

# Relationship of Master Teachers' Mentoring Competency, Teachers' Performance and Students' Academic Achievement

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## Abstract

This study ascertained the level of mentoring competency of master teachers, its relationship to the teachers' performance and academic achievement of students in public elementary schools of Tetuan District, Zamboanga City Division. This provided recommendations in strengthening capacity of master teachers in mentoring and developing positive attitudes and modifying practices to improve teachers' performance and students' academic achievement.

The study adopted descriptive-quantitative research design. The level of mentoring competency of master teachers in terms of mentoring was highly competent. The performance of teachers was excellent. The academic achievement level of the pupils was good. There was a significant relationship between master teachers' competency and teaching performance of teachers.

Keywords: Type your keywords here, separated by semicolons ;

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## 1. Main text

Master teachers are independent individuals striving to be instructionally competent as their duty calls for. They perform their duties in the area of instruction at an advanced level. They showed their resourcefulness in the performance of their roles and responsibilities so that resources for the teaching learning process can be acquired. (Clariño, 2019)

Teachers as mentees are responsible for preparing lesson plans and educating students at all levels. Their duties include assigning homework, grading exams, and documenting progress of learners. Teachers must be able to instruct a variety of subjects and reach students with engaging lesson plans. As mentees, they should be competent professional with in-depth knowledge of teaching best practices and legal educational processes. In addition to having excellent written and verbal communication skills, our ideal candidate will also demonstrate outstanding presentation and interpersonal abilities. As teachers begin their teaching career, it has become evident that not all beginning teachers stay in the profession for more than three years. Research has shown that providing beginning teachers the opportunity to work side-by-side with a mentor has positive outcomes for both the teacher and the students (American Institutes for Research, 2015).

Students Academic achievement or academic performance is the level to which a student, teacher or

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institution has accomplished their short or long-term educational objectives. Students' Academic achievement was once understood to be the most important result of formal educational experiences and while there is little uncertainty as to the vital part such achievements show in student life. (Kell, et al,2013 )

Mentor as an instructional frontrunner finds means to support their co-teachers in carrying out their duties and responsibilities in aiding student's knowledge and understanding through efficient lesson plans of activities and suitable, sufficient, and modernized instructional materials Archibong (2012). He added and emphasized that when teaching is organized, the intention of making the teaching and learning improved for the learner is brought out. This was supported by Gabriel (2005) when he said that mentors guarantee co-teachers feel encouraged while increasing their experience of finest teaching practices and student achievement. According to Umaru (2011), when mentees are nurtured and directed by their mentors in producing IMs that possess characteristics of visibility, simplicity, attraction, and clarity, it will influence student's academic performance.

Based on the studies and literatures cited, the researcher is motivated to further conduct and be able to determine the level of mentoring competency of master teachers, its relationship to the teachers' performance and academic achievement of students in public elementary schools of Tetuan District. Hence, this study was conducted.

Nomenclature	
A	radius of
B	position of
C	further nomenclature continues down the page inside the text box

### 1.1. Structure

#### Abstract

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#### Introduction

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### Statement of the Problem

The study attempted to determine the relationship among mentoring competency of the master teachers, teachers' performance and students' academic achievement in Tetuan District, school year 2021-2022.

Specifically, the study sought to the answer the following problems;

1. What is the level of master teachers' mentoring competency in terms of:
  - 1.1 Instructional Competence
  - 1.2 Management Competence
  - 1.3 Mentoring Competence
2. What is the level of teachers' performance in terms of:
  - 2.1 diversity of learners
  - 2.2 curriculum content and pedagogy
  - 2.3 planning, assessing and reporting and
  - 2.4 personal growth and professional development
3. What is the level of students' academic achievement?
4. Is there a significant relationship between master teachers mentoring competency and teachers' performance?
5. On the basis of the findings, what intervention can be formulated to enhance master teachers' mentoring competency?

## Scope of the Study

This study was delimited to the relationship of master teachers' mentoring competency, teachers' performance and students' academic achievement. Master teachers mentoring competency was measured in terms of instructional competence, managerial competence and mentoring competence. On the other hand teachers' performance was gauged in terms of diversity of learners, curriculum content and pedagogy, planning, assessing and reporting, and personal growth and professional development. Students' Academic Achievement was determined from the average grades of Grade 6 students in SY 2020-2021.

This study was conducted in two public elementary schools in Tetuan District, namely: Tetuan Central School SPED Center and Guiwan Elementary School coded as School A, School B, respectively. The respondents are the public elementary school teachers of Tetuan District, Zamboanga City. This study will be conducted in school year 2021-2022.

## Research Design

This study adopted the descriptive-quantitative research design. This was descriptive research since it primarily described the relationship between master teachers' competency level and teachers' performance and master teachers' competency level and students' academic achievement. This study was also quantitative research since it used numerical data to analyze the problems. These numerical data was sourced from the respondents using the survey questionnaire.

## Population Sampling Design

The target population of this study were the teachers of Tetuan District. Tale showed that, there was a total of 139 teachers; 101 or 72.66 percent are in school A and 38 or 27.34 percent are in school B.

**Table 1**  
**Respondents of the Study by School**

School	f	%
A	101	72.66
B	38	27.34
Total	139	100.00

The entire population of teachers in Tetuan District was considered as respondents of the study. On the other hand, 382 out of 592 Grade 6 pupils' general average was used to determine their academic performance. The 382 pupils were determined using the Slovin's formula. They were selected using the Systematic Random Sampling.

## Instruments

The research instrument of this study was a researcher-made 5 –point Likert type questionnaire –checklist. This questionnaire comprised of three parts as follows:

Part I solicited personal data of the teacher –respondents. Part II pertained on the Level of Master Teachers' Mentoring Competency with three indicators, such as, instructional competence, management competence and mentoring competence. Part III was on teachers' performance which has four indicators, namely: diversity of learners, curriculum content and pedagogy, planning, assessing, and reporting, and personal growth and professional development.

## Ethical Consideration

The study was guided with proper research ethics and procedures. Primary and secondary information were used in this study. Consent from the respondents was reserved and proper consent was also guaranteed for usage of their given data. Confidentiality of the respondents was kept strictly to guarantee privacy of the respondents. The disclosure of respondent identity was based on their consent if they are not willing to disclose identity. Their identity was not revealed. Beyond the circumstance, usage of any secondary from any source was acknowledged with appropriate orientation. Therefore, the ethical aspect of research was followed very strictly in this study. The researcher requested approval of the respondents to allow the researcher to present in the other forum or fora.

### Data Gathering Procedure

Permission was sought from the Office of the City Schools' Division Superintendent to gather data from teachers of two schools in Tetuan District. Upon approval, the letter was presented to school principals and arrange with them the distribution and retrieval of the questionnaires. The teacher-respondents were given the options whether to participate or not in this research endeavor. They were informed that the data elicited from them will be kept highly confidential and that these data will be used to comply with the course requirements.

### 1.2. Tables

### Data Analysis

**Problem No.1 What is the level of mentoring competency of master teachers in terms of instructional, management and mentoring?**

**Table 2. Level of Mentoring Competency of Master Teachers in terms of Instructional Competence**

No.	STATEMENT The master teacher...	COMPUTED MEAN	DESCRIPTION
1	Presents the lesson systematically.	4.12	Competent
2	Stimulates thinking through effective questions	4.11	Competent
3	Adjusts teaching methods to students' needs.	4.17	Competent
4	Utilizes ICT instruction in delivering the lesson	3.91	Competent
5	Encourages students to ask questions	4.17	Competent
6	Uses different teaching techniques	4.16	Competent
7	Relates lesson to the existing conditions	4.19	Competent
8	Utilizes instructional materials that sustains students' attention.	4.15	Competent
9	Utilizes activities for students to understand the lesson.	4.18	Competent
10	Motivates students by asking HOTS questions	4.17	Competent
	Overall Mean	4.13	Competent

Legend: 1.00-1.79= not competent      1.80-2.59= less competent  
 2.60-3.39= moderately competent      3.40-4.19= competent  
 4.20-5.00= highly competent

Table 2 presents the master teachers' mentoring competency in terms of instructional competence garnered a grand mean of 4.13 described competent. Moreover, all statements in this dimension obtained

computed means ranging from 3.40-4.19 described “competent” which implies that master teachers were consistently implemented instructional tasks with competence. Master teachers were rated lowest at 3.91 described competent on their instructional competence in utilizing ICT instruction in delivering the lessons. Master teachers continued to highly practice the use of ICT as part of their classroom instruction. Master teachers had displayed certain level of competence in the exercise of their instruction function; however, they had not achieved the highest level of competence. There is a need for master teachers to enhance their instruction function to be able to discharge their responsibilities effectively.

**Table 3. Level of Mentoring Competency of Master Teachers in terms of Management Competence**

No.	STATEMENT The master teacher...	COMPUTED MEAN	DESCRIPTION
1	Equips teachers with techniques in dealing with pupils with problems	4.07	Competent
2	Orients teachers in maintaining classroom discipline.	4.13	Competent
3	Guides teachers on how to deal with absenteeism.	4.13	Competent
4	Helps teachers to keep classroom conducive for learning.	4.24	Highly Competent
5	Provides teachers with skills to make students attentive and focused.	4.14	Competent
6	Shows a great deal of patience	4.20	Highly competent
7	Utilizes class periods productively.	4.15	Competent
8	Handles disciplinary problem effectively	4.19	Competent
9	Sustains students' interest in the lesson	4.19	Competent
10	Establishes authority in the classroom effectively.	4.24	Highly competent
<b>Overall Mean</b>		<b>4.17</b>	<b>Competent</b>

Table 3 presents the master teachers' mentoring competency in terms of management competence yielded an overall mean of 4.17 described competent. Based on the table, the items "Helps teachers to keep classroom conducive for learning" and "Establishes authority in the classroom effectively," earned the highest weighted mean of 4.23 described "highly competent". This means that master teachers thoroughly assisted and mentored colleagues in keeping their respective classrooms conducive for learning. Meanwhile, "Equips teachers with techniques in dealing with pupils with problems" yielded the lowest weighted mean of 4.07, described "competent" This means that master teachers were not consistently providing teachers with techniques on how to deal with their pupils with problems. Generally, master teachers possessed the competence in management which they shared with their teachers. However, the level of management competence of master teachers is not adequate to equip teachers with necessary knowledge and skills to make them effective in their respective classrooms.

**Table 4. Level of Mentoring Competency of Master Teachers in terms of Mentoring Competence**

No.	STATEMENT The master teacher...	COMPUTED MEAN	DESCRIPTION
1	Mentors co-teachers in content and skills difficulties	4.17	Competent
2	Conducts LAC sessions for co-teachers	4.37	Highly competent
3	Serves as trainer in school-based INSET	4.34	Highly competent
4	Helps in the implementation of school policies	4.27	Highly competent
5	Conducts action research on instructional problems.	3.99	Competent
6	Aids the novice teacher.	4.17	Competent
7	Assists principal in instructional monitoring of teachers.	4.34	Highly competent
8	Evaluates teacher-made tests.	4.30	Highly competent
9	Facilitates in conceptualizing training proposals	4.15	Competent
10	Contributes ideas in crafting the School Improvement Plan.	4.19	Competent
<b>Overall Mean</b>		<b>4.23</b>	<b>Highly competent</b>

Table 4 presents the master teachers' mentoring competency in terms of mentoring competence where they achieved the overall mean of 4.23 described highly competent. This implies that master teachers consistently conducted learning action cell to the teachers. On the other hand, they are competent (3.99) on the conduct of action research on instructional problems. Master teachers had conducted action researches but they did not engage so much efforts and time. Generally, master teachers consistently exercised their mentoring functions. They were equipped in conducting mentoring activities to their colleagues. In other words, they have achieved the highest level of competence in mentoring and in designing programs related to in-service training.

**Problem No.2 What is the level of teachers' performance in terms of diversity of learners, curriculum content and pedagogy, planning, evaluating, and reporting and personal growth and professional development?**

**Table 5. Level of Teachers Performance in terms of Diversity of Learners**

No.	STATEMENT The teacher...	COMPUTED MEAN	DESCRIPTION
1	Establishes a learner-centered culture.	4.15	Very Satisfactory
2	Uses teaching strategies that respond to the linguistic, culture, socio-economic and religious backgrounds.	4.21	Excellent
3	Uses teaching strategies that are responsive to the special education needs of learners.	4.22	Excellent
4	Uses strategies to improve learner's performance.	4.29	Excellent
5	Uses strategies for providing timely, accurate and constructive feedback.	4.22	Excellent
6	Organizes subject matter based on the needs of learners	4.28	Excellent
7	Communicates ideas in English/Filipino	4.32	Excellent
8	Stimulates thinking through effective questions	4.25	Excellent
9	Adjusts teaching methods based on students' abilities.	4.27	Excellent
10	Encourages students to think and ask questions.	4.29	Excellent
<b>Overall Mean</b>		<b>4.25</b>	<b>Excellent</b>
Legend: 1.00-1.79= needs improvement      1.80-2.59= fair 2.60-3.39= Satisfactory                    3.40-4.19= Very Satisfactory 4.20-5.00= Excellent			

Table 5 presents the teachers' performance in terms of diversity of learners where their grand mean is 4.25 described excellent. Moreover, nine of the ten statements on diversity of learners have weighted means within the scale of 4.20 and 5.00 described excellent and only one statement generated a weighted mean of 4.15 described very satisfactory. On the other hand, teachers were very satisfactory (4.15) in establishing a learner-centered culture. Generally, teachers were excellent in dealing with students belonging to different culture. They can easily deal and adjust with students despite variations of cultural backgrounds. It can be



inferred that teachers are flexible and adjustable that they easily adapt to any type of culture their students have.

**Table 6: Level of Teachers Performance in terms of Curriculum Content and Pedagogy**

No.	STATEMENT The teacher...	COMPUTED MEAN	DESCRIPTION
1	Teaches accurate and updated content using appropriate approaches and strategies.	4.17	Very Satisfactory
2	Encourages learners to use higher order thinking skills in asking questions.	4.15	Very Satisfactory
3	Paces lesson appropriate to the needs and difficulties of learners.	4.17	Very Satisfactory
4	Facilitates students in asking questions relevant to the lesson.	4.19	Very Satisfactory
5	Invites students in asking questions relevant to the lesson.	4.21	Excellent
6	Aligns lesson objectives and learning activities.	4.31	Excellent
7	Engages learners' interest in the subject matter.	4.27	Excellent
8	Establishes routines to maximize use of time.	4.20	Excellent
9	Utilizes technology resources in the lesson.	4.18	Very Satisfactory
10	Integrates language, literacy, skills and values in teaching.	4.27	Excellent
<b>Overall Mean</b>		<b>4.21</b>	<b>Excellent</b>

Table 6 presents the teachers' performance in terms of curriculum content and pedagogy where they obtained a grand mean of 4.21 described excellent. Five of the ten statements on curriculum content and pedagogy supported teachers' performance of excellent while the other five statements yielded weighted means described very satisfactory. On the other hand, teachers' performance was very satisfactory (4.15) in encouraging learners to use higher order thinking skills in asking questions. Generally, teachers' performance level in curriculum content and pedagogy was excellent though there were items that teachers need to improve and refine perfectly and completely achieve excellent performance.

**Table 7: Level of Teachers Performance in terms of Planning, Assessing and Reporting**

No.	STATEMENT The teacher...	COMPUTED MEAN	DESCRIPTION
1	Formulates daily lesson with complete parts.	4.44	Excellent
2	Keeps accurate records of learner's performance level.	4.41	Excellent
3	Asks questions that developed critical-thinking skills.	4.28	Excellent
4	Utilizes varied strategies, techniques and activities suited to the different kinds of learners.	4.29	Excellent
5	Reports to stakeholders the progress of student's academic performance.	4.26	Excellent

6	Exercises no favoritism.	4.39	Excellent
7	Gives grades based on students' performance.	4.45	Excellent
8	Evaluates students' performances fairly.	4.48	Excellent
9	Provides evaluative activities appropriate to students' abilities.	4.39	Excellent
10	Treats each student fairly.	4.47	Excellent
<b>Overall Mean</b>		<b>4.39</b>	<b>Excellent</b>

Table 7 presents the teachers' performance in terms of planning, assessing and reporting where teachers generated a grand mean of 4.39 described excellent. Moreover, all statements in this dimension have computed weighted means ranging from 4.20 - 5.00 described excellent. This means that teachers excellently performed this task however, they need to enhance this responsibility to make parents/guardians aware of the progress of their children/wards. Generally, teachers had achieved the highest level of performance in planning, assessing and reporting. The excellent performance of teachers in this dimension assures that school principal and master teachers will have less monitoring activity to do, and school can assure of quality services for the students

**Table 8: Level of Teachers Performance in terms of Personal growth and Professional Development**

No.	STATEMENT The teacher...	COMPUTED MEAN	DESCRIPTION
1	Maintains stature and behavior that upholds the dignity of teaching.	4.32	Excellent
2	Updates oneself with the recent developments in education.	4.30	Excellent
3	Shows willingness to enroll in Graduate Studies and Post Graduate courses.	4.21	Excellent
4	Attends seminars/trainings/workshop sponsored by DepEd.	4.30	Excellent
5	Establishes leadership, stress tolerance, fairness, justice, proper attire and good grooming.	4.28	Excellent
6	Improves teaching performance based on feedback from mentor.	4.32	Excellent
7	Abides by the Code of ethics for Professional Teachers.	4.35	Excellent
8	Demonstrates willingness to improve.	4.38	Excellent
9	Participates in the professional organizations	4.35	Excellent
10	Reflects on one's quality of teaching through learning outcomes of students.	4.32	Excellent
<b>Overall Mean</b>		<b>4.31</b>	<b>Excellent</b>

It can be seen in Table 8 that teachers yielded an overall mean of 4.31 described excellent in personal growth and professional development. Teachers, generally, had achieved the highest level of their performance in personal growth and professional development. Teachers can become good models to students, colleagues and to the people in the community.

### Problem No.3 What is the level of students' academic achievement?

**Table 9: Level of Students' Academic Achievement**

Total Number of Samples Evaluated	Computed Mean	Interpretation
<b>383</b>	83.17	Good

Legend : 75-79= Poor, 80-85 = Good, 86-90= Very Good, 91-95= Excellent, 96-100= Outstanding

Table 9 shows that the students obtained a computed mean of 83.17 described satisfactory. Based on the Department of Education Grading System, the grades between 81 – 85 is described satisfactory (Department of Education Memorandum No. 8, s. 2015). The satisfactory level of the students indicates that average knowledge of the lessons was learned. There is a need for students to give extra efforts to improve their academic achievement level. In the same manner, teachers must explore and adopt appropriate classroom activities to facilitate better learning.

### Problem No.4 Is there a significant relationship between master teachers' mentoring competency level and teachers' performance?

**Table 10. Significant Relationship Between Master Teachers' Mentoring Competency and Teachers' Performance**

X	Y	r-value	p-value	Decision	Interpretation
<b>Master Teachers' Mentoring Competency</b>	<b>Teacher's Performance</b>	0.796	0.000	significant	High

Table 10 shows that coefficient  $r$  ( $r=.796$ ) implies that a high relationship exists between master teachers' competency and teachers' performance. The p-Value is less than the alpha level ( $p\text{-Value}<.05$ ) which means that there is a significant relationship between master teachers' competency level and teachers' performance. The hypothesis which states that there is no significant relationship between master teachers' competency and teachers' performance is rejected. The result indicates that master teachers' mentoring competency level is directly related to teachers' performance. In other words, mentoring of master teachers was beneficial and helpful to teachers' tasks.

## Conclusion

### Based on the findings, the following conclusions were drawn:

1. The master teachers have achieved the highest competency in mentoring; however, they have to enhance their mentoring competency level in instructional and management.
2. The teachers have achieved the highest performance level in diversity of learners, curriculum content and pedagogy, planning, assessing, and recording and personal growth and professional development.
3. Students need to exert efforts to improve their academic achievement level.
4. Master teachers must continue aligning their mentoring competency with the performance of teachers in the different areas.
5. Master teachers' competency level must align with the students' need to effect higher academic achievement level

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