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Coaching and Mentoring Practices in School Context: Basis for Enhanced Coaching and Mentoring Program

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Abstract

Coaching and mentoring are essential components in both personal and professional growth. It provides guidance, support, and knowledge to attain the teachers' full potential as well as to accomplish and attain the curriculum goals. The study used a qualitative research design employing phenomenological approach in a secondary public school in the Philippines using Focus Group Discussion (FGD) to acquire an in-depth understanding on the coaching and mentoring practices. Participation in FGDs was by eight (8) master teachers also known as "Highly Proficient Teachers". The FGDs aimed to explore and analyze the positive effects of coaching and mentoring, assisting teachers' in enhancing instructional competencies and to formulate inputs toward coaching and mentoring. An interview guide was used in the study to acquire an in-depth understanding on the coaching and mentoring practices. Based on the responses, themes emerged: Knowledge Transfer, Strengthening Teachers Capabilities, Positive Organizational Culture, Individual Support, Feedback and Reflection, Peer Learning. Through these themes, the researcher aims to provide inputs to policy formulation in the school-based coaching and mentoring practices. Coaching and mentoring allowed the growth and enhancement of teacher instructional competencies. Thus, coaching and mentoring emphasize the value of strengthening and producing a positive organizational culture as well as the development of skills and competencies.

Introduction

Teachers are seen as a channel of wisdom and knowledge and with that status should embrace change and keep up with current events as indicated in the Philippine Professional Standards for Teachers (PPST). The PPST provides clear expectations for teachers along different career stages and was adopted into DepEd policy in support of this function of teachers (Jocson, Lampos, Gonong, Pegg, & Hardy, 2019). As mentioned

in DepEd Order No. 42, series 2017, Master Teachers, also known as "Highly Proficient Teachers," assist teachers in achieving organizational objectives and enhancing their skills in providing educational services through coaching and mentoring.

Numerous prior studies showed the effectiveness of coaching and mentoring in educational services; this may lead to subpar improvement in the art of pedagogies

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in educational delivery. An effective approach for assisting teachers is through close mentoring (Tupas & Matsuura, 2019). Coaching and mentoring focus on the teachers and their capability to teach by emphasizing the different approaches and strategies used in the school in order to deliver quality services to the students learning (Megginson, 2016). Coaching and mentoring techniques should be implemented to help teachers improve their abilities and productivity in the classroom. Through coaching and mentoring sessions the evaluation and assessment of teachers' performance occurs. This practice allows for more opportunities for ongoing professional growth and development. As stated by Stoeger et al. (2020), the best way to help and assist individuals to grow and develop is through mentoring. Mentoring has led to the adoption of many different terminologies, conceptualizations, and applications that it is challenging for practitioners to have a conversation about mentoring (Brondyk & Searby, 2013).

Coaching and mentoring functions as a setting for education and collaboration where individuals at a school contribute in advancing the objectives. Thus, coaching and mentoring can assist teachers in improving their instructional delivery as well as teaching strategies. As reiterated by Garvey, Stokes, Megginson, and Kullar (2018) coaching and mentoring depend on the workplace and its culture. Employee inspiration and empowerment, as well as improved dedication, efficiency, growth in skills, and achievement, are all benefits of coaching and mentoring (Serrat, 2017). This also aims to target areas that need development and priority performance in the teaching and learning process to boost teachers' capabilities. As Ali, Wahi, and Yamat (2018) assert, coaching and mentoring were used to improve teachers' abilities, reflective practice and professional development. Each teacher will collaborate, re-learn and up-skill through coaching and mentorship to offer instruction, meet the goals of the school, and connect with every student. Rhodes and Fletcher (2013) stated that processes related to integration, adaptation and realization may be employed to address continuity and advancement in self-efficacy development. Furthermore, Stanulis et al. (2018) noted that mentoring and coaching improve the possibilities for professional development that revolve around tangible practices and have the potential to evolve in ways that are educational over time; coaching should understand the engagement and awareness in coaching such as offering technical assistance (TA) (Herrera & Velasco, 2023). This was also explained by Cote (2014)

that coaching and mentoring is an arc of practice that address the "content-driven" and "relationship-based" techniques serving as anchors at each end which relationship-based techniques concentrate on supporting behavior and systemic change and content-driven models emphasize information transfer and linkage. This suggests that coaching and mentoring serves as an avenue of improving one's teaching practices in the delivery of instruction. According to the study by Dunst, Annas, Wilkie, and Hamby (2019), there were key stages in technical assistance: planning for the provision of support, creating an assistance plan, implementing the assistance, assessing its impact, and ensuring that improvements facilitated by the assistance are sustained.

From the perspective of school-based practices, coaching and mentoring entail more than just sharing; they also involve methods to ensure that improvements are validated and that the instructional delivery adheres to best practices.

Enhancing teachers' readiness for implementing evidence-based interventions in the teaching and learning process is one purpose of technical assistance (TA) according to Katz and Wandersman (2016). Given the focus on the school-based practices, coaching and mentoring serve as avenues in improving teachers' instructional competency. These aspects contribute to the upskilling of teachers' competencies and adapting their instructional delivery to current trends. Moreover, coaching and mentoring provides a supportive learning environment which can empower teachers to continuously improve their teaching practices for quality service in education.

This study will provide a clear path for teachers and show that coaching and mentoring should continuously be conducted for teachers to improve their methods of instruction. As Gul, Demir, and Criswell (2019) suggested for a training plan and mentorship program as a standard tool for all master teachers in mentoring, this study aims to achieve inputs for policy formulation in order to strengthen the coaching and mentoring practices in the school. The study adheres to acquiring an in-depth understanding of teachers' coaching and mentoring practices. Specifically, it sought to attain the following objectives: (1) to determine the positive effects of coaching and mentoring, (2) to analyze the coaching and mentoring practices in instructional competencies, and (3) to develop enhanced coaching and mentoring program.

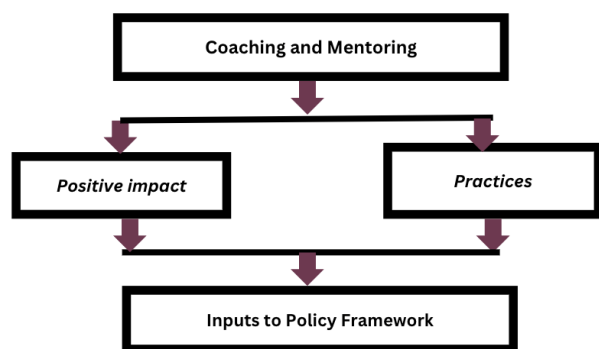


Figure 1 Conceptual framework

Research methodology

The study used a qualitative research design utilizing a phenomenological approach. Qualitative research design offers methodological guidance that will help the reader understand the objectives (Campbell, Goodman-Williams, Feeney, & Fehler-Cabral, 2018). In this study, focus group discussions (FGD) were used as a phenomenological approach to a qualitative research design. Focus group discussions, as Onyumba, Wilson, Derrick, and Mukherjee (2018) emphasize, involves obtaining data from a carefully chosen group of people rather than employing a statistically representative sample of a larger population. This chosen sampling enables the researcher to grasp understanding in the context of coaching and mentoring. Through the focus group discussion, a better understanding of the practices that the participants implement in coaching and mentoring, and these experiences will be analyzed to generate inputs for policy formulation. The researcher employed FGD to acquire an in-depth understanding on the coaching and mentoring practices of the participants. An interview guide was utilized to attain the responses of the participants which was validated by the experts that answered the objectives of the study and the research problems. FGD was conducted for fifteen to thirty minutes.

Purposive sampling was used to identify the participants following the given criteria: (1) serve as the Master Teacher in the school and (2) conduct the coaching and mentoring session. The participants' criteria were used to choose the participants through a well-determined sampling process where purposive sampling was used. It is made up of master teachers who act as highly proficient teachers and stand between superiors in the schools who assist the teachers in improving their instructional capacities. Eight (8) master teachers working in secondary public schools in the

Philippines made up the study's participants. They gave their time and knowledge to share their experiences with coaching and mentoring the fifteen (15) Master Teachers in the school as they act as middleman and superiors who direct and carry out coaching and mentoring for each teacher in the school.

Table 1 Experience with Coaching and Mentoring

Participants Code	Age	Gender	Years in Service as Master Teacher
P1	53	F	5
P2	59	F	11
P3	51	F	5
P4	41	F	2
P5	53	F	12
P6	45	M	8
P7	48	M	8
P8	48	F	8

Based on the data in Table 1, there was a rich diversity of experience among the participants. Six (6) were female, and two (2) were male. The group included master teachers with a range of service years, from 12 and 11 years to as recent as two (2) years. This breadth of experience, especially among those aged 48 to 59, added depth to the study.

Codes and themes were employed to evaluate and verify the participants' responses. Moreover, as Ancho and Park (2013) reiterate, this method categorizes the themes using a pattern of experiences. The researcher used codes and themes to formulate the participants' responses concisely and to provide input needed to attain the objectives of the study.

Additionally, the researcher conducted the study with ethics and integrity in mind. The researcher gave each participant a consent form. All data obtained, especially that about a specific person, will be kept secret and private.

Results

This part analyzed, acquired, and explored the practices of highly proficient teachers in coaching and mentoring. Thus, coaching and mentoring programs strengthen teachers' instructional competencies, resulting in better teaching strategies, higher levels of student engagement, and better academic results. Based on the responses, three themes emerged: Knowledge transfer, Strengthening teachers' capabilities, and Positive organizational culture.

Positive effect of coaching and mentoring

Coaching and mentoring have a positive impact on the teachers' upskilling and relearning skills. Based

on the responses of the participants, intermediary managers such as the Master Teachers, who are known as highly proficient teachers provide and receive guidance to teachers in assisting and directing teachers as they improve their instructional delivery. The sharing and guidance were present through knowledge transfer which was discussed by Argote and Fahrenkopf (2016) stating that through knowledge transfer, organizations with a competitive advantage were believed, and found that it enhances organizational performance because of coaching and mentoring, there is knowledge transfer because classroom observation (CO) and technical assistance (TA) in the school involve an assessment and evaluation of the approaches to teaching.

Knowledge transfer

Through coaching and mentoring, teachers are not only given ideas, but they also become the catalysts for generating new trend practices. This is because collaboration, facilitated by coaching and mentoring has become the key for the members of the organization to learn and grow. According to Tadeo, Basilio, Manuel, and Bueno (2019) Master teachers are viewed as efficient teachers, mastery developers, and motivators of the capable source of instructional leadership across the curriculum. Through coaching and mentoring, they were able to guide and provide new knowledge and suggest new trends in educational delivery. More expertise in curriculum development, professional development, and other areas is expected of master teachers, and they provide more guidance and mentorship than a standard teacher; they act as an example for the rest of the instructional team (Moore et al., 2014). As shared by P1, *"... coaching and mentoring is a good work that expands the knowledge and ability of the teacher that cannot be confined to one approach or teaching strategies, through sharing on the best practices, everyone will be open to learning and be dedicated..."* Knowledge transfer is a means for adapting and absorbing the variety of instructional delivery methods used by teachers. The emphasis is on how teachers teach and further strengthening their commitment to providing high-quality educational services are achieved through coaching and mentoring. P2 added, *"... I gained further knowledge from other teachers' techniques through the coaching and mentorship. With this strategy, my knowledge grows, and I can broaden my practices and stay current with the times to capture my students' attention..."* The study of Stasewitsch, Barthauer, and Kauffeld (2022) implies that Knowledge Teaching (KT)

and learning are promoted by the decentralized structure and greater clustering by providing coaching and mentoring. This suggests that through coaching and mentoring, there is knowledge transfer through sharing teaching strategies, learning what is popular, and updating on the various approaches to fit the individual needs of each student and be more engaged in delivering instruction. As P3 shared, *"... Coaching and mentoring taught me to become open to new learnings and practices for the beauty of the result in delivering instructions in a classroom setup. Through coaching and mentoring, I monitor my performance as a teacher and whether I meet the curriculum and its goals. I learned different aspects that I need to unlock through coaching and mentoring..."* Coaching and mentoring were made possible by developing and enhancing teacher instructional competencies. As a result, teachers gain knowledge about different strategies and how to adjust their teaching style. The value of collaborating and developing capacities and competencies is thus implied by coaching and mentoring. This enables in forming a belief that though knowledge transfer, coaching and mentoring should be a lifelong process that can be learned, and progression will be evident.

Strengthening teachers' capabilities

Master teachers act as intermediary superiors, assisting other teachers in developing their innate skills, notably their capacity to teach. As to the study of Harsh (2018), creating the organizational elements required for improved performance, capacity-building is a stage between the desired performance and the result or desired degree of achievement. Moreover, Bush, Glover, Ng, and Romero (2016) noted that, in large part, the master teacher role is successful in retaining brilliant and aspirational educators in the classroom. Competencies in making effective use of delivering instructions, making decisions, and interacting with others have been viewed as crucial educational goals, particularly for teacher education (Fang, Chang, Hwang, & Yang, 2021). As shared by P4, *"... Coaching and mentoring support my belief that teaching is a lifetime endeavor and a career that requires ongoing upskilling and improvement. I can further my enrichment by honing my abilities and gaining expertise in the subject matter using the approaches I know to be the most effective..."* Learning is a lifetime endeavor that never ends, particularly in the realm of education. Every teacher should foster practices on various skills and increase the innate abilities even more than keeping up with the constantly shifting educational

landscape as we develop and make progress. The study of Smaill (2020) implies that social moderation procedures could be used in schools to improve and sustain teachers' understanding of how to assess learning.

Through coaching and mentoring, there is an opportunity for learning and strategies that can be applied to demonstrate for students. Students learn at different paces because of the diversity of the world; as a result, coaching and mentoring allow for the exchange of instructional strategies. P5 added, *"...Because of the ideas, suggestions, and comments based on my performance, through coaching and mentoring, I become strong in providing instruction and prepared to be a teacher. As a result, I was able to improve my methods and approaches for educating my varied students..."* As individuals become interactive and engaging, peer coaches suggest improvement in capabilities and competencies (Smardon & Charteris, 2014). It was evident that the participants' experiences and practices helped them to develop a positive culture and a commitment to enhancing teacher competencies, particularly in the teaching and learning process. Through mentoring, a more experienced professional can impart knowledge, capabilities, and expertise. This transfer of expertise can significantly accelerate learning and skill development.

Moreover, P6 stated, *"...Because I obtain new perspectives and expertise from others, as well as develop myself into a more useful and adaptable teacher who can be flexible in diverse methods to addressing different learning styles, Coaching and mentoring have a good impact on my teaching practices. My ability to take a challenge in any situation has improved considerably more as a result of my schoolwork than the actual teaching and learning itself..."* It is anticipated that teachers will embrace the shift and the ongoing learning process alongside the changes happening in education. Since collaboration is the key to success, schools should be encouraged to establish rigorous policies on coaching and mentoring. If every member of the organization is informed and involved in the goals, it will be guided by the shared objective of success and the organization's learning hub, which is the students.

With this, coaching and mentoring help teachers to be ready and transparent about how they are appreciated in their use of changes and how to alter education by enhancing their capacities and dedication in giving instructions.

Positive organizational culture

A school with a healthy culture fosters learning, where everyone may release their potential and contribute what they can to ensure that students learn successfully and are prepared for the future. Because they are allowed to investigate and be receptive to various approaches that they can adapt and acquire in their delivery, coaching and mentoring provide each teacher with positive reinforcement and a culture of involvement. As reiterated by Wong (2019), changing teachers' outlook on their jobs to change for the better or more beneficial challenges by addressing them is the first step in creating a positive culture. Added by P7, *"...I was able to understand the concept of becoming involved in whatever the organization's objectives are to improve the performance and achievement of the students through coaching and mentoring. It creates a good influence and a practice that enhances the corporate culture so it can adapt to various teaching and learning processes and practices through coaching and mentoring."* Through coaching and mentoring, teachers are given the chance to reflect on, unlearn, and retract the strategies that work for each student so that teachers can consider whether to continue or change the practices. Changing oneself is equivalent to changing the way instructions are delivered.

Moreover, teacher performance is positively and considerably influenced by competence and work satisfaction (Arifin, 2015), and as mentioned by P8, *"...I was able to understand the concept of a positive culture and practices in the field of giving instructions through coaching and mentoring. I became more engaged with how I performed and carried out my duties as a teacher through guidance and instruction. I get active in every situation to adapt to the objectives of the company as well as the always-shifting educational landscape. Coaching and mentoring foster a healthy learning culture that contributes to the sustainability of the school through this involvement."* An organization's culture can be positively impacted by mentoring and coaching on a large scale.

Coaching and mentoring provide an environment where people can learn while doing their assigned tasks. Employee engagement generally increases commitment, motivation, and enthusiasm, which has a good effect on the culture. Additionally, teachers tend to be happier at work and are less prone to look for chances elsewhere. Furthermore, employing coaching and mentoring practices fosters a culture where employees feel encouraged, empowered, and fully committed to the

success of the organization, which in turn results in a more supportive and effective workplace environment.

Enhance teachers instructional competencies

Professional development programs for teachers are essential in strengthening the competencies of teachers (Apriliyanti, 2020). Through coaching and mentoring, sharing, guidance and providing new learning can generate new ideas of pedagogies. Continuous professional competency development by teachers is critical to the efficacy and improvement of schools (Bach, Böhnke, & Thiel, 2020). However, change is inevitable and uncontrolled, each member must continue to embrace the changes and support one another in reaching the organization's objectives. As emphasized in the study of Mallillin, Carag, Mallillin, and Laurel (2020) educational system has become dynamically and impressively equipped with a wide range of approaches and procedures that would help teachers fulfill their roles as knowledge providers. Coaching and mentoring have benefits for personal development along with professional development and master teachers frequently act as role models for their mentees, encouraging them to grow in characteristics like leadership, resilient qualities, and flexibility. Furthermore, one of the key indicators for better educational results is the quality of the instruction in the classroom (Herrera & Velasco, 2023). As revealed in the participants' responses, three themes emerged: Individual support, Feedback and Reflection, and Peer learning.

Individual support

One of the key elements in the growth and impact of educational reform is the role of the teacher (Liu & Zhang, 2014). Master teachers were tasked with increasing others' proficiency through mentoring and coaching as they are the next in line for administration. Through this method, it is possible to provide individualized support to close instructional gaps and better balance the strengths and limitations of classroom instruction. Therefore, individualized support is focused on what a person should develop to increase the instruction of each student. As mentioned by P1, *"...The teaching methods are improved by coaching and mentoring. This improves a teacher's professional development and personal improvement by enhancing the individual side as well. Like me, you learn more and develop an awareness of your areas for improvement in terms of teaching by working together and adjusting to the ideas and constructive criticism of the master teachers."* It also offers individualized support

for the teacher's growth and development through coaching and mentoring. Through this technique, it is possible to evaluate students' strengths and weaknesses, share various ideas, and develop instructional strategies and procedures. To enable master teachers to implement the standards or practices they believe will be effective based on individual capabilities, this is achieved through personalized support via one-on-one validation of their Classroom Observation (CO) and Technical Assistance (TA). Teachers must possess a drive to learn new skills, adjust to changing situations, and contribute to the learning of future generations through their ability to act as agents of transformation (Culajara, 2023). Associations of mentoring and coaching are helpful in bringing individual goals and ideals into line with the mission and values of the organization. Added by P2, *"...because it is a lifetime process, it helps others to achieve the curriculum objective while also allowing to meet the abilities more fully, increase my knowledge, and adopt new practices."* The need to normalize growth and development as a contributor to learning is essential as teaching methods advance, and doing so will help promote individual performance. Through coaching and mentoring, ideas on best practices are shared and can be used in the delivery of education. Furthermore, P3 added, *"...My teaching practices were strengthened and made wider through coaching and mentoring. It also acknowledges my assets and shortcomings, which will help me live up to my promise to uphold the values and objectives of the school and to the students."* Experts in the field can transfer knowledge and develop mastery in the learning area, and this paved the way for developing particular abilities by identifying areas where they need to improve and offering tailored feedback and coaching. This tailored approach can effectively meet individual demands. With this method, the teacher reflects on the strengths and weaknesses and determines which areas need to be improved to obtain the outcome and adapt to the teaching and learning process.

Feedback and reflection

Teachers are constantly searching for breakthrough and practical approaches that will enhance the learning and performance of students they teach generally. Gathering feedback from comments and suggestions is one of the most efficient ways to learn this (Klimova, 2015). This ensures an adoption of practices and approaches. Consequently, Kumari (2014) reflecting on their teaching practices will help teachers learn more about the various reflection techniques, as well as the

tools and techniques for observation and assessment, which will improve their teaching abilities. Furthermore, Aljadeff-Abergel, Peterson, Wiskirchen, Hagen, and Cole (2017) assert that feedback may primarily serve as an indicator of future achievement. As mentioned by P4, *"...I can take the initiative to improve my teaching methods and make realization and able to give feedback to others. As a result, I learned to be more open by taking criticism and becoming a catalyst by providing assistance and guidance to others."* Moreover, a significant factor in encouraging reflection in teachers is feedback on reflection (Pieper, Roelle, Hofe, Salle, & Berthold, 2021). P5 shared, *"...It directed me to start reflecting on my approaches. I am aware that sometimes the best is insufficient because of diverse ideas. Through coaching and mentoring, I learned to be more receptive to participation in every observation and mindful of my teaching methods. Regarding my practices, I'm starting to be more receptive to criticism, which will help me improve how I impart knowledge and my teaching skills"*. Coaching and mentoring are ways of giving teachers feedback so they can reflect on their pedagogical approaches and produce effective outcomes. Teachers can reflect on their instruction and then provide feedback to help them improve their classroom procedures by using reflective and feedback (Zulfikar & Mujiburrahman, 2017). The teachers become aware of the areas and facets of teaching that require improvement and are given focus to make their teaching process more effective and efficient through these practices. As to the study of Burke, Grosvenor, and Norlin (2014) utilizing feedback has evolved from a crucial activity of teachers in the classroom, which was advantageous. It was strengthened by Murphy and Ermeling (2016) feedback component, which has experienced teachers and mentors working together to establish goals that promote development. The nature and timing of the feedback used, and application can have favorable effects on learning. As shared by P6, *"...My abilities are improved, and my understanding of the subject matter is expanded through coaching and mentoring because I was able to adapt some practices through sharing and able to learn also with my colleagues."* As reiterated by Akkuzu (2014), teachers were able to better comprehend their own evolving teaching performance through feedback. This implies that the result of the study, along with giving teachers advice on approaches to teaching, coaching, and mentoring, also provides them with constructive criticism and evaluations of their strategies, allowing them to

improve and better perform their part in delivering efficient educational services-the learning. For every teacher who uses this approach, coaching has evolved into a factor that prevents them from overlooking and prioritizing the areas that need to grow and develop. Applying the knowledge gained through coaching and mentoring is a way to learn to succeed and attain goals.

Peer learning

To support instructional growth and foster a feeling of professionalism, educators should be given a chance to share their teaching experiences in groups (Richardson, Kalvaitis, & Delparte, 2013). As implied in the study of Wessel (2015), peer learning is an approach that may acquire new learning through feedback and coaching. Peer learning involves collaboration and sharing, which can result in the interchange of ideas for new ways to provide classroom instructions. Thus, instructional supervision of the performance of the teacher is greatly influenced by master teachers (Louiesito Jr, Serrano, & Serrano, 2023). As shared by P7, *"...Through coaching and mentoring, I was able to impart my insights and learnings, and as a result, I now have more dynamic teaching and learning realizations that have an impact on my practices. I gained the knowledge I needed through coaching to develop new methods and strategies for teaching. This is a form of peer learning that encourages constant teamwork in our school."* Peer learning is a form of learning where individuals share and work together to learn from one another. This occurs when people share their expertise and ideas, which can result in new and innovative approaches to learning and teaching. In other words, the learning experience is more profound and more diversified since everyone in the group provides their unique thoughts. This could lead to a more fresh and effective method of teaching and learning.

Moreover, P8 added, *"...through coaching and mentoring, there is peer sharing and learning, where I have the opportunity to pick up new teaching strategies from other teachers and apply them to my classroom and instructing style."* Mentoring and coaching programs play a crucial role in assisting teachers to improve their instructional competencies by providing individualized support, professional development, and ongoing feedback. Through coaching and mentoring, developing a strategic career mindset and helping them see the broader picture was practiced and evident in this pace of learning. It provides perceptions into market trends and shifts, assisting mentees in long-term adaptation and

relevancy and cater to the specific needs of teachers and help them to enhance their classroom effectiveness and teaching abilities.

Enhanced coaching and mentoring program

Education is a great equalizer and enhancing teacher's practices with input will help them to become more competent teachers. Every school will have better sustainable practice that values the mentor-mentee relationship in all facets in delivering instruction through coaching and mentoring. Considering this, the researcher recommends that the improved coaching and mentoring program concentrate on a number of areas, most notably the organization's transformation towards excellence and service for each student's knowledge development. Giving feedback and using it to improve service delivery is the cycle of coaching and mentoring. By doing this, it will enable people to realize their most significant potential, improve organizational performance, and foster a collaborative culture of excellence in the school context.



Figure 2 Enhanced Coaching and Mentoring Program

Discussion

Coaching and mentoring are extremely important in education and may be extremely helpful for learners as well as educators. Each teacher at a school gains more acceptance and understanding through coaching and mentoring. Additionally, it offers a chance to learn and upskill, which can substantially aid each student's learning. Therefore, given that teachers are the path to students' success, instructional abilities should be recognized and given top priority. Mentoring and coaching foster a climate of cooperation and constant improvement inside educational institutions. Master teachers encourage collaboration on projects, sharing ideas, and engaging in practice. Coaching and mentoring are essential components of a supportive and engaging

learning environment. It fosters a culture of ongoing development in the teaching profession, supports the continued professional development of teachers, and benefits student learning. This study will pave the way for success in both student learning and the accomplishment of organizational objectives for the institution.

Suggestions

Based on the responses of the participants, a long-term plan was needed to attain and address the curriculum goals as well as to guide teachers to become resilient in delivering quality services in education that enhance and preserve teachers' comprehension of evaluation for learning found in school-based social moderation processes (Smaill, 2020). Based on the results of the study, coaching, and mentoring have a positive effect on the teaching and learning process, as well as improving the teachers' competencies. This study provided inputs to practice coaching and mentoring in the school, and these are the following recommendations: (1) Strengthen and expand coaching and mentoring practices in the school. Master teachers and teachers should engage in coaching and mentoring and how they incorporate the feedback into instruction. This strategy attempts to promote ongoing professional development and raise the standard of instruction in the school. This may include different professional development activities such as Learning Action Cell (LAC) sessions, In-Service Training (INSET) through Class Observation and Demonstration Teaching, and (2) Empower Master Teachers through Development Programs. Conduct an in-depth needs analysis to identify the precise areas in which master teachers need additional training to make the organization and content of the development programs successful and achievable. Innovate and integrate practices in developing and honing skills and knowledge through sharing best practices and modeled competencies so that the programs are efficient and consistent with best practices and can be shared with other teachers in the school.

Implications

Coaching and mentoring have a positive effect on collaboration and engagement of each member of the organization. This enables teachers to become productive and unleash their leadership development as well as their engagement in delivering quality services. Through an enhanced coaching and mentoring program, there will be a more sustainable scope and practice of coaching and

mentoring and its reinforcement in the school fosters open communication both of which are critical for productive teamwork and relationship building throughout the organization. Future research may focus on the ways in which coaching and mentoring influence teachers' growth as practitioners and how teachers utilize it to deliver instruction.

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