

GURO AT GABAY: Mentoring and coaching from the lens of selected public elementary teachers

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Abstract

Mentoring and coaching play critical roles in teacher development and classroom success. Mentoring, a supportive connection between an experienced mentor and a less experienced mentee, offers essential guidance and advice to foster skill and knowledge growth. Coaching provides focused support on specific instructional areas to encourage growth. While mentoring and coaching's importance in education is recognized, more research is needed to understand their combined impact on teacher development, student outcomes, and perceptions. Thematic analysis of extensive texts has elucidated these concepts, culminating in the identification of key themes: Guidance, Uplifting, Retooling, Opportunity, Assistance, and Transformative (GURO AT). These themes, drawn from participants' perspectives under the mentorship of experienced educators, underscore the multifaceted nature of mentoring and coaching in education. Recognizing the potential of mentoring and coaching as transformative tools, this study delves deeper into the factors contributing to their success. The GABAY framework—comprising Good relationships, Acceptance, Building a bridge of goals, Application of learning, and Yielding positive outcomes—emerges as a comprehensive guide for fostering effective mentoring and coaching relationships. With findings, the study concludes that by incorporating these factors into mentoring and coaching practices, educators can create meaningful and impactful experiences that enhance teacher development and improve student outcomes. A localized primer may be developed. Notably, effective mentoring and coaching benefit teachers and contribute to the overall quality of education. Therefore, investing in and prioritizing mentoring and coaching initiatives can lead to positive transformations in teaching and learning processes.

Keywords: primer, yielding positive outcomes, transformative, retooling, uplifting

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1. Introduction

Teachers played a crucial role in shaping the future of students and educational institutions. As such, investing in teachers' professional development was essential for improving the quality of education. Coaching and mentoring programs have gained recognition as effective approaches to support teachers' growth, enhance their teaching skills, and foster continuous professional improvement. In line with Viera (2021), mentoring and coaching stand out as powerful interventions for organizations seeking to enhance human performance outcomes. These interventions prioritize individual growth through both organizational opportunities and self-initiative. Building upon this notion, research conducted by Kraft (2018) underlines the significant positive impact of coaching and mentoring programs on teacher effectiveness and student achievement. Kraft's findings revealed that teachers engaged in such initiatives demonstrated notable improvements in instructional practice and student learning outcomes compared to those without similar support. This underscores the crucial role of coaching and mentoring in nurturing teachers' professional development and, consequently, their ability to positively influence student success.

Similarly, coaching and mentoring in education included the provision of individualized guidance and support to teachers, aimed at improving their instructional practices, pedagogical approaches, and overall professional growth. According to Vikaraman *et al.* (2017), although mentoring and coaching are distinct concepts, they share similar attributes. Mentoring involves providing support to mentees, particularly in areas concerning their professional development, such as career advancement, skills enhancement, and expertise acquisition, as well as personal aspects like work-life balance, self-confidence, and self-perception. Mentors, typically possessing extensive experience, offer guidance to mentees, particularly novice teachers, on various aspects including school policies, rules, culture, and protocols, as well as teaching methods and related issues. They provide both personal and professional support, guiding new teachers through reflective practices and facilitating professional discussions to aid in their growth and development. Mentoring, on the other hand, involves an experienced teacher (mentor) providing guidance, support, and professional advice to a less experienced teacher (mentee). Notably, master teachers were responsible for providing personalized guidance, feedback, and support to teachers, helping them overcome challenges, refine their instructional practices, and advance their careers through coaching and mentoring. Master teachers, due to their expertise and extensive teaching experience, were well-positioned to serve as coaches and mentors to other teachers.

On the other hand, coaching involves goal-focused learning by unleashing the true potential of a teacher in self-knowledge, behavioral change, and career development. One such study by Knight (2018) emphasizes the importance of goal setting in coaching. Knight highlights how setting clear and specific goals helps teachers identify areas for improvement and fosters their self-awareness, leading to behavioral changes and career advancement. Additionally, Grant (2019) further supports this by highlighting how coaching interventions empower teachers to develop a deeper understanding of their strengths and weaknesses, leading to improved self-knowledge and enhanced professional development. These studies collectively affirm the notion that coaching, with its focus on goal-oriented learning, plays a pivotal role in facilitating self-awareness, behavioral change, and career advancement among teachers.

Furthermore, coaching typically involved a coach working closely with a teacher, providing feedback, modeling effective teaching strategies, and engaging in reflective conversations. Likewise, coaching involved a collaborative relationship between a coach and a teacher that helps them improve their instructional strategies, develop specific skills, and promote reflective thinking. In short, mentoring is relationship-oriented, and coaching is task-orientated. Coaching is a subset of mentoring.

While coaching and mentoring programs had shown promising results in the education sector, there was a need for further research to explore it. Previous studies have indicated positive outcomes, such as increased teacher efficacy, improved instructional practices, enhanced student engagement, and higher student achievement Kraft *et al.*, (2018). However, a comprehensive understanding of the mechanisms and factors that contributed to these outcomes was still needed. For instance, the study of Mullen (2017) highlighted the need for research that goes beyond merely assessing the outcomes of coaching and mentoring programs to understand the processes by which these interventions lead to change. In such context, this study aimed to address this research gap. It sought to examine mentoring and coaching in various aspects of teacher effectiveness, instructional strategies, classroom management, student engagement, and professional growth. By examining these dimensions, the study aimed to provide insights into the specific views of teachers on the mechanisms of coaching and mentoring that contributed to teacher improvement.

By exploring coaching and mentoring programs for teachers, this study provided valuable insights to educational institutions and policymakers. The findings informed the design and implementation of targeted coaching and mentoring initiatives that address the specific needs and challenges faced by teachers. Ultimately, this research aimed to contribute to the body of knowledge on teacher professional development and supported the continuous improvement of teaching practices, leading to enhanced student learning outcomes. With the abovementioned research gaps and observations, the researcher was concerned with unveiling the coaching and mentoring experienced by teachers. Through naturalistic inquiry, the researcher hoped to gain a deep understanding of the experiences and perspectives of the mentees. In so doing, a primer was formulated.

Statement of the Problem - This study aimed to describe mentoring and coaching on teacher development. Specifically, it sought answers to the following questions:

- How do teachers view the mentoring and coaching mechanisms of master teachers?
- What contributes to successful and effective mentoring and coaching?
- What localized primer for mentoring and coaching can be formulated?

2. Methodology

This study utilized a basic qualitative descriptive design to describe experiences by not grounding them in any theoretical or conceptual framework (Lambert and Lambert, 2012). The design was used to explore the coaching and mentoring experiences of teachers at Calongbuyan, Patpata, and Paypayad Elementary Schools in Candon City, Ilocos Sur. Using purposive sampling, 25 teachers with one to five years of experience and active involvement in mentoring programs were selected. Data were gathered through an *aide-mémoire*, based on an expert-reviewed interview guide, facilitating flexible yet structured interviews and focus group discussions. Member checking validated the findings through follow-up interviews and transcript reviews. Thematic analysis identified significant statements and categorized them into themes for interpretation. Ethical considerations included informed consent, participant confidentiality, and the assurance of no harm, allowing participants to withdraw anytime.

3. Result and Discussion

3.1 Views on Mentoring and Coaching Mechanisms of Master Teachers

These are citations made within the text itself. For each citation used, please remember to provide an entry on the reference list found at the end of the paper. No extra or unaccounted reference, for this, will reflect the quality of your work. Mentoring and coaching are two important ways to help teachers improve their practice and effectiveness in the classroom. Mentoring is a relationship between a more experienced teacher (the mentor) and a less experienced teacher (the mentee). The mentor provides support, guidance, and advice to the mentee, helping them to develop their skills and knowledge. Coaching is a more focused relationship in which a coach works with

a teacher to help them improve a specific aspect of their teaching, such as classroom management or lesson planning. Undoubtedly, thematic analysis of the extended texts revealed the ideas. The analysis provides the themes tagged as GURO AT (Guidance, Uplifting, Retooling, Opportunity, Assistance, Transformative) highlighting the views of the participants on mentoring and coaching by their master teachers.

Teachers view mentoring by master teachers as a highly beneficial and enriching experience that contributes to their professional development, confidence, and effectiveness as educators. They appreciate the uplifting support, retooling, learning opportunities and guidance provided by master teachers, which help them navigate the challenges of teaching and continuously improve their practice.

Guidance. Based on the responses of the participants, mentors are viewed as sources of professional support, offering guidance to newer teachers as they face the challenges of the teaching profession. This support includes advice, feedback, and strategies aimed at improving teaching practice and student engagement. Likewise, mentors offer insights and best practices derived from their own experiences, thereby facilitating the professional growth and development of newer teachers. These claims are supported by the verbalizations of the participants below.

It is a great privilege that I am mentored by our Master teacher because I am guided with what I will do in the teaching-learning process. Their wealth of skills, knowledge, and experience serves as a valuable resource, guiding me in areas where I may need further expertise and support. (T1)

It is like assisting and guiding a co-teacher to some issues/problems. Mentoring especially to us, new teachers, and giving us strategies/techniques to make the lesson more engaging. (T2)

It's like a mother guiding her daughter. A professional relationship between a superior guiding his/her subordinate. (T3)

Our master teacher guides and explains clearly the KRA of the CO. He also advises us to improve our strategies in teaching. (T4)

It is of great help for us teachers, for he provides guidance, advice, feedback, and support. (T15)

Having a mentor is a great pleasure. He's like a consultant who guides and helps us see and gives us a sense of clarity when we do something. (T16)

Clearly, mentors are guided by clarifying teaching expectations and standards, helping newer teachers understand what is expected of them in terms of instructional practices, classroom management, and student engagement. Effective guidance from mentors contributed to the professional growth and development of newer teachers, ultimately benefiting student learning outcomes and fostering a positive teaching environment within educational institutions. It is a long-term goal that is crucial for facilitating the improvement of teachers' understanding of teaching and themselves as educators (Sotto 2018). This growth is achieved through collaboration and guidance from expert teachers in the field of linguistics and education.

Moreover, guidance from mentors also involves helping newer teachers navigate professional challenges and dilemmas they may encounter in their teaching careers. Mentors shared their own experiences and insights, offering practical advice and support to help newer teachers overcome obstacles and develop resilience. This guidance was instrumental in helping newer teachers navigate the complexities of the teaching profession and build confidence in their abilities.

In addition, Sowell (2017) further stressed that school systems should provide support for new teachers to become effective through mentoring programs that aim to improve classroom performance and teacher retention. In these programs, the mentor should guide and support the new teacher in creating a classroom environment that is conducive to learning and instructional strategies. This underscores the need for school systems to prioritize mentorship initiatives as part of their efforts to support teacher development and enhance overall educational

quality.

Finally, mentorship played a pivotal role in supporting the professional growth and development of newer teachers in education. By providing guidance, sharing experiences, and offering practical support, mentors help newer teachers navigate challenges, improve instructional practices, and ultimately enhance student learning outcomes. Implementing mentorship programs within school systems is crucial for fostering a positive teaching environment, improving teacher retention rates, and ensuring the continued advancement of education.

Uplifting. Based on the provided responses, uplifting involves actions or experiences that boost confidence, such as receiving positive feedback, reinforcement, and compliments. Uplifting also encompasses experiences that inspire and encourage personal growth and development. The feeling of being supported and guided by someone with expertise can inspire confidence and a positive outlook on learning and professional development. The participants' statements below support these claims.

I am self-confident. An increase in confidence can provide positive mental health. (T5)

He is always giving positive comments and compliments. (T14)

To be mentored by a master teacher is like being a student again. You are confident enough that what you are learning is correct and appropriate as it comes from an expert.” (T12)

As mentored by the master teacher, he provides positive reinforcement and positive feedback, including suggestions for alternative approaches. (T18)

It feels good to be mentored by a master teacher. Knowing that she has a profound understanding of effective teaching methods. Sharing her insights and expertise helps a lot with my growth and development. (T8)

Being mentored by our master teachers is not limited to extending technical assistance to me. It is also an expression of personal concern/ interest as she/he helps me with my unique and immediate need/s to improve and become a practice at the right time in the right place. (T17)

Uplifting experiences inspire and encourage mentees' personal growth and development. By being supported and guided by mentors with expertise, mentees gain the confidence to explore new ideas, take risks, and pursue professional development opportunities. This aligns with Self-Determination Theory (Deci and Ryan, 2022) which suggests that individuals are more motivated and engaged when their basic psychological needs for autonomy, competence, and relatedness are fulfilled. Uplifting experiences within mentoring relationships facilitate mentees' professional growth and development. Mentors who provide positive reinforcement, feedback, and support create a nurturing environment conducive to learning and improvement. Through mentorship, mentees gain access to valuable insights, resources, and opportunities for skill development, ultimately enhancing their teaching effectiveness and student outcomes.

Notably, Özçetin (2021) found the characteristics of an uplifting leadership style that seeks to change the traditional management approach. This includes being up to date with current trends, constantly striving for improvement, avoiding rigid structures, motivating employees towards personal or organizational growth, fostering a culture of innovation, supporting diverse ideas, and promoting teamwork. Furthermore, the statements of the participants accentuate that mentee, through mentorship, benefit from the mentor's uplifting leadership approach, gaining not only knowledge but also the encouragement and support needed to thrive in their professional journey. Mentors who embody uplifting leadership traits create an environment where mentees feel valued, empowered, and motivated to enhance their teaching effectiveness and positively impact student outcomes. In essence, the synergy between uplifting leadership and mentorship facilitates mentees' growth and development, contributing to a more dynamic and impactful educational landscape.

Ultimately, the implications of uplifting experiences in mentoring underscore their profound impact on mentees' confidence, growth, and professional development. By fostering a supportive and encouraging mentoring environment, mentors can empower mentees to reach their full potential and excel in their roles as educators.

Retooling. Retooling refers to the process of updating or adapting one's skills, knowledge, or resources to meet new or changing requirements or circumstances. Likewise, retooling may involve staying abreast of new developments, trends, or best practices in a specific area of expertise. This could involve attending training programs, workshops, or conferences, or engaging in continuous learning through self-study or online resources. Through these ongoing processes, retooling by a mentor involves equipping teachers with the knowledge, skills, and resources they need to enhance their teaching practice and better meet the needs of their students. Mentors play a crucial role in supporting teachers' ongoing professional development and helping them stay current and effective in their roles as educators. The assertions of the participants below validated these claims.

She gave me pieces of advice for me to improve my techniques and strategies in teaching my learners. (T6)

Our master teacher ways to help and assist in carrying out our duties and responsibilities in facilitating students learning. She ensures that all the teachers feel supported and increases their knowledge so that we can be a better version of ourselves (T7)

It is my pleasure to be mentored by the master teacher at our school especially since I am new in the service. My MT provides me with additional and new information that I can use in teaching. (T11)

The participants' affirmations highlight the concept of retooling by a mentor involves equipping teachers with the knowledge, skills, and resources they need to enhance their teaching practice and better meet the needs of their students. Mentors play a crucial role in supporting teachers' ongoing professional development and helping them stay current and effective in their roles as educators. Further, retooling may also involve staying abreast of new developments, trends, or best practices in a specific area of expertise. This could involve attending training programs, workshops, or conferences, or engaging in continuous learning through self-study or online resources. Mentors provide new and additional information to teachers, especially those who are new to the profession or seeking to improve their practice. This information could include updates on educational research, teaching methodologies, technology integration, or curriculum development.

Notably, Bressman et al. (2018) asserted that mentoring teachers is considered a potent way to support and familiarize new teachers with the profession. Accordingly, a program that mentored teachers for professional growth can assist experienced teachers in feeling empowered, fostering flexibility, encouraging collaboration, and promoting personalization. This highlights the transformative impact of mentorship not only on novice teachers but also on experienced educators seeking continuous improvement and professional development. Moreover, Gholam (2018) emphasized the importance of implementing effective mentoring programs to support the professional growth and development of teachers. By providing tailored support and guidance, mentors can help teachers overcome challenges and achieve their goals, ultimately leading to improved student outcomes and a more fulfilling teaching experience. Through the process of recalibrating, educators are empowered to take ownership of their professional development and build confidence in their abilities. By receiving feedback and support from mentors, educators gain the confidence to experiment with new techniques and approaches in the classroom.

Clearly, the finding underscores the importance of continuous improvement, professional growth, and empowerment in teaching practices. By embracing the process of retooling within mentoring relationships, educators can enhance their effectiveness in the classroom and ultimately contribute to positive student outcomes.

Opportunity. Mentoring allows the participant to learn from experienced teachers or experts. It signifies a favorable circumstance or situation that allows individuals to acquire new knowledge, skills, or insights. Additionally, it conveys a sense of luck or gratitude for the chance to engage in meaningful learning experiences.

As articulated:

Thankful I have a chance and opportunity to learn from our master teacher. (T21)

It's like a learner with her advice. Learning is evident. It is an opportunity for me to grow. (T23)

So lucky I get to learn from the experts because I always get the opportunity to improve myself for my students. (T25)

Mentoring allows individuals to have access to the skills and knowledge of experienced teachers or professionals in their fields. Mentors may provide individuals with insights, methods, and best practices that will help them grow and develop professionally (Eby et al., 2008). Similarly, Bowman (2014) supports the findings upon mentioning that mentoring is a valuable opportunity for teachers to enhance their teaching skills and improve students' learning outcomes. Teachers can share their skills and experiences across different generations, working together as a team. Effective implementation of mentoring programs can foster knowledge sharing, which becomes an inherent quality that benefits students, teachers, and the school climate. This way, students can benefit from the collective experience and knowledge of their teachers, and the school culture can become more supportive and conducive to learning.

Furthermore, implementing and promoting mentorship programs among teachers can considerably increase the quality of teaching and learning (Abetang et al., 2020). Teachers who engage in mentorship programs gain confidence, learn leadership and communication skills, become more compassionate, feel respected, and are better prepared to operate independently in the classroom. Teachers without mentoring experience, on the other hand, are more likely to feel anxious, upset, and unsatisfied with their professions, which can lead to ineptitude and a lack of confidence. This can lead to some instructors abandoning their positions. Finally, opportunities in mentoring relationships highlight the transforming power of working with experienced teachers or experts. Individuals who take advantage of mentoring opportunities get access to significant experience, assist their learning and progress, increase their professional development, inspire gratitude and appreciation, and perhaps advance their careers in education.

On the other hand, teachers viewed coaching by master teachers as a form of valuable assistance and support in their professional development and teaching practices. They appreciated the assistance provided by master teachers, especially in areas where they may feel overwhelmed or lacking in knowledge. Teachers also appreciated the transformative nature of coaching by master teachers. They recognize that coaching encourages them to rethink their approaches to teaching and learning, leading to positive changes in their practice.

Assistance. The participants acknowledged the assistance provided by the master teacher through coaching to facilitate their learning, growth, and professional development. It encompassed sharing expertise, offering constructive feedback, and contributing to the advancement of their careers. Ultimately, coaching extended beyond technical help to encompass emotional support and understanding. It acknowledged the challenges and pressures individuals face and offers empathy and encouragement to help them cope and persevere. As expressed verbally:

In as much as our MT is also an adviser and have [has] tons of work, he coaches and assists me through SLAC where he shares expertise in the different topics. (T23)

It boosts my self-esteem by providing technical assistance and giving positive feedback. Coaching by my MT is providing assistance. (T2)

I am thankful and happy because she contributes a lot in my profession through her assistance. (T3)

It's okay sometimes [because] you need someone to tell you what to do. I need someone to assist me because I don't know everything. Being coached helps you gain confidence as you know that there is someone at your back to help you. (T10)

Her coaching is assisting us every time we are so overworked. Sometimes we reach our limit and through her coaching, we feel assisted not only in terms of knowledge but also in terms of emotion. (T18)

The assistance provided by master teachers acknowledges individuals' contributions and supports their career advancement. By offering assistance, master teachers help teachers navigate their career paths and position themselves for success within the field of education. In fact, Vikaraman et al. (2017) receiving guidance and support from an experienced teacher through coaching, beginner teachers' support can lead to personal growth and knowledge, helping beginner teachers build strong personalities as they embark on their new careers. Where teacher professional development plays a crucial role in enhancing the quality of beginner teachers, improving student performance, and boosting overall school improvement.

In addition, the finding highlights that the assistance provided through coaching helps build trust and rapport between master teachers and mentees. By demonstrating a genuine interest in coachees' success and well-being, master teachers create a supportive and nurturing learning environment conducive to growth and development. This was supported by Botha et al. (2021) when they said that the implementation of a coaching program for teachers leads to greater job satisfaction and a deeper commitment to the profession. Such the coaching boost teachers' confidence, promotes job satisfaction, improves classroom management, and ultimately enhances students' academic achievements.

Finally, the assistance in coaching relationship, the comprehensive support, and guidance provided by master teachers helped the coachees to facilitate learning, growth, and professional development. By offering expertise, constructive feedback, emotional support, and encouragement, master teachers play a pivotal role in empowering mentees to navigate challenges, build confidence, and achieve their professional goals within the educational context. Through their expertise, master teachers offer valuable insights and knowledge, helping coachees navigate complex challenges and refine their skills. Constructive feedback provided by master teachers aids coachees in identifying areas for improvement and honing their abilities. Additionally, master teachers offer emotional support and encouragement, fostering a supportive environment where coachees can build confidence and overcome obstacles. Ultimately, master teachers play a pivotal role in empowering coachees to achieve their professional goals and excel within the educational context.

Transformative. Coaching from the master teacher leads to transformation in teaching methods, approaches to tasks, and personal growth. It also prompts self-reflection and adaptation, resulting in the emergence of better versions of oneself. Likewise, the master teacher facilitates transformative experiences by provoking thought and inspiring self-directed improvement. As conveyed orally:

My MT' style of coaching helps us transform our ways in teaching and even in doing our clerical jobs. (T17)

Coaching from my MT is leading me to the right path as I evolve from the old me to new one because of the new things that she shares. (T6)

Through coaching, I see the things that I am weak at. I changed my ways for the better. I transform to a better teacher. (T19)

Transformative is my MT's way. She makes sure that we have something to think about for us to improve ourselves. (T22)

Manifestly, the verbalizations indicate that the transformative nature of coaching facilitates personal growth and development among coachees. By challenging coachees to expand their skills and perspectives, master teachers empower them to evolve into better versions of themselves both personally and professionally. This assertion is corroborated by Callahan (2016) who emphasized that effective coaching programs create a strong base of competent, well-trained teachers to perform their duties with excellence. Accordingly, they gain more

experience; these teachers become capable leaders who can drive positive changes essential for students' growth and success in school and beyond.

Further, transformative coaching experiences not only facilitate personal growth but also catalyze professional advancement and excellence. Coachees who undergo transformative coaching are better prepared to meet the demands of their profession and demonstrate leadership qualities. They are equipped with the skills and knowledge needed to contribute positively to their educational communities. Notably, teacher preparation plays a crucial role in shaping how prospective teachers approach cultural responsiveness (Zygmunt et al. 2018). This contributes to the transformation of professional learning practices and educational contexts. As a result, teachers develop a contextualized understanding of the culture, community, and identities of the children and families they work with. This understanding enables teachers to care for their students in more authentic and culturally responsive ways.

3.2 Attributes Contributing to Successful and Effective Mentoring and Coaching

Mentoring and coaching can be valuable tools for helping teachers improve their practice and effectiveness in the classroom. By providing support, guidance, and advice, mentors and coaches can help teachers to develop their skills and knowledge and improve student outcomes. In such a context, understanding the factors that contribute to successful and effective mentoring and coaching is paramount for these two to materialize in the teaching and learning process. True enough, this study surfaces these factors which are summarized as GABAY: Good relationship, Acceptance, Building a bridge of goal, Application of learning, and Yielding positive outcome.

Good Relationship. The participants shared that for mentoring and coaching to be successful, a good relationship between the mentor and coach, and mentee should exist. To them, a good relationship between a mentor and mentee involves collaboration and mutual support, where both works together towards achieving common goals. It requires the mentor's readiness to impart knowledge and the mentee's eagerness to learn and improve. A good relationship contributes to the success of mentoring, leading to substantial results and achievements. As verbalized:

It is successful when both the mentee and mentor work together to achieve their long-term goal and are happy about the progress of the mentee if he/she can motivate the mentee to continuously learn and improve. (T1)

A good relationship between the mentor and mentee can make the mentoring successful. If there is willingness of the mentor to share his/her expertise and if there is willingness of the mentee to learn, then mentoring will be successful. (T5)

Mentoring becomes successful when the mentee and mentor work together and achieve results. (T19)

To be successful, a good relationship between the mentor and the mentee should exist. (T6)

The success of mentoring and coaching lies in the healthy relationship between the mentor and mentee or coach and the one being coach. (T16)

My MT sees to it that we have a positive environment of coaching and mentoring. She makes me feel comfortable despite being pressured. (T23)

Clearly, the replies provided by the participants emphasize the necessity of a positive relationship between mentors and coaches, and mentees for successful mentoring and coaching. A positive connection between mentors and coaches and mentees promotes teamwork and mutual support. This collaborative method enables both sides to work together to achieve mutual objectives, resulting in favorable outcomes. This stresses the importance of mentorship in enhancing worker performance and engagement, increasing learning opportunities, and fostering multidisciplinary cooperation (Burgess et al., 2018). Mentorship is portrayed as an important stage in personal and professional growth, providing several advantages to both mentors and mentees. This bidirectional process not

only promotes job advancement but also improves general quality of life.

The verbalizations suggest that mentors are ready to share their expertise, and mentees are motivated to learn and grow in an environment that they feel comfortable with. This reciprocal willingness promotes effective information transfer and skill development, which contributes to the success of mentoring and coaching programs. A positive connection greatly helps to the effectiveness of mentoring and coaching. When mentors and mentees have a good connection and work well together, they are more likely to produce significant outcomes and achievements. Furthermore, a positive relationship between mentors and coaches and mentees promotes learning and growth. Mentees feel at ease and encourage, especially in stressful situations, which improves their entire experience and performance. When mentors and mentees have a positive relationship, they are motivated and happy with their mentoring and coaching experiences. This drive arises from the sense of fulfillment that comes from helping each other grow and develop.

Interestingly, Sarabipour et al. (2022) expound on these findings by discussing the function of mentors in giving support and advocacy to their mentees. While mentors are not required to provide mentorship permanently, they are nevertheless excellent tools for discussing career objectives and offering advice. Mentors help mentees evaluate their progress, provide comments, and plan their future steps, whether they are pursuing an academic or non-academic profession. In essence, the effectiveness of mentoring and coaching efforts depends on the development of a positive connection between mentors/coaches and mentees. This connection, marked by collaboration, mutual support, and a favorable atmosphere, promotes successful information transfer, skill development, and goal achievement. By building such relationships, mentors, coaches and mentees and coachees may collaborate harmoniously to achieve mutual goals, eventually leading to transformative growth and development. Thus, cultivating positive relationships between mentors and coaches and mentees was critical for increasing the impact and effectiveness of mentoring and coaching activities in a variety of educational and professional settings.

Acceptance. In the sharing of the participants, acceptance involves acknowledging and internalizing the feedback provided by the mentor. It requires an openness to receiving constructive criticism and recognizing areas for improvement. It involves humility and a willingness to confront areas of weakness with the guidance of the mentor. These claims are substantiated by the verbal expressions of the participants below.

For me, the success of coaching or mentoring is dependent on how we accept the feedback of our MT. She should provide us with feedback and discuss the feedback. Then, we must apply it as a way of accepting that we are not perfect. (T5)

Successful mentoring or coaching is accepting the mistakes or shortcomings noticed by our MT. I need another set of eyes to see my weaknesses and strengths. (T18)

Well, for I always accept the fact that no one knows all. That is why our MT's coaching or mentoring is successful. Imagine if we argue or rebut our MT? It would be tiring and stressful. I need peace of mind. (T19)

Noticeably, the responses provided by the participants underscore the importance of acceptance in the context of mentoring and coaching relationships. Acceptance involves acknowledging and internalizing the feedback provided by the mentor, demonstrating openness to constructive criticism, and recognizing areas for improvement. It requires humility and a willingness to confront weaknesses with the guidance of the mentor. These assertions align with research findings on the importance of acceptance in mentoring and coaching. Studies have shown that expert teachers' comments are internalized by novice teachers through active reflection and practice, supporting their continuing professional development (Jin et al. 2021). The suggestions from mentors not only provide constructive feedback and alternative teaching methods but also encourage growth and development as a professional.

Moreover, the participants emphasized the necessity of acknowledging their imperfections and areas for improvement. This aligns with the idea that acceptance involves recognizing and internalizing feedback provided by mentors. In their responses, they acknowledge the role of mentors in helping them identify weaknesses and strengths. Furthermore, the participants stressed the importance of being open to receiving constructive criticism from their mentors and coaches. They recognized the value of feedback in facilitating personal and professional growth. The responses also highlighted the importance of humility and a willingness to confront weaknesses with the guidance of mentors. In addition, participants express the need to accept the fact that nobody is perfect and that seeking guidance from mentors is essential for personal and professional development. These insights resonate with Antinluoma et al. (2018) who suggested that providing professional learning opportunities for all staff fosters a sense of community in schools and improves learning outcomes for both teachers and students. Collaborating, accepting mistakes, and learning leadership skills enable formal and informal teacher groups to work and learn together.

Finally, acceptance involves acknowledging feedback, being receptive to constructive criticism, and demonstrating humility and willingness to address areas for improvement. These insights are corroborated by existing literature, highlighting the pivotal role of acceptance in fostering personal and professional growth within mentoring and coaching dynamics. Ultimately, cultivating an attitude of acceptance not only facilitates individual development but also strengthens the mentor-mentee relationship, leading to more effective and impactful outcomes.

Building a Bridge of Goal. The responses of participants emphasize the importance of open communication, mutual understanding, respect, and open-mindedness in mentoring and coaching relationships. These elements contribute to the establishment of a strong bridge between the goals of the coach or mentor and the goals of the individual being coached and mentored.

Building a bridge of goals in mentoring and coaching refers to the process of establishing a clear pathway that connects the current state of the mentee with their desired future state, guiding them towards achieving specific objectives and outcomes. It involves guiding individuals to articulate their goals in alignment with their core beliefs, motivations, and long-term vision for personal or professional growth. This process entails exploring the significance and meaning behind each goal, helping individuals understand why they are pursuing certain objectives and how they contribute to their overall fulfillment and fulfillment. The participants' statements reinforce these claims.

“If there is open communication between the coach and the one being coach then coaching will be successful.” (T1)

When there is honest and open communication and giving feedback, both learn from each other. (T2)

Be open-minded in any suggestions /comments. (T7)

Mutual understanding on the part of mentor/coach and mentee. (T17)

I think I just need to be open-minded for the mentoring or coaching to be successful. (T24)

We must respect each other for with respect we will have healthy discussions as mentoring or coaching is being done. (T21)

Mentoring and coaching should be based on respect, open-mindedness, and communication for them to be successful. These are the three pillars of successful mentoring and coaching. (T14)

When a teacher welcomes all positive and negative suggestions/comments, the MT also listens to the thoughts of the teacher. (T11)

When the teacher applies the things, she gets/ receives/hears from the coach/mentor for her

improvement. (T13)

Undoubtedly, participants emphasized that by building a bridge of goals, mentors and coaches empower mentees and coachees to set goals that are not only achievable but also deeply meaningful, inspiring, and personally relevant. Additionally, participants felt that a good atmosphere promotes learning and progress for both mentors and mentees. Coaching and mentoring relationships may help to improve skills, knowledge, and attitudes by offering a supportive environment. Noticeably, the mentioned viewpoints are consistent with Hudson's (2016) assertion that a strong mentor-mentee relationship is built on open communication in a supportive, welcoming, and nonjudgmental atmosphere founded on respect and trust. Mentees rely on their mentors to aid them in their personal and professional development by sharing knowledge and practices that are critical for the mentee's progress in teaching practice.

Similarly, participants understand that building a bridge of goals promotes learning and growth for both mentors and mentees. Coaching and mentoring relationships may help to improve skills, knowledge, and attitudes by offering a supportive environment. Furthermore, mentees who perceive their relationships with mentors as positive are more likely to demonstrate higher levels of job satisfaction and commitment. Therefore, fostering a positive environment in coaching and mentoring relationships is crucial for maximizing learning and growth opportunities. Clearly, the result amplifies that a pleasant setting also fosters open communication, encourages open-mindedness and respect, and facilitates learning and growth, which all contribute to excellent coaching and mentoring outcomes. Barrett et al. (2017) argued that mentorship relationships form when both parties invest in common interests and maintain open communication. An engaged mentee is motivated and receptive to personal improvement.

Above all, the finding suggests that creating an environment that values open communication, mutual respect, and feedback promotes trust, cooperation, and meaningful learning experiences. Such an atmosphere not only allows for the interchange of ideas and insights, but it also promotes personal and professional development for both mentors and mentees. Drawing on prior research, these findings highlight the importance of a healthy mentoring environment in improving satisfaction, learning outcomes, and overall efficacy in coaching and mentoring interactions. Thus, emphasizing the establishment and maintenance of a good atmosphere creates the groundwork for successful coaching and mentoring journeys, allowing individuals to grow and achieve their objectives.

Application of Learning. The extent to which the individual can listen to, absorb, and implement the knowledge taught by the mentor and coach in real-life circumstances was used to determine successful coaching and mentoring. Learning application necessitated the translation of theoretical information into practical action, with the lessons learned being successfully used to improve performance and outcomes. These claims find support in the statements provided by the participants.

Give and take, listening and accepting, application, application of the things imparted. (T10)

Feedback and suggestions were carried out or applied. (T11)

When the skills learned are applied in our daily tasks, mentoring or coaching is successful. (T8)

Mentoring or coaching is successful when the mentee listens and applies the knowledge she received and hears from the mentor. (T9)

Coaching or mentoring is successful when there is an application of what is being learned. (T22)

Coaching or mentoring is successfully done when the teacher can apply his/her learnings in the teaching profession and to other aspects of life. (T21)

Participants emphasized the need to apply academic knowledge to real settings. Successful coaching and

mentoring require not just gaining new skills and knowledge, but also effectively applying them in real-world settings to improve performance and outcomes. Likewise, putting learning into practice promotes understanding and retention of information. When people actively apply what they've learned, they enhance their comprehension and skills. Thus, the application of learning is an important indicator of the effectiveness of coaching and mentoring interventions.

Additionally, participants recognize the significance of active listening and accepting feedback in the application of learning. Successful coaching or mentoring necessitates openness to feedback and ideas from mentors and coaches, followed by their implementation in practice. These findings are consistent with Keiler et al. (2023) who underscored that effective mentoring necessitates support and structures that allow mentors to take on new roles and responsibilities while providing feedback to their mentees through teacher-peer mentoring which has the potential to improve their teaching practice. Moreover, the participants underline the necessity of applying learned skills and information to daily chores or professional duties. Successful coaching and mentoring are demonstrated by the mentees' capacity to apply what they have learned not just in their current environment, but also in other areas of their life or career. In addition, mentoring and coaching treatments that emphasize practical application and allow for reinforcement in real-world contexts are more likely to provide long-term outcomes. This perspective is confirmed by Orland-Barak and Wang (2021) who emphasized mentor teachers' multiple roles in assisting preservice teachers to learn to teach successfully. They help teachers integrate the knowledge obtained in their program courses to classroom practice and student learning results.

Verily, the result indicates that the success of coaching and mentoring interventions is measured by their ability to effectively translate theoretical knowledge into practical action, actively listen and accept feedback, and integrate new abilities into everyday chores or professional obligations. Drawing on prior research, these findings emphasize the need of active participation and practical application in enhancing the influence of coaching and mentoring on individual growth and performance. As a result, cultivating a culture of constant learning and application is critical for attaining meaningful outcomes and promoting long-term growth in coaching and mentoring relationships.

Yielding Positive Outcome. Yielding positive outcomes in coaching and mentoring is characterized by noticeable improvements in work performance, teaching strategies, and learner outcomes. It involves achieving desired goals and objectives while fostering personal and professional growth for both the mentor and the mentee. Ultimately, successful mentoring and coaching results in sustained improvement and positive change in the individuals involved, contributing to their overall development. These claims are substantiated by the statements made by the participants.

He/she is successful when the teacher improves and supplies his/her learnings from the MT. (T2)

When there is an improvement in the work performance of the mentee. (T4)

When there is improvement in my performance and my learning [mentoring or coaching is successful]. (T20)

If there's an improvement/growth on the part of the teacher [mentoring or coaching is successful]. (T18)

Coaching or mentoring can be considered successful when it achieves the desired outcomes and has a positive impact on the teacher's personal and professional development. (T8)

When objectives/ goals were achieved, there was improvement and it was sustained, there was a positive change in the teacher. (T6)

Mentoring is successful when there is an improvement in my teaching strategies and there is a great improvement in the learner's performance. (T17)

Mentoring is successful when it achieves positive outcomes for both the mentor and the mentee, contributing to their growth and development. (T5)

Participants stress the importance of observing improvements in work performance and teaching strategies as key indicators of successful coaching and mentoring. This suggests that the mentoring and coaching process effectively enhances the mentee's skills and capabilities, resulting in tangible enhancements in their professional practices. Effective mentoring relationships positively impact work performance outcomes, including job satisfaction, productivity, and job-related skills. Mentees who experience improvements in their work performance and teaching strategies often attribute these enhancements to the guidance and support received from their mentors.

In line with the abovementioned perspective, Wexler (2020) highlighted the critical role of a well-defined teacher mentoring program in retaining teachers and providing strategies to help students improve their performance. By collaborating with other teachers and seeking feedback, teachers can advocate for their own growth and development. Furthermore, the participants emphasize the importance of achieving desired goals and objectives as a measure of successful mentoring and coaching. When the mentoring process aligns with the mentee's objectives and goals, and these are successfully achieved, it indicates a positive outcome. Successful mentoring and coaching contribute to the personal and professional development of both mentors and mentees, fostering growth, learning, and positive change.

Echoing the mentioned sentiments, Illies et al. (2018) discussed how successful mentoring correlates with positive organizational outcomes, such as job satisfaction and commitment. They emphasize that mentoring fosters interaction between mentors and mentees, helping develop new insights and strengthening self-knowledge and determination. It serves as an effective educational tool that supports and guides students. Finally, the participants' insights underscore the significance of yielding positive outcomes as a measure of successful coaching and mentoring. This includes improvements in work performance, teaching strategies, and learner outcomes, alongside the achievement of desired goals and objectives. Successful coaching and mentoring contribute to the personal and professional development of both mentors and mentees, fostering a culture of continuous growth and learning. Ultimately, the attainment of positive outcomes signifies the effectiveness of coaching and mentoring interventions in driving tangible improvements and fostering holistic development for all involved parties.

3.3. Localized Primer for Mentoring and Coaching

Rationale. Significant developments in Philippine education are now occurring, including the continuous implementation of the K-12 curriculum and the acceptance of the Philippine Professional Standards for Teachers (PPST). In this environment, mentorship and coaching programs remain vital components of the reform agenda, providing teachers with critical aid and guidance as they navigate the intricacies of these changes. Programs for mentoring and coaching teachers are intended to assist them in meeting PPST requirements, integrating new curriculum frameworks, and adjusting to the ever-evolving nature of education. Through these programs, educators can receive individualized assistance in refining their pedagogical approaches, integrating new teaching strategies, and coordinating their lessons with K-12 curriculum goals.

Additionally, coaching and mentoring serve as platforms for professional development, enabling educators to continuously improve their knowledge and abilities in response to the shifting demands of the classroom. In addition to helping teachers meet the professional standards listed in the PPST, mentoring and coaching programs also improve the overall caliber of instruction in Philippine schools. Teachers often face diverse challenges in their practice, ranging from classroom management to instructional strategies. These challenges underscore the importance of providing effective support systems, such as mentoring and coaching, to empower educators in overcoming obstacles and fostering impactful teaching practices. However, new mentors and coaches may lack sufficient understanding of the principles, methodologies, and best practices associated with effective mentoring and coaching which can hinder their ability to provide meaningful support and guidance to their mentees. This lack of knowledge and experience underscores the importance of comprehensive training programs and ongoing professional development opportunities through a primer to ensure that mentors and coaches are equipped with

the necessary skills and strategies to effectively mentor and coach educators.

After the conduct of the study, mentoring and coaching serve to foster supportive school climates in which instructors cooperate, reflect, and learn. Mentors and coaches provide advice to instructors, allowing them to hone their talents and enhance their teaching approaches. They inspire instructors to review their practices, make changes, and prioritize student development. Strong ties, acceptance, and a nurturing environment are also necessary for mentoring and coaching to be successful. Together, the teachers may learn and develop because of these qualities, which also foster collaboration, trust, and communication. By providing ongoing direction and support, mentors, and coaches aid in the professional development of educators. The goal of coaching and mentoring is to raise student achievement. By giving teachers, the tools and support they require to be successful, these programs contribute to the creation of compelling learning environments for all students. A primer that outlines these findings and offers educators concrete recommendations is essential, as mentoring and coaching are vital in improving teacher practice and performance in the classroom.

In such lights, this localized primer for mentoring and coaching is dubbed GURO AT GABAY was conceptualized. GURO AT GABAY is an acronym that stands for Guidance, Uplifting, Retooling, Opportunity, Assistance, Transformative, Good relationship, Acceptance, Building a bridge of goal, Application of learning, and Yielding positive outcome (Figure 2). It provides a roadmap for fostering successful mentoring and coaching relationships. Also, it empowers educators to cultivate these factors in their practice, leading to improved outcomes for both teachers and students. It provides a comprehensive resource for educators to draw upon, ensuring that mentoring and coaching efforts are purposeful and effective. This primer encourages a culture of continuous improvement within educational institutions, where mentoring and coaching are viewed as integral components of professional growth. By emphasizing the importance of ongoing reflection and learning, a primer fosters a culture of excellence and innovation in teaching practice. Finally, this primer for mentoring and coaching based on the results of the study is essential for empowering educators, enhancing professional development, and maximizing the impact of mentoring and coaching interventions. By providing actionable guidance and evidence-based strategies, a primer catalyzes positive change in the teaching and learning *process*.

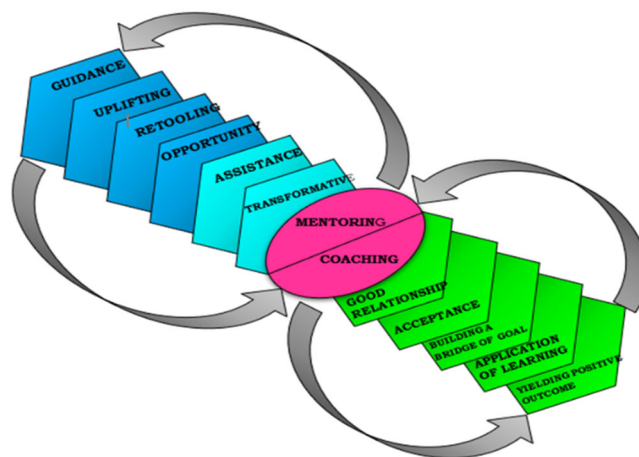


Figure 2. GURO AT GABAY: Localized Primer for Mentoring and Coaching

Objectives. This **GURO AT GABAY** which is a primer for mentoring and coaching aims to:

- to enhance educators' understanding of the concepts of mentoring and coaching, clarifying the distinctions between the two approaches and their respective roles in supporting teacher development.
- to provide practical guidance on how to establish effective mentoring and coaching relationships, including strategies for initiating conversations, setting goals, and providing constructive feedback.

GURO AT GABAY: Localized Primer for Mentoring and Coaching

Guidance. Based on the responses of the participants, mentors are viewed as sources of professional support, offering guidance to newer teachers as they face the challenges of the teaching profession. This support includes advice, feedback, and strategies aimed at improving teaching practice and student engagement. Likewise, mentors offer insights and best practice derived from their own experiences, thereby facilitating the professional growth and development of newer teachers. Mentors are perceived as valuable sources of professional support for newer teachers. They offer guidance, advice, and feedback to help teachers navigate the challenges of the teaching profession and improve their practice. Mentors also shared their wealth of skills, knowledge, and experience with mentees, providing valuable insights and best practices derived from their own teaching experiences. This sharing of expertise facilitates the professional growth and development of newer teachers. This implied that mentoring relationship is often likened to that of a consultant guiding a client. Mentors provide guidance, support, and a sense of clarity to mentees, helping them make informed decisions and navigate professional challenges effectively. In doing so, effective mentoring should prioritize:

1. Providing ongoing professional support and guidance to newer teachers. Some strategies to achieve this are through regular check-ins and feedback. Schedule regular check-in meetings between mentors and mentees to discuss progress, challenges, and goals. Provide constructive feedback and guidance to help newer teachers improve their teaching practices. Another is through modelling effective teaching practices. Mentors can model effective teaching practices and strategies during classroom observations or co-teaching sessions. This hands-on approach allows newer teachers to learn by example.
2. Sharing knowledge, skills, and experiences to facilitate professional growth by establishing structured peer learning communities where educators with similar interests or specialties come together to share knowledge and expertise. Facilitate cross-departmental collaboration and co-teaching opportunities where educators from different subject areas or grade levels work together on interdisciplinary projects or lesson plans.
3. Encouraging educators to share their diverse perspectives, instructional strategies, and classroom experiences to enhance teaching effectiveness and student learning outcomes. This can be done through Focal Group Discussion by encouraging educators to share their success stories, lessons learned, and best practices through presentations, workshops, newsletters, or social media channels, allowing their colleagues to learn from their experiences and adapt successful strategies to their own classrooms.
4. Offering practical assistance, strategies, and advice to address teaching challenges requires a supportive and collaborative approach. Here are the activities to achieve this: Conduct a needs assessment to identify common teaching challenges and areas where educators require assistance and support. This could be done through surveys, interviews, or observations to gather insights from teachers about their specific needs and concerns. Schedule regular collaborative problem-solving meetings where teachers can discuss their challenges, share experiences, and seek advice and support from their peers and support team members.
5. Clarifying expectations and goals to ensure mentees have a clear direction. By implementing goal setting and action planning sessions, mentors can help mentees clarify their expectations and goals, provide them with a clear direction for their professional development, and support them in achieving meaningful outcomes during the mentoring relationship.
6. Fostering a consultative and supportive relationship between mentors and mentees. By establishing open communication channels, practicing active listening, providing constructive feedback, and fostering mutual learning, mentors can cultivate a consultative and supportive relationship with mentees that promotes growth, learning, and professional development.

Uplifting. Based on the provided responses, uplifting involves actions or experiences that boost confidence, such as receiving positive feedback, reinforcement, and compliments. Uplifting also encompasses experiences that inspire and encourage personal growth and development. The feeling of being supported and guided by someone with expertise can inspire confidence and a positive outlook on learning and professional development.

Uplifting mentoring involves actions or experiences that boost confidence in teachers. This includes providing positive feedback, reinforcement, and compliments that acknowledge their efforts and contributions. It implied that uplifting experiences in mentoring inspire and encourage personal growth and development. Mentors provide guidance and support that help teachers develop their skills, knowledge, and confidence in their abilities. Additionally, the feeling of being supported and guided by someone with expertise can inspire confidence and a positive outlook on learning and professional development. Mentors create a supportive environment where teachers feel valued, respected, and empowered to grow. Accordingly, effective mentoring should prioritize:

1. Providing regular positive feedback, reinforcement, and compliments to boost teachers' confidence. Here's how: Acknowledge and celebrate teachers' efforts, achievements, and contributions in the classroom. Highlight specific examples of their dedication, creativity, and impact on student learning outcomes; Provide personalized feedback that highlights teachers' strengths, talents, and areas of growth. Recognize their unique teaching styles, innovative approaches, and positive impacts on student engagement and learning; and offer words of encouragement and motivation to inspire teachers to overcome challenges, persevere in their professional development journey, and continue striving for excellence in their teaching practices.
2. Creating a supportive and encouraging environment that inspires personal growth and development. By promoting a culture of continuous learning and skill development by offering access to training programs, workshops, seminars, and other learning opportunities. Encourage individuals to pursue new challenges, explore their interests, and expand their knowledge and capabilities.
3. Offering guidance and support that helps teachers feel supported and guided in their professional journey. By offering guidance and support that addresses teachers' needs, fosters collaboration and growth, and celebrates their achievements, schools create an uplifting environment where teachers feel valued, supported, and empowered in their professional journey. Maintain clear communication about expectations, goals, and support mechanisms available to teachers. When teachers understand what is expected of them and how they can access support when needed, they feel more confident and secure in their professional roles.
4. Providing positive reinforcement and feedback to acknowledge teachers' strengths and accomplishments. By highlighting teachers' strengths and accomplishments, positive feedback serves as a motivator for continued high performance. Knowing that their efforts are recognized and appreciated encourages teachers to maintain their dedication, enthusiasm, and commitment to excellence in teaching.
5. Sharing insights and expertise to help mentees gain confidence and develop their skills and knowledge. Sharing insights and expertise with mentees uplifts them by validating their potential, empowering them through learning, providing encouragement and support, inspiring them to aspire to greater heights, building their self-confidence, fostering a growth mindset, and cultivating a supportive relationship.

Retooling. Retooling refers to the process of updating or adapting one's skills, knowledge, or resources to meet new or changing requirements or circumstances. Likewise, retooling may involve staying abreast of new developments, trends, or best practices in a specific area of expertise. This could involve attending training programs, workshops, or conferences, or engaging in continuous learning through self-study or online resources. Retooling by a mentor involves equipping teachers with the knowledge, skills, and resources they need to enhance their teaching practice and better meet the needs of their students. Mentors play a crucial role in supporting teachers' ongoing professional development and helping them stay current and effective in their roles as educators.

It means that mentoring involves receiving advice to improve techniques and strategies in teaching. Mentors offer suggestions for reassessing and refine approaches to better meet the needs of learners. It encompasses the provision of support and the acquisition of new knowledge to aid in carrying out teaching responsibilities more effectively. Mentors offer new information and increase knowledge, contributing to the improvement of teaching practices. This ongoing process empowers educators to continuously update their skills and approaches to teaching. Through retooling mentoring, educators are empowered to continuously improve their skills and approaches. Mentors provide ongoing support and guidance, helping teachers refine their techniques and strategies to enhance student learning outcomes. This iterative process fosters a culture of continuous improvement within the teaching profession. In doing so, mentoring should prioritize:

1. Providing personalized advice and guidance to educators to improve their teaching techniques and strategies. Begin by conducting an initial needs assessment to understand each educator's teaching context, experience level, goals, and areas of interest or concern. This could involve surveys, self-assessments, classroom observations, or discussions to gather relevant information. Based on the needs assessment, develop individualized professional development plans for each educator, outlining specific goals, objectives, and action steps to improve their teaching techniques and strategies. Ensure that goals are SMART (Specific, Measurable, Achievable, Relevant, Time-bound) and aligned with the educator's professional aspirations.
2. Offering ongoing support and assistance to educators in carrying out their teaching responsibilities more efficiently. Ensure educators have access to resources, tools, and technology that can help them carry out their teaching responsibilities more efficiently. This may include access to curriculum materials, online learning platforms, educational apps, and digital tools for lesson planning and assessment. Provide ongoing professional development opportunities for educators to stay current with trends, research, and best practices in education. This may include attending conferences, participating in webinars, or pursuing advanced degrees or certifications related to their teaching responsibilities.
3. Facilitating the acquisition of new knowledge and information to enhance teaching practices. Organize workshops, seminars, and training sessions focused on relevant topics in education, such as pedagogy, instructional technology, assessment techniques, or classroom management. These sessions can provide educators with opportunities to learn new strategies and approaches to enhance their teaching practices. Facilitate peer learning communities or professional learning networks where educators can collaborate, share ideas, and learn from one another. Peer learning communities provide a supportive environment for educators to exchange best practices, seek advice, and stay informed about new developments in education.
4. Fostering a culture of continuous improvement within the teaching profession. Support educators in conducting action research projects focused on improving teaching and learning outcomes. Provide resources, guidance, and opportunities for educators to design and implement research studies in their classrooms, allowing them to test new strategies and assess their effectiveness. Create an environment that encourages innovation, creativity, and risk-taking in teaching practices. Support educators in experimenting with new instructional approaches, technologies, and teaching strategies, while providing a safety net for learning from failures and iterating on successes.
5. Providing tailored support for new educators to help them navigate the challenges of the profession and develop their teaching skills. Work with new educators to develop individualized professional development plans based on their unique strengths, interests, and areas for growth. Offer targeted training, workshops, and resources to help new educators develop their teaching skills and address specific challenges they may encounter. Offer support and resources to help new educators develop effective classroom management strategies. Provide training on behavior management techniques, conflict resolution strategies, and establishing a positive classroom culture to help new educators create a

supportive learning environment for their students.

Opportunity. Mentoring allows the participant to learn from experienced teachers or experts. It signifies a favorable circumstance or situation that allows individuals to acquire new knowledge, skills, or insights. Additionally, it conveys a sense of luck or gratitude for the chance to engage in meaningful learning experiences.

Mentoring provides individuals with the chance to learn from experienced teachers or experts in the field. Mentors offer valuable insights, knowledge, and skills that contribute to the professional growth and development of mentees. Likewise, mentoring opportunities signify favorable circumstances that allow individuals to acquire new knowledge, skills, and insights. Mentees have the chance to learn and grow, enhancing their teaching practices and ultimately benefiting their students. Participants expressed gratitude for the opportunity to engage in meaningful learning experiences through mentoring. They recognize the value of learning from experienced mentors and feel fortunate to have the chance to improve themselves professionally. In doing so, the following should be prioritized:

1. Providing individuals with the chance to learn from experienced teachers or experts in the field. Here are some strategies to achieve opportunities in mentoring: Establish clear goals or define the goals and objectives of the mentoring program to ensure alignment between mentors and mentees. Match mentors and mentees thoughtfully. Pair mentors and mentees based on shared interests, goals, and expertise to foster a productive mentoring relationship. Encourage open communication and create a supportive environment where mentees feel comfortable asking questions, seeking advice, and sharing their goals with their mentors. Finally, offer feedback and recognition: Provide feedback to both mentors and mentees to facilitate growth and acknowledge achievements in the mentoring relationship.
2. Creating favorable circumstances that allow mentees to acquire new knowledge, skills, and insights. Provide structured learning opportunities such as workshops, seminars, or training sessions tailored to the mentees' needs. Encourage mentees to explore new areas of interest and challenge themselves to learn beyond their comfort zones. Provide regular feedback to mentees on their progress, strengths, and areas for improvement to guide their learning journey.
3. Fostering a sense of gratitude and appreciation for the opportunity to engage in meaningful learning experiences. Recognize and acknowledge the dedication and hard work of teachers in their professional growth and commitment to learning. One way to achieve this is by highlighting teachers' achievements in staff meetings, newsletters, or school announcements to recognize their contributions. Additionally, presenting certificates or awards to teachers who have demonstrated exceptional dedication and growth in their professional development. Furthermore, organize celebratory events or gatherings to honor teachers and their accomplishments in their professional development journey.
4. Encouraging mentees to seize the opportunity for growth and development, both personally and professionally. Help mentees identify areas where they can expand their skills and knowledge to support their growth. Suggest relevant resources such as books, online courses, workshops, or seminars to help mentees acquire new skills and knowledge.

Assistance. The participants acknowledge the assistance provided by the master teacher through coaching to facilitate their learning, growth, and professional development. It encompasses sharing expertise, offering constructive feedback, and contributing to the advancement of their careers. Ultimately, coaching extends beyond technical help to encompass emotional support and understanding. It acknowledges the challenges and pressures individuals face and offers empathy and encouragement to help them cope and persevere.

It means that coaching involves coaches sharing their expertise with the coaches. Coaches offer guidance, advice, and support based on their own experiences and knowledge, helping coaches navigate challenges and improve their practice. It also implied that coaches provide constructive feedback to help coaches identify areas

for improvement and growth. This feedback is aimed at supporting the professional development of coaches and enhancing their teaching effectiveness. Thus, the following should be prioritized:

1. Sharing expertise and knowledge to guide and support coaches in their professional development. Coaches can promote assistance in professional development by sharing expertise and knowledge through regular one-on-one coaching sessions, providing constructive feedback and guidance on areas of improvement, offering resources such as articles, books, and online courses to expand knowledge, encouraging reflection and self-assessment to identify strengths and areas for growth and modeling best practices through demonstration.
2. Providing constructive feedback to help mentees improve their practice and teaching effectiveness. Coaches can assist teachers in improving their practice and teaching effectiveness by providing constructive feedback. Begin with positive feedback to highlight strengths and accomplishments. Likewise, be specific and provide examples to clarify areas for improvement. Offer suggestions for growth and development based on observed practices.
3. Encourage self-reflection by asking open-ended questions about teaching strategies. Coaches can pose questions that prompt critical thinking and deep reflection, such as "What do you think worked well in your lesson today?". They can also encourage teachers to consider the impact of their instructional choices on student learning outcomes and ask about challenges faced during teaching and strategies used to overcome them.
4. Contributing to coaches' career advancement by offering assistance and support. Coaches can assist teachers in advancing their careers by offering assistance and support through the following methods collaborating on setting long-term career goals and creating action plans to achieve them. Offer them emotional support and understanding to help coaches cope with challenges and pressures in their profession.

Transformative. Coaching from the master teacher leads to transformation in teaching methods, approaches to tasks, and personal growth. It also prompts self-reflection and adaptation, resulting in the emergence of better versions of oneself. Likewise, the master teacher facilitates transformative experiences by provoking thought and inspiring self-directed improvement.

It means that coaching lead to changes in teaching methods and approaches. Coaches guide coachees in exploring new strategies and techniques that result in improved teaching practices and student outcomes. Coaching from the master teacher prompts personal growth and development in coachees. Through self-reflection and adaptation, Coachees evolve into better versions of themselves, both professionally and personally. In addition, coachess challenge coachees to identify areas of weakness and implement changes for the better, fostering a culture of lifelong learning and development. Consequently, the following should be prioritized:

1. Encouraging coachees to explore new teaching methods and approaches. Coaches can facilitate transformative coaching to encourage coachees to explore new teaching methods and approaches by encouraging coachees to reflect on their current practices and consider trying innovative approaches. Provide them with resources and examples of alternative teaching methods to inspire creativity and experimentation. Coaches can Collaborate with coachees to set goals for integrating new strategies into their teaching.
2. Empowering coachees to take ownership of their learning and growth, fostering a sense of agency and autonomy in their professional development.
3. Encouraging coachees to step out of their comfort zones, take risks, and experiment with new teaching methods and approaches.

Good Relationship. A good relationship between a mentor and mentee involves collaboration and mutual support, where both work together towards achieving common goals. It requires the mentor's readiness to impart knowledge and the mentee's eagerness to learn and improve. A good relationship contributes to the success of mentoring, leading to substantial results and achievements.

A successful relationship between the mentee and the mentor and coach is characterized by cooperation and support for one another. Together, the two of them strive toward shared objectives, with the mentee exhibiting a desire to grow and learn and the mentor offering advice. The coach and mentor should be prepared and eager to share their knowledge and experience with the mentee. This entails exchanging experiences, giving direction, and helping promote the mentee's development. The following should be prioritized:

1. Fostering a collaborative and supportive relationship between the mentor coach and mentee. In creating a collaborative and supportive relationship between the mentor, coach, and mentee by establishing trust: Build a foundation of trust by demonstrating integrity, confidentiality, and respect in all interactions. Mentors and coaches should also listen attentively to the mentee's concerns, goals, and challenges to show empathy and understanding. Likewise, open communication encourages and creates a safe space for sharing thoughts, ideas, and feedback.
2. Encouraging the mentor and coach to be ready and willing to impart knowledge and expertise. As a mentor and coach, demonstrate a genuine eagerness to share your knowledge and expertise with others. Embrace a mindset of continuous learning and improvement, modeling the behavior you wish to see in mentors and coaches.
3. Engage in team-building activities, such as workshops, retreats, or social events, to strengthen relationships and foster a sense of community. Design activities that require teamwork, problem-solving, and mutual support to strengthen collaboration and build trust among team members. Provide time for reflection and debriefing after each activity to discuss key takeaways, lessons learned, and opportunities for improvement in team dynamics.
4. Address conflicts proactively and constructively, seeking mutually beneficial solutions and maintaining a positive relationship. Engage in open and honest communication to discuss the issue calmly and respectfully, allowing each party to share their perspective.

Acceptance. In the sharing of the participants, acceptance involves acknowledging and internalizing the feedback provided by the mentor and coach. It requires an openness to receiving constructive criticism and recognizing areas for improvement. It involves humility and a willingness to confront areas of weakness with the guidance of the mentor.

Acceptance involves acknowledging the feedback provided by the mentor and coach. Mentees and coachees must be open to receiving constructive criticism and recognizing areas for improvement in their teaching practice. Acceptance also entails internalizing the feedback received from the mentor and coach. Mentees and coachees should reflect on the feedback provided and consider how they can apply it to enhance their teaching effectiveness. The following should be prioritized:

1. Encouraging mentees to acknowledge and internalize the feedback provided by the mentor and coach. Present feedback constructively and positively, focusing on areas for improvement and growth rather than shortcomings. Encourage mentees to reflect on the feedback received, considering how it aligns with their goals, values, and aspirations. Schedule follow-up sessions to review progress, discuss any adjustments needed, and reaffirm the importance of internalizing feedback for personal and professional growth.
2. Fostering a culture of humility and openness to constructive criticism. Demonstrate humility and receptiveness to feedback yourself, showing that constructive criticism is valued and essential for development. Mentors and coaches can make feedback a regular part of interactions within the team or

educational setting, encouraging open communication and continuous improvement.

3. Providing mentees with the support and guidance needed to handle areas of weakness and make improvements. Give mentees tools, resources, and learning opportunities to assist them in acquiring the competencies, knowledge, and abilities necessary to address their areas of weakness. Together with mentees, develop action plans that include tactics, deadlines, and accountability standards for effectively resolving areas of weakness.
4. Supporting mentees in applying the feedback received to enhance their teaching practice. Help mentees understand the feedback they receive, ensuring clarity on the specific areas for improvement and actionable steps to take. Collaborate with mentees to create actionable and achievable goals based on the feedback received, aligning them with the mentees' teaching objectives.

Building a bridge of goals. The responses of participants emphasize the importance of open communication, mutual understanding, respect, and open-mindedness in mentoring and coaching relationships. These elements contribute to the establishment of a strong bridge between the goals of the coach or mentor and the goals of the individual being coached and mentored. Building a bridge of goals requires fostering open communication between the coach and mentor and the mentee. This involves creating opportunities for honest dialogue, feedback exchange, and mutual learning. Likewise, encouraging open-mindedness towards feedback and suggestions is essential for creating a positive environment. Mentees should be receptive to receiving feedback and willing to consider different perspectives and ideas offered by the mentor and coach. For effective mentoring and coaching the following should be prioritized:

1. Establishing open communication channels between the mentor and coach and the mentee. Foster a safe and non-judgmental environment where mentees feel comfortable sharing their thoughts, concerns, and challenges openly. Utilize a variety of communication channels such as face-to-face meetings, video calls, emails, and messaging platforms to accommodate different preferences and needs where the teachers are comfortable in sharing their issues.
2. Mutual understanding ensures that both parties have clarity regarding the goals, expectations, and challenges involved in the coaching and mentoring process. At the outset of the coaching or mentoring relationship, both parties should engage in an initial discussion to clarify their goals, expectations, and challenges. This discussion provides an opportunity to align their understanding of what they hope to achieve and what obstacles they may encounter along the way.
3. Cultivating mutual understanding, respect, and trust in the mentoring and coaching relationship. Have mentors, coaches, and mentees share their core values and discuss how they align or complement each other, fostering mutual understanding. Conduct a session where mentors and mentees appreciate each other's strengths and how they contribute to the relationship, building respect.
4. Creating opportunities for healthy discussions and collaborative learning. It can be done through selecting a relevant book or article for mentors, coaches, and mentees to read and discuss together, sharing insights and perspectives. Also, conduct interactive workshops on specific skills or topics where mentors, coaches, and mentees can learn together and engage in hands-on activities.

Application of knowledge. Successful coaching and mentoring is measured by the extent to which the individual can listen, accept, and apply the knowledge imparted by the mentor and coach in real-life situations. Application of learning requires translating theoretical knowledge into practical action, effectively utilizing the lessons learned to improve performance and outcomes. This implies that mentees must accept their mentors' and coaches' advice and actively listen to the information they are imparting for mentoring and coaching to be successful. This entails being open to fresh perspectives and ideas that the coach and mentor have to offer. It also suggests that mentees must incorporate into their everyday duties the information and abilities they have acquired

via coaching and mentoring. This entails putting theoretical knowledge into practice and using lessons learned to enhance performance and results in real-world situations. For mentoring and coaching to be effective, the following priorities should be set:

1. Guide mentees in developing action plans that outline specific steps, timelines, and resources needed to implement what they have learned in their daily practice.
2. Assign mentees implementation projects related to the learning objectives, allowing them to apply new skills and knowledge in practical, real-world scenarios. Ensure that the implementation project aligns closely with the theoretical knowledge and skills that mentees have acquired, providing them with a practical opportunity to apply what they have learned.
3. Supporting mentees in translating theoretical knowledge into practical action and applying it in their daily tasks. Regularly assess mentees' progress in applying theoretical knowledge through performance evaluations, self-assessments, or feedback sessions to track growth, identify areas for further development, and adjust support strategies as needed.
4. Evaluating success based on the mentee's ability to apply the knowledge and skills learned in their teaching profession and other areas of their life. Conduct performance reviews or evaluations to assess the impact of the learning on mentees' performance, identify areas for improvement, and recognize achievements.

Yielding positive outcomes. Yielding positive outcomes in coaching and mentoring is characterized by noticeable improvements in work performance, teaching strategies, and learner outcomes. It involves achieving desired goals and objectives while fostering personal and professional growth for both the mentor and the mentee. Ultimately, successful mentoring and coaching results in sustained improvement and positive change in the individuals involved, contributing to their overall development. Successful mentoring and coaching is characterized by noticeable improvements in the mentee's work performance. This includes enhancements in teaching strategies, learner outcomes, and overall professional development. Mentoring and coaching is deemed successful when it helps the mentee achieve their desired goals and objectives. This could involve meeting specific targets related to teaching effectiveness, student engagement, or personal growth. The following should be prioritized:

1. Setting clear goals and objectives aligned with the mentee's needs and aspirations. Objectives aligned with this goal could include developing leadership skills, expanding professional networks, and taking on challenging projects to demonstrate readiness for advancement.
2. Conducting a strengths assessment to identify mentees' unique abilities, talents, and areas of expertise to leverage them effectively in their growth journey. Create a list of skills and competencies relevant to the mentees' goals and areas of interest. Ask mentees to rate their proficiency in each skill and provide examples of how they have demonstrated these skills in the past.
3. Monitoring progress and celebrating achievements to maintain motivation and momentum. Offer rewards or incentives for reaching significant milestones or e

4. Conclusion

Mentoring and coaching are critical components of teachers' professional growth. Teachers are always confronted with new difficulties and developments in education, necessitating the ongoing evolution and improvement of their skills. A mentor can offer vital advice, support, and feedback to help instructors overcome these obstacles and realize their full potential. Mentors can assist teachers gain a better grasp of effective classroom teaching practices and strategies by sharing their knowledge and experiences. Mentors can also provide emotional support and encouragement, helping teachers develop confidence and resilience in the face of adversity. In addition,

mentoring and coaching can also encourage teachers to collaborate and learn constantly. Working closely with a mentor or coach allows teachers to engage in reflective practice, discuss ideas, and seek guidance on how to overcome obstacles. This collaborative approach can result in a more supportive and dynamic teaching atmosphere in which teachers feel emboldened to take chances, try out new teaching approaches, and employ innovative tactics to suit their learners' different needs.

Furthermore, mentoring and coaching can improve learner-learning results. Teachers who receive continuing support and coaching are better able to foster a pleasant and engaging classroom environment, form strong relationships with learners, and deliver instruction that fulfills all learners' academic and socio-emotional needs. Schools may foster an excellent culture by investing in teachers' professional growth and development through mentorship and coaching, empowering educators to continually improve their practice and favorably impact student achievement. Finally, it should be noted that this study has several limitations. First, it is limited to only three elementary schools. Second, the study ended with the development of the primer. In such a context, future studies may conduct similar studies with a wider scope. Last, future studies may investigate the effectiveness of the primer after implementing it.

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