

Influence of mentoring on the demo teaching performance among 2nd year BEED students at Laguna University

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Abstract

This study aims to examine the influence of mentoring on the demo teaching performance among 2nd year BEED (Bachelor of Elementary Education) students at Laguna University. The specific objectives of the study is to identify the most common problem experienced by the students in constructing/designing lesson plans, designing visual aids, and selecting teaching strategies to assess the teaching status of the respondents before and after the mentoring process, and to determine if there is a significant difference in the teaching status before and after mentoring process. The research employed a quantitative method, data from survey questionnaires and from pre-mentoring and post-mentoring assessment scores was gathered. The findings contribute to understanding the impact of mentoring on the teaching performance of the 2nd year BEED students.

Keywords: demonstration teaching; BEED students; teaching performance

1. Introduction

Education plays a crucial role in shaping the future of individuals and societies. Aspiring teachers, specifically Bachelor of Elementary Education (BEED) students, undergo rigorous training to develop their pedagogical skills and become effective educators. An integral part of their preparation is the creation of well-structured lesson plans and the ability to deliver engaging demo teaching sessions. However, the journey to becoming an exceptional teacher does not end with theoretical knowledge alone. Practical experiences and guidance from experienced mentors and fellow educators are equally vital.

In recent years, the concept of mentoring has gained significant attention in the field of education. Mentoring involves an experienced and knowledgeable guiding of professor willing to support a less experienced person in their personal and professional development inside the classroom. In the context of teacher education, mentoring offers a unique opportunity for BEED students to bridge the gap between theoretical concepts and practical application, thereby enhancing their teaching competencies.

The purpose of this thesis is to investigate the influence of mentoring on the lesson plan or demo teaching of BEED students in Laguna University. By exploring the experiences, perspectives, and outcomes of both mentors and mentees, this research aims to shed light on the effectiveness of mentoring programs in enhancing the practical teaching skills of BEED students. The findings of this study will not only contribute to the existing literature on mentoring in teacher education but also provide valuable insights and recommendations for the continuous improvement of mentoring initiatives at Laguna University.

1.1. Background of the Study

Teacher education programs play a vital role in preparing aspiring educators to meet the challenges of the teaching profession. One essential component of teacher training is the demonstration teaching (demo

teaching) phase, where student teachers showcase their instructional abilities in a real classroom setting.

Mentors provide guidance, support, and feedback to student teachers, which can positively impact their teaching practice. Wong and Wong (2019) highlight that mentoring relationships have the potential to improve teaching performance, boost confidence, and increase teacher retention rates. Skilled teachers, regardless of years of experience, have the ability to positively impact student outcomes.

Research on the role of mentoring and coaching in supporting the holistic wellbeing and ongoing development of educators is needed (Aguilar, 2018). Beginning teachers, in particular, require support to not only survive but also thrive and build their capacity to maintain their well-being (Hobson and Maxwell, 2018).

In the context of demo teaching, the influence of mentoring on the performance and confidence of 2nd year BEED students deserves exploration. Demo teaching can be used in a variety of settings, including teacher training programs and classroom observations. In teacher training programs, demo teaching is often used to provide aspiring teachers with real-life teaching experience before they enter the classroom. In classroom observations, demo teaching can be used to provide feedback and guidance to teachers on how to improve their teaching methods. Goodrich et al. (2018) confirmed the objective of students leaving their comfort zone, seeing themselves as future teachers and exploring their limits by learning from each other. However, the need to carry out various practices extended over time and the importance of teacher feedback in order not to limit experiences were emphasized. The format of demo teaching can vary depending on the purpose and context. It may involve teaching a full lesson or just a portion of a lesson, and it may be followed by a discussion or reflection period. Research has shown that mentoring programs can positively impact the teaching practice and professional development.

Despite the growing body of research on mentoring in teacher education, there is a dearth of studies specifically examining the influence of mentoring on demo teaching among BEED students in the context of Laguna University. This study may aim to explore how mentorship can enhance the demo teaching performance of BEED students, particularly in terms of improving their instructional strategies, classroom management skills, and overall confidence as teachers. It may also investigate the role of mentorship in helping BEED students identify the strengths and areas for improvement, as well as in providing feedback and constructive criticism that can be a help to grow and develop as teacher. The study may have practical implications for teacher education programs, as it can provide insights into how mentorship can be effectively incorporated into teacher training to better prepare future educators for their roles in the classroom. Therefore, this study aims to assess the specific influence of mentoring on demo teaching performances of BEED students at Laguna University, filling this research gap.

1.2. Statement of the Problem

The general purpose of the study is to assess the influence of mentoring on Demo Teaching Performance among 2nd year BEED students of Laguna University. Furthermore, this study seeks to answer the following questions:

1. What is the most common problem experienced by the students in terms of:
 - 1.1 Constructing/designing of lesson plan
 - 1.2 Constructing/designing of visual aids
 - 1.3 Teaching strategies to be used in demo teaching
2. What are the status of the respondents in terms of scores in teaching before and after the mentoring process?
3. Is there significant difference in the teaching status of the students before and after the mentoring process?

1.3. Objectives of the Study

The general purpose of the study is to assess the influence of mentoring on Demo Teaching performance of 2nd year BEED (Bachelor of Elementary Education) students at Laguna University. The study aims to assess the influence of mentoring on teaching skills and confidence of the students during their demo teaching sessions. By examining the influence of mentoring, the study seeks to provide insights into the effectiveness of mentorship in enhancing the teaching abilities of future educators.

This study specifically seeks to:

1. identify the most common problem experienced by the students in terms of constructing/designing of lesson plan, visual aids and teaching strategy to be used in demo teaching.
2. determine the status of the respondents in terms of scores in teaching before and after the mentoring process
3. determine the significant effect of mentoring on the demo teaching performance of 2nd year BEED students.

1.4. Significance of the Study

This study will be valuable to students, professor, future teachers, mentor, school administrator, parents, teacher education programs and education research community.

Students: The study will provide with a comprehensive understanding of the effects of mentoring their students' demo teaching skills. The findings will help them recognize the importance of mentorship in their professional development and guide them towards seeking and leveraging mentoring opportunities. Understanding the benefits and challenges of mentoring will enable them to make informed decisions regarding their future teaching practices.

Teachers: This study will be beneficial to the teachers to gauge their influence on their students who are under the mentoring process.

Mentors: This research will offer mentors valuable insights about the mentoring process and its effectivity on shaping the teaching competencies of BEED students. By understanding the impact of their guidance and support, mentors can further enhance their mentoring strategies and approaches. The findings will also highlight the significance of a mentor's role in preparing future educators, encouraging them to continue their valuable contribution to teacher education.

Laguna University: The study will provide Laguna University with evidence-based information on the effectiveness of mentoring programs specifically for BEED students. The findings will assist the institution in evaluating and improving their existing mentoring initiatives, ensuring they align with the needs and expectations of BEED students.

By enhancing the quality of mentoring, the university can better equip aspiring teachers and maintain its reputation for producing competent educators.

Teacher Education Programs: The research outcome will contribute to the broader field of teacher education by shedding light on the influence of mentoring on the demo teaching. The findings can inform the design and implementation of mentoring programs in other educational institutions, both within and beyond the Philippines. The study's result may inspire curriculum developers and educators to prioritize mentoring as a key component of teacher preparation, fostering the growth and effectiveness of future educators.

Education Research Community: The study will add to the existing body of knowledge on mentoring in teacher education. It will offer researchers, scholars, and educational policymakers a deeper understanding of the impact of mentoring on the practical teaching skills of BEED students. The findings can serve as a basis for further research and exploration into mentoring practices and their implications for teacher development.

Hypothesis

Ha: There is significant difference between the status of the 2nd year BEED students before and after the

mentoring process.

1.5. Scope and Limitations

This study focused on the influence of mentoring on demo teaching to the 2nd year BEED students. This study was conducted during the school year 2022-2023. It was done with a survey questionnaire. This study only included the second year BEED students from Laguna University.

This study did not cover other problems which were not necessarily connected to second year BEED students.

1.6. Definition of Terms

Mentoring. It refers to the act or process of helping and giving advice to a younger or less experienced person, especially in a job or at school.

Mentees. This pertains to the person being mentored or coached.

Mentors. It refers to an experienced tutor or coach.

Influence. It means the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.

Strategy. It pertains to apply of action or policy designed to achieve a major or overall aims.

Leveraging. It pertains to something that can be used a way or strategy.

Demo Teaching. This refers to a traditional method of practicing students to demonstrate and experience the teaching process.

2. Review of Related Literature and Studies

This chapter presents a selection of related literature and studies. The researchers have gone through intensive readings of materials, both printed and online, all of which had a great impact on the problem solving aspect of this research.

2.1. The Concept of Mentoring

Mentoring is the most effective way to transfer skills and knowledge quickly and inspire loyalty in mentees to cooperate in an organization. It is a word that is often used by academics, politicians, sports people, actors and other performers to describe the person they chose as a role model or someone who had significant early influence on their professional careers. Mentoring is a long-term arrangement and has a wide perspective, most authors used the word 'supervisor' in reference to a mentor at school with the meaning of someone who directs or oversees and watches over students so as to maintain order. Mentoring is a complex, interactive process that takes place between people with different levels of experience and expertise, in which the expert (mentor) gives support to his colleague in order to become more efficient in the work and to contribute to the achievement of the goals of the institution in which he works. Heikkinen et al. (2018) discuss the possibilities of transformations through social action and the creation and recreation of practices through mentoring.

2.2. Mentoring in Education (Mentor)

According to Petrovska, et al. (2018), the role of the mentor teacher is to help the student successfully pass the TP by dedicating their time to monitoring, giving feedback, transferring good practices, building views and values important in the teacher's profession as they combine the theory learnt and the real

practice of teaching learners in the classroom environment. In mentoring student, the mentor teacher has to be involved in co-planning, guide creativity in delivering content and give critical feedback for the growth in the professionalism of the mentee. The mentor tries to improve skills of the beginning teacher that he has already developed in this process. Confidentiality, accessibility, openness, optimism, efficiency, respect are the principles that determine the process of this interaction. The authors believe that the mentoring process is beneficial both for the newly appointed teacher, who draws on the experience and ideas of his colleagues, and for the mentor, who is given the opportunity to understand his own teaching practice, which contributes to enrichment of his professional skills, as part of working with a new colleague at school

2.3. *Mentees*

The college student is gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher. The cooperating teacher works with and encourages the students to assume greater responsibility in classroom management and instruction as the experience progresses. Teachers who currently teach with a value focus highlighted students of education program degrees need to encourage an ongoing commitment to continual learning, critical reflection and growth in excellent questioning and listening skills. The mentees' teaching experiences (e.g., individuals, small groups, whole-class lessons, repeating lessons/activities) presented opportunities for the mentees to reflect and improve on their practices. Although these mentors provided strategies aligned with the Feedback, purposeful professional development can refine and extend their mentoring practices, Briscoe and Freeman (2018) reported that informal mentoring is pivotal to both navigating graduate education and preparing students for future careers within the academy.

2.4. *Demo Teaching Performance*

Students are exposed to different teaching styles and perspectives, which can help them better understand and retain the material (Anthonysamy et al., 2020). Collaborative teaching enables students to learn from one another, share ideas and resources, and develop their teaching skills (Baguma et al., 2019). Students can gain new insights and ideas, and expand their knowledge base through collaboration. This study showed that the mentors' personal attributes influenced the mentoring relationship and the mentees' abilities to critically reflect on their practices.

2.5. *Related Literature and Studies*

During the demo teaching practice involves a mentor-mentee relationship, mentor teachers play an important role in teacher preparation programs. Future educator student experiences during teaching practice were influenced by their mentors' experiences, personal characteristics, and abilities to create opportunities for growth, according to the findings. According to Omoteso R. (2019), Mentoring can be formal or informal and at the same time internal when it is managed inside the organization or external when it is developed outside the organization and it can be the combination of two.

A mentoring relationship may begin chance from a common interest or goal. One partner will generally take the initiative to formalize the relationship. At the onset, the mentees need to have clear goals; is the priority finding someone to help with basic science research, creating a lesson plan, giving advice in demo teaching practices and achieving work-and-life balance. It is equally important for the mentees to appreciate his or her own personal work style, strengths, and weaknesses.

Mentoring can be challenging, and cultural incompetency can further curtail the message a mentor is conveying. The cultural differences and biases can produce stress, behavior shifts, and miscommunication within the working space. They preconceived judgments and unjustified opinions about a person's belief, passion, or even view of the world can lead to disappointment and ineffective arguments. sequentially,

mentees may feel terrified in expressing their background and culture to indulge offending others, especially their mentor. Therefore, cultural competence—the ability to understand and communicate with people across cultures—is important to protect mentees of diverse backgrounds from misconceptions and bias. It involves more than being respectful and nonjudgmental of different cultures. It is rather an ongoing process of learning about the attitudes, customs, congruent behaviors, and values of said cultures. Rather than making assumptions, mentors should be more forthcoming to better understand their trainee's cultural background. Demonstrating cultural competence as a mentor fosters a safe, respectful, and reciprocal relationship with trust and respect for differences. Moreover, it promotes efficient communication and interactions and motivates mentees to be more productive (Stuckey & Wright, 2019).

Over the successful completion of student teaching, those aspiring teachers are to be on their own, to the front and center in the classroom full-time. They will have full responsibility of the entire teacher role without someone to intimately monitor and correct their behaviors. New teachers with less than six years of experience report working two more hours per day than teachers with 11 years of experience or more (Higton et al., 2018).

The dual goals of personal assistance and professional learning are frequently shared by mentoring and coaching in the educational setting since the protégés are supported in assimilating into new roles or responsibilities as well as in developing skills relevant to the workforce. Students, freshly qualified or more experienced teachers, and instructors in school, college, and university settings may be the main benefactors of the mentoring and coaching. The effectiveness of coaching and mentoring in promoting the overall health and continued professional growth of educators at these various levels has, however, received relatively little investigation. Pelletier et al., (2022) noted that collaboration among educators is essential for turning learners into future experts. In order to better understand how mentoring and coaching techniques might assist educational professionals in realizing how crucial it is to preserve their own well-being as well as the well-being of people they work with and serve, we set out to find studies on the topic. We were particularly interested in finding out how coaching and mentoring can support future educator students who under the mentoring process. Additionally, understanding the specific, contextualized elements supportive of thriving in educational institutions will be aided by learning how educator well-being is promoted through coaching and mentoring in various locations and contexts. A strong correlation has been found between the perceptions of collaborative teaching and the motivation for student achievement (Anwar, Asari, Husniah, & Asmara, 2021), providing insight into the potential effectiveness of this method of teaching.

Parallel to this, we see an essential need for study on the function of coaching and mentoring in promoting educators' overall well-being and continued professional development. Student-teaching according to Agalazor (2018) is the most important experience in the teacher education program and is generally based on national educational policy. Teaching a compulsory course for all aspiring student-teachers registered preparation programs in Nigeria. It is one-semester in duration; usually lasting from the ending to the end of the First Semester of the final year of students' training. During this period, most programmers focus on: instructional planning, instructional technology, micro-teaching mentoring (model teaching, assessment, feedback reports, etc.), studies in teaching methods, and posting of students to schools where they can practice their major courses of study. Teaching Practice experience consists of an extensive period of school-based activities such as observations, discussions, planning, and teaching, assessing, evaluating, and reflecting.

Ani, M.I., Iketaku, I.R. & Uzosike, P.C. (2021), teaching practice involves the student working under the direct and continuing supervision of an experienced teacher. During the period of teaching practice, the student can observe the entire work of the school and participate actively in all the important professional activities of a teacher both in and out of the classroom. Teaching practice also contributes not only to the development of professional norms of teaching but also to learning classroom techniques. Students lacking opportunities to participate in everyday school activities even during teaching practice periods (Fuentes-Abeledo et al., 2020), supporting authentic, equal collaboration with students could be an important approach to improving teacher education. Teaching Practice provides student teachers with practical experience in

teaching and enhances student-teachers abilities to further develop their knowledge and skills in the areas studied in their education courses and to apply these in teaching pupils in schools. Student teachers will be able to draw on a given scheme of work to produce lesson plans for all activities they plan.

During teaching practice, students will be able to work with the individual pupil, and will also organize and teach groups and whole classes to facilitate learning in pupils. Teaching is regarded as the most important of all professions as the other professions highly depend on teachers. As such, proper training of future teachers is of equal importance as it acquaints students to the reality of the world of work in the classroom (Benjamin B Mangila, 2018). Students will be able to monitor and evaluate the work produced by the pupils and also adjust teaching and future planning in the light of this information. Therefore, student will be able to evaluate each lesson taught, reflecting on their professional development, and demonstrate a sound understanding of the role of the teacher. Certain mentoring activities, when done in educative ways, are seen as particularly powerful for novices' growth (Stanulis et al. 2018).

According to Aliakbari and Adibpour's (2018) study that reflective teaching can help students overcome their teaching difficulties and weaknesses in their earlier teaching. Therefore, it is necessary for students regarding how to reflect or what kinds of steps they need to follow in the reflective teaching process. Azizah et al., (2018) researched reflective practices carried out by students who run teaching practicums.

According to the findings of a study that was carried out by Loan, (2019), reflective teaching enables teachers to uncover the areas of their teaching that need improvement and also helps them understand the strengths and flaws of their own teaching. They found that students who run English teaching practicums need more experience in order to make good and professional use of reflective practice. In addition, teachers can also benefit from reflecting on their own areas of development and teaching by becoming more aware of their own strengths (Kennedy-Clark et al., 2018).

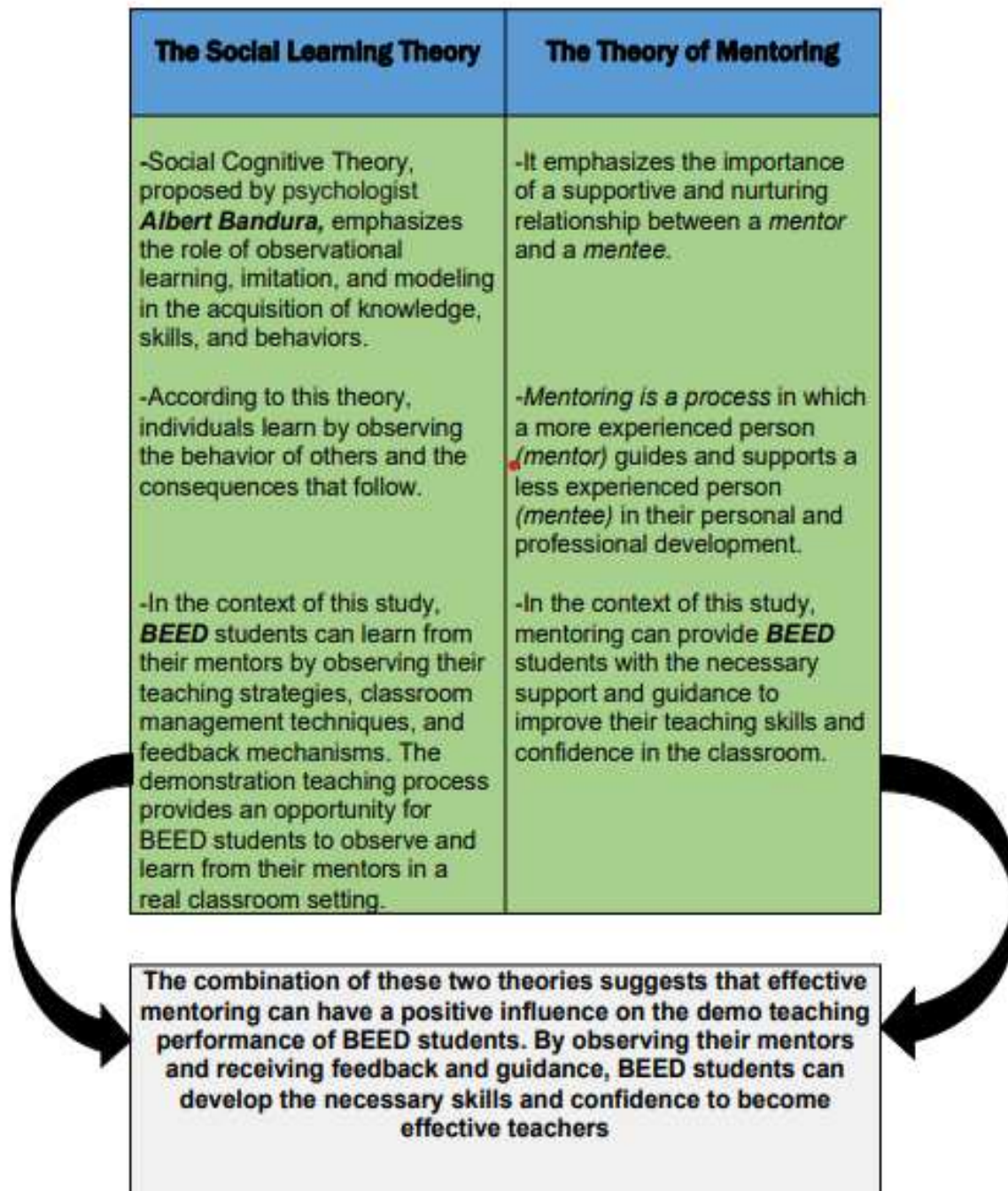
A suggestion from Markkanen et al., (2020) might be very useful for English teachers to assist them to improve their reflective practices, especially the ones who are constantly required to meet the diverse needs of students while dealing with difficult situations involving students. They suggest that using frameworks like Gibbs' reflective cycle (description, feelings, evaluation, analysis, and conclusion and action plan) may help concentrate reflective learning gained from trying experiences. (Bin-Hady, 2018). As a response to many of the students and teachers, the researchers try to set some solutions and guidance which can be even at limited level help such novice teachers and activate or sharpen skillful teachers.

In any teacher education practicum program in the Philippines, teaching demonstration is the most challenging undertaking of the student teachers during the internship program. This phenomenological study design explored the teaching demonstration experiences of student reflected in their teaching journals. This section presents the teaching demonstration experiences in the form of eight themes, which were generated from the student "teaching journals during their Teaching Internship course. It is commonly believed that education provides learners with the necessary framework for acquiring collaborative skills before joining the profession (Fisher et al., 2020). The themes are mostly associated with practicum experiences, but in this study, they are understood within the teaching demonstration experiences.

(Magday W, & Pramoolsook I. 2021). A growing literature documents the importance of student teaching placements for teacher development. Emerging evidence from this literature highlights the importance of the mentor teacher who supervises this placement, as teachers tend to be more effective when they student teach with a mentor who is a more effective teacher. But the efficacy of policies that aim to have effective teachers serve as mentors depends a great deal on the availability of effective teachers to serve in this role.

2.6. Theoretical Framework

Figure 1. Theoretical Framework



2.7. Conceptual Framework

The conceptual framework for this thesis is designed to assess the influence of mentoring on the demo teaching performance of 2nd year BEED (Bachelor of Elementary Education) students at Laguna University. The framework incorporates several key components, including the weaknesses and strengths of students in constructing/designing lesson plans and visual aids, their teaching strategies for demo teaching, and the impact of mentoring on their teaching status before and after the mentoring process.

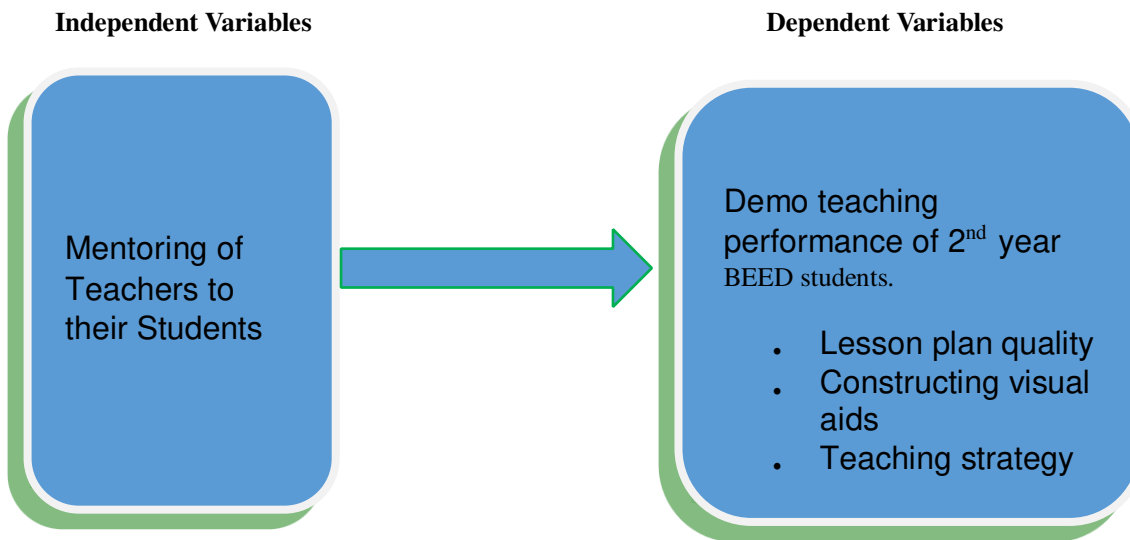


Figure 2. Research Paradigm of the Study

2.8. Synthesis

Mentoring is a process that involves a collaborative relationship between two individuals with different levels of experience and expertise. It is a long-term arrangement aimed at transferring skills and knowledge quickly, fostering loyalty, and inspiring professional development and career advancement. Mentoring can take various forms, such as academic, career, personal development, or informal mentoring. A mentor may impart knowledge about his or her own work path to a mentee (or protege), as well as offer direction, inspiration, emotional support, and role modeling. A mentor can provide assistance with career exploration, goal-setting, networking, and resource identification. As the mentee's needs vary, the mentor's position may also alter. Others are more casual. Some mentoring relationships are a part of structured programs with clear expectations and guidelines. Therefore, mentoring and coaching have potential benefits that go beyond specific educational contexts and levels for both teachers and students. In order not only to survive but also thrive, develop professionally, and increase their capacity to uphold and sustain their own and others' well-being, beginning teachers require assistance, which can come from systems like teacher induction and mentorship programs (Hobson and Maxwell, 2018; Kutsyuruba et al., 2019; Shanks, 2018).

In the context of education, mentoring plays a crucial role in supporting students or mentees in their journey to becoming effective educators. The mentor teacher's role is to help the student successfully navigate the teaching practice by providing guidance, feedback, and sharing good practices. The mentor is involved in co-planning, guiding creativity, and offering critical feedback to facilitate the professional growth of the mentee.

Reflective practice is an important aspect of mentoring in education. It involves a cognitive process of learning from experience and becoming conscious and thoughtful about one's actions as a teacher. Mentors play a significant role in modeling reflective practices and guiding the mentees' reflections. Reflective practice contributes to professional growth and development by enabling teachers to make connections between their teaching practices and their reflections.

Cultural competence is another important factor in mentoring relationships, especially in diverse settings. Mentors need to understand and communicate effectively with individuals from different cultural backgrounds. Cultural competence involves ongoing learning about the attitudes, customs, behaviors, and values of different cultures to create a safe and respectful environment that fosters trust and respect for differences.

For mentoring relationships to be effective, both mentors and mentees have important roles to play. Mentees should demonstrate eagerness to learn, flexibility, and an understanding of their mentors' demanding schedules. Active listening is a crucial skill for mentors, as it involves understanding the mentee's perspective without formulating an immediate response. Mentoring can provide numerous benefits, including confidence, skill improvement, innovative thinking, risk-taking, and a greater connection to the professional community. Mentoring programs can vary in structure and formality, ranging from high-structured programs with formal training, planned activities, and evaluation to low-structured programs with informal training and more freedom in mentor-mentee interactions. Studies have shown the positive effects of mentoring relationships in various fields, including healthcare and education. Mentoring can enhance relationship quality, learning, job satisfaction, and organizational commitment. The effectiveness of mentoring can be influenced by factors such as interpersonal attraction, self-efficacy, transformational leadership, program support, training quality, and mentor characteristics.

3. Research Methodology

This chapter presents the details of the investigation as basis of the researchers to carry out the investigative efforts applied on the research design, research locale, the population of the study, research instruments, data gathering procedure, and statistical treatment of data.

3.1. Research Design

The research design refers to the overall strategy that the researchers chose to integrate the different components of the study in a coherent and logical way, thereby, ensuring they will effectively address the research problem. It constitutes the blueprint for the collection, measurement, and analysis of data. In other words, it is also called a research strategy, a plan to answer a set of questions (McCombes, 2019). It is a framework that includes the methods and procedures to collect, analyze, and interpret data. In other words, the research design describes how the researchers investigated the central problem of the research.

In order to meet the objectives of this research paper, the researchers used qualitative method to seek the influence of mentoring on the demo teaching performance of 2nd year BEED students.

3.2. Research Locale

This study was conducted in Laguna University where the respondents are located. The respondents of the study were the second year BEED students of Laguna University.



Figure 3. Vicinity Map

3.3 Population of the Study

The researchers selected the second year BEED students from Laguna University to determine the effectiveness of mentoring on the welfare and development of students who are in need of guidance. It also aimed to address the needs of the school's administration and staff to further improve the said service. The researchers used census sampling technique/complete enumeration to select their 44 respondents which represented the population of the students.

3.4. Research Instrument

The survey questionnaire was used in this study. The questionnaire was designed to obtain information about the influence of mentoring on the demo teaching performance of 2nd year BEED students. Open-ended questions allowed the respondents to give answers and suggestions with the use of their own words.

There were 10 items on the survey questionnaire, and a Likert scale was used to access attitudes and views of the respondents. Three experts on this field of study validated the survey questionnaire.

3.5. Data Gathering Procedure

Upon the construction of the research instrument, the researchers consulted their instructor for approval about the research topic. They later on created a questionnaire for data gathering procedure. Likert scale used as a tool to determine the influence of mentoring on the demo teaching performance of selected 2nd year BEED students. After the experts validated the questionnaires, the researchers successfully distributed the survey to the 44 selected respondents of this study.

All the respondents were given enough time to answer truthfully. After completing the data gathering procedure, the researchers proceeded to tally and interpret the data.

Table 1. Scoring Range of Likert Scale of the Survey

Value	Range	Description	Verbal Interpretation
5	4.21-5.00	Frequently	Very Highly Satisfactory
4	3.41-4.20	Often	Very Satisfactory
3	2.61-3.40	Sometimes	Satisfactory
2	1.81-2.60	Rarely	Fairly Satisfactory
1	1.00-1.80	Never	Unsatisfactory

3.6. Statistical Treatment of Data

The researchers employed the following statistical treatment to interpret the data correctly. The percentage and weighted mean were the tools to be used to interpret data.

Percentage

This was used to determine the frequency counts and percentage distribution of personal related variables of the respondents.

Formula $\% = (F/N) \times 100$

% is the percentage

F is the Frequency

N is the total number of Respondent

100 is a constant value

Average Weighted Mean

This was used to determine the assessment of the respondents with regards to their personal profiles

Formula: $X = (fx/N)$

X is the weighted mean in the frequency

X is the weight of each item

N is the number of cases

r

$$t = \frac{r}{\sqrt{(1-r^2)/(n-2)}}$$

T=test statistic

Paired T-test

N=total number of observations

4. Presentation, Analysis and Interpretation of Data

This chapter presents the results, analysis, and interpretation of data gathered from the answers on the questionnaires distributed. These are presented in tabular form in accordance with the specific questions stated in the statement of the problem.

Table 2. Problem encountered by the students in their demonstration teaching

Problems	Frequency	Percentage (%)
Constructing/designing of lesson plan	11	25%
Constructing/designing of visual aids	19	43%
Teaching strategies to be used in demo teaching	14	32%
Total	44	100%

The table 1 shows the problems encountered by students during their demonstration teaching. The table indicates that three main issues were identified. The most common problem founded by 19 students and representing 43% of the participants, was the difficulty in constructing or designing visual aids. Following closely behind by 14 students representing 32% of the participants, was selecting teaching strategies to be used in demonstration teaching. And lastly, experienced by 11 students comprising 25% of total pertains to constructing and designing their lesson plans. With these results, professors and educators can focus on improving specific aspects of demo-teaching mentorship to lessen the obstacles of future BEED students.

Table 3. Status of Students Before and After the Mentoring Process

Process	Mean	SD	Verbal Interpretation
Before the Mentoring Process	85.52	4.82	Very Satisfactory
After the Mentoring Process	88.80	5.39	Very Satisfactory
Average Mean	87.16		Very Satisfactory

Legend:	90 and above	Very Highly Satisfactory
	85 – 89	Very Satisfactory
	80 – 84	Satisfactory
	75 – 79	Fairly Satisfactory
	Below 75	Unsatisfactory

The table 2 shows the status of students before and after the mentoring process. The mean score before the mentoring process was 85.52 with an SD of 4.82, while after the mentoring process, the mean score increased to 88.80 with an SD of 5.39. The average mean, combining both before and after scores, is 87.16. The table indicates a positive impact of the mentoring process on the students' performance, as there is an improvement in their scores from "Very Satisfactory" to "Very Satisfactory." It means that the mentoring process has effectively contributed to enhancing the students' abilities and achieving positive outcomes.

Table 4. Difference between the status of students before and after the mentoring process.

Scenario	Mean	SD	t-critical	t-computed	p-value	Decision
Before Mentoring	85.52	4.82	2.136588	3.277297	0.00208	Significant
After Mentoring	88.80	5.39				

p-value < 0.05, significant

Table 3 displays the result of the t-test for dependent (correlated) sample means. After mentoring, the mean score increased by 3.28 points. The increase is seen to be significant because the t-computed value (3.277297) is greater than the t-critical (2.136588). This is supported by the p-value (0.00208) which is smaller than the alpha value (0.05). With 95% level of confidence, it can be said that there is enough evidence to claim that the mentoring process helped increase the score of the participants. The mentoring process is found to be effective in promoting increase in performance. According to Smith (2020), mentoring as part of TR (Teacher Research) requires important qualities and skills such as providing constructive non-judgmental feedback while demonstrating an enthusiastic, motivating, and positive attitude. Hence, mentors must trust their mentees and mutually respect each other; they must learn to actively listen and develop different modes of communication such as eliciting, questioning (seeking clarification, probing, and inquiring about the meaning), paraphrasing, presenting alternatives, and guiding action. This insightful perspective emphasizes the importance of fostering a supportive and empowering environment for mentees to thrive and grow in mentoring process.

5. Summary, Conclusion and Recommendations

This chapter consists of summary of findings, conclusion, and recommendations on the study.

5.1. Summary of Findings

1. The respondents in this study were composed of second year BEED students of Laguna University. In terms of problems encountered by the students in their demo teaching, the most common problem was constructing/designing visual aids. Forty-three (43%) of the respondents answered that constructing/designing visual aids was the most difficult task in their demo teaching.
2. With regards to the status of students' performance before and after the mentoring process, before the mentoring, it garnered an overall mean of 85.52 with a standard deviation of 4.82 which is interpreted as a very satisfactory. After the mentoring process, the mean score increased by 3.28 points and the same dimension garnered the overall mean of 88.80 with a standard deviation of 5.39 which has a verbal interpretation of the very satisfactory.
3. The increase is seen to be significant. It can be said that there is enough evidence to claim that the mentoring process helped increase the score of the participants.

5.2. Conclusion

There is a significant difference in the demo teaching performance of the students before and after the mentoring process.

5.3. Recommendations

1. Strengthen training on visual aid construction and design:

- Since the students demonstrated a relatively high level of difficulty in constructing/designing visual aids, it will be beneficial to engage them in trainings, seminars to enhance their efficiency in making an effective visual-aids.

2. Practice encouragement and motivation towards other BEED Students

- Students who are struggling in making a good visual-aids needs motivation from their peers or other Education students. Encouraging them to embrace the reality of being a teacher requires creativity especially in providing visually appealing and effective instructional materials.

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