SCHOOL-BASED MENTORING PROGRAM OF ELEMENTARY SCHOOL HEADS: BASIS FOR INTERVENTION

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MASTER OF ARTS IN EDUCATION

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APRIL JOY C. BARCOMA

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A P P R O V A L S H E E T

In partial fulfillment of the requirements for the degree in **MASTER OF ARTS IN EDUCATION** major in **EDUCATIONAL MANAGEMENT**, this thesis entitled **"SCHOOL-BASED MENTORING PROGRAM OF ELEMENTARY SCHOOL HEADS: BASIS FOR AN INTERVENTION"** has been prepared and submitted by **APRIL JOY C. BARCOMA** who, having passed the comprehensive examination, is hereby recommended for oral examination.

GUILLERMO D. LAGBO, DPA
Adviser

Approved by the Committee on Oral Examination on **17 October 2020** with a rating of **P A S S E D**.

NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies
Chairman

NATALIA B. UY, PhD
Dean, College of Bus. Mgt.
Samar College, Catbalogan City
Member

LETECIA R. GUERRA, PhD
VP for Basic Education
Samar College, Catbalogan City
Member

IMELDA M. UY, EdD
Pub. Schools Dist. Supervisor
DepEd, Catbalogan City Division
Member

MICHELLE L. MUSTACISA, PhD
Pub. Schools Dist. Supervisor
DepEd, Catbalogan City Division
Member

Accepted and approved in partial fulfillment of the requirements for the degree in **MASTER OF ARTS IN EDUCATION** major in **EDUCATIONAL MANAGEMENT**.

NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

Date of Examination:

17 October 2020

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the person I am today.

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This study assessed the extent of implementation of the school-based management (SBM) and its impact to the performance of elementary schools in the District of San Jorge, Schools Division of Samar during the School Year 2019-2020. Specifically, this study sought answers to the following questions: 1) what is the profile of the school administrator-respondents in terms of the following,

namely: age and sex, civil status, highest educational attainment, gross monthly family income, number of years as administrator, performance rating based on the latest OPCRF, number of relevant in-service trainings, and attitude toward school-based management; 2) what is the profile of the teacher-respondents in terms of the following, namely: age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, number of relevant in-service trainings, and attitude toward school-based management; 3) what is the assessment of the two groups of respondents on the SBM implementation in elementary schools in terms of the following areas, namely: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources.

Likewise, this study answered the following: 4) is there a significant difference between the assessments of the two groups of respondents on the SBM implementation in elementary schools in terms of the foregoing areas; 5) is there a significant relationship between the assessed SBM implementation in elementary schools and the following factors, namely: school administrator-related factors, and teacher-related factors; 6) what is the performance of the elementary schools based on the MPS in the latest SDGT; 7)

is there a significant relationship between the performances of the elementary schools based on the MPS in the latest SDGT and assessed SBM implementation in elementary schools; and 8) what intervention may be evolved based on the findings of the study.

From the afore-listed specific questions, the following hypotheses were drawn and tested in this study: 1) there is no significant difference between the assessments of the two groups of respondents on the SBM implementation in elementary schools in terms of the identified areas; 2) there is no significant relationship between the assessed SBM implementation in elementary schools and the following factors, namely: school administrator-related factors, and teacher-related factors; and 3) there is no significant relationship between the performances of the elementary schools based on the latest SDGT and assessed SBM implementation in elementary schools.

Based on the findings of the study, it was revealed that the school head-respondents and the teacher-respondents considered the implementation of the school-based mentoring along the first three identified as "highly implemented." However, there was a deviation along the area of technical assistance whereby the school head-respondents considered its implementation as "highly implemented," but the teacher-respondents considered it "moderately

implemented.”

In the comparison of the two groups of respondents on the extent of implementation of the school-based mentoring, it was found significant along the four identified areas while in associating relationship between the evaluated extent of implementation of the school-based mentoring and the school head-related factors, it was significant along competence of an effective coach, but not significant along age, sex, civil status, highest educational attainment, gross monthly family income, administrative position, number of years as school head, performance rating based on the latest OPCRF and number of relevant in-service trainings.

Likewise, in associating relationship between the evaluated extent of implementation of the school-based mentoring and the teacher-related factors, it was found significant along teaching position and attitude toward school-based mentoring only, but not significant in terms of age, sex, civil status, highest educational attainment, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF and number of relevant in-service trainings.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Mentoring is an increasingly popular way of providing guidance and support to those who are in need. Recent years have seen mentoring expand from a relatively small intervention to a cornerstone service that is being implemented in schools, community centers, religious institutions, school-to-work programs, and a wide variety of other institutions.

School-based mentoring is defined, by many program features, that is in contrast to community-based mentoring models. Among the key elements frequently found in school-based mentoring programs are the following (Herrera et al., 2007:1-5): 1) the program operates on the school campus whether the result of a school-community partnership or developed as a stand-alone school service, school-based mentoring programs are usually housed at the school site, with meetings in various campus locations and the program making use of school facilities and administrative space. 2) Mentoring relationships meet for the duration of the school year, however, there is compelling recent evidence that programs should make every effort to extend mentoring relationships throughout the school year to improve the outcomes for the concerned. 3) While some programs do allow the concerned to request a mentor, most school-based programs are built around the concept of school personnel initiating participation in the program. 4) School-based mentoring is not

simply a tutoring program, nor is it as unstructured as community-based mentoring.

Most school-based programs reside somewhere in between these two models. Mentoring matches are encouraged to view the development of a trusting, mutually satisfying relationship as the primary goal of their time spent together. However, because of the campus setting and the inherent connection to academics and the school itself, these matches are more structured than those typically found in purely community-based models. Restricted to the campus setting, matches are encouraged to engage in some structured activities, often around classroom- or homework-related topics.

Department of Education Order Number 2, Series of 2015 established the guidelines on the establishment and implementation of Results-Based Performance Management System (RPMS) which underscores the school-based mentoring of the school heads to their teachers. It emphasized that there is compelling evidence that school-based mentoring produces many positive outcomes. Recent research into school-based mentoring outcomes indicated that these programs can improve performance, in general, with significant improvements of teachers' performance such as disciplinary referrals and increase students' scholastic competence and reduce truant-students. The research also indicates that participants in school-based mentoring programs are more likely than non-mentored peers to talk to about problems and concerns pertaining to their experiences with their peers, school head, and students (Herrera et al., 2007:3).

While school-based mentoring has many tangible outcomes, there are some aspects of this model that school heads, as the mentors, need to consider such as: 1) school-based mentoring may have little impact on out-of-school-time issues. The most recent research on the school-based model found no impact on such non-school related issues as relationships with parents and peers (Herrera et al., 2007:5-6). However, earlier, non-experimental evaluations of school-based programs have found evidence of positive benefits in some out-of-school areas, such as increased self-esteem and connectedness to heads (Karcher, 2005:10-11).

While future research may demonstrate a connection between school-based mentoring and out-of-school behaviors, for now practitioners should note that the primary benefits appear to be in the school-related areas as described in the foregoing. 2) School-based mentoring programs, on average, do not produce relationships with the same closeness and quality as community-based programs. With restricted activity options, gaps in meeting times during the summer and holiday breaks, and a potential lack of private space for matches to meet in, school-based programs may not be able to build the types of close, mutual relationships that community-based mentoring programs can produce.

Researchers have long pointed to relationship closeness and duration as key predictors of mentoring outcomes, and the on-campus structure of school-based programs may simply not provide sufficient time together or a wide enough variety of activities to achieve the level of relationship closeness found in successful community-based programs.

Additionally, coaching in school-based programs indicates that some teachers may not receive the guidance seen in typical community-based programs. So, while school-based mentoring produces many positive outcomes, on average, it may not provide the same type or intensity of support found in other mentoring models. 3) School-based mentoring programs often struggle to find their proper place in the school environment. It can be difficult for school-based mentoring programs to foster the understanding and level of commitment required to operate a successful program at the school site. Oftentimes, school-based programs are incorrectly perceived as a tutoring service, whose goal is to boost teacher's performance or provide narrow teacher support. On-campus programs may also have difficulty garnering the support of heads, teachers, and other school personnel who view the program as one more item to add to their already full list of responsibilities. It can also be difficult for school-based programs to find ongoing funding for the program within the context of shrinking school budgets and extreme competition for funds. Existing mentoring programs that are looking to partner with schools must create a deep sense of commitment and understanding about the goals, scope, and implementation of services among all teachers.

In spite of some inherent challenges, school-based mentoring is an innovative supplement to the traditional guidance that takes place in schools among teachers, providing potentially low-performing teachers with another avenue through which they might feel more confident about their load, improve their

attitudes and commitment to teaching, and develop more fully as a person. The program, further, guides exploration on how to develop a school-based mentoring program and the many components that can lead to successful outcomes.

In the District of San Jorge, there is a mismatch between the performance rating of school heads based on the OPCRF and their actual mentoring activity with their teachers most especially the far flung areas which are seldom visited for purposes of instructional supervision. The OPCRF shows that for every rating period in the past three years, One-hundred percent of the school heads t always garnered "very satisfactory" and sometimes "outstanding" (District Records, 2019). Taking a closer look on the area on mentoring, they always gave the highest points. However, in reality, only 25.00 percent of classes are personally observed.

Premised on the foregoing contention, the researcher was prompted to conduct the study to determine the extent of implementation of the school-based mentoring program of school heads in the District of San Jorge, Schools Division of Samar. It is hoped, therefore, that the findings of the study would serve a springboard for an intervention to enhance the implementation of school-based mentoring.

Statement of the Problem

This study determined the extent of implementation of the school-based mentoring program of school heads in the District of San Jorge, Schools Division of Samar during the School Year 2019-

2020.

Specifically, this study sought to answer the following questions:

1. What is the profile of the school head-respondents in terms of the following:

1.1 age and sex;

1.2 civil status;

1.3 highest educational attainment;

1.4 gross monthly family income;

1.5 administrative position;

1.6 number of years as school head;

1.7 performance rating based on the latest OPCRF;

1.8 number of relevant in-service trainings; and

1.9 competence as an effective coach?

2. What is the profile of the teacher-respondents of this study in terms of the following:

2.1 age and sex;

2.2 civil status;

2.3 highest educational attainment;

2.4 gross monthly family income;

2.5 teaching position;

2.6 number of years in teaching;

2.7 performance rating based on the latest IPCRF;

2.8 number of relevant in-service trainings; and

2.9 attitude toward school-based mentoring?

3. What is the extent of implementation of the school-based mentoring as evaluated by the two groups of respondents

along the following areas, namely:

3.1 creating the right atmosphere;

3.2 practicing active listening;

3.3 asking the right questions; and

3.4 providing technical assistance?

4. Is there a significant difference between the perceptions of the two groups of respondents relative to the extent of implementation of the school-based mentoring along the foregoing areas?

5. Is there a significant relationship between the perceived extent of implementation of the school-based mentoring and the following:

5.1 school head-related factors; and

5.2 teacher-related factors?

6. What intervention may be evolved from the findings of the study?

Hypotheses

The following hypotheses were drawn and tested in this study:

1. There is no significant difference between the evaluations of the two groups of respondents relative to the extent of implementation of the school-based mentoring in terms of the identified areas.

2. There is no significant relationship between the evaluated extent of implementation of the school-based mentoring and the following:

2.1 school head-related factors; and

2.2 teacher-related factors.

Theoretical Framework

This study was anchored on the following theories, namely: Theory on Coaching and Mentoring by Garvey et al., Theory on Leadership by Maxwell, and Theory on Behaviorism by Watson.

The Theory on Coaching and Mentoring by Garvey et al. (2009:29-35) advocated the power of coaching and mentoring as the key that permeates all units to function based on standards set. They are often associated with transition, development and growth, which are inevitable as people grow and develop and adopt the power of s the key that permeates all units to function based on standards set. They are often associated with transition, development and growth, which are inevitable as people grow and develop and adopt the power of dynamics between and among themselves and lead to positive change.

Meanwhile, the Theory on Leadership espoused by Maxwell (https://www. bartleyby. com/ essay/ Leadership/ 8 August 2020) invokes that leadership revolves around influence. Therefore, anyone who has influence is a leader of some kind. In addition, leadership is not about titles or positions; rather, leadership is about making a difference in the lives of others. Though this lens, Maxwell describes how anyone at any level on the organizational chart can influence others and make changes in the lives of those who follow their colleagues and those influenced by their leadership action.

Finally, the present study finds theoretical anchorage upon the Theory of Behaviorism espoused by Watson (Gregoio, 1988:94-96), which maintains that learning is any change in behavior of an organism. Such change may range from the acquisition of knowledge, simple skills, specific attitude, and opinion. It may also include innovation, elimination, or modification of response. They believed on the pre-conceived end to which the mentees is made to conform. To him, learning is the process of fixation. He emphasizes that the response most frequently associates with stimulus will be elicited by that same stimulus. To him, the unit of stimulus and response become the basic building blocks of behavior.

Along this light, the school heads choose at the outset the pattern according to which they are going to mold their teachers and then go to work. Stated otherwise, they set up situation in which they can successfully accomplish their task.

Conceptual Framework

Figure 1 presents the conceptual framework of the study discussing the working process undertaken in the conduct of the study.

The base reflects the locale of the study, which is the District of San Jorge, Schools Division of Samar involving school heads and teachers. The upward arrows represent the progress of the study, while the single-headed and two-headed arrows represent the processes undertaken.

The next bigger frame enclosing three smaller boxes

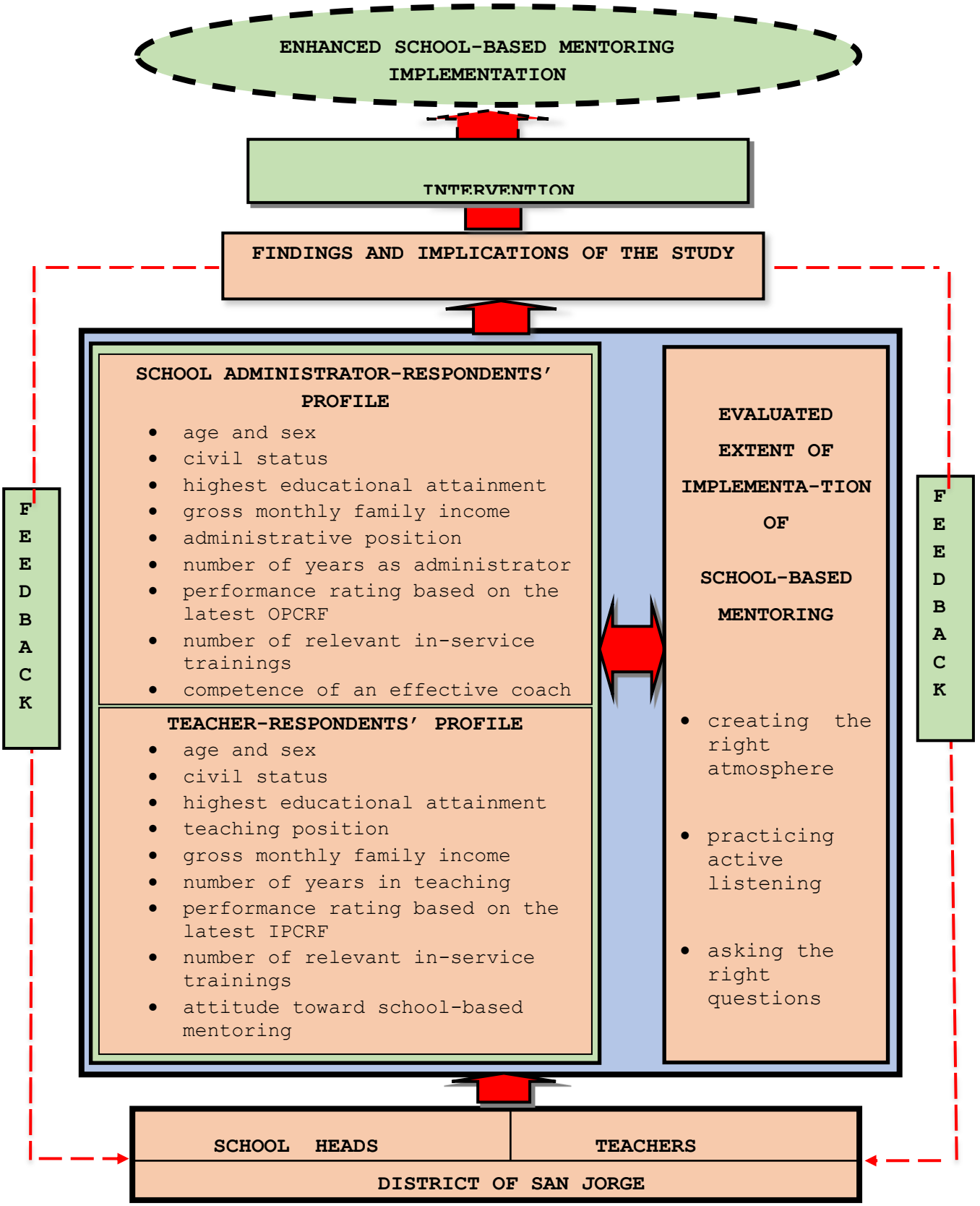

Figure 1. The Conceptual Framework of the Study

reflects the dependent and independent variables of the study. The boxes at the left side reflect the independent variables of the study. The upper box depicts the profile of the school head-respondents in terms of the following characteristics, namely: age and sex, civil status, highest educational attainment, gross monthly family income, administrative position, number of years as school head, performance rating based on the latest OPCRF, number of relevant in-service trainings, and competence as an effective coach; while the lower box depicts the profile of the teacher-respondents in terms of the following characteristics, namely: age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, number of relevant in-service trainings, and attitude toward school-based mentoring.

Furthermore, the box at the right side reflects the dependent variable of the study, the extent of implementation of the school-based mentoring as perceived by the two groups of respondents along creating the right atmosphere, practicing active listening, asking the right questions, and providing technical assistance, which were triangulated for any significant difference. Moreover, the assessed extent of implementation of the school-based mentoring was associated with the school head-related and teacher-related factors for any significant linear association.

The aforementioned processes drew findings and implications of the study that provided feedback mechanism to the locale of

the study and ultimately served as input for an intervention, which lead to the attainment of the goal of the study, the enhanced school-based mentoring implementation.

Significance of the Study

Since the study focused on the extent of implementation of the school-based mentoring in the District of San Jorge, this study would be of significance to the school heads, teachers, students, DepEd key officials, master teachers, local government units, community, and future researchers.

To the School Heads. The school heads are directly involved in day-to-day activities of the school. They would benefit from this study in terms of knowledge as to the extent by which teachers interact and work together in educational activities. Having such knowledge, they would be able to tailor their school-based mentoring according to the needs of the teachers in their respective school.

To the Teachers. The teachers are the primary actors in the teaching learning process. As such, it is important that they form partnership with their school heads. This study would thus give them the opportunity to know the extent by which they could be mentored and become partners in the educational process with their school heads.

To the Students. The students would ultimately benefit from the results of this study since they would be able to reap the fruits of a quality education. The school-based mentoring of

school heads among teachers would serve to enhance the quality of education, which would, ultimately, redound to their benefit.

To the DepEd Key Officials. This study would help the key officials of the Department of Education (DepEd) gain insights as to the extent by which school heads and teachers cooperate in educational activities. Having said insights, they would be able to lobby for policies for support of the school-based mentoring among teachers.

To the Master Teacher. This study would help the master teachers gain insights as to the kind of mentoring program they would suggest to the school heads to enhance the teaching competence and performance of the teachers.

To the Local Government Units. The findings of this study would encourage the LGU to take active cooperation as one of the partners with the different activities of the school. The findings of this study would give also the LGU firsthand information regarding school-based mentoring and, thereby, support the school for its development and improvement being a part and parcel of the community.

To the Future Researchers. The future researchers would have baseline information regarding the kind of research to conduct in the future. This would encourage them to conduct researches that would assess the extent of implementation of school-based mentoring.

Scope and Delimitation

This study focused on the determination of the extent of implementation of the school-based mentoring along creating the right atmosphere, practicing active listening, asking the right questions, and providing technical assistance from the viewpoints of the school heads themselves and their teachers, that was triangulated between the two group assessments for any significant difference.

The study involved all the school heads and all the teachers under the District of San Jorge, Schools Division of Samar.

This study was conducted during the School Year 2019-2020.

Definition of Terms

The following terms are hereby given their conceptual as well as operational definitions for clearer understanding of the readers.

Asking the Right Question. This term refers to the heart of effective communications and information exchange. By asking the right question in a particular situation can improve a whole range of communication skills (www. cwwpp.org>asking-the-right-questions, 15 January 2020). In this study, it refers to the manner the school head asks their respective teachers related to their teaching practices in such a way that they are not offended bur rather disclose their thoughts so that coaching and mentoring could take place.

Coaching and Mentoring. This term refers to the processes

that enable both individual and corporate clients to achieve their full potential which includes exploration of needs, motivations, desires, skills, and thought processes to assist the individual in making real and lasting change (https://new.coachingnetwork.org.uk/ 9 December 2019). As used in this study, this refers to the teamwork between the teacher and school administrator as mentee and mentor to develop the teaching effectiveness of the former under the tutelage of the latter.

Creating the Right Atmosphere. This term refers to the level of formality used with clients. It is the way to set the mood in creating an impression of the clients to draw cooperation with a dynamic event (www.cwwpp.org>creating-the-right-atmosphere, 15 January 2020). In this study, it refers to the way the school head makes their respective teachers comfortable with him during coaching or mentoring.

Implementation. This term refers to the process of putting a decision or plan into effective execution (www.dictionary.implement.org/ 9 December 2019). In this study, this term refers to the implementation of the DepEd program which is the School-Based Mentoring.

Individual Performance Commitment Review Form (IPCRF). This term refers to the assessment tool for government employees' use that will rate their task accomplished for a year (https://www.pressreader.com/ 9 December 2019). In this study, it refers to the assessment tool used by the DepEd to assess the performance of the teachers focusing mainly on the basic education services as its major final output.

Intervention. This term refers to the action of intentionally providing solution for a difficult situation, in order to improve it or prevent it from getting worse (www.dictionary.cambridge.org, 15 January 2020). In this study, it refers to the proposed activity to enhance the implementation of the school-based mentoring of school heads in the District of San Jorge.

Office Performance Commitment Review Form (OPCRF). This term refers to the new system to evaluate the accomplishments of the department managers and division chiefs against their targets in the light of the major final output (https://www.pressreader.com/ 9 December 2019). In this study, it refers to the evaluation tool of the RPMS to measure the accomplishment of a unit under the headship of the school head or administrator.

Practicing Active Listening. This term refers to the communication skills in paying attention with an undivided attention, and with acknowledgment to the message conveyed (www.mindtools.com>communication-skills, 15 January 2020). In this study, it refers to the way how the school head listens to what their respective teachers share with him so that he can start the coaching or mentoring.

Ratee. Operationally, this term refers to the teacher whose accomplishments are evaluated and rated with equivalent rating based on the RPMS.

Rater. In this study, this term refers to the task of the school head to evaluate the performance of his respective teacher

based on the accomplished targets stated in the IPCRF.

School-Based Mentoring. This term refers to the process, which involves pairing partners as mentor and mentee with the superior in rank as the mentor who acts as a positive role model in general (https://education mentoring,org/ 9 December 2019). In this study, it refers to the task of the school heads to mentor their respective teachers to improve their teaching performance.

School Head. In this study, the term refers to the officer who manages the school, which includes the full-fledged Principal, head teacher and teacher-in-charge.

SLAC. This is the acronym for School Learning Action Cell which is a session conducted by group of teachers who engage in collaborative learning sessions to solve shared challenges encountered in school (DepEd Order No. 35, s. 2016).

Technical Assistance. This term refers to the non-financial assistance provided by local or international specialists. It can take the form of sharing information and expertise, instruction, skills training, transmission of working knowledge, and consulting services and may also involve the transfer of technical data (www.unesco.org>new> programme, 15 January 2020). In this study, this term refers to the school-based mentoring or coaching provided by the school heads to their respective teachers.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains materials reviewed from several books, magazines, journals, including published and unpublished theses and dissertations, which were deemed related to the study in order to provide a strong justification and anchorage to it.

Related Literature

The following citations were taken from sources relevant to the study at hand, which might not be directly discussing the topic, however, impliedly introduces the idea.

Most nations are currently in the midst of an unparalleled effort to increase academic achievement for all students. In this context, parents, teachers, school leaders, and communities are looking for effective approaches to support learning, achievement, and success for both children and adolescents. Thus, DepEd Order Number 2, Series of 2015 introduced the development of mentoring programs has been an approach adopted to provide assistance and support for a variety of teachers (Karcher & Herrera, 2007:23). Typically, the process of mentoring is viewed as "strengthening an individual at risk through a personal

relationship with an experienced and caring person. Through shared activities, guidance, information, and encouragement, the individual gains in character and competence and begins setting positive life goals" (Barron-McKeagney, Woody, & D'Souza, 2000:40).

These programs seek to match teachers as mentors with students to serve as role models through sharing knowledge, skills, expertise, and offering personal support (Delgado, 2002:2-3). Previous studies have classified mentoring programs according to a number of different dimensions such as whether the mentoring occurs in a group or one-on-one basis or whether it is community-based or site-based (Sipe & Roder, 1999:31-32). Each of these structures can have a differential effect on the mentoring experience due to variations in the screening, training, and support provided for mentors as well as the length of time and types of activities that mentors and mentees are asked to complete.

Mentoring programs that are located in school settings are referred to as school-based mentoring programs (SBMPs). These programs typically have four prominent characteristics: school head refers teachers for mentoring; the school head meets with a teacher for one hour per week during the school year; mentors meet with their mentees on school grounds during the school day; mentors and mentees

engage in both academic and social activities during their time together (Jucovy, 2000:15) which discusses regarding school improvement.

Coaching for school improvement can involve coaching between peers such as principal-to-principal coaching, and coaching and mentoring of teachers by school principals and other educational leaders. Like in any new job, it takes time and experience for new school principals to feel comfortable in their role (www.research.acer.edu.au>cgi, 15 January 2020).

The main focus of coaching and mentoring for school improvement is to build the competency and capability of teachers, so that they can take steps toward 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. When coaching and mentoring approaches to school improvement are valued they are embedded into performance and school development policies. This means that performance development plans are explicitly linked to coaching and mentoring and school improvement (www.jcminset.com>coaching-mentoring, 15 January 2020).

Furthermore, coaching and mentoring are premised on a shared understanding by the principal and teachers, of the priorities within the school improvement agenda that are

being pursued. This approach to school improvement requires an environment of thrust and a culture of ongoing or continuous learning and risk-taking by the school leadership and staff.

In a review of the research, Randolph and Johnson (2008:11-13) found that the primary benefits for teachers who participate in SBMPs are increased connectedness at school as well as increased connectedness in the family (King et al., 2002:33) and in the community (Portwood et al., 2005:12). However, this finding appeared to be dependent on the quality and length of the mentoring relationship, with few improvements found in the first year of participation. To date, evidence regarding the effect of participation in a SBMP on teachers' teaching performance and prosocial peer relationships has been mixed (Dappen & Isernhagen, 2006:20-23).

Research indicates that additional advantages of SBMPs include: reduced program costs, increased supervision available for mentors and mentees, increased safety for mentees, increased advocacy for students, increased educational focus, and increased opportunities to reach higher-risk of burn-outs (Rhodes, 2002:35). However, research also indicates that SBMPs tend to be limited in their ability to provide teachers with a school head-mentor for an extended period of time (Jekielek et al., 2002:11-

15). This may be a drawback of a SBMP, as research indicates that mentoring relationships lasting less than a year that is typical in SBMPs that tend to demonstrate little significant improvement in mentees' professional, social, and substance use. Given that SBMPs are gaining popularity across the nation (Karcher & Herrera, 2007:9-10), there is an urgent need for measures of accountability and evidence of effectiveness (Kyler, Bumbarger, & Greenberg, 2005:2).

It is, indeed, a truism that education is an indispensable means for nation-building. A number of experts have expressed their opinions on the following concerns that, nonetheless, form part of this study's anchorage. This significance of education to nation-building has been enshrined in the fundamental law of the Republic of the Philippines, specifically in Article XIV, Section 1 of the 1987 Philippine Constitution, which highlights that it is the policy of the "State to protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all" (De Leon and De Leon, Jr., 2011:628).

Article XIV, Section 2 of the 1987 Philippine Constitution further emphasizes that it is the responsibility of the State to "establish, maintain and

support a complete, adequate, and integrated system of education relevant to the needs of the people and society" (De Leon and De Leon, Jr., 2011:635).

Prior to this period, Aquino (1974:1) earlier opined that education is an important means by which an organized society achieves stability, progress and prosperity. Through the process of education, the citizenry is imbued with proper ideals, attitudes, values, and aspirations; provided with opportunities to acquire essential knowledge and understanding, habits and skills; and, otherwise, given the training and instruction so vital to the development of the individuals intellectual, physical social, emotional, and spiritual faculties so that he can achieve maximum self-realization and contribute to the well-being of the group.

Aquino (1974:8) further expressed that the teacher functions in a variety of roles, namely: 1) as a director of learning; 2) as a counselor and guidance worker; 3) as a mediator of culture; 4) as a member of the school community; 5) as liaison between school and community; and 6) as a member of the profession.

For Gregorio (1976:517-518), teacher's knowledge of subject-matter is an important factor in effective teaching. A teacher must have more than what is given in the textbooks. He should be in possession of a certain

amount of facts if he is to do his work adequately. The knowledge of one's subject is tremendously important as are knowledge of the method of teaching and knowledge of children and the like. The more a teacher knows about a subject, the more he is able to present the subject in a stimulating way.

However, as the educational system of a country, like the Philippines, and the needs as well as demands of the society progress with time, problems arise which sometimes turn chaotic; hence, become crises with varied effects to the system. The public system of education has been the most commonly affected sector for the years that passed by. But, although the crisis in public education seems severe, attempts to identify and then solve the problems inherent in the old system has not been totally addressed. Among the factors identified as influential in the action to solve the problems, the economy is seen as the key factor. In addition, attempts to provide solutions to problems last for as long as those who initiated them were in positions of power and authority. Once removed, the innovations often collapse with them, or become reduced in its importance (Paulston, 1976:370-379).

Regardless of the hindrances to the crisis in education, the education sector continues to pursue reforms that address said problems. Some of the common arguments

given in favor of educational reforms were that they would enable teachers to focus attention on more practical aspects of education such as technical and professional development, rather than purely academic pursuits that seemed possible only to high ability teachers. At present, many educational systems are pursuing alternatives to their present system.

In this context, educational innovations are introduced to make education more utilitarian. Historically, educational reforms were made alongside revolutionary upheavals of societies. As Karabel and Halsey (1977:551) observed, the process of educational reforms during periods of revolutionary upheavals raises with particular sharpness the general problem of relationship between educational and social change. They further highlighted that revolutions do not merely make educational change possible but they require it. They must transform the educational system and bring it into harmony with a new institutional and ideological framework.

Hurst (1983:55) purported that inequality is a fact in which the government is responsible for recognizing and addressing pragmatically. The provision of equal educational opportunities is one such solution to the problem. However, a common theme has been that education is

not pursuing relevant goals, and its various outcomes subsequently unsatisfactory in addressing the problem.

In this point of view of Hurst, he disclosed that opportunities for learning were not made fairly and freely available to all. Some were so lucky that they so easily got access to the best kind of education available, while some found it difficult to even enter formal schooling. Probably some learners would find it difficult to study due to financial constraints of their families. Moreover, although some were able to enter formal schooling, yet the opportunity to acquire quality education would be impeded by the type of teachers managing the classrooms. Nevertheless, this problem on the poor quality of teachers has been gradually addressed upon. In fact, a number of experts have underscored that teachers' effectiveness in the classroom can be enhanced. A great number of these experts have resolved that this can be attained by using appropriate strategies and other applicable classroom practices.

Aquino (1988:551), for his part, revealed that there are strategies that contribute to teaching effectiveness. These are: 1) individual teacher's effort; 2) in-service education; 3) planned program and supervision; 4) experimentation and research, and 5) evaluation and accountability system. He described teaching techniques as

the practices and refinements of presentation which a teacher employ to make instruction more effective when using a specific method or a teaching aid. He further describes instructional method as the orderly procedures that directs learners in developing skills and habits and assists them to acquire knowledge and attitudes. These would include: demonstration, lecture, discussion, directed research, visual presentation, programmed instruction, student-team projects, television, individualized instruction sheets, students-directed activity, use of directed references, student planning, supervised performance at a work station, experimental work, field trips, writing and presenting a technical report, interviewing an authority, evaluating a project or a unit, and testing.

He further noted that there are certain principles of good teaching that the teacher should familiarize herself with. These principles are almost as important as the stimulation and inspiration of a good teacher. These are: 1) active learning, 2) many methods, 3) motivation 4) well-balanced curriculum, 5) individual differences, 6) lesson planning, 7) the power of suggestion, 8) encouragement, 9) integration 10) democratic environment, 11) stimulation, 12) remedial reading, 13) life-like situation, and 14) independence.

To Chandler (1988:32), as a general rule, successful teachers possess certain intellectual and personal qualities. Among these are: a broad cultural background including scholarship, good work habits, skills in oral and written language, and adeptness in the solution of intellectual and social problems, knowledge of the structures and processes of education and functional skill in teaching and overall synthesis of personal traits that reflect a nature, well-adjusted, and wholesome person.

According to Thrumbul (1990:27), to teach is to cause to learn. This viewpoint logically bases all principles of teaching upon the laws of learning and measures the quality of teaching by the extent to which it endangers effective learning activity on the part of the learner.

To Aquino, as cited by Rivera et al. (1992:23), an excellent teacher is a person who has the personal qualities of agreeable, consideration for others, sincerity and the like. He is professionally interested and competent, manifests scholarship and culture, respects children and is respected by children, and establishes wholesome pupil-teacher relationships. If only these traits will be possessed by teachers, then there will be no problems in the teaching field.

Nevertheless, Rivera, et al. (1992:73-74) suggested that the effectiveness of the educational process is

largely dependent upon the effectiveness of the medium of communication. Positively or negatively, the teacher's success is influenced by the degree to which he is skillful in the use of the basic techniques. Speech should not be taken narrowly as a mechanical service process, but broadly interpreted as the normal means for the spontaneous interchange of ideas.

They added that among other things, a teacher supervises classroom activities and guide learning experiences, give instruction, makes assignments, and delegates responsibilities; ask questions, explain and discusses problems, talks with children, seeks cooperation and confidence of the class; develops a spirit of rapport in the class, welcomes visitors, and parents to the school and discusses with them their children's work; attends teacher meeting and conferences, participation in community activities both for recreation and for service and consults with teachers and school administrators. Hence, the nature of teaching demands that the teachers communication effectively both in oral and in written form. He needs to master not only his subject matter but also English, as a medium of instruction.

Evans (1998:55) pointed out that there are two ways of viewing teacher effectiveness; that is, in terms of "what they actually do in the classroom, and in terms of

teachers' impact on student behavior (i.e., achievement, attitudes, skills etc.). Here, Evans suggests that the kind of learning students get from them basically depends on whether teachers do their job efficiently and effectively or not. If their learning targets are clearly stated, subject matters are properly chosen and organized, and teaching strategies and techniques are carefully considered to name some, then there is no way that their students will never acquire the best kind of learning or experiences from them.

Levine and Ornstein (1998:600) supplemented that effective teachers have a clear systematic method of teaching called direct instruction or explicit teaching. They proceed in small steps; provide enough review and explanation before proceeding to the next step; they act questions and check for understanding; and provide systematic feedback and correction. They also provide students with relevant academic activities and see to it that the students spend adequate amount of time actually engaged in these learning activities. Teachers similarly emphasize independent learning and learning to learn. They teach students to apply concepts, solve problems, and monitor their own comprehension. They try to move toward high-order thinking skills and independent learning by motivating students to learn and by using appropriate

materials and activities. They are able to group students for individualized and small group instruction. Effective teachers are able to work with more than one student or group at a time.

In short, they are saying that effective teachers know their students very well; they have a systematic method of instruction; they are aware of time or task; their questions are appropriate and they encourage participation; they employ direct, cognitive and comprehensive instruction; and they group the pupils for individualized instruction.

Andres (1999:106) noted that teaching is a complex and many-sided task demanding a variety of traits and abilities. The major task of the teacher is to promote learning. He has to guide the learning process of the trainees by planning and organizing meaningful learning experiences, creating a desirable learning environment, using variety of instructional materials, providing for individual differences and appraising trainees growth and development.

Andres (1999:107) further opined that a teacher should know the general principles of successful teaching. Teaching provides the teacher with ready references for improved techniques, new trends, effective approaches and modern strategies. A successful teacher will try as many

methods as he can, constantly finding out for himself which methods are best in his particular field of specialization. He should be receptive to modern practice and welcome change. Every new idea he adopts will enrich professionally and experientially.

In the words of Luna (2000:1-2), the ultimate goal of any teaching activity is to effect a change in the learner's behavior, attitudes, skills or knowledge from a certain base level to predetermined level. The difference between the terminal performance of the learners and his/her base level performance is normally attributed to effective teaching.

He added that complexities brought about by modern technology in our lives have changed our views of what constitutes effective teaching. We have gone a long way since the time that the Socratic (Lecture Method) School of Thought enunciated the principle that the learner is like an empty vessel and the teacher is supposed to fill that vessel. Today, the most available teaching-learning hardware and software make the role of a teacher as a "vessel filter" difficult to ascertain, the challenge to make use of all these toward effective teaching.

Salamonis (2000:84) exposed that successful teaching is a result of a happy combination of several down-to-earth observable factors which she conceptualized as follows: 1)

a sound background in his subject matter area and related areas, coupled with willingness to learn more; 2) knowledge of those to whom she is teaching it; and 3) techniques or craft. In short, the three central factors that will contribute to successful teaching are: knowledge of subject matter, knowledge of teaching techniques and strategies.

Taschner (2000:24-30) cited Hutchinson and Waters' idea to present the following principles about teaching materials: 1) materials provide a stimulus to learning; 2) good materials do not teach; they encourage learners to learn; 3) good materials will therefore contain interesting texts, enjoyable activities which engage the learner's thinking capacities, opportunities for learners to use their existing knowledge and skills and content which both learners and teacher can cope with; 4) good materials help to organize the teaching learning process by providing a path through the complex mass of the skills to be learned; 5) good materials should provide a clear and coherent unit structure which will guide teachers and learners through various activities in such a way as to maximize the chances of learning; 6) good materials should encourage in the learner a sense of progress and achievement; (7) good materials should truly reflect what the writer thinks and feel about the learning process; 8) good materials reflect the nature of the learning task; and 9) good materials must

serve as models for correct and appropriate teaching-learning process.

According to Corkey (2002:45), the fundamentals of good teaching include two general areas. One area pertains to the teacher's personality and the other area covers a set of principles of good teaching. A teacher's personality has an incalculable impact on her pupils. It is within a teacher's power to inspire her pupils, to encourage and challenge them, to implant a sense of responsibility and perseverance, and to develop their creativity and imagination.

However, Corkey pointed out that the reverse may also be true; a teacher can have an undesirable effect on her class. The perfect teacher who possesses qualities of excellence. Superior teachers have most of these qualities and average teachers have some of these characteristics, to wit: 1) emotional stability and sound mental health; 2) physical health and dynamic personality; 3) above average intelligence; 4) creativity; 5) good grooming, poise, and refinement of voice and actions; 6) courtesy; 7) patience; 8) sincerity and honesty; 9) firmness; 10) promptness, efficiency, and ability to organize; 11) positive and encouraging attitude; 12) democratic leadership; and 13) professional status.

For Bilbao and others (2012:112-113), an effective

teacher should be a global teacher who is competent, armed with enough skills, appropriate attitude and universal values to teach students with both time-tested, as well as modern technologies in education in any place in the world. He or she is someone who thinks and acts both locally and globally with worldwide perspectives, right in the communities where he or she is situated.

Bilbao and others further mentioned that a global Filipino teacher, to be specific, should have the following qualities and characteristics in addition to knowledge, skills and values: 1) understands how this world is interconnected; 2) recognizes that the world has rich variety of ways of life; 3) has a vision of the future sees what the future would be for himself/herself and the students; 4) must be creative and innovative 5) must understand, respect and be tolerant of the diversity of cultures; 6) must believe and take action for education that will sustain the future; 7) must be able to facilitate digitally-mediated learning; 8) must have depth of knowledge; 9) must possess good communication skills (for Filipino teachers to be multi-lingual); and lastly but more importantly, 10) must possess the competencies of a professional teacher as embodied in the National Competency-Based Standards for Teachers (NCBTS).

Moreover, to remain relevant and interesting, the

teacher must possess 21st century skills. The 21st century skills can be categorized into four (4), namely: 1) communication skills, 2) learning and innovation skills; 3) information, media and technology skills; and 4) life and career skills. A teacher must possess them in order to survive in this 21st century and be able to contribute to the development of 21st century learners (Corpuz, 2012:85).

Corpuz further exposed that under each of these four (4) clusters of 21st century skills are specific skills. Effective communication skills include: 1) teaming; 2) collaboration; 3) interpersonal skills; 4) local, national and global-orientedness; and 5) interactive communication. On the other hand, the learning and innovative skills are the 3 C's, namely: 1) creativity; 2) curiosity; 3) critical thinking and problem-solving skills; and 4) risk-taking. Finally, life and career skills involve the following: 1) flexibility and adaptability; 2) leadership and responsibility; 3) social and cross-cultural skills; 4) initiative and self-direction; 5) productivity and accountability; and 6) ethical, moral, and spiritual values.

The points of view of the foregoing experts strongly emphasize the significant role that teachers have to play in providing quality education to the Filipino children, as well as on the kind of educational innovations and reforms

implemented by the government to address this goal. In this regard, it has been highlighted and greatly justified that teachers and the way they perform their job as well as behave in the classroom undoubtedly influence the kind of learning that students acquire from them.

Related Studies

The following studies have been reviewed since they were deemed to have significant bearing on the present study.

Gordon et al. (2018) conducted a study entitled, "Effects of a School-Based Mentoring Program on School Behavior and Measures of Adolescent Connectedness." From the study, they found out that in an effort to increase students' success, schools and communities have begun to develop school-based mentoring programs to foster positive outcomes for children and adolescents. Furthermore, they disclosed that compared to control students, SBMP participants had significantly fewer unexcused absences with moderate effect size and discipline referrals with large effect size and reported significantly higher scores on four measures of connectedness with moderate to negligible effect sizes. First Year participants also reported significantly higher scores on one measure of connectedness with a large effect size.

The study of Gordon et al. was relevant to the study at hand in the sense that both studies delved on school based mentoring. However, the two studies differed in its focus. While the previous study focused on the effects of a school-based mentoring program on school behavior and measures of adolescent connectedness, the present study focused on the school-based mentoring program of elementary school heads.

In the study of Bell (2017) entitled, "The Importance and Impact of School-Based Mentorship Program," disclosed that the inclusion of mentorship programs in middle and secondary schools in which senior students become mentors for younger students is imperative. These mentorship programs would be established to assist and support the development of the whole child. By summarizing and highlighting the most effective practices and outlining the necessary partnerships and roles of the school community including parents, school counselors, administrators, and senior management, this paper provides an overview of research and foundational elements of a successful school based mentorship program.

The study of Bell posed similarity with the study at hand in the sense that both studies delved on school based mentoring. However, the two studies differed in its focus. While the previous study focused on the mentorship programs

in middle and secondary schools, the present study focused on the school based mentoring program of elementary school heads.

Herrera (2017) in her study entitled, "School-Based Mentoring: A Closer Look," disclosed that school-based mentoring gave a significant positive impact to the performance both of the teachers and students when properly implemented based on the standards or manual. The program enhances the capacity of the teachers and the capability of the students in handling difficulties encountered in school.

The study of Herrera posed resemblance with the study at hand in the sense that both studies delved on school based mentoring. However, the two studies differed in its focus. While the previous study focused on the mentorship programs for students, the present study focused on the school based mentoring program of elementary school heads.

In the study of McCoy (2017) entitled, "Best Practices for School-Based Mentoring Programs: A Systematic Review," reported that school-based mentoring programs (SBMPs) are one support that has historically been utilized as an intervention for at-risk youth, but that has not specifically targeted children who have experienced trauma. Furthermore, she also noted that relational impact, even in the short term, was a significant factor in all types of

outcomes, and despite a behavioral focus in the referral process few programs carried behavioral support through program implementation.

The study of McCoy was relevant to the study at hand in the sense that both studies delved on school based mentoring. However, the two studies differed in its focus. While the previous study focused on the mentorship programs for at-risk youth, the present study focused on the school based mentoring program of elementary school heads.

In the study of Frazier (2016) entitled, "Perceptions of New Principal Mentoring Programs in a Large Urban School District," revealed that the respondents perceived that the components of the large urban school-mentoring program were generally effective in training principal mentees to become highly-effective school leaders.

The study of Frazier was relevant to the study at hand in the sense that both studies delved on school based mentoring. However, the two studies differed in its focus. While the previous study focused on the new principal mentoring programs in a large urban school district, the present study focused on the school based mentoring program of elementary school heads in the District of San Jorge.

Pamintuan (2017) in her study entitled, "School-Based Mentoring: An Assessment" disclosed that the school-based mentoring was slightly implemented among teachers but more

focused among students for the purpose of enhancing their academic performance. However, it was also found out that teachers, too, aspired to be coached as they revealed it in their attitude toward school-based mentoring.

The study of Pamintuan was relevant to the study at hand in the sense that the two studies delved on the implementation of school-based monitoring. However, they differed in the subjects of the study. The previous study triangulated three groups of respondents, namely: school heads, teachers and students while the present study triangulated only two groups of respondents, school heads and teachers only.

Roberto (2016) conducted a study entitled, "The Effect of School-Based Mentoring Program to the Academic Performance of Students." The study revealed that school-based mentoring posed significant influence to the academic performance of the students, particularly those who were low-performers.

The study of Roberto was in parallel with the study at hand considering that both studies delved on school-based performance. However, the two studies differed in the process of the implementation. While the previous study evaluated the school-based mentoring of elementary grade students, the present study focused on the school-based mentoring of elementary school heads.

Fixsen (2012), in her study entitled, "Implementer Perspective: The Implementation of School-Based Program," indicated that financial resources, management support, implementation climate and selected implementation policies and practices are important to attend to during the implementation of a school-based mentoring program. Additionally, organizational climate should be attended to before program implementation and identified implementation strategies help to define important organizational factors that drive the implementation of school-based mentoring programs.

The study of Fixsen was related to the study at hand considering that the two studies delved on school-based mentoring. However, the two studies differed in their processes. The previous study delved on the school-based mentoring among the youth while the present study delved on the school-based mentoring of school heads among their teachers in public schools.

In the study of Cambria (2012) entitled, "Qualities of Effective School Head-Mentors: A Descriptive Study" revealed that school head-mentors should be patient and the coaching and mentoring that geared toward school improvement produced teaching effectiveness among teachers which in turn enhance the academic performance of their respective students. Furthermore, the study disclosed that

coaching and mentoring could be difficult at first but became a routine for the school head-mentors. A two-way learning took place as coaching and mentoring progressed.

The study of Cambria was related to the study at hand considering that the two studies delved on school-based mentoring. However, the two studies differed in the focus of the study. The previous study delved on the qualities of effective school head-mentors while the present study delved on the school-based mentoring of school heads among their teachers in public schools.

From the study of Moyle (2012) entitled, "Guide to Support Coaching and Mentoring for School Improvements" revealed that as teachers and school heads are focused on curriculum and pedagogies, coaching and mentoring were neglected. However, with the drive for school improvements, both the teachers and school heads became aggressive thus, resorted to coaching and mentoring. Furthermore, teachers' performance improved due to the fact that their competencies were enhanced. Likewise, the school heads became more competent mentors as the engagement lasted for longer period of times.

The study of Moyle was related to the study at hand considering that the two studies delved on school-based mentoring. However, the two studies differed in their focus. The previous study delved on the guide to support

coaching and mentoring for school improvements while the present study delved on the school-based mentoring of school heads among their teachers in public schools.

The foregoing studies helped the researcher in conceptualizing the study at hand through the different concepts and processes exposed.

Chapter 3

METHODOLOGY

This chapter presents the methods undertaken in the conduct of the study. Included in this chapter are the following: research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

This study employed the descriptive-correlation research design using the questionnaire as the lone instrument of the study. The study described the profile of the school head-respondents in terms of their age and sex, civil status, highest educational attainment, gross monthly family income, administrative position, number of years as school head, performance rating based on the latest OPCRF, number of relevant in-service trainings, and competence of an effective coach. Likewise, it also described the profile of the teacher-respondents of in terms of their age and sex, civil status, highest educational attainment, gross monthly family income, teaching position, number of years in teaching, performance rating based on the latest IPCRF, number of relevant in-service trainings, and attitude

toward school-based mentoring.

Furthermore, it assessed the extent of implementation of the school-based mentoring as evaluated by the two groups of respondents in terms of the areas of creating the right atmosphere, practicing active listening, asking the right questions, and providing technical assistance, which were triangulated for any significant difference.

Moreover, the study was a correlation study in the sense that the evaluated extent of implementation of the school-based mentoring and the following: school head-related factors and teacher-related factors were associated for any linear relationship.

Data gathered were treated statistically using appropriate descriptive and inferential statistical tools, namely: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, t-Test for Independent Sample Means, Pearson's Product-Moment Coefficient of Correlation, and the Fisher's t-Test.

Locale of Study

Figure 2 presents the map showing the locale of the study.

The study was conducted in the District of San Jorge under the Schools Division of Samar among school administrators and teachers. It covers the following

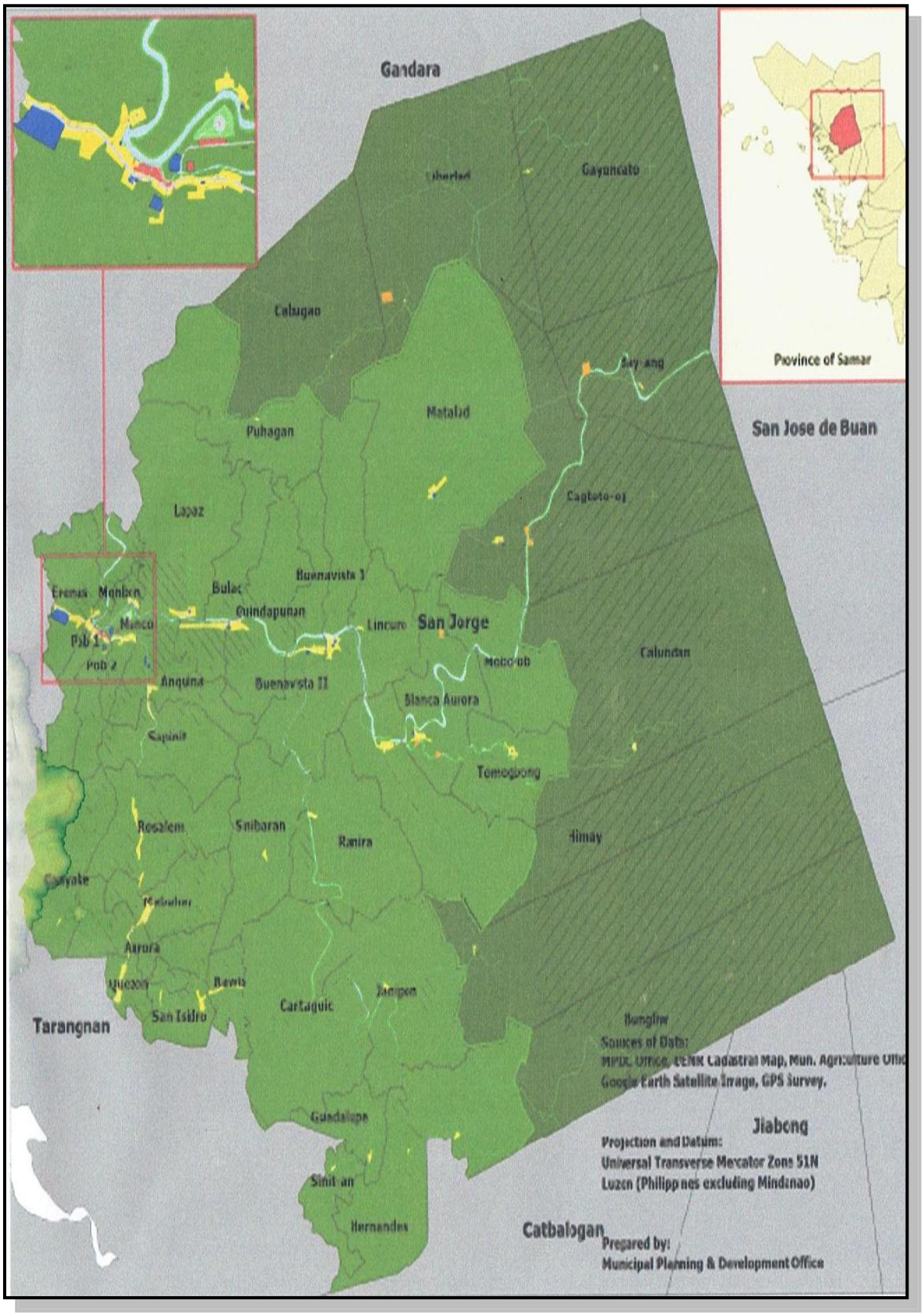

Figure 2. The Map Showing the Locale of the Study

schools, namely: Aurora ES, Blanca Aurora IS, Bay-ang ES, Buenavista ES, Bulao ES, Bungliw ES, Cabugao ES, Cag-olo-olo ES, Cagtoto-og ES, Calundan ES, Cantaguic ES, Erenas ES, Gayondato ES, Guadalupe ES, Hernandez ES, Himay ES, Janipon ES, La Paz ES, Libertad ES, Lincoro ES, Mabuhay ES, Matalud ES, Mobo-ob ES, Mombon ES, Puhagan ES, Quezon ES, Ranera ES, Rawis ES, Rosalim ES, San Jorge CES, San Isidro ES, San Juan ES, Sapinit ES, Sinit-an ES, and Tumogbong ES.

San Jorge was once the oldest barangay of Gandara. Its history could be traced back to the American regime. Even its name San Jorge was in honor of an American soldier by the name of George Curn who happened to own and donate the site where the old barangay was formerly located. The present location is the second site of the barangay. Its old site was located across the Sapinit River where the San Jorge ES is presently nestled. When heavy rain and typhoon occur, the Sapinit River overflow its ban and the community is overflooded. So the inhabitants find inconvenience of the place and coupled with the opening and construction of national road passing just across the said river, its inhabitants transferred and established a new settlement along the national road, the place where it is presently situated.

Due to its fertile valley and the agricultural lands along the Gandara-Blanca Aurora Rivers, which oftentimes

overflow its banks, the fertility of the soil was maintained and agricultural crops boomed. People from other places were lured to settle in this said barangay for farming ventures while others are attracted for business purposes. This continuous flux of people caused the barangay to grow and progress.

Because of economic and social progress of the constituents and the political needs which could no longer be attended to by the municipal administration of Gandara, the leaders of the barangay came to think of forming a group charged with a propaganda movement for township. The movement was spearheaded by the late Engineer Celso Mancol, a geodetic engineer by profession, residing at an adjacent barangay of Erenas. Due to the natural course of events and man's life racing against time, this pioneering man passed away without seeing the fruits of his endeavor. The work did not stop at his death. The leadership was succeeded by an equally qualified man in the person of Cesar G. Samantela, a born leader and a teacher by profession together with the leaders of the different sectors of the community and barangay leaders. The members and followers of the group did not pull out instead they become more cohesive and aggressive in the pursuit of their objective. As the years passed, the movement was increasingly gaining headway despite opposition of the leaders of the mother

town. And until finally the new municipality, together with its set of town officials was inaugurated through the kind of assistance of MLGCD Minister Jose A. Rono and IBP member Hon. Fernando Veloso by passing Batas Pambansa Blg. 11.

San Jorge was formally inaugurated as the new municipality last October 10, 1979 together with its set of municipal officials. Its legal basis was Batas Pambansa Blg. 11, an act creating the Municipality of San Jorge in the Province of Samar which was approved December 6, 1978.

Instrumentation

This study utilized the questionnaire in collating relevant information exigent to this study.

The questionnaire was an adapted questionnaire based on the RPMS. Two sets of questionnaire were prepared which were intended for the school head- and teacher-respondents. Set 1, the questionnaire for the school head-respondents, was composed of three parts whereby Part I described the profile of the school head-respondents in terms of age and sex, civil status, highest educational attainment, gross monthly family income, administrative position, number of years as school administrator, performance rating based on the latest OPCRF and number of relevant in-service trainings. Part II appraised the respondent’s competence as an effective coach which was composed of 20 indicators

responded utilizing the following scale, viz: 5 for Extremely Competent (EC), 4 for Highly Competent (HC), 3 for Moderately Competent (MC), 2 for Slightly Competent (SC), and 1 for Not Competent (NC).

Part III elicited the evaluation of the two groups of respondents on the extent of implementation of the school-based mentoring in terms of the three identified areas. This was composed of 29 indicators responded by the following Thurstone scale, viz: 4 for Extremely Implemented (EI), 4 for Highly Implemented (HI), 3 for Moderately Implemented (MI), 2 for Slightly Implemented (SI), and 1 for Not Implemented (NI).

On the other hand, Set 2 of the questionnaire, for the teacher-respondents was composed of three parts also. Part I captured the profile of the respondent in terms of the following personal characteristics, namely: age and sex, civil status, highest educational attainment, gross monthly family income, teaching position, number of years in teaching, performance rating based on the latest IPCRF, and number of relevant in-service trainings. Part II appraised the respondent's attitude toward school-based mentoring which was composed of 10 attitude statements responded utilizing the following scale, viz: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D) and 1 for Strongly Disagree (SD).

Part III elicited the evaluation of the two groups of respondents on the extent of implementation of the school-based mentoring in terms of the three identified areas. This was composed of 29 indicators responded by the following Thurstone scale, viz: 4 for Extremely Implemented (EI), 4 for Highly Implemented (HI), 3 for Moderately Implemented (MI), 2 for Slightly Implemented (SI), and 1 for Not Implemented (NI).

Validation of Instrument

The questionnaire, although adapted from the RPMS, was slightly revised to suit with the study at hand. Hence, it still underwent validation process through expert validation focusing on the following areas, namely: face, content, construct, pragmatic, and convergent-discriminant validity with consideration on the cognitive and situational perspectives of the respondents.

Comments and suggestions for improvement of the questionnaire from the experts were considered in the revision of the questionnaire, whereby, the finalized form was subjected to a Pilot Test in the District of Gandara I by randomly selecting five school heads and 20 teachers. This process looked into the wordings of questions, physical setting, respondent's mood, nature of interaction, and the regression effect of the respondents.

In the calculation of the Coefficient of Reliability, the Cronbach's Alpha Analysis was employed using the following formula (Raagas, 2010:68):

$$C_\alpha = \left[\frac{K}{K-1} \right] \left[1 - \frac{\Sigma S_i^2}{S^2} \right]$$

where: C_α refers to the reliability coefficient using the Cronbach Alpha Analysis;

K refers to the number of respondents;

S_i^2 refers to the variance of the a single questionnaire item; and

S^2 refers to the variance of the scores of the questionnaire.

To interpret the reliability of the instrument, Table 1, The Table of Reliability suggested by George and Mallery (2003:25) served as guide.

Sampling Procedure

This study utilized the universal sampling in choosing the school head- and the teacher-respondents. That is, all school heads and teachers in the District of San Jorge were considered respondents of the study.

Table 2 presents the number of respondents by category.

Table 1

Table of Reliability

Reliability Coefficient (α)	Interpretation
$\alpha \geq 0.90$	Excellent
$0.80 \leq \alpha\ 0.89$	Very Good
$0.70 \leq \alpha\ 0.79$	Good (There are probably a few item which could be improved.)
$0.60 \leq \alpha\ 0.69$	Acceptable (There are probably some items which could be improved.)
$0.50 \leq \alpha\ 0.59$	Poor (Suggests need for revision of the research instrument.)
$\alpha \leq 0.49$	Questionable/Unacceptable (This research instrument should not contribute heavily to the research, and it needs revision.)

Data Gathering Procedure

Before the conduct of the study, the researcher sought authorization from the Office of the Schools Division Superintendent of the Schools Division of Samar through channel for the conduct of the pilot test and the actual study. Likewise, the same authority was sought from the District Supervisor of the Districts of San Jorge and Gandara I, for proper courtesy. Then same permission was sought for from the respective school head of each school to conduct the study involving the school administrator and its teachers. The researcher personally administered the questionnaire intended for the school administrators and teachers.

Table 2

The Number of Respondents by Category

School Heads	Teachers
28	125
Response Rate = 100.00%	

In the process of data collection, there was no problem encountered considering that the respondents were easily accessed. However, because of the occurrence of the Pandemic, the COVID-19, the usual mode of interviews was done through cellphone interview and virtual interview which was inserted during Zoom meetings or conference upon the permission of the district supervisor.

Data generation lasted for about two months including from December 2019 to January 2020. This was so because of the slow mobile data connectivity and weak cellphone signal which usually delayed the interviews using the aforementioned modes.

Manual editing and coding were done after the data collection to check the consistency of the information in preparation for the data analysis. These were followed by the machine processing through encoding of the data in the system using the statistical software package known as SPSS version 16 and the generation of the statistical

information in tabular form for the analysis and interpretation of data was the final phase.

Statistical Treatment of Data

To give meaning to the data collected, descriptive statistical tools were employed, namely: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Weighted Mean, Pearson's Product-Moment Coefficient of Correlation, and the Fisher's t-Test.

Frequency Count. This tool was used to determine the personal characteristics of the school head- and teacher-respondents in terms of its magnitude of occurrence.

Percentage. This measure was used to convert the magnitude of occurrence of each variable with respect to the total respondents using the following formula (Sevilla et al., 1992:200):

$$P = [f/N] \times 100$$

where: P refers to the percentage;

f refers to the number of occurrence; and

N refers to the total number of samples.

Arithmetic Mean. This was used to express the average of some of the identified characteristics of the respondents specifically on the data that are in ratio and interval scale. The following formula (Freud & Simon, 1992:35) was used:

$$\mu = \frac{\Sigma fX}{N}$$

where: μ refers to the arithmetic mean or average;

f refers to the frequency of occurrence;

X refers to the identified variable; and

n refers to the sample size.

Standard Deviation. This statistic was used to support the calculation of the Arithmetic Mean by calculating the deviation of the observations from calculated averages. The following formula (Freud & Simon, 1992:52) was used:

$$s = \sqrt{\frac{\Sigma f(X - \mu)^2}{n - 1}}$$

where: s refers to the standard deviation;

f refers to the frequency of occurrence;

X refers to the identified variable; and

μ refers to the arithmetic mean.

Weighted Mean. This statistic was employed to determine the collective appraisal of the school head- and teacher-respondents regarding their competence as an effective coach, attitude toward school-based mentoring and the extent of implementation of the school-based mentoring along the three identified areas. The formula (Pagoso, 1997:111) used was as follows:

$$\mu_w = \frac{\Sigma f_i X_i W_i}{n}$$

where: μ_w refers to the weighted mean;

f_i refers to the frequency of a category of variable;

X_i refers to the identified category of a variable;

W_i refers to the weights which are expressed in a five-point scale; and

n refers to the sample size.

In interpreting the weighted mean, the following sets of five-point scales were used:

Range	**Interpretation**	
4.51-5.00	Extremely Competent	(EC)
	Strongly Agree	(SA)
	Extremely Implemented	(EI)
3.51-4.50	Highly Competent	(HC)
	Agree	(A)
	Highly Implemented	(HI)
2.51-3.50	Moderately Competent	(MC)
	Uncertain	(U)
	Moderately Implemented	(MI)
1.51-2.50	Slightly Competent	(SC)
	Disagree	(D)
	Slightly Implemented	(SI)
1.00-1.50	Not Competent	(NC)

Strongly Disagree (SD)

Not Implemented (NI)

t-Test for Independent Sample Means. This tool was used to triangulate the evaluation of the two groups of respondents on the extent of implementation of the school-based mentoring along the three identified areas for any significant difference. The formula used is as follows (Walpole, 1989:311):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right]\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

where: t refers to the computed t-value;

X_1 the mean of the first group;

X_2 the mean of the second group;

s_1^2 refers to the sample variance of the first group;

s_2^2 refers to the sample variance of the second group;

n_1 refers to the number of cases for the first group; and

n_2 refers to the number of cases for the second group.

$df = n_1 + n_2 - 2$

Pearson's Product-Moment Correlation Coefficient. This

was used to determine the linear association between the extent of the implementation of the school-based mentoring and the following factors, namely: school head-related factors and teacher-related factors for any significant linear relationship. The formula (Walpole, 1997:375) used was as follows:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\left[n\sum X^2 - (\sum X)^2\right]\left[n\sum Y^2 - (\sum Y)^2\right]}}$$

where:

r_{xy} refers to the Pearson's r value;

$\sum X$ refers to the sum of the X scores;

$\sum Y$ refers to the sum of the Y scores;

$\sum X^2$ refers to the sum of the squared X scores;

$\sum Y^2$ refers to the sum of the squared Y scores;

$\sum XY$ refers to the sum of the paired X and Y scores;

n refers to the number of paired scores;

X represents the independent variable; and

Y represents the dependent variables.

Table 3 was utilized as guide in interpreting the degree of linear association (SRTC, 2013:98).

Table 3

The Table of Linear Association

Correlation Coefficient	Interpretation
0	No linear association
$0<p<\pm0.2$	Very weak linear association
$\pm0.2\leq p<\pm0.4$	Weak linear association
$\pm0.4\leq p<\pm0.6$	Moderate linear association
$\pm0.6\leq p<\pm0.8$	Strong linear association
$\pm0.8\leq p<\pm1.0$	Very strong linear association
±1.0	Perfect linear association

Fisher's t-Test. This statistical tool was used to test the significance of the coefficient of linear association (Pearson's r) between a set of paired variables. The formula (Best & Khan, 1998:402-403) applied in this case was as follows:

$$t_f = r_{xy}\sqrt{\frac{N-2}{1-r_{xy}^2}}$$

where:

t_f refers to the Fisher's t-test value;

r_{xy} refers to the value of the Pearson r;

n-2 refers to the degree of freedom; and

n refers to the sample population

In all cases in the testing the hypotheses, the decision whether the null hypothesis was accepted or rejected, the following decision rule served as guide: the null hypothesis was accepted if and when the computed value

turned lesser than the critical or tabular value or the p-value turned greater than the α; on the other hand, the null hypothesis was rejected if and when the computed value turned equal or greater than the critical or tabular value or the p-value turned equal or lesser than the α.

Finally, the hypotheses testing assumed the level of significance equals to α=0.05 in a two-tailed test. A licensed SPSS statistical software package with version 16 was utilized for accuracy and precision in the data processing which was augmented by the Data Analysis in the Microsoft Excel 2020 version.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of data. Included in this chapter are the following: profile of school head-respondents, profile of teacher-respondents, extent of implementation of the school-based mentoring as evaluated by the two groups of respondents, comparison between the perceptions of the two groups of respondents relative to the extent of implementation of the school-based mentoring, relationship between the perceived extent of implementation of the school-based mentoring and the identified factors, and the implications drawn from the findings of the study.

Profile of School Head-Respondents

This part presents the profile of school head-respondents in terms of the following personal characteristics, namely: age and sex, civil status, highest educational attainment, gross monthly family income, administrative position, number of years as school head, performance rating based on the latest OPCRF, number of relevant in-service trainings and competence as an effective coach.

Age and Sex. Table 4 provides the age and sex

Table 4

Age and Sex of School Head-Respondents

Age Bracket	Sex			Total	%
	Male	Female	Not Stated		
58-62	0	1	0	1	3.57
53-57	0	0	0	0	0.00
48-52	0	2	0	2	7.14
43-47	1	1	0	2	7.14
38-42	3	4	0	7	25.00
33-37	0	1	0	1	3.57
28-32	2	3	0	5	17.86
23-27	2	4	0	6	21.43
Not Stated	0	1	3	4	14.29
Total	**8**	**17**	**3**	**28**	**100.00**
%	**28.60**	**60.70**	**10.70**	**100.00**	
Median	**33 years old**				
AD	**9 years**				

disaggregation of school head-respondents.

The table shows that the school head-respondents ranged from 23 to 62 years old whereby a number of them, that is, seven or 25.00 percent fell at the age bracket of 38-42 years old while six or 21.43 percent were aged 23-27 years old, five of them or 17.86 percent were aged 28-32 years old and the rest were thinly distributed to the other identified age brackets, which included the four school head-respondents or 14.29 percent who did not disclose

their ages.

The Median Age of the school head-respondents was posted at 33 years old with an Average Deviation (AD) of nine years. The data signified that the school head-respondents were relatively young, at their early 30's at the prime of their age and at the best of their health.

Furthermore, majority of the school head-respondents were female accounting for 17 or 60.70 percent with their male counterpart being composed of eight or 28.60 percent only. This signified that the school head-respondents were dominated by the female sex, which indicated that more of this sex group embraced teaching as their chosen profession so that in the promotion to the administrative echelon, they got the highest probability of being designated or appointed as school heads.

Civil Status. Table 5 reflects the civil status of the

Table 5

Civil Status of School Head-Respondents

Civil Status	f	%
Single	10	35.72
Married	16	57.14
Widowed	2	7.14
Total	**28**	**100.00**

school head-respondents.

The table reflects that more than half of the school head-respondents, that is, 16 or 57.14 percent were married while 10 or 35.72 percent of them were still single and two or 7.14 percent were widowed.

The foregoing data denoted that the school head-respondents had entered into the marital state already, which meant that they have their nuclear family to sustain by the hard income they earned from the pursuit of their profession and allied undertakings.

Highest Educational Attainment. Table 6 contains the highest educational attainment of the school head-respondents.

It can be gleaned from Table 6 that half of the school head-respondents, that is, 14 or 50.00 percent reached the

Table 6

Highest Educational Attainment of School Head-Respondents

Educational Level	f	%
Doctorate Degree Holder	1	3.57
Doctorate Level	2	7.14
Master's Degree Holder	4	14.29
Master's Level	14	50.00
Baccalaureate Degree Holder	6	21.43
Not Stated	1	3.57
Total	**28**	**100.00**

master's level while six or 21.43 percent were baccalaureate degree holders, four or 14.29 percent were full-fledged master's degree holders and the rest were slimly distributed to the other identified educational levels to include one school head-respondents who did not disclose his highest educational attainment.

The foregoing data suggested that the school head-respondents qualified themselves for the position they were appointed or designated in being educationally prepared required for the position based on the qualification standards of the DepEd.

Gross Monthly Family Income. Table 7 presents the gross monthly family income of the school head-respondents.

The table shows that the school head-respondents earned a gross monthly family income of ₱10,000 to ₱59,999 whereby nine of them or 32.14 percent earned ₱20,000-₱24,999 monthly while seven or 25.00 percent earned ₱25,000-₱29,999 monthly family income and the rest were distributed to the other identified monthly income brackets.

Corollarily, the Median Monthly Family Income of the school head-respondents was posted at ₱24,700.00 with an AD of ₱10,000.00. The data signified that the school head-respondents earned sufficient monthly family income which they used to defray the basic food and non-food

Table 7

Gross Monthly Family Income of School Head-Respondents

Income Bracket	f	%
₱55,000-₱59,999	1	3.57
₱50,000-₱54,999	0	0.00
₱45,000-₱49,000	0	0.00
₱40,000-₱44,999	1	3.57
₱35,000-₱39,999	1	3.57
₱30,000-₱34,999	1	3.57
₱25,000-₱29,999	7	25.00
₱20,000-₱24,999	9	32.14
₱15,000-₱19,999	3	10.72
₱10,000-₱14,999	1	3.57
Not Stated	4	14.29
Total	**28**	**100.00**
Median	**₱24,700.00**	
AD	**₱10,000.00**	

requirements of the family members.

Administrative Position. Table 8 shows the administrative position of the school head-respondents.

The table shows that majority of the school head-respondents were designated as Teachers-in-Charge accounting for 19.or 67.86 percent while four of them or 14.29 percent were appointed as Head Teachers and two or 7.14 percent were appointed as full-fledged Principals. The remaining three or 10.71 percent did not state the present administrative position they were designated or appointed

Table 8

Administrative Position of School Head-Respondents

Position	f	%
Principal	2	7.14
Head Teacher	4	14.29
Teacher-in-Charge	19	67.86
Not Stated	3	10.71
Total	**28**	**100.00**

for unknown reasons.

The data signified that the school head-respondents although acted as school heads but were just designated due to some considerations based on the available permanent position or being short of the standard qualification. However, despite this fact, they enjoyed privileges and benefits accruing to a full-fledged principal.

Number of Years as School Head. Table 9 presents the number of years as school head of school head-respondents.

The table reveals that the school head-respondents had been school heads for one to more than 16 years, whereby, majority of them had been designated or appointed for 1-5 years accounting for 18 or 64.29 percent while five of them or 17.86 percent had been a school head for 6-10 years and the rest were distributed to the other identified years of service brackets to include the two school head-respondents

Table 9

Number of Years as School Head of School Head-Respondents

No. of Years	f	%
16 or more	1	3.57
11-15	2	7.14
6-10	5	17.86
1-5	18	64.29
Not Stated	2	7.14
Total	**28**	**100.00**
Median	**2 years**	
AD	**6 years**	

or 7.14 percent who did not disclose their years of experience.

The Median Number of Years as school head of the school head-respondents was posted at two years with an AD of six years. The data suggested that the school head-respondents were new appointed or designated as school heads, however, they discharged their functions to the best of their abilities.

Performance Rating Based on the Latest OPCRF. Table 10 provides the performance rating of school head-respondents based on the latest OPCRF.

The table presents that the Mean Performance Rating of the school head-respondents based on the latest OPCRF was

Table 10

Performance Rating of School Head-Respondents Based on the Latest OPCRF

Description	Mean	SD
Numerical Rating	**4.32**	**0.75**
Adjectival Rating	**Very Satisfactory**	

posted at 4.32 with a Standard Deviation (SD) of 0.75 with an adjectival interpretation of "very satisfactory."

The data denoted that the school head-respondents discharged their functions very exemplarily being manifested by the rating they garnered based on the latest OPCRF which suggested that they successfully attained all their commitments and targets at the beginning of the school year.

Number of Relevant In-Service Trainings. Table 11 presents the number of relevant in-service trainings of school head-respondents in the different levels, namely: international, national and regional.

From the table, it can be gleaned that the Mean Number of Trainings attended by the school head-respondents in the following levels, were: international, one training with a SD of 0.32 training; national, two trainings with a SD of 0.69 training; and regional, three trainings with a SD of

Table 11

Number of Relevant In-Service Trainings of School Head-Respondents

Level	Mean	SD
International	1 training	0.32 training
National	2 trainings	0.69 training
Regional	3 trainings	2.84 trainings
Overall	**3 trainings**	**1.28 trainings**

2.84 trainings.

The overall Mean Number of Trainings of the school head-respondents was calculated at three trainings with a SD of 1.28 trainings. The data suggested that the school-head respondents showed effort to continually enhance their supervisory skills by attending relevant in-service trainings available for them in the different levels.

Competence as an Effective Coach. Table 12 appraises the competence as an effective coach based on the assessment of the school-head respondents. There were 20 indicators regarding the aforementioned which the school head-respondents self-appraised their own competence.

The table reveals that the school head-respondents appraised themselves as "highly competent" along all indicators reflecting their competence as an effective coach with weighted means ranging from 3.67 to 4.41.

Table 12

Competence as an Effective Coach of School Head-Respondents

Competence	Weighted Mean	Interpre-tation
1. Effective confidant, counselor and advisor.	3.81	HC
2. Excellent communication skills.	3.67	HC
3. Ability to adjust communication style to the mentee's personality/	3.81	HC
4. Excellent listener or sounding board.	4.07	HC
5. Nonjudgmental.	4.07	HC
6. Honest and candid.	4.22	HC
7. Empathetic.	4.19	HC
8. Eager to learn.	4.41	HC
9. Knowledgeable.	3.78	HC
10. Good model: consistent and steadfast, "walk their talk" and others.	3.93	HC
11. Possess critical thinking.	3.82	HC
12. Ability to build relationship.	4.00	HC
13. Ability to inspire.	3.89	HC
14. Welcome constructive feedback.	4.21	HC
15. Ability to clarify and seek understanding.	4.07	HC
16. Evaluate based on critical incident.	4.04	HC
17. Decide what to do with the feedback.	4.11	HC
18. Good at spotting learning opportunities and challenges which will assist the mentee's development.	3.93	HC
19. Willing to share skills, knowledge and expertise.	4.32	HC
20. Able to help mentees enhance their learning and thinking skills.	4.19	HC
Grand Weighted Mean	**4.03**	
Interpretation	**Highly Competent**	

Legend:			
	4.51-5.00	Extremely Competence	(EC)
	3.51-4.50	Highly Competent	(HC)
	2.51-3.50	Moderately Competent	(MC)
	1.51-2.50	Slightly Competent	(SC)
	1.00-1.50	Not Competent	(NC)

Furthermore, the indicator that obtained the highest weighted mean corresponded to the statement stating, "eager to learn" while the indicator that obtained the least weighted mean corresponded to the statement stating: "excellent communication skills."

Taken as a whole, the school head-respondents appraised themselves as "highly competent" as coach being shown by the grand weighted mean of 4.03. This signified that to the belief of the school head-respondents, they possessed the qualities of an effective coach so that they considered themselves well-versed in coaching their subordinates.

Profile of Teacher-Respondents

This part presents the profile of teacher-respondents in terms of the following: age and sex, civil status, highest educational attainment, gross monthly family income, teaching position, number of years in teaching, performance rating based on the latest IPCRF, number of relevant in-service trainings, and attitude toward school-based mentoring.

Age and Sex. Table 13 shows the age and sex distribution of teacher-respondents.

The table shows that the teacher-respondents ranged from 21 to 60 years old whereby 20 of them or 16.00 percent

Table 13

Age and Sex Distribution of Teacher-Respondents

Age Bracket	Sex			Total	%
	Male	Female	Not Stated		
56-60	0	4	0	4	3.20
51-55	1	2	0	3	2.40
46-50	2	9	0	11	8.80
41-45	0	5	0	5	4.00
36-40	2	12	0	14	11.20
31-35	2	12	0	14	11.20
26-30	3	17	0	20	16.00
21-25	7	7	0	14	11.20
Not Stated	1	11	28	40	32.00
Total	**18**	**79**	**28**	**125**	**100.00**
%	**14.40**	**63.20**	**22.40**	**100.00**	
Median	**34 years old**				
AD	**10 years**				

were aged 26-30 years old while 14 or 11.20 percent were aged 36-40 years old, another 14 or 11.20 percent were 31-35 years old, still another 14 or 11.20 percent were aged 21-25 years old and the rest were distributed to the other identified age brackets. However, there were 40 or 32.00 percent of the teacher-respondents who did not disclose their ages for personal reasons.

The Median Age of the teacher-respondents was posted at 34 years old with an AD of 10 years. This goes to show

that the teacher-respondents were still relatively young and at the prime of their age which were expected to be at the best of their health and able to discharge their duties and responsibilities as teachers.

Civil Status. Table 14 presents the civil status of teacher-respondents.

As presented by the table, majority of the teacher-respondents were already married accounting for 84 or 67.20 percent while 29 of them or 23.20 percent were still single and the rest were distributed to the other identified civil statuses.

The foregoing data showed that usually the teacher-respondents had entered into a marital state with a nuclear family to sustain by the income they derived from their profession and other allied undertakings, which suggested that they were responsive to every need of the family

Table 14

Civil Status of Teacher-Respondents

Civil Status	f	%
Single	29	23.20
Married	84	67.20
Widowed	4	3.20
Live-in	4	3.20
Separated	1	0.80
Not Stated	3	2.40
Total	**125**	**100.00**

members.

Highest Educational Attainment. Table 15 reveals the highest educational attainment of teacher-respondent.

The table shows that majority of the teacher-respondents were at the master's level accounting for 71 or 56.80 percent while 26 or 20.80 percent of them were baccalaureate degree holders, 18 or 14.40 percent were full-fledged master's degree holders and the remaining 10 or 8.00 percent did not state their highest educational level for unknown reasons.

The data signified that the teacher-respondents qualified themselves for the position being graduates of a teacher education degree. In fact, they recognized the value of continuing education so that most of them had proceeded to enroll graduate education.

Gross Monthly Family Income. Table 16 contains the

Table 15

Highest Educational Attainment of Teacher-Respondents

Educational Level	f	%
Master's Degree Holder	18	14.40
Master's Level	71	56.80
Baccalaureate Degree Holder	26	20.80
Not Stated	10	8.00
Total	**125**	**100.00**

Table 16

Gross Monthly Family Income of Teacher-Respondents

Income Bracket	f	%
₱70,000-₱74,999	1	0.80
₱65,000-₱69,999	0	0.00
₱60,000-₱64,999	0	0.00
₱55,000-₱59,999	0	0.00
₱50,000-₱54,999	4	3.20
₱45,000-₱49,000	0	0.00
₱40,000-₱44,999	4	3.20
₱35,000-₱39,999	1	0.80
₱30,000-₱34,999	3	2.40
₱25,000-₱29,999	24	19.20
₱20,000-₱24,999	29	23.20
₱15,000-₱19,999	2	1.60
₱10,000-₱14,999	2	1.60
Not Stated	55	44.00
Total	**125**	**100.00**
Median	**₱25,000.00**	
AD	**₱10, 000.00**	

gross monthly family income of teacher-respondents.

The table shows that the teacher-respondents earned a monthly family income from ₱10,000 to ₱74,999 whereby 29 of them or 23.20 percent earned an income of ₱20,000-₱24,999 monthly while 24 or 19.20 percent revealed a monthly income of ₱25,000-₱29,999 and the rest were distributed to the other identified income brackets to include the 55 or 44.00 percent who did not give information regarding their monthly income.

The Median Monthly Family Income of the teacher-respondents was posted at ₱25,000.00 with an AD of ₱10,000.00. This signified that the teacher-respondents earned an income enough to sustain their respective family members with their food and non-food needs.

Teaching Position. Table 17 presents the teaching position of teacher-respondents.

The table shows that majority of the teacher-respondents were appointed as Teacher I accounting for 60 or 68.00 percent while 36 of them or 28.80 percent were Teacher III, 13 or 10.40 percent were Teacher II and 10 or 8.00 percent appointed as Master Teacher. Six of the teacher-respondents or 4.80 percent did not disclose their teaching position.

The data showed that more of the teacher-respondents were still at their entry position in the teaching however

Table 17

Teaching Position of Teacher-Respondents

Position	f	%
Master Teacher	10	8.00
Teacher III	36	28.80
Teacher II	13	10.40
Teacher I	60	68.00
Not Stated	6	4.80
Total	**125**	**100.00**

they were educationally prepared for any personnel action that may come their way. Considering that there were only few higher positions available, thus, few were promoted.

Number of Years in Teaching. Table 18 discloses the number of years in teaching of teacher-respondents.

The table shows that 34 or 27.20 percent of the teacher-respondents had been teaching for 1-5 years while 33 or 26.40 percent had been in the DepEd for 6-10 years as teachers and the rest were slimly distributed to the other identified number of years bracket. However, 25 of the teacher-respondents or 20.00 percent did not disclose

Table 18

Number of Years in Teaching of Teacher-Respondents

No. of Years	f	0.80%
36-40	1	0.80
31-35	2	1.60
26-30	4	3.20
21-25	7	5.60
16-20	8	6.40
11-15	11	8.80
6-10	33	26.40
1-5	34	27.20
Not Stated	25	20.00
Total	**125**	**100.00**
Median	**7 years**	
AD	**8 years**	

their number of years in teaching.

The Median Number of Years in Teaching of the teacher-respondents was posted at seven years with an AD of eight years. The data suggested that the teacher-respondents had been in the service as teachers for quite a longer period of years. This indicated that they were able to hone their teaching skills and exemplarily discharged their duties.

Performance Rating Based on the Latest IPCRF. Table 19 discloses the performance rating of the teacher-respondents based on the latest IPCRF.

The table discloses that the Mean Performance Rating of the teacher-respondents based on the latest IPCRF was posted at 4.00 with a SD of 8.22 with an adjectival interpretation of "very satisfactory." The data suggested that the teacher-respondents manifested exemplary performance based on the latest IPCRF. This meant that they were able to successfully attain their targeted commitments

Table 19

Performance Rating of Teacher-Respondents Based on the Latest IPCRF

Description	Mean	SD
Numerical Rating	**4.00**	**8.22**
Adjectival Rating	**Very Satisfactory**	

at the beginning of the school year.

Number of Relevant In-Service Training. Table 20 presents the relevant in-service trainings of teacher-respondents in the different levels, namely: international, national, regional, division, and district.

The table shows that the Mean Number of Relevant In-Service Trainings of teacher-respondents in the different levels was as follows: international, one training with a SD of 0.19 training; national, one training with a SD of 0.54 training; regional, two trainings with a SD of 1.35 trainings; division, three trainings with a SD of 4.12 trainings; and district, eight trainings with a SD of 7.59 trainings.

The overall Mean Number of Relevant In-Service Trainings of the teacher-respondents was posted at three

Table 20

Number of Relevant In-Service Trainings of Teacher- Respondents

Level	Mean	SD
International	1 training	0.19 training
National	1 training	0.54 training
Regional	2 trainings	1.35 trainings
Division	3 trainings	4.12 trainings
District	8 trainings	7.59 trainings
Overall	**3 trainings**	**2.76 trainings**

trainings with a SD of 2.76 trainings. The data signified that the teacher-respondents, too, recognized the value of enhancing their teaching competence so that they attended trainings available for them in the different levels, which added to their exemplary performance.

Attitude Toward School-Based Mentoring. Table 21 appraised their attitude toward school-based mentoring of the teacher-respondents. There were 10 indicators considered in this area whereby the teacher-respondents signified their agreement or disagreement in each of the statement.

The table shows that the teacher-respondents "strongly agree" only one indicator depicting the attitude of teacher-respondents toward school-based mentoring which corresponded to the statement stating, "I desire to develop my performance to attain my IPCRF goals and objectives," with a weighted mean of 4.51.

Furthermore, they "agreed" along the remaining nine attitude statements with weighted means ranging from 4.24 to 4.48. The statements that obtained the highest and the least weighted means corresponded to the indicators stating: "I believe school-based mentoring can enhance my performance" and "I like the way my school head works after his school-based mentoring," respectively.

Taken as a whole, the teacher-respondents "agreed" on

Table 21

Attitude Toward School-Based Mentoring of Teacher-Respondents

Statement	Weighted Mean	Interpre-tation
1, I like school-based mentoring.	4.47	A
2. I believe school-based mentoring can enhance my performance.	4.48	A
3. I am enthusiastic with the implementation of the school-based mentoring.	4.25	A
4. I love to see myself under the school-based mentoring of my school head.	4.38	A
5. I desire to develop my performance to attain my IPCRF goals and objectives.	4.51	SA
6. I like the way my school head works after his school-based mentoring.	4.24	A
7. I desire to see the impact of school-based mentoring to my performance.	4.39	A
8. I wish to see myself perform exemplarily through the school-based mentoring of my school head.	4.33	A
9. I wish to explore alternative to make school-based mentoring of my school head effective.	4.33	A
10. I appreciate seeing myself working with other teachers to attain the organizational objectives through the school-based mentoring.	4.40	A
Grand Weighted Mean	**4.38**	
Interpretation	**Agree**	

Legend:			
	4.51-5.00	Strongly Agree	(SA)
	3.51-4.50	Agree	(A)
	2.51-3.50	Uncertain	(U)
	1.51-2.50	Disagree	(D)
	1.00-1.50	Strongly Disagree	(SD)

their attitude toward school-based mentoring being manifested by the grand weighted mean of 4.38. This indicated that the teacher-respondents had a highly favored with school-based mentoring from their respective school

head, which signified that they welcomed coaching from them particularly as regards their teaching skills.

Extent of Implementation of the School-Based Mentoring as Evaluated by the Two Groups of Respondents

This part presents the extent of implementation of the school-based mentoring as evaluated by the two groups of respondents, namely: school head- and teacher-respondents along the areas of creating the right atmosphere, practicing active listening and asking the right questions.

Creating the Right Atmosphere. Table 22 appraises the extent of implementation of the school-based mentoring as evaluated by the two groups of respondents along the area of creating the right atmosphere. There were 10 indicators considered in this area whereby the respondents evaluated the extent of its implementation.

From the table, it can be noted that the school head-respondents evaluated all indicators along creating the right atmosphere as "highly implemented" with weighted means ranging from 3.96 to 4.32. The indicators that obtained the highest and the least weighted means, respectively, corresponded to the indicators stating: "developing teachers progressively" and "provide guidance, support and encouragement."

Taken as a whole, the school head-respondents

Table 22

Extent of Implementation of the School-Based Mentoring as Evaluated by the Two Groups of Respondents in the Area of Creating the Right Atmosphere

Indicator	School Heads		Teachers	
	WM	I	WM	I
1. Develop applied knowledge of content within and across curricular teaching areas.	4.15	HI	3.97	HI
2. Provide guidance, support and encouragement.	4.32	HI	4.01	HI
3. Enable teachers to enhance teaching skills.	4.04	HI	4.03	HI
4. Develop teachers professionally.	4.04	HI	4.10	HI
5. Developing teachers progressively.	3.96	HI	4.01	HI
6. Recognize that mentees have different motivations, skills, knowledge and needs and be able to capitalize on these.	4.07	HI	4.01	HI
7. Understand that sometimes it may be necessary to push the mentee to move out of their comfort zone.	4.04	HI	3.95	HI
8. Encourage the mentee to think for themselves and work out solutions to problems.	4.11	HI	3.95	HI
9. Empower the mentees to develop their own strengths, beliefs and personal attributes.	4.07	HI	3.95	HI
10. Participate in keeping the mentoring relationship active.	4.07	HI	4.02	HI
Grand Weighted Mean	**4.09**		**4.00**	
Interpretation	**Highly Implemented**		**Highly Implemented**	

Legend:

4.51-5.00	Extremely Implemented	(EI)
3.51-4.50	Highly Implemented	(HI)
2.51-3.50	Moderately Implemented	(MI)
1.51-2.50	Slightly Implemented	(SI)
1.00-1.50	Not Implemented	(NI)

considered the implementation of the school-based mentoring along creating the right atmosphere as “highly implemented”

being supported by the grand weighted mean of 4.09. This signified that the school heads believed that coaching had been an integral part of their functions based on the RPMS to assist the teachers in attaining their targeted commitments for the school year.

Also, Table 22 shows that the teacher-respondents appraised the extent of implementation of the school-based mentoring along the area of creating the right atmosphere as "highly implemented" in all indicators with weighted means ranging from 3.95 to 4.03. The indicator that obtained the highest weighted mean corresponded to the statement, "enable teachers to enhance teaching skills." On the other hand, the following indicators equally obtained the least weighted mean, stating: "understand that sometimes it may be necessary to push the mentee to move out of their comfort zone," "encourage the mentee to think for themselves and work out solutions to problems" and "empower the mentees to develop their own strengths, beliefs and personal attributes."

Taken as a whole, the teacher-respondents considered the implementation of the school-based mentoring along creating the right atmosphere as "highly implemented" being shown by the grand weighted mean of 4.00. This signified that the teachers confirmed that coaching had been an integral part of the school heads' functions based on the

RPMS to assist the teachers in attaining their targeted commitments for the school year invoking its concept that the rise of one is the rise of all and the fall of one is the fall of all.

In summary, the two groups of respondents arrived at a similar adjectival evaluation on the extent of implementation of the school-based mentoring along creating the right atmosphere. The two groups of respondents considered it "highly implemented." However, they differed in the numerical evaluation. While the school head-respondents gave a grand weighted mean of 4.09, the teacher-respondents gave 4.00.

Practicing Active Listening. Table 23 appraises the extent of implementation of the school-based mentoring as evaluated by the two groups of respondents along the area of practicing active listening. There were six indicators considered in this area whereby the respondents evaluated the extent of its implementation.

The table shows that on the part of the school head-respondents, they evaluated all indicators depicting the extent of implementation of the school-based mentoring along practicing active listening as "highly implemented" with weighted means ranging from 3.96 to 4.18. The indicators that obtained the highest and the least weighted means, respectively, corresponded to the statements,

Table 23

Extent of Implementation of the School-Based Mentoring as Evaluated by the Two Groups of Respondent in the Area of Practicing Active Listening

Indicator	School Heads		Teachers	
	WM	I	WM	I
1. Ability to bring the discussion back on track by acknowledging the point.	4.14	HI	3.95	HI
2. Establish trust and demonstrate that sincere care and understand to use emphatic listening.	4.11	HI	4.01	HI
3. Listening the mentee attentively, without interrupting and responding by restating in own words what they said and what the mentor understands their feelings to be.	4.18	HI	4.01	HI
4. Being sensitive to the emotions being d when interrupting the mentee's feelings and try to understand the situation from their point of view based on their own experience.	4.07	HI	3.98	HI
5. Being non-judgmental in the response and refrain from injecting own feelings or opinions even if the mentor disagree with what the mentees say.	3.96	HI	3.99	HI
6. Refrain from sharing own experiences until the mentor and the mentee reached the fundamental and common understanding of what the mentee wishes to address or lean.	4.00	HI	3.84	HI
Grand Weighted Mean	**4.08**		**3.96**	
Interpretation	**Highly Implemented**		**Highly Implemented**	

Table 23 continued

Legend:	4.51-5.00	Extremely Implemented	(EI)
	3.51-4.50	Highly Implemented	(HI)
	2.51-3.50	Moderately Implemented	(MI)
	1.51-2.50	Slightly Implemented	(SI)
	1.00-1.50	Not Implemented	(NI)

”listening the mentee attentively, without interrupting and responding by restating in own words what they said and what the mentor understands their feelings to be” and “being non-judgmental in the response and refrain from injecting own feelings or opinions even if the mentor disagree with what the mentees say.”

Taken as a whole, the school head-respondents evaluated their extent of implementation of the school-based mentoring along practicing active listening as “highly implemented,” also being manifested by the grand weighted mean of 4.08. This indicated that the school heads carefully listened to the problems and concerns aired by the teachers to serve as their inputs for the coaching that they conducted to their teachers.

Likewise, Table 23 shows that on the part of the teacher-respondents, they, too, evaluated all indicators in this area as “highly implemented” with weighted means ranging from 3.84 to 4.01. Two indicators equally obtained the highest weighted mean. These are: “establish trust and demonstrate that sincere care and understand to use

emphatic listening" and "listening the mentee attentively, without interrupting and responding by restating in own words what they said and what the mentor understands their feelings to be." While the indicator stating, "refrain from sharing own experiences until the mentor and the mentee reached the fundamental and common understanding of what the mentee wishes to address or lean," obtained the least weighted mean.

Taken as a whole, the teacher-respondents evaluated the extent of implementation of the school-based mentoring along practicing active listening as "highly implemented" being indicated by the grand weighted mean of 3.96. This indicated that the teachers believed that their school heads carefully listened to their problems and concerns aired to them as inputs for the coaching that the school heads would conduct in assisting them in order to attain their targeted commitments.

In summary, the two groups of respondents arrived at a similar adjectival evaluation on the extent of implementation of the school-based mentoring along practicing active listening. The two groups of respondents considered it "highly implemented." However, they differed in the numerical evaluation. While the school head-respondents gave a grand weighted mean of 4.08, the teacher-respondents gave 3.96.

Asking the Right Questions. Table 24 appraises the extent of implementation of the school-based mentoring as evaluated by the two groups of respondents along the area of asking the right questions. There were 13 indicators considered in this area whereby the respondents evaluated the extent of its implementation.

The table shows that on the part of the school head-respondents they evaluated all indicators depicting the extent of implementation of the school-based mentoring along asking the right questions as "highly implemented" with weighted means ranging from 3.93 to 4.11. The indicators that obtained the highest and the least weighted means, respectively, corresponded to the following statements: "asking the mentees to tell about them more" and "refrain from asking probing questions, especially those that reflect mentor's opinions or worldview."

Taken as a whole, the school head-respondents evaluated their extent of implementation of the school-based mentoring along asking the right question as "highly implemented" being manifested by the grand weighted mean of 4.01. This indicated that the school heads carefully capture the problems and concerns of the teachers through asking and probing setting aside leading questions to serve as their inputs for the coaching that they conducted to their teachers.

Table 24

Extent of Implementation of the School-Based Mentoring as Evaluated by the Two Groups of Respondent in the Area of Asking the Right Questions

Indicator	School Heads		Teachers	
	WM	I	WM	I
1. Ask open and ended questions to clarify things if necessary.	3.96	HI	4.01	HI
2. Refrain from asking probing questions, especially those that reflect mentor's opinions or worldview.	3.93	HI	3.91	HI
3. Asking what the mentees want to achieve for themselves.	3.96	HI	3.93	HI
4. Asking why the goal is important to the mentees.	4.04	HI	3.99	HI
5. Asking what difference it will make in achieving the mentees' goals.	4.07	HI	3.96	HI
6. Asking the mentees what success look like to them.	4.04	HI	3.91	HI
7. Asking the mentees what is the outcome they want.	4.00	HI	3.88	HI
8. Asking the mentees what they want to be different in three to five years	3.96	HI	3.87	HI
9. Asking the mentees what obstacle they are facing.	4.00	HI	3.94	HI
10. Asking the mentees what they can control.	3.96	HI	3.92	HI
11. Asking the mentees what options they have come up with	4.00	HI	3.89	HI
12. Asking the mentees to tell about them more.	4.11	HI	3.86	HI
13. Asking the mentee what they are reading.	4.04	HI	3.89	HI
Grand Weighted Mean	**4.01**		**3.92**	
Interpretation	**Highly Implemented**		**Highly Implemented**	

Legend:

4.51-5.00	Extremely Implemented	(EI)
3.51-4.50	Highly Implemented	(HI)
2.51-3.50	Moderately Implemented	(MI)
1.51-2.50	Slightly Implemented	(SI)
1.00-1.50	Not Implemented	(NI)

Furthermore, Table 24 reflects that the teacher-respondents, also, evaluated all indicators depicting the extent of implementation of the school-based mentoring along asking the right questions as "highly implemented" with weighted means ranging from 3.86 to 4.01. The indicators, in this case, that obtained the highest and the least weighted means corresponded to the statements stating: "ask open and ended questions to clarify things if necessary" and "asking the mentees to tell about them more," respectively.

Taken as a whole, the teacher-respondents evaluated their extent of implementation of the school-based mentoring along asking the right question as "highly implemented" being manifested by the grand weighted mean of 3.92. This indicated that the teachers observed that the school heads carefully capture their problems and concerns through asking and probing setting aside leading questions to serve as their inputs for the coaching that they would conduct among teachers.

In summary, the two groups of respondents arrived at a similar adjectival evaluation on the extent of implementation of the school-based mentoring along asking the right questions. The two groups of respondents considered it "highly implemented." However, they differed in the numerical evaluation. While the school head-

respondents gave a grand weighted mean of 4.01, the teacher-respondents gave 3.92.

Providing Technical Assistance. Table 25 contains the extent of implementation of the school-based mentoring as evaluated by the two groups of respondents along the area of providing technical assistance. There were four indicators considered in this area whereby the respondents evaluated the extent of its implementation.

The table shows that on the part of the school head-respondents they evaluated all indicators depicting the

Table 25

Extent of Implementation of the School-Based Mentoring as Evaluated by the Two Groups of Respondent in the Area of Providing Technical Assistance

Indicator	School Heads		Teachers	
	WM	I	WM	I
1. Preparation and checking of daily lesson log.	4.01	HI	3.46	MI
2. Assessment of individual commitment and review form	3.91	HI	3.33	MI
3. Development of instructional materials.	3.93	HI	3.45	MI
4. Conduct of in-service trainings for teachers.	3.99	HI	3.04	MI
Grand Weighted Mean	**3.96**		**3.32**	
Interpretation	**Highly Implemented**		**Moderately Implemented**	

Legend:

4.51-5.00	Extremely Implemented	(EI)
3.51-4.50	Highly Implemented	(HI)
2.51-3.50	Moderately Implemented	(MI)
1.51-2.50	Slightly Implemented	(SI)
1.00-1.50	Not Implemented	(NI)

extent of implementation of the school-based mentoring along providing technical assistance as "highly implemented" with weighted means ranging from 3.91 to 4.01. The indicators that obtained the highest and the least weighted means, respectively, corresponded to the following statements: "preparation and checking of daily lesson log" and "assessment of individual commitment and review form."

Taken as a whole, the school head-respondents evaluated their extent of implementation of the school-based mentoring along asking the right question as "highly implemented" being manifested by the grand weighted mean of 3.96. This indicated that the school heads were visible to the needs of the teachers as mentors by providing them technical assistance to be effective in teaching.

On the other hand, Table 25 reflects that the teacher-respondents evaluated all indicators depicting the extent of implementation of the school-based mentoring along providing technical assistance as "moderately implemented" with weighted means ranging from 3.04 to 3.46. The indicators, in this case, that obtained the highest and the least weighted means corresponded to the statements stating: "preparation and checking of daily lesson log" and "conduct of in-service trainings for teachers," respectively.

Taken as a whole, the teacher-respondents evaluated

their extent of implementation of the school-based mentoring along providing technical assistance as "moderately implemented" being manifested by the grand weighted mean of 3.32. This indicated that the teachers observed that the school heads seldom provide them technical assistance to be effective as teachers.

In summary, the two groups of respondents arrived at a dissimilar evaluation on the extent of implementation of the school-based mentoring along providing technical assistance, both adjectival and numerical. The school administrator considered it as "highly implemented" with a grand weighted mean of 3.96 while the teacher considered technical assistance as "moderately implemented" by the school administrators with a grand weighted mean of 3.32.

Comparison of the Evaluation of the Two Groups of Respondents Relative to the Extent of Implementation of School-Based Mentoring

Table 26 contains the result of the comparison of the evaluation of the two groups of respondents relative to the extent of implementation of school-based mentoring along the areas of creating the right atmosphere, practicing active listening, asking the right questions and providing technical assistance.

Creating the Right Atmosphere. It can be recalled that the two groups of respondents arrived at a similar

Table 26

Comparison of the Evaluation of the Two Groups of Respondents Relative to the Extent of Implementation of School-Based Mentoring

Area	t-Value		df	p-Value @ α=.05	Evaluation/ Decision
	Computed	Critical			
Creating the Right Atmosphere	2.579	±2.101	18	.019	S / Reject Ho
Practicing Active Listening	2.622	±2.280	10	.026	S / Reject Ho
Asking the Right Questions	4.446	±2.064	24	.000	S / Reject Ho
Providing Technical Assistance	-6.259	±3.182	6	.008	S / Reject Ho

S = Significant NS = Not Significant

adjectival evaluation on the extent of implementation of the school-based mentoring along creating the right atmosphere. The two groups of respondents considered it "highly implemented." However, they differed in the numerical evaluation. While the school head-respondents gave a grand weighted mean of 4.09, the teacher-respondents gave 4.00 with a mean difference of .09.

To ascertain whether the noted mean disparity was significant the t-Test for Independent Sample Means was employed whereby the computed value was posted at 2.579 with a p-value of .019. The critical value was set at

±2.101 at df = 18 and α = .05 in a two-tailed test. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted disparity was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted disparity was significant thus the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned greater than the critical value and the p-value turned lesser than the α, this signified that the noted disparity was significant thus the null hypothesis stating, "there is no significant difference between the evaluation of the two groups of respondents relative to the extent of implementation of school-based mentoring along creating the right atmosphere," was rejected. This denoted that the evaluation of the two groups of respondents as regards the afore-cited consideration was significantly different whereby the school heads gave higher evaluation than the teachers. This could be attributed to the fact that the school heads were the major player in the coaching activities so that they

averred that they ensure that all guidelines were strictly adhered in creating the right atmosphere where liberality is felt by the mentor and the mentee. The teachers confirmed it being the subject of coaching.

Practicing Active Listening. It may be recalled that the two groups of respondents arrived at a similar adjectival evaluation on the extent of implementation of the school-based mentoring along practicing active listening. The two groups of respondents considered it "highly implemented." However, they differed in the numerical evaluation. While the school head-respondents gave a grand weighted mean of 4.08, the teacher-respondents gave 3.96. This resulted to a mean difference of 0.12.

To ascertain whether the noted mean disparity was significant the t-Test for Independent Sample Means was employed whereby the computed value was posted at 2.622 with a p-value of .026. The critical value was set at ± 2.280 at df = 10 and $\alpha = .05$ in a two-tailed test. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted disparity was not significant thus the null hypothesis was accepted; if and when the

computed value turned greater than the critical value and the p-value turned lesser than the α, the noted disparity was significant thus the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned greater than the critical value and the p-value turned lesser than the α, this signified that the noted disparity was significant thus the null hypothesis stating, "there is no significant difference between the evaluation of the two groups of respondents relative to the extent of implementation of school-based mentoring along practicing active listening," was rejected. This denoted that the evaluation of the two groups of respondents as regards the afore-cited consideration was significantly different. From the overall means, it can be noted that the school heads gave higher evaluation than the teachers. This could be attributed to the fact that the school heads being the major player in the coaching activities that they averred that they ensure that all guidelines were strictly adhered in practicing active listening whereby a two-way communication existed between the mentor and the mentee, which was confirmed by the subject of coaching who are the teachers.

Asking the Right Questions. It is recalled that the two groups of respondents arrived at a similar adjectival evaluation on the extent of implementation of the school-

based mentoring along asking the right questions. The two groups of respondents considered it “highly implemented.” However, they differed in the numerical evaluation. While the school head-respondents gave a grand weighted mean of 4.01, the teacher-respondents gave 3.92 resulting to a mean difference of 0.09.

To ascertain whether the noted mean disparity was significant the t-Test for Independent Sample Means was employed whereby the computed value was posted at 4.446 with a p-value of .000. The critical value was set at $\pm$2.064 at df = 24 and α = .05 in a two-tailed test. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted disparity was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted disparity was significant thus the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned greater than the critical value and the p-value turned lesser than the α, this signified that the noted disparity was significant thus the null

hypothesis stating, "there is no significant difference between the evaluation of the two groups of respondents relative to the extent of implementation of school-based mentoring along asking the right questions," was rejected. This denoted that the evaluation of the two groups of respondents as regards the afore-cited consideration was significantly different. From the overall means, it can be noted that the school heads gave higher evaluation than the teachers. This could be attributed to the fact that the school heads being the major player in the coaching activities that they averred that they ensure that all guidelines were strictly adhered in asking the right questions whereby the concerns were openly given by mentee to the mentor strictly avoiding leading questions to give liberality in the mentees' opinions and this was confirmed by the subject of coaching who are the teachers.

In summary, the evaluations of the school heads differed from the evaluations of the teachers as regards the implementation of the school-based mentoring due to the role assumed by each group in coaching. However, both groups averred that it was well-implemented vis-à-vis the concept laid out in the RPMS.

Providing Technical Assistance. It may be recalled that the two groups of respondents arrived at a dissimilar evaluation on the extent of implementation of the school-

based mentoring along providing technical assistance, both adjectival and numerical. The school administrator considered it as “highly implemented” with a grand weighted mean of 3.96 while the teacher considered technical assistance as “moderately implemented” by the school administrators with a grand weighted mean of 3.32 resulting to a mean difference of 0.64.

To ascertain whether the noted mean disparity was significant the t-Test for Independent Sample Means was employed whereby the computed value was posted at 6.259 with a p-value of .008. The critical value was set at $\pm$3.182 at df = 6 and α = .05 in a two-tailed test. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted disparity was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted disparity was significant thus the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned greater than the critical value and the p-value turned lesser than the α, this signified that

the noted disparity was significant, thus, the null hypothesis stating, "there is no significant difference between the evaluation of the two groups of respondents relative to the extent of implementation of school-based mentoring along providing technical assistance," was rejected. This denoted that the evaluation of the two groups of respondents as regards the afore-cited consideration was significantly different. From the over-all means, it can be noted that the school heads gave higher evaluation than the teachers. This could be attributed to the fact that the school heads being the major player in the coaching activities that they averred that they ensure that all guidelines were strictly adhered in providing technical assistance to the teachers whereby the problems were openly given by mentee to the mentor to be properly guided but the teachers were moderately satisfied by the provision of technical assistance they provided.

In summary, the evaluations of the school heads differed from the evaluations of the teachers as regards the implementation of the school-based mentoring due to the role assumed by each group in coaching. However, both groups averred that it was well-implemented vis-à-vis the concept laid out in the RPMS except in the provision of providing technical assistance which needs strengthening.

Relationship Between the Evaluated Extent of Implementation of the School-Based Mentoring and the Identified Factors

This part presents the relationship between the evaluated extent of implementation of the school-based mentoring and the identified factors, namely: school head-related and teacher-related factors.

School Head-Related Factors. Table 27 contains the relationship between the evaluated extent of implementation of the school-based mentoring and the school head-related factors, namely: age, sex, civil status, highest educational attainment, gross monthly family income, administrative position, number of years as school head, performance rating based on the latest OPCRF, number of relevant in-service trainings, and competence of an effective coach.

Age. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the age of the school head-respondents using the Pearson's Product-Moment Coefficient of Correlation or Pearson's r, the coefficient turned .039 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.199 with a p-value of 0.845. The critical value was set at ± 2.056 at df = 16 and $\alpha = .05$. The computed value was compared with the critical value and the

Table 27

Relationship Between the Evaluated Extent of Implementation of the School-Based Mentoring and the School Head-Related Factors

Factor	Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	.039	Very Weak	0.199	0.845	NS / Accept Ho
Sex	.232	Weak	1.216	0.265	NS / Accept Ho
Civil Status	.266	Weak	1.407	0.172	NS / Accept Ho
Highest Educational Attainment	.103	Very Weak	0.528	0.609	NS / Accept Ho
Gross Monthly Family Income	.033	Very Weak	0.168	0.877	NS / Accept Ho
Administrative Position	.198	Very Weak	1.030	0.343	NS / Accept Ho
Number of Years as School Head	.145	Very Weak	0.747	0.479	NS / Accept Ho
Performance Rating	.173	Very Weak	0.896	0.378	NS / Accept Ho
Number of Relevant In-Service Trainings	.151	Very Weak	0.779	0.443	NS / Accept Ho
Competence of an Effective Coach	.769	Moderate	6.134	0.000	S / Reject Ho

Fisher's t-Critical Value = ±2.056 S - Significant
df = 16 α=.05 NS – Not Significant

p-value was compared with the α. To decide whether the evaluation was significant or not, the following decisionrule served as guide: if and when the computed

value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the age of the school head," was accepted. This denoted that the age of the school head had no significant influence to their extent of implementation of the school-based mentoring which indicated that the implementation of the program was maintained to the full extent irrespective of their age.

Sex. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the sex of the school head-respondents using the Pearson's r, the coefficient turned .232 denoting a "weak" linear association. To ascertain its significance, the Fisher's t-

Test was employed as a posteriori test whereby the computed value was posted at 1.216 with a p-value of 0.265. The critical value was set at ±2.056 at df = 16 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant, thus, the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the sex of the school head," was accepted. This denoted that the sex of the school head had no significant influence to their extent of implementation of the school-based mentoring which indicated that the

implementation of the program was maintained to the full extent whether the school head is a male or a female.

Civil Status. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the civil status of the school head-respondents using the Pearson's r, the coefficient turned .266 denoting a "weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 1.407 with a p-value of 0.172. The critical value was set at $\pm$2.056 at df = 16 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant thus the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that

the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the civil status of the school head," was accepted. This denoted that the civil status of the school head had no significant influence to their extent of implementation of the school-based mentoring which indicated that the implementation of the program was maintained to the full extent irrespective of their marital status.

Highest Educational Attainment. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the highest educational attainment of the school head-respondents using the Pearson's r, the coefficient turned .103 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.528 with a p-value of 0.609. The critical value was set at $\pm$2.056 at df = 16 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and

the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the highest educational attainment of the school head," was accepted. This denoted that the highest educational attainment of the school head had no significant influence to their extent of implementation of the school-based mentoring which indicated that the implementation of the program was maintained to the full extent irrespective of the educational level they attained.

Gross Monthly Family Income. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the gross monthly family income of the school head-respondents using the Pearson's r, the coefficient turned .033 denoting a "very weak"

linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.168 with a p-value of 0.877. The critical value was set at $\pm$2.056 at df = 16 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant thus the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant, thus, the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the gross monthly family income of the school head," was accepted. This denoted that the gross monthly family income of the school head had no significant

influence to their extent of implementation of the school-based mentoring which indicated that the implementation of the program was maintained to the full extent irrespective of the family income they earned every month.

Administrative Position. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the administrative position of the school head-respondents using the Pearson's r, the coefficient turned .198 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 1.030 with a p-value of 0.343. The critical value was set at $\pm$2.056 at df = 16 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the

computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the administrative position of the school head," was accepted. This denoted that the administrative position of the school head had no significant influence to their extent of implementation of the school-based mentoring which indicated that the implementation of the program was maintained to the full extent whether they are appointed or designated school heads.

Number of Years as School Head. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the administrative position of the school head-respondents using the Pearson's r, the coefficient turned .145 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.747 with a p-value of 0.479. The critical value was set at $\pm$2.056 at df = 16 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the

following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant, thus, the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant thus the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the number of years as school head of the school head," was accepted. This denoted that the number of years as school head of the school heads had no significant influence to their extent of implementation of the school-based mentoring which indicated that the implementation of the program was maintained to the full extent irrespective of their experience in the field as school head.

Performance Rating. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the performance rating of the

school head-respondents based on the latest OPCRF using the Pearson's r, the coefficient turned .173 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.896 with a p-value of 0.378. The critical value was set at $\pm$2.056 at df = 16 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the performance rating based on the latest

OPCRF of the school head," was accepted. This denoted that the performance rating of the school heads based on the latest OPCRF had no significant influence to their extent of implementation of the school-based mentoring which indicated that the implementation of the program was maintained to the full extent irrespective of their performance evaluation denoted by the rating they earned based on the evaluation tool prescribed by the RPMS, which is the OPCRF.

Number of Relevant In-Service Trainings. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the number of relevant in-service trainings of the school head-respondents using the Pearson's r, the coefficient turned .151 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.779 with a p-value of 0.443. The critical value was set at ± 2.056 at df = 16 and $\alpha = .05$. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus

the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant, thus, the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the number of relevant in-service trainings of the school head," was accepted. This denoted that the performance rating of the school heads based on the latest OPCRF had no significant influence to their extent of implementation of the school-based mentoring which indicated that the implementation of the program was maintained to the full extent irrespective of the number of relevant in-service of trainings they attended in the different levels. In fact, their number of in-service trainings focused on school-based mentoring was still wanting. Most of their trainings were on the different curriculum and supervisory-related trainings only.

Competence of an Effective Coach. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the competence of an effective coach of the school head-respondents using the Pearson's r, the coefficient turned .769 denoting a "moderate" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 6.134 with a p-value of 0.000. The critical value was set at $\pm$2.056 at df = 16 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned greater than the critical value and the p-value turned lesser than the α, this signified that the noted linear association between the aforesaid

variables was significant thus the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the competence of an effective coach of the school head," was rejected. This denoted that the competence of an effective coach of the school heads significantly influenced their extent of implementation of the school-based mentoring which indicated that the implementation of the program was influenced by their competence as an effective coach.

The coefficient being positive suggested a direct proportional linear association, which indicated that the higher the competence of the school head as an effective coach the implementation of the school-based mentoring was to the full extent than those who have less competence with coaching. This could be attributed to the fact that competent coaches usually adopted school-based mentoring vis-à-vis the guideline set by the DepEd through the RPMS.

In summary, of the school head-related factors, only their competence as an effective coach posed significant influence to the extent of their implementation of the school based-mentoring. The other factors proved to have no influence with it.

Teacher-Related Factors. Table 28 reveals the relationship between the evaluated extent of implementation of the school-based mentoring and the teacher-related

factors, namely: age, sex, civil status, highest educational attainment, gross monthly family income, teaching position, number of years in teaching, performance rating based on the latest IPCRF, number of relevant in-service trainings and attitude toward school-based mentoring.

Age. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the age of the teacher-respondents using the Pearson's r, the coefficient turned .033 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.366 with a p-value of 0.741. The critical value was set at $\pm$1.979 at df = 123 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant thus the null hypothesis was rejected.

Table 28

Relationship Between the Evaluated Extent of Implementation of the School-Based Mentoring and the Teacher-Related Factors

Factor	Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	.033	Very Weak	0.366	.741	NS / Accept Ho
Sex	.041	Very Weak	0.455	.693	NS / Accept Ho
Civil Status	.124	Very Weak	1.386	.175	NS / Accept Ho
Highest Educational Attainment	.071	Very Weak	0.789	.454	NS / Accept Ho
Gross Monthly Family Income	.041	Very Weak	0.455	.736	NS / Accept Ho
Teaching Position	.196	Very Weak	2.717	.034	S / Reject Ho
Number of Years in Teaching	.032	Very Weak	0.355	.756	NS / Accept Ho
Performance Rating	.093	Very Weak	1.036	.308	NS / Accept Ho
Number of Relevant In-Service Trainings	.021	Very Weak	0.233	.855	NS / Accept Ho
Attitude Toward School-Based Mentoring	.503	Moderate	6.455	.000	S / Reject Ho

Fisher's t-Critical Value = $\pm$1.979 S - Significant
df = 123 α=.05 NS – Not Significant

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that

the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the age of the teachers," was accepted. This denoted that the age of the teachers had no significant influence to the extent of implementation of the school-based mentoring which indicated that the implementation of the program was maintained to the full extent irrespective of the age of the teachers who evaluated it.

Sex. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the sex of the teacher-respondents using the Pearson's r, the coefficient turned .041 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.455 with a p-value of 0.693. The critical value was set at $\pm$1.979 at df = 123 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and

when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the sex of the teachers," was accepted. This denoted that the sex of the teachers had no significant influence to the extent of implementation of the school-based mentoring which indicated that the implementation of the program was maintained to the full extent whether the teachers who assessed it were male or female.

Civil Status. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the civil status of the teacher-respondents using the Pearson's r, the coefficient turned .124 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 1.386 with a p-value of 0.175. The critical value was set

at ±1.979 at df = 123 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant, thus, the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the civil status of the teachers," was accepted. This denoted that the civil status of the teachers had no significant influence to the extent of implementation of the school-based mentoring which indicated that the implementation of the program was maintained to the full extent irrespective of the marital

status of the teachers evaluating it.

Highest Educational Attainment. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the highest educational attainment of the teacher-respondents using the Pearson's r, the coefficient turned .071 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.789 with a p-value of 0.454. The critical value was set at $\pm$1.979 at df = 123 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant, thus, the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant thus the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid

variables was not significant thus the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the highest educational attainment of the teachers," was accepted. This denoted that the highest educational attainment of the teachers had no significant influence to the extent of implementation of the school-based mentoring which indicated that the implementation of the program was maintained to the full extent irrespective of the educational level they attained.

Gross Monthly Family Income. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the gross monthly family income of the teacher-respondents using the Pearson's r, the coefficient turned .041 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.455 with a p-value of 0.736. The critical value was set at $\pm$1.979 at df = 123 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not

significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the gross monthly family income of the teachers," was accepted. This denoted that the gross monthly family income of the teachers had no significant influence to the extent of implementation of the school-based mentoring which indicated that the implementation of the program was maintained to the full extent irrespective of the income the teachers earned monthly.

Teaching Position. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the teaching position of the teacher-respondents using the Pearson's r, the coefficient turned .196 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was

employed as a posteriori test whereby the computed value was posted at 2.717 with a p-value of 0.034. The critical value was set at ±1.979 at df = 123 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned greater than the critical value and the p-value turned lesser than the α, this signified that the noted linear association between the aforesaid variables was significant thus the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the teaching position of the teachers," was rejected. This denoted that the teaching position of the teachers significantly influenced the extent of implementation of the school-based mentoring which indicated that the

implementation of the program was significantly influenced by the teaching position of the teachers evaluating it.

The coefficient being positive suggested a direct proportional linear association signifying that the higher the teaching position of the teachers the higher the extent of their need for the school-based mentoring thus the implementation is in higher extent.

Number of Years in Teaching. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the number of years in teaching of the teacher-respondents using the Pearson's r, the coefficient turned .032 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.355 with a p-value of 0.756. The critical value was set at $\pm$1.979 at df = 123 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted

linear association was significant thus the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the number of years in teaching of the teachers," was accepted. This denoted that the number of years in teaching of the teachers had no significant influence to the extent of implementation of the school-based mentoring which indicated that the implementation of the program was maintained to the full extent irrespective of the experience of the teachers who evaluated it.

Performance Rating. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the performance rating of the teacher-respondents based on the latest IPCRF using the Pearson's r, the coefficient turned .093 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 1.036 with a p-value of 0.308. The critical value was set at ±1.979 at df

= 123 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant thus the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the performance rating based on the latest IPCRF of the teachers," was accepted. This denoted that the performance rating of the teachers based on the latest IPCRF had no significant influence to the extent of implementation of the school-based mentoring which indicated that the implementation of the program was maintained to the full extent irrespective of the

performance rating they garnered from the evaluation tool of the RPMS, which the IPCRF.

Number of Relevant In-Service Trainings. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the number of relevant in-service trainings of the teacher-respondents based on the latest IPCRF using the Pearson's r, the coefficient turned .021 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.233 with a p-value of 0.855. The critical value was set at $\pm$1.979 at df = 123 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and

the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the number of relevant in-service trainings of the teachers," was accepted. This denoted that the number of relevant in-service trainings of the teachers had no significant influence to the extent of implementation of the school-based mentoring which indicated that the implementation of the program was maintained to the full extent irrespective of the number of relevant in-service trainings they attended.

Attitude Toward School-Based Mentoring. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the attitude of the teacher-respondents toward school-based mentoring using the Pearson's r, the coefficient turned .503 denoting a "moderate" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 6.455 with a p-value of 0.000. The critical value was set at $\pm$1.979 at df = 123 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was

significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned greater than the critical value and the p-value turned lesser than the α, this signified that the noted linear association between the aforesaid variables was significant thus the null hypothesis stating, "there is no significant relationship between the evaluated extent of implementation of school-based mentoring and the attitude toward school-based mentoring of the teachers," was rejected. This denoted that the attitude of the teachers toward school-based mentoring significantly influenced the extent of implementation of the school-based mentoring which indicated that the implementation of the program was significantly influenced by the attitude toward school-based mentoring of the teachers evaluating it.

The coefficient being positive suggested a direct proportional linear association signifying that the more

favorable the attitude of the teachers toward school-based mentoring the higher the extent of their need for the school-based mentoring, thus, the implementation is in higher extent.

In summary, of the teacher-related factors, only teaching position and attitude toward school-based mentoring significantly influenced the extent of implementation of the school-based mentoring. The other identified factors proved to have no significant influence with it.

Implications Derived from the Findings of the Study

As it was discovered in this study that competence of a school head as an effective coach significantly influenced the extent of implementation of school-based mentoring, the schools division superintendent should sustain their competence through providing them more trainings relative to coaching or mentoring, which was found wanting based on their profile characteristics.

Likewise, considering that the teachers were highly favorable on school-based mentoring, the school heads should regularly and frequently conduct coaching or mentoring among them to enhance their teaching competence. Furthermore, considering that it came out from the study that master teachers desired for regular coaching, school

heads should also provide them attention and time in mentoring them especially that they were the ones who prepare modules and instructional materials for the school.

Finally, inasmuch as a significant difference surfaced in the evaluations between the school heads and teachers relative to the extent of implementation of the school-based mentoring, regular coaching or mentoring should be done so that its implementation would be to the full extent. Moreover, the implementation of the program should be sustained.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings with the conclusions drawn and the recommendations based on the conclusions drawn from the findings of the study.

Summary of Findings

The following were the salient findings of the study:

1. The Median Age of the school head-respondents was posted at 33 years old with an Average Deviation (AD) of nine years. Furthermore, majority of the school head-respondents were female accounting for 17 or 60.70 percent.

2. More than half of the school head-respondents, that is, 16 or 57.14 percent were married.

3. Half of the school head-respondents, that is, 14 or 50.00 percent reached the master's level.

4. The Median Monthly Family Income of the school head-respondents was posted at ₱24,700.00 with an AD of ₱10,000.00.

5. Majority of the school head-respondents were designated as Teachers-in-Charge accounting for 19.or 67.86 percent.

6. The Median Number of Years as school head of the school head-respondents was posted at two years with an AD

of six years.

7. The Mean Performance Rating of the school head-respondents based on the latest OPCRF was posted at 4.32 with a Standard Deviation (SD) of 0.75 with an adjectival interpretation of "very satisfactory."

8. The overall Mean Number of Trainings of the school head-respondents was calculated at three trainings with a SD of 1.28 trainings.

9. The school head-respondents appraised themselves as "highly competent" as an effective coach being shown by the grand weighted mean of 4.03.

10. The Median Age of the teacher-respondents was posted at 34 years old with an AD of 10 years whereby majority of them were female.

11. Majority of the teacher-respondents were already married accounting for 84 or 67.20 percent.

12. Majority of the teacher-respondents were at the master's level accounting for 71 or 56.80 percent.

13. The Median Monthly Family Income of the teacher-respondents was posted at ₱25,000.00 with an AD of ₱10,000.00.

14. Majority of the teacher-respondents were appointed as Teacher I accounting for 60 or 68.00 percent.

15. The Median Number of Years in Teaching of the teacher-respondents was posted at seven years with an AD of

eight years.

16. The Mean Performance Rating of the teacher-respondents based on the latest IPCRF was posted at 4.00 with a SD of 8.22 with an adjectival interpretation of "very satisfactory."

17. The overall Mean Number of Relevant In-Service Trainings of the teacher-respondents was posted at three trainings with a SD of 2.76 trainings.

18. The teacher-respondents "agreed" on their attitude toward school-based mentoring being manifested by the grand weighted mean of 4.38.

19. The school head-respondents and the teacher-respondents considered the implementation of the school-based mentoring along the first three identified as "highly implemented."

20. The school head-respondents considered the implementation of the school-based mentoring along technical assistance as "highly implemented" but the teacher-respondents considered it "moderately implemented."

21. The comparison of the two groups of respondents on the extent of implementation of the school-based mentoring, it was significant along the four identified areas.

22. In associating relationship between the evaluated extent of implementation of the school-based mentoring and

the school head-related factors, it was significant along competence of an effective coach, but not significant along age, sex, civil status, highest educational attainment, gross monthly family income, administrative position, number of years as school head, performance rating based on the latest OPCRF and number of relevant in-service trainings.

23. In associating relationship between the evaluated extent of implementation of the school-based mentoring and the teacher-related factors, it was found significant along teaching position and attitude toward school-based mentoring only but not significant in terms of age, sex, civil status, highest educational attainment, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, and number of relevant in-service trainings.

Conclusions

The following were the conclusions drawn from the findings of the study:

1. The school head-respondents were relatively young, at their early 30’s at the prime of their age and at the best of their health being dominated by the female sex, which indicated that more of this sex group embraced teaching as their chosen profession so that in the

promotion to the administrative echelon, they got the highest probability of being designated or appointed as school heads.

2. The school head-respondents had entered into the marital state already, which meant that they have their nuclear family to sustain by the hard income they earned from the pursuit of their profession and allied undertakings.

3. The school head-respondents qualified themselves for the position they were appointed or designated in being educationally prepared required for the position based on the qualification standards of the DepEd.

4. The school head-respondents earned sufficient monthly family income, which they used to defray the basic food and non-food requirements of the family members.

5. The school head-respondents although acted as school heads but were just designated due to some considerations based on the available permanent position or being short of the standard qualification. However, despite this fact, they enjoyed privileges and benefits accruing to a full-fledged principal.

6. The school head-respondents were new appointed or designated as school heads however they discharged their functions to the best of their abilities.

7. The school head-respondents discharged their

functions very exemplarily being manifested by the rating they garnered based on the latest OPCRF which suggested that they successfully attained all their commitments and targets at the beginning of the school year.

8. The school-head respondents showed effort to continually enhance their supervisory skills by attending relevant in-service trainings available for them in the different levels.

9. To the belief of the school head-respondents, they possessed the qualities of an effective coach so that they considered themselves well versed in coaching their subordinates.

10. The teacher-respondents were still relatively young and at the prime of their age which were expected to be at the best of their health and able to discharge their duties and responsibilities as teachers whereby female dominance existed among them.

11. The teacher-respondents had entered into a marital state with a nuclear family to sustain by the income they derived from their profession and other allied undertakings, which suggested that they were responsive to every needs of the family members.

12. The teacher-respondents qualified themselves for the position being graduates of a teacher education degree. In fact, they recognized the value of continuing education

so that most of them had proceeded to enroll graduate education.

13. The teacher-respondents earned an income enough to sustain their respective family members with their food and non-food needs.

14. The teacher-respondents were still at their entry position in the teaching however they were educationally prepared for any personnel action that may come their way. Considering that there were only few higher positions available thus few were promoted.

15. The teacher-respondents had been in the service as teachers for quite a longer period of years. This indicated that they were able to hone their teaching skills and exemplarily discharged their duties.

16. The teacher-respondents manifested exemplary performance based on the latest IPCRF. This meant that they were able to successfully attain their targeted commitments at the beginning of the school year.

17. The teacher-respondents, too, recognized the value of enhancing their teaching competence so that they attended trainings available for them in the different levels, which added to their exemplary performance.

18. The teacher-respondents had a highly favored with school-based mentoring from their respective school head, which signified that they welcomed coaching from them

particularly as regards their teaching skills.

19. The school heads and the teachers believed that coaching had been an integral part of their functions based on the RPMS to assist the teachers in attaining their targeted commitments for the school year.

20. The evaluation of the two groups of respondents as regards the afore-cited consideration was significantly different whereby the school heads gave higher evaluation than the teachers, which could be attributed to the fact that the school heads were the major player in the coaching activities so that they averred that they ensure that all guidelines were strictly adhered in coaching. The teachers confirmed it being the subject of coaching except for the technical assistance which the teachers considered wanting.

21. Of the school head-related factors, only their competence as an effective coach posed significant influence to the extent of their implementation of the school based-mentoring. The other factors proved to have no influence with it.

22. Of the teacher-related factors, only teaching position and attitude toward school-based mentoring significantly influenced the extent of implementation of the school-based mentoring. The other identified factors proved to have no significant influence with it.

Recommendations

Based on the conclusions drawn from the findings of the study, the following are the recommendations:

1. As it was discovered in this study that competence of a school head as an effective coach significantly influenced the extent of implementation of school-based mentoring, the schools division superintendent should sustain their competence through providing them more trainings relative to coaching or mentoring, which was found wanting based on their profile characteristics.

2. Likewise, considering that the teachers were highly favorable on school-based mentoring, the school heads should regularly and frequently conduct coaching or mentoring among them to enhance their teaching competence. Furthermore, considering that it came out from the study that master teachers desired for regular coaching, school heads should also provide them attention and time in mentoring them especially that they were the ones who prepare modules and instructional materials for the school.

3. Inasmuch as a significant difference surfaced in the evaluations between the school heads and teachers relative to the extent of implementation of the school-based mentoring, regular coaching or mentoring should be done so that its implementation would be to the full extent. Moreover, the implementation of the program should

be sustained.

4. Another study may be conducted in other districts to validate the findings of the study.

5. A sequel study may be conducted considering other areas of school-based mentoring such as financial resources, management support, implementation climate and selected implementation policies and practices.

Chapter 6

INTERVENTION

This chapter presents the intervention to improve the implementation of the school-based mentoring of school heads to their respective teachers.

Rationale

Inasmuch as mentoring is an increasingly popular way of providing guidance and support by the school heads to their respective teacher. This can be construed that the quality of learners reflects the teaching competence of teachers. Therefore, they should be mentored and thereby possess the qualities of good teachers, which could be improved by the right attitude toward mentoring on the part of the teachers and the right perspective on the part of the school heads.

Due to some budgetary constraints and the lack of available relevant in-service trainings for the teachers, and if there are limited slots are generated considering of the number of teachers in the whole division who needs to be sent for the training, more often than not, the luckiest teacher only, gets the slot. Hence school-based mentoring is a must. Thus, this intervention is proposed with the end in view of improving the implementation of school-based

mentoring.

Objectives

The intervention aims to improve the implementation of the school-based mentoring of school heads to their respective teachers in the District of San Jorge, Schools Division of Samar.

Specifically, it is expected to:

1. Commit the teacher to individual accountability for professional growth and shared responsibility for the learners;

2. Help the teachers chart their own professional development plan and give them avenue for a training program and development activities that would benefit them, the school, the division and the region;

3. Ensure quality education through improved learning outcomes of the learners; and

4. Enhance mentoring competences of school heads in coaching their teachers and to improve teachers' teaching competence and performance.

Features of the Intervention

The content of the Intervention covers the following areas: 1) objectives; 2) interventions; 3) resources; 4) time frame; and 5) success indicator. Furthermore, this

intervention is divided into two parts: Part 1 for the school heads and Part II for the teachers.

The Intervention

The following are the proposed intervention activities:

Objectives	Intervention	Resources	Time Frame	Success Indicator	
Part 1. For School Heads					
1. To improve mentoring competences in using varied strategies	Division Echo Seminar Workshop available	Register in the Division/ Cluster training	School Year 2020-2021	Knowledge and Skills in mentoring diverse teachers	Increased interest of teachers toward coaching
	On-line study	Surf Internet lesson guides	Once a week, 2nd Semester		
2. To gain more content knowledge and skills in coaching	Short-term course	Request INSET Funds, SEF Scholarship Grants from LGU, DepEd	On-line courses 2nd Semester	Increased Competences and mastery on mentoring and coaching	Increased teachers performance based on the RPMS-IPCRF
Part 2. For teachers					
1. To improve teachers' performance	Coaching and Mentoring	RPMS-IPCRF	School Year 2020-2021	Increased interest of teachers toward coaching	Improved teachers' performance

Strategy of Implementation

There are many things that need to be done before the Intervention Program can be implemented, which include: 1) seek consultation with all school heads for the uniform implementation of the intervention; 2) solicit cooperation of the school heads to encourage participation of the teachers; 3) to provide appreciation session to teachers to motivate them to participate with the intervention; and 4) seek alliance from the local government unit (LGU) or non-government organizations (NGO's) in the implementation of the intervention specially if budget is required.

Monitoring and Evaluation

This is the most important part of the Intervention because the persons involved in the implementation of the program can determine whether the goals and objectives are carried out or not. They can also ascertain what other things are needed to be done to accomplish the goals and objectives. In monitoring and evaluation, the following can be used as tools: 1) monthly progress report; 2) monthly accomplishment report of activities; and 3) regular strategic assessment and planning among school administrators and elementary school teachers.

Funding Source

Funding for this intervention plan may come from the following sources:

1. General PTA or Homeroom PTA funds;

2. Proceeds from an income-generating project launched by the school; and

3. Voluntary support and donations from the LGU and/or NGO's such as the PLAN Philippines.

Budgetary Requirements

In implementing this program, the following budgetary requirements would be entailed:

Supplies and Materials	P	15,000.00
Meals and Snacks during assessment and planning		25,000.00
Other Incidental Expenses		10,000.00
Total	P	50,000.00

B I B L I O G R A P H Y

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A P P E N D I C E S

APPENDIX A

REQUEST FOR APPROVAL OF RESEARCH TITLE

SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

November 12, 2019

Dr. NIMFA T. TORREMORO
Dean, College of Graduate Studies
Samar College
City of Catbalogan

M a d a m e:

The undersigned will enroll in thesis writing this 1st Semester, School Year 2019-2020. In this regard, she would like to present the following proposed thesis titles, preferably Number 1, for your evaluation, suggestions and recommendation.

1. School-Based Mentoring Program of Elementary School Heads: Basis for Intervention
2. Leadership Styles of School Heads, Organizational Climate and Teachers' Job Performance
3. Development of Multiple Intelligences of Literacy and Numeracy of Grade I Pupils

(SGD) APRIL JOY C. BARCOMA
Researcher

Recommended Title No.

\# 1 **(SGD) LETECIA R. GUERRA, PhD**
Evaluator
\# 1 **(SGD) NATALIA B. UY, PhD**
Evaluator
\# ___ **(SGD) PEDRITO G. PADILLA, PhD**
Evaluator

Approved Title No.: # 1

(SGD) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

ASSIGNMENT OF ADVISER

NAME	:	APRIL JOY C. BARCOMA
COURSE	:	Master of Arts in Education
SPECIALIZATION	:	Educational Management
TITLE OF THESIS PROPOSAL	:	School-Based Mentoring Program of Elementary School Heads: Basis for Intervention
NAME OF ADVISER	:	Guillermo D. Lagbo, DPA

(SGD) APRIL JOY C. BARCOMA
Researcher

CONFORME:

(SGD) GUILLERMO D. LAGBO, DPA
Adviser

APPROVED:

(SGD) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX C

QUESTIONNAIRE
(For School Head-Respondent)

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

28 January 2020

Dear Respondent,

The undersigned is currently conducting a study entitled, "School-Based Mentoring Program of Elementary School Heads: Basis for Intervention," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) APRIL JOY C. BARCOMA
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply the information asked for by writing on the space provided or by checking appropriate box.

1. Name: _____

2. Age: _____ 3. Sex: ☐ Male ☐ Female

3. Civil Status: ☐ Single ☐ Live-in

☐ Married ☐ Separated

☐ Widowed ☐ Annulled

4. Highest Educational Attainment:

☐ Doctorate Degree Holder ☐ Master's Level

☐ Doctorate Level ☐ Baccalaureate Degree Holder

☐ Master's Degree Holder

5. Administrative Position: ☐ Principal ☐ Teacher-in-Charge

☐ Head Teacher

6. Gross Monthly Family Income: PhP _____

7. Number of Years Administrator (in completed years): _____

8. Performance Rating Based on the Latest OPCRF:

Numerical Rating : _____

Adjectival Rating : _____

9. Number of Relevant In-Service Trainings:

Training Level	No. of Trainings Attended
International	
National	
Regional	

PART II. COMPETENCE AS AN EFFECTIVE COACH

Direction: Below are statements that reflect the competence of an effective coach. Kindly assess your extent of competence in each statement using the scale below:

5 – Extremely Competent (EC)
4 – Highly Competent (HC)
3 – Moderately Competent (MC)
2 – Slightly Competent (SC)
1 – Not Competent (NC)

Competence	5 (EC)	4 (HC)	3 (MC)	2 (SC)	1 (NC)
1. Effective confidant, counselor and advisor.					
2. Excellent communication skills.					

3. Ability to adjust communication style to the mentee's personality/					
4. Excellent listener or sounding board.					
5. Nonjudgmental.					
6. Honest and candid.					
7. Empathetic.					
8. Eager to learn.					
9. Knowledgeable.					
10. Good model: consistent and steadfast, "walk their talk" and others.					
11. Possess critical thinking.					
12. Ability to build relationship.					
13. Ability to inspire.					
14. Welcome constructive feedback.					
15. Ability to clarify and seek understanding.					
16. Evaluate based on critical incident.					
17. Decide what to do with the feedback.					
18. Good at spotting learning opportunities and challenges which will assist the mentee's development.					
19. Willing to share skills, knowledge and expertise.					
20. Able to help mentees enhance their learning and thinking skills.					

PART III. EXTENT OF IMPLEMENTATION OF THE SCHOOL-BASED MENTORING

Direction: Below are indicators assessing the extent of implementation of the school-based mentoring. Kindly assess each indicator by checking the appropriate column using the following scale:

5 – Extremely Implemented (EI)
4 – Highly Implemented (HI)
3 – Moderately Implemented (MI)
2 – Slightly Implemented (SI)
1 – Not Implemented (NI)

Indicator	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
A. Creating the Right Atmosphere					
1. Develop applied knowledge of content within and across					

curricular teaching areas.					
2. Provide guidance, support and encouragement.					
3. Enable teachers to enhance teaching skills.					
4. Develop teachers professionally.					
5. Developing teachers progressively.					
6. Recognize that mentees have different motivations, skills, knowledge and needs and be able to capitalize on these.					
7. Understand that sometimes it may be necessary to push the mentee to move out of their comfort zone.					
8. Encourage the mentee to think for themselves and work out solutions to problems.					
9. Empower the mentee to develop their own strengths, beliefs and personal attributes.					
10. Participate in keeping the mentoring relationship active.					
B. Practicing Active Listening					
1. Ability to bring the discussion back on track by acknowledging the point.					
2. Establish trust and demonstrate that sincere care and understand to use emphatic listening.					
3. Listening the mentee attentively, without interrupting and responding by restating in own words what they said and what the mentor understands their feelings to be.					
4. Being sensitive to the emotions being d when interrupting the mentee’s feelings and try to understand the situation from their point of view based on their own experience.					
5. Being non-judgmental in the response and refrain from injecting own feelings or opinions even if the mentor disagree with what the mentees say.					
6. Refrain from sharing own					

experiences until the mentor and the mentee reached the fundamental and common understanding of what the mentee wishes to address or lean.					
C. Asking the Right Question					
1. Ask open and ended questions to clarify things if necessary.					
2. Refrain from asking probing questions, especially those that reflect mentor's opinions or worldview.					
3. Asking what the mentees want to achieve for themselves.					
4. Asking why the goal is important to the mentees.					
5. Asking what difference it will make in achieving the mentees' goals.					
6. Asking the mentees what success look like to them.					
7. Asking the mentees what is the outcome they want.					
8. Asking the mentees what they want to be different in three to five years.					
9. Asking the mentees what obstacle they are facing.					
10. Asking the mentees what they can control.					
11. Asking the mentees what options they have come up with					
12. Asking the mentees to tell about them more.					
13. Asking the mentee what they are reading.					
D. Technical Assistance					
1. Preparation and checking of daily lesson log.					
2. Assessment of individual commitment and review form					
3. Development of instructional materials.					
4. Conduct of in-service trainings for teachers.					

APPENDIX D

QUESTIONNAIRE
(For Teacher-Respondent)

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

28 January 2020

Dear Respondent,

The undersigned is currently conducting a study entitled, "School-Based Mentoring Program of Elementary School Heads: Basis for Intervention," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) APRIL JOY C. BARCOMA
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply the information asked for by writing on the space provided or by checking appropriate box.

1. Name: _____

2. Age: _____ 3. Sex: ☐ Male ☐ Female

3. Civil Status: ☐ Single ☐ Live-in

☐ Married ☐ Separated

☐ Widowed ☐ Annulled

4. Highest Educational Attainment:

☐ Doctorate Degree Holder ☐ Master's Level

☐ Doctorate Level ☐ Baccalaureate Degree Holder

☐ Master's Degree Holder

5. Teaching Position: ☐ Master Teacher ☐ Teacher II

☐ Teacher III ☐ Teacher I

6. Gross Monthly Family Income: PhP _____

7. Number of Years in Teaching (in completed years): _____

8. Performance Rating Based on the Latest IPCRF:

Numerical Rating : _____

Adjectival Rating : _____

9. Number of Relevant In-Service Trainings:

Training Level	No. of Trainings Attended
International	
National	
Regional	
Division	
District	

PART II. ATTITUDE TOWARD SCHOOL-BASED MENTORING

Direction: Below are statements that reflect your attitude toward the school-based mentoring. Kindly signify your agreement or disagreement in each statement using the scale below:

5 – Strongly Agree (SA)
4 – Agree (A)
3 – Uncertain (U)
2 – Disagree (D)
1 – Strongly Disagree (SD)

Attitude Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. I like school-based mentoring.					
2. I believe school-based mentoring					

can enhance my performance.					
3. I am enthusiastic with the implementation of the school-based mentoring.					
4. I love to see myself under the school-based mentoring of my school head.					
5. I desire to develop my performance to attain my IPCRF goals and objectives.					
6. I like the way my school head works after his school-based mentoring.					
7. I desire to see the impact of school-based mentoring to my performance.					
8. I wish to see myself perform exemplarily through the school-based mentoring of my school head.					
9. I wish to explore alternative to make school-based mentoring of my school head effective.					
10. I appreciate seeing myself working with other teachers to attain the organizational objectives through the school-based mentoring.					

PART III. EXTENT OF IMPLEMENTATION OF THE SCHOOL-BASED MENTORING

Direction: Below are indicators assessing the extent of implementation of the school-based mentoring. Kindly assess each indicator by checking the appropriate column using the following scale:

5 – Extremely Implemented (EI)
4 – Highly Implemented (HI)
3 – Moderately Implemented (MI)
2 – Slightly Implemented (SI)
1 – Not Implemented (NI)

Indicator	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
A. Creating the Right Atmosphere					
1. Develop applied knowledge of content within and across curricular teaching areas.					
2. Provide guidance, support and encouragement.					
3. Enable teachers to enhance					

teaching skills.					
4. Develop teachers professionally.					
5. Developing teachers progressively.					
6. Recognize that mentees have different motivations, skills, knowledge and needs and be able to capitalize on these.					
7. Understand that sometimes it may be necessary to push the mentee to move out of their comfort zone.					
8. Encourage the mentee to think for themselves and work out solutions to problems.					
9. Empower the mentee to develop their own strengths, beliefs and personal attributes.					
10. Participate in keeping the mentoring relationship active.					
B. Practicing Active Listening					
1. Ability to bring the discussion back on track by acknowledging the point.					
2. Establish trust and demonstrate that sincere care and understand to use emphatic listening.					
3. Listening the mentee attentively, without interrupting and responding by restating in own words what they said and what the mentor understands their feelings to be.					
4. Being sensitive to the emotions being d when interrupting the mentee's feelings and try to understand the situation from their point of view based on their own experience.					
5. Being non-judgmental in the response and refrain from injecting own feelings or opinions even if the mentor disagree with what the mentees say.					
6. Refrain from sharing own experiences until the mentor and the mentee reached the					

fundamental and common understanding of what the mentee wishes to address or lean.					
C. Asking the Right Question					
1. Ask open and ended questions to clarify things if necessary.					
2. Refrain from asking probing questions, especially those that reflect mentor's opinions or worldview.					
3. Asking what the mentees' want to achieve for themselves.					
4. Asking why the goal is important to the mentees.					
5. Asking what difference it will make in achieving the mentees' goals.					
6. Asking the mentees what success look like to them.					
7. Asking the mentees what is the outcome they want.					
8. Asking the mentees what they want to be different in three to five years.					
9. Asking the mentees what obstacle they are facing.					
10. Asking the mentees what they can control.					
11. Asking the mentees what options they have come up with					
12. Asking the mentees to tell about them more.					
13. Asking the mentee what they are reading.					
D. Providing Technical Assistance					
1. Preparation and checking of daily lesson log.					
2. Assessment of individual commitment and review form					
3. Development of instructional materials.					
4. Conduct of in-service trainings for teachers.					

APPENDIX E

REQUEST LETTER TO THE SCHOOLS DIVISION SUPERINTENDENT TO CONDUCT PILOT TEST AND TO FIELD THE QUESTIONNAIRE

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

16 December 2019

THE SCHOOLS DIVISION SUPERINTENDENT
DepEd Schools Division of Samar
City of Catbalogan

Dear Madame,

The undersigned is currently conducting a study entitled, "School-Based Mentoring Program of Elementary School Heads: Basis for an Intervention", as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

With this regard, the undersigned requests your permission to field the questionnaire at the District of San Jorge.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) APRIL JOY C. BARCOMA
Researcher

APPROVED:

(SGD) not legible
Schools Division Superintendent

APPENDIX F

REQUEST LETTER TO THE DISTRICT SUPERVISOR OF THE DISTRICT OF GANDARA I TO CONDUCT THE PILOT TEST

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

16 December 2019

THE DISTRICT SUPERVISOR
District of Gandra I
DepEd Schools Division of Samar
Gandara, Samar

Dear Madame,

The undersigned is currently conducting a study entitled, "School-Based Mentoring Program of Elementary School Heads: Basis for an Intervention", as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

With this regard, the undersigned requests your permission to conduct the pilot test of my questionnaire in your district among elementary school administrators and teachers.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) APRIL JOY C. BARCOMA
Researcher

APPROVED:

(SGD) not legible
Public Schools District Supervisor
District of Gandara I

APPENDIX G

REQUEST LETTER TO THE DISTRICT SUPERVISOR OF THE DISTRICT OF SAN JORGE TO CONDUCT THE STUDY

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

16 December 2019

THE DISTRICT SUPERVISOR
District of San Jorge
DepEd Schools Division of Samar
San Jorge, Samar

Dear Madame,

The undersigned is currently conducting a study entitled, "School-Based Mentoring Program of Elementary School Heads: Basis for an Intervention", as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

With this regard, the undersigned requests your permission to field my questionnaire in your district among elementary school administrators and teachers.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) APRIL JOY C. BARCOMA
Researcher

APPROVED:

(SGD) not legible
Public Schools District Supervisor
District of San Jorge

APPENDIX H

REQUEST LETTER TO THE SCHOOL ADMINISTRATOR OF THE DISTRICT OF SAN JORGE TO CONDUCT THE STUDY

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

October 3, 2019

THE SCHOOL ADMINISTRATOR
San Jorge Central Elementary School
San Jorge Samar, Samar

Dear Madame,

The undersigned is currently conducting a study entitled, "School-Based Mentoring Program of Elementary School Heads: Basis for an Intervention", as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

With this regard, the undersigned requests your permission to field my questionnaire in your district among secondary school teachers.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) APRIL JOY C. BARCOMA
Researcher

APPROVED:

(SGD) not legible
School Administrator
San Jorge Central Elementary School

C U R R I C U L U M V I T A E

NAME	:	**APRIL JOY C. BARCOMA**
BIRTH DATE	:	April 3, 1987
BIRTH PLACE	:	San Jorge, Samar
CIVIL STATUS	:	Married
SPOUSE	:	Cialito V. Barcoma
PRESENT POSITION	:	Teacher III
STATION	:	Sapinit Elementary School Brgy. Sapinit San Jorge, Samar
CURRICULUM PURSUED	:	Master of Arts in Education (MAEd)
SPECIALIZATION	:	Educational Management

EDUCATIONAL BACKGROUND

ELEMENTARY	:	San Jorge Central Elementary School San Jorge, Samar 1993-1999
SECONDARY	:	Samar State College of Agriculture and Forestry San Jorge, Samar 1999-2003
TERTIARY	:	Bachelor of Science in Elementary Education (BSEEd) Samar College City of Catbalogan 2003-2007
GRADUATE STUDIES	:	Samar College City of Catbalogan 2015-present

ELIGIBILITY

Licensure Examination for Teachers (LET)

WORK EXPERIENCE

Elementary Grade Teacher I	:	Matalud Elementary School San Jorge, Samar 2011-2013
	:	Sapinit Elementary School San Jorge, Samar 2013-2014
Teacher III	:	Sapinit Elementary School San Jorge, Samar 2015-present