

Nurturing Excellence: An Inquiry Into the Dynamics of Mentoring, Coaching and Supervision of Master Teachers in Educational Setting

Marcel Hermida Diaz

Master Teacher I, Department of Education

Abstract

This doctoral study delves into the dynamics of mentoring, coaching, and supervision practices among master teachers in Magallanes District, Sorsogon Province, during the 2023-2024 academic year. The research aims to comprehensively explore these support mechanisms and their impact on professional development, career progression, collaborative teaching practices, and leadership development.

The study assumes that varied ongoing practices positively influence master teachers' growth and effectiveness. It also recognizes proactive engagement as crucial for fostering a collaborative educational environment. Anticipated challenges faced by master teachers in mentoring, coaching, and supervision processes are addressed to enhance support mechanisms.

The research focuses on the experiences of eleven master teachers, emphasizing lived experiences within the educational context. Findings reveal that master teachers play a pivotal role in shaping colleagues' growth, employing diverse methods, and navigating challenges. Collaborative teaching and learning practices emerge as essential, along with leadership development.

Based on the results, a proposed training program aims to enhance master teachers' skills in mentoring, coaching, and supervision. The study contributes to understanding effective support mechanisms and provides recommendations for future research in educational contexts.

CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

Teachers play a pivotal role in shaping the educational landscape and fostering the intellectual and socio-emotional development of students. Their influence extends far beyond the classroom, impacting the future of individuals and societies. The importance of teachers is underscored by their ability to impart knowledge, instill critical thinking skills, and nurture a love for learning. Teachers serve as mentors, guiding students through academic challenges and providing invaluable support for personal growth. The United Nations Educational, Scientific and Cultural Organization (UNESCO) recognizes the fundamental role of teachers in achieving global education goals. UNESCO emphasizes the importance of well-trained and motivated teachers in enhancing the quality of education and fostering sustainable development. Studies by the UNESCO highlight that teachers are key agents in realizing inclusive and equitable education systems, contributing to the overall advancement of societies.

Research by the UNESCO suggests that investing in teacher training and professional development positively impacts educational outcomes. By empowering teachers with the necessary skills and knowledge, educational institutions can better address the diverse needs of students and create environments conducive to effective learning. Teachers, as agents of change, play a crucial role in shaping the future workforce, promoting social cohesion, and fostering a culture of lifelong learning. Recognizing and supporting the role of teachers is essential for the success of educational institutions and the broader goals of sustainable development in the global context.

In DepEd, the role of teachers if done well will equate to quality education received by the learners. Constant and consistent professional development is what it takes to achieve educational success. One of the roles of teachers among their peers that play significant role in improving academic success are coaching, mentoring, and supervision. These are integral components of teacher professional development, aimed at enhancing teaching competencies and fostering continuous improvement in educational settings. Coaching involves a collaborative and personalized approach, where experienced educators provide targeted guidance to their peers. Mentoring, on the other hand, often pairs a more experienced teacher with a novice, creating a supportive relationship focused on personal and professional growth. Supervision encompasses the structured observation and evaluation of teaching practices by administrators or instructional leaders to ensure adherence to educational standards.

In schools, coaching, mentoring, and supervision are typically implemented through various strategies. Professional learning communities, workshops, and one-on-one sessions, Learning Act Cells (LAC) provide platforms for collaborative discussions and skill-building exercises. Classroom observations and feedback sessions conducted during supervision offer opportunities for constructive dialogue between teachers and administrators. These practices create a supportive environment for teachers to reflect on their teaching methods, exchange ideas, and receive targeted guidance for improvement.

Numerous studies emphasized the significance of coaching, mentoring, and supervision in developing teacher competencies. A study conducted by Ingersoll and Strong (2011) highlighted the positive impact of mentoring programs on teacher retention and job satisfaction. Additionally, the research by Showers and Joyce (1996) emphasized the efficacy of coaching in promoting the transfer of new teaching strategies into classroom practice. These studies underscore how these approaches contribute to creating a culture of continuous learning, ultimately improving the quality of education in schools.

Importantly, coaching, mentoring, and supervision contribute significantly to the holistic development of teacher competencies. These practices do not only focus on enhancing instructional techniques but also on nurturing a teacher's socio-emotional well-being and overall job satisfaction. A study by Ingersoll and Strong (2011) found that mentoring programs not only positively impact teaching practices but also contribute to teachers' sense of professional efficacy and self-confidence. This holistic approach recognizes that effective teaching goes beyond the mastery of subject matter; it involves creating a positive and supportive classroom environment that fosters student engagement and success. The ongoing support provided through coaching, mentoring, and supervision helps educators navigate the multi-faceted aspects of their profession, resulting in a more resilient and empowered teaching workforce.

Coaching, mentoring and supervision among teachers will yield success if supported amply by the entire school system. The significance of developing teachers through coaching, mentoring, and supervision has been a focal point of investigation, reflecting the dynamic nature of teacher professional development. Coaching, as a personalized support mechanism, emerges as a cornerstone in refining instructional techniques and fostering reflective teaching practices (Knight, 2007). This individualized approach has

shown promise in addressing the unique needs of teachers, with research suggesting that it contributes to improved classroom outcomes and enhanced pedagogical strategies. Furthermore, the study by Ingersoll and Strong (2011) delved into the realm of mentoring, unveiling its crucial role in shaping teachers' early careers, positively influencing retention rates, and fostering job satisfaction. This mentorship dynamic, often forged between experienced educators and novices, provides a symbiotic relationship that transcends conventional instructional boundaries.

Supervision, a collaborative and constructive evaluative process, completes the triad of teacher development strategies. While ensuring alignment with educational standards, supervision cultivates a culture of continuous improvement among educators (Knight, 2007). This tripartite approach goes beyond the mere acquisition of skills; it extends to nurturing the overall well-being and resilience of teachers. A study by Skaalvik and Skaalvik (2014) accentuated the profound impact of job satisfaction on teachers, intricately linked to their perceptions of professional development opportunities. Teachers engaging in coaching, mentoring, and supervision not only feel more supported and empowered but also contribute to an enriched school community, influencing the overall quality of instruction.

In educational research, these strategies work together to create a story that goes beyond traditional ideas about professional development. The research underscores not only the immediate impact on instructional methodologies but also the enduring effects on teacher satisfaction, retention, and the broader educational ecosystem. The nuanced interplay between coaching, mentoring, and supervision reveals a multifaceted approach to teacher development, one that acknowledges the intricate balance between pedagogy, mentoring, and collaborative evaluation.

In the current educational landscape of the Philippines, the implementation of mentoring and coaching and supervision under the K to 12 curriculum and the integration of technology in classrooms have been key focal points in recent educational reforms. The K to 12 curriculum, introduced in 2013, represents the country's response to global educational standards, aiming to produce well-rounded graduates equipped for the challenges of the modern world (Department of Education, 2010). The use of technology in education has gained prominence, driven by the government's commitment to enhancing digital literacy skills among students. However, challenges persist, with resource limitations, infrastructure gaps, and disparities in educational opportunities remaining significant hurdles (Tan, 2020). Efforts to address these issues underscore the ongoing commitment to improving the quality and accessibility of education across the Philippines.

Likewise, mentoring, coaching, and supervision are perceived as valuable components of teacher professional development. A study by Nisperos (2017) highlighted the positive impact of mentoring on teacher effectiveness and retention, emphasizing the importance of structured mentoring programs for novice teachers. Coaching, often conducted collaboratively or through peer observation, has been shown to contribute to improved teaching practices and increased teacher self-efficacy (Aclan & Ramiro, 2016). Supervision, when characterized by constructive feedback and support, fosters a culture of continuous improvement among teachers (Magno & Sarmiento, 2018). However, a study by Adap (2016) pointed out the need for standardized and equitable implementation of these support mechanisms, addressing disparities in support and resources across different schools and regions.

To mandate mentoring, coaching and supervision in school settings, DepEd Order No. 42, s. 2017, aptly titled "National Adoption and Implementation of the Philippine Professional Standards for Teachers," exemplifies the department's commitment to elevating the quality of education by emphasizing the significance of continuous professional development. This order not only sets the framework for the

professional standards but also recognizes the pivotal role of mentors in guiding and nurturing the growth of new teachers, aligning with global best practices (Department of Education, 2017). It reflects the department's acknowledgment that effective mentoring contributes significantly to the enhancement of teacher competencies and, by extension, the overall quality of education.

Furthermore, the importance of supervision in creating a safe and supportive learning environment is underscored by DepEd Order No. 35, s. 2019, known as the "DepEd Child Protection Policy." This order explicitly articulates the responsibility of school heads and supervisors in monitoring the well-being of both learners and teachers, reinforcing the idea that effective supervision is not only about academic oversight but also about fostering a holistic and nurturing educational atmosphere (Department of Education, 2019). The emphasis on child protection highlights the department's commitment to ensuring not only the academic development but also the overall well-being of everyone within the educational ecosystem.

In line with these policy directives, a study by Magno and Sarmiento (2018) delved into the effects of supervisory behaviors on teachers' professional growth and commitment in the Philippines. The study brings to light the positive impact of supportive supervision on teachers' development and commitment to their profession. The findings resonated with the broader context of creating an environment where supervision is not merely evaluative but acts as a catalyst for professional growth, reflecting the symbiotic relationship between teachers and their supervisors (Magno & Sarmiento, 2018).

This confluence of DepEd directives and research insights underscores the department's commitment to creating a nurturing, supportive, and continuously improving educational environment through coaching, mentoring, and supervision. It represents a comprehensive approach that recognizes the multifaceted nature of teacher development and underscores the importance of a collaborative and supportive educational ecosystem.

Along the implementation of mentoring, coaching and supervision, DepEd teachers encounter various challenges which significantly impact their professional development. The multifaceted nature of these challenges requires a nuanced understanding to formulate effective strategies and support mechanisms. One pervasive issue is the limited availability of structured mentoring programs. While mentoring is recognized as a crucial aspect of teacher development, the absence of formalized systems leaves many Filipino teachers without consistent and tailored guidance. A study by Tenedero and Tenedero (2017) shed light on this challenge, indicating that a considerable number of teachers feel the need for more structured mentoring programs to address their individual needs and concerns. This points to the importance of not just acknowledging the significance of mentoring but also implementing systematic approaches that cater to the diverse needs of Filipino teachers.

Another noteworthy challenge is the need for culturally responsive coaching and supervision practices. The cultural context of the Philippines significantly influences teaching practices, and a misalignment between coaching or supervisory approaches and cultural nuances can hinder effective professional development. A study by Santos (2019) emphasized the importance of culturally sensitive coaching strategies, indicating that teachers often find it challenging to integrate generic coaching models into their Filipino classroom contexts. This highlights the necessity for a more culturally attuned approach to coaching and supervision that respects and integrates the unique cultural dynamics of Filipino education. Furthermore, the issue of workload and time constraints emerges prominently in the discourse on coaching and supervision. Many Filipino teachers face demanding workloads, making it challenging to actively engage in coaching and supervision activities. The study by Reyes and Cruz (2018) underscored this

challenge, revealing that teachers often perceive coaching and supervision as additional tasks rather than supportive mechanisms. Addressing this challenge requires a systemic approach that not only recognizes teachers' time constraints but also integrates coaching and supervision seamlessly into their existing responsibilities.

In addressing these challenges, it becomes evident that a one-size-fits-all approach is insufficient. Tailoring mentoring, coaching, and supervision programs to the unique needs and cultural context of Filipino teachers is imperative. Moreover, there is a need for collaborative efforts between educational institutions and policymakers to establish comprehensive and culturally responsive support systems.

In the advent of performing the roles of mentoring, coaching and supervision, the roles of principals and master teachers in providing technical assistance to teachers play a pivotal role in enhancing teachers' skills and competencies. These practices are essential components of professional development, contributing significantly to the continuous improvement of teaching quality.

Mentoring, as facilitated by master teachers, is a personalized and relational form of support. It involves experienced educators guiding their less experienced colleagues, sharing insights, and providing constructive feedback. In a study by Cruz and Dizon (2018), the mentoring dynamic was found to be crucial in fostering a collaborative and supportive learning environment. By tapping into the experiential knowledge of master teachers, novice educators can navigate the complexities of the teaching profession, gaining practical wisdom that goes beyond formal training.

Coaching, as implemented by both principals and master teachers, involves a more collaborative and interactive approach. Through reflective dialogues, classroom observations, and targeted feedback, coaching aims to address specific teaching challenges and enhance pedagogical skills. The study by Abellera and Santos (2019) emphasized the positive impact of coaching on teacher efficacy and instructional practices. The iterative nature of coaching fosters a continuous improvement mindset, encouraging teachers to experiment with new strategies and refine their teaching methods.

Supervision, led by school principals, provides a structured framework for overseeing and guiding teachers' performance. While supervision involves aspects of evaluation, it is increasingly recognized as an opportunity for professional dialogue and growth. In a study by Santos (2017), effective supervision was linked to teachers' professional growth and commitment. Principals, acting as instructional leaders, create a culture where supervision becomes a collaborative process, aligning individual teacher goals with broader school objectives.

The implementation of these technical assistance practices aligns with the broader goal of improving teacher skills and competencies in the Philippines. The unique context of the Philippine education system, influenced by diverse cultures and regional nuances, requires a tailored approach to professional development. As highlighted in studies such as those by Abellera and Santos (2019) and Cruz and Dizon (2018), the symbiotic relationship between mentoring, coaching, and supervision contributed to a holistic and contextually relevant approach to teacher development.

However, challenges exist, including resource constraints and the need for comprehensive training programs for principals and master teachers. Addressing these challenges requires a collaborative effort from educational leaders, policymakers, and relevant stakeholders to invest in the continuous professional development of those involved in providing technical assistance to teachers.

The effective employment of mentoring, coaching, and supervision by principals and master teachers in the Philippines is integral to cultivating a dynamic and continuously improving educational landscape. By recognizing and leveraging the unique strengths of these technical assistance practices, the educational

system can better equip teachers with the skills and competencies needed to meet the evolving needs of students in diverse contexts.

The above - mentioned data directly shows that the investigation into the dynamics of mentoring, coaching, and supervision among master teachers in educational settings is crucial due to its potential to reshape the professional development landscape for educators. Teachers play an indispensable role in shaping the future through the education of the next generation. Understanding the nuanced impact of mentoring, coaching, and supervision on teachers' professional growth can contribute significantly to the enhancement of their teaching practices. This study seeks to uncover the intricate relationships between these support mechanisms and various dimensions of teachers' development, such as professional skills, career progression, collaborative teaching practices, and leadership development. By delving into these dynamics, the research aims to provide actionable insights that can inform educational policies and practices, fostering a more supportive and effective learning environment.

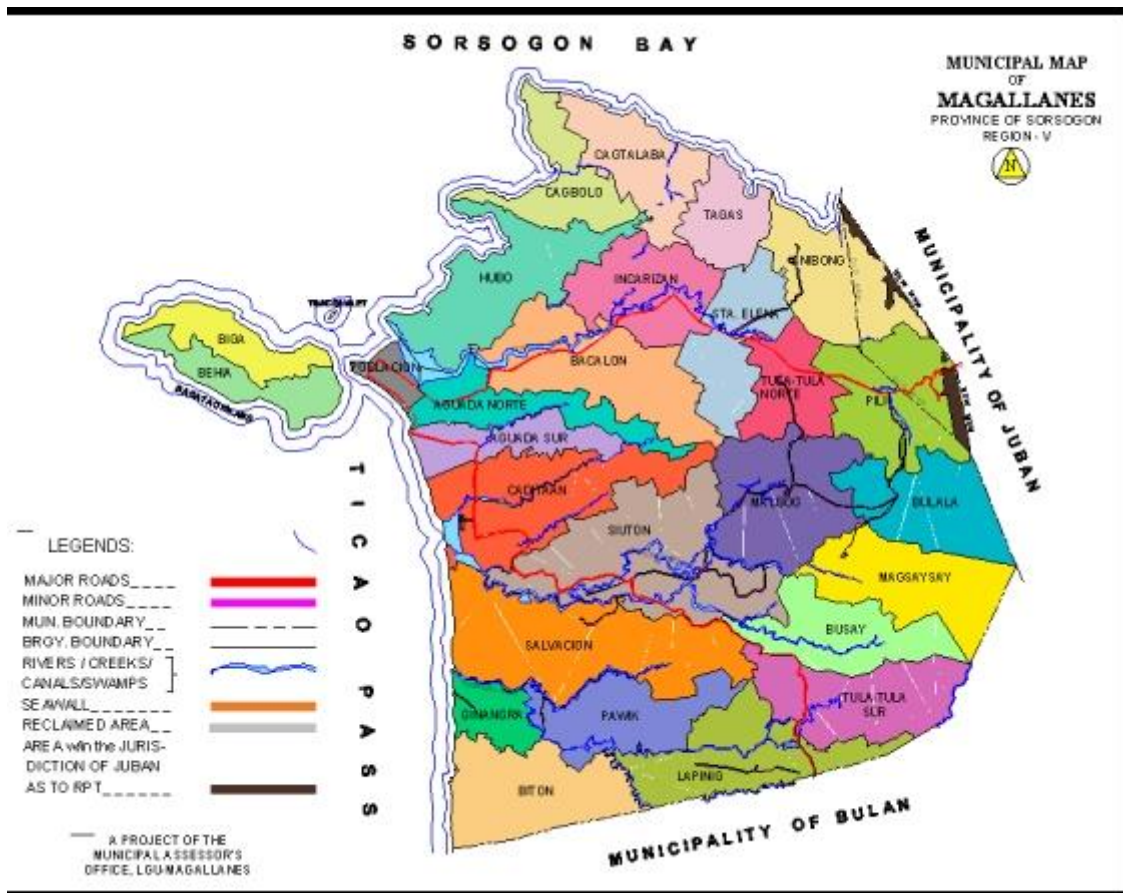
Teachers stand to benefit significantly from the findings of this study. First and foremost, the research intends to illuminate the positive influences of mentoring, coaching, and supervision on professional development, enabling teachers to make informed decisions about their career trajectories. Understanding the strategies and dynamics involved in these support mechanisms empowers teachers to engage more proactively in their own growth. Additionally, the study's insights can inform the design of targeted training programs, equipping teachers with the skills needed to excel in mentoring, coaching, and supervision roles. Ultimately, the research aspires to contribute to a more nurturing educational environment where teachers thrive, resulting in improved teaching quality and, by extension, enhanced learning experiences for students.

The setting of the Study

The locale of the study is the Municipality of Magallanes in the Province of Sorsogon. Magallanes is primarily considered a coastal town as 24 of its 34 barangays are situated along the seashore and with the abundant marine resource, the natives take to the sea daily for their food and livelihood. Magallanes, officially the Municipality of Magallanes, is a 2nd class municipality in the province of Sorsogon. The municipality has a land area of 150.09 square kilometers or 57.95 square miles which constitutes 7.08% of Sorsogon's total area. Its population as determined by the 2020 Census was 37,411. This represented 4.51% of the total population of Sorsogon province, or 0.62% of the overall population of the Bicol Region.

Marine and fishpond fishing are the town's prime industry despite large agricultural lands being engaged as well in crop and livestock production. Fish drying is a common practice among the locals after which the produce is sold to neighboring towns.

Central to the study are two prominent elementary schools located in the heart of the town: **Magallanes North Central School** and **Eduardo Lee Chan Memorial School**. These institutions serve as vital pillars of education in the community, catering to a large population of learners from both the coastal and inland barangays. Magallanes North Central School, as one of the town's flagship schools, has long been recognized for its role in providing quality education, nurturing academic excellence, and producing well-rounded individuals. Similarly, Eduardo Lee Chan Memorial School stands out as a dynamic institution that combines modern educational practices with deep-rooted cultural values, fostering a holistic learning environment. Both schools are not only the largest in the municipality but also serve as hubs for innovation and collaboration among educators, making them ideal settings for studying the professional practices and developmental initiatives of the respondent teachers.



Legend:

FGD Participants

Figure 1- Map of Magallanes Showing the Participant Schools

Statement of the Problem

The study attempted to comprehensively study the dynamics of mentoring, coaching, and supervision as experienced by master teachers in Magallanes North and South Districts, School Year 2023-2024. By exploring their perceptions, proactive engagement, challenges, and proposing a tailored training program, the study aimed to contribute actionable insights that foster excellence, collaboration, and continuous professional development among master teachers within the Magallanes District

Specifically, the study answered the following questions:

How do master teachers perceive the impact of mentoring, coaching, and supervision to their colleagues along:

- Professional development
- Career progression
- Collaborative Teaching-Learning Process
- Leadership Development

How do master teachers engage in mentoring, coaching, and supervision of their colleagues within the district, examining the:

- Methods employed,

- Strategies implemented, and
- Dynamics inherent in these support mechanisms?

What challenges do master teachers face in the mentoring, coaching, and supervision process?

- How do master teachers address these challenges in mentoring, coaching and supervision of their colleagues along with:
 - Professional Development
 - Career Progression
 - Collaborative Teaching-Learning Process
 - Leadership Development

What training program could be designed and proposed to further enhance the skill of master teachers in mentoring, coaching, and supervision for professional development?**Assumptions**

1. Master teachers in the educational district actively engage in mentoring, coaching, and supervision practices, contributing to the professional development of their colleagues.
2. The experiences and perspectives of master teachers regarding mentoring, coaching, and supervision impact their colleagues' professional development, career progression, collaborative teaching practices, and leadership development.
3. Proactive engagement in mentoring, coaching, and supervision is perceived as valuable by master teachers, fostering a positive and collaborative educational environment within the district.
4. Challenges faced by master teachers in the mentoring, coaching, and supervision process are recognized and addressed, contributing to continuous improvement in support mechanisms.
5. There is a readiness among master teachers and educational stakeholders to embrace and participate in a proposed training program designed to enhance mentoring, coaching, and supervision skills.
6. The proposed training program is seen as a valuable initiative that has the potential to positively impact the skills, effectiveness, and professional development of master teachers within the district.

Scope and Delimitation

This research, entitled "Nurturing Excellence: An Inquiry into the Dynamics of Mentoring, Coaching, and Supervision of Master Teachers in Educational Settings," focused on the educational landscape of Magallanes North and South Districts, Sorsogon, throughout the school year 2023-2024. The study was specifically designed to provide an extensive exploration of the mentorship, coaching, and supervision practices among master teachers within this distinct geographical and temporal context. The geographic scope was exclusively confined to Magallanes District, ensuring a concentrated examination of mentorship dynamics tailored to the unique educational environment within this district. Specifically, the study is delimited to the academic year 2023-2024, capturing a contemporaneous snapshot of the prevalent practices and challenges faced by master teachers during this specific timeframe.

The primary participants in this study are master teachers within Magallanes District during the specified school year. Their experiences, perceptions, and practices related to mentoring, coaching, and supervision form the nucleus of the research. The study addressed four main dimensions: first, delving into master teachers' perceptions of the impact of mentoring, coaching, and supervision on professional development, career progression, collaborative teaching practices, and leadership development. Second, the research explores the proactive engagement strategies employed by master teachers in these support mechanisms, covering the methods, strategies, and inherent dynamics. Third, it uncovered the challenges faced by master teachers in the mentoring, coaching, and supervision processes and their adaptive strategies. Lastly,

the study proposes a training program meticulously designed to enhance master teachers' proficiency in mentoring, coaching, and supervision, with a focus on their continuous professional development within Magallanes District. The scope is explicitly limited to this specified educational district, excluding participation from teachers and principals in other districts within the Schools Division of Sorsogon, in Sorsogon City Division, and in private schools across Sorsogon Province.

Significance of the Study

This research carries thoughtful significance for multiple stakeholders, offering novel insights into the dynamics of mentoring, coaching, and supervision among master teachers in Magallanes District, Sorsogon, during the school year 2023-2024. Specifically, the findings of this study will be beneficial to the following:

Department of Education. The study serves as a foundation for the Department of Education, providing actionable insights to enhance the implementation of mentoring, coaching, and supervision programs. By aligning with the department's commitment to quality and equal education, this research contributes to the ongoing efforts to improve educational practices.

School Administrators. As leaders responsible for fostering a safe and supportive educational environment, school administrators can leverage the study's findings to institutionalize effective mentoring, coaching, and supervision practices. This research provides a roadmap for creating a positive and collaborative educational culture within their respective schools.

Teacher Training Programs. Institutions offering teacher training programs can integrate the latest findings to better prepare educators for the challenges and opportunities associated with mentoring, coaching, and supervision. This ensures that teachers are equipped with the latest strategies and best practices to enhance their professional development.

Teachers. The study serves as a contemporary guide to enhancing their role as mentors and supervisors. By valuing diversity and incorporating the unique contributions of each learner, teachers can create a classroom environment that promotes equality, safety, and a sense of belonging for every student.

Learners. The research directly impacts learners, ensuring that they receive quality education irrespective of their abilities. By addressing the unique needs of learners, including those with special needs, the study contributes to fostering an inclusive learning environment, promoting positive attitudes and changing discriminatory perspectives among students.

Policy Makers. Policy makers can use the research findings to guide the development of policies related to mentoring, coaching, and supervision. This ensures that policy decisions are rooted in the real-world experiences of teachers and principals, leading to effective and relevant changes in educational practices.

Parents. Parents gain insights into their significant role in supporting their child's education, particularly in the context of mentoring, coaching, and supervision. The study enlightens parents about the importance of their involvement in supporting their child's learning journey, especially when their children have unique educational needs.

Researcher. The researcher conducting the study benefits by contributing to the latest body of knowledge on mentoring, coaching, and supervision in school contexts. The insights gained from this research not only add to their academic contributions but also inform their current and future research endeavors.

Future Researchers. The study becomes a valuable resource for future researchers, providing the latest information on mentoring, coaching, and supervision practices among master teachers. The findings serve as a foundation for further research, guiding scholars in exploring related topics and contributing to the ongoing discourse in educational practices.

Definition of Terms

To provide the readers with a better understanding of the study, the following terms are defined conceptually and operationally:

Mentoring. This is a collaborative and supportive professional relationship where experienced teachers provide guidance and assistance to their less experienced colleagues.

In this study, mentoring refers to the collaborative and supportive relationship between experienced master teachers and their less experienced colleagues, emphasizing its significant role in fostering professional growth and retention.

Coaching. Involves intentional support provided by master teachers to enhance specific teaching skills, address challenges, and foster continuous improvement.

Within the scope of this study, coaching refers to the intentional support provided by master teachers to enhance specific teaching skills and address challenges for continuous improvement, highlighting the positive impact of coaching on teacher practices and student outcomes.

Supervision. Within the context of this study, refers to the process by which master teachers oversee, guide, and evaluate instructional practices of their colleague teachers.

In this study, supervision refers to the process by which master teachers oversee, guide, and evaluate the instructional practices of their colleague teachers, emphasizing the importance of effective supervision in promoting teacher development and improving classroom practices.

Professional Development. Encompasses activities undertaken by master teachers to enhance their skills and knowledge.

Professional development in this study encompasses activities undertaken by master teachers to enhance their skills and knowledge, emphasizing its ongoing nature.

Career Progression. Involves the advancement of master teachers in their professional roles, including promotions and increased responsibilities.

Career progression, as used in this study, involves the advancement of master teachers in their professional roles, including promotions and increased responsibilities, revealing a positive correlation between leadership opportunities and career satisfaction.

Collaborative Teaching Practices. Entail master teachers working together to plan, implement, and reflect on instructional strategies.

Collaborative teaching practices in this study entail master teachers working together to plan, implement, and reflect on instructional strategies, demonstrating the positive impact of collaborative practices on teacher professionalism.

Leadership Development. Pertains to activities preparing master teachers for leadership roles.

Leadership development, as used in this study, pertains to activities preparing master teachers for leadership roles, exploring the multifaceted nature of teacher leadership.

Methods. In Mentoring, Coaching, and Supervision refer to the specific approaches used by master teachers.

In the context of this study, methods in mentoring, coaching, and supervision refer to the specific approaches used by master teachers.

Strategies. In Mentoring, Coaching, and Supervision encompass intentional plans and actions.

Strategies in mentoring, coaching, and supervision encompass intentional plans and actions.

Dynamics. In Mentoring, Coaching, and Supervision involve the interactive and evolving aspects of these relationships.

Dynamics in mentoring, coaching, and supervision involve the interactive and evolving aspects of these relationships.

Challenges. In Mentoring, Coaching, and Supervision encompass obstacles faced by master teachers in the support process.

Challenges in mentoring, coaching, and supervision encompass obstacles faced by master teachers in the support process.

A Training Program. Is a structured set of activities designed to enhance master teachers' skills.

A training program, as used in this study, is a structured set of activities designed to enhance master teachers' skills, outlining key principles for designing effective teacher training programs.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

The investigation of mentoring, coaching, and supervision among master teachers in school settings will necessitate a comprehensive review of existing literature to contextualize the upcoming research within the broader field of educational practices. The chapter delved into relevant studies and literature that shed light on the dynamics of mentoring, coaching, and supervision in the educational landscape. By examining a multitude of knowledge pertaining to these support mechanisms, the synthesis of insights are instrumental in identifying gaps within the current understanding. The literature served as a foundation for formulating the theoretical and conceptual frameworks that guide the upcoming study in uncovering the intricate relationships between master teachers and their colleagues, exploring the impact on professional development, career progression, collaborative teaching practices, and leadership development. The synthesis of existing knowledge sets the stage for a deeper exploration of the dynamics of mentoring, coaching, and supervision, providing a backdrop against which the upcoming study aims to contribute novel insights and address gaps in the field.

Foreign Literature

UNESCO's 2018 "Global Education Monitoring Report-Teachers and the Teaching Profession" holds direct relevance to the current study on mentoring, coaching, and supervision among master teachers in educational settings. The report's emphasis on the pivotal role of teachers globally aligns with the central focus of the study, acknowledging the significance of educators in shaping the educational landscape. Moreover, the report's recognition of mentoring and supervision as integral components of teacher support systems resonates with the core themes explored in the current research.

As UNESCO highlights the challenges faced by educators worldwide, the study draws parallels with the potential challenges master teachers may encounter in their roles as mentors and supervisors. The report's insight into how mentoring and supervision actively contribute to ensuring quality education provides a theoretical framework for the study, guiding the exploration of how these support mechanisms impact professional development and contribute to sustaining educational quality. By acknowledging the global importance of mentoring and supervision, the study gains a broader perspective, enriching its contextualization within the global discourse on teacher development and the role of support systems in advancing educational quality universally.

The World Bank's 2019 study on "Effective Teacher Professional Development" directly informs the present investigation into mentoring, coaching, and supervision among master teachers. The study's exploration of effective teacher professional development aligns with the overarching goal of the current research, which seeks to understand how support mechanisms contribute to the professional growth of

educators. The specific emphasis on coaching and mentoring as pivotal components underscores their importance in fostering effective teaching practices.

In the context of the current study, the World Bank's findings contribute to the theoretical framework by highlighting the need for personalized support mechanisms. As the research delves into the dynamics of mentoring, coaching, and supervision among master teachers, the World Bank's insights provide a lens through which to examine the impact of tailored support on addressing the diverse needs of educators. This study's exploration is enriched by the World Bank's emphasis on the effectiveness of coaching and mentoring, reinforcing the idea that personalized support mechanisms can play a crucial role in enhancing teaching practices and overall teacher development.

The UNICEF report from 2017, entitled "Inclusive Education: A Call for a Whole School Approach," aligns closely with the focus of the current study on mentoring, coaching, and supervision among master teachers. The report's advocacy for inclusive education resonates with the overarching goal of the present research, which seeks to understand how support mechanisms contribute to a collaborative and inclusive educational environment. UNICEF emphasizes the integral role of mentoring and coaching in fostering inclusivity, acknowledging that these support systems are key components in creating learning environments that cater to the diverse needs of all students.

In the context of the current study, UNICEF's findings reinforce the importance of mentoring and coaching not only for individual teacher development but also for the broader goal of creating inclusive schools. The report's call for a whole-school approach aligns with the research's exploration of how master teachers contribute to the collaborative and inclusive aspects of education.

The World Bank's 2018 report, "Improving Teaching and Learning in the Philippines," provided a pertinent lens through which to examine the dynamics of mentoring, coaching, and supervision among master teachers in the Philippine educational setting. The report recognizes the intrinsic value of mentoring and coaching programs as integral components of broader initiatives aimed at enhancing teaching and learning outcomes. This resonates with the central theme of the current study, which explores how master teachers engage in mentoring, coaching, and supervision within the district setting of Magallanes, Sorsogon.

Within the scope of this research, the effectiveness of mentoring and coaching in providing specific support to teachers is illuminated through insights from the World Bank's findings. The recognition of these support mechanisms as contributors to enhanced educational outcomes aligns with the primary objective of this study: to investigate how master teachers actively engage in such practices. By integrating perspectives from the World Bank's report, the research attains a more comprehensive understanding of the potential impact of mentoring and coaching programs on teaching and learning in the Philippine context.

The United Nations Development Programme's (UNDP) 2019 study, "Teacher Development and Quality Education," accentuated the intrinsic link between teacher development and the attainment of quality education. This resonates with the core themes of the current study, which aims to investigate the dynamics of mentoring, coaching, and supervision among master teachers in Magallanes District, Sorsogon. UNDP's advocacy for mentoring and coaching programs aligns with the overarching goal of the research, which is to explore how these support mechanisms contribute to the professional development of master teachers. In the specific context of the Philippines, the UNDP study offers insights into addressing the multifaceted challenges within the education sector. By emphasizing mentoring and coaching as strategies to enhance teacher capacities, the study provides a relevant backdrop for the exploration of master teachers' proactive engagement in such practices. The UNDP's global perspective on teacher development, when integrated

into the local context of Magallanes District, enriches the understanding of how these programs can be tailored to address the unique challenges and opportunities within the Philippine educational landscape. The Asian Development Bank's (ADB) 2020 study, "Enhancing Teacher Quality in Asia and the Pacific," provides valuable insights into strategies aimed at improving teacher quality within the regional context. This study aligns with the current research, which seeks to investigate the dynamics of mentoring, coaching, and supervision among master teachers in Magallanes District, Sorsogon. ADB's emphasis on the role of mentoring and supervision in ensuring teacher effectiveness is particularly pertinent to the present study, as it strives to understand how master teachers in a localized setting engage in these support mechanisms.

The ADB study, focused on the Asia-Pacific region, offers a broader perspective on the challenges and solutions related to teacher quality. When applied to the specific educational landscape of Magallanes District, this study contributes to the understanding of how mentoring, coaching, and supervision can be instrumental in enhancing teacher quality. By acknowledging the importance of adapting to diverse learning environments, ADB's insights resonate with the localized examination of master teachers' proactive engagement in Magallanes District.

Cruickshank's 2018 study, "The Impact of Mentorship on Teacher Professional Development," is a pivotal exploration of the influence of mentoring on the professional growth of teachers. The study aligns seamlessly with the objectives of the current research, which aims to delve into the dynamics of mentoring, coaching, and supervision among master teachers in Magallanes District, Sorsogon. Cruickshank emphasized the significance of personalized guidance in mentoring, a theme that resonates with the proactive engagement strategies of master teachers within the specific district.

The positive correlation identified by Cruickshank between effective mentoring and enhanced teaching practices contributes directly to the central focus of the present study. Understanding the impact of mentoring on various aspects, including professional development, career progression, collaborative teaching practices, and leadership development, will draw on and extend the findings of Cruickshank's work. As a foundational piece in the broader discourse on mentoring, Cruickshank's study provided a nuanced perspective that informs the theoretical framework and conceptual underpinnings of the current research, enriching the exploration of mentoring dynamics among master teachers.

The study conducted by Muraya and Wairimu (2020) in Kwale County, Kenya, on the effects of teacher mentoring aligns closely with the objectives of my research, titled "Nurturing Excellence: An Inquiry into the Dynamics of Mentoring, Coaching, and Supervision of Master Teachers in School Settings." Both studies shared a common focus on the improvement of teaching practices through mentoring. The Kenyan study's findings, indicating a statistically significant impact of mentoring on mean classroom practice scores, resonated with the goals of my research to explore the dynamics of mentoring among master teachers.

This study provided valuable insights into the positive outcomes associated with mentoring, reinforcing the importance of mentoring in enhancing teaching practices. By incorporating these findings into the broader context of my research, it enriches the theoretical framework and supports the notion that mentoring is a crucial component in promoting professional development among teachers. The Kenyan study's emphasis on integrating mentoring into the formal school program further informs discussions on the potential institutionalization of mentoring practices within the educational landscape, a facet that aligns with the proposed training program for master teachers in Magallanes District, Sorsogon. The correlation between effective mentoring and improved classroom practices observed in the Kenyan study adds a

substantive layer to the narrative of mentoring dynamics within my research, contributing to a more comprehensive understanding of its impact.

The study conducted by Amin, Bakhsh, and Muhammad (2018) investigated the impact of a mentoring program on the performance of primary school teachers, offering valuable insights into the effectiveness of mentoring in educational settings. Their findings suggest a positive correlation between participation in the mentoring program and improvements in teacher performance, emphasizing the significance of mentoring in contributing to the professional growth of educators. This research is particularly pertinent to the current study, which centers on understanding the dynamics of mentoring, coaching, and supervision among master teachers. Amin et al.'s findings resonate with the anticipated positive outcomes of mentoring explored in the present research, providing a foundational connection and highlighting the relevance of their study to the broader discourse on the impact of mentorship on teacher development. Through this alignment, the current research aims to contribute nuanced insights into the multifaceted roles of master teachers in fostering professional growth within the educational landscape.

Collet's (2016) showed the exploration of the GIR model in mentoring for teacher effectiveness provides a valuable perspective on mentoring strategies that enhance teacher performance. The GIR model, as outlined in the study, stands for Guidance, Inspiration, and Reflection, reflecting a holistic approach to mentoring. Collet emphasized the importance of mentoring not only in providing guidance but also in inspiring teachers and fostering reflective practices. The study's findings shed light on the multifaceted nature of effective mentoring, aligning with the multifaceted roles explored in the current research on master teachers' mentoring, coaching, and supervision dynamics. Collet's insights contribute to the understanding of mentoring as a comprehensive support mechanism, offering guidance for the present study in uncovering the nuanced interactions within master teacher support systems. The integration of the GIR model principles into the broader discussion on teacher effectiveness enhances the relevance and applicability of Collet's work to the exploration of master teachers' roles in promoting professional development.

Cullingford's (2016) work, "Mentoring in Education: An International Perspective," served as a comprehensive resource providing insights into mentoring practices on a global scale. The international perspective presented in the book contributes a broader understanding of mentoring dynamics, acknowledging the diverse contexts in which mentorship operates. Cullingford delved into various aspects of mentoring, exploring its significance in different educational settings. The findings and discussions within the book enrich the understanding of the complexities and variations in mentoring practices, fostering a nuanced appreciation for the global landscape of mentorship. In the context of the present research on master teachers' mentoring, coaching, and supervision, Cullingford's international insights offered a valuable backdrop for understanding the potential variations in these support mechanisms within Magallanes District, Sorsogon. By referencing this international perspective, the study gains a more informed view, acknowledging the diverse approaches to mentoring in education and contributing to a more holistic exploration of master teachers' roles in the local context.

The critical review conducted by Ingersoll and Strong (2011) on the impact of induction and mentoring programs for beginning teachers provided an insightful examination of the effectiveness of support mechanisms for educators in their early career stages. The findings of their research shed light on the positive influence that induction and mentoring programs can have on the professional development and retention of novice teachers.

In the context of the current study on master teachers' mentoring, coaching, and supervision, Ingersoll and Strong's work adds a valuable layer of understanding about the potential long-term impact of mentoring on teachers' career progression. Referencing this critical review enhances the present study by grounding it in the broader discourse on mentoring's influence not only on immediate professional development but also on the overall sustainability and retention of educators. Drawing from the insights of Ingersoll and Strong's research, the study gains depth in exploring the potential long-term effects of mentoring practices among master teachers in Magallanes District, Sorsogon.

Irby et al.'s (2017) research, entitled "Mentoring as professional development," thoroughly explores the multifaceted dimensions of mentoring within the realm of professional growth. The study emphasized the dynamic role that mentoring plays in shaping educators' skills and overall development. The findings highlight the integral connection between effective mentoring and continuous professional development, aligning closely with the core objectives of the present study. By incorporating insights from Irby et al.'s research, the study on master teachers in Magallanes District gains a broader perspective on the potential impacts of mentoring, not only on specific skills but also on the overall professional development trajectories of educators. The focus on mentoring as a form of ongoing professional development becomes a crucial element in understanding how master teachers can contribute to the continuous growth and enhancement of their colleagues within the educational setting. This study builds upon Irby et al.'s foundation, exploring the intricate dynamics of mentoring and its role in shaping the professional identities and competencies of master teachers.

Martin's (2006) research, "The mentoring process in pre-service teacher education," directs its attention to the pre-service phase, offering insights into the critical period of teacher preparation. The study delves into the dynamics of mentoring during the formative stages of a teacher's career, providing valuable insights into the initial experiences and challenges faced by educators. The findings emphasize the pivotal role of mentoring in shaping the professional development of pre-service teachers.

This research proved relevant to the present study as it contributes a contextual understanding of the early phases of mentoring within the broader spectrum of teacher development. Examining Martin's work enriches the exploration of mentoring, coaching, and supervision among master teachers in Magallanes District with insights into how these support mechanisms can be strategically employed not only for in-service educators but also as a foundational element in the continuum of teacher development. The study acknowledges the significance of early mentoring experiences in influencing the overall trajectory of a teacher's professional journey, aligning with the goal of understanding the varied impacts of mentoring among master teachers within the district. The findings underscore the critical role of mentoring during the formative stages of a teacher's career, emphasizing its enduring impact on the professional development of educators.

In the study conducted by Ochanji, Twoli, and Bwire (2017), entitled "Teacher mentoring for effective teacher training and development: The case of a developing country, Kenya," the researchers employed a comprehensive investigation into the impacts of teacher mentoring. Through an exploration of the Kenyan educational context, the study revealed substantial findings regarding the effectiveness of mentoring in fostering teacher training and development. The research identified specific areas of improvement in teacher competencies and practices, shedding light on the nuanced ways in which mentoring positively influences professional growth. The insights gained from this study extend beyond traditional perspectives on mentoring, offering a deeper understanding of its role in the specific challenges faced by educators in a developing country setting.

The results indicated a significant correlation between effective mentoring and enhanced teacher training outcomes. Teachers who participated in mentoring programs showcased notable improvements in their instructional strategies, classroom management, and overall pedagogical skills. Moreover, the study highlighted the importance of personalized support and guidance provided by mentors, emphasizing the need for tailored approaches to address the diverse needs of teachers. The findings underscored the transformative potential of mentoring, not only in individual teacher development but also in contributing to the broader goals of educational quality and effectiveness. As the current study in Magallanes District, Sorsogon, aims to unravel the dynamics of mentoring among master teachers, the insights derived from Ochanji et al.'s research offer a valuable framework for understanding the multifaceted impacts of mentoring on teacher competencies within specific educational contexts.

Related Studies

Teachers play a pivotal role in the development of the nation, contributing significantly to the formation of well-rounded learners with strong values and essential 21st-century skills. Their impact extends beyond the classroom, shaping individuals who can actively contribute to the progress and advancement of the Philippines. This aligns seamlessly with the vision of the Department of Education (DepEd), as outlined in DepEd Order No. 36, s. 2013, which envisions Filipinos passionately devoted to their country, equipped with the values and competencies to realize their full potential and make meaningful contributions to nation-building.

It is abundantly clear from various sources that the quality of teachers directly influences student achievement, emphasizing the crucial link between effective teaching and quality learning. Therefore, the imperative to improve teacher quality emerges as a cornerstone for achieving sustainable and long-term nation-building goals. Recognizing and enhancing the capabilities of teachers becomes not only an educational priority but also a strategic investment in the future of the Philippines.

McKinney (2016) said that master teachers are highly skilled professional educators endowed with significant leadership responsibilities and authority, often collaborating closely with the school administrative team. Their primary role involves partnering with the principal to analyze student data and formulate comprehensive academic achievement plans for the school. Master teachers take the lead in facilitating cluster groups, offering demonstration lessons, and engaging in coaching and team-teaching with their fellow educators. Moreover, they actively participate in collaborative efforts to develop and decide on the adoption of learning resources and research-based strategies geared towards enhancing overall student performance.

This delineation underscored the multifaceted role of master teachers as educational leaders who not only contribute to instructional excellence but also play a pivotal role in shaping the overall educational landscape of the school. Their involvement in data analysis, collaborative teaching practices, and strategic decision-making positions them as key influencers in driving positive outcomes in student learning and performance.

McKinney's (2016) stated that depiction of master teachers as highly skilled professionals with significant leadership roles and collaborative responsibilities aligns seamlessly with the focus of the current study on the dynamics of mentoring, coaching, and supervision among master teachers in Magallanes District, Sorsogon. The emphasis on leadership collaboration, data analysis, and academic planning resonates with the study's exploration of how master teachers proactively engage in supporting their colleagues. McKinney's insights lay a foundational understanding of the leadership dimensions of master teachers,

providing a theoretical backdrop for investigating the specific strategies employed in mentoring, coaching, and supervision within the unique educational context of Magallanes District.

Carolan and Guinn's (2007) insights, as cited by Romero et al. (2016), underscored the multifaceted role of master teachers in fostering effective pedagogical approaches. The emphasis on personalized scaffolding, flexible teaching methods, subject-area expertise, and the creation of inclusive and supportive classroom environments aligns coherently with the central themes of mentoring, coaching, and supervision explored in the current study. Their assertion that these skills are pivotal not only for student development but also for the growth of colleagues resonates with the study's focus on understanding how master teachers contribute to the professional development of their peers in Magallanes District, Sorsogon. Carolan and Guinn's advocacy for teacher development, particularly through mentoring and coaching, provides a theoretical underpinning for investigating the strategies employed by master teachers in the district to enhance the skills and competencies of their fellow educators.

Mohana and Enoch (2017), pointed that master teachers are perceived as supportive supervisors and motivators for less experienced individuals, facilitating both personal and professional progress. Their role is instrumental in promoting excellence in the teaching profession through purposeful sharing of effective instructional practices, peer coaching, and mentoring. This aligns with the core focus of the current study, which seeks to explore the dynamics of mentoring, coaching, and supervision among master teachers in Magallanes District, Sorsogon. The emphasis on collaborative learning and the enhancement of teaching processes echoes the study's objective to understand how master teachers contribute to the professional development of their colleagues. Mohana and Enoch's assertion that master teachers play a critical role in teachers' development, enabling them to realize their potential and fostering growth, provides a conceptual framework for investigating the impact of master teachers on the skills and competencies of educators within the specific educational context of Magallanes District.

Sangalang (2018) stressed that master teachers are regarded as highly skilled instructional leaders, play a pivotal role in assisting teachers with their skills and responsibilities. They actively contribute to facilitating student learning by developing functional lesson plans and incorporating appropriate, adequate, and updated instructional techniques and materials. Gabriel (2005) further supported this perspective, emphasizing that master teachers not only ensure teachers feel supported but also contribute to increasing their knowledge of best teaching practices and enhancing student achievement. This echoes the focus of the present study on understanding how master teachers in Magallanes District, Sorsogon, engage in mentoring, coaching, and supervision to positively impact the professional development and effectiveness of their colleagues. The insights from Archibong and Gabriel provided a foundation for exploring the strategies employed by master teachers in fostering a supportive and enriching learning environment within the specific educational context under investigation.

Moreover, Roehrig et al. (2007) affirmed that a widely accepted strategy to address the challenges faced by teachers, enhance the quality of their teaching, and improve student achievement is through mentoring provided by master teachers. Mentoring serves as a valuable means for teachers to access the guidance of more experienced educators who act as sounding boards, guides, and counselors. Roehrig et al. (2007), said that the mentoring skills of master teachers are multifaceted, encompassing goals such as enhancing teaching performance, retaining promising beginning teachers, promoting personal and professional well-being, and ensuring standards for student learning. This aligns with the core objectives of the present study in Magallanes District, Sorsogon, which seeks to explore how master teachers engage in mentoring, coaching, and supervision to address challenges and contribute to the overall professional development of

their colleagues. The findings from Roehrig et al. provided a theoretical framework for understanding the multifaceted goals and positive impacts associated with mentoring programs led by master teachers.

Van Ginkel et al. (2015) emphasized that master teachers employ two key mentoring strategies: (1) master teachers as co-thinking with teachers, and (2) master teachers as co-learning with teachers. The strategy of master teachers as co-thinking with teachers involves the use of direct conversation techniques such as probing, summarizing, and responding to teacher input and concerns. This skill aims to facilitate teacher learning about their own practice and how to enhance it. On the other hand, master teachers as co-learning with teachers involves engaging in professional learning as a collaborative process of knowledge construction through joint inquiry into practice. This strategy acknowledges that learning to teach is a continuous process of integrating various forms of knowledge into a personal, practical, and professional knowledge base for teaching. It underscores the importance of reflection and dialogue for the interactive reconstruction of knowledge about teaching and learning over an extended period. These mentoring strategies, as highlighted by Van Ginkel et al. (2015), are crucial components of the present study's exploration of how master teachers engage in mentoring, coaching, and supervision to enhance teaching strategies, thereby contributing to improved academic learning performances of students in Magallanes District, Sorsogon.

Parker-Katz and Bay (2008) underscored that teacher preparation programs rely heavily on field experiences, with master teachers serving as pivotal mentors for teacher candidates in their classrooms. The mentoring skills coupled with pedagogical approaches of master teachers are being investigated as a promising mode of professional development. This approach is seen not only as a means to enhance teaching practices but also as a strategy to improve academic performance among students and act as a catalyst for social change. Mentoring, according to Parker-Katz and Bay, is perceived as a transformative process with the potential to significantly impact the teaching profession positively, aligning with the current study's aim to explore how master teachers' mentoring, coaching, and supervision contribute to improved teaching strategies and academic learning outcomes of students in Magallanes District, Sorsogon.

Mentoring emerges as a potent force in education, as evident in Castanheira's (2016) meta-synthesis of thirty-seven papers on mentoring. The findings reveal that mentoring is associated with increased job satisfaction among teachers, more effective use of classroom time, improved academic performance of students, and heightened levels of confidence. Glazerman et al. (2010) further supported these assertions, emphasizing the impactful mentoring skills of master teachers. These skills, including training and mentoring teachers, devising techniques and programs to enhance teaching and learning, and conducting staff development workshops, wield significant influence over instructional practices of teachers and contribute to pupils' achievement. The insights from Castanheira and Glazerman et al. align with the present study's exploration of how master teachers' mentoring, coaching, and supervision positively impact teaching practices and student academic performance in Magallanes District, Sorsogon.

Mentoring, as outlined by Marciano et al. (2019), underscored that master teachers bring forth and can exhibit pedagogical knowledge, adept at linking theories to practice and exemplifying effective teaching methods. Serving as "living examples" of good teaching, master teachers not only model these practices but also stimulate and support reflection on teaching methodologies. Their approach perceives learning as a reciprocal and collaborative endeavor, fostering a relationship that transcends conventional mentor-mentee dynamics. This collaborative dimension of mentoring opens up possibilities not only for supporting the professional growth of teachers but also for enhancing the overall teaching practices. As

the study delves into the dynamics of mentoring, coaching, and supervision among master teachers in Magallanes District, Sorsogon, Marciano et al.'s insights contribute to understanding how mentoring becomes a catalyst for both professional development and improved teaching practices, which, in turn, positively impact students' academic performance.

Williams (2012) highlighted the pivotal role of master teachers' mentoring skills, emphasizing their ability to provide technical assistance in applying diverse teaching techniques. In addition, master teachers serve as mentors by co-teaching with colleagues to address content and skills difficulties, offering support in conducting action research, and acting as valuable resources and consultants for other teachers. These multifaceted mentoring skills contribute significantly to facilitating instructional improvement and promoting student learning. In the context of the present study on the dynamics of mentoring, coaching, and supervision among master teachers in Magallanes District, Sorsogon, Williams' insights shed light on how mentoring serves as a comprehensive mechanism for addressing various aspects of teaching and learning, aligning with the study's exploration of how such support contributes to instructional enhancement and student success.

Stanulis and Floden (2009) underscored the transformative impact of intensive mentoring provided by master teachers, particularly in preparing and supporting educators to enhance student achievement through the development of effective, balanced instructional practices. Their insights emphasize that mentoring skills play a crucial role in engaging new teachers in joint inquiry, fostering an understanding of the importance of learning from practice, and providing essential tools for teaching, such as observation, feedback, and analysis of student work. Aligning with the focus of the present study on the dynamics of mentoring, coaching, and supervision among master teachers in Magallanes District, Sorsogon, Stanulis and Floden's findings contribute to the exploration of how mentoring, when conducted with instructional and standards-based strategies, can significantly impact student achievement. This aligns with the broader goals of the study in understanding the multifaceted roles of master teachers in promoting effective teaching practices and positively influencing student outcomes.

Synthesis of the State of the Art

The synthesis of the state of the art in mentoring, coaching, and supervision among master teachers reveals a comprehensive understanding of the complex dynamics within the educational landscape. The literature encompasses a diverse array of perspectives, contributing valuable insights from both local and global contexts.

A prominent thread in the literature, highlighted by McKinney (2016) and Sangalang (2018), positions master teachers as educational leaders. Their multifaceted roles extend beyond conventional teaching, involving collaboration with school administrators, data analysis, and comprehensive academic planning. This leadership dimension is reinforced by Stanulis and Floden (2009), who emphasize the transformative impact of intensive mentoring in preparing educators to enhance student achievement through effective instructional practices.

Carolan and Guinn (2007) and Roehrig et al. (2007) shed light on the pivotal role of master teachers in fostering effective pedagogical approaches. They emphasize personalized scaffolding, flexible teaching methods, and the creation of inclusive and supportive classroom environments. This theme aligns with Van Ginkel et al.'s (2015) identification of key mentoring strategies, emphasizing co-thinking and co-learning with teachers to enhance teaching strategies.

The literature consistently portrays master teachers as supportive supervisors and motivators, as noted by Mohana and Enoch (2017). Their role is instrumental in promoting excellence in the teaching profession

through purposeful sharing of effective instructional practices, peer coaching, and mentoring. This aligns with the insights from Parker-Katz and Bay (2008), who underscore the importance of master teachers serving as pivotal mentors for teacher candidates, contributing to instructional improvement and promoting student learning.

Foreign literature, including reports from UNESCO (2018), the World Bank (2019), UNICEF (2017), UNDP (2019), and ADB (2020), provided a global perspective on teacher development. These sources emphasized the intrinsic link between teacher development and the attainment of quality education. They recognize mentoring and coaching as integral components of teacher support systems, reinforcing the idea that these mechanisms are universally crucial in advancing educational quality.

Cruikshank's (2018) showed exploration of the impact of mentoring on various aspects, including professional development, career progression, collaborative teaching practices, and leadership development, resonates with the broader goals of the study. This theme is further supported by the findings of Amin et al. (2018), Muraya and Wairimu (2020), and Ingersoll and Strong (2011), emphasized the positive correlation between effective mentoring and improvements in teacher performance, long-term sustainability, and overall career progression.

Cullingford's (2016) said that international perspective on mentoring practices acknowledges the diverse contexts in which mentorship operates globally. Ochanji, Twoli, and Bwire's (2017) study in Kenya provides insights into the effectiveness of mentoring in addressing the specific challenges faced by educators in a developing country setting. This theme adds depth to the understanding of mentoring dynamics, acknowledging variations in approaches within different educational settings.

Collet's (2016) GIR model (Guidance, Inspiration, and Reflection) emphasized a holistic approach to mentoring, providing guidance, inspiring teachers, and fostering reflective practices. This model complements the multifaceted roles explored in the current research on master teachers' mentoring, coaching, and supervision dynamics.

The synthesis of the state of the art underscores the multifaceted roles of master teachers in leadership, collaboration, effective pedagogy, and supportive supervision. It recognizes the global significance of mentoring and coaching in advancing educational quality and emphasizes the need for tailored support mechanisms. Insights from comprehensive mentoring models and diverse contextual perspectives contribute to the theoretical framework, enriching the exploration of mentoring, coaching, and supervision among master teachers in Magallanes District, Sorsogon. The study is positioned to uncover the nuanced interactions within master teacher support systems, providing a holistic understanding of their roles in promoting professional development and improving student outcomes.

Gap Bridged by the Study

The prevailing literature and research offer crucial insights into the broader landscape of teacher development and support mechanisms globally. Numerous studies have explored the significance of mentoring, coaching, and supervision in enhancing teacher effectiveness and fostering professional growth. Existing works have outlined the theoretical underpinnings, emphasized the role of personalized guidance, and even provided international perspectives on these support systems. However, a noticeable gap persists in the localized exploration of these dynamics, specifically within the school setting of Magallanes District, Sorsogon.

While the extant literature has laid a solid foundation, the current study seeks to narrow down its focus and delve into the intricacies of mentoring, coaching, and supervision among master teachers in Magallanes. The literature predominantly offers generalized insights, often drawing on global or national

contexts. In contrast, the present research aims to bridge this gap by providing a localized perspective, acknowledging the unique challenges, opportunities, and practices within the Philippine setting.

Moreover, the existing body of knowledge primarily emphasizes the positive outcomes and theoretical frameworks associated with mentoring, coaching, and supervision. The current study aspires to contribute by going beyond these broad strokes and unraveling the lived experiences of master teachers in Magallanes District. By doing so, it aims to identify specific variables, challenges, and successes that may be distinctive to this specific locale, thus offering a more nuanced understanding of the real-time practices of mentoring, coaching, and supervision.

Additionally, while some studies touch upon the effectiveness of mentoring, coaching, and supervision individually, the integrated exploration of these support mechanisms remains limited. The present research seeks to address this gap by comprehensively examining how mentoring, coaching, and supervision intersect and collectively contribute to the professional development of master teachers. This holistic approach intends to provide a more complete picture of the support systems at play, acknowledging the interconnectedness of these elements within the educational landscape of Magallanes District. These researches read by the researchers did not exactly focus on this concern. It is in this context that this research was chosen by the researcher.

This is the gap that the researcher would like to bridge.

Theoretical Framework

This study is grounded in multiple educational theories that collectively provide a robust framework for understanding the dynamics of mentoring, coaching, and supervision among master teachers in Magallanes District, Sorsogon. Each theory contributes unique perspectives that, when integrated, offer a comprehensive understanding of the factors influencing the professional development of educators in the context of the Philippines.

Social Learning Theory:

Albert Bandura's Social Learning Theory forms a foundational element of the theoretical framework. This theory is instrumental in comprehending how master teachers acquire and develop their skills through observation, modeling, and interaction. In the context of this study, Social Learning Theory helps elucidate the ways in which master teachers learn from their peers, both through formal mentoring programs and informal interactions. The emphasis on observational learning aligns with the idea that master teachers can enhance their practices by observing effective teaching strategies and approaches within the school community.

Adult Learning Theory (Andragogy):

Malcolm Knowles' Andragogy theory brings a crucial perspective to the study, focusing on the unique learning preferences of adult educators. As master teachers are experienced professionals, Andragogy becomes relevant in understanding their preference for self-directed learning, practical applications, and the immediate relevance of educational strategies to their roles. This theory underscores the importance of tailoring mentoring and coaching programs to align with the autonomous and practical learning preferences of master teachers.

Cognitive Apprenticeship:

Collins, Brown, and Newman's Cognitive Apprenticeship theory offers insights into the mentoring and coaching dynamics among master teachers. The theory posits that learning is most effective when novices work alongside experts in authentic contexts. Applied to this study, Cognitive Apprenticeship helps explore how master teachers guide and mentor less experienced colleagues in real teaching situations. It

provides a lens through which the study can examine the transfer of knowledge, skills, and practices from expert master teachers to those in the early stages of their careers.

Transformational Leadership Theory:

James V. Downton and James MacGregor Burns' Transformational Leadership Theory contributes a leadership-oriented perspective to the study. In the context of mentoring and coaching, this theory helps unravel how master teachers, through inspirational and motivational approaches, contribute to the professional growth and transformation of their peers. The theory underscores the idea that effective mentoring goes beyond routine guidance, inspiring positive change, and fostering a collaborative and supportive educational environment.

By integrating these theories, the research aims to develop a nuanced understanding of the multifaceted interactions within master teacher support systems. The combination of Social Learning Theory, Adult Learning Theory (Andragogy), Cognitive Apprenticeship, and Transformational Leadership Theory provides a comprehensive framework for exploring how mentoring, coaching, and supervision contribute to the ongoing professional development of master teachers in Magallanes District, Sorsogon.

This builds upon Transformational Leadership principles by emphasizing the dynamic role of master teachers in fostering professional growth and transformation among their peers. This theory highlights how master teachers, through inspiration, motivation, and a shared vision, empower my colleagues to achieve personal and collective excellence. It emphasizes individualized professional growth, tailoring mentorship and coaching to the unique needs and aspirations of my mentees while fostering collaboration, innovation, and reflective practices. By leading by example and providing emotional empowerment, master teachers instill confidence, resilience, and a commitment to continuous improvement. The ripple effect of this approach not only enhances the leadership capacities of my mentees but also fosters a positive, collaborative school culture aligned with holistic educational advancements. Ultimately, this will help transform both mentors and mentees into agents of change, driving sustainable improvements in teaching and learning practices.

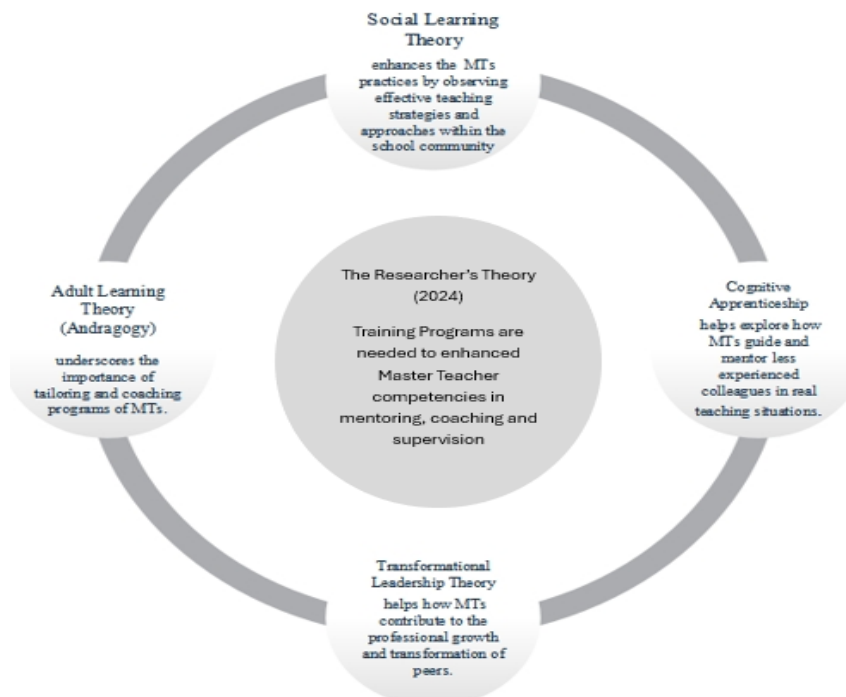


Figure 2. Theoretical Paradigm

Conceptual Framework

Figure 3 illustrates the conceptual paradigm guiding this study, employing a system of input, process, output, and feedback components.

Input Phase:

The initial phase of the conceptual framework involves a comprehensive exploration of the current practices of master teachers in Magallanes District, Sorsogon, regarding mentoring, coaching, and supervision. The input phase delves into the experiences and perceptions of master teachers, identifying specific variables that influence their roles in these support mechanisms. The study actively involves key stakeholders, including master teachers and school administrators, to understand the nuances of mentoring, coaching, and supervision within the local educational context. Additionally, the input phase considers the unique challenges faced by master teachers, forming the basis for gathering insightful data that informs subsequent phases of the conceptual paradigm.

Process Phase:

In the process phase, a well-structured methodology is employed to systematically gather, analyze, and interpret extensive data related to mentoring, coaching, and supervision practices among master teachers. Various data collection methods, including interviews, surveys, and focus group discussions, are utilized. The study employs rigorous analysis techniques, such as thematic coding and content analysis, to distill meaningful patterns and insights. Observational methods may be incorporated to gain a nuanced understanding of the actual practices within the educational setting. The systematic analysis of data and careful interpretation contribute to generating a robust foundation for developing a comprehensive framework for mentoring, coaching, and supervision dynamics.

Output Phase:

The output phase results in the development of a Comprehensive Framework for Mentoring, Coaching, and Supervision in Educational Settings. This output serves as a structured guide designed to enhance the effectiveness of mentoring, coaching, and supervision practices among master teachers. Drawing on the extensive data collected during the process phase, the framework incorporates key insights from master teachers and administrators, offering practical and applicable tools to address identified variables influencing these support mechanisms. The output is intended to be a valuable resource for educators, administrators, and policymakers seeking to improve the overall effectiveness of mentoring, coaching, and supervision in the local educational context.

Outcome Phase:

In the outcome phase, the research envisions an Elevated Educational Environment as a direct result of the implemented Comprehensive Framework for Mentoring, Coaching, and Supervision. The anticipated outcome is a transformed educational landscape marked by improved mentoring, coaching, and supervision practices among master teachers. This enhanced environment is characterized by more supportive, collaborative, and impactful interactions between master teachers and their peers. The ultimate goal is to create an educational setting that fosters continuous professional development and collaboration, contributing to the overall improvement of teaching practices and student outcomes.

Feedback Phase:

The feedback phase establishes a continuous and reciprocal communication loop between the implemented Comprehensive Framework and the ongoing practices of master teachers. This involves systematically collecting and analyzing feedback from master teachers, administrators, and other stakeholders interacting with the framework. The feedback mechanism serves as a valuable tool for

assessing the effectiveness of the framework in real-world educational settings. Through surveys, interviews, and regular evaluations, the research seeks to understand the experiences, challenges, and successes encountered during the implementation of the framework. This feedback loop contributes to the iterative nature of the research process, allowing for refinements and adjustments based on practical insights and observed outcomes, ensuring the sustainability and continuous improvement of mentoring, coaching, and supervision practices in Magallanes District, Sorsogon.

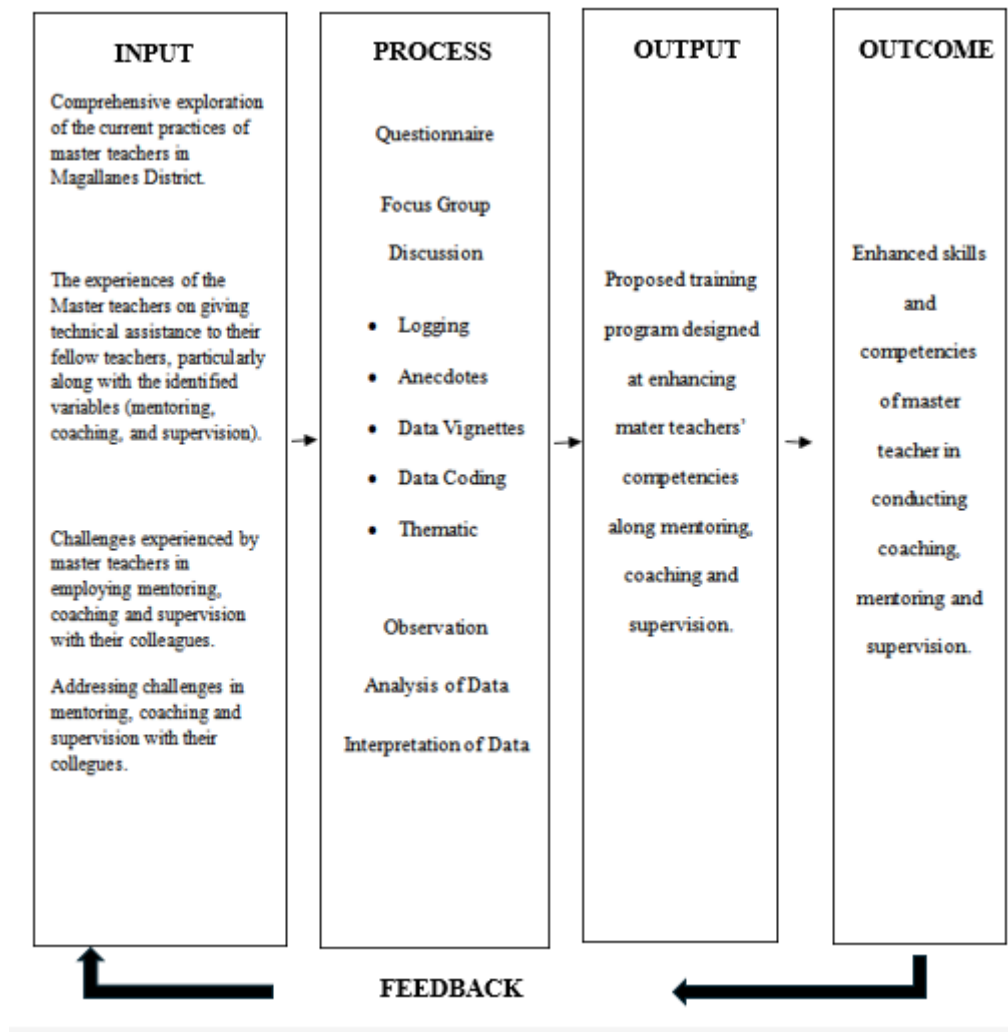


Figure 3 – Conceptual Paradigm

**CHAPTER III
METHOD AND PROCEDURES**

This chapter provided a comprehensive overview of the research methodology employed in the study. It included a detailed discussion of the research method, the study's participants, the chosen research instrument, the validation process of the instrument, the procedure for data collection, the selection of an appropriate research design, and the formulation of research questions.

Research Focus

The study tried to determine comprehensively investigate and understand the multifaceted dynamics of mentoring, coaching, and supervision among master teachers in Magallanes North and South Districts, Sorsogon, during the school year 2023-2024. By exploring master teachers' perceptions of the impact of

mentoring, coaching, and supervision on professional development, career progression, collaborative teaching practices, and leadership development, the study aimed to uncover valuable insights into how these support mechanisms contribute to the overall excellence and growth of educators.

Ultimately, the goal is not only to gain a comprehensive understanding of the current state of mentoring, coaching, and supervision but also to propose a tailored training program that can further enhance master teachers' skills, fostering their ongoing professional development within the unique educational context of Magallanes District.

This study utilized a qualitative study, specifically a phenomenological design. This design aimed to gain an in-depth understanding of the experiences and challenges of master teachers on how they perceived and practiced mentoring, coaching and supervision. The data gathered in this study were through in-depth interviews and focus group discussions.

All the data were transcribed, coded, and categorized based on the responses of the participants. An interview guide was the main instrument used to gather the information needed in the study. Thematic analysis was utilized to extract the essential themes from the responses.

Appropriateness of Design

The appropriateness of the chosen research design, a phenomenological inquiry, in the present study, is fundamental to the study's objectives. Phenomenology is well-suited for exploring the subjective experiences and perceptions of master teachers in Magallanes District involved in their live experiences and perceptions in employing mentoring, coaching and supervision in their colleague, providing a holistic and in-depth understanding of their encounters². This design aligns with the qualitative nature of the research, enabling the researchers to delve into the nuanced aspects of mentoring, coaching and supervision of master teachers, uncovering the intricate mechanisms and processes that shape educators' experiences. The phenomenological approach ensures that the proposed training program is grounded in the authentic lived experiences of the participants, contributing to the robustness and relevance of the study's findings (Garcia & Martinez, 2021). Overall, the research design is apt for capturing the complexities and depth inherent in the study's exploration of mentoring, coaching and supervision in school contexts.

Participants of the Study

The participants were purposively selected, as indicated in Table 1, from various elementary schools within the Magallanes District in the Division of Sorsogon Province. They underwent interviews and participated in focus group discussions to collect the necessary data for this study. The purposive selection of participants allowed for a targeted and deliberate sampling strategy, ensuring that individuals with valuable insights into the mechanisms and processes of mentoring, coaching and supervision in the specified educational context are included in the study. This approach enhanced the relevance and richness of the gathered data, contributing to a more comprehensive understanding of the experiences and challenges faced by master teachers in conducting mentoring, coaching and supervision among their colleagues.

The FGD Participants

School	Master Teachers (f)
Magallanes North Central School	4
Eduardo Lee Chan Memorial School	7
Total	11

As shown above, there are 4 master teachers from the elementary schools in Magallanes North District and 7 master teachers from Magallanes South District respectively. They were the source of the data in this study.

Population and Sampling Method

In the study entitled "Nurturing Excellence: An Inquiry into the Dynamics of Mentoring, Coaching, and Supervision of Master Teachers in School Settings," the careful consideration of population and sampling methods was crucial to the robustness of the research. The population, in this case, consisted of eleven (11) master teachers from various elementary schools in Magallanes North and South Districts, Sorsogon Province. The purposive sampling method was employed to select participants intentionally, ensuring that individuals with diverse experiences and perspectives related to mentorship, coaching and supervision were included in the study. This targeted approach allowed the researcher to capture a comprehensive range of insights, ensuring that the training program was informed by a representative and varied set of experiences. The specific details about the population and sampling method contributed to the study's validity and generalizability, enhancing the reliability of the findings in the broader context of inclusive education.

Research Questions

The study was based on the lived experiences of the eleven (11) master teachers of Magallanes district. The questions that were administered to the participants using interviews and focus group discussion. The purpose of the study was to investigate and understand the dynamics of mentoring, coaching, and supervision among master teachers in Magallanes North and South Districts, Sorsogon, during the school year 2023-2024. The research aimed to uncover the perceived impact of these support mechanisms on professional development, career progression, collaborative teaching practices, and leadership development. It also seeks to explore proactive engagement strategies, the methods and strategies employed, and the inherent dynamics in these support processes. Additionally, the study aimed to identify and address challenges faced by master teachers, ultimately proposing a tailored training program to enhance their skills and contribute to continuous professional development within the educational context of Magallanes North and South District. Specifically, to answer the questions hereunder:

- **How do master teachers perceive the impact of mentoring, coaching, and supervision to their colleagues along:**
 - Professional development
 - Career progression
 - Collaborative Teaching-Learning Practices
 - Leadership Development
- **How do master teachers engage in mentoring, coaching, and supervision of their colleagues within the district, examining the:**
 - Methods employed,
 - Strategies implemented, and
 - Dynamics inherent in these support mechanisms?
- **What challenges do master teachers face in the mentoring, coaching, and supervision process?**
- **How do master teachers address these challenges in mentoring, coaching and supervision of their colleagues along with:**
 - Professional Development
 - Career Progression

- Collaborative Teaching-Learning Process
- Leadership Development
- **What training program could be designed and proposed to further enhance the skill of master teachers in mentoring, coaching, and supervision for professional development?**

The following are sample questions in the focus group discussion and interview among the participants:

For Research Question 1:

How do master teachers perceive the impact of mentoring, coaching, and supervision to their colleagues along:

Professional development

- Can you share instances where mentoring has significantly contributed to the professional development of your colleagues?
- In what ways do you think coaching influences the professional growth of your peers?
- How has supervision played a role in enhancing the professional skills and knowledge of your colleagues?

Career progression

- From your perspective, how does mentoring contribute to the career progression of your colleagues?
- In what ways does coaching influence the career paths of your peers?
- Can you share examples of how supervision has contributed to the career advancement of your colleagues?

Collaborative Teaching Practices

- How do you believe mentoring fosters collaborative teaching practices among colleagues?
- In what ways does coaching enhance collaborative efforts in teaching?
- Can you discuss instances where supervision has positively impacted collaborative teaching practices?

Leadership Development

- From your observations, how does mentoring contribute to the leadership development of your colleagues?
- In what ways does coaching influence the leadership skills of your peers?
- Can you provide examples of how supervision supports the leadership development of your colleagues?
- For Research Question 2:
- How do master teachers engage proactively in mentoring, coaching, and supervision of their colleagues within the district, examining the:

Methods employed:

- What specific methods do you employ when engaging in mentoring activities with your colleagues?
- Can you elaborate on the strategies you use in coaching your peers?

Strategies implemented:

- How do you approach coaching sessions to ensure effectiveness and engagement?
- Can you share strategies you implement during supervision to support your colleagues' professional growth?

Dynamics inherent in these support mechanisms

- What dynamics characterize successful mentoring relationships in your experience?
- In your view, what dynamics contribute to effective coaching sessions with your colleagues?

- How would you describe the dynamics present in supervision processes within the district?

Research Question 3:

What challenges do master teachers face in the mentoring, coaching, and supervision process, and how do they address these challenges?

1. What challenges have you encountered in the mentoring process, and how have you addressed them?
2. Can you discuss any difficulties faced during coaching sessions and the strategies you employed to overcome them?
3. In your experience, what challenges arise during the supervision process, and how do you navigate them?

Focus Group Discussion Questions:

1. How can the district facilitate a more collaborative environment among master teachers for mentoring, coaching, and supervision?
2. What resources and support mechanisms do you believe would enhance the effectiveness of mentoring, coaching, and supervision in the district?
3. How can the district address challenges identified in the mentoring, coaching, and supervision processes to improve overall teacher development?

The Research Instrument

In this phenomenological study investigating master teachers' roles in mentoring, coaching, and supervision, a qualitative approach was employed using focus group discussions (FGDs) guided by an interview script. The interview questions were meticulously crafted to align with the study's objectives, delving into how master teachers perceive the impact of support mechanisms on professional development, career progression, collaborative teaching practices, and leadership development. The FGDs allowed for dynamic interactions, capturing the nuanced experiences of master teachers in Magallanes District during the 2023-2024 school year.

The interview script also probed into the proactive strategies of master teachers, exploring the methods, strategies, and inherent dynamics in their mentoring, coaching, and supervision practices. The phenomenological lens aimed to uncover the essence of these lived experiences, providing a detailed understanding of the support mechanisms at play. Additionally, the script addressed challenges faced by master teachers in these processes, inviting participants to share their strategies for overcoming obstacles. Thorough piloting ensured the clarity and relevance of the interview script, aligning it with the study's objectives. By employing FGDs guided by an interview script within a phenomenological framework, the research instrument effectively facilitated a detailed exploration of the intricate dynamics within the master teacher's realm, enriching the study's findings with depth and context.

Validation of the Research Instrument

The research instrument, comprising in-depth interviews and focus group discussions, underwent a meticulous validation process to ensure its reliability and effectiveness in capturing the nuances of master teachers' experiences in mentoring, coaching, and supervision. The initial version was subjected to scrutiny by the research adviser, who provided preliminary comments and suggestions. Subsequently, content validation was sought from experts, including the principal, head teacher, and master teacher.

A validation form was distributed to each expert to solicit their comments and suggestions. Their valuable insights were carefully considered, leading to enhancements in the research instrument. The iterative nature of this validation process aimed to refine the instrument and align it more closely with the study's objectives.

Following content validation, the refined instrument was administered in pilot tests involving ten to fifteen teachers. Principals not included in the main study. This pilot phase served as a crucial step to assess the clarity, relevance, and effectiveness of the instrument in a real-world setting. Feedback from the pilot participants further informed adjustments, ensuring the research instrument's appropriateness and reliability for the comprehensive exploration of master teachers' roles in Magallanes District during the 2023-2024 school year.

Data Gathering Procedure

The study commenced with the necessary step of securing official permission, facilitated through communication with the Schools Division Superintendent. Upon obtaining approval, the researcher extended a formal letter to the concerned schools, ensuring principals were informed and provided consent. The objectives of the study were transparently communicated, fostering an environment conducive to honest and objective responses.

To streamline the data collection process, the researcher proactively inquired about the availability of master teachers for individual interviews. Focus group discussions were scheduled separately, convening all chosen respondents on a designated date. This meticulous planning aimed to accommodate participants' schedules and ensure their active participation in collaborative discussions.

The ensuing phase involved the collection of rich qualitative data through interviews and focus group discussions. Subsequently, the gathered data underwent transcription, coding, and categorization. Thematic analysis was applied to extract nuanced insights from participants' responses, offering a profound understanding of the intricacies within master teachers' experiences in mentoring, coaching, and supervision in the educational setting of Magallanes District during the school year 2023-2024.

Instrumentality

The careful selection and utilization of research instruments played a pivotal role in gathering meaningful insights for this proposed study. An interview guide was prepared as the primary instrument, meticulously crafted to elicit comprehensive responses from master teachers in Magallanes District regarding their experiences with mentoring, coaching, and supervision. This instrument is anticipated to facilitate open-ended discussions, allowing participants to express the nuances of their roles freely. Thematic analysis was employed to extract essential themes from the transcribed interviews, offering a systematic and rigorous approach to derive meaningful conclusions. The instrumentality of the interview guide, coupled with the analytical method proposed, ensured the acquisition of rich and in-depth data. This strategic approach was envisioned not only to align with the phenomenological design but also to contribute to the future study's overall methodological robustness and the subsequent development of a proposed training program grounded in the authentic experiences of master teachers in Magallanes District.

Informed Consent

In this study, obtaining informed consent was paramount to ethical consideration. Before participation, all master teachers in Magallanes District were presented with detailed information regarding the study's purpose, procedures, potential risks, and benefits. They were assured of the confidentiality and anonymity of their responses. Participants were allowed to pose questions and address any concerns before voluntarily providing written consent to participate. The informed consent process is anticipated to ensure transparency, respect participants' autonomy, and uphold ethical standards, establishing a foundation of trust between researchers and participants throughout the phenomenological inquiry. This approach was aligned with ethical guidelines, safeguarding the rights and well-being of those who contributed their experiences to the study.

Confidentiality

In the current study, prioritizing confidentiality stood as a crucial element throughout the research process. Every participant, comprising master teachers in Magallanes District, received a guarantee that their responses will be handled with the highest level of privacy and anonymity. Stringent measures were put in place to protect the identity of each participant, and any personally identifiable information was securely safeguarded. The steadfast commitment to confidentiality established a secure environment for participants, encouraging them to openly share their experiences without apprehension of negative consequences. This ethical consideration not only aligned with established guidelines but also cultivated a profound sense of trust between the researchers and participants, thereby strengthening the overall integrity of the phenomenological inquiry.

Explication of the Data

In the proposed study, the explication of data involved a meticulous and systematic process to derive meaningful insights from the gathered information. Thematic analysis was planned to be employed to identify and categorize recurring patterns and essential themes within the transcribed interviews and focus group discussions with master teachers in Magallanes District. This method was anticipated to allow for a comprehensive exploration of the lived experiences and challenges related to mentoring, coaching, and supervision. The explication of data was expected through careful examination of the participants' narratives, ensuring a nuanced understanding of the mechanisms and processes of mentoring, coaching, and supervision in the school context. By elucidating the data in this manner, the study provided a comprehensive foundation for the proposed training program, grounded in the authentic voices and experiences of master teachers in Magallanes District.

Validity

Ensuring the validity of the research findings was a paramount concern in the proposed study. Multiple strategies were planned to be employed to enhance the study's validity, starting with a comprehensive review of existing literature to establish a solid theoretical foundation. The careful selection of participants through purposive sampling aimed to include individuals with diverse experiences, enriching the data collected. Throughout the phenomenological inquiry, the researchers plan to engage in ongoing discussions and reflections to address any potential biases and maintain the rigor of the study. The triangulation of data sources, including interviews and focus group discussions, is intended to add layers of depth to the findings. Member checking, wherein participants were invited to an interview and validate the interpretation of their experiences, was anticipated to further bolster the study's validity. These meticulous efforts were expected to collectively contribute to a robust and credible exploration of the mechanisms and processes of mentoring, coaching, and supervision, laying a solid foundation for the proposed training program.

Reliability

The reliability of the data collection process were maintained through consistent and rigorous methodologies in the proposed study. Standardized procedures were planned to be implemented for interviews and focus group discussions, providing a structured approach across all master teachers in Magallanes District. The use of an interview guide with carefully crafted questions was intended to enhance the reliability of the collected data, ensuring consistency in the information gathered. Transcription and coding processes were carried out systematically, contributing to the dependability of the data analysis. Additionally, the involvement of multiple researchers in the analysis process and ongoing discussions about emerging themes is anticipated to add a layer of credibility to the study's

findings. These measures are expected to collectively fortify the reliability of the study, strengthening the trustworthiness of the identified mechanisms and processes of mentoring, coaching, and supervision within the school context.

Chapter Summary

The proposed research methodology was detailed, focusing on investigating mentoring, coaching, and supervision practices in Magallanes District, Sorsogon. Utilizing a phenomenological design, the study involved master teachers from diverse schools, ensuring targeted insights. Thematic analysis of in-depth interviews and focus group discussions, facilitated by a validated interview guide, was planned to provide rich data. Ethical considerations, including informed consent and ensuring confidentiality, will be upheld. The chapter was concluded with a meticulous explication of data, ensuring a nuanced understanding. Strategies for validity included a literature review, purposive sampling, and member checking, while reliability were maintained through standardized procedures and multiple researchers' involvement. Overall, Chapter III presents a concise and robust exploration of mentoring, coaching, and supervision mechanisms and processes in Magallanes District during the school year 2023-2024.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter consists of the presentation, analysis, and interpretation of data gathered from the respondents of this study. Through the effective implementation of the tools prepared, the researcher included relevant insights and understanding in the completion of this research.

Hence, this chapter displays extensive details on the dynamics of mentoring, coaching, and supervision as experienced by elementary master teachers in Magallanes District for the School Year 2023-2024. The data presented within the pages were discussed chronologically and comprehensively by the researcher. These insights integrated the perception of master teachers on the impact of mentoring, coaching, and supervision, on their colleagues along with professional development, career progression, collaborative teaching-learning process, and leadership development. It tackled how master teachers engage in mentoring, coaching, and supervision of their colleagues examining the methods employed, strategies implemented, and dynamics inherent in the support mechanism. Alongside, this paper explored the challenges encountered by master teachers in the mentoring coaching and supervision process. Also, this study disclosed how master teachers addressed the challenges along professional development, career progression, collaborative teaching-learning process, and leadership development. In addition, the researcher crafted a training program designed and proposed to further enhance the skill of master teachers in mentoring, coaching, and supervision for professional development.

Mentoring's Impact on Professional Development: A Thematic Analysis

The narratives of participants highlight the significant role mentoring, coaching, and supervision play in fostering professional growth among colleagues. These processes are avenues for teachers to enhance and improve the teaching and learning situations in the educational aspects. Analyzing the participants responses, several key themes emerged from their experiences:

Curriculum Development and Lesson Planning

Participants in this study emphasized the importance of mentoring in enhancing curriculum development and lesson planning skills. Experienced mentors guide colleagues in crafting effective lesson plans, sharing best practices, and staying abreast of curriculum changes. Their technical assistance served as a compass that directs teachers on how students attain mastery of the learning competencies.

When participants were asked about the significant contribution of mentoring in the professional development of teachers Participant 1 narrated that “*Mentoring and coaching in terms of preparation of lesson plans, development/construction of curriculum and professional development and support and planning small group discussion.*”. Alongside, this utterance was supported by

Participant 2 claiming that “*Ang mentoring ay nagbibigay-daan sa mga master teachers na maging lider at makilahok sa paggabay sa pagpapalano ng mga gawain sa paaralan, lalo na sa paghahanda ng mga plano ng aralin, pagbuo ng kurikulum, at propesyonal na pag-unlad. Ito rin ay nagbibigay-inspirasyon sa mga guro na muling magkaroon ng sigla tungkol sa kanilang pagiging guro.*” (Mentoring allows experienced teachers to emerge as leaders and take part in guiding the programming in their school, in terms of preparation of lesson plans, development/construction of curriculum and professional development, and support and planning small group discussion. It can also inspire teachers to get re-energized about their careers).

Moreover, Participant 3 had a similar response disclosing that “*Mentoring in the preparation of functional lesson plans of activities and appropriate, adequate and updated instructional materials. Shared methods and techniques in teaching. Build open communication so they can ask/share their concerns.*”

It was very evident that the role of master teachers in mentoring colleagues has a significant impact, especially in the effective crafting of lesson plans that are utilized during classroom interaction. Providing teachers with assistance in lesson planning includes unpacking learning competencies, checking relevant and meaningful activities, and observing the congruency of objectives and evaluation activities.

Experienced mentors guide colleagues in crafting effective lesson plans and staying updated on curriculum changes. They provide technical assistance, ensuring teachers align objectives, activities, and assessments (Folkestad & Zinge, 1997). Mentoring helps teachers re-energize their careers and build open communication. Mentors can also model best practices for lesson planning, including considering individual student needs and utilizing various learning modalities (Rogers, 2001).

Staying Updated and Sharing Insights

Some of the participants showcased the value of mentoring in facilitating knowledge sharing and professional growth. Mentors stay updated on current teaching methodologies, shared insights with their mentees, and provided constructive feedback using effective strategies like RIMSI to assess learners' needs. The positive impact of mentoring, coaching, and supervision manifests the role of master teachers to remain efficient since they are of great help in the continuous pursuit of quality education in the country. To support these viewpoints, Participant 4 disclosed that “*Ang sarong master teacher makatuwang para magkaigwa nin pagbabago o improvement sa trabaho sa paagi kaini dapat pirmi ka updated sa mga bag o na style nin pagturo, pag atindir sa mga seminars asin pag apply kan mga naaraman mo mismo sa paagi kan pagturo.*” (“A master teacher might address changes related to professional development by staying updated with the latest teaching methodologies, attending workshops or conferences, and then incorporating new strategies into their teaching practice. They might also mentor other teachers by sharing insights and best practices to support their professional growth”).

In the same manner, Participant 5 narrated, “*Praise and encouragement are high motivators to learners to respond positively to teaching and learning. Encouraging my mentees to use the RIMSI strategy to assess the learning needs of the learners made them realize that it is vital to understand how they are going to give learners essential feedback positively and constructively.*”

Alongside, Participant 6 voiced out, “*Sa pamamagitan ng mentoring nadedevelop ang kakayahan ng ibang guro, nakapagbibigay ng gabay, suporta, at komento. Ang mga master teachers ay tumutulong sa*

kapwa nya guro na magtakda ng mga plano, makilala ang kanilang kahusayan at kahinaan, at mapalawak pa ang kanilang mga kasanayan para mapataas ang uri ng pagtuturo.” (“Mentoring contributes to professional development by providing guidance, support, and feedback. Mentors help their mentees to set goals, identify their strengths and weaknesses, and develop strategies to improve their teaching practices.”)

Delving deeper into the role of master teachers is the realization that mentoring is an effective means of supporting colleagues on the newest trends in teaching including approaches, strategies, techniques, and programs to be employed in the teaching-learning process. Mentoring in this sense, enables colleagues to be well-versed on the current needs of learners to achieve maximum learning.

The study conducted by Amin, Bakhsh, and Muhammad (2018) who investigated the impact of a mentoring program on the performance of primary school teachers. Their findings suggested a positive correlation between participation in the mentoring program and improvements in teacher performance, emphasizing the significance of mentoring in contributing to the professional growth of educators.

Technical Assistance and Teaching Strategies

Three participants underscored the crucial role mentoring plays in providing technical assistance and tailored teaching strategies for novice teachers (0-3 years of experience). Mentors offer guidance on specific teaching challenges, facilitating improved teaching practices and timely school reports.

To reinforce this point of view, Participant 7 shared *“During our Instructional Supervision, I can say that mentoring contributed much especially for teachers with 0-3 years of teaching experience by giving them technical assistance on how to teach and what strategies and techniques they may adopt in the teaching-learning process which is suited to the learners.”*

Moreover, Participant 8 uttered, *“Bilang saro na master teacher masasabi ko na an pagmentor nakatuwang para magtalubo an mentee ko. Enot, nakatuwang ako lalo na kun may problema sya manungod sa paggibo kan reports, an paghandle sa mga aki. Sa arug kaning paagi nag iimprove sinda sa larangan kan pagturo nan bilang saro na manager sa laog kan classrrom.”* (“As a Master Teacher, mentoring has significantly contributed to the professional development of my colleagues, for several reasons. Foremost, I provided full support to address my mentees’ specific needs in school reports and in handling their learners to the best of their ability. As a result, the teaching and learning process improved and school reports were submitted on time”.)

Alongside, Participant 10 recounted, *“Mentoring and coaching our colleague is very important like in lesson planning, teaching and learning process and classroom management. Mentees were able to refresh their skills in teaching.”*

Considering the utterances of the participants encapsulated the idea that mentoring is indeed an effective method to assist colleagues not only in writing lesson plans but also in conceptualizing appropriate instructional materials anchored to the interests and aptitude of the learners in the attainment of the learning objectives. The study of McKinney (2016) supported this concept and pointed out that master teachers take the lead in facilitating cluster groups, offering demonstration lessons, and engaging in coaching and team-teaching with their fellow educators. In the same manner, Williams (2012) highlighted the pivotal role of master teachers' mentoring skills, emphasizing their ability to provide technical assistance in applying diverse teaching techniques.

Developing Attainable Plans and Problem Management

It is noteworthy to recognize the impact of mentoring in helping colleagues develop achievable plans and effectively manage challenging situations within the classroom. The need for mentoring teachers is crucial,

especially during discomfort and crisis in the school set up. Participant 11 revealed that *“kung nakakagawa sila ng mga planong posibleng maimplement at makagawa ng epektibong paraaan sa panahon na kinakailangan silang magdesisyon.”* (“When they were able to develop attainable plans, ability to find one’s way to manage difficult situations”.)

The role of mentoring in this case provides tangible solutions to protect teachers during untoward situations. This process would secure the safety and welfare of teachers while doing their functions and tasks in the workplace.

These themes demonstrate how mentoring empowers educators to enhance their teaching skills, stay informed, and address specific challenges. By fostering a collaborative learning environment, mentoring promotes professional development and ultimately leads to improved learning outcomes for all students. Essentially, master teachers were also perceived to perform their mentoring skills and technical assistance mostly in terms curriculum and planning, assessment and reporting, and personal growth and professional development (Perez et al., 2023). Moreover, mentoring is an accepted strategy to address the challenges faced by teachers to enhance the quality of their teaching and improve student achievement (Roehrig et al. 2007).

Reflective Practices and Problem-Solving

Coaching fosters reflective practices among educators. Teachers critically examine their methods, engage in collaborative problem-solving, and explore new techniques. This encourages critical thinking and ongoing improvement.

Participant 1 admitted that *“Iniencourage ko sila na pag isipan ang mga bagay na nauukol sa kanilang trabaho lalo na ang kanilang pagtuturo at importante din young pano nila ayusin ung mga bagay o pangyayari about sa trabaho nila”* (“Encourage mentees to engage in reflective practices, guide them to critically examine their teaching practices and give the collaborative problem – solving process”).

Also, Participant 7 said that *“Yung pagtuturo, nakatuwang man talaga para sa pagtalubo kan saro na maestra sa trabaho niya. Bilang master teacher nakatuwang ako sa paagi nin pag analisar kan mga bagay bagay na may relasyon para maiprove an kritikal nindang pang sabot..”* (“Coaching can help in the professional growth of a teacher because we can suggest what techniques they can use and can encourage the mentees to engage in reflective practices to develop their critical thinking”).

This process may result not only in positive changes on the part of the teachers but also, to students in developing independent learning and higher-order thinking skills (HOTS). According to Gestupa (2023), master teachers serve as mentor and model. They provide support, resources and constructive criticism. They collaborate with teachers to provide inspiration, pass on passion and drive to improve.

Skill Development and Best Practices

Coaches assist educators in practicing new strategies effectively. As proof, Participant 1 claimed that *“Encourage mentees to practice new strategies more often and with greater skill, demonstrate a clearer understanding of the purposes and use of the new strategies.”*

This previous utterance was supported by Participant 4 divulging the need to incorporate peer mentoring, action research, and model best practices, promoting skill development and the implementation of innovative approaches. She commented, *“Pagpatupad ng mga makabagong kaparaanan para maimprove pa ang trabaho tulad na lang sa paggawa ng action plan, pagpapakita ng mga bagong estratehiya sa pagtuturo”*. (“Implement various strategies and innovative approaches to promote professional growth among their peers like peer mentoring, Action research, modeling best practices and innovative teaching methods”).

The details above conform to the principle of partnership where coaches provide salient points for the success of the players. In the educational backdrop, this pertains to the ability of master teachers to go beyond their comfort by extending technical assistance by providing updated teaching approaches and strategies that are relevant and useful in teaching and learning situations. Gabriel (2005) further supports this perspective emphasizing that master teachers aid colleagues in increasing their knowledge of best teaching practices and enhancing student achievement.

Continuous Learning and Insights

Coaching facilitates continuous learning and skill enhancement. Educators expand their knowledge beyond current roles, adopt effective teaching practices, and engage in ongoing professional development. Participant 5 exclaimed, *“Coaching influences through helping colleagues improve their practice-creating a culture of continuous learning and improvement, developing new skills, providing them with valuable insights into their chosen profession, and helping them expand their knowledge beyond their current roles.”*

Meanwhile, Participant 8 reiterated that *“Dakulaon ang impluwensya kan pag coach sa kapwa ko teachers para mapatalubo ang saindang propesyon. Enot, nakaadopt sinda kan mga best practices asin mga bagong strategies, nakatuwang man para mapakarhay an saindang pagturo, mas lalo sinda nakaaram manungod sa trabaho ninda asin nagkakaigwa sinda ki confidence sa mga kaaraman asin ang maray na pakisama sa katawuhan.”* (“Coaching influences the professional growth of my peers for several reasons. First, they adopt the best practices from my teaching style, enhancing the teaching and learning process; secondly, they continue to learn and develop new skills and lastly, they grow both mentally and emotionally and their confidence increases, benefiting their professional development”).

In career progression, master teachers’ role is manifested in the practice of sharing their insights and expertise in the professional growth of teachers. They initiate activities and programs that are of great help to colleagues in dealing with various demands related to teaching endeavors.

In line with this, Mohana and Enoch (2017) stated that master teachers are perceived as supportive supervisors and motivators for less experienced individuals, facilitating both personal and professional progress. Their role is instrumental in promoting excellence in the teaching profession through purposeful sharing of effective instructional practices, peer coaching, and mentoring.

Observation and Feedback

Coaches observed classes and provided specific feedback. They suggested effective strategies, foster collaborative learning, and offer mentoring through class observation, leading to improve teaching practices and professional growth.

Remarkably, Participant 6 disclosed that *“In coaching, observe classes, provides specific feedback and suggested effective strategies, leading to a more controlled and productive classroom environment.”*

Moreover, Participant 10 described, *“By doing collaborative learning and teaching, mentoring through observation of classes influences the professional growth of mentees.”*

These declarations are demonstrated during pre and post-conferences concerning classroom observation. The prominence of this practice empowers colleagues to reflect on their actions and create possible measures to resolve conflicts in several undertakings. The role of master teachers in this stage is to give positive feedback and suggestions to guide teachers as they go along with their tasks for professional growth. A key monitoring activity of leaders operating in classrooms and then providing feedback that is intended to improve practice and the quality of teaching. Peer observations and giving effective feedback are highly sophisticated skills of effective teaching (Short, 2022)

Personal Attributes and Confidence

Coaching positively impacts educators' personal attributes. It enhances social interaction, builds confidence, and empowers educators to face challenges with greater assurance.

Interestingly, Participant 9 expressed that, *“sa paagi kan impluwensya sa sainda na lalo maging makusog an boot sa paghampang sa mga aki o kun maski sisay pa man”* (“By having an impact on my mentee’s personal attributes (social interaction/ confidence).” In addition, Participant 11 also declared, *“It influences them to maximize their own personal attributes, and performance and face challenges with great confidence.*

Not only does coaching shoot the cognitive aspects of teachers but it also boosts their emotional attributes. It empowers them to be confident overtime they face the students during classroom interactions. In the same manner, it lifts their morale and displays positivity in front of their co-teachers. Remarkably, Castanheira's (2016) revealed that mentoring is associated with increased job satisfaction among teachers, more effective use of classroom time, and heightened levels of confidence

A Multifaceted Approach to Teacher Growth: Exploring the Power of Supervision

The participants in this study presented rich perspectives on the transformative power of supervision in fostering teacher development. The emerging themes revealed a holistic approach that goes beyond simply monitoring performance, encompassing mentorship, reflective practice, quality assurance, and empowerment.

Mentorship and Skill Development

Participants emphasized the crucial role of mentors in guiding mentees through the acquisition of new skills and the navigation of specific challenges. It is noticeable that Participant 1 bravely admitted that *“Mentors helped mentees learn new skills, solved specific challenges and mapping out a development.”*

Also, the provision of technical assistance during supervision was seen as critical in ensuring excellence in work performance. As such, Participant 5 recounted, *“Kaipuhan talaga an supervision ta sa paagi kaiyan sinda natatawan ki technical assistance para mas lalo sinda maging produktibo sa trabaho ninda.”* (“Supervision is an essential tool for fostering professional growth which was done through giving technical assistance to mentees to ensure quality and excellence in the work performance”).

Observing skilled educators in action, witnessing classroom management strategies, and learning about lesson planning were highlighted as valuable avenues for skill enhancement Participant 10 shared that *“Supervision played a role in enhancing the professional skills and knowledge of the colleagues because the mentor could observe the actual teaching-learning process, classroom management and Lesson planning.”*

Likewise, supervision is an essential tool for fostering professional growth which was done through giving technical assistance to mentees to ensure quality and excellence in the work performance. Mentoring, as outlined by Marciano et al. (2019), underscored that master teachers bring forth and can exhibit pedagogical knowledge, adept at linking theories to practice and exemplifying effective teaching methods.

Reflective Practice and Continuous Improvement

Participants recognized the importance of supervision in facilitating reflective practice, allowing teachers to refine their methods and better cater to individual student needs. Participant 2 agrees with this proposition and pointed out that *“This process helps teachers refine their skills and adapt their methods to better meet the needs of their students. Effective teacher supervision often includes mentorship and support.”*

Yet, coaching provided a space for teachers to delve into their teaching practices, explore new techniques,

and engage in self-assessment. Participant 6 revealed, (*“Sa paagi kan coaching mas lalo sinda nagiging maray sa pagtao kan mga activities like mga praktikal na sitwasyon ang tamang komento basi sa ginibo ninda. Sa paagi kan coaching natatagwan nin pagkakataon an saro na teacher na magreflect kun tama ba an iniisip nya o ginigibo nya o kaipuhan pa ayuson. Saro pa nakaaram siya kan mga bago na estratehiya kan pagturo para mas lalo pa sya maging kapaki-pakinabang.”*) (“Coaching influences professional skills and knowledge by offering practical hands-on advice and real-time feedback. It encourages reflective practice, helping teachers to continuously assess and refine their methods. Additionally, coaches often introduce new teaching techniques and educational resources, broadening the skill set of their colleagues”).

In the same manner, continuous feedback acted as a catalyst for ongoing improvement, nurturing professional growth. That is why Participant 8 believed that, *“Supervision has played a role in enhancing the professional skills and knowledge of my colleagues in several ways. By providing them with feedback, whether positive or negative, their knowledge, skills, and attitudes toward work are developed. This continuous feedback process helps them refine their practices and grow professionally.”*

Indeed, offering immediate, timely, and constructive feedback during supervisory time with teachers creates a harmonious spirit to inspire the latter to hone their capacity to deal with everyday tasks which is to be an instrument of change to the learners. Also, it underscores the importance of reflection and dialogue for the interactive reconstruction of knowledge about teaching and learning over an extended period (Van Ginkel et al. (2015).

Quality Assurance and Ethical Standards

Supervision was viewed as a vital mechanism for upholding high ethical standards and promoting effective communication within the educational landscape. This theme underscores the crucial role of supervision in ensuring the quality of teaching practice and fostering a professional environment.

This declaration was confirmed by Participant 3 stating that *“Sa paagi kan pagtuwang sa sainda, nadedevelop ang sakong kakayahan sa pagturuwang nan pakikomunikar para mapatunayan an maray ang pag iribahan.”* (“By providing guidance and support, it ensures quality, promotes effective communication and collaboration nurtures accountability and upholds ethical standards”).

The use of effective supervision provides teachers with adequate knowledge and training and empowers them to be the best version of teachers who are endowed with characteristics to render quality education. Faster Capital (2024) pointed out that ethical coaching is based on the principles of respect, integrity, confidentiality, and competence. It involves establishing a trusting relationship between the coach and the coaches, where the coach provides guidance, feedback, and support, and the coaches takes responsibility for their own learning and growth

Comprehensive Approach to Professional Development

A holistic approach to supervision, encompassing needs assessment, data analysis, collaborative planning, and alignment with school goals, was deemed essential for maximizing its effectiveness. This multi-faceted approach ensures that supervision is tailored to individual needs and contributes to broader school objectives.

In this regard, Participant 4 remarked, *“Master teachers ensure that professional development aligns with the needs of their colleagues through a comprehensive approach like needs assessment, data analysis, collaborative planning, differentiated support, ongoing feedback, and alignment with the School Goals.”* Therefore, supervision allows master teachers to investigate all the details of the curriculum. In doing so, teachers would be guided on the appropriate measures to be undertaken as the need arises. Moreover,

Gabriel (2005) further supported this perspective, emphasizing that master teachers not only ensure teachers feel supported but also contribute to increasing their knowledge of best teaching practices and enhancing student achievement.

Goal setting and Empowerment

Participants recognized the empowering nature of supervision in facilitating goal setting and action planning. By identifying strengths and aspirations, supervision helped teachers overcome obstacles and achieve their full potential. Through these diverse perspectives, the participants highlighted the multifaceted role of supervision in fostering teacher growth. The themes emphasize the importance of mentorship, reflective practice, quality assurance, and empowerment in creating a supportive environment for teachers to continually learn, improve, and excel.

To back out this statement, Participant 9 acknowledged that *“Nakatuwang man para sa pag isip kan direksyun nya, nan sa pagplano, nan malampasan niya an mga challenges para lalo pa sya mag improve.”* (“Helps my mentees set clear goals, develop actionable plans and overcome obstacles and empowering them to enhance their performance”).

Additionally, Participant 11 pointed out that, “Kumbaga natutuwangan sinda na maaraman an saindang kakusugan , mga maray na pag uugali nan mga pangarap para sa mas marhay na pagtalubo sa trabaho.” (“It capacitates them in identifying strengths, values and aspirations enabling to enhance their performance”)

Undeniably, supervision promotes healthy relationships between coaches and mentees. It empowers the latter to strengthen their capabilities and inspires them to work closely with their clientele, colleagues, and immediate supervisors.

The UNESCO's 2018 "Global Education Monitoring Report shared insights into how mentoring and supervision actively contribute to ensuring quality education providing a theoretical framework for the study, guiding the exploration of how these support mechanisms impact professional development and contribute to sustaining educational quality.

Mentoring and Coaching: Fueling Career Progression

Mentoring and coaching play crucial roles in fostering professional growth and career advancement. The insights shared by participants highlight their multifaceted contributions, encompassing engagement, skill development, confidence building, and personalized guidance.

Enhanced Engagement and Morale

Participants 1 and 2 underscored the positive impact of mentoring on engagement and morale. Participant 1 emphasizes how mentoring and coaching boost engagement, leading to improved performance and a sense of belonging. She admitted, *“Mentoring and coaching increases engagement, builds morale and improves performance of mentees”*.

Furthermore, Participant 2 highlighted the safe and supportive environment created by mentoring, which fosters professional development, skill-building, and ultimately, job satisfaction. She acclaimed, *“Ang mentoring ay ngbibigay daan para makabuo ng samahang mapayapa at ngbibigay suporta sa mga guro lalo na sa mga baguhan para mas lalo pang matuto. Ito ay ngbibigay ng pagkakataon sa iba na mhasa ang kanilang kakayahan at kumpyansa sa sarili para mapataas ang antas ng kanyang pagtuturo.”* (“Mentoring provides a safe and supportive environment for new educators to learn and grow. It offers opportunities for professional development, helps new teachers build their skills and confidence, and can even increase job satisfaction”).

Mentoring can also foster collaboration for teachers, by creating a network of relationships that can enhance

ce their social and emotional well-being. Mentoring can help teachers connect with their mentors, who can offer guidance, support, and recognition that can increase their self-esteem and confidence (Carlos, 2024)

Skill Development and Confidence Building

Mentoring and coaching are instrumental in honing skills and bolstering self-confidence. Participants emphasize this point. Participant 3 noted how mentoring refines talents, boosts self-confidence, and exposes colleagues to diverse perspectives. She pointed out that *“Mas lalo pang mapagbuti ang kanilang kakayahan, at mapalago ang kanilang tiwala sa sarili sa pamamagitan ng tamang paraan ng pagbibigay ng suhestyon para sa kanilang ikakatuto.”* (“Hone their talents, making them valuable in their field. Boost self-confidence by offering praise for achievement and constructive feedback for improvement. Expose to diverse viewpoints and experiences, helping them become more adaptable and open-minded”).

Alongside this testimony, Participants 7 and 8 looked into the positive and constructive feedback provided in mentoring that nurtures eagerness and self-confidence in teaching, while also identifying areas for improvement. Participant 7 expressed, *“Mentoring develops the eagerness of a teacher to teach and boost their self-confidence by way of giving positive and constructive feedback from the mentors.”*

In the same manner, Participant 8 claimed that *“Ang mentoring ay nakakatulong para lalo pang mahasa ang kakayahan ng mga guro sa pamamagitan ng pagbibigay ng tamang payo at pananalita. Sa pamamagitan nito lalo pang nadedevelop ang kakayahan ng mga guro.”* (“Mentoring helps in honing the skills and strengths of the teacher. By giving constructive criticisms, the teacher may identify and know their skills that are not yet developed and honed”).

Remarkably, the essence of mentoring and coaching caters to the emotional growth of the mentees. They empower them to develop their self-esteem thereby creating a space for self-worth and self-awareness. Mentees need positive reinforcement to build upon their sense of well-being, to understand that doing confidence is a journey. This is where your mentorship is tremendously useful (Walke, 2024)

Guidance and Professional Development

Mentoring and coaching provide invaluable guidance and support for professional development. Participants 4, 5, and 6 focus on this aspect. Participant 4 highlights the role of mentors in informing colleagues about relevant workshops, conferences, and certifications while providing constructive feedback for performance improvement. As a proof, Participant 4 declared, *“Assist colleagues in professional development to inform them about relevant workshops, conferences, and certifications that can enhance their skills and qualifications. Provide constructive feedback to improve their performance as well as providing mentorship, guidance, and support ultimately to their professional success and fulfillment.”*

Likewise, Participant 5 emphasized the value of focused group discussions (FGDs) and feedback sessions in identifying strengths, areas for improvement, and professional goals. She pointed out that, *“Mentoring can help them identify their strengths, areas for improvement and professional goals through regular focused Group Discussions (FGD) and feedback sessions.”*

Furthermore, Participant 6 highlighted the guidance mentors provide in pursuing career goals, further education, certifications, and networking opportunities. She stressed that *“Dakula na tuwang an mentoring sa mga teachers para maabot ninda ang saindang mga pangarap para sa career ninda. Mangyayari ini sa paagi sa pagtao ki advices, pag attend mga seminars nan iba na mga manlain lain na oportunidad. Sa paagi kan mentoring lalo nakikilala kan mga teachers an iba pa na mga personalidad na makakatuwang sa sainda.”* (“Mentoring helps colleagues identify and pursue career goals, offering advice

on further education, certifications and professional opportunities. Mentors can also provide networking opportunities and recommendations, which are crucial for career advancement”).

The narratives presented mirrored that mentoring and coaching significantly impact the professional growth of the mentees. These aspects include initiating professional engagements, setting career goals, and providing counsel as to their career progression. The World Bank (2019) study on "Effective Teacher Professional Development" put emphasis on coaching and mentoring as pivotal components underscores their importance in fostering effective teaching practices.

Personalized Support and Growth

Coaching offers individualized support and insights for career progression. Participants 1, 2, and 3 emphasize this aspect. Participant 1 highlighted the role of coaches in alleviating stress, fostering resilience, offering guidance, sharing expertise, and providing technical assistance for professional development. She uttered, *“An mga mentors nakatuwang para mabawasan an stress sa trabaho, mapakusog sinda, mabuild an saindang tiwala sa saderi nan maghanda ki tuwang sa saindang trabaho.”* (“Mentors can turn to alleviate stress, foster resilience, contribute to self-confidence, offer guidance, share expertise and provide technical assistance to their mentees that contributes to their professional development”).

Moreover, Participant 2 underlined the power of personalized assessments and strategic planning in setting realistic career goals and acquiring new skills. She shared, *“Through personalized assessments and strategic planning, a coach can assist in setting realistic career goals and developing a roadmap for professional advancement. They can also offer guidance on acquiring new skills.”*

In addition, Participant 3 emphasized that coaching provides fresh perspectives and identifies growth areas. She admitted, *“Provide a fresh perspective and help identify areas for growth and improvement”*

The perspectives shared by participants demonstrate the profound influence mentoring and coaching have on career progression. These programs create a supportive environment for professional development, nurture skills and confidence, and provide personalized guidance. Through their combined efforts, mentoring and coaching empower colleagues to reach their full potential and achieve their career aspirations.

According to Mohana and Enoch (2017), master teachers are perceived as supportive supervisors and motivators for less experienced individuals, facilitating both personal and professional progress. Their role is instrumental in promoting excellence in the teaching profession through the purposeful sharing of effective instructional practices, peer coaching, and mentoring.

Cultivating Collaboration: The Power of Mentoring and Coaching in Education

Collaborative teaching practices are crucial for professional growth and effective education. Mentoring and coaching play a vital role in fostering this collaboration, creating a supportive and enriching environment for teachers. This article will explore the impact of mentoring and coaching on collaborative teaching, highlighting key themes through the voices of teachers.

To support this claim, Participant 1 described that, *“Mentor and mentee collaborate to develop their teaching competence to increase student’s performance. Encourage mentees to grow professionally.”* Also, Participant 2 revealed that *“Supervision can also have a positive impact on your career progression by helping you to seek support and feedback from colleagues, monitor your development, and improve confidence and critical thinking.”*

Moreover, Participant 3 emphasized *“Setting clear goals, providing regular feedback and assessing progress then developing an individual development plan.”* Participant 4 stressed, *“An mga master*

teachers nagigibo ki mga paagi para matuwangan an parehas niya na kamaestran sa paagi kan pagturo nan suporta sa sainda para makagibo sinda ayon sa plano para magtalubo sinda sa saindang propesyon. Saro pa na makatuwang bilang sarong grupo na may pagturuwang tanganing tumaas an antas kan pag aradal kan mga Kaakian.” (“Master teachers take several actions by providing mentorship to colleagues, offering guidance, advice, and support tailored to individual career goals and aspirations. Fostering a culture of continuous learning, collaboration, and excellence within the school community”). Likewise, Participant 5 revealed that *“Through ongoing monitoring and support, supervision contributes to the delivery of high-quality work and the achievement of educational goals.* This was agreed upon by Participant 6 stating that, *“Effective supervision often includes setting their performance expectations and providing constructive feedback. For instance, a mentor might recognize a teacher’s potential for leadership and encourage them to take on department head responsibilities, thereby paving the way for further career progression.”*

Furthermore, Participant 7 noted that *“By way of a collaborative effort of the mentor and the mentee because mentoring encourages the mentee to grow professionally.”* Also, Participant 8 expressed, *“Sa pagsupervise sa mga teachers mas lalo naiimprove an saindang kakayahan nan makatuwang pa para mapakarhay pa an saindang kakulangan. Sa paagi kan supervision, lalo nagiging maray na empleyado ang sarong maestro/maestra.”* (“Supervision often provides on-the-job training and identifies areas for skill development. It facilitates access to enhance employees’ competencies”);

The narratives above imply the benefits educators can gain from collaboration through coaching and mentoring. This approach reassures mentees to work and grow professionally considering their goals and aspirations related to work development. According to McKinney (2016), master teachers often collaborate closely with the school administrative team. Their primary role involves partnering with the principal to analyze student data and formulate comprehensive academic achievement plans for the school. They participate in collaborative efforts to develop and decide on the adoption of learning resources and research-based strategies geared towards enhancing overall student performance.

Building Stronger Teams and Relationships

Mentoring facilitates the development of strong working relationships, preparing individuals for leadership roles. Participant 1 shared her thoughts on this claiming that, *“Team collaboration builds strong working relationships, nurtures high-potential individuals, and prepares them for promotions.”*

In the same manner, sharing good practices encourages collaboration and identifies high-potential educators. This was emphasized by Participant 2 stating that, *“Pagtao kan mga maray na kaaraman nan stratehiya para maencourage sinda na magturuwang nan mapayabong lalo na ito na mga teachers na may kalidad nan kakayahan sa trabaho.”* (“Sharing good practice: Strategies to encourage teacher collaboration and nurture high-potential individuals and prepare them for promotions”).

In addition, Participant 3 stressed that this collective effort allows colleagues to work efficiently, solve problems, and achieve goals as a team. She recounted that *“Collaboration allows colleagues to work together as a team, achieve tasks quickly and efficiently, and enhance their problem-solving abilities.”*

The narratives above lead to an insight that collaboration builds harmonious relationships between the persons involved. Through coaching and mentoring, open communication and sincere rapport are established in the process. The importance of coaching, mentoring and supervision lies in its ability of master teachers to create a supportive and inclusive environment where team members can learn from one another, develop new skills, and work towards common goals (Porada, 2024).

Modeling and Facilitating Collaborative Teaching

Mentoring models collaborative teaching by demonstrating co-planning, co-teaching, and providing feedback. Participant 4 stressed this part by saying *“Model collaborative teaching by partnering with colleagues to co-plan and co-teach lessons, divide responsibilities and provide feedback to ensure effective collaboration.”*. Consequently, this creates a supportive environment where colleagues continuously enhance their skills and knowledge. Participant 5 proved this point and uttered, *“Sa paagi nin pagtao nin suporta nan maray nap ag iribahan. An mentoring ngtatao nin pagkakataon sa mga teachers na maencourage sinda na maging responsible sa saindang mga aksyun nan lalo pa mag asenso an saindang mga abilidad o kakayahan.”* (“By fostering a supportive and collaborative environment, mentoring encourages colleagues to take ownership of their growth and continuously enhance their skills and knowledge”).

On the other hand, mentors actively facilitate collaboration by sharing ideas, addressing challenges, and developing cohesive teaching strategies. Participant 6 voiced out that, *“Mentoring fosters collaboration by creating a supportive environment where teachers feel comfortable sharing ideas and resources. Mentors can model collaborative techniques to solve common challenges, share best practices, and develop cohesive teaching strategies.”*

Meanwhile, collaborative learning leads to strong professional growth among teachers. As Participant 7 recalled and agreed, *“Oo kasi ito ay tumutulong sa mga kaguruan para lalong mapaghusay ang kanilang kakayahan bilang guro.”* (“Yes, because it develops strong professional growth among the teacher”).

The participants shared experiences dealing with how mentoring fosters collaborative teaching. It was evident that partnership along all aspects of the educational paradigm would be fruitful because shared responsibilities are built and enhanced to champion quality education. Interestingly, Carolan and Guinn's (2007) pointed out the role of master teachers in fostering effective pedagogical approaches. The emphasis on personalized scaffolding, flexible teaching methods, subject-area expertise, and the creation of inclusive and supportive classroom environments

Enhancing Collaboration through Coaching

Coaching elevates collaboration by providing expert guidance, offering insights, and facilitating training sessions. Participant 1 justified this by stating that, *“Master teachers guide in the collaborative problem-solving process, give new insights and serve as facilitators in LAC Session and other training.”*

Additionally, Participant 2 believed that coaches encourage mentor-mentee relationships, classroom observations, and technology-enabled collaboration. She pointed out that *“Encouraging mentor/ mentee relationships, making time for teachers to engage in mutual classroom observation, providing teachers with technology to collaborate when they're not in the same space and providing technical assistance that will enhance their teaching skills.”* Furthermore, Participant 3 agreed with this point and voiced out that *“Sa paagi kan pagcoach lalo nabubuhay an pagdiskubre kan mga makabago na kaisipan nan nakatuwang bilang suporta para mas lalo pang mapakusog an boot kan mga teachers na mgtry kan mga makabago nan mabisa na estratehiya.”* (“Coaching promotes a culture of innovation. Collaboration with teachers and mentors can provide support and encouragement to try new things in their classrooms”).

The participants agreed to the idea that coaching is an avenue for a pleasant and friendly set up among the parties. This results in a mutual effort to apply innovative and creative teaching styles that could be of great help in capturing the interest and attention of the young generation. Through coaching, master teachers and their mentees work hand in hand to produce advanced teaching strategies suited to the capabilities of learners. Through mentoring, collaborative and mutually beneficial relationships were built

(Tinker, 2011).

Building Trust and Fostering Open Communication

Clear goals and open communication are essential for effective collaboration. Participant 4 settled on this concept and mentioned that *“Ang pagkakaroon ng malinaw o klaradong plano para lahat ng myembro ay makaunawa at maisabuhay ang kanilang mga gampanin. Isa pa kailangang makumbinsi na lahat ay magbigay ng kanyang nalalaman, ang kanyang mga hinaing upang mapayabong ang koneksyun ng bawat isa.”* (“Establishing clear goals and expectations to ensure that all team members understand their roles and responsibilities. Encourage team members to share ideas, voice concerns, and collaborate openly”). Additionally, trust and rapport between coach and mentee create a safe space for sharing challenges and receiving feedback. This practice was seconded by Participant 5 echoed that *“Foster trust and build rapport between the mentor and the mentee by creating a safe and supportive environment to share their challenges, ask for help and receive feedback.”*

Coaching also establishes professional learning communities where teachers collaborate, share best practices and develop cohesive strategies. Participant 6 perception matched this detail and pointed out that *“Sa paagi kan pagcoach ngkakaigwa nin maray na pag iribahan asin ang marhay na komunikasyon asin pagkasararo. Saro pa lalo nabubuo sa sarong organisasyon an marhay na pagturuwang para maiwasan an anuman na problema sa paagi kan paghiras kan mga maray nan epektibo na aksyon.”* (“Coaching enhances collaboration by facilitating communication and teamwork. Coaches organize and lead professional learning communities where teachers collaborate to solve common challenges, share best practices, and develop cohesive teaching strategies”).

Through collaboration, harmonious rapport was established between coaches and mentees. As a result, parties share a common good thereby, creating a safe and secure environment where learning takes place. According to Mileo (2023) effective communication in mentorship relationships lies in communicating clearly and listening actively. Active listening involves understanding the message and providing thoughtful feedback. This approach creates a safe and supportive environment, reinforcing the sense of value and fostering an open exchange of ideas.

Shared Knowledge and Professional Growth

Mentoring and coaching foster shared knowledge and mutual support, contributing to overall professional growth. Participant 8 coined, *“Kun nagtuturuwangan nagkakaigwa nin marhay pagtalubo sa ngaran kan propesyon”*. (“By learning together, it promotes a culture of continuous improvement”). Through these practices, teachers build their confidence, expand their knowledge base, and become more effective educators.

Mentoring and coaching are vital components of collaborative teaching practices. They foster strong relationships, model and facilitate collaborative teaching, encourage innovation, and create a supportive environment for professional growth. By embracing these practices, educators can create a more collaborative and effective learning environment for themselves and their students.

Accordingly, ³Carolan and Guinn's (2007) insights, as cited by Romero et al. (2016), underscore the multifaceted role of master teachers in fostering effective pedagogical approaches. The emphasis on personalized scaffolding, flexible teaching methods, subject-area expertise, and the creation of inclusive and supportive classroom environments aligns coherently with the central themes of mentoring, coaching, and supervision explored in the current study.

Significant Role Mentoring in Leadership Development of Colleagues

The role of mentors is vital in honing teachers to be committed to their work and steadfast in their careers.

This allows mentees to learn something big for the future. Their leadership skills are developed and built since working with their coaches is a chance to challenge themselves to be great educators who could lead the school to its progress.

Accelerated Growth and Skill Development

Mentors provide guidance and support, accelerating the learning journey of mentees. They offer personalized advice, foster collaboration skills, and enhance emotional intelligence, helping mentees develop into effective leaders.

For instance, Participant 1 declared that *“Pag may heherilingan kami, natatawan ni amo kan mga bago na kaaraman an mga kairiba mi, nakukumbinsi, nan natutuwangan kan mga manungod sa pagtukdo ninda.”* (“During supervision, mentees were given new insights, encouragement, offer guidance, share expertise and provide technical assistance that will enhance their teaching skills”). In the same manner, Participant 2 described that *“Master teacher guides in the collaborative problem-solving process and provides support and encouragement to try new things in their classrooms.”*

Likewise, Participant 3 cited that *“In supervision, mentees were offered valuable resources, share best practices and suggest relevant professional development opportunities that will enhance mentees teaching skills.”*

The narratives of the participants concretize the view that master teachers have roles to play in creating and training mentees to be leaders too. This is of utmost importance to form a community of leaders who are fully equipped with the necessary skills who foster change in the school set-up.

Stanulis and Floden (2009) emphasized that mentoring skills play a crucial role in engaging new teachers in joint inquiry, fostering an understanding of the importance of learning from practice, and providing essential tools for teaching, such as observation, feedback, and analysis of student work.

Exemplary Leadership and Role Modeling

Mentors set examples by demonstrating leadership qualities, creating a positive cycle within the mentor-mentee relationship. Mentees observe and imitate these traits, developing their leadership potential. Participants 4, and 8 shared common thoughts in this aspect. As such, Participant 4 revealed that *“Mentoring and coaching play significant roles in contributing to collaborative teaching by fostering a supportive culture, facilitating professional growth, and enhancing collaboration among educators.”*

Likewise, Participant 8 admitted that *“Sa pagtao nin tuwang, suporta o assistance sa mga kairiba ko masasabi ko na dakula na tuwang an mentoring para sinda mas lalo pang makaaram kan sistema.”* (“By providing guidance, support and technical assistance to my colleagues. I would say that supervision has contributed to the career advancement of my colleagues”).

The insights shared by the participants reveal how mentees learn something from their coaches. The latter serves as role models where actions, thoughts, and views are somewhat imitated and applied by the mentees ensuring that best practices are shared with the clientele. Master teachers’ external activity may relate to their specialist roles, notably preparing instructional materials, disseminating lesson plans and preparing action plans at the request of senior officials. There is no clear pattern for this external work, and it seems that their role is largely confined to their own schools (Bush et al., 2016)

Nurturing and Identifying Leadership Traits

Mentors play a crucial role in identifying and nurturing leadership potential. They provide opportunities for mentees to take on leadership roles, assess their strengths and weaknesses, and navigate career paths. For example, Participant 5 declared *“Through creating opportunities to work together to share resources, exchange ideas and learn from each other to promote a sense of shared responsibility for student*

learning.” This was supported by Participant 6 stating that “*Supervision can positively impact collaboration by setting expectations for teamwork and providing time and resources for collaborative planning.*”

Meanwhile, Participant 9 also shared that “*Pag nagkakaconduct kami ki post-conference after mag observe kan klase, nagtatao ang mga master teachers ki mga marhay na strategies para sa saindang pagturoo.*” (“During post-conference in a class observation, collaborative teaching practices done by the mentor to the mentee”), This was supported by the utterance of Participant 10 claimed that “*Kun ngsusupervise kami, nagkakaigwa kami ki pagtuwangan para maging magayon ang samuyang teaching-learning process.*” (“During supervision, the mentor and mentees work together to enhance the teaching-learning process”).

In line with this concept, mentor encourages mentees, helps with problem solving, and uses active-listening techniques. A role modeling mentor serves as a guide for mentees' behavior, values, and attitudes. Mentees benefit from engaging with mentor who shares values and deep-level similarity with them allows mentees to see themselves as future academics (National Library of Medicine, 2024).

Guidance and Valuable Insights

Mentors offer support, guidance, and insights to mentees, helping them develop their skills and navigate the complexities of workplace challenges. They provide valuable perspectives and encourage personal growth.

In essence, Participant 7 disclosed the need for supervision by giving a remark that “*Pag nagsusupervise an master teacher ngtatao ini ki pagkakataon na maimprove kan teacher an saiyang kritikal na pag iisip, nakatao si master teachers kan mga bago na impormasyon nan estratehiya para mas lalo niya/ninda mapakarhays an pagturo.*” (“Supervision provides an avenue for the teachers to develop critical thinking, give new insights and provide technical assistance for them to enhance teaching skills”)’ In addition, Participant 11 exclaimed, “*Nagkakaigwa nin paghiras kan mga bago na istilo kan pagtukdo nan paghinguha kan mga bago na kaaraman na magagamit sa pagtukdo.*” (“It promotes a culture of innovations and encouragement to try new things”).

To support this result, Birt (2023) highlighted that mentors can provide specific insights and information that enable the mentee's success. For example, they offer instructions on how to perform particular tasks or develop useful skills. Individuals starting their career can benefit from such guidance, as it helps them feel comfortable in the role more quickly.

Self-Awareness and Leadership Development

Mentoring promotes self-awareness and empowers mentees to take control of their leadership development. Through feedback and reflection, mentees gain a clear understanding of their strengths and areas for improvement, leading to enhanced self-confidence and leadership abilities.

Moreover, Participant 9 defined this by saying “*Pag nagpopost-conference kami, pigtuwangan kan mga master teachers an mga maestra kan mga epektibo na estratehiya sa pagtukdo.*” (“During post-conference in a class observation, collaborative teaching practices are done by the mentor to the mentee”). Also, Participant 10 commented, “*During supervision, the mentor and mentees work together to enhance the teaching-learning process.*”

The themes validate how mentoring could build leaders in the educational backdrop. Through constant collaboration, not only does it empower mentees to be knowledgeable in sharing the goods to the learners, but also it nurtures the spirit of partnership by developing their emotional and affective states. Coaching and mentoring are potent elements in navigating the success and future of the education system.

Moreover, Parker-Katz and Bay (2008) underscored that mentoring skills coupled with pedagogical approaches of master teachers are being investigated as a promising mode of professional development. This approach is seen not only as a means to enhance teaching practices but also as a strategy to improve academic performance among students and act as a catalyst for social change. Mentoring, according to Parker-Katz and Bay, is perceived as a transformative process with the potential to significantly impact the teaching profession positively.

II. Master Teachers as Mentors, Coaches, and Supervisors

Master teachers play a crucial role in mentoring, coaching, and supervising their colleagues within the district, creating a supportive environment and promoting professional development. Here are some key methods they employ:

One-on-One Mentoring and Meetings

One-on-one mentoring is a cornerstone of effective support. Master teachers provide personalized guidance and support to colleagues through individual meetings. They discuss teaching strategies, observe classroom practices, and offer constructive feedback, tailoring their approach to the specific needs of each mentee. Participant 2 emphasizes personalized one-on-one mentoring, providing tailored guidance and support. She narrated that “*Yung tradisyunal isa-isa, yung sa pamaamgitan ng online at mentoring na kasama ang buong grupo.*” “Traditional one-on-one mentoring, distance mentoring, and group mentoring.”

In the same manner, Participant 4 highlights regular meetings, fostering discussion, observation, and constructive feedback. As proof, she commented that “*One-on-one meetings, regular meetings between mentor and mentee provide an opportunity for personalized guidance, support, and discussion. The mentor observes the mentee’s teaching practices and provides constructive feedback based on observations.*”

Although there are different forms of mentoring, there is a common observation that mentors need to look into the preferences of the mentees to arrive at worthwhile endeavors. This is vital because, like learners, teachers also have individual differences, thus, no style of mentoring would fit all.

Essentially, one-on-one mentoring according to Mantor Cruise (2023) provides an opportunity for personalized, in-depth feedback on the performance, enabling mentees to focus on specific areas of improvement. This can help mentees create a tailored roadmap for success. This individual attention can help them set achievable goals and rise to their full potential

Active Listening and Communication

Active listening and clear communication are fundamental to successful mentoring. Master teachers engage in open dialogues with colleagues, ensuring that they feel heard and understood. They foster a safe and supportive space for feedback and discussion, promoting collaboration and professional growth. In this part, Participant 1 stresses active listening and clear communication, ensuring colleagues feel heard and understood. She voiced out that “*aktibong pakikinig, maayos na pakikipag-usap, at focus group discussion*” (“active listening and clear communication, Focus Group Discussion”)...

Likewise, Participant 3 emphasized open communication and effective feedback, promoting collaboration and growth. She shared that “*bukas na pakikipag-usap, seryosong pakikinig, epektibong pagbibigay ang puna at focus group discussion.*” (“Open communication, active listening, effective feedback, and Focus group discussion”).

The narratives point out that active listening and open communication are pre-requisites in mentoring. To

give sound advice and suggestions, mentors should take note of the strengths of the mentees and spot gray areas for their improvement. This method ensures mentees' professional growth and development.

When it comes to mentoring, an active listening approach is key since mentors and mentees spend much of their relationship talking and listening to one another. Active listening is a technique in which the listener must fully concentrate to understand, respond and remember what is being said. Like any skill, it must be developed (Ryan, 2023).

Observation and Feedback

Classroom observations provide valuable insights into teaching practices. Master teachers conduct observations to identify areas for improvement and assist with interventions. They provide constructive feedback that focuses on strengths and areas for growth, empowering colleagues to refine their instruction. To support this thought, Participant 6 advocates for one-on-one meetings to discuss progress, challenges, and goals. She revealed that *“One on one na miting parai pag iristuryahan kun ano na an nagibo, o kun may mga problema, nan kun ano an gusto mangyari, ngtataog man mga suhestyun”* (“One-on-one meetings to discuss progress, challenges, and goal, conducting observations and providing feedback on teaching practices....”) Also, Participant 10 mentions classroom supervision and observing colleagues' classes to identify improvement areas. She voiced out, *“Pagsubaybay at pag-uusap tungkol sa problemang kinaharap sa klase at pagbibigay ng solusyon na maaring gawin.”* (“supervision, and discussion about their problems encountered in their class and assisting them in the intervention they wanted to conduct...”)

Some of the effective methods employed by master teachers in mentoring are observations, discussions, and feedbacking. These do not only help them in providing technical assistance but also create a fair and healthy atmosphere with the mentees. Supporting beginner teachers and those who are new to the school through regular mentoring, coaching, observation and feedbacking is one aspect of a commitment to a culture that can help leaders build an expert team to improve student learning and wellbeing (Earp, 2020).

Empowerment and Knowledge Sharing

Master teachers believe in empowering their colleagues. They share knowledge and expertise, actively listening and engaging with teachers to set goals for continuous improvement. They create opportunities for colleagues to learn from one another, fostering a collaborative and supportive environment. Participant 8 focused on knowledge sharing and expertise, listening, and engaging with colleagues. She described, *“pag share kan mga kaaraman, maray na pag intindi nan pag set kan goal para lalo pa mag improve lalo na sa pagturo sa kaakian.”* (“Sharing knowledge and expertise, listening and engaging as well as goal setting for improvement purposes in the teaching-learning process”).

Additionally, Participant 9 highlighted identifying colleagues' needs and empowering them while maintaining a balance between guidance and independence. She emphasized, *“pag analisis kan mga kapiuhan nan dapat na maaccomplish..”* (“identifying the needs and expectations, balance guidance and empowerment”)..

In essence, master teachers have roles to play in assisting their colleagues. To champion this expectation, they create a space for sharing the proficiency of each colleague in the group. After all, learning is a continuous process, and immersion in the system of collaboration empowers every educator to work with stability in all the domains of work. Coaching encourages self-discovery, goal setting, and the pursuit of your passions; it's about helping others unlock their full potential and live their best lives (Needham, 2023).

Additional Perspectives from Participants

Various methods have been employed by master teachers in their mentoring and coaching of their colleg-

agues. To demonstrate this insight, Participant 6 was exposed to regular one-on-one meetings to discuss progress, challenges, and goals. She commented, “*on one meeting to discuss progress, challenges, and goals, conducting observations and providing feedback on teaching practices...*”

In addition, Participant 10 tackled the significance of classroom supervision to observe teaching practices and identify areas for enhancement. She emphasized, “*pag observe sa klase na pag isturyahan an mga problema ninda na naexperience sa laog kan klase nan iadvise na matawan ki marhay na solusyun..*” (“classroom supervision, and discussion about their problems encountered in their class and assisting them in the intervention they wanted to conduct.”) Meanwhile, Participant 9 pinpointed identifying colleagues' needs and expectations, balancing guidance with empowerment. She said, “*pigsasaro saro an mga pangangaipo nan kun ano an dapat na magibo, balance an pagtukdo nan pagtao sa sainda nin kalayaan para makaaram.*” (“identifying the needs and expectations, balance guidance and empowerment”).

Master teachers are invaluable assets within the district. Through their roles as mentors, coaches, and supervisors, they employ a range of methods to support and develop their colleagues. By creating a supportive environment, promoting professional development, and enhancing teaching practices, they contribute significantly to the success of students and the district.

To support this result, mentoring emerges as a potent force in education, as evident in Castanheira's (2016) meta-synthesis of thirty-seven papers on mentoring. The findings revealed that mentoring is associated with increased job satisfaction among teachers, more effective use of classroom time, improved academic performance of students, and heightened levels of confidence. The insights presented align with the present study's exploration of how master teachers' mentoring, coaching, and supervision positively impact teaching practices and student academic performance in Magallanes District, Sorsogon.

Master Teachers: Guiding Peers Towards Excellence

Master teachers, with their extensive experience and expertise, play a crucial role in supporting the professional development of their peers. A recent study exploring coaching strategies employed by these educators revealed four key themes that emerged from participant narratives.

Effective Communication and Trust

Participants underscored the vital importance of establishing a strong foundation for meaningful mentoring relationships. Participant 1 emphasized the need for effective communication, trust, and respect as cornerstones. She recounted that “*sa monitoring para maging paki-pakinabang dapat may mayad na komunikasyon, tiwala nan respeto para mayad an urupudan.*” (“*for mentoring to be meaningful, essential elements such as effective communication, trust, and respect serve as the underpinning of the relationship...*”)

Participant 4 echoed this sentiment, highlighting the crucial role of consistent follow-up and open communication in enhancing the effectiveness of mentoring. She confessed that “*para epektibo an mentoring dapat pirmi nagfapollow-up sa mga teachers*”) (“for mentoring to become more effective, there should be consistent follow-up and open communication with the mentee”).

“Without these elements,” they stated, “genuine collaboration and growth are impossible.” “Regular check-ins and honest discussions,” they explained, “create a safe space for mentees to share their concerns and celebrate their successes.”

These key points were elaborated by Bottomley (2012) claiming that effective communication is essential to building a trusting and strong mentoring relationship. Mentees are encouraged to connect successfully, and they often rely on their mentors to take the lead and teach them how to communicate in this unique relationship

Active Listening and Self-Discovery

Participants highlighted the power of active listening and questioning techniques in fostering self-discovery and personal growth. Participant 3 stressed the importance of setting clear goals and establishing trust before utilizing these strategies. She strongly admitted that, *“Para epektibo an coaching dapat mag set kun ano an dapat maabot, magkaigwa nin marhay na relasyon sa mga teachers, aktibo na pagmati nan pwede man maghapot para lalo makaintindi nan makatao nin maray na feedback nan suporta para sa pagtalubo sa propesyon.”* (“For coaching to be effective, it involves setting clear goals, establishing a trusting relationship with the mentee, using active listening and questioning techniques to promote self-discovery, and providing constructive feedback and support to encourage growth and development”).

“By truly listening to their needs and encouraging them to reflect on their practice,” they remarked, “mentees can identify their strengths and areas for improvement.” This was backed up by Participant 7 describing a similar approach, emphasizing the value of helping mentees work through their challenges and find their solutions. He mentioned, *“It is effective to get all the problems, issues, and troubles out and help the mentees work through a process to come up with their solutions. Patience, compassion, and understanding are great skills for mentors to utilize.”*

“Bako lang ini para maturuan sinda kundi madiskubre ninda nan makaaram sinda kan mga maray na estilo kan pagtukdo.” (“It’s not about telling them what to do,” they explained, “but rather guiding them to discover their own best practices”).

The narratives suggest the effectiveness of mentoring in enhancing the capabilities of the mentees. It goes beyond providing technical assistance but rather, settling the encounters to be emotionally healthy to elicit rich insights from the mentees. Active listening promotes effective teamwork, problem-solving, and conflict resolution. It facilitates the building of strong relationships with colleagues, clients, and stakeholders (Samuel, 2024).

Balanced Feedback and Empathy

Participants stressed the importance of providing constructive feedback that acknowledges both strengths and areas for improvement. Participant 6 emphasized the need for a balanced approach, highlighting both positive aspects and opportunities for growth. She elaborated, *“pagtao ki maray na feedback nan suhestyon, an balanse, na maaraman an kakayahan nan kaluyahan.”* (“providing constructive feedback, offering balanced feedback that highlights strengths and areas for improvement.”)

Meanwhile, Participant 5 demonstrated empathy by actively listening and offering relevant feedback that challenged peers to grow. She said, *“In coaching my peers, I see to it that I am flexible in my approach and listen to them with empathy. I also provide relevant feedback that challenges them to take the initiative to grow and do better.”*

“An bakong magayon na pagtao ki puna maresulta sa reaksyun kan teacher na mawawaraan sya gana magtrabaho.” (“Constructive criticism without empathy can be demotivating,”) they noted. *“Dapat balance nan maencourage sinda nan machallenge.”* (“It’s about finding a delicate balance between encouragement and challenge,”) they shared, *“basi matuwangan sinda na marealize ninda an kakayahan ninda nan maghinguha.”* (“helping them see their potential and push themselves further.”)

The responses of the mentors showcase how empathy works in giving feedback to colleagues. It is a reminder that effective criticism can be done with love. Correcting mistakes could be done with compassion by letting them reconstruct their thoughts and actions related to the teaching and learning process. Empathy matters because it makes meaningful connections between people possible and has been identified as a key agent in the promotion of effective working relationships (Spencer, 2022).

Holistic Approach and Professional Development

Participants highlighted the need for a comprehensive approach to professional development, encompassing various strategies and initiatives. For example, Participant 8 suggested building trust, setting clear goals, and engaging in dialogue during coaching interactions. She uttered, *“An magkaigwa ka tiwala nan ngmamaati ka, ngseset ka kan mga dapat maabot, nan nag hahapot nan ngsisimbag sa kahaputan ninda, nagtato ki mga puna nan suhestyun basi lalo sindang makaaram.”* (“Building trust and actively listening; setting clear goals; asking and answering questions during coaching interactions; giving positive feedback regularly while providing constructive criticism when necessary to facilitate improvement.”) Regular positive feedback and constructive criticism, they emphasized, further contribute to improvement.

Likewise, Participant 10 proposed a holistic approach, advocating for district-wide supervision beyond a single annual visit. She exclaimed, *“In my opinion, it would be better for the mentor to conduct supervision in the district not only once in the school year. Mentors also should focus on the new teacher as their TIP (Teaching Induction Program) so that they will be aware of the teaching strategies and approaches on the field different from what they learned during college. After supervision should have seminars/LAC sessions on the problems met by the teachers during the supervision conducted.”*

Regular positive feedback and constructive criticism, they emphasized, further contribute to improvement. They emphasized the importance of focusing on new teachers through Teaching Induction Programs (TIPs) and addressing specific problems through seminars or Learning Action Cell (LAC) sessions. *“Ini medyo dakula na approach”* (“A multifaceted approach like this”), they explained, *(pero nagtatao ki paraan para masuportahan an mga teachers basi lalo pa sinda madevelop.”* (“allows for targeted support and continuous learning.”)

Finally, Participant 11 underscored the practical aspect of coaching, emphasizing the need to bridge theory and classroom practice. *“Kaipuhan na an mga strategies na iseshare ta sa sainda aplikable nan pwede ninda magamit sa trabaho ninda.”* (“We need to ensure that the strategies we share are applicable and useful in a real-world setting.”) they concluded.

Collectively, these themes illustrate the multifaceted strategies master teachers employ to support their peers and foster professional growth. By creating a culture of trust, active listening, constructive feedback, and ongoing professional development, master teachers empower their colleagues to excel in the classroom and create a positive learning environment for all students.

Remarkably, the study of Stanulis and Floden (2009) underscored the transformative impact of intensive mentoring provided by master teachers, particularly in preparing and supporting educators to enhance student achievement through the development of effective, balanced instructional practices. Their insights emphasize that mentoring skills play a crucial role in engaging new teachers in joint inquiry, fostering an understanding of the importance of learning from practice, and providing essential tools for teaching, such as observation, feedback, and analysis of student work.

Unpacking Successful Mentoring Relationships: Themes and Participant Narratives

Mentoring relationships are complex and multifaceted, often characterized by a range of factors that contribute to their success. Based on the narratives of various participants, four key themes emerge that highlight the dynamics of effective mentoring: trust and respect, clear goals and expectations, exchange of knowledge and skills, and empathy and communication.

Trust and Respect

Firstly, the theme of trust and respect is a critical component of successful mentoring relationships. Participant 1 emphasizes that 'trust and respect between mentor and mentee create an environment for open communication, vulnerability, and honest feedback. She said, *“Dapat an mayad na pakiiba para masiguro ta na epektibo an supervision.”* (“Friendly supervision is used to ensure effectiveness and engagement”)

This sentiment is echoed by Participant 6, who highlights building mutual trust and respect as a foundation for successful mentoring. She revealed that *“Creating a safe environment – establishing a trusting and non-judgmental environment where peers feel comfortable.”*

Moreover, Participant 8 underscores the importance of the mentor-mentee relationship in achieving positive outcomes. Establishing trust and respect early on in the relationship enables both parties to engage in open and honest dialogues, fostering a supportive and constructive environment for growth and development. She unveiled that, *“Dapat maray an saindong iribahanan para sigurado na epektibo an coaching, yun an enot ko na sinisiguro.”* (“By establishing a strong rapport with my peers before coaching is what I needed the most to ensure effectiveness and engagement.”)

Trust and respect are two of the facets that evolved from the agreeable partnership between mentors and mentees. This engagement is manifested in a peaceful and harmonious encounter as they tackle learning situations and teaching opportunities. Carlson (2023) emphasized that trust facilitates effective communication, constructive feedback, and overall mentees' development. It is essential for coaches to create a safe and supportive environment where they feel comfortable expressing concerns, seeking guidance, and growing personally and professionally.

Clear Goals and Expectations

Secondly, clear goals and expectations are crucial for guiding the mentoring relationship. Participant 2 identifies clearly defined goals and expectations as crucial for guiding the mentoring relationship, *“Clearly defined goals and expectations help guide the relationship and ensure that both parties are working towards the same objectives. This includes setting specific, measurable, achievable relevant, and time-bound goals.”*

Meanwhile, Participant 10 adds that *“encouragement and support play a role in helping mentees achieve these goals.’ Specific, measurable, achievable, relevant, and time-bound (SMART) goals ensure alignment and help both the mentor and mentee stay focused on the desired outcomes.”*

The testimonies of the master teachers reveal that through mentoring, clear and achievable learning goals are set, thereby guiding both parties in the attainment of the DepEd core values, mission, and vision. Setting SMART goals with a mentor's guidance fosters measurable success and aligns daily actions with long-term career visions (River Software, 2024)

Exchange of Knowledge and Skills

Thirdly, the exchange of knowledge and skills is a key dynamic in successful mentoring relationships. Participant 3 points out that 'successful mentoring involves sharing knowledge, skills, and experiences,' while Participant 7 echoes this sentiment, emphasizing the value of exchanging expertise. This dynamic allows mentees to learn and grow, while mentors also have the opportunity to gain new insights and perspectives from their mentees.

Accordingly, coaching builds will, skill, knowledge, and capacity. It creates a relationship in which a client feels cared for and is therefore able to access and implement new knowledge. Coaching and mentoring can foster conditions in which deep reflection and learning can take place, where a teacher can

take risks to change her practice, where powerful conversations can take place and where growth is recognized and celebrated (Aguilar, 2013).

Empathy and Communication

Lastly, empathy and communication are essential components of effective mentoring. Participant 6 mentions empathy, which involves understanding and addressing the challenges faced by mentees. She elaborated that, *“Creating successful mentoring relationships requires specific skills, sensibilities and structure from both the mentor and the mentee. One must have the disposition and desire to develop his/her colleagues without any “official” reward and do this because he/she genuinely wants to see someone else succeed.”*

Furthermore, Participant 9 highlights the importance of clear communication skills and availability in empowering mentees. She pinpointed that *“May pgkaherak, yaon ka pirmi asin marhay na komunikasyon ang ngpapakusog sa saro na teacher.”* (“Empathy, availability, and clear communication skills empower mentee’s success.”)

Likewise, Participant 11 emphasizes regular feedback and personalized one-on-one sessions for effective mentoring. Effective communication and empathy help create a supportive and nurturing environment, where mentees feel valued, heard, and understood. She added, *“pirmi ka magtatao nin suhestyun, nan one on one an saimong pag assess sa saiya”* (“regular feedback, one on one session and evaluation.”)

These four themes - trust and respect, clear goals and expectations, exchange of knowledge and skills, and empathy and communication - collectively illustrate the multifaceted dynamics that contribute to successful mentoring relationships, fostering growth and development for both mentors and mentees. By incorporating these themes into their mentoring relationships, participants can create an environment that is conducive to learning, growth, and development, ultimately leading to positive outcomes and successful mentoring experiences.

Looking into the insights presented, Van Ginkel et al.’ (2015) study emphasized that master teachers employ two key mentoring strategies: (1) master teachers as co-thinking with teachers, and (2) master teachers as co-learning with teachers. This strategy acknowledges that learning to teach is a continuous process of integrating various forms of knowledge into a personal, practical, and professional knowledge base for teaching. It underscores the importance of reflection and dialogue for the interactive reconstruction of knowledge about teaching and learning over an extended period.

III. The Complexities of Mentoring: Challenges Faced by Master Teachers

The mentoring, coaching, and supervision process, while crucial for teacher development, is not without its challenges. These are part of the process of professional growth and development both by mentors and mentees. That is why, these are evident in the narratives of several master teachers, highlighting four key themes.

Communication and Trust

Participant 1 described the difficulty of mentees resisting changes or insights offered by mentors. This underscores the importance of open communication and building trust, creating an environment where mentees feel safe to learn and grow. She mentioned, *“Dapat an mga teachers willing man magtanggap kan pag babag o nan bag o na kaaraman, dapat iencourage sinda nan paliwanagan kun nata kaipuhan may pagbabag o.”* (“The willingness and eagerness of the mentee to accept some changes or some insights given by the mentor, try to encourage and explain such changes or innovations.”)

Moreover, Participant 8 echoes this sentiment, detailing a lack of trust and respect from older colleagues. She exclaimed, *“An pinakagrabe na challenges sakuya iyo na dai ka pigtitiwalaan nan dai ka*

pigrerespeto kan medyo mas maeded pa kesa sako. An ginibo ko mga activities na makakapamaray kan samuyang iribahan.” (“The worst challenge that I encountered was the lack of trust and respect from my older colleagues during the session. By addressing the root causes through proactive activities, a positive and productive mentoring dynamic was fostered.”)

Addressing this requires proactive efforts to foster a supportive environment and understand the root causes of such resistance. The lack of trust and respect of the mentees may lead to gaps and unfavorable relationships between the persons involved. Communication plays a huge role in the success of any management initiative (Lawrence, 2017)

Time Constraints and Balancing Responsibilities

Juggling multiple responsibilities makes it difficult for master teachers to dedicate time to mentoring. Participant 5 highlighted the challenge of finding time amidst a busy schedule. Establishing a clear mentorship framework and prioritizing scheduling can alleviate this burden. She divulged that *“Finding the time to schedule for mentoring session while balancing other responsibilities especially handing multiple tasks and a Grade One teacher of a Full Intervention class.... I planned and made a mentorship framework to address this challenge.”*

Meanwhile, Participant 4 agreed, recognizing that both mentors and mentees struggle with time constraints. Regular meetings and leveraging technology can be valuable tools to facilitate the process., *“An master teachers nan mga maestra minsan di nagkakasundo dahil sa eskedyul lalo na kun dakul an mga gibuhon asin busy intero, pag arug kaini ngiiskedyul na ako para madagos an miting niamo.”* (“Both mentors and mentees may face time constraints due to busy schedules and competing priorities. To address these challenges mentors can prioritize regularly scheduled meetings and use technology to facilitate meetings.”)

The availability of time and the numerous workloads of master teachers are realistic in school set-ups. The various tasks of master teachers aside from mentoring sometimes overlap with other activities that need to be prioritized. In addition, the piling up of reports and submission of other documents adds to time restrictions. Thus, effective time management enables coaches to maximize their impact while balancing various responsibilities (Waite, 2024).

Engagement and Resistance to Change

Keeping mentees engaged is a central challenge. Participant 6 emphasized the importance of varied activities and ensuring mentees feel heard. Resistance to change is common, requiring mentors to provide support and clear expectations. Participant 7 similarly addresses resistance to change, particularly in the context of unrealistic promotional expectations. She added, *“lack of commitment, resistance to change, creation of false promotional expectations... To address this is by establishing clear expectations, monitoring progress, and providing support and feedback when needed.*

Monitoring progress and offering constructive feedback are key strategies for navigating such challenges. Constant professional encounters and honest criticism are effective resolutions to issues narrated by the participants. When employees don't trust or feel confident in the person making the change, their resistance to it can be a huge barrier (Olmstead, 2022).

Empowering Mentees and Enhancing Teaching Strategies

Creating a trusting and respectful relationship is essential. Participant 9 highlighted the importance of establishing clear communication and rapport between mentor and mentee. She elaborated on this point by stating, *“establishing trust and rapport between the mentor and mentee, clear communication and empowerment....”*

Furthermore, Participant 10 encountered a mentee hesitant to improve teaching strategies. She noted *“Sa kaso ko an teacher nagmamati man kun ano gibuhon pero pagtalikod niya di man niya pigsusunod an sinabi ko lalo na sa strategies sa pagturo. Nag one-on one na hampangan nan nag istoryahan nan ng observe ako sa klase.”* (“In my case, I encountered a mentee who just listened to the recommendation but he or she did not dare to enhance her or his teaching strategies. I conducted a one-on-one discussion and thorough follow-up observation.”) To address this issue requires one-on-one discussions and follow-up observations to identify specific needs and support their growth.

These narratives illustrate the multifaceted nature of mentoring, coaching, and supervision. Successfully navigating these challenges requires effective communication, dedicated time management, and a commitment to empowering mentees. By fostering trust, addressing resistance to change, and providing ongoing support, master teachers can ensure the effective development of future generations of educators. In line with this, Williams (2012) highlighted the pivotal role of master teachers' mentoring skills, emphasizing their ability to provide technical assistance in applying diverse teaching techniques.

Navigating the Web: Challenges in the Supervision Process

Supervision, a critical aspect of professional development, often presents its own set of hurdles. Drawing on the experiences of various participants, we can glean valuable insights into the challenges faced during the supervision process and strategies for effective navigation.

Time Constraints and Scheduling

One of the most common challenges cited is time constraints and scheduling. Participant 3, burdened by numerous school activities, found it difficult to dedicate sufficient time to supervision. She said, *“Setting time or schedule for coaching where the mentee and at the same time the mentor juggle multiple responsibilities and have the toughest time prioritizing the tasks. To overcome this, we have to sit down and talk seriously about this matter and settle once and for all. I must consider too that we are human, not computers, we need time for relaxation or else it will result in burning out.”*

This emphasizes the importance of effective time management, a skill, Participant 4 honed by scheduling meetings outside of teaching hours to address problems efficiently. She testified, *“An sarong talaga na problema sa coaching an panahon lalo na an pag set kan iskedyul. Minsan busy sa trabaho tambak an gibuhon, siempre di aram kun ano an eenoton. An pig gigibo ko ko nag aagree kami kun sain nan kun nuarin magiging possible an pagmeeting.”* (“Time is one of the biggest issues in coaching, both the mentor and the mentee have difficulty in setting up the schedule due to hectic workload, they have their priorities to make. So, to address this challenge they have to agree with where and when to make the schedule available”).

In addition to the above insight, Participant 6 offered a practical solution, emphasizing short, frequent observations to provide timely feedback despite time limitations. Her words *“Insufficient resources – leveraging community resources, online materials, and peer support to supplement available resources”* reveal that there are tangible answers to issues related to the insufficiency of materials for teaching and learning situations.

To support this outcome, Buchvarova (2024) stated that with commitments and responsibilities on both sides, mentors and mentees must not forget their dedication to the program and each other. Neglecting scheduled meetings or frequent postponements can eat away the very base of relationship.

Communication and Expectations

Another hurdle arises from communication and expectations. Participant 5 navigated the challenge of managing different perspectives and expectations by establishing clear expectations from the outset. She

admitted that *“Para mapamaray an mentoring dapat parehas mag effort an master teacher nan an teacher, pero minsan makamumundo na an iba na teachers bakong interesado nan nahuhugakn. Kesyu dakulun an trabaho nan dlaen naman niya saklaw an saro na bagay. Para maging maayos an samong relasyon iniintindi ko siya kan saiyang mga reaksyun.”* (“To have a fruitful mentoring partnership, it entails an amount of effort from both parties but unfortunately my mentee seems disinterested and lacks motivation. We talked about her feelings if she is overwhelmed with her work or if she is not living up to her expectations. Understanding the underlying cause of why I am perceiving this indifference is my key to solving the situation before our relationship becomes wholly unproductive.”)

Also, Participant 11 underscored the importance of clear communication in fostering effective supervision. She admitted, *“negative attitude of the teacher, more patience, follow up and support to address the problem.”*

The need for open communication and achievable learning goals bridges any gaps between mentors and mentees. Although challenges are normal situations these could be prevented through good rapport between the two.

Resistance to Change and Engagement

Resistance to change and engagement emerged as a significant obstacle. Participant 7 identified resistance to change as a barrier, highlighting the need for supervisors to address this challenge head-on. She honestly admitted that *“failure to agree on a clear outcome for the coaching conversation, difficulty from holding back from sharing the coach’s perspectives, lack of accountability.”*

This insight is backed up by Participant 8 offered a solution, serving as a model to engage disinterested mentees by emphasizing the mentor's role in fostering improvement. She inserted, *“There were instances when some of my colleagues were not interested in listening. To regain their focus on the session, I called their attention and praised their expertise.”*

Resistance on the part of the mentees obstructs the flow of learning in the process. Failure to investigate the comments and suggestions would make them dormant, thereby putting the risk on the acquisition of students’ maximum learning. In line with this, the study of Zvaigzne et al. (2020) revealed that the most essential barriers to communication were a lack of time and logical barriers and obstacles that emerged to partners with different ways of thinking.

Feedback and Constructive Approach

Finally, feedback and a constructive approach posed a unique set of difficulties. Participant 9 faced mentees who resisted feedback; however, explaining feedback constructively helped them recognize its value. She admitted that *“para magkaigwa nin maray na relasyon, pigsasabihan ko siya na maging totoo, tanggapon kun ano an sasabihun saiya.”* (“building strong/positive relationships. I encouraged my mentees to be open to whatever criticisms arise.”)

In the same manner, Participant 10 tackled non-compliance by emphasizing the mentee's growth and well-being. She narrated *“negative attitude of the teacher, more patience, follow up and support to address the problem.”*

These themes highlight the multifaceted nature of supervision, emphasizing the need for effective communication, adaptability, and mentorship skills. By understanding these challenges and incorporating strategies for overcoming them, supervisors can create a supportive environment conducive to professional growth.

Accordingly, the study of Marshall (2021) provided insight into the importance of the critical role of mentors in ensuring that their mentee is supported and comfortable in the classroom as much as possible.

It was the unwavering desire of the mentor teacher to aid their mentee that allowed them to find solutions to overcome these challenges to provide much-needed support in any way they could. Overall, induction programs should work to create an environment where mentors can be the proper support system that mentees need to help enhance student learning in their classroom for years to come.

IV. Master Teachers Navigate Challenges in Mentoring, Coaching, and Supervision Through Innovative Approaches

Master teachers employ various strategies in mentoring, coaching, and supervision of their colleagues along with professional development, career progression, collaborative teaching-learning process, and leadership development. Through innovative approaches, they provide meaningful insights and tangible resolutions to address gaps and issues in the educational framework.

Tailored Professional Development

Participant 1 emphasized tailored professional development, assessing individual needs, strengths, and goals. She directly stated that *“An piggigibo kan master teachers aramun kun ano an pangangaipo, kaluyahan nan pangaturugan an mga teachers nan maggioo nin epektibo na plano na nakalinya sa mga gusto ninda maabot.”* (“Master teachers assess the specific needs, strengths, and goals of their colleagues and create tailored development plans that align with their career aspirations.”)

This thought was supported by Participant 2 claimed that professional development provides continuous learning opportunities through workshops, seminars, and courses tailored to specific areas for improvement. She described *“Sa paagi kan pirimi pag attend ki mga workshops, seminars nan iba pa na professional development courses para masolusyunan an mga bagay na dapat maimprove sa saro na teacher.”* (“They provide continuous opportunities for learning through workshops, seminars, and professional development courses that address both general and specific areas of improvement.”)

In addition, Participant 3 incorporated flexibility with webinars, short courses, and workshops to accommodate busy schedules and points out that, *“Professional Development is the last thing on the minds of mentees in the middle of a busy school day, so we suggest that the mentees can attend the free webinars with certificate, short courses, workshops, seminars and many others.”*

Along with professional development, there is a need for master teachers to conduct assessments on the performance of their colleagues. Also, as mentors they are required to initiate professional engagements with their colleagues for the successful attainment of learning outcomes. The mentoring skills coupled with pedagogical approaches of master teachers are mode of professional development. This approach does not only enhance teaching practices but also as a strategy to improve academic performance among students and act as a catalyst for social change (Parker-Katz and Bay, 2008).

Modeling Effective Practices

Modeling effective practices is another strategy. Participant 4 highlighted master teachers demonstrating exemplary teaching strategies and classroom management techniques, setting a benchmark for colleagues to strive towards. She elaborated that *“By demonstrating effective teaching strategies and classroom management techniques, master teachers set a standard for their colleagues to emulate.”*

Since master teachers are demonstration teachers, colleagues acquire teaching skills and strategies in the teaching-learning process, engaging instructional activities, classroom management, and effective assessment techniques. Benchmarking of best practices happens in this scenario. The role of an instructional coach, according to Knudsen (2024) is to serve as a resource for teachers to help implement ideas and strategies, analyze data, provide individualized professional development and model best practices to show teachers how to implement a strategy, then observe a teacher applying that strategy.

Collaboration and Feedback

Participant 5 promoted collaboration and feedback through conferences, group discussions, and workshops, fostering a culture of collaboration and continuous learning. This was agreed upon by Participant 6 who mentioned that collaboration provides specific, constructive feedback based on observation and data. She uttered, *“An mga master teachers nagpapakumperensya, minsan FGD, seminars nan workshops, ngtatao nin mga feedbacks at suhestyon, ngsusuport sa mga teachers. ngmomonitor nan nag eevaluate kun ano na an nagibo kan mga teachers na makapakarhay sa saindang mga estudyante. Kun maray an mga activities na iniinitiate kan master teachers maray man kaiyan an epekto sa mga estudyante”* (“Master Teachers conducted conferences, Focused Group discussion (FGD), seminars, and workshops that engage teams of teachers. Encourage collaboration and feedback. Support continuous learning. Monitor and evaluate impact. When the professional development activities focus on the needs of their learners that will ensure all pupils achieve success.”)

Furthermore, Participant 7 encouraged reflective practices like journaling and peer discussions to critically analyze teaching methods. She concluded, *“encourage teachers to engage in reflective practices such as journaling or peer discussions, to critically analyze their teaching methods and outcomes....”*

With this narrative, Voltage Control (2024) specified that mentoring is a transformative approach that leverages the experience and wisdom of seasoned professionals to uplift and guide less experienced team members. It is particularly effective in nurturing the attributes necessary for successful collaborative leadership.

Responsive Leadership

Responsive leadership is crucial. Participant 8 took the lead in organizing professional development workshops, integrating the latest research and best practices. She emphasized *“ng oorganisa nan nangengenot kun my mga workshops sa mga topics na marhay parehas kan mga bag o na estilo nan strategies sa pagturo asin researches.”* (“organize and lead professional development workshops on relevant topics, integrating latest educational research and best practices...”)

Remarkably, Participant 9 prioritized responsiveness to mentees' needs, goals, interests, and priorities. She claimed, *“being responsive to the needs, goals, interests, and priorities of our mentees....”* Meanwhile, Participant 10 demonstrated adaptability, tailoring support to colleagues' requirements and Participant 11 offered technical assistance, feedback, and support to assist colleagues in achieving their professional goals.

Together, these approaches help master teachers effectively address the challenges in mentoring, coaching, and supervision, ultimately fostering teacher growth and student success.

Moreover, the study of Roehrig et al. (2007) conformed with the above result affirming that a widely accepted strategy to address the challenges faced by teachers, enhance the quality of their teaching, and improve student achievement is through mentoring provided by master teachers. Mentoring serves as a valuable means for teachers to access the guidance of more experienced educators who act as sounding boards, guides, and counselors.

Master Teachers: Navigating Career Progression Through Mentorship and Support

Master teachers are crucial to fostering a culture of continuous learning and growth within educational institutions. Their expertise extends beyond their classrooms, reaching out to support colleagues in their professional journey. Master teachers effectively address challenges related to career progression by implementing a comprehensive approach that encompasses mentorship, coaching, and supervision.

Formal Mentorship Programs

Participant 1 emphasized the importance of formal mentorship programs. These structured frameworks allow experienced educators to guide less experienced colleagues through various career stages, offering valuable insights and practical advice. She stated, *“Master teachers should establish formal mentorship programs where experienced educators guide less experienced ones through the stages of their careers.”* Furthermore, Participant 3 built upon this by highlighting the mentor’s role as a trusted adviser, supporting mentees in developing key skills and encouraging them to pursue their career aspirations. She mentioned that *“Pag sinabi ta na mentor siya an dapat na titiwalaan kan mentee niya nan magsusuporta sya para lalo pa madevelop an kakayahn nan makumbinsi si mentee na mapakarhay pa niya an saiyang trabaho.”* (“The mentor acts as a trusted adviser to a mentee and supports her/him in developing new skills, challenging ideas and encouraging career development.”)

The participants’ view on the role of master teachers in career progression exhibits the expertise of the latter to provide technical assistance to colleagues by providing avenues for mentees to explore their skills and hone their capabilities.

Along with this, Murray (2022) pointed out that the key characteristic of formal mentoring is that it is a highly structured and organized approach. Accordingly, there is no risk that anyone who wants a mentor will miss out, as mentors are assigned to anyone who signs up for the program. However, in some cases this can potentially lead to mentors and mentees not seeing eye to eye, and the mentee having to have an awkward conversation where they ask the program administrator for a new mentor.

Goal Setting and Check-Ins

Beyond formal programs, master teachers act as dedicated coaches. Participant 2 stressed the importance of helping colleagues set and achieve both short-term and long-term career goals. Respectively, she commented, *“They help colleagues set and achieve short-term and long-term career goals, providing regular check-ins and adjustments as needed.”* In the same manner, regular check-ins and adjustments ensure progress. Participant 6 underscores the need for clear, achievable goals and creating a roadmap to reach them.

Participants in this study value the role of master teachers in career progression through their ability to connect with their colleagues to guide and inspire them for positive learning outcomes. A constant and healthy connection with mentees builds a partnership grounded on the idea of sharing goods.

This motivation to change according to Warnock (2014) success in mentoring arose from a clearly defined expectation. Setting a goal for mentees would mean improvement, focus or decision. In setting goals, it is necessary to evaluate the learning goals and the methods used to reach them.

Networking and Skill Development

Master teachers also facilitate networking and skill development. Participant 4 discusses the crucial role of connecting colleagues with other professionals, expanding their network, and opening up new opportunities. She reiterated *“By facilitating connections with other professionals, master teachers help their colleagues expand their professional networks, which can lead to new career opportunities.”*

Correspondingly, Participant 5 emphasized how leveraging the Master Teachers network provides access to valuable guidance, skill development resources, and support in aligning abilities with career aspirations. She agreed by saying that *“An paghanap nin mga masuporta, an mga teachers makaaram kan mga opportunities sa DepEd, maguide sinda para madevelop pa an saindang kakayahan para mapakarhay pa niya an area kun sain maluya siya.”* (“By leveraging the Master Teachers network, colleagues can access new career opportunities, guidance and skill development which help them identify areas for improvement and align their abilities with their career goals.”)

In career progression, mentors open doors for networking among colleagues. This role enables mentees to work hand in hand with their colleagues to search for teaching and learning opportunities for the betterment of the educational system. Professional learning networks provide tremendous value for educators looking to enhance their skills, methodologies, and classroom efficiency (Lesson Bud, 2024).

Professional Development and Accountability

Finally, master teachers emphasize professional development and accountability. Participant 8 encouraged attending seminars and webinars to stay updated on fresh ideas, teaching strategies, and knowledge that can be applied in the classroom. She shared, *“Mag attend kan mga seminars nan webinars para maaraman an mga bago na ideya nan strategies nan magamit sa laog kan klase.”* (“Attend different seminars and webinars to gather new ideas and teaching strategies and knowledge and apply it professionally.”)

Meanwhile, Participant 9 emphasized the importance of goal setting and accountability, breaking down internal barriers, and fostering confidence. She pointed out that *“Through goal setting and accountability, the connection can break internal barriers, get an inspiring confidence, and facilitate the path to success.”* The insights presented were seconded by Participant 10 suggested the need to conduct thorough performance reviews that identify areas for development and create opportunities for advancement. She stressed that *“Maggibo nan magtao ki suporta para maaraman an area kun hain kaipuhan niya magperform nin marhay.”* (“Conduct thorough and supportive performance reviews that highlight areas for growth and opportunities for advancement.”)

Collectively, these initiatives create a supportive environment where educators can thrive. Under the guidance of master teachers, colleagues have access to the necessary tools and resources to advance their careers, ultimately contributing to a more robust and effective educational system.

Remarkably, the phenomenological study of Belbestre and Chieng (2024) explored and understood the views and perceptions of master teachers as educational leaders during in-person classes in the elementary and secondary schools of the Division of Davao de Oro. Results of the participants’ experiences mainly include managing curriculum implementation, facilitating pedagogical development, encountering difficulties as master teachers, and engaging support for professional growth. Participants also shared that they handled the situation by carrying out effective instructional leadership, being provided with support, and implementing strategies in the new setup.

Master Teachers: Nurturing Collaborative Learning Through Mentorship and Coaching

Master teachers play a crucial role in fostering a collaborative learning environment, empowering colleagues to grow and excel. By creating supportive structures and promoting open dialogue, they address the unique challenges inherent in the teaching-learning process. Here's how master teachers navigate these challenges:

Co-Teaching Arrangements

The utterance of Participant 1 *“An mga master teachers dapat may tama na arrangement para magplano, magtukdo nan mag assess kan mga teachers siring man para sa mga kaakian na mahiling an pagturuwangan.”* (“Master teachers should promote co-teaching arrangement where colleagues plan, teach and assess students together, fostering a collaborative environment.” emphasizes the power of co-teaching arrangements, where colleagues work together in planning, teaching, and assessing students.”) The shared responsibility fosters a collaborative environment, allowing teachers to learn from each other's strengths and strategies.

This insight positively connotes the importance of agreement between mentors and mentees. Collaboration plays a vital role in the teaching and learning process especially in enhancing the capabilities of mentees

and strengthening their weaknesses, thereby identifying approaches that would be of great help in dealing with teaching tasks. Consequently, mentoring relationships can be incredibly beneficial for both the mentor and the mentee. By working together towards a shared goal, both parties can achieve more than they would have been able to alone (Dubey, 2023).

Peer Observation and Feedback

The testimony of Participant 2, *“They organize peer observation sessions where teachers can learn from each other’s practices and provide constructive feedback.”* highlights the importance of peer observation and feedback. By organizing structured observation sessions, teachers can witness firsthand the diverse approaches employed by their colleagues, providing constructive criticism and glean valuable insights. The narratives are in line with the findings of Palacio et al. (2024) identified key themes regarding instructional coaching and mentoring practices: building trust, understanding individual needs, targeted classroom observation and feedback, collaborative planning and curriculum enhancement, reflective practice and self-assessment, and comprehensive guidance and support.

Shared Vision and Professional Learning Communities (PLCs)

Participant 3 underscored the necessity of a shared vision and professional learning communities (PLCs). She remarked, *“An mga master teachers dapat iyo ang mangenotan na magkaigwa nin maray na pangaturugan, pagkasararo, aram an mga pangangaipo kan grupo, pag usapan magkairintindihan para dai magpasuruhay.”* (“Master teachers must have truly shared vision and goals, develop a sense of being a village, identify group norms, use discussion and dialogue, and work through conflict.”)

Accordingly, master teachers create a strong sense of community, establishing clear group norms and facilitating open discourse to address conflicts and foster collective progress. Participant 4 reinforces the role of PLCs, highlighting them as structured environments where teachers can collaborate, share experiences, and collectively seek solutions to shared challenges.

Likewise, the main focus of coaching and mentoring conversations for school improvement is to build the competency and capability of teachers, so that they can take steps towards achieving the school's strategic vision and priorities in the curriculum, teaching and learning, and assessment, and can effectively make judgments about students' progress and outcomes (Moyle, 2015).

Openness, Follow-Up, and Knowledge Sharing

Participant 9 admitted that *“Master teachers should have an open mind to facilitate learning to their mentees. Openness will have a good result in addressing barriers and difficulties along the teaching-learning process.”* She emphasizes the importance of open-mindedness among master teachers. This openness allows them to facilitate learning for their mentees, acknowledging and addressing barriers or difficulties encountered in the teaching-learning process.

Meanwhile, Participant 8 advocated for consistent follow-up and sharing best practices, enabling teachers to continuously adapt and refine their teaching methods. She mentioned, *“An mga master teachers dapat pirmi nagfapollow up sa mga teachers na magshare kan mga maray na strategies sa pagtukdo na pwede gamitun sa saindang uruadlaw na piggigibo sa laog kan klase.”* (“Master teachers should have a consistent follow-up with their mentees and share best practices to be adapted to the teaching-learning process.”)

Furthermore, Participant 10 encouraged an open-door policy, allowing teachers to observe each other's classrooms and provide feedback, fostering a culture of continuous improvement. She deliberately said to *“makumbinsi sa “open door policy” kun hain an mga teachers pwede mag observe klase para makakua ki ideya nan makatao nin suhestyon.”* (“encourage an open-door policy where teachers can observe each

other's classrooms to learn and provide feedback...") In addition, Participant 11 emphasized the sharing of pedagogical knowledge and modeling effective teaching practices, creating a cascade effect where master teachers' expertise empowers colleagues to enhance their teaching skills. She divulged *"By sharing pedagogical knowledge, modeled teaching practice and provide helpful feedback."*

These shared narratives highlight the multifaceted approach master teachers employ to create a collaborative and supportive teaching-learning environment. By encouraging co-teaching, promoting open communication, and fostering a culture of continuous learning, master teachers empower their colleagues to excel and inspire a new generation of educators.

In essence, Parker-Katz and Bay (2008) underscored that teacher preparation programs rely heavily on field experiences, with master teachers serving as pivotal mentors for teacher candidates in their classrooms. The mentoring skills coupled with pedagogical approaches of master teachers are being investigated as a promising mode of professional development. This approach is seen not only to enhance teaching practices but also as a strategy to improve academic performance among students and act as a catalyst for social change.

Strategies for Addressing Challenges in Mentoring, Coaching, and Supervising Colleagues for Leadership Development

Creating Leadership Opportunities

Master teachers provide opportunities for colleagues to assume leadership roles in committees, organize events, or mentor new teachers, fostering practical leadership experience. Participant 1 recounted that *"Master teachers provide opportunities for colleagues to take on leadership roles within the school, such as leading committees, coordinating events, or mentoring new teachers."* This narrative was agreed upon by Participant 9 who said *"Idevelop ta an mga teachers na maging lider maski sa mga simple na activity nan mg supervise man kun ano an saindang naginibo na."* ("Empower the mentee to become a good leader even in a small activity then supervise for whatever outcomes it may give.")

Through mentors' and mentees' rapport, the latter is allowed to lead and initiate activities and programs in the school setup. This undertaking shows that master teachers train and prepare colleagues to be future educational leaders in the field. That is why, Engage to Learn (2023) claimed that coaching empowers educators to continuously grow and excel in their profession. It is a catalyst for new teaching strategies, raising teachers into educational leaders, and improving their teaching and learning.

Training and Skill Development

Master teachers offer training in essential leadership skills such as communication, decision-making, conflict resolution, and strategic planning to equip colleagues with the necessary knowledge and abilities. This concept was supported by Participant 2 who reiterated that mentoring and coaching are vital to developing educational managers.

Furthermore, Participant 4 pointed out, *"Empowering colleagues to take initiative and make decisions, master teachers foster a sense of ownership and confidence in their leadership abilities."*

Additionally, Participant 5 approved this narrative and said, *"Mgtao ki mga professional opportunities na nakalinya sa teacher bilang saro na lider na may responsibilidad nan lalo pa niya mapalawak an saiyang kaaraman nan kahusayan."* ("Provide professional development opportunities align with teacher-leadership responsibilities to advance their role-specific knowledge skills and competencies.")

The leadership skills of mentees are enhanced and developed through constant coaching and mentoring sessions because they are given the opportune time to explore issues and make decisions to resolve them. In essence, coaching is about empowerment. It is not about telling what to do, but helping mentees discover

their own potential, building their skills, boosting their confidence, and guiding them towards own solutions (Ketkin, 2023).

Empowerment and Modeling

Through mentoring relationships, master teachers empower mentees by serving as positive role models and providing guidance. They encourage initiative and decision-making, fostering mentees' ownership and confidence in their leadership abilities. Participant 3 pointed out that *“Sa paagi kan mentoring natutuwangan an mga teachers na maging epektibo na mga lideres na pwede man maghiras kan karahayan sa saro na trabaho. An mentor na masasabi ta na marhay na modelo.”* (“Mentoring empowers the mentee to become effective leaders who can drive positive impacts in the workplace. A mentor that serves as a good example or model.”)

In addition, Participant 4 pointed out that *“Empowering colleagues to take initiative and make decisions, master teachers foster a sense of ownership and confidence in their leadership abilities.”*. Furthermore, Participant 6 remarked that *“Tawan nin tyansa na mamuno man sa eskwelahan an pinakamarhay na paagi para mapraktis an pagiging lider.”* (“Empowering colleagues in leading the school is one of the greatest avenues to become a good leader.”)

To address issues and gaps related to leadership development, master teachers could open doors of collaboration and partnership. This could be done by channeling school activities and endeavors to empower mentees who have the potential to be educational leaders in the future. Accordingly, master teachers need to continue in attaining highest educational attainment by enrolling in Graduate School Studies and designing localized training programs for technical assistance which can help improve their teaching competence (Bautista, 2022).

Role Assignments and Performance Assessment

Master teachers assign mentees to lead significant school events or activities, providing opportunities for assessment of their leadership capabilities. These assignments allow for tailored feedback and support, helping mentees develop their skills and identify areas for growth.

To support this observation, Participants 7, 8, and 10 shared their views on the role of master teachers in empowering colleagues to be school managers. Participant 1 uttered *“Tuwangan an teachers na maging lider o chairman kan mga kometiba. Nan pagkatapos kan okasyon, dapat iassess kun nagibo ba talaga niya an dapat na gibuhon para maaraman kun may potensyal talaga siya na maging lider.”* (“Help a mentee to take the role of a leader/chairman in one of the activities or committees in school. After the event/ activity assess whether she/he achieved the potential of being a leader.”)

Furthermore, Participant 9 narrated *“Empower the mentee to become a good leader even in a small activity then supervise for whatever outcomes it may give.”* Additionally, Participant 10 noted *“Develop a clear pathway for leadership roles within the school or district, ensuring that teachers know the steps and qualifications needed to advance.”*

The perspectives shared by the participants captured the role of master teachers in enhancing the leadership capabilities of colleagues. Through coaching and mentoring, master teachers provide opportunities to empower mentees by way of practical leadership experience. In the same manner, mentors equip mentees with necessary leadership skills through the modeling of effective leadership styles. They inspire mentees to be leaders and assess their proficiencies by employing honest and positive feedback.

Mentoring, as outlined by Marciano et al. (2019), underscored that master teachers bring forth and can exhibit pedagogical knowledge, adept at linking theories to practice and exemplifying effective teaching methods. Serving as "living examples" of good teaching, master teachers not only model these practices

but also stimulate and support reflection on teaching methodologies. Their approach perceives learning as a reciprocal and collaborative endeavor, fostering a relationship that transcends conventional mentor-mentee dynamics. This collaborative dimension of mentoring opens up possibilities not only for supporting the professional growth of teachers but also for enhancing the overall teaching practices.

V – Proposed Training Program:

I - TITLE: Enhancing Mentoring, Coaching, and Supervision Practices for Master Teachers in the School Level

II – RATIONALE:

The training workshop for “Enhancing Mentoring, Coaching, and Supervision Practices for Master Teachers at the School Level” is designed to address the critical need for continuous professional development among master teachers. These educators play a pivotal role in shaping the quality of teaching and learning within their institutions. As experienced professionals, they are often tasked with mentoring new teachers, coaching peers, and supervising instructional practices to ensure high educational standards. However, to effectively fulfill these roles, master teachers require advanced skills and strategies that go beyond their initial training and experience.

Overall, this training program is designed to elevate the skills of master teachers, enabling them to more effectively mentor, coach, and supervise their peers. This, in turn, contributes to a higher standard of teaching and learning across their institutions, ultimately benefiting students and the broader educational community.

III– OBJECTIVES:

Develop Advanced Mentoring Skills:

- Equip master teachers with strategies to effectively mentor novice and experienced teachers, fostering professional growth and development.
- Enhance skills in building trust, providing constructive feedback, and guiding mentees through professional challenges.

Strengthen Coaching Techniques:

- Improve the ability of master teachers to facilitate peer development through effective coaching methodologies.
- Enable master teachers to set clear goals, create action plans, and monitor the progress of those they coach.

Enhance Supervision Competence:

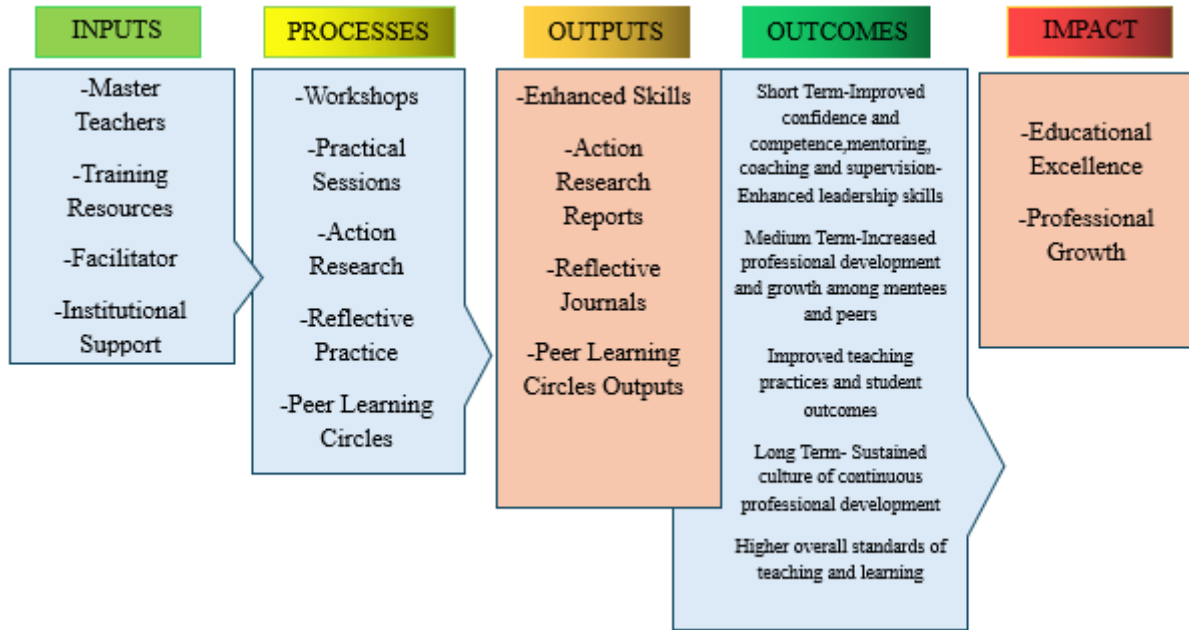
- Cultivate advanced skills in supervising teaching practices to ensure high standards of instruction and student learning.
- Train master teachers in observation, evaluation, and providing actionable feedback to promote continuous improvement.

Promote Professional Development:

- Encourage master teachers to engage in ongoing professional development to stay current with educational trends and best practices.
- Foster a culture of lifelong learning and reflective practice among master teachers.

By achieving these objectives, the training program aims to empower master teachers to be more effective in their roles, ultimately leading to improved teaching quality and better student outcomes across their institutions.

IV – CONCEPTUAL FRAMEWORK:



Inputs: The foundational elements required to implement the training program effectively, including participants, resources, facilitators, and institutional support.

Processes: The core activities and methods used during the training, including workshops, practical sessions, action research, reflective practice, and peer learning circles.

Outputs: The immediate products of the training processes, such as enhanced skills, research reports, reflective journals, and shared insights from peer learning circles.

Outcomes: The short-term, medium-term, and long-term results of the training program, focus on improved skills, professional growth, and better teaching practices.

Impact: The ultimate goals of the training program are achieving educational excellence and ongoing professional growth among educators.

This conceptual framework provides a structured approach to understanding and implementing the training program, ensuring that all components work together to achieve the desired outcomes and impact.

V- PROJECT MECHANICS

Program Structure

Duration: 3 months

Modules: Three main topics covering Mentoring, Coaching, and Supervision

Components: Workshops, practical sessions, action research, reflective practice, and peer learning circles

Participant Selection

Eligibility: Experienced educators with at least five years of teaching experience

Application Process: Submission of a professional development plan and a statement of interest

Selection Criteria: Demonstrated commitment to professional growth, leadership potential, and current mentoring/coaching roles

Training Delivery

Mode: Blended learning (in-person workshops and online sessions)

Schedule: Weekly workshops (in-person), weekly online reflective sessions, monthly peer learning circles

Location: Centralized training centers for workshops, virtual platforms for online sessions

Program Content

1: Advanced Mentoring Strategies

Week 1: Orientation and Goal Setting

Overview of program objectives and structure

Individual goal-setting activities

Week 2: Mentoring Workshops

Workshop 1: Understanding the Role of a Mentor

Workshop 2: Mentoring Techniques and Tools

Practical Session: Peer Mentoring Practice

2: Effective Coaching Practices

Weeks 3-4: Coaching Workshops

Workshop 3: Principles of Effective Coaching

Workshop 4: Developing Coaching Plans

Practical Session: Coaching Practice

3: Advanced Supervision Skills

Weeks 5-6: Supervision Workshops

Workshop 5: Supervisory Roles and Responsibilities

Workshop 6: Supervisory Communication

Practical Session: Supervision Practice

4. Ongoing Professional Development Activities

Weeks 7-11: Action Research Projects, Peer Learning Circles, Reflective Journals

Week 12: Final Assessment and Feedback

5. Assessment and Evaluation

Formative Assessment: Continuous assessment through participation, practical sessions, and reflective journals

Summative Assessment: Evaluation of action research projects and final presentations

Feedback Mechanism: Regular feedback from facilitators and peers, final evaluation session

6. Support and Resources

Facilitators: Experienced educators and trainers

Materials: Training manuals, handouts, access to online resources

Support: Ongoing support from facilitators and peer network

7. Follow-Up and Sustainability

Post-Training Support: Monthly follow-up sessions for six months

Community of Practice: Establishment of a network for continuous collaboration and support

Impact Measurement: Evaluation of the long-term impact on teaching practices and student outcomes

8. Documentation and Reporting

Documentation: Recording of all sessions, maintenance of reflective journals, and compilation of action research reports

Reporting: Submission of periodic progress reports and a final program report

9. Budget and Funding

Budget Plan: Detailed budget covering training materials, facilitator fees, venue costs, and online platform subscriptions

Funding Sources: sponsorships, and participant fees

VI - IMPLEMENTATION PHASE:

A: Pre-implementation

Activities

- Needs Assessment and Stakeholder Engagement
- Resource Allocation and Budget Planning
- Curriculum Development and Resource Preparation
- Facilitator Recruitment and Training
- Participant Selection and Application Process
- Logistics and Scheduling
- Communication and Promotion
- Pre-Program Orientation and Distribution of Materials
- Monitoring and Evaluation Plan Development

B. Implementation Phase

Activities

- Workshop and Session Delivery
- Participant Engagement and Support
- Assessment and Feedback
- Documentation and Reporting
- Adaptation and Flexibility -
- Quality Assurance
- Ethical Considerations
- Closure and Evaluation
- Transition and Sustainability

C. Post-Implementation Phase:

Activities

- Evaluation and Assessment
- Documentation and Reporting
- Follow-Up Support
- Quality Assurance and Improvement
- Sustainability Strategies
- Communication and Dissemination
- Ethical Considerations
- Continuous Learning and Development

Session Guide: Understanding the Role of a Mentor

Session Title: Understanding the Role of a Mentor

Duration: 2 hours

Target Audience: Aspiring Mentors, Master Teachers, and School Leaders

Objective: By the end of the session, participants will be able to understand the key roles and responsibilities of a mentor, differentiate between mentoring, coaching, and supervision, and develop strategies for effective mentoring.

Session Outline:**I. Introduction (15 minutes)****Welcome and Opening Remarks**

Brief introduction to the session topic.

Importance of mentoring in educational settings.

Icebreaker Activity: "Mentor Moments"

Participants share brief stories of someone who mentored them and the impact it had.

II. Defining Mentoring (20 minutes)**Discussion: What is Mentoring?**

Participants brainstorm and define what mentoring means to them.

Presentation: Distinguishing Mentoring, Coaching, and Supervision

Detailed explanation of the differences and overlaps.

Examples and scenarios to illustrate each role.

III. Key Roles and Responsibilities of a Mentor (25 minutes)**Presentation: The Role of a Mentor**

Understanding the mentor's role in professional growth, emotional support, and knowledge sharing.

Group Activity: Role Analysis

Participants are divided into small groups to discuss and list the key responsibilities of a mentor. Each group presents their findings.

Facilitator consolidates ideas on a whiteboard.

IV. Mentoring Strategies and Best Practices (30 minutes)**Interactive Discussion: Effective Mentoring Strategies**

Participants share strategies they believe are effective or have experienced.

Presentation: Best Practices in Mentoring

Introducing evidence-based mentoring practices.

Case Study Analysis:

Participants work in pairs to analyze a case study of a mentoring relationship, identifying effective strategies and areas for improvement.

V. Practical Application (20 minutes)**Activity: Mentoring Role Play**

Participants pair up and role-play a mentoring session, alternating roles as mentor and mentee.

Debrief with a discussion on what worked well and what could be improved.

Discussion: Challenges and Solutions in Mentoring

Facilitator leads a discussion on common challenges in mentoring and potential solutions.

VI. Reflection and Action Planning (10 minutes)**Reflection: Personal Mentor Role**

Participants reflect on their understanding of the mentor role and how they can apply it in their context.

Action Planning:

Participants create a personal action plan outlining how they will develop their mentoring skills.

VII. Closing (10 minutes)**Summary of Key Points**

Recap the roles and responsibilities of a mentor.

Q&A Session

Open the floor for any questions or final thoughts.

Closing Remarks

Thank participants and provide any additional resources or next steps.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The insights gathered from the participants of this phenomenological study were presented in this chapter. These data served as the basis for interpretations, conclusions, and recommendations of this research.

Key Concepts

Coaching, mentoring, and supervision are key elements in the professional development of teachers. They have a significant impact on teachers' performance and directly influence them in dealing with teaching-learning endeavors, managing classroom set-ups, assessing learners' cognitive and affective domains, fostering empathetic leadership, establishing a good rapport with colleagues and school managers, and building linkages with internal and external stakeholders. The roles played by coaches and mentors, specifically master teachers in the field of education are crucial since they facilitate reflective teaching, professional effectiveness, and implementation of meaningful teaching approaches and strategies. Effective implementation and conduct of these three rudiments in education would mean improved colleagues' performance, engagement, relations, and leadership development. With the numerous positive impacts of coaching, mentoring, and supervision, the researcher conducted this phenomenological qualitative research.

This recent study explored the perception of master teachers on the impact of mentoring, coaching, and supervision on their colleagues along with professional development, career progression, collaborative teaching-learning process, and leadership development. Furthermore, it evaluated how master teachers engage in mentoring, coaching, and supervision of their colleagues within the district examining methods and strategies implemented and the dynamics inherent in the support mechanism. In addition to this, the researcher also identified the challenges encountered by master teachers and the strategies they employed along professional development, career progression, collaborative teaching-learning process, and leadership development. Lastly, this study designed and proposed a training program that could enhance master teachers' capacity in mentoring, coaching, and supervision for professional development.

Research Questions

This study answered the following questions:

- **How do master teachers perceive the impact of mentoring, coaching, and supervision on their colleagues along:**
 - Professional development
 - Career progression
 - Collaborative Teaching-Learning Process
 - Leadership Development
- **How do master teachers engage in mentoring, coaching, and supervision of their colleagues within the district, examining the:**
 - Methods employed,
 - Strategies implemented, and
 - Dynamics inherent in these support mechanisms?

- **What challenges do master teachers face in the mentoring, coaching, and supervision process?**
- **How do master teachers address these challenges in mentoring, coaching, and supervising their colleagues along with:**
 - Professional Development
 - Career Progression
 - Collaborative Teaching-Learning Process
 - Leadership Development
- **What training program could be designed and proposed to further enhance the skill of master teachers in mentoring, coaching, and supervision for professional development?**

Research Process

This phenomenological study judiciously explored the experiences of master teachers in the Magallanes District during the 2023-2024 school year, concerning coaching, mentoring, and supervising their colleagues for professional development. Thorough and careful steps were done and conducted by the researcher to ensure the validity and reliability of the results gathered.

The realization of this book began with planning and brainstorming research topics and titles that are within the range and part of the educational spectrum. Since the researcher is a master teacher, she preferred a topic that is part of the job description. Her role as a coach, mentor, and supervisor to her colleagues, motivated her to initiate and finish this study. With the support and guidance of her adviser, she proudly defended this title in front of the panel members during the defense.

To start with the process of gathering data, the researcher was challenged to craft the guide questions for in-depth interviews and FGD. That is why, she requested her adviser and some of the master teachers in the district to validate the instrument. After revisions, she proceeded with the dry run of the instrument to check whether questions were answerable, understandable, and possible to elicit insights from the participants. She ran the set of questions to ten to fifteen teachers and principals and asked for feedback from them. After this, formal letters were sent to the Dean of Graduate Studies, Division Schools Superintendent, Public Schools District Supervisor, and School Heads asking for permission and authority to conduct the study and collect data through interviews and FGD.

Through purposive sampling, the researcher identified eleven (11) master teachers from Magallanes North and South Districts who have diverse experiences and rich insights on coaching, mentoring, and supervising their colleagues. One of the considerations the researcher looked into, was the qualifications of the participants to provide valuable narratives and perceptions on the subjects of this phenomenological study. This was prioritized by the researcher to develop a credible and functional training program that could be of great importance to the master teachers not only in the district but also in the division of Sorsogon.

The interview was conducted through a face-to-face encounter, where the researcher hopped from one school to another to accommodate the eleven participants. Since some were uncomfortable sharing their experiences verbally, they opted to write their narratives in the question guides. The researcher allowed such a set-up since no one from the list of participants must be coerced into the process and to give way for the actual practice of ethical considerations in research.

With the data at hand, the researcher patiently and calmly read and sorted the responses accordingly. After a comprehensive evaluation and analysis, she recognized emerging themes from participants' narratives which were the basis for discussion, interpretation, conclusion, and recommendations. With the assistance

of her research adviser, she was able to finalize the key themes for each problem and proceeded with the systematic process of treating the data.

This phenomenological research underwent a methodical process of gathering and interpreting data from the participants. A precise recording of narratives was done by the researcher with fair, and just interpretation of data, supported by experts in the field through numerous literature and studies that were relevant and associated with the findings of this present research

Findings

Based on the analysis and interpretation of data, the following are the findings of this study.

Master teachers play a crucial role in shaping the professional growth and effectiveness of their colleagues. Master teachers recognize that mentoring and coaching contribute significantly to their colleagues' professional development. Through personalized guidance, feedback, and sharing of best practices, teachers enhance their pedagogical skills, content knowledge, and teaching strategies. Collaborative professional development activities, such as workshops, lesson study, and peer observations, foster continuous learning and improvement among colleagues. Master teachers understand that effective mentoring and coaching positively influence career progression. By supporting colleagues in setting goals, reflecting on their practice, and addressing areas for growth, they contribute to career advancement. Opportunities for leadership roles, such as department heads or curriculum coordinators, often emerge from successful mentoring relationships. Master teachers value collaborative teaching and learning. They believe that mentoring and coaching promote a culture of shared expertise, where colleagues learn from each other, co-plan lessons, and engage in co-teaching. Collaborative practices lead to improved student outcomes and a more supportive teaching environment. Master teachers recognize that mentoring and coaching cultivate leadership skills in their colleagues. As mentors, they model effective leadership behaviors, empowering others to take on leadership roles within the school or district. Leadership development extends beyond formal positions; it includes influencing colleagues, advocating for change, and contributing to educational innovation.

Master teachers play a pivotal role in supporting their colleagues through mentoring, coaching, and supervision. Master teachers act as mentors, providing personalized guidance and support to their colleagues. They share their expertise, offer constructive feedback, and help mentees navigate challenges. Master teachers engage in coaching conversations. They use active listening, questioning techniques, and reflective discussions to help colleagues explore teaching strategies, classroom management, and professional growth. Master teachers conduct classroom observations. They observe lessons, assess teaching effectiveness, and provide evidence-based feedback to enhance instructional practices. Master teachers demonstrate effective teaching methods. They model best practices, showcasing instructional techniques, lesson planning, and student engagement. They co-plan lessons with colleagues, aligning curriculum, objectives, and assessments. Collaborative planning fosters shared expertise and ensures cohesive teaching approaches. Regular feedback sessions allow master teachers to provide constructive input. They celebrate successes, address challenges, and encourage continuous improvement. Master teachers facilitate PLCs, where colleagues discuss teaching strategies, analyze student data, and explore research-based approaches. Trust is fundamental. Master teachers build trust by creating safe spaces for open dialogue, respecting confidentiality, and valuing colleagues' perspectives. Effective support requires flexibility. Master teachers adapt their approaches based on individual needs, learning styles, and teaching

contexts. Master teachers exhibit leadership qualities. They inspire, motivate, and empower colleagues to take ownership of their professional growth.

Master teachers navigate the challenges of coaching, mentoring, and supervision along with professional development through assessing individual needs, strengths, and goals, modeling effective strategies, promoting collaboration and feedback, and encouraging reflective practices. Along with career progression, master teachers addressed challenges through formal mentorship programs, goal setting, and check-ins, networking and skill development, professional development, and accountability. Along with collaborative teaching-learning processes, master teachers addressed issues through co-teaching arrangements, peer observation, and feedback. Along with leadership development, master teachers addressed challenges by creating leadership opportunities, training and skill development, empowerment and modeling, role assignments, and performance assessment.

The researcher designed and proposed a training program to enhance the skills of master teachers in coaching, mentoring, and supervision for professional development.

Conclusions

Based on the findings, the following conclusions were drawn:

1. Master teachers perceive mentoring, coaching, and supervision as essential components that enhance professional growth, career trajectories, collaborative teaching, and leadership development among their colleagues.
2. Master teachers employ diverse methods, implement strategic approaches, and navigate dynamic interpersonal dynamics to enhance their colleagues' teaching practice and professional development
3. Master teachers experienced challenges in coaching, mentoring, and supervision like difficulty in communication and gaining trust, time constraints and balancing responsibilities, poor engagement, and colleagues' resistance to change, scheduling, and giving of feedback.
4. Master teachers have variations in coaching, mentoring, and supervision on the methods employed such as one-on-one monitoring and meeting; strategies implemented like using effective communication; and dynamics inherent in the support systems such as trust and respect.
5. Master teachers faced numerous and various strategies in coaching, mentoring, and supervision along with professional development ranging from time constraints, difficulty in communication and gaining colleagues' trust to scheduling and giving feedback.
6. Master teachers employed effective ways to manage issues and gaps in coaching, mentoring, and supervision along professional development, career progression, collaborative teaching-learning process, and leadership development

Recommendations

From the results of the study, some recommendations were made. These are:

1. Master teachers be allowed to undergo upgrading and upskilling along with coaching, mentoring, and supervision through professional development such as attending trainings, seminars, and workshops.
2. Master teachers be further engaged in continuous professional learning, mentor training, and sufficient support to receive advanced pedagogies in coaching and mentoring activities.
3. Master teachers be equipped with necessary coaching and mentoring skills through regular forums or focus group discussions to address simultaneous problems and issues, and share problems and best practices for better coaching.

4. Master teachers be supported by internal and external stakeholders such as the school managers to boost their mentoring skills and emotional well-being.
5. Master teachers be encouraged to explore more effective mentoring that could increase and enhance the instructional practices of teachers.
6. Master teachers be encouraged to attend to a training workshop to address their critical needs for professional development.
7. Future researchers be encouraged to conduct research on the following topics:
8. The Impact of Peer Coaching on Teacher Retention and Job Satisfaction in K-12 Schools
9. Mentoring Strategies for Supporting Novice Teachers in Diverse Educational Environment
10. The Role of Supervisory Feedback in promoting Reflective Practice Among Educators

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