



Dimensions of Mentoring, Aspects of Coaching and Teachers' Performance in Public Elementary School

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Abstract

The study conducted in public elementary schools of Calauan Sub-Office, Schools Division of Laguna revealed several important findings and conclusions. The perception of mentoring activities among respondents was notably positive, highlighting the value placed on professional support, collegial relationships, working dynamics, confidence-building, and clear guidance provided by mentors. Coaching activities were similarly well-received, demonstrating qualities of balance, concreteness, shared responsibility, respect, and effective conversation shaping. Moreover, the study recognized teachers' consistently high performance across critical areas such as content knowledge, learning environments, diversity inclusivity, curriculum alignment, assessment practices, community engagement, and personal growth. Notably, significant relationships were found between mentoring/coaching dimensions and teacher performance, refuting null hypotheses and emphasizing the importance of supportive mentoring and effective coaching in enhancing educational outcomes. Consequently, the study recommends enhancing mentoring and coaching programs to strengthen identified aspects, fostering collaborative, goal-oriented environments that empower teachers to excel in their professional roles, ultimately enriching educational experiences for students.

Keywords

Dimensions of Mentoring, Aspects of Coaching, Teachers' Performance

INTRODUCTION

Performance appraisal is one of the most stressful period in the life of a teacher. While its basic purpose is to ensure the quality of teaching and learning and the quality of teachers in the field, the process inevitably seems burdensome to some. In order to help teachers, master teachers, head teachers, and school heads are tasked to serve as mentors of teachers at lower ranks. Numerous academic works have demonstrated the clear correlation between favorable student learning results and the provision of high-quality instruction (Henard et.al, 2008) Teachers are at the center of this mission because they must effectively communicate the curriculum and teaching procedures, which are equally important (Alegado, 2018) Thus, a series of coaching and mentoring activities are undertaken as part of the performance management system. The coaching and mentoring strategy in teaching is thought to be the unique critical lever in enhancing the classroom instruction and converting knowledge into classroom practices, according to Charner & Medrich (2017). It has been employed for many years as a support system to lessen the difficulties new instructors face when they transition into the teaching profession. Additionally, "Pre-service teacher education has seen an increase in the use of mentorship," according to Ambrosetti and Dekkers (2010), a great teacher inspires, and a superior teacher displays, according to National College for Teaching & Leadership (2013). It is evident that all teachers have these quotes ingrained in their heads, which gives them inspiration and confidence when handling various teaching-related tasks. Some teachers have even adopted these quotes as their go-to phrases for support every day. Administrators are accountable for identifying the instructors who are truly effective in the classroom and those who are not. Coaching is a structured, time-bound intervention that focuses on difficulties and goals that are more immediate. Beattie and colleagues (2014) have put out the idea that coaching, in the form of a "facilitation activity or intervention," aids people in the performance and development of particular abilities.

Furthermore, there has been a Results-Based Performance Management System, or RPMS, in operation. The purpose of the RPMS is to raise the caliber of teachers. Its goal is to match performance goals and achievements to the PPST, or Philippine Professional Standards for Teachers. Moreover, the PPST's indicators of excellent teaching practices served as the foundation for each key results area's objectives.. However, for the past years that RPMS has been in place, the problem with quality education remains. In fact, there have been reports and literature showing that the quality of education in the country has been deteriorating. Thus, the question on whether teacher quality is really ensured, kept, and maintained exists. While the researcher observed that all indicators in the RPMS for teachers do address quality, he was curious about other factors that might be influential on the realization of quality it measured.

Thus, in this study, the researcher considered teacher's performance measured using the indicators from the RPMS as the dependent variable. After survey of literature and studies, the researcher came across mentoring and coaching as measures adopted in the field to ensure that teachers meet the standards set in the RPMS-PPST. Considering the ultimate goal of RPMS and the importance of mentoring, the researcher conceptualized the study which investigates dimensions of mentoring, aspects of coaching and teachers' performance in the field. This is in the hope of crafting a better mentoring plan that would best increase teacher quality and consequently, produce better learning outcomes.

MATERIALS AND METHODS

This study was a non-experimental quantitative descriptive research that utilized the correlation technique. Descriptive research is a method used to obtain information relating to the current status of an issue or phenomenon to describe "what exists" within the variables or conditions of the situation (Siedlecki, 2020).

The study was conducted in the Municipality of Calauan, Laguna Philippines. Specifically it was conducted in the Calauan District, Division of Laguna which was composed of 22 public elementary schools.

There were 115 research respondents. These were taken from the 434 total population of the teaching (390 personnel) and non-teaching staff (44 personnel) of the Department of Education (DepEd) Banaybanay District. Of the 212 respondents, 188 of which were teaching personnel while 24 were non-teaching personnel. The number of respondents (sample size) was computed by using the Raosoft Sample Size Online Calculator with a 5% margin of error and 95% confidence level. The authors used the probability sampling, in particular simple random sampling technique using Research Randomizer.

A researcher-made and expert-validated survey questionnaire was distributed through electronic copies among 116 randomly samples public elementary school teachers. Respondents were requested to accomplish them honestly and patiently. To ensure this, the researcher personally approached the school research coordinators and sought their assistance in the monitoring of the survey after securing permission from the Public Schools District Supervisor and School Heads. In order to protect the interest of the respondents, indicating their names and the names of their schools was made optional.

The research instrument was composed of three main parts:

Part 1. Respondents Profile. This part deals with the respondent's profile including the name, school, years in service, and teaching position. **Part 2.** Dimensions of Mentoring. This accords with the respondent's perception about their Mentoring Activities in their respective school. **Part 3.** Aspects of Coaching. This concerns the respondent's perception about their Coaching Activities in their respective school. **Part 4.** Teacher's Performance. This concerns the respondent's level about their teaching performance in their respective school.

Parts 2 to 4 of the instrument features a 5-point Likert-scale ranging from strongly Agree (5), Agree (4), Moderately Agree (3), Disagree (2) Strongly Disagree (1). The respondents were instructed to rate each statement according to their perception. The research instrument was validated by both internal and external experts. In addition, the research instrument also was pilot tested at San Francisco Integrated, Victoria District, Laguna, with 30 respondents. Moreover, based on the reliability test, the spending behavior as the first independent variable obtained a Cronbach Alpha rating of (.902), indicating a high level of reliability in measuring this aspect, the second variables denotes that Coaching demonstrate strong internal consistency across with the highest subscale of (.925) and Dependent variables showcase exceptionally high levels of internal consistency, with all dimensions achieving excellent Cronbach's Alpha values above (.900). After the approval from the panel members and adviser, the authors then secured permission and approval from the Department of Education (DepEd) District supervisor of the Calauan District. They asked for the approval of the District Supervisor through a request letter stating the purpose of the research. The questionnaires that were modified in this study were administered and distributed to the randomly selected respondents. The respondents were requested to answer and fill up the questionnaire as honestly as possible. They were oriented and informed of the purpose of the study and their answers were treated with the utmost confidentiality. Their responses were consolidated, tabulated for statistical analysis.

The authors used the following statistical tool in the analysis of the data collected: Mean. This was used to determine the Level of dimensions of mentoring, aspects of coaching, and teachers' performance; Pearson-r coefficient. This was used to test for the significant relationship between dimensions of mentoring, aspects of coaching to teachers' performance. This was used to determine the domain of the dimensions of mentoring and aspects of coaching that significantly influence the teaching performance of the respondents. The researcher ensured the privacy of the research respondents. The respondents' names were excluded from the study. An adequate level of confidentiality of the research data from the online survey questionnaire was guaranteed.

The researcher honestly presented the data collected from the respondents. For this reason, the authors conducted this investigation in accordance with ethical guidelines. They made sure that everyone who participated in the study did so with knowledge. Above all, they are respected, so don't exploit their shortcomings. Therefore, prior to doing the data collection, the authors obtained approval from the District Head, the school Principal, and other school administrators. They further underlined that involvement in this study is entirely voluntary and elective. Additionally, they made sure that the appropriate and widely recognized procedures were followed in the process of choosing the responses. Additionally, there were hazards associated with participating in this study; therefore, the authors made sure that the respondents' safety was taken into consideration and that they were shielded from all sorts of various risks connected to the body, mind, and/or social economy. Furthermore, the writers expressed their gratitude to the respondents for their involvement and comments.

RESULTS AND DISCUSSION

Dimensions of Mentoring

Table 1 shows the perception of the dimensions of mentoring in DepEd Calauan District in terms of *professional support*, *colleagueship*, *working levels*, *confidence*, and *directiveness*. Analyzing the summary table, it is evident that respondents perceive mentoring activities positively across all dimensions. The mean scores range from 3.77 to 3.82, indicating a consistent level of positive perception across the various aspects of mentoring. Notably, professional support and confidence both achieve mean scores of 3.82, indicating that respondents agreed on the value the support and guidance provided by mentors and feel confident in their professional abilities.

Colleagueship and working levels also receive positive mean scores of 3.79 and 3.80, respectively, suggesting that respondents perceive a collaborative and supportive environment that aligns with their roles and responsibilities. Directiveness, with a mean score of 3.77, indicates that respondents perceive mentors as providing clear guidance and support in achieving professional goals and addressing challenges.

The overall mean score of 3.80 with a standard deviation of 0.40 reflects a positive overall perception of mentoring activities among the respondents. The moderate standard deviation suggests a moderate level of variability in respondents' perceptions across the different dimensions of mentoring. This positive overall perception underscores the importance of effective mentoring in supporting educators' professional growth and effectiveness. It highlights the significance of fostering supportive relationships, providing clear guidance, and promoting collaboration and confidence among educators.

Table 1 Summary Table for Dimensions of Mentoring

Subscales	Mean	SD	Verbal Interpretation
Professional support	3.82	0.39	Observed
Colleagueship	3.79	0.41	Observed
Working levels	3.80	0.41	Observed
Confidence	3.82	0.39	Observed
Directiveness	3.77	0.42	Observed
Overall	3.80	0.40	Observed

Several studies support the importance of effective mentoring in enhancing teacher development and performance. For instance, research by Botha & Hugo (2021) emphasizes the positive impact of mentoring on teacher retention and job satisfaction. Similarly, a study by Suchánková & Hrbáčková (2017) highlights the role of mentoring in promoting instructional improvement and professional growth among educators.

Furthermore, existing research supports the positive impact of effective mentorship on educators' confidence levels and professional development. For instance, studies by Zeng et al. (2020) emphasize the role of mentors in providing support and encouragement to protégés, thereby boosting their confidence and self-efficacy. Similarly, findings from the work of Renbarger & Davis (2019) highlight the importance of mentor feedback in promoting teacher confidence and job satisfaction.

Perception on Aspects of Coaching

Table 2 presents a summary of various aspects of coaching as perceived by the respondents, focusing on different subscales including balance, concreteness, shared responsibility, respect, and shaping conversations. The mean scores across the subscales range from 3.77 to 3.85, indicating generally positive perceptions of these coaching aspects among the respondents. The standard deviations, ranging from 0.37 to 0.43, suggest moderate variability but overall consistency in the perceptions across different aspects of coaching. Notably, the subscale of "respect" receives the highest mean score of 3.85, indicating a particularly strong perception of respectful behaviors and actions within coaching interactions.

In examining the overall mean score of 3.80 with a standard deviation of 0.40, these findings suggest an overall positive perception of coaching experiences among the respondents. The consistent mean score across different subscales underscores a balanced and effective coaching approach that incorporates elements of respect, shared responsibility, goal orientation, and concrete actions. Despite some variability indicated by standard deviations, the overall perception remains favorable and aligned with effective coaching practices.

Table 2 Summary Table for Aspects of Coaching

Subscales	Mean	SD	Verbal Interpretation
Balance	3.77	0.43	Observed
Concreteness	3.78	0.41	Observed
Shared responsibility	3.80	0.40	Observed
Respect	3.85	0.37	Observed
Shape	3.79	0.41	Observed
Overall	3.80	0.40	Observed

These findings align with existing research on coaching effectiveness and highlight the multifaceted nature of coaching interactions. Meler (2023) emphasizes the importance of respect, balance, goal setting, and collaborative approaches in fostering meaningful coaching relationships and achieving desired outcomes.

Albrecht et al. (2015) suggest that a holistic and integrated coaching approach, as reflected in this summary table, contributes to enhanced client engagement, motivation, and satisfaction. The observed mean scores reaffirm the significance of these coaching aspects in promoting positive and impactful coaching experiences, supporting the broader understanding of effective coaching methodologies.

Level of Teachers' Performance

Table 3 shows the level of Teachers' performance of the DepEd Calauan District. This is in terms of Content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and personal growth and professional development. Content Knowledge and Pedagogy, the mean score of 3.90 with a standard deviation of 0.29 indicates a very satisfactory perception of teachers' expertise in subject matter and effective teaching strategies. On Learning Environment, the mean score of 3.91 with a standard deviation of 0.28, reflects a very satisfactory perception of teachers' ability to create a positive and engaging learning atmosphere

Concerning Diversity of Learners, the mean score of 3.92 with a standard deviation of 0.27, highlights a very satisfactory perception of teachers' efforts in addressing the diverse needs of learners and fostering inclusivity.while, On Curriculum and Planning, the mean score of 3.90 with a standard deviation of 0.31 signifies a very satisfactory perception of teachers' proficiency in curriculum alignment and lesson preparation.

Assessment and Reporting, the mean score of 3.92 with a standard deviation of 0.28 a very satisfactory perception of teachers' effectiveness in assessment practices and communication of results., Concerning Community Linkages, the mean score of 3.88 with a standard deviation of 0.34 reflects a very satisfactory perception of teachers' engagement with the local community and integration of real-world experiences into teaching

Personal Growth and Professional Development, the mean score of 3.89 with a standard deviation of 0.31 signifies a very satisfactory perception of teachers' commitment to continuous improvement and work-life balance

Table 3 Level of Teachers' Performance of Public Elementary School, DepEd Calauan District

Subscales	Mean	SD	Verbal Interpretation
Content Knowledge and Pedagogy	3.90	0.29	Very Satisfactory
Learning Environment	3.91	0.28	Very Satisfactory
Diversity of Learners	3.92	0.27	Very Satisfactory
Curriculum and Planning	3.90	0.31	Very Satisfactory
Assessment and Reporting	3.92	0.28	Very Satisfactory
Community Linkages	3.88	0.34	Very Satisfactory
Personal Growth and Professional Development	3.89	0.31	Very Satisfactory
Overall	3.90	0.80	Very Satisfactory

The overall mean score of 3.90 with a standard deviation of 0.80 signifies a ve'y satisfactory perception of teachers' performance across all evaluated areas. These findings underscore the effectiveness and dedication of teachers in various aspects of their professional roles, contributing to positive educational experiences and outcomes for students

These results align with research emphasizing the significance of teacher well-being and continuous professional growth in fostering instructional effectiveness and student outcomes (Queens University of Charlotte, 2020). Effective teachers actively seek opportunities for self-improvement, exhibit resilience, and maintain a positive mindset to navigate the demands of teaching profession (Li, 2023). The positive perceptions reflected in this table affirm the impact of teachers' efforts in personal and professional development, contributing to their overall effectiveness and satisfaction in their roles.

In addition it also align with research emphasizing the significance of school-community partnerships and experiential learning opportunities in promoting student success and holistic development (Eden, 2024). The critical role of assessment literacy and effective reporting in supporting student learning and growth (Mellati & Khademi, 2018). Furthermore emphasizing the significance of well-structured, engaging, and adaptive lesson planning in promoting student achievement and success (Smart Paper, 2023).

Significance on the Relationship Between Dimensions of Mentoring and Teachers' Performance

Table 4 shows the highlights the significant relationship between different dimensions of mentoring and various aspects of teacher performance, aligning with findings from related studies. Professional Support demonstrates consistently strong and positive correlations with teacher performance across multiple dimensions (Perf1 to Perf7), ranging from .408** to .583** (all p-values < 0.01). This underscores the importance of receiving supportive guidance and mentorship in enhancing overall teaching effectiveness, which is supported by research emphasizing the role of mentoring in professional development and improved instructional practices (Smith & Ingersoll, 2020; Darling-Hammond et al., 2017). Similarly, Collegueship exhibits significant and relatively strong correlations with teacher performance, ranging from .426** to .573** (all p-values < 0.01). This emphasizes the value of building supportive relationships with colleagues through mentoring for improved instructional quality and teacher efficacy, consistent with studies highlighting the impact of collaborative professional relationships on teacher development and student outcomes (Hargreaves & Fullan, 2021; Little, 2019).

Table 4 Test of Relationship between the Dimensions of Mentoring and Level of Teacher's Performance

Dimensions of Mentoring	Teacher's Performance						
	Perf1	Perf2	Perf3	Perf4	Perf5	Perf6	Perf7
Professional Support	.503**	.408**	.583**	.454**	.452**	.545**	.525**
Collegueship	.557**	.491**	.539**	.493**	.426**	.549**	.573**
Working Levels	.689**	.576**	.651**	.580**	.482**	.639**	.613**
Confidence	.480**	.416**	.482**	.424**	.464**	.471**	.442**
Directivess	.546**	.364**	.544**	.384**	.500**	.498**	.480**

** . Correlation is significant at the 0.01 level (2-tailed)

Moreover, the correlations with Working Levels are notably high, ranging from .576** to .689** (all p-values < 0.01), emphasizing the impact of mentoring that addresses different contexts and levels of teaching practice on overall teacher effectiveness. Research has shown that tailored mentoring programs can effectively support teachers in navigating diverse teaching environments and improving instructional delivery (Gu & Day, 2013; Kyriacou & Coulthard, 2019).

Additionally, the positive correlations with Confidence (ranging from .416** to .480** with all p-values < 0.01) highlight the importance of mentorship in building teacher confidence and positively impacting performance across various teaching dimensions. Studies suggest that targeted mentorship programs focusing on building self-efficacy and resilience can enhance teacher well-being and instructional effectiveness (Tschannen-Moran & Hoy, 2017).

Overall, the findings underscore the significance of effective mentoring relationships and support in shaping teacher performance, aligning with established research on the impact of mentoring on teacher development, instructional quality, and student outcomes. These insights highlight mentoring as a strategic intervention for enhancing teacher effectiveness and professional growth, contributing to continuous improvement in educational practice and ultimately benefiting both educators and their students.

Significance on the Relationship Between Aspects of Coaching and Teachers' Performance

The correlations presented in Table 5 highlighted the significant relationship between various aspects of coaching and teacher performance dimensions, findings that resonate with previous research in the field.

Coaching that emphasizes balance demonstrates consistently strong and significant correlations with teacher performance across all dimensions, ranging from .515** to .605** (all p-values < 0.01). This aligns with studies by Knight (2017) and Sweeney (2020), which emphasize the importance of balanced coaching approaches in supporting teacher growth and improving instructional practices.

Similarly, coaching focused on concreteness shows strong correlations with teacher performance, ranging from .482** to .667** (all p-values < 0.01). This finding is consistent with research by Joyce and Showers (2020), highlighting the effectiveness of specific, actionable coaching strategies in enhancing teacher effectiveness across different domains of practice.

Furthermore, the correlations with shared responsibility (ranging from .319** to .555** with all p-values < 0.01) underscore the impact of coaching that encourages collaborative teaching practices on teacher performance. Research by Showers and Joyce (2016) and Matsumura et al. (2009) supports the idea that coaching models promoting shared responsibility can lead to improved instructional outcomes and teacher efficacy.

Table 5 Test of Relationship between the Aspects of Coaching and Level of Teacher's Performance

Aspects of Coaching	Teacher's Performance						
	Perf1	Perf2	Perf3	Perf4	Perf5	Perf6	Perf7
Balance	.597**	.515**	.591**	.520**	.538**	.605**	.570**
Concreteness	.589**	.667**	.601**	.546**	.482**	.650**	.591**
Shared Responsibility	.521**	.525**	.555**	.505**	.319**	.474**	.539**
Respect	.545**	.648**	.584**	.552**	.371**	.456**	.471**
Shape	.611**	.498**	.602**	.461**	.552**	.694**	.587**

** . Correlation is significant at the 0.01 level (2-tailed)

Additionally, coaching interventions focused on respect in teaching interactions correlate positively with teacher performance (ranging from .371** to .648** with all p-values < 0.01). Studies by Hargreaves and Fullan (2021) and Bryk and Schneider (2022) emphasize the importance of respectful, supportive coaching relationships in fostering teacher development and enhancing instructional quality.

Lastly, coaching that shapes instructional practices demonstrates consistently strong correlations (ranging from .461** to .694** with all p-values < 0.01), highlighting its significance in improving overall teacher effectiveness. This finding aligns with research by Van de Grift et al. (2017), which emphasize the impact of targeted coaching interventions on enhancing teaching practices and student outcomes.

These findings underscore the importance of strategic coaching practices tailored to specific aspects of teaching in supporting teacher development and improving instructional quality. These insights align with established research in educational coaching, highlighting the value of balanced, concrete, collaborative, respectful, and instructional-focused coaching approaches in fostering teacher growth and enhancing overall performance within educational settings.

CONCLUSION

The significant correlations observed between different dimensions of mentoring (such as professional support, collegiality, working levels, confidence, and directiveness) and teacher performance across various domains (content knowledge, learning environment, diversity of learners, curriculum planning, assessment and reporting, community linkages, and personal growth) refute the null hypothesis. These findings underscore the importance of mentoring in enhancing teacher effectiveness and overall performance in public elementary schools.

The strong correlations identified between different aspects of coaching (such as balance, concreteness, shared responsibility, respect, and shaping) and teacher performance across key domains of instructional practice refute the null hypothesis. Coaching practices that prioritize these aspects contribute significantly to teacher development, instructional quality, and overall performance in public elementary school settings.

In summary, the study's findings provide compelling evidence to reject both null hypotheses, demonstrating significant relationships between mentoring/coaching dimensions and teacher performance in public elementary schools. These results highlight the critical role of supportive mentoring and effective coaching in fostering teacher growth, improving instructional practices, and ultimately enhancing educational outcomes

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DECLARATION OF CONFLICT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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