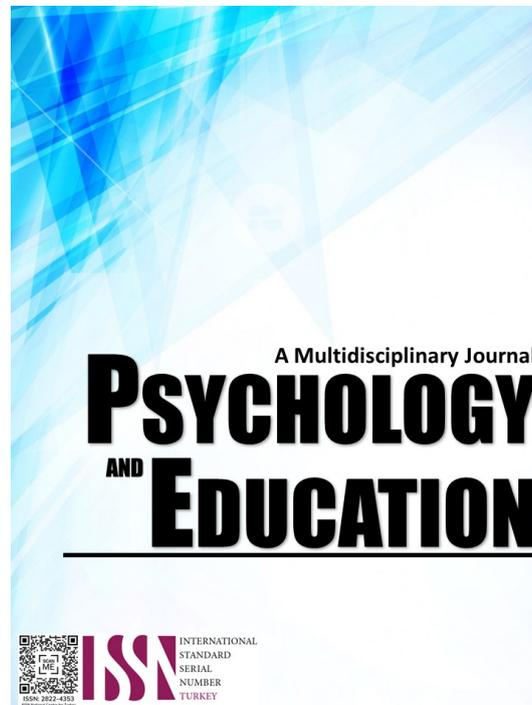


**MENTORING AND TECHNICAL ASSISTANCE OF
MASTER&NBSP;TEACHERS IN THE DIVISION OF
PALAWAN, DEPARTMENT OF EDUCATION**



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Mentoring and Technical Assistance of Master Teachers in the Division of Palawan, Department of Education

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Abstract

The study was conducted to assess the mentoring and technical assistance provided by Secondary School Master Teachers in assisting beginning teachers. Frequency count, percentage, and Spearman Correlation Coefficient was used. Results revealed that the majority of the Master Teachers fall from the age bracket of 42 to 57 years old, most of them are male, earned their masters units, have 11 to 20 years in service, with 1 to 3 years as Master Teacher, mostly the field of specialization are English and Social Studies, with 3 and below ancillary services rendered, and attended 3 to 4 essential training. Findings showed that Secondary Master Teachers display an advanced level of performance of mentoring skills and technical assistance as perceived by beginning teachers and school heads in terms of community linkages and professional engagement, and personal growth and professional development. Master Teachers were also perceived to perform their mentoring skills and technical assistance to a great extent in terms of content knowledge and pedagogy, curriculum and planning, assessment and reporting, and personal growth and professional development. Moreover, the profile of Master Teachers was not significantly correlated with their mentoring skills and technical assistance. Similarly, the profile of beginning teachers does not correlate with their perceptions of the mentoring skills and technical assistance of their Master teachers. Further, perceptions of beginning teachers and school heads do not significantly differ as to the mentoring skills and technical assistance of Master Teachers.

Keywords: Philippines, Mentoring, Department Of Education, Master Teachers, Technical Assistance Skills

Introduction

Education is considered one of the crucial tools to give a person a better future. A way to help individuals improve their way of life includes finding a job that matches their skills or degree. Education emphasizes the importance of teachers in teaching, imparting new knowledge, and honing students' skills that are relevant to their daily lives. Therefore, teachers should be well-equipped with instructional and professional competencies to cater to the student's needs. Providing the necessary assistance to teachers could help improve their competencies, where Master Teachers (MTs) play an essential role.

Mentoring has been one of the essential factors in improving the performance of beginning teachers, which helps them perform efficiently. The mentees were able to learn from a more experienced colleague in terms of strategies for workplace utilization. Moreover, mentoring influences the personal and professional growth of a mentee.

Master Teachers are at the forefront of schools regarding teaching skills and competencies in their field and are expected to provide technical assistance, especially to beginning teachers. Moreover, they also serve as role models for instructional capability. Master Teachers are known as highly proficient

individuals in performing their professional practice. Effective Master Teachers influence teachers in promoting positive student achievement, and this function aims to improve the teaching and learning process.

One of the duties of a Master Teacher is assisting teachers who are new to the service. They are expected to help teachers through classroom observations that allow them to assess their classroom practices and strategies and provide technical assistance afterward to improve those practices. This duty of Master Teachers was further realized through the implementation of Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST) through DepEd Order No. 42 series 2017. From commencement through distinguished practice, the PPST establishes clear expectations for teachers along well-defined career stages of professional growth, encourages teachers to make a concerted effort to improve their skills and assess teacher performance actively, identifies needs, and provides professional development support using a consistent metric. Master Teachers are given six loads, of which four hours are classroom teaching, and the remaining two hours are intended for classroom observations and mentoring. Master Teachers are tasked to observe teachers and rate them according to how they deliver their lessons. This rating is reflected in their Performance Commitment and Review



Form (IPCRF) in a specific school year.

Mentoring practices of Master Teachers in aiding beginning teachers post limited journals. Beginning teachers pertain to those who are newly hired or have been teaching in Public Elementary or Secondary schools for not more than three years. Therefore, further research is needed to better understand and fill the gaps in this aspect. In addition, there has been no research conducted on the mentoring capability of Master Teachers in the Narra Del Sur District in the Division of Palawan. Thus, this study was conducted to determine the mentoring practices of Secondary Master Teachers in aiding beginning teachers.

Research Objectives

1. Describe the demographic profile of Master Teachers and beginning teachers.
2. Determine the mentoring skills and technical assistance provided by Secondary Master Teachers as perceived by the respondents.
3. Determine the extent of performance of the Master Teachers as perceived by beginning teachers and school administrators.
4. Determine if there is a significant relationship between the Secondary Master Teachers' profile and their mentoring skills and technical assistance.
5. Determine if there is a significant relationship between the beginning teachers' profile and their perception of the mentoring skills and technical assistance of Master Teachers.
6. Determine if there is a significant difference between the Master Teachers' mentoring skills and technical assistance with the beginning teachers' and school heads' perceptions.

Literature Review

Methodology

Locale of the Study

This study employed the descriptive-correlational research design. Correlational research was employed to analyze the relationship between the profile of Secondary Master Teachers and how they provide mentoring and technical assistance to beginning teachers.

Respondents of the Study

The respondents of this study were the secondary master teachers and beginning teachers from selected secondary schools in the division of palawan who are new to the service.

Research Instrument

A structured questionnaire was adapted and modified from DepEd Order N0. 42, series 2017, or the Philippine Professional Standard for Teachers served as the primary instruments for gathering the data of this study. A preliminary survey was conducted to determine the validity and reliability of the self-formulated questionnaire and was subjected to Cronbach's Alpha.

Data Collection Procedure

The researchers visited the selected secondary schools Districts in the division of palawan as a study area and personally administered the survey questionnaire. The respondents were also asked to sign a survey consent form, and the objectives and purpose were explained, they were assured that their identity and answers will be kept confidential and that the researcher will only utilize the results for academic purposes.

Result

Profile of the Secondary Master Teachers in Narra Del Sur District

Data reveals that the majority of the Master Teachers were within the age bracket of 42-57 years old, with 6(54.55%) followed by 3 (27.27%) within the age bracket of 58-67 years, which implies that they are in the limelight of their career as Master Teachers. The least frequency is 2(18.18%) within the age bracket of 26-41 years old; this means their career as Master Teachers had recently started.

In terms of sex, the majority of the respondents are male, accounting for 7 (63.64%), while 4 (36.36%) are female. As to the highest educational attainment of Master Teachers, 54.55% have their Masteral Units while 45.45% earned their master's degrees.

In terms of years in service, data reveals that 54.55% of Master Teachers have been in service from 11 to 20 years, 36.36% from 21 years and above, and only 9.09% have below ten years in service. This data indicates that Master Teachers are all experienced

teachers considering their longevity in service.

The results shows that most of the Master Teachers are at the beginning of their careers, with 63.64% percent having 1-to-3 years of experience, while 36.36% have above 4 years of experience as a Master Teacher. This data suggests that when it comes to carrying out their duties, the Master Teachers in are seen as effective and productive, given that they are at the peak of their professions.

In the field of specialization majored or specialized in both English and Filipino, Mathematics and Technology and Livelihood Education (TLE), and science. It can be noted from this result that most of the Master Teachers handled major subjects such as English, Filipino, Mathematics, and Science.

Profile of the Beginning Teachers

The results showed that most beginning teachers are in the age bracket of 26 to 41 years old, with 178.9% trailed by 15.79% within the age bracket of 25 years old and above, and only 5.26% are in the age bracket of 42-57 years old. This result implies that not all beginning teachers began teaching with a Bachelor's Degree in Education; some of them are unit earners in education who started their careers at a later stage.

Regarding sex, the majority are beginning female teachers with 84.21 %, while 15.79% are male.

As to the highest educational attainment of the beginning teachers, most of the respondents have earned Masteral Unit with 63.16% Meanwhile, 36.84% have bachelor's degrees. This data suggests that many beginning teachers in Narra Del Sur are pursuing graduate degrees, which could help them advance personally and professionally. Additionally, a Master's degree or set of Master's Units could help in their promotion or reclassification within the Department of Education.

The results also showed that many respondents have 3 years of experience, with 89.47 percent. While in terms of specialization, most respondents specialized in TLE, Filipino, MAPEH, Mathematics, Science and English. It can be noted from the result that beginning teachers both specialized in major and minor subjects.

Mentoring Skills and Technical Assistance Provided by Secondary Master Teachers as Perceived by the Beginning Teachers

Mentoring skills and technical assistance provided by secondary master teachers as perceived by beginning

teachers. The results showed that the overall mean rating gained is 4.29, interpreted as "Agree."

In terms of content knowledge and pedagogy, it gained a mean rating of 4.38, interpreted as "Agree." The mentoring skills and technical assistance, which were found to have a high mean score of 4.68, interpreted as "Strongly Agree," is the statement that their Master Teachers possess a mastery of content knowledge within and across curriculum areas and subject matter. On the other hand, the statement with the lowest mean score is that their Master Teachers conduct action and basic research with colleagues to enrich their knowledge of content and pedagogy, with a mean score of 4.05.

The learning environment gained a mean score of 4.34, interpreted as "Agree." The mentoring skills with the highest mean score of 4.47 are the statements that their Master Teachers provide a learning-focused environment to colleagues and learners, and their Master Teachers show mastery of management skills in their classroom, accelerating learning. On the other hand, the statement with the lowest mean score of 4.16 is that their Master Teachers share resources with colleagues that would provide intellectually challenging and stimulating activities to learners to attain high standards of learning.

On the other hand, regarding the diversity of learners, it gained a mean rating of 4.27, interpreted as "Agree." The statement with the highest mean score of 4.42 is that their Master Teachers adjust teaching methods to students' needs, interests, and activities. Meanwhile, the statement with the lowest mean rating of 4.16 is the statement that their Master Teachers share teaching practices with colleagues that are differentiated to cater to learner diversity.

Additionally, in terms of curriculum and planning, it gained a mean rating of 4.22, interpreted as "Agree." The statement that gained the highest mean score of 4.42 is that their Master Teachers apply professional knowledge in planning and designing well-structured and sequenced lessons. On the other hand, the statements with the lowest mean score of 4.11 are the statement that their Master Teachers prepare and share contextualized lessons with colleagues that are relevant and responsive to learners' needs; and their Master Teachers gives technical assistance to new teachers in formulating lesson plans.

Moreover, assessment and reporting gained a mean score of 4.14, interpreted as "Agree." The statement with the highest mean score of 4.32 is that their Master Teachers report to stakeholders the progress of



students' academic performance. The statements with the lowest mean score of 4.16 are the statements that their Master Teachers set high standards for new teachers and recognize and capitalize on their strengths, and their Master Teachers share various techniques with colleagues in evaluating students' learning.

In terms of community linkages and professional engagement, it gained a mean score of 4.46, interpreted as "Agree." The statement that gained the highest mean score of 4.53 is that their Master Teachers facilitate the conduct of Parents-Teacher Conferences. Meanwhile, the statements with the lowest mean score of 4.42 are that their Master Teachers Encourage the community to engage in the educative process through programs and activities, and their Master Teachers establish school-community partnerships to enrich the learning environment.

On the other hand, in terms of personal growth and professional development, it gained a mean score of 4.25, interpreted as "Agree." The statement with the highest mean score of 4.47 is that their Master Teachers spearhead planning and providing colleagues' professional development needs through School Learning Action Cell (SLAC) and In-service Training (INSET). Further, the statement with the lowest mean score of 4.11 is that their MTs encourage new teachers to evaluate their situations and come to conclusions and decisions.

Summary of perceived mentoring skills and technical assistance provided by Secondary Master Teachers as perceived by beginning teachers. To rank from highest to lowest mean scores, among the seven variables, community linkages, and professional engagement gathered the highest mean score 4.46, followed by content knowledge and pedagogy learning environment 4.38, learning environment 4.34, diversity of learners 4.27, personal growth and professional development 4.25, curriculum and planning, and assessment and reporting with 4.14.

This result implies that Master Teachers in Narra Del Sur District have an advanced level of mentoring skills and technical skills in terms of content knowledge and pedagogy, considering that it gathered the highest mean score among the other variables.

With assessment and reporting being given the lowest mean score, this implies that Master Teachers somehow need to upgrade their competency to be able to work collaboratively with their colleagues in terms of designing, selecting, organizing, and using adequate diagnostic, formative, and summative assessment

strategies consistent with curriculum requirements which are expected from them as stated from DepEd Order 42, series 2017.

Table 1. Summary of perceived mentoring skills and Technical Assistance provided by Secondary Master Teachers as perceived by beginning teachers

<i>Perceived Mentoring Skills and Technical Assistance Provided by Secondary MTs</i>	<i>MS</i>	<i>VI</i>
A. Content Knowledge and Pedagogy	4.38	A
B. Learning Environment	4.34	A
C. Diversity of Learners	4.27	A
D. Curriculum and Planning	4.22	A
E. Assessment and Reporting	4.14	A
F. Community Linkages and Professional Engagement	4.46	A
G. Personal Growth and Professional Development	4.25	A
Overall Mean	4.29	A

Figure 1. .

Mentoring Skills and Technical Assistance Provided by Secondary Master Teachers as Perceived by the School Heads

The study reveals the mentoring skills and technical assistance provided by the secondary master teachers as perceived by the school heads. The findings show that the overall mean score gained is 4.74, interpreted as "Strongly Agree."

Rank-wise, the variables with the highest to lowest ratings are the following: community linkages and professional engagement (5.00), personal growth and professional development (5.00), learning environment (4.80), diversity of learners (4.67), curriculum and planning (4.67), assessment and reporting (4.67), and content knowledge and pedagogy (4.53). This results implies that Master Teachers possessed competencies in terms of mastery of the subject matter skills, teaching strategy skills, classroom management skills, evaluation skills, and mentoring skills.

Regarding content knowledge and pedagogy, the statement that gained the highest mean score of 5.00 is that their Master Teachers possess a mastery of content knowledge within and across curriculum areas and subject matter. On the other hand, the statement with the lowest mean score of 4.00 is that their Master Teachers conduct action and basic research with



colleagues to enrich their knowledge of content and pedagogy.

In terms of learning environment, the statement that their Master Teachers provide an environment that is learning-focused to both colleagues and learners and the statement that their Master Teachers show mastery of management skills in their classroom, which accelerates learning similarly gathered the highest mean score of 5.00.

Furthermore, regarding the diversity of learners, curriculum and planning, and assessment and reporting, school heads also gave the highest mean rating of 4.67 on all the statements.

Similarly, all statements regarding community linkages, professional engagement, personal growth, and professional development were given the highest mean score of 5.00.

This result implies that school heads strongly agree that Master Teachers in their locale are performing their duties to provide mentoring and technical assistance to beginning teachers.

Summary of perceived mentoring skills and Technical Assistance provided by Secondary Master Teachers as perceived by School Heads. To rank from highest to lowest, community linkages and professional engagement and personal growth and professional development gathered the highest mean score of 5.00, followed by learning environment 4.80, the diversity of learners, curriculum and planning, and assessment and reporting gathered the same mean score 4.67, while content knowledge and pedagogy gathered the lowest mean score 4.53 among the seven variable. All the gathered mean scores of these variables have a verbal interpretation of Strongly Agree. This result implies that Master Teachers possessed a high competency in mentoring skills and technical skills as perceived by their school heads.

Table 2. Summary of perceived mentoring skills and Technical Assistance provided by Secondary Master Teachers as perceived by School Heads.

<i>Perceived Mentoring Skills and Technical Assistance Provided by Secondary MTs</i>	<i>MS</i>	<i>VI</i>
A. Content Knowledge and Pedagogy	4.53	SA
B. Learning Environment	4.80	SA
C. Diversity of Learners	4.67	SA
D. Curriculum and Planning	4.67	SA
E. Assessment and Reporting	4.67	SA
F. Community Linkages and Professional Engagement	5.00	SA
G. Personal Growth and Professional Development	5.00	SA
Overall Mean	4.74	SA

Figure 2. .

Master Teachers' Extent of Performance as Perceived by Beginning Teachers

The extent of performance of Master Teachers as perceived by the beginning teachers. The table summarizes the mean rating of beginning teachers to their Master Teachers in terms of Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages, Professional Engagement, and Personal Growth and Professional Development. It reveals that beginning teachers assess their Mater Teachers' extent of performance with an overall mean rating of 4.30 with a verbal interpretation of "Agree." Among the seven variables, assessment and reporting have the highest combined mean rating of 4.38, interpreted as "Agree." Meanwhile, the diversity of learners has the lowest mean rating of 4.23, similarly interpreted as "Agree."

Data reveals that the combined mean score of the extent of performance in content knowledge and pedagogy have 4.26 with a verbal interpretation of "Agree." The item with the highest mean rating was statement number 4- Evaluate with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy with 4.42 as agreed. On the other hand, the item with the lowest mean rating was statement 7 - Display a wide range of effective verbal and non-verbal classroom communication strategies to support learners' understanding, participation, engagement, and achievement with 4.11, as agreed.

In terms of learning environment, the statement with the highest mean rating was statement number 2 - Exhibit effective practices to foster learning

environments that promote fairness, respect, and care to encourage learning with 4.42 as agreed. Meanwhile, the statement with the lowest mean rating was statement number 5 - Model successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their learning with 4.16 as agreed. Learning environments have a combined mean score of 4.29 with a verbal interpretation of “Agree.”

Further, as to the diversity of learners, it has a combined mean score of 4.23, interpreted as “Agree.” The statement with the highest mean rating is statement number 4 - Evaluate with beginning teachers and other colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse, and child labor practices with 4.37 as agreed. Meanwhile, the statement with the lowest mean rating is statement number 3 - Assist beginning teachers and other colleagues to design, adapt and implement teaching strategies responsive to learners with disabilities, giftedness, and talents with 4.05 as agreed.

Regarding curriculum and planning, the statement with the highest mean rating is statement number 1 - Develop and apply effective strategies in the planning and management of developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts with 4.42 as agreed. The statement with the lowest mean rating is statement 5 - Advise and guide beginning teachers and other colleagues in selecting, developing, and using appropriate teaching and learning resources, including ICT, to address specific learning goals with 4.16 as agreed. Curriculum and planning gained a mean score of 4.28, interpreted as agreed.

Beginning teachers agree that their Master Teachers performed with a 4.38 combined mean score for assessment and reporting. Among the five statements, statement number 2 - Interpret collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement gathered the highest mean score with 4.53 as strongly agreed. On the other hand, statement number 3 - Use effective strategies for providing timely, accurate, and constructive feedback to encourage learners to reflect on and improve their learning has the lowest mean score with 4.26, as agreed.

Similarly, beginning teachers agreed that their Master

Teachers perform in terms of community linkages and professional engagement, with a combined mean score of 4.32 with a corresponding interpretation of agreed. The statement with the highest mean rating is statement 1 - Reflect on and evaluate learning environments responsive to community contexts with 4.42 as agreed. The statement with the lowest mean score is statement number 4 - Exhibit commitment to and support beginning teachers and other colleagues in implementing school policies and procedures to foster harmonious relationships with learners, parents, and other stakeholders with 4.21 as agreed.

Concerning personal growth and professional development, the combined mean rating is 4.34, interpreted as agreed. The statement that gained the highest mean rating is statement 2 - Identify and utilize personal, professional strengths to uphold the dignity of teaching as a profession to help build positive teaching and learning culture within the school with 4.42 as agreed. On the other hand, the lowest mean rating is statement 5 - Reflect on the Philippine Professional Standards for Teachers to plan personal, professional development goals and assist beginning teachers and other colleagues in planning and achieving their own goals with 4.26 as agreed.

To rank, from highest to the lowest mean score among the seven variables are as follows: assessment and reporting (4.38), personal growth and professional development (4.34), community linkages and professional engagement (4.32), learning environment (4.29), curriculum and planning (4.28), content knowledge and pedagogy (4.26), and diversity of learners (4.23). It can be noted that the mean rating of the variables is interpreted as “agree”. This result implies that beginning teachers in Narra Del Sur District assessed the extent of the performance of Master Teachers as effective and that Master Teachers are performing their duties and responsibilities.

The summary of the extent of performance of the Secondary Master Teachers as perceived by beginning teachers. To rank, among the seven variables assessment and reporting gathered the highest mean score 4.38, followed by personal growth and professional development 4.34, community linkages and professional engagement 4.32, learning environment 4.29, curriculum and planning 4.28, content knowledge and pedagogy 4.26, and diversity of learners 4.23. This result suggests that beginning teachers concur that their Master Teachers are capable of carrying out their duties.

Table 3. *Summary of the extent of performance of the*

Secondary Master Teachers as perceived by Beginning Teachers.

<i>Perceived Performance of the Master Teachers</i>	<i>MS</i>	<i>VI</i>
A. Content Knowledge and Pedagogy	4.26	A
B. Learning Environment	4.29	A
C. Diversity of Learners	4.23	A
D. Curriculum and Planning	4.28	A
E. Assessment and Reporting	4.38	A
F. Community Linkages and Professional Engagement	4.32	A
G. Personal Growth and Professional Development	4.34	A
Overall Mean	4.30	A

Figure 3. .

Master Teachers' Extent of Performance as Perceived by School Heads

Master Teachers' extent of performance as perceived by their school heads. Findings showed that the overall performance of MTs is 4.55 with a descriptive equivalent of "Strongly Agree."

Regarding content knowledge and pedagogy, it gained an overall mean rating of 4.67, interpreted as "Strongly Agree." All the statements similarly gained a 4.67 mean rating. This result implies that school heads assessed the performance of their Master Teachers to a high extent. It also suggests that Master Teachers are competitive and equipped with skills in performing their duties in their respective schools.

The learning environment gained a mean rating of 4.44, interpreted as "Agree." Statements that their Master Teachers exhibit effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures; and that their Master Teachers work with beginning teachers and other colleagues to model and share effective techniques in the management of classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments gained the highest mean rating of 4.67 interpreted as "Strongly Agree." Further, the three

statements that their Master Teachers exhibit effective practices to foster learning environments that promote fairness, respect, and care to encourage learning; their MTs work with beginning teachers and other colleagues to share successful strategies that sustain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning; their Master Teachers model successful strategies and support colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their learning; and that their Master Teachers exhibit effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments gained a similar mean rating of 4.33 interpreted as "Agree."

Regarding the diversity of learners, the overall mean rating is 4.33, interpreted as "Agree." Likewise, all the statements gained a mean rating of 4.33.

Regarding curriculum and planning, the overall mean rating is 4.67, interpreted as "Strongly Agree." All the statements also gained a mean rating of 4.67. |

Similarly, assessment and reporting also gained an overall mean rating of 4.67, interpreted as "Strongly Agree." All the statements also have a mean rating of 4.67.

In terms of community linkages and professional engagement, it gained an overall mean rating of 4.42, interpreted as "Agree." The statement that gained the highest mean rating is statement number 2 - Guide beginning teachers and other colleagues to strengthen relationships with parents/guardians and the wider school community to maximize their involvement in the educative process with 4.67 as strongly agreed. On the other hand, the statements that gained the lowest mean rating are the statements that their Master Teachers reflect on and evaluate learning environments that are responsive to community contexts; their Master Teachers discuss with beginning teachers and other colleagues teaching and learning practices that apply existing codes, laws, and regulations that apply to the teaching profession, and the responsibilities specified in the *Code of Ethics for Professional Teachers*; and that their Master Teachers exhibit a commitment to and support beginning teachers and other colleagues in the implementation of school policies and procedures to foster harmonious relationships with learners, parents, and other stakeholders, gained a mean rating of 4.33 interpreted as "Agree."

Personal growth and professional development gained



a mean rating of 4.67, interpreted as “Strongly Agree.” All the statements also gained the same mean score of 4.67. This result implies that the Master Teachers perform their duties and responsibilities. Given the overall mean, School Heads strongly agree that Master Teachers in their respective schools perform their responsibilities to a certain extent. Furthermore, the results suggest that Master Teachers display an advanced level of performance.

Extent of performance of the secondary master teachers as perceived by school heads. Rank-wise, content knowledge and pedagogy, curriculum and planning, assessment and reporting, and personal growth and professional development gathered the highest mean score of 4.67, followed by learning environment with 4.44, community linkages and professional engagement with 4.42, and diversity of learners with 4.33.

This data suggest that Master Teachers have an advanced level of performance in terms of content knowledge and pedagogy, curriculum and planning, assessment and reporting, and personal growth and professional development. Therefore, they are fitted to perform mentoring and technical assistance to beginning teachers and as partners of their School Heads.

Table 4. Summary of the extent of performance of the secondary master teachers as perceived by school heads.

Perceived Performance of the Master Teachers	MS	VI
A. Content Knowledge and Pedagogy	4.67	SA
B. Learning Environment	4.44	A
C. Diversity of Learners	4.33	A
D. Curriculum and Planning	4.67	SA
E. Assessment and Reporting	4.67	SA
F. Community Linkages and Professional Engagement	4.42	A
G. Personal Growth and Professional Development	4.67	SA
Overall Mean	4.55	SA

Figure 4.

Relationship between the Secondary Master

Teachers' Profile and their Mentoring Skills and Technical Assistance

Table 4a presents the relationship between the profile of the secondary master teachers and their mentoring skills and technical assistance. It reveals that the p-values obtained for age (.712), sex (.100), highest educational attainment (.387), number of years in service (.280), number of years as Master Teacher (.683), the field of specialization (.891), number of ancillary services rendered (.345), and the number of essential training attended (.298) is higher than .05 level of significance which accept the null hypothesis which states that there is no significant relationship between the profile of Secondary Master Teachers and their mentoring skills and technical assistance.

This finding implies that no matter their profile, it does not influence their performance regarding mentoring skills and providing technical assistance to beginning teachers. The results showed no significant relationship between the technical assistance provided by the Master Teachers across their profile. Master teachers are curriculum experts who serve as mentors to new teachers. Further implies that master teachers exhibit appropriate teaching-learning abilities.

Table 5. Relationship between the secondary master teachers' profile and their mentoring skills and technical assistance.

Master Teachers' Profile	r _s	p-value	Decision
Age	.126	.712	Accept Ho
Sex	.000	.100	Accept Ho
Highest Educational Attainment	.290	.387	Accept Ho
Number of Years in Service	-.358	.280	Accept Ho
Number of Years as a Master Teacher	-.139	.683	Accept Ho
Field of Specialization	-.047	.891	Accept Ho
Number of Ancillary Services Rendered	.476	.345	Accept Ho
Number of Essential Training Attended	.139	.298	Accept Ho

Figure 5.

Relationship between the Beginning Teachers' Profile and their Perception of the Mentoring Skills and Technical Assistance of the Master Teachers



The results shows that the p-values obtained for age (.627), sex (.957), highest educational attainment (.968), number of years in service (.581), the field of specializations (.437), number of ancillary services rendered (.145), and the number of essential training attended (.170) is also higher than .05 level of significance, therefore accepting the null hypothesis which states that There is no significant relationship between the beginning teachers' profile and their perception of the mentoring skills and technical assistance of Master Teachers. This result suggests that the profile of the beginning teachers does not influence their perceptions of their master teachers' mentoring skills and technical assistance.

Table 6. Relationship between the Beginning Teachers' Profile and their Perception of the Mentoring Skills and Technical Assistance of the Master Teachers.

Beginning Teachers' Profile	r_s	p-value	Decision
Age	-.119	.627	Accept Ho
Sex	-.013	.957	Accept Ho
Highest Educational Attainment	.010	.968	Accept Ho
Number of Years in Service	-.135	.581	Accept Ho
Field of Specialization	-.190	.437	Accept Ho
Number of Ancillary Services Rendered	-.348	.145	Accept Ho
Number of Essential Training Attended	-.328	.170	Accept Ho

Figure 6. .

Table 7. Difference between the Master Teachers' Mentoring Skills and Technical Assistance based on the Beginning Teachers' and School Heads' Perceptions

Group	Mean	Welch's t	P-value	Decision
Beginning Teachers	4.74			
School Heads	4.74	-.039	.969	Accept Ho

Figure 7. .

It reveals that the obtained p-value is .969, which is

higher than the 0.05 level of significance. Therefore, the null hypothesis is accepted, which states that there are no significant differences between the Master Teachers' mentoring skills and technical assistance as perceived by the beginning teachers and school heads' perceptions.

This further implies that the perceptions between the group of beginning teachers and school heads do not differ as to the mentoring skills and technical assistance of Master Teachers in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development.

Discussion

Based on the significant findings of the study, the following conclusions were drawn:

1. The Secondary Master Teachers display an advanced level of mentoring and technical skills in terms of community linkages, and professional engagement as perceived by beginning teachers, and needs to enhance their skills in terms of curriculum and planning, assessment, and reporting. Similarly, the Secondary Master Teachers in the Narra Del Sur District display an advanced level of skills in mentoring and technical assistance as perceived by their school heads in terms of community linkages and professional engagement, personal growth, and professional development, while somewhat needed competency enhancement in terms of content knowledge and pedagogy.
2. The Secondary Master Teachers performed to a great extent as perceived by beginning teachers in terms of assessment and reporting and need enhancement in terms of the diversity of learners. Meanwhile, school heads perceived that they performed to a great extent in terms of content knowledge and pedagogy, curriculum and planning, assessment and reporting, and personal growth and professional development. Master Teachers on the other hand need enhancement in terms of the diversity of learners.
3. The profile as to age, sex, highest educational attainment, number of years in service, number of years as a Master Teacher, the field of specialization, number of ancillary services rendered, and the number of essential training attended were not significantly correlated with Master Teachers' mentoring skills and technical assistance in terms of content knowledge and

pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development.

4. The profile of beginning teachers as to age, sex, highest educational attainment, number of years in service, the field of specialization, number of ancillary services rendered, and the number of essential training attended was not significantly correlated with their perceptions of the mentoring skills and technical assistance of the Master Teachers in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development.

5. The perceptions of beginning teachers and school heads do not significantly differ from the mentoring skills and technical assistance of Master Teachers in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development.

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