ensure effective teaching	4.19	0.802	Often	High
6.	Encourage the teachers to enhance their teaching competencies	4.43	0.717	Often	High
7.	Outline strategies to help teachers address teaching challenges	4.15	0.788	Often	High
8.	Show teachers how to assess the students' learning	4.33	0.775	Often	High
	Overall Mean	**4.26**	**0.781**	**Often**	**High**

Legend: 4.51-5.00 Very high; 3.51-4.50 High, 2.51-3.50 Moderate, 1.51-2.50 Low, 1.00-1.50 Very low

The high level of pedagogical skills of Master teachers is attributed to DepEd's mandate as stated in DepEd Order No. 2, series 2015, entitled "Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) to remind schools regarding the performance management to provide technical assistance such as coaching, and mentoring for performance improvement and pedagogical skills. Phang et al. (2020) argue that mentor teachers played moderate roles in mentoring teachers; mentor teachers perceived themselves to play many roles yet regarded specific roles as unnecessary and unimportant. This is also to assist the teacher with classroom management strategies.

Hudson (2004) stated that pedagogical knowledge may vary from subject to subject and lesson to lesson; hence, mentors need to conceptualize what constitutes subject-specific pedagogical knowledge in order to articulate this clearly to their mentees. Hyde (2019) indicated that this includes the aspects of classroom management, time allocation, lesson plans, and meetings in preparation for lessons. In research conducted by Hudson (2004), he indicated eleven mentoring attributes associated with pedagogical knowledge. This includes planning or teaching, timetabling, preparation, teaching strategies, classroom management, questioning skills, assisting with problem-solving, content knowledge, implementation, assessment, and providing viewpoints. Bird and Hudson (2015) stated that practical pedagogical knowledge translates into teaching practices that can demonstrate skill levels.

This further indicated that this may also help them to be clear about which roles to play when mentoring mentees. Smith and Mekos (2018) stated that mentoring is a growth for both mentors and mentees. Mentors engage in opportunities to deconstruct mentoring practices and deepen their knowledge of standards and content to improve their instructional pedagogy. The research mentioned investigates mentoring student teachers. However, this is similar to the present investigations because it involves one's mentoring practices, which are being assessed in the current research on the pedagogical skills of Master teachers.

Table 5 shows the extent of System Requirements. It exposes that there is a very high extent of system requirements in terms of the use of language from the MELCS (Most Essential Learning Competencies) and model teaching appropriate to the school learning modality as shown in the data of 4.62 mean result. As supported by another very high-level mean of 4.56, master teachers ensure effectiveness in the delivery of the blended teaching modality. The overall mean of

4.44 implies that there is a high level of system requirements, which reflects the high existence of mentoring and technical assistance in schools.

Table 5. Extent of System Requirements

Indicators	Mean	SD	Verbal Description	Verbal Interpretation
As Master Teacher I…				
1. Use language from the MELCS (Most Essential Learning Competencies)	4.62	0.646	Always	Very High
2. Model teaching appropriate to the school learning modality	4.62	0.646	Always	Very High
3. Craft supplement teaching materials aligned with DepEd standards and support the contextualized needs of learners	4.47	0.720	Often	High
4. Show effective classroom management in the delivery of instruction	4.20	0.718	Often	High
5. Ensure effectiveness in the delivery of the blended teaching modality	4.56	0.653	Always	Very High
6. Use hands-on materials for teaching	4.26	0.814	Often	High
Overall Mean	**4.44**	**0.670**	**Often**	**High**

Legend: 4.51-5.00 Very high; 3.51-4.50 High, 2.51-3.50 Moderate, 1.51-2.50 Low, 1.00-1.50 Very low

Teachers were given sufficient system requirement support, especially to use the language of the essential learning competencies as a mentoring guidepost

to mentee teachers to effectively model teaching appropriate to the school learning modality, which will result in a successful implementation in school-setting or district-level initiatives.

As stated by Phang et al. (2020), mentor teachers are required to have enough knowledge related to the system requirements of the school. Hyde (2019) revealed that the details need to be clearly communicated, and mentees need to understand the policy requirements of at least three different systems: the national policy, such as curriculum and assessment policies, policies on religion, and inclusion. System requirements are recommended to focus on the aims of teaching a specific subject, the curriculum, and policies.

However, research conducted by Ehsun and Duah (2011) indicates that mentors did not provide adequate mentoring on systems requirements in relation to the national curriculum and school policies. Hyde (2019) revealed in his research that mentors provided opportunities to their mentees to experience the culture within the school setting; this includes discussion on assessment policies.

Table 6. Extent of Feedback Mechanism

Indicators	Mean	SD	Verbal Description	Verbal Interpretation
Feedback Mechanism				
As Master Teacher I…				
1. Discuss the evaluation of the teacher's way of teaching	4.35	0.780	Often	High
2. Provide oral feedback to the teachers regarding their ways of teaching	4.37	0.694	Often	High
3. Provide teachers with written feedback in the learning delivery mode	4.33	0.761	Often	High
4. Provide guidance and constructive, thought-ful feedback to mentee by identifying their current strengths and weaknesses	4.36	0.707	Often	High

5. Articulate clearly what areas of teaching to be enhanced by the teachers	4.26	0.697	Often	High
Overall Mean	**4.26**	**0.712**	**Often**	**High**

Legend: 4.51-5.00 Very high; 3.51-4.50 High, 2.51-3.50 Moderate, 1.51-2.50 Low, 1.00-1.50 Very low

The lowest mean of 4.26 is on the items the master teacher articulates clearly what areas of teaching are to be enhanced by the teachers. This means that the Master teachers have provided high support to their mentees in terms of practicing feedback mechanisms. This is evidenced by the highest mean of 4.37. The overall mean of 4.26 suggests that there is a high level of feedback mechanism. This implies that mentors have a high regard for providing the mentees with oral feedback regarding their ways of teaching. This claim is very evident during the conduct of class observations as technical assistance occurs in mentor-mentee relationships.

Moreover, the scenario of providing feedback happened after the class demonstration lesson during class observation, in which the mentor provided essential class observations that were shared with the mentee post-conference. The high-level mentor's feedback mechanism highlighted that all teacher mentees are exposed to feedback through post-conferences after the lesson has been recited by the mentee teacher.

Providing feedback is essential to professional growth. In the RPMS Manual for Teachers and School Heads (2018), it is stated that feedback provides quality

input for the continuous improvement of teacher practice and provides opportunities to share ideas and expertise, as well as promote mentoring and coaching among colleagues. It also encourages teachers to reflect and develop awareness about their practice as it provides evidence of actual teacher performance, their strengths and areas for development, and the impact of their practice. Accordingly, those master teachers are showing diligently the opportunity to provide feedback among teacher mentees.

Strong communication skills are essential for the clear and effective exchange of ideas, feedback, and instructions, fostering a relationship of trust and openness between mentor and mentee. Fostering respectful dialogue, like providing feedback to bridge philosophical differences, involves engaging in open and respectful communication, acknowledging and respecting differing viewpoints, and finding common ground. Sharing success stories and focusing on student outcomes can help align perspectives.

However, giving technical assistance and mentoring is not easy. It must balance emotional intelligence and professional behavior. Conversely, trust, confidence, and inspiration to do the tasks are also practiced throughout the mentoring process. This statement poses a serious call to the mentee teachers not to feel upset if mentors give negative, honest feedback for improvement.

Phang et et al. (2020) revealed in their research that mentors felt uncomfortable giving criticism, even if it was constructive and developmental. In addition, the researcher explained that to provide constructive feedback, there needs to be a certain level of trust, and this has not yet been established. According to Bird and Hudson (2015), among the five factors, feedback showed the lowest result.

As shown in Table 8, it can be gleaned that the highest mean of 4,48 demonstrates that mentoring is high in motivation, passion, and interest of master teachers. The overall mean of 4.38 reveals that there are high dimensions of teacher mentoring in schools of the Division of Siargao.

Table 7. Dimensions of teacher mentoring

Area	Mean	SD	Verbal Description	Verbal Interpretation
1. Motivation	4.48	0.689	Often	High
2. Passion and Interest	4.48	0.707	Often	High
3. Pedagogical Competence	4.26	0.781	Often	High
4. System Requirements	4.44	0.670	Often	High
5. Feedback Mechanism	4.26	0.712	Often	High
Grand Mean	**4.38**	**0.712**	**Often**	**High**

The findings support this claim. According to Shank (1993), constructivism holds that learning is a process of creating structures of experience where prior knowledge and experiences scaffold new learning. Hudson (2004) states that constructivism may develop mentors in their specific mentoring roles, which in turn can assist in the development of mentees' teaching, but this will require a model for mentoring that complements constructivism, which is defined by five factors, namely: personal attributes, system requirements, pedagogical knowledge, modeling, and feedback. In a constructivist way, the mentoring roles within these factors can frame the mentee's teaching experiences. The mentor scaffolds, facilitates, and coaches the mentee within this model toward a level of proficiency in teaching.

Walker (2010) found that motivation, as well as passion and interest in mentoring, were determinants of technical performance among teachers. Employing a confirmatory factor analysis technique, he concluded that deficiency in teacher support skills was highly associated with both the teacher mentor's motivation and interest. Tosun (2014) further stressed that a positive attitude towards teacher assistance leads to higher productivity. "As a Master Teacher, I motivate and inspire the mentees, making their functions as teachers easy and comfortable by providing them with needed instructional materials for the conduct of their lessons."

Problem 2. To what extent do master teachers perform technical assistance in the areas of school-based capacity building and opportunities for responsive technical assistance?

Table 9 presents the extent to which master teachers perform in terms of the provision of responsive technical assistance.

The overall mean of 4.04 indicates that there is a high level of performance in terms of the provision of responsive technical assistance to teachers. The lowest mean of 3.02 shows a moderate level of conduct of in-depth studies or action research on teaching-learning innovations. On the other hand, the highest mean of 4.48 reveals a high level of the extent of master teachers' performance in terms of the provision of responsive technical assistance.

It can also be gleaned that the provision of technical assistance through mentoring, coaching, class monitoring, and observation using observation tools carry out the universal package of the school's practice on the benefits of becoming an outstanding teacher is reflected in the mentor-mentee support system and teachers beaconing school awards as transformed learning performance towards winning awards learners may it be in line with academic contests through schools press conference, sports, and others.

Moreover, the data reveals a positive trend in self-reported proficiency across collaboration, creativity, and digital literacies – all vital skills within global service

excellence. This suggests that students in the course likely possess a firm baseline in areas crucial for success. However, it is essential to remember that specific industries, varying experience levels, and geographical locations will significantly shape how these skills manifest and are prioritized in real-world settings. Students should critically assess their strengths and weaknesses in collaboration, creativity, and digital literacies. This reflection can illuminate areas for potential development or confirm where they excel.

Additionally, students should actively research various global service industries to grasp how specific sectors might place greater emphasis on certain skills over others. This knowledge empowers them to tailor their skill-building efforts proactively. Furthermore, recognizing the influence of geographical location highlights the importance of fostering a global mindset that embraces adaptability and awareness of how regional differences could affect the application of these core skills.

Table 8. Performance in terms of the provision of responsive technical assistance

Indicators	Mean	SD	Verbal Description	Verbal Interpretation
1. Provide technical assistance through mentoring, coaching, class monitoring, and observation using observation tools.	4.48	0.705	Often performed	High
2. Check the lesson plan of teachers for the assigned grade/subject area.	3.98	1.325	Often performed	High
3. Assist colleagues in implementing differentiated teaching strategies that are responsive to learner diversity.	4.33	0.731	Often performed	High
4. Work with colleagues to create learning-focused environments that promote learner responsibility and achievement.	4.32	0.744	Often performed	High
5. Serve as a facilitator or resource person at the School/District level.	4.30	0.767	Often performed	High
6. Model exemplary practice and mentor in the application of content knowledge and pedagogy, showing its integration within and across learning areas.	4.33	0.746	Often performed	High
7. Introduce innovative teaching approaches and strategies.	3.96	0.829	Often performed	High
8. Conduct in-depth studies or action research on teaching-learning innovations.	3.02	1.174	Sometimes performed	Moderate
9. Serve as demonstration teacher at the school level / district.	*3.78*	*0.964*	Often performed	*High*
10. Take charge of the school reading program or learning enrichment program.	*3.87*	*0.945*	Often performed	*High*
Overall Mean	***4.04***	***0.893***	**Often performed**	***High***

Legend: 4.51-5.00 Very high; 3.51-4.50 High, 2.51-3.50 Moderate, 1.51-2.50 Low, 1.00-1.50 Very low

The experience shared by teachers somehow challenges every school to strengthen performance provision in terms of responsive technical assistance to raise the standards of student academic performance and raise the bar of producing outstanding teachers in the field.

However, the result is at a moderate level on conducting in-depth studies or action research on teaching-learning innovations, as coherently reflected that teachers disagree

that the school has been used as an avenue for conducting action research purposes. They do not even have access to research journals and teaching-learning innovations online due to the lack of internet connectivity in school.

The unavailability of the resources, as revealed in the study, shows the challenging experiences of teachers in mentoring and technical assistance. The findings of the study show that the high level of performance in terms of the provision of responsive technical assistance to teachers can be attributed to mentoring and providing technical assistance as considered an essential asset in a teacher's development and growth, including expert teachers who are master teachers. One of those obligations is to mentor co-teachers, which considers mentee teachers, who should provide technical assistance to improve the teacher's competence (Sangalang, 2018). Many higher education institutions,

particularly teacher education colleges, face challenges in establishing a research culture because many of their faculty were initially hired as teachers rather than researchers (Hazelkorn, 2004).

As revealed in a study by Jacob (2016), factors that contribute to research skills productivity include good academic qualifications of teacher-researchers, sufficient school facilities, and the existence of a rewards system. The study further emphasized that both students and teachers from Science-Oriented High Schools in the Caraga Region demonstrated very low research publication, production, and utilization. The instructional system was a significant factor in research productivity.

This study was supported by the study of Antigro J (2019), which revealed that two crucial areas were observed as potential factors that induced poor performance among teachers in the division. One is the teachers themselves. A small number of the teacher population is inclined to research, and only a few are showing a positive attitude towards research. It was also observed that schools did not show the best practices in the promotion of research culture. Research is less prioritized in the school budget. A large body of educational studies showed that engaging in research contributes to teachers' professional development (Cordingley, 2015). It is believed that research engagement influences teachers' quality of teaching by "the creation of a problem-solving mindset, the improvement of teachers' instructional decision-making processes, the increase of teachers' professional status, and the empowerment of teachers in bringing about changes at the classroom, district, state, and national levels."

Table 9. Performance in terms of school-based capacity-building opportunities

Indicators	Mean	SD	Verbal Description	Verbal Interpretation
1. Assist principal in class monitoring and instructional observation of teachers	4.56	0.763	Always performed	Very High
2. Serve as OIC of the school in the absence of the School Head and represent the school in conferences or events as delegated by the School or Principal	4.00	1.238	Often performed	High
3. Lead colleagues in the design, evaluation, interpretation, and utilization of different types of assessment tools for the improvement of the teaching and learning process	4.08	0.833	Often performed	High
4. Monitor the maintenance of discipline between among teachers and students.	4.22	0.772	Often performed	High
5. Initiate improvement in instructional programs and projects that can enhance the	3.95	0.794	Often	High

	curriculum and its implementation.			performed	
6.	Participate actively in school strategic planning process involving internal and external stakeholders	4.25	0.825	Often performed	High
7.	Help in the proper and accurate dissemina-tion/implementation of school policies	4.45	0.671	Often performed	High
8.	Establish links with colleagues through attendance and membership in professional organizations, community, and civic organiza tions for self-growth and advancement.	4.14	0.768	Often performed	High
9.	Strengthen school-community partnerships to enrich the engagement of internal and external stakeholders in the educative process	4.37	0.626	Often performed	High
10.	Assist in designing capability development programs for teachers.	4.09	0.877	Often performed	High
Overall Mean		**4.21**	**0.817**	**Often performed**	**High**

Legend: 4.51-5.00 Very high; 3.51-4.50 High, 2.51-3.50 Moderate, 1.51-2.50 Low, 1.00-1.50 Very low

The study's findings show that master teachers must provide technical assistance and assist the school head and the principal through demonstration teaching, mentoring, coaching, class monitoring and observation, organizing/leading/serving as trainers/facilitators in teacher quality circles, and learning action cells, as reflected in the RPMS Competencies on master teachers' duties and responsibilities.

Master teachers assist the principal in class monitoring and make sure that, with the principal's cooperation, the mentee is given instructional observations and support materials to achieve the desired learning and outputs. Assisting the principal has built my mentee's confidence and skills, leading to improved teaching practice and student outcomes.

The research of Sangalang (2018) reiterated the level of mentoring skills and technical assistance of master teachers. It is highly recommended that the DepEd develop a training plan and mentoring program for mentors as a standardized mentoring tool for all master teachers. Ferrer et al. (2018) investigated the support given to new teachers. Results showed that school-based capacity training, school-initiated programs, and support from colleagues were mainly the form of support provided. The training of mentors as release time to engage in mentoring activities, such as attending training sessions, preparing mentoring materials, and observing and meeting with their mentees.

This is also substantiated based on the performance indicators of the master teachers' individual performance commitment and review (IPCR) to exhibit

effective and constructive behavior management skills through mentoring positive and non-violent discipline to ensure learning-focused environments. This signifies that there are supervisory, technical assistance, and mentoring roles played by master teachers who are relatively like the functions of the school heads and principals.

As revealed, teacher mentors of the Schools Division of Siargao's capacity- building-ding programs implemented in the new normal improve instructional programs and projects that can enhance the curriculum requirements in terms of essential learning competencies and content as well as pedagogy and assessment.

Table 10 shows the level of technical assistance performance. It shows the level of performance in technical assistance as to the provision of responsive technical assistance (4.04) and the level of performance in technical assistance as to the school-based provision of capacity-building opportunities (4.21).

Table 10. Level of performance in technical assistance

Area	Mean Faculty	Mean Staff	Verbal Description	Verbal Interpretation
1. Provision of Responsive Technical Assistance	4.04	0.893	Often performed	High
2. School-Based Capacity Building Opportunities	4.21	0.817	Often performed	High
Grand Mean	**4.13**	**0.855**	**Often performed**	**High**

Table 10 shows that master teachers demonstrate high performance, with a 4.13 grand mean. This suggests that master teachers highly agree that responsive technical assistance and school-based capacity-building opportunities must be implemented in schools.

In the context, as shown in the table, the master teachers have perceived a high level of responsive technical assistance, which strongly reflects the realistic scenario of teachers in terms of how mentors provide technical assistance responsibly. They are required to provide technical assistance because it is mandated in the curriculum.

However, the packaging reflects an ongoing struggle among teachers due to time constraints since master teachers are bound by the DepEd mandate to have 6 hours of teaching loads and 2hrs Besides, not all master teachers who are handling the subjects in the field have extra free time intended for set schedules integral for technical assistance and mentoring purposes. In effect, the provision of responsive technical assistance remains evidently a challenge to the DepEd administrators and a call for action in the division. The department may benchmark on considering technical assistance activities to be a part of the subject load of master teachers, giving them ample time to assist the mentee technically for the attainment of improved quality of education. This is evidenced that Master teachers are faced with the bulk of teacher functions as class advisers and teaching loads daily. Because of heavy workload demands, it is unlikely to spend time on technical assistance.

Accordingly, school-based capacity-building opportunities show a high level but lack time and budget allocations. This result poses a serious call for the DepEd

Agency to invest funds through the MOOE, incapacitating teachers from doing school-based capability building to improve learning content.

The summary of findings on the provision of responsive technical assistance provides a clear picture of the need to invest more effort in time allocation solely to perform technical assistance. It must be emphasized that schools should strategize for time scheduling mechanisms to strengthen the provision of responsive technical assistance.

Problem 3. What dimensions of mentoring singly or in combination significantly relate to the technical assistance performance of master teachers?

Table 11posits the relationship between the dimensions of teacher mentoring and the performance of master teachers in technical assistance.

Table 11 illustrates the relationship between the dimensions of teacher mentoring and the performance of master teachers in technical assistance. As revealed, 0.822 Pearson R Correlation on dimensions of mentoring significantly relates to the technical assistance performance of master teachers.

Table 11. Result of the test of the relationship between dimensions of teacher mentoring on the performance in the technical assistance of the MTs

Dimensions of Teacher Mentoring	Pearson R	P Value	Decision	Result
1. Motivation	0.768	0.000	Reject Ho	Significant
2. Passion and Interest	0.735	0.000	Reject Ho	Significant
3. Pedagogical Competence	0.786	0.000	Reject Ho	Significant
4. System Requirements	0.750	0.000	Reject Ho	Significant
5. Feedback Mechanism	0.778	0.000	Reject Ho	Significant
	0.822	**0.000**	Reject Ho	Significant

Data revealed that five variables significantly related to the technical assistance performance of master teachers are the best choice based on the P value 0.000. These variables include dimensions of teacher mentoring motivation, passion, Interest, pedagogical competence, system requirements, and feedback mechanism. This implies that master teachers' technical assistance correlates to the five dimensions. Hence, the null hypothesis claiming that none of the determinants significantly determine the technical assistance performance of master teachers is rejected. To empower master teachers with mentoring and technical assistance, the DepEd administrators can use this generated model by allocating training time for pedagogical development and competence. DepEd policymakers may invest in training teachers and implementing technical assistance and mentoring policies that indicate subject load time allotment.

As cited by Hudson (2004) in the European Journal of Teacher Education, namely personal attributes, system requirements, pedagogical knowledge, modeling, and feedback, on which constructivist learning theory served as the basis. The five-factor Mentoring Model was used to assess the mentoring skills of elementary master teachers.

Shariatmadari and Mahdi (2012) argued that in addition to teacher attitudes, other determinants include institutional resources and infrastructure, support structures, and capacity-building opportunities. They revealed that a clear teacher-mentor support structure and technical assistance culture are critical for fostering motivation and commitment among faculty members.

Walker (2010) found that motivation, passion, and interest in mentoring were determinants of technical assistance performance among master teachers. Employing a confirmatory factor analysis technique, he concluded that deficiency skills were highly associated with both master teachers' motivation and interest.

Problem 4. What are the facilitating and hindering factors in the teacher mentoring functions of master teachers?

Figure 1 shows the facilitating factors in the teacher mentoring functions of master teachers. The following emerging themes were organized based on the gravity of the responses raised by the respondents. As revealed, communication significantly serves as a vital technique among master teachers. Accordingly, master teachers reveal that through proper communication, they can purposively share insights and perspectives from mentee educators about various teaching strategies they have used, their effectiveness, and their experiences in implementing technical assistance and mentoring.

Figure 1 presents the framework of the generated themes describing the facilitating factors in the teacher mentoring functions of master teachers.

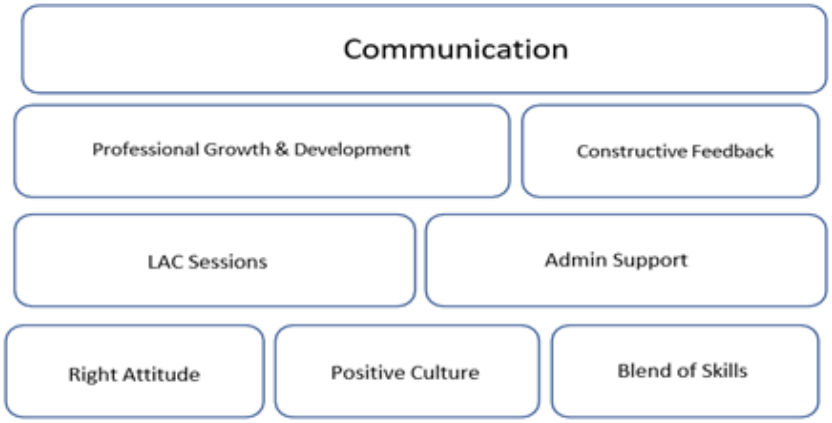

Figure 1. Generated themes describing the facilitating factors

Another major enabling factor is the desire for professional growth and development as they explore how ongoing participatory technical assistance experiences have served to shape master teachers' perceptions about teaching and learning through the use of best mentoring practice strategies for better performance.

It is also posited similarly that constructive feedback mentoring is a best practice in supporting new teachers in their years of teaching and providing proper support for this transition. The mentor-mentee relationship plays an integral role through constructive feedback mechanisms to help support mentee teachers and develop high self-efficacy. Along with LAC sessions and administrative support in school, it is part of promoting better performance among teachers in the field. Providing administrative support to others to become effective and efficient in the delivery of functions is an expected act in a workplace with a highly motivating ambiance. Such an idea has been emphasized by the supportive administrator, who stresses the involvement of building trust and inspiration and helping colleagues.

Other facilitating factors entail the right attitude, positive culture, and blend of skills, which create an environment within the school that is conducive to teaching and learning. Being accountable for the higher learning outcomes through mentor-mentee combined effort is a kind of positive culture and the right attitude. A blend of skills also introduces new and innovative modes of instruction to achieve higher learning outcomes. According to the Governance of Basic Education Act of 2001, the principal's and master teachers' role as instructional leaders refers to the positive culture reflected in the school, good rapport to make sure that student learning goals are clearly articulated and understood, and that everyone in the school is accountable for the achievement of the goals. The principal also leads curricular and instructional processes and serves as a manager and mentor who empowers students and teachers in learning and teaching.

The following responses serve as solid support for the themes presented.

A. Responses supporting communication factor

Teacher A: "Teacher A said, *"I am motivated to collaborate through constant communication with my teacher mentees for professional growth, which makes us engaged to learn and exchange new better teaching strategies and techniques.*

Teacher B: *"As a mentor, these facilitating factors include strong communication skills, which are essential for clear and effective exchange of ideas. These skills help me provide better guidance, support, and motivation to mentees, and continuous learning opportunities*

keep both mentors and mentees engaged and motivated to improve their teaching practices."

Teacher C*: "Yes, I do love to mentor in order to better cater to the needs of our fellow teachers with effective communication, active listening, and empathy, support."*

Teacher E*: "I regularly communicate with my mentees. As a mentor, I follow up regularly regarding their class observation as scheduled. Yes, I love to mentor to better cater to the needs of our fellow teachers with effective communication, active listening, empathy, and support. Also, I do regular communication.*

Teacher I*: "I establish clear communication channels adapting to the individual needs of mentees."*

Teacher J: "I have to establish good communication to my mentees so that I can relate to them the significant inputs on our technical assistance journey and mentoring."

B. Responses supporting professional growth and development factor

Teacher A: *"I am always motivated to help other teachers for lifelong learning of our dear learners as reflected in the DepEd mission and vision because it is part of DepEd's advocacy to protect and promote the rights of every learner through mentors who assist technically each other for professional growth.*

Teacher B*: "Access to professional development resources, such as workshops, online courses, and educational materials, supports continuous learning and the adoption of innovative teaching strategies, ensuring that both mentors and mentees stay updated with the latest educational trends and methodologies."*

Teacher C*: We are bound by DepEd memos and policies encouraging us to provide technical assistance and mentoring; thus, I actively seek out additional resources to improve my pedagogical skills as a Master teacher, such as online professional development courses, teaching materials, and grants. I collaborate with colleagues and utilize community resources to fill gaps.*

Teacher E*: "As to the content, pedagogies are somehow a struggle. There is no problem with teaching pedagogies, but there is a way of giving Technical Assistance to grow professionally whose teachers are not co-majors."*

Teacher H: *"Access to resources and ongoing professional development opportunities ensure that I stay current with best practices and can introduce new ideas and techniques to my mentees. less background and knowledge for research."*

C. Responses supporting constructive feedback factor

Teacher B:*" Feedback and instructions foster a relationship of trust and openness between mentor and mentee." Teacher B added, "Yes, finally, fostering respectful dialogue, like providing feedback to bridge philosophical differences, involves engaging in open and respectful communication, acknowledging and respecting differing viewpoints, and finding common ground. Sharing success stories and focusing on student outcomes can help align perspectives."*

Teacher C: *"Teaching loads are too heavy to handle & conduct a research study."*

Teacher D: *"I also give positive and negative feedback. Negative feedback occurs when the mentee lacks progress. Conversely, of course, I build good rapport to share feedback with the mentee. I make sure that trust, confidence, and inspiration to do the tasks are also practiced throughout the mentoring process.*

D. Responses supporting LAC sessions as a factor

Teacher A: *"Teacher mentors of the Schools Division of Siargao need capacity-building programs through LAC sessions to improve instructional programs and projects that can enhance the curriculum requirements in terms of essential learning competencies and content as well as pedagogy and assessment."*

Teacher D: *"I also facilitate LAC Sessions for various developmental needs to improve the school's programs and projects and enhance the curriculum that is stipulated in each Performance Commitment Plan & Review."*

Teacher G: *"Another is having an LAC Session. During the LAC session, I will also share with my mentees some teaching strategies that they can use not only in Cooking but also in ICT, electricity, agriculture, and some other specializations."*

E. Responses supporting administrative support as a factor

Teacher B: *It is very lucky in our school that we have supportive administrative engagement on technical assistance and mentoring policies towards a positive school culture.*

Teacher C: *"Mentoring can be tough in terms of overload subjects, but I discuss my mentoring commitments and passion for mentoring with my school administrator in advance. Good enough that I can seek assistance in managing classroom supervision while I am engaged in mentoring activities."*

Teacher D: *"I also assist the principal in class monitoring and make sure, with the principal's cooperation, that the mentee is given instructional observations and support materials to achieve the desired learning and outputs."*

Teacher I: *"My expertise in assisting the principal has helped me build the confidence and skills of my mentee, which has improved teaching practice and student outcomes in learning."*

E. Responses supporting the right attitude as a factor

Teacher H: *"My positive attitude, along with my strong passion, interest, and interpersonal skills, allows me to build trusting relationships with my mentees. It fosters an environment where they feel comfortable sharing their challenges and aspirations.*

Teacher J: *" In this manner, the right attitude towards fellow teachers, such as motivation to help the passion to support, are one of my asset interpersonal skills*

F. Responses supporting positive culture as a factor

Teacher H: *"A Positive school culture provides the necessary backing and framework for mentoring activities, ensuring that they are valued and integrated into the school's overall goals and priorities."*

G. Responses supporting blend of skills as a factor

Teacher C: *"As an MT in my teaching mentoring role, various factors contribute to my effectiveness, including a blend of skills, qualities, and strategies appropriate to the learning modality in school by the learners. I also love to craft and contextualize teaching materials aligned with DepEd standards. Yes, I do love to mentor to better cater to the needs of our learners."*

Table 12. Definition of the generated thematic facilitating factors in the teacher mentoring functions of master teachers

Theme	Definition/ Description
1. Communication	This means using the vital technique of purposively sharing insights and perspectives from mentor to mentee. This is the most compelling factor that is essential for a clear and effective exchange of ideas, feedback, and instructions, fostering a relationship of trust and openness between mentor and mentee.
2. Professional growth and development	This is the second main facilitating factor in teacher-respondents' engagement. Access to resources, such as workshops, online courses, and educational materials, supports continuous learning and the adoption of innovative teaching strategies, ensuring that both mentors and mentees stay updated with the latest educational trends and methodologies.

3.	Constructive feedback	Mentor-mentee communicative interaction is an essential means of collaboration with regard to technical assistance and mentoring. It is a process of exchange of notable observations and findings.
4.	LAC sessions	Master teachers are capacitating mentees through LAC sessions to improve their instructional programs and projects, which can enhance the curriculum requirements in terms of essential learning competencies and content.
5.	Administrative support	A school head's and principals' genuine guidance and assistance that promotes collaboration, respect, and mutual support for mentors-mentee professional growth.
6.	Right attitude	Good manners and a positive attitude toward fellows are the foundation of a successful mentoring relationship. They allow mentees to feel comfortable sharing challenges and seeking advice.
7.	Positive culture	Creating a positive technical assistance culture teaching-learning environment where mentoring can thrive, as teachers feel encouraged and valued.
8.	Blend of skills	Technical assistance and mentoring functions are wrapped with improved teaching practices, as mentors are better equipped and more confident in their professional abilities.

These facilitating factors are listed according to gravity. As reflected in Table 13, communication serves as the most compelling factor because mentors need to communicate the pivotal knowledge gained during the conduct of technical assistance and mentoring functions that will improve the teaching and learning pedagogies. Professional growth and development is shown as the second enabling issue supporting professional essential element of teacher's professional development opportunities to achieve their full potential.

Constructive feedback, as the third theme, is shown as a facilitating factor that reveals know-how mentor-mentee treatments while giving inputs of observations. Per mentoring experience, mentees feel comfortable with mentors who do non-threatening but friendly acts of providing feedback. In fact, ensure that both mentors and mentees feel the bond of mentorship and are updated with the latest educational trends and methodologies; they work beyond office hours and weekends because of other ancillary services. The fourth key facilitating factor goes along with LAC sessions and admin support. As shared by the respondents in the previous discussions, learning initiatives through the conduct of school-based LAC sessions improve and enhance instructional programs and projects in terms of essential learning competencies and content.

Moreover, administrative support adds ease and comfort to the mentors in providing technical support and mentoring to the mentees. Shariatmadari & Mahdi, 2012) have specified three types of obstacles: insufficient development of the institution, for example, deprived resources and infrastructure, and inadequate research capacity and capability. That is institutions that are traditionally not resourced with academic staff often lack the prerequisite skills and knowledge and have inappropriate or underdeveloped organization, management, and support structures.

The genuine guidance and assistance of the school's administrators promote collaboration and respect.

The right attitude toward technical assistance and mentoring is another theme. Good manners and the right attitude are one credible behavioral compass toward effective and efficient mentoring functions. On the other note, cultivating a positive culture makes some master teachers interested in providing technical assistance to mentees without feeling

pressured. A blend of skills is another facilitating factor where master teachers possess better teaching skills and practices that make them confident, which the mentees can positively benchmark and acquire.

According to DepEd Order No. 36 S. 2013: Our Department of Education Vision, Mission and Core Values (DepEd VMV) stated that as stewards of education to protect and promote the rights of all citizens, teachers facilitate learning and constantly nurture every learner.

It is argued that teachers who are engaged in facilitating learning and through research create stronger links between theory and practice in their teaching profession, which can subsequently result in better pedagogical decisions and students' learning outcomes (Walker, 2010). Teachers engaging with and in

the research thinks critically and reflectively about their classroom issues and discover relevant knowledge for themselves accordingly (Cain, 2015; Smith, 2014). They even become more self-efficacious in their professional teaching practice (Cabaroglu, 2014). Figure 2. Shows the framework of the t*hemes generated describing the hindering factors in the teacher mentoring functions of master teachers.*

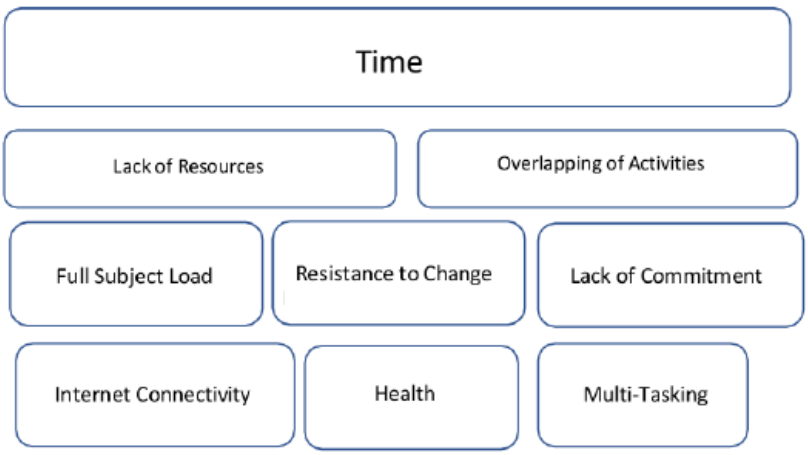

Figure 2. Generated themes describing the hindering factors

Figure 2 shows the challenges experienced by master teachers that potentially hindered technical assistance and mentoring. Time acts as a crucial issue among master teachers. Accordingly, teachers reveal that they have experienced conflicts of time with regard to technical assistance and mentoring since they are faced with the bulk of administrative roles and ancillaries. Moreover, master teachers are bombarded with additional coordinatorships and ancillaries in school, which they need to attain. Because of the heavy workload, it is unlikely that the majority of master teachers will spend time conducting technical assistance and mentoring. This is amidst the actual scenario in which technical assistance and mentoring functions need focus and quality time.

It is also posited in practice that master teachers' lack of resources is another hindrance to providing technical assistance and mentoring. Along with the inadequacy of resources, such as no books available for reference use by teachers and learners due to the havoc brought by typhoon Odette. Knowledge is hampered due to the unavailability of learning resource facilities in schools, which forms part of the obstacles in promoting better performance among learners.

The explanation above is supported by this study on educational institutions of modern societies, which are expected to educate individuals who think scientifically, do research, ask questions, generate information, and share the information they generate (Sahin, &

Yesil, 2011). The teachers working in contemporary society are expected to have sufficient knowledge and skills regarding scientific research and have a positive attitude towards scientific research as well

Furthermore, master teachers have engaged in exposure to technical assistance and mentoring, and the data show that, due to overlapping activities in the school, the respondents encountered discouraging experiences that distracted them from pursuing the functions of master teachers. However, respondents added an equally potential problem that hinders their technical assistance and mentoring tasks due to the full subject load. Teaching full loads daily is the mainnfunction of the master teacher. However, an additional function of the MTs is to assist other teachers as reflected in their KRA on Individual Performance Commitment Review (IPCR), which pertains to being tackled and responsibly considered.

Resistance to change and lack of commitment are other forms of distraction that affect the respondent's technical assistance functions and performance. It is very evident from the responses of the master teachers that along with their conduct of technical assistance, other mentees showed resistance to change, especially on teaching pedagogies they have been used to. Another factor that hinders is that some mentees also lack commitment in the field. They do not have the passion to commit themselves to technical assistance implementation or adhere to the instructional supervision instruction prepared by the master teachers for technical assistance purposes.

As revealed in the master teachers' interview, other hindering factors include internet connectivity, health, and multi-tasking problems. These factors hamper the technical assistance functions of the master teachers due to intermittent internet connectivity, and classrooms do not have internet connections; only the principal's office has. So, teachers can not have access to research for some applicable references related to their lessons. Heath also hinders because mentors are ready to conduct technical assistance, and mentees have to prioritize family health problems instead of submitting their selves to assistance. Multi-tasking problems are also a hindrance due to master teachers' varied tasks and assignments, which mainly involve extra work designations.

The following responses serve as solid support for the themes presented.

H. Responses supporting time constraints;

Teacher A: *"Time hinders me from having technical assistance and mentoring, as well as the full subject loads. My free time will not be enough for preparing the instructional materials."*

Teacher B*: "Hindering factors in mentoring include lack of time. The busy schedules of both mentors and mentees often make it difficult to find adequate time for mentoring sessions, which can limit the consistency and depth of support. I prioritize time management by ensuring that mentoring is scheduled regularly and treated as a priority. This involves making efficient use of time during sessions, focusing on key issues, and setting clear, achievable goals to maximize the impact of each meeting."*

Teacher C: *"Facing constraints on time for technical assistance and mentoring proved to be difficult for me. I hope we can be given a load only for technical assistance purposes. I am a full-time kindergarten teacher."*

Teacher D*: "Time conflicts cause schedule conflicts between me as the mentor and the mentee. I am optimistic about the positive results of mentoring flow, such as giving technical assistance, whether it is a short-term or long-term process. I set time limits for giving estimated deadlines for the accomplishment of outputs. In our school, we spend most of our time after class hours sharing teaching materials they need as my way of mentoring."*

Teacher E: *".One is time constraints. It's all about physical appearance or direct contact between me as the mentor and my mentee. With regards to classroom observations as to*

time constraints, of course I do plan ahead of time with the schedule. I make sure that the schedule for mentoring and class observation with the teacher is not in conflict with my classes. Plan and schedule ahead of time."

Teacher F: *"Submit on-time reports and paper works. Sometimes, paper is not pursued* at the *right time. One thing is the follow-up. For example, if I give recommendations lack of time."*

Teacher G: *"The Hindering factor is time. I have to prepare ahead of time for activities like division and regional activities."*

Teacher H: *"These obstacles often include limited time. Time navigating mentoring and providing technical assistance to fellow educators is considered complex. I've encountered several hindering factors that can make this journey challenging."*

Teacher I: *"I encounter time constraints while providing mentoring and technical assistance."*

Teacher J: *"In my opinion, it would be much better if DepEd allocated time considered a one-load intended for TA and mentoring."*

I. Responses supporting overlapping of activities factor

Teacher J: *"I am faced with the bulk of teacher functions as class adviser and teaching loads daily. Because of heavy workload demands, it is unlikely for me to spend time on technical assistance."*

Teacher F: *"In DepEd, master teachers do not only work as teaching personnel, but administrative functions are also expected. Overlapping activities and functions of teachers."*

J. Responses supporting full subject load factor

Teacher A: *"I have a full load of subject assignments as a teacher plus an advisory class."*

Teacher C*: "I am a full-time kindergarten teacher. I have a full subject load, particularly with my kindergarten classes needing continuous supervision. It was essential not to leave them unattended as they are still in the early phases of their education. Due to full loads, subject preparation and some ancillary tasks burdened me."*

Teacher J: *"I am faced with the bulk of teacher functions as class adviser and in conflict with teaching loads. Teaching loads are too heavy to handle because of heavy workload demands, so it is unlikely for me to spend time on technical assistance."*

K. Responses supporting resistance to change as a factor

Teacher B: *"Resistance to change hinders. Some teachers may be reluctant to alter their established methods, especially if they are comfortable with their current practices, which can slow down the adoption of new, potentially more effective teaching techniques."*

Teacher B: *"Additionally, variations in educational beliefs and practices between mentors and mentees can create friction, as disagreements over teaching methods, classroom management, or curriculum design can impede the mentoring process."*

Teacher H: *"Resistance to change is a common hurdle, but I approach it with patience and empathy. By fostering open communication and actively listening to mentees' concerns, I aim to understand their perspectives and address any apprehensions they may have about adopting new practices or methodologies. Building trust and rapport is key to overcoming resistance and fostering a collaborative environment where mentees feel empowered to embrace change. "*

Teacher I: *" I can overcome obstacles in teacher's resistance to change by continuing to effectively support and guide the teacher mentees in their professional endeavors."*

L. Responses supporting lack of commitment as a factor

Teacher C: "*Mentoring can be tough in terms of overload subjects, but by discussing my mentoring commitments and passion with my school administrator in advance, it is good enough that I can seek assistance in managing classroom supervision while I am engaged in mentoring activities."*

Teacher H: *"I recognize that each mentee has unique needs and levels of commitment. To accommodate these differences, I tailor my mentoring approach accordingly,*

providing personalized guidance and support to help mentees thrive in their professional development journey."

Teacher I: **"***No interest from the mentees." However, I can cope by addressing the hindering factors by proactively and creatively."*

M. Responses supporting Internet connectivity as a factor

Teacher A: *"One of the burdens is the poor access to internet connectivity. I cannot do research for the related activities for the performance task of the learner to be shared to the mentees."*

Teacher J: *"Internet connectivity is not stable. There is no internet connectivity in classrooms. Teachers primarily struggle with their access to research, especially for student performance tasks and activities. Much more so in a situation where there is no internet connection and, of course, no access to research. For sure, this is considered our problem, yet the school has not emphasized the possible assistance from neighboring partners through linkages and partnerships."*

N. Responses supporting health as a factor

Teacher A: *"My health and time."*

Teacher G: *"It is within us to adjust and consider not only the time but also health. One time, my mentee has asked me to move the schedule because she was not feeling well. So, need to adjust so that there is a smooth mentoring and provision of technical assistance."*

Teacher H: *"Prioritize self-care to maintain a healthy balance between my mentoring responsibilities and personal well-being. Ultimately, by embracing these challenges as opportunities for growth and learning,*

O. Responses supporting multi-tasking as a factor

Teacher F: *"The multitasking. Teaching job and technical assistance functions like today has class observation schedule, then, right after observation of classes with notes and recommendations. I still cannot talk personally for post- conference about how to improve the conduct because, as a mentor, I already have a class.*

Table 13. Definition of the generated thematic hindering factors in the teacher mentoring functions of master teachers

Theme	Definition/ Description
1. Time	This means that lack of time for technical assistance and mentoring is the most persuasive factor hindering the majority of the master teacher respondents. They have class schedules for their subject loads in school, which leaves them no time to conduct technical assistance and mentoring.
2. Lack of resources	This is the second main hindering factor why master teacher-respondents failed to diligently conduct technical assistance and mentoring due to a lack of resources as reference materials. The unavailability of learning resources in schools is part of the obstacle to promoting better performance among mentees and learners.
3. Overlapping of activities	Bulk teacher functions distracted them from pursuing the mentoring functions due to many ancillary works in the school.
4. Full subject load	Workloads, according to master teachers, overlap and are full and even in conflict with their class hours.
5. Resistance to change	Reluctant to alter established methods, especially if they are comfortable with their current practices, which can slow down the adoption of new, potentially more effective teaching techniques.
6. Lack of commotment	Not interested and not motivated to welcome technical assistance and mentoring
7. Internet connectivity	Intermittent internet hinders the master teacher- respondents from conducting research for teaching materials to support the mentee for learner's enrichment

	activities.
8. Health	Family health obligations are attended to first.
9. Multi-tasking	Having multi-tasked as a teacher, class adviser, and with technical admin functions and mentoring.

Table 13 shows the summary of the themes generated and the hindering factors in the teacher mentoring functions of master teachers.

These hindrances are listed according to gravity. As reflected in Table 14, time is the primary hindrance among master teachers. Due to the heavy teaching and admin loads, master teachers cannot allocate sufficient time for mentoring anymore.

The lack of resources for research is shown as the second most serious issue. However, teachers only have surface know-how in doing technical assistance and mentoring and overlapping activities, as the third theme shown goes along with the time constraints as significant problems. Per teacher experience, their work is not only limited to teaching. In fact, they work beyond office hours and weekends because of other ancillary services. The fourth key burden of teachers that impedes research conduct is the full subject load. As shared by the respondents in the previous discussions, the unavailability of computers and internet connectivity hamper them from doing research.

Resistance to change is a characteristic attitude reflected in teacher mentees. They are reluctant to alter established methods, especially if they are comfortable with their current practices. Lack of commitment is evident, especially with technical assistance conducted through class observations.

Internet connectivity hinders much research on learning materials to improve teachers' teaching pedagogies. Health is also a barrier to mentoring endeavors because teachers have family health priorities, especially during emergencies. Multitasking is also a problem since master teachers are bombarded with lots of teacher functions to attain, like teaching students and writing reports.

Besides, most master teachers feel the pressure of doing technical assistance and mentoring because it is part of their KRA in the IPCR. Most master teachers force themselves to assist technically other teachers even if there is no time allotted for technical assistance purposes. This is supported by Middaugh (2000), who examined attitudes toward conducting research and using research findings among 249 general physicians and found that they viewed research as necessary and as having a direct effect on their performance. When the literature is reviewed, some studies are found regarding the anxiety of research (e.g., Kracker, 2002). Fear is a natural emotion, and it is different from anxiety (Yilmaz & Cokluk, 2010). Cokluk (2010) defined research anxiety as avoiding researching unless it is necessary and feeling bored and uneasy when it is required to conduct research.

These lived experiences of master teachers indeed call for the attention of DepEd officials in providing the enabling time allotted for potential master teachers' technical assistance and mentoring schedule. The findings further post a challenge and a call for action to the DepEd administrators.

Problem 5. Based on the findings, what intervention and future-ready program can be formulated to improve the technical assistance performance of the master teachers?

Based on the study's results and findings, this portion presents an action plan to promote the technical assistance performance of teachers in the Schools Division of Siargao.

The proposed technical assistance program provides a mechanism for the institutionalization of the school-based program in all public schools within the Siargao

division. The technical assistance program is conceptualized based on the assessment of master teacher's technical assistance skills among mentee teachers. The results of the study were considered when crafting the technical assistance and mentoring program to address both the needs of mentors and mentees. Thus, the mentoring skills of the master teachers were considered in the development of the intervention program.

Rationale

DepEd Order No. 2, s. 2015 mandates the field to implement the Results- Based Performance Management System (RPMS) to ensure that teachers are geared towards the Department of Education's vision, mission values, and strategic priorities. Department of Education and Civil Service Commission summarized the duties and responsibilities of master teachers, which includes mentoring and technical assistance to improve teacher's competence. In the RPMS cycle, Phase II is intended for performance monitoring and coaching, which serve as the objective basis for rating, facilitating feedback, and providing evidence of performance.

In recent decades, numerous studies have shown that mentoring is essential in teacher development and growth, including expert teachers. According to McKinley (2019), mentors can help teachers in adapting to the school climate and culture. Furthermore, McClean (2016) and Hermosisima et al. (2018) affirmed that master teachers were assigned as mentors who technically assist and guide new teachers, train teachers, and mentor new teachers. The master teachers within the division mentor teachers through class observation, reviewing instructional materials, polishing functional daily lesson logs, and giving assessments of their performance. However, the purpose of this study is to gather in-depth significant facilitating and hindering factors to ascertain the mentoring and technical assistance performance skills of master teachers among mentee teachers of the Schools Division of Siargao.

As part of continuous improvement efforts to better improve professional practice and strengthen the integration of technical assistance and mentoring, a school-based technical assistance and mentoring program has been developed. The program describes the appropriate activities, outcomes, and methods of assessment. Through this technical assistance and mentoring program, master teachers can help mentee teachers be adequate and equipped with the required competencies. Thus, a mechanism to further develop the mentoring skills of the master teachers among mentee teachers.

Specific Objectives:

This intervention program aims to:

1. Encourage the development of a support system to increase mentee teachers' performance in the learning delivery
2. Provide enrichment to improve one's mentoring skills and to manage and develop individual potential
3. Provide professional growth opportunities for both mentors and mentees

Target Beneficiaries:

The program will benefit both mentors and mentees. Master teachers who are mentors can significantly contribute to the performance of our teachers in the learning delivery through the details of mentoring. Master teachers work collaboratively with teachers and provide them support through technical assistance and mentoring to enhance their learning and practice. Thus, mentors persistently pursue further development of their mentoring skills and training by reflecting on their own needs and those of their mentees.

Implementation Guide of School-based Mentoring Program

The school-based mentoring program requires a mentor-master teacher and a mentee teacher to work together. However, feedback is necessary to ensure that objectives are attained. Likewise, a support system is needed between mentors and mentees to increase the self-confidence of teachers in the learning delivery. Mentors who will take part in the technical assistance and mentoring program are the master teachers assigned at their corresponding school level in elementary and secondary schools. The mentors shall undergo a series of capacity-building sessions that will primarily target learning area content, concepts, competencies, pedagogies, and teaching strategies. Moreover, technical assistance and mentoring are among the priority areas considered in upskilling mentors.

The school head assigned in the corresponding school station shall lead the conduct of the school-based mentoring program as stipulated in the mentoring plan. In addition, the Public Schools District Supervisor shall monitor the conduct of the school-based mentoring program. Master teachers as mentors shall share best practices, assessments, and other interventions with the teachers as mentees. Learning Action Cell (LAC) is an avenue for demonstration teaching and other related activities that the mentors must do. It is a must that activities relative to school-based technical assistance and mentoring programs should be reflected in the Schools Improvement Plan (SIP)

Key Roles of Personnel in School-based Technical Assistance and Mentoring Program

Schools Division Superintendent (SDS).

1. Ensures that the Schools Division Office (SDO) has transparent systems and processes for choosing qualified mentors
2. Monitors and evaluates the conduct of the program and assigns personnel/offices to be in charge of the above systems and processes

Public Schools District Supervisors (PSDS)

1. Coordinates with the school heads in choosing qualified mentors who will assist in monitoring and evaluation of the school-based mentoring program
2. Visits schools to provide technical assistance to the School Head, Master Teachers, and Teachers and to monitor and evaluate the conduct of the school-based mentoring program

School Heads

1. Leads in the planning and designing of the mentors training in the school by including in the School Improvement Plan (SIP) and in setting standards in the conduct of the activities
2. Assigns master teacher mentors to the mentee teachers Master

Teacher

1. Coordinates with the school head on the implementation of the school-based mentoring program regarding the conduct of activities
2. Guides the teachers in crafting lesson plans, developing instructional materials, contextualizing instructional materials, and innovating teaching strategies
3. Evaluate the implementation of the program and report to the school head and evaluate the teacher using classroom observation tool (COT) as indicated in the RPMS Manual

Title: Future-Ready Mentoring Program for Master Teachers Introduction:

The Future-Ready Mentoring Program for Master Teachers is designed to empower experienced educators with the necessary skills, knowledge, and strategies to thrive in a rapidly changing educational landscape. This program aims to support master teachers in adapting their teaching practices to meet the needs of 21st-century learners and to integrate

technology into their classrooms effectively. By equipping master teachers with innovative approaches and tools, this program will ensure that they continue to inspire and guide the next generation of educators.

Program Objectives:

1. Enhance Pedagogical Skills:
   Provide master teachers with opportunities to explore and develop innovative teaching methods that promote critical thinking, creativity, collaboration, and communication skills among students.
2. Foster Technological Proficiency:
   Equip master teachers with the necessary digital literacy skills and knowledge to effectively integrate technology into their teaching practices, enabling them to create engaging and interactive learning experiences.
3. Promote Future-Oriented Curriculum Design:
   Support master teachers in designing and implementing curriculum that aligns with the needs of the future workforce, including areas such as STEM (Science et al.), coding, artificial intelligence, and data analysis.
4. Cultivate Leadership and Mentorship Skills:
   Develop master teachers' leadership and mentorship abilities, enabling them to guide and support novice teachers in their professional growth effectively.
5. Encourage Continuous Professional Development:
   Foster a culture of lifelong learning among master teachers, providing them with ongoing opportunities for professional development and growth.

Program Components:

1. Professional Learning Communities:
   Facilitate regular collaborative meetings and discussions among master teachers to share best practices, explore emerging trends, and address challenges in education.
2. Workshops and Training Sessions:
   Conduct interactive workshops and training sessions on pedagogical approaches, technology integration, curriculum design, assessment strategies, and leadership development.
3. Coaching and Mentoring:
   Pair master teachers with experienced instructional coaches and mentors who provide personalized support, feedback, and guidance on incorporating innovative teaching practices and leveraging technology effectively.
4. Action Research Projects:
   Encourage master teachers to engage in action research projects to explore and implement innovative teaching strategies, evaluate their effectiveness, and share findings with the wider educational community.
5. Networking and Collaboration:
   Facilitate networking opportunities for master teachers to connect with experts, industry professionals, and other educators to exchange ideas, collaborate on projects, and stay updated on the latest educational advancements.
6. Online Learning Resources:
   Provide access to a comprehensive online repository of resources, including webinars, articles, videos, and lesson plans, to support master teachers in their professional development journey.
7. Recognition and Celebration:

Recognize and celebrate the achievements of master teachers through awards, certificates, and public acknowledgment, inspiring others and fostering a culture of excellence.

Evaluation and Sustainability:

Surveys, feedback sessions, and assessments of student outcomes will be used to evaluate the program's effectiveness regularly. Based on the feedback received and emerging educational trends, the program will be continuously updated. Sustainability will be ensured through partnerships with educational institutions and funding sources and the integration of program components into existing professional development initiatives.

CONCLUSION

Based on the findings of the study, the following conclusions are drawn.

Master teachers are capable of mentoring as they have spent long years of teaching experience. Master teachers receive high administrative support in providing a mentoring-responsive structure. Technical assistance and mentoring performance of master teachers in the Schools Division of Siargao are high in terms of motivation, passion, and interest. However, master teachers need in-depth action research studies on teaching and learning innovations. Dimensions of teacher mentoring are key determinants of the master teacher's technical assistance performance, evidently practiced among teachers. These include the provision of a mentoring responsive structure, motivation, passion and interest, system requirements, pedagogical competence, and feedback mechanisms.

Technical assistance and mentoring performance of master teachers are challenged by the following issues: time, lack of resources, overlapping activities, full subject load, resistance to change, lack of commitment, internet connectivity, health, multitasking, and other distractions. Challenges in mentoring teachers remain abundant; hence, master teachers must have provisions to perform their duties and responsibilities effectively and efficiently. An intervention program designed to improve the technical assistance and mentoring performance of teachers in the Schools Division of Siargao needs to be crafted

Recommendation

Considering the findings and conclusions of this study, the researcher presents the following recommendations:

DepEd. The Department of Education must institutionalize the technical assistance and mentoring program among teachers by crafting policy guidelines. The DepEd shall consider a mechanism of enforcing Teacher Mentoring Administrative Support, the Attitudes and skills of Master Teachers regarding Motivation, Passion, and Interest, system requirements, Pedagogical Competence, and Feedback Mechanisms as significant determinants of mentoring and technical assistance performance.

School Heads. Mentoring skills enhancement must be included in the Technical Assistance Plan of the education program supervisors and school heads. School heads shall promote better technical assistance and mentoring support and develop strategies to encourage and motivate teachers to provide mentoring assistance. It is further recommended that administrators invest effort in engendering a technical assistance and mentoring culture among schools in Siargao. A school-based mentoring program should be implemented within the division to enhance the mentoring skills of master teachers.

Administrative support shall be given priority in promoting technical assistance and mentoring culture and performance within the school, specifically in providing internet connectivity and institutionalizing time allotted to these policies.

Other High-Level Teacher Experts. Other high-level teacher experts near the school can be tapped to infuse new, better ideas to mentor and provide technical assistance to other mentee teachers. These teacher experts working in nearby schools and other universities definitely can be utilized to share their valuable time and expertise to make the most of the mentor's experience and knowledge more engaging and fruitful. Getting the right mentor-mentee match also plays a big part. While a mentee's needs can be varied, choosing the right mentor can provide a way to start a fruitful discussion between mentors and mentees.

Master Teachers. Master teachers should craft training programs for teachers during Learning Action Cell (LAC) sessions and focal group discussions, which include intensive and focused monitoring and evaluation activities. They shall be consistently encouraged and motivated by the school in the conduct of technical assistance and mentoring. An initiative is needed to elicit a positive attitude and commitment toward technical assistance and mentoring.

Master Teachers and teachers shall be consistently encouraged and motivated by the school to conduct in-depth studies for action research. An initiative is needed to elicit a positive attitude toward research on teaching and learning innovations.

Future Researchers. It is further recommended that the results of this research serve as a springboard for future researchers to investigate any possible factors that would significantly increase the adequacy of the developed model for teacher performance. Follow-up research focusing on mentoring programs should be conducted to determine the effectiveness of the contributions herein recommended for implementation.

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