Mentoring Skills and Technical Assistance of Master Teachers in Pangasinan

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Abstract**:** *This study aimed to determine the level of mentoring skills and technical assistance master teachers in the divisions of Pangasinan I, Pangasinan II, Dagupan City, and Alaminos City in 2016-2017.*

The descriptive-correlational method was employed, and questionnaire was used to gather the data. There were 85 master teachers and 425 teachers selected through multi-stage sampling. Majority of the mentors were females, 41-50 years old, married, 12-23 years in the service, 0-5 years as master teachers, college graduates, with 333-376 minutes of actual teaching load, three to four preparations, and had ancillary services.

The over-all mean 4.25 revealed that the level of the general skills of the master teachers was "high" while 4.20 "high" for their specific skills. On the other hand, the level of technical assistance provided by the master teachers to their mentees was high.

The study revealed no significant relationship between the mentoring skills across sex, civil status, age, length of service and years in service as master teachers. Also, there is no significant relationship between the technical assistance across sex, civil status, ancillary services, age, years in service as master teachers, number of minutes of actual teaching load, and number of preparations. Work over load and lack of time were the problems often encountered by the master teachers. A training plan and mentoring program for mentors were highly recommended to DepEd as a standard tool to all master teachers in mentoring.

Keywords: master teacher, mentor, mentoring skills, technical assistance

The Department of Education and Civil Service Commission summarize the duties and responsibilities of master teachers. Some of these responsibilities include the following: mentor co-teachers in content and skills difficulties; guide co-teachers in the performance of duties and responsibilities; assist the co-teachers in designing capacity development programs for teachers; provide technical assistance to teachers to improve their competencies; lead the co-teacher in the preparation of instructional materials to check; improve and prepare sample lesson plans for the assigned grade/subject area; help identify potential demonstration teachers; and give demonstration to new/striving teachers.

In terms of the instructional materials, master teachers could assist their mentees to develop teaching aides and help them in the validation. Master teachers as an instructional leader find ways to help/assist their co-teachers in carrying out their duties and responsibilities in facilitating student learning through functional lesson plans of activities and appropriate, adequate and updated instructional materials Archibong (2012). He further stressed that when instruction is supervised, the purpose of making the teaching and learning better for the learner is carried out. This was supported by Gabriel (2005) when he said that master teachers ensure staff member feel supported while increasing their knowledge of best teaching practices and student achievement. According to Umaru (2011), when mentees are encouraged and guided by their mentors in producing IMs that possess characteristics of visibility, simplicity, attraction, and clarity, it will influence student's academic performance.

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the master teachers provide technical assistance to teachers to improve their competence. When a teacher wanted to conduct in-service training or learning action cell, the head of the school will approve the plan while the specific mentor of the teacher shall assist in planning, organizing, managing and controlling the training. As stated in their duties and responsibilities, MTs assist the school heads in designing capacity development programs for teachers.

Over-all, mentoring the new and developing teachers and giving them technical assistance are essential things that should not take into granted. Master teacher's role is to look ways on how these teachers should be mentored and excel in every teaching-learning process especially, so these teachers deal with young people.

OBJECTIVES OF THE STUDY

The study was conducted to determine the level of mentoring skills of the master teachers and the technical assistance they provided to their mentees. It also investigated the significant relationship between the mentoring skills of the master teachers across profile variables, significant relationship between the technical assistance across profile and significant relationship between mentoring skills and technical assistance provided by the master teachers. Likewise, this study also looked for the problems they often encountered during mentoring.

MATERIALS AND METHODS

The study used the descriptive-correlational method of research and a multi-stage sampling was employed as a sample scheme. The main instrument used in the generation of data was a survey questionnaire purposively done by the researcher with the consultation of the adviser and critic reader. There were two sets of questionnaires in the study. One was for the mentors. The other set of questionnaire was intended for the mentees.

The mentoring skills of the master teachers were grouped into general and specific skills and mostly adapted from the study of Ackley and Gal (1992) entitled Skills, Strategies, and Outcomes of Successful Mentor Teachers. With regard to the questions about the technical assistance provided by the master teachers on the preparation and checking of daily lesson log/plan, assessment of individual performance and commitment review, development of instructional materials and conduct of in-service trainings were mostly based from the DepEd Order No. 2 s. 2015 also known as the Results-based Perfromance Commitment and Review Form. The indicators in every dimension were checked and revised by the critic reader and adviser of the researcher. In terms of the problems encountered during mentoring, respondents were asked to rank the problems they often met. Most of the problems incorporated in the study were adapted to the study of Ganser (1993) entitled How Mentors Describe and Categorize their Ideas about Mentor Roles, Benefits of Mentoring and Obstacles to Mentoring. Meanwhile, the questionnaires did not undergo to reliability tests or validation because they are standardized.

The data were collected to 85 master teachers and 425 teachers in 24 schools. In each division, the data were surveyed to three biggest schools and three smallest schools with master teachers. The ratio of the survey of master teacher to teacher was 1:5. It means that in every master teacher there are five teachers to survey. The schools that had the greatest number of master teachers were Bayambang Central School, Mangaldan Central School, West Central Elementary School I, and Alaminos Central School.

Frequency counts, means and percentages were employed in profiling. Mean scores and descriptive equivalent were used to describe the level of mentoring skills and the level of technical assistance provided by the mentors. Moreover, Chi-square of contingency coefficient and Spearman's rho Coefficient of Correlation were employed to get the significant relationship between mentoring skills across profiles, technical assistance across profiles and relationship between mentoring skills and technical assistance provided by the master teachers. Ranking was made to identify the problems encountered by the master teachers.

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RESULTS AND DISCUSSION

The results presented include profile of respondents, level of mentoring skills, level of technical assistance, relationship between the technical assistance provided by the master teachers across profiles, relationship between the technical assistance provided by the master teachers and the general and specific mentoring skills and problems encountered by the master teachers during mentoring.

Table 1
Profile of Master Teachers (N=85)

Sex	Frequency	Percentage
Male	13	15.3
Female	72	84.7
Age		
21-30 years old	2	2.4
31-40 years old	15	17.6
41-50 years old	38	44.7
51-60 years old	27	31.8
61 years old and above	3	3.5
Civil Status		
Single	14	16.5
Married	69	81.2
Widow	2	2.4
Length of Service		
5-11 years	6	7.1
12-17 years	23	27.1
18-23 years	23	27.1
24-29 years	21	24.7
30-35 years	12	14.1
Years in Service as Master Teacher		
0-5 years	31	36.5
6-10 years	29	34.1
11-15 years	17	20.0
16-20 years	6	7.0
21-25 years	2	2.4
Educational Attainment		
College graduate	48	56.5
Master's graduate	35	41.2
Doctoral graduate	2	2.4
Advisory Class		
Yes	78	91.8
No	7	8.2
Number of Minutes of Actual Teaching Load		
200-244	1	1.2
245-288	13	15.3
289-332	22	25.9
333-376	46	54.1
377-420	3	3.5
Number of Preparations		
1-2	9	10.6
3-4	26	30.6
5-6	20	23.5
7	16	18.8
8	14	16.5
Ancillary Services		
Yes	71	83.5
No	14	16.5

Majority of the respondents, 72 or 84.7 percent are females and 13 or 15.3 percent are males. Around 38 or 44.7 percent are 41-50 years old and 69 or 81.2 percent are married. Some 23 or 27.1 percent had 12-23 years in the service. There were 31 or 36.5 perce

Table 1
Profile of Master Teachers
N=85

terms of e
percent are
91.8 percent had advisory class.

Concerning the number of minutes of actual teaching load and numbers of preparations, around 46 or 54.1 percent had 333-376 minutes and some 26 or 30.6 percent had 3-4 preparations in a day. Seventy-one or 83.5 percent had ancillary services.

Table 2
Master Teachers' Level of General Mentoring Skills

General Skills	1	2	3	4	5	Mean
Listening	0 (0.0)	0 (0.0)	3 (3.5)	34 (41.2)	47 (55.3)	4.52
Interpersonal ease	0 (0.0)	0 (0.0)	9 (10.6)	46 (54.1)	30 (35.3)	4.25
Knowledge of Educational Content	0 (0.0)	0 (0.0)	10 (11.8)	44 (51.8)	31 (36.5)	4.25
Grain of Salt (Humor)	0 (0.0)	1 (1.2)	12 (14.1)	43 (50.6)	29 (34.1)	4.18
Group functioning	0 (0)0)	1 (1.2)	10 (11.8)	49 (57.6)	25 (29.4)	4.15
Talking	0 (0.0)	0 (0.0)	11 (12.9)	46 (54.1)	28 (32.9)	4.20
Training	0 (0.0)	0 (0.0)	8 (9.4)	48 (56.5)	29 (34.1)	4.25
Administrative/ organizational	0 (0.0)	0 (0.0)	12 (14.1)	46 (54.1)	27 (31.8)	4.18
Overall mean	**4.25 High**					

Legend: (1) Very Low; (2) Low; (3) Moderate; (4) High; (5) Very High

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As gleaned in Table 2, the combined responses from the 85 master teachers found listening as the most effective general skill of mentors which garnered the highest mean of 4.52 (high) while it was observed that group functioning (4.15- high) found to be the least effective skill used by mentor. The result replicated on the findings of Huling -Austin (1990) who discovered that protégés thought that listening was the most helpful skill their mentors used with them. In general, the over-all mean of the general skills was 4.25. It only showed that mentors have a high level of general mentoring skills used.

Table 3
Master Teachers' Level of Specific Mentoring Skills

Specific Skills	1	2	3	4	5	Mean
Initiative-taking	0 (0.0)	0 (0.0)	6 (7.1)	41 (48.2)	38 (44.7)	4.38
Support	0 (0.0)	0 (0.0)	10 (11.8)	32 (37.6)	43 (50.6)	4.39
Conflict Mediation	0 (0.0)	0 (0.0)	17 (20.0)	48 (56.5)	20 (23.5)	4.04
Confidence - building	0 (0.0)	0 (0.0)	10 (11.8)	35 (41.2)	40 (47.1)	4.35
Managing/ controlling	0 (0.0)	0 (0.0)	10 (11.8)	44 (51.8)	31 (36.5)	4.25
Resource-bringing	0 (0.0)	0 (0.0)	11 (12.9)	50 (58.8)	24 (28.2)	4.15
Trust-rapport building	0 (0.0)	0 (0.0)	13 (15.3)	48 (56.5)	24 (28.2)	4.13
Confrontation	0 (0.0)	1 (1.2)	14 (16.5)	51 (60.6)	19 (22.4)	4.04
Collaboration	0 (0.0)	0 (0.0)	9 (10.6)	50 (58.8)	26 (30.6)	4.20
Diagnosing individual needs	0 (0.0)	2 (2.4)	7 (8.2)	49 (57.6)	27 (31.8)	4.19
Diagnosing School Needs	0 (0.0)	2 (2.4)	11 (12.9)	48 (56.5)	24 (28.2)	4.11
Demonstration/ Modelling	0 (0.0)	2 (2.4)	6 (7.1)	48 (56.5)	29 (34.1)	4.18
Overall mean	**4.20 High**					

Legend: (1) Very Low; (2) Low; (3) Moderate; (4) High; (5) Very High

Table 3 revealed that the specific skills of the master teachers have a close result. The support skill found to be the most effective skill used by mentor as indicated by mean 4.39. It shows that mentors have a high level of mentoring skill regarding supporting their mentees. However, conflict-mediation and confrontation were the least skill used by mentors as indicated by mean 4.04. The result was affirmed by the Chancellor's Doctoral Incentive Program (CDIP) California State University (CSU) which stated that mentors do not always have to provide support, and in a case where the mentee is exhibiting inappropriate or unprofessional behavior it is critical to step in and confront it.

The over-all mean of specific skills was 4.20 (high). This reveals that specific skills are highly useful and effective in mentoring. It also showed that mentors have a high level of specific mentoring skills.

Table 4
Level of Technical Assistance of Mentors and Mentees

Technical Assistance	Over-all Mean and Descriptive Equivalent (Mentor)	Over-all Mean and Descriptive Equivalent (Mentee)
1. Preparation of Daily Lesson Log	4.11 (High)	4.10 (High)
2. Assessment of Individual Performance Commitment and Review	4.08 (High)	4.04 (High)
3. Development of Instructional Materials	3.93 (High)	3.94 (High)
4. Conduct of in-service training	4.08 (High)	3.94 (High)

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and Learning Action Cell		

Legend: (1) Very Low; (2) Low; (3) Moderate; (4) High; (5) Very High

As observed in Table 4, the result showed that there was a closed result when it comes to mean result. The over-all mean and descriptive equivalent of the technical assistance of mentors and mentees found high. The result showed that the mentors have a high level of technical assistance provided to their mentees. It clearly shows that mentors provide technical assistance to teachers to improve their competencies as indicated in their duties and responsibilities. This also complements their familiarity on this function, thus it contributes to their manifestation of high level of technical assistance. Among the four technical assistance, preparation of daily lesson log of mentors and mentees got the highest over-all mean of 4.11 (mentor) and 4.10 (mentee).

On the other hand, mentees believed that their mentors have provided them the necessary assistance they needed as reflected in the over-all mean score and high level of technical assistance provided. When mentees are mentored they could have greater success in the amount of work completed Paglis (2006).

Table 5a
Significant Relationship between Mentoring Skills across Profiles

Mentoring skills	Sex		Civil status		Advisory class		Ancillary services	
	Chi-square statistic	Sig	Chi-square statistic	Sig	Chi-square statistic	Sig	Chi-square statistic	Sig
General skills	.404	.416	.410	.985	.552*	.002	.250	.991
Specific skills	.484	.302	.525	.936	.606*	.001	.435	.648

*Significant at .05 level

Visual investigation of the table above indicates that the advisory class of master teachers along their general skills and specific skills is significant as shown by the p-value obtained which is less than .05. This finding implies that the profile variable advisory class is a factor in defining the level of mentoring skills of master teachers. Their relationship is moderately strong and positive. This only means that as they accept advisory class, their level of mentoring skills goes higher. It shows that mentors complied with their duties and responsibilities in meeting their mentees on-one-on-one mentoring and guiding on their duties and responsibilities with regard to formulating objectives. (DepEd's Duties and Responsibilities of Master Teachers).

Table 5b
Significant Relationship between Mentoring Skills across Profiles

Mentoring skills	Age		Length of Service		Years in service as Master Teacher		Educational attainment		Number of minutes of actual teaching load		Number of preparations	
	p	sig	p	sig	p	sig	p	sig	p	sig	p	sig
General skills	-.132	.230	.011	.919	.087	.430	.140	.201	-.105	.339	-.029	.791
Specific skills	.071	.518	.011	.921	.085	.437	.105	.340	-.084	.447	-.167	.126

Table 5b indicates that the profile variables and the general and specific skills of master teachers yielded a not significant result using the Spearman's rho coefficient of correlation. These findings imply that the profile variables age, length of service, years in service as master teacher, educational attainment, number of minutes of actual teaching load, and number of preparations are not factors in defining the level of general and specific mentoring skills of master teachers.

Table 6a
Significant Relationship between the Technical Assistance provided by the Master Teachers across Profiles

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Visual investigation of Table 6a indicates that the level of technical assistance provided by master teachers to their mentees yielded a not significant result using the chi-square test. These findings imply that the profile variables sex, civil status, ancillary services and advisory class are not factors in defining the level of technical assistance provided by the master teachers. Master teacher's level of technical assistance remains invariably different regardless of their sex, civil status, ancillary services and advisory class.

Technical assistance	**Sex**		**Civil status**		**Advisory class**		**Ancillary services**	
	Chi-square statistic	Sig	Chi-square statistic	Sig	Chi-square statistic	Sig	Chi-square statistic	Sig
Preparation and checking of daily lesson log	.379	.218	.459	.420	.413	.095	.298	.685
Assessment of Individual Commitment and Review Form	.379	.284	.650*	.000	.240	.951	.311	.694
Development of instructional materials	.345	.489	.421	.789	.221	.976	.240	.951
Conduct of in-service trainings for teachers	.296	.832	.324	.998	.227	.983	.281	.886

Table 6b
Significant Relationship between the Technical Assistance provided by the Master Teachers across Profiles

Technical assistance	Age		Length of Service		Years in service as Master Teacher		Educational attainment		Number of minutes of actual teaching load		Number of preparations	
	p	sig	p	sig	p	sig	p	sig	p	sig	p	sig
Preparation and checking of daily lesson log	-.039	.726	.113	.304	.012	.910	-.083	.451	-.089	.419	-.696	.382
Assessment of Individual Commitment and Review Form	-.006	.995	.129	2.39	.028	.801	.101	.358	-.078	.480	-.089	.417
Development of instructional materials	-.233*	.032	-.077	.483	-.179	.102	.062	.574	-.090	.414	-.075	.497
Conduct of in-service trainings for teachers	-.060	.588	.029	.795	-.042	.703	.163	.135	-.126	.252	-.134	.220

The table above indicates that the age of master teachers and their level of technical assistance is significant as shown by the p-value obtained which is less than .05. This finding implies that the profile variable age is a factor in defining the level of technical assistance provided by the master teachers. Their relationship is very small and negative. This only means that as they grow older, there is a tendency that their level of technical assistance goes lower.

Table 7
Significant Relationship between the Technical Assistance provided by the Master Teachers and Mentoring Skills of the Master Teachers

Mentoring skills	***p***	**sig**

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General skills	.389**	.000
Specific skills	.538**	.000

** Significant at .01 level

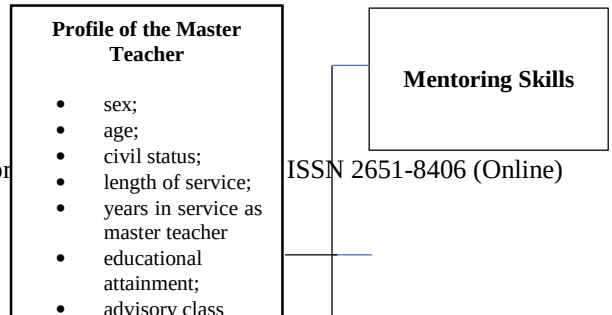
Table 8 indicates that the general skills and specific skills of master teachers along the technical assistance provided by the master teachers is significant as shown by the p-value obtained which is less than .05. This finding implies that the general skills and specific skills are factors in defining the level of technical assistance of master teachers. Their relationship is moderately to highly strong and positive. This means that as they grow older, their level of technical assistance goes higher. The finding above is supported by the study of Bolye and Boice (1998) that when master teachers intentionally created mentoring relationships that paired more senior faculty with newer faculty and paired graduate assistants with faculty or more senior graduate assistants is successful and important factor in making the one-one-one mentoring successful. According to Shank (2005), one-on-one mentoring and collaborative mentoring tools are highly successful tools over the half of U.S. Huling-Austin (1998) claimed that confidence-building, trust/rapport, resource-building, expression of affirmation, encouragement and support are essential in establishing positive working relationship between a mentor and mentee.

Table 8
Problems Encountered by Master Teachers during the Course of Mentoring

Problems Encountered by Master Teachers during Mentoring	Frequency	Rank
1. Work overload	62	1
2. Lack of time	61	2
3. Other responsibilities interfering with mentoring such as Journalism, Coaching in sports, BSP/GSP and among others	38	3
4. Negative attitudes of other teachers or administrators toward mentoring	33	4
5. Unclear mentoring goals an purposes	20	5.5
6. Vague structure of mentoring program/session	20	5.5
7. Lack of incentives or rewards for master teacher	14	7
8. Mismatch between the mentees and mentors with respect to teaching assignment	13	8
9. Personality conflicts between mentee and mentor	12	9
10. Low level of commitment from mentor	11	10
11. Inadequate administrative support	10	11
12. Mismatch between the mentees and mentors with respect to teaching ideology	6	12
13. Low level of commitment from mentee	4	13.5
14. Lack of physical proximity	4	13.5

As reflected in Table 8, majority of the respondents found out that work over load and lack of time were the foremost problems they encountered during mentoring as indicated by the frequencies of 62 and 61, ranked 1st and 2nd, respectively. However, the problems “low level of commitment from the mentees and lack of proximity with 4 and tied at ranked 13.5. The result is vertically aligned to the study of Kim and Choi (2013) regarding the effects of work overload on mentoring. The result indicated that that the work overload felt by formal mentors negatively affects their protégés' satisfaction toward mentoring and psychosocial functions, whereas mentors' work overload as perceived by their protégés was not significant in predicting mentoring effectiveness. This is also true when Ackley and Gall (1992) found out that lack of time was the greatest mentors’ impediment. He found that none of the mentors or protégés had any extra free time allotted to them for maintaining their mentoring responsibilities, even though research clearly indicated that a regularly scheduled contact time during the school day enables mentors to work productively with their protégés.

Conceptual Framework



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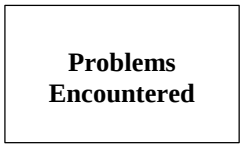


Figure 1: paradigm of the Study

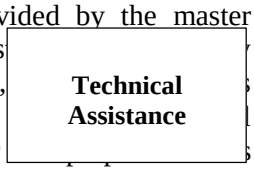
CONCLUSION AND RECOMMENDATION

Majority of the respondent master teachers were females, married, 12-23 years in the service, 0-5 years as master teacher, college graduate and had advisory class. Most of them had maximum number of minutes of actual teaching load with 3-4 preparations in a day and had ancillary services.

The skills that mostly used by mentors were listening and support. Generally, the level of the general mentoring skills (4.25) and specific mentoring skills (4.20) of the master teachers was high.

Also, the level of the technical assistance provided by the master teachers was high. The relationship between the mentoring skills of the mentoring skills across profiles such as sex and civil status is significant at the 0.05 level of significance. The null hypothesis is accepted. While on profiles such as advisory class and ancillary services is not significant at the 0.05 level of significance. The null hypothesis is rejected.

In terms of the profile variables age, length of service and years in service as master teacher are not factors in defining the level of general and specific mentoring skills. Thus, the null hypothesis is accepted. When it comes to profile variables educational attainment, number of minutes of actual teaching load, and number of preparations yielded not significant factors in defining the level of specific mentoring skills of master teachers. Thus, the null hypothesis was accepted.



There is no significant relationship between the technical assistance provided by the master teachers across sex, civil s services. With regard to age, master teacher, number of teaching load, and number significant at the 0.05 level of significance. On the other hand, there is a significant relationship between technical assistance and mentoring skills of the master teachers. Majority of the respondents found out that work over load and lack of time were the foremost problems they encountered during mentoring.

Based from the findings and conclusions, it was highly recommended that continuing professional development, passion to teaching, and accepting other related works can be an avenue for a teacher being mentored to be promoted to a higher position. Perpetuity in giving proper technical assistance and utilization of general and specific mentoring skills were advised. Prioritization of work, positive acceptance, and right attitude towards the duties and responsibilities may lessen the problems encountered by the mentors in mentoring. Advance planning of work, making schedule, time-frame and availability of both mentor and mentee can avoid the problems lack of time and work overload. The Department of Education may provide training plan and mentoring program/manual in order for the master teachers to have a tool/guide in mentoring.

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