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Master Teachers' Mentoring Skills among Kindergarten Teachers Amidst Pandemic

Using Hudson Mentoring Model

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Abstract

This research assessed the mentoring skills of master teachers among kindergarten teachers amidst the pandemic based on the Hudson model. The results revealed that the master teachers' mentoring skills in terms of personal attributes, system requirements, pedagogical knowledge, modeling, and feedback are evident. This research found that there are no significant differences in the master teachers' mentoring skills based on Hudson's Mentoring Model. However, the results revealed that in terms of personal attributes, there is a significant difference when grouped according to years of experience as master teachers. A significant relationship between the specific position, years of service as a master teacher, and mentoring skills is found. Thus, a school-based mentoring program among kindergarten teachers was developed.

***Keywords*:** Master teachers, mentoring, mentoring skills

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Introduction

As the country continues to battle academic challenges with the uncertainty of the current situation, The Department of Education adapts directly to the new normal education. Deped Order 007, s. 2020 states that: "Education must continue". In the midst of the pandemic, kindergarten teachers and even the highly proficient teachers or master teachers are greatly affected by a sudden change and an unexpected flip of the practices that they have been trained for so many years. Mentoring kindergarten teachers for the readiness of instruction delivery is required. Mentoring is considered an essential asset in a teacher's development and growth, including expert teachers who are master teachers.

Various mentoring trainings and workshops during the pandemic give them an advantage to start, but it is insufficient to overcome their hurdles in the learning delivery. Teachers who provide instruction amidst the pandemic greatly need superiors and experts in the field, such as master teachers who can mentor them during this time. In a critical sense, kindergarten teachers need to be trained and mentored on how to provide and guarantee they are delivering quality instruction to the learners.

Subsequently, in the Division of Siargao, issued DepEd Order No. 2, s. 2015, the Results-Based Performance Management System (RPMS) was strictly implemented to ensure that teachers are geared towards the Department of Education's vision, mission, values, and strategic priorities even in times of pandemic. As the learning delivery in modular distance learning changes, so do the duties of the master teachers and the performance expected of them. The Department of Education and the Civil Service Commission summarized the duties and responsibilities of master teachers. One of those obligations is to mentor co-teachers, which takes

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account of kindergarten teachers, in which they should provide technical assistance to improve the teacher's competence (Sangalang, 2018).

Kindergarten teachers in the Division of Siargao are mostly neophyte teachers, which means that they urgently need direct mentoring and coaching. As stated by McKinley (2019), mentors can help new teachers adapt to the school climate and culture. Furthermore, only a few kindergarten teachers within the division are specialized in early childhood education, and only some teachers took early childhood education units since only a few accessible universities have offered early childhood programs. However, the division kindergarten coordinator ensures that kindergarten teachers must be well-equipped and knowledgeable in handling young learners. They are obliged to attend training, workshops, and benchmarks from outstanding schools. They are given technical assistance; these activities are initiated by the division kindergarten coordinator to guarantee that teachers are capacitated in their designated stations. Still, these teachers need mentors within their assigned school that can directly assist, supervise, and provide suggestions in an instant when urgent matters arise.

A master teacher is one of the mentors of kindergarten teachers in their station, which gives them the right to observe classes of kindergarten teachers, review their instructional materials, polish functional weekly home learning plans, and give an assessment of their performance. In the new normal set-up, kindergarten teachers are required to have a minimum of 2 class observations in a school year, which includes a master teacher as a rater. Within the school year round, master teachers accomplish performance monitoring and coaching forms to capture significant incidents where mentoring takes place. Through this, strengths and weaknesses in the performance are observed and documented, which are communicated to the

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teacher itself. However, one of the significant challenges is to ascertain the mentoring skills of master teachers among kindergarten teachers.

In recent years, there have been studies on expert teachers and highly proficient teachers who affect beginner teacher's effective teaching. However, little is known regarding the relationship between master teachers' mentoring skills in relation to their profiles. Apaydin (2016) revealed that very few studies have been conducted on the mentoring or protégé experiences of academicians in the university setting. Moreover, there are studies regarding mentoring skills based on the Hudson Model for effective teaching. Nevertheless, few studies to date have explored master teachers' mentoring skills and their implications for their practices.

Hence, this research assessed the mentoring skills of master teachers among kindergarten teachers based on the Hudson model and expounded on the good qualities of active mentors amidst the pandemic. Through the assessment of the mentors, the research determined their demographic profile as well as the profound rational capability of master teachers' mentoring skills and their significant relationship. In addition, the research explored the implications of the findings for the master teachers' mentoring practices among kindergarten teachers and the challenges they encountered which resulted in crafting a school-based mentoring program.

Statement of the Problem

The purpose of this research assessed the mentoring skills of the elementary master teachers among kindergarten teachers amidst pandemic using the Hudson's mentoring model. Specifically, the research attempted to answer the following questions:

1. What is the profile of the respondents in terms of:

    1.1 Age

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1.2 Sex

1.3 Highest Educational Attainment

1.4 Specific Position

1.5 Teaching Experience

1.6 Years of Service as a Master Teacher?

2. What is the master teachers' assessment of their mentoring skills among kindergarten teachers amidst pandemic based on the following components of the Hudson mentoring model

2.1 Personal attributes

2.2 System requirements

2.3 Pedagogical knowledge

2.4 Modelling

2.5 Feedback?

3. Is there a significant difference in the master teachers' assessment of their mentoring skills among kindergarten teachers based on the Hudson's mentoring model when grouped according to their aforementioned profile?

4. Is there a significant relationship between the assessed mentoring skills of the master teachers among kindergarten teachers based on the Hudson model and their aforementioned profile?

5. What are the challenges encountered by the master teachers in mentoring Kindergarten teachers in the public schools amidst pandemic?

6. What are the implications of the findings to the master teachers' mentoring practices among kindergarten teachers?

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7. Based on the results of the research, what mentoring program can be designed to further develop the mentoring skills of the master teachers among kindergarten teachers?

LITERATURE REVIEW

This particular chapter of the research provides an account of literature and studies that helped the researcher clarify some issues and understand the information about the topic. These literatures, provided the researcher guidance and direction in building the framework of the research and analytic schemes appropriate to the present investigation.

Mentoring

Mentoring has become an essential component in the public school as it is one of deliverables of highly proficient teachers. DepEd Order no. 2, s, 2015 issued the guidelines on the establishment and implementation of the results-base performance management system. This stipulates the specific mechanisms, criteria, processes for the performance target, monitoring, evaluation and development planning for schools. It is indicated in the DepEd RPMS Manual (2018) that mentoring is an off-line help by one person to another in making significant transitions in knowledge, work or thinking. McKinley (2021), stated that mentoring provide teachers support in terms of methodological and professional expertise. In addition, participating the context of the classroom mentoring allows teachers to construct meaning from instructional purposes. Wortman, et al (2008) defined mentoring as a professional relationship between a mentors who has experience in the role being learned by the mentee, thus, the relationship is characterized by guided support and teaching. Smith and Mekos (2018) included interpersonal relationships as one of the categories for mentors professional development in which they learn

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how to build trusting relationships with their mentees, and strategies for helping teachers adjust to their assigned station, district and to their profession. Bird and Hudson (2015) stated that during the crucial period of mentees professional development the provision of highly prepared and effective mentors would greatly contribute to its success. The literature and studies mentioned above is similar to the current investigation since it will assess mentoring skills which includes a professional relationship between the mentors and the teachers.

In a research conducted in London at University of Fort Hare, Baartman (2016) reiterates that mentors may require further education to learn how to mentor student-teachers. The researcher further indicated that this may also help them to be clear of which roles to play when mentoring mentees. Smith and Mekos (2018) stated that mentoring is a growth for both mentors and mentee in which mentors engage in opportunities to deconstruct mentoring practices and deepen their knowledge of standards and content to improve their instructional pedagogy. The research mentioned investigates mentoring student teachers, however, this is similar to the present investigations because it involves ones' mentoring practices which is being assessed in the current research.

Another research in Malaysia investigated mentor teachers' roles in mentoring pre-service teachers' teaching practicum. Phang et al., (2020) argue that mentor teachers played moderate roles in mentoring teachers; mentor teachers perceived themselves to play many roles yet regarded certain roles as unnecessary and unimportant. He recommended that universities, schools, and the Malaysian Ministry of Education must address the importance of producing quality teachers by intervening as early as pre-service teachers' teaching practicum. Relatively,

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this research is similar to the current investigation because it investigated the mentoring roles of the mentor teachers.

In another research conducted in South Africa, Hyde (2019) reveals that not only the mentors have an influence in the development of the mentees' teaching ability but mentees also play a vital role. The researcher further reiterated that the mentors had different views and beliefs on aspects of teaching and mentoring and this influenced the overall experience and the mentoring relationship. Mentees were able to reflect on their experience and some felt cared for and supported. Mutual respect was shown in the relationships but some relationships were able to develop further than others. Smith and Mekos (2018) described mentoring new teachers as a difficult journey. They indicated renewed mentoring approaches to help new teachers. This includes: 1. Rethink program elements that affect mentors; 2. Address challenges that new teachers really face; and 3. Use a tiered process to respond to needs. They also noted that the paramount way to work toward a successful mentorship is the support of people driven in professional growth and development and thinking strategically about one's performance. This results into impactful mentoring, happier teachers, effective instruction, and, most important, learners who learn more each day.

The following studies and literature mentioned below are about mentoring conducted amidst pandemic or in times of change. These are similar to the present investigation because the current research assessed mentoring skills amidst COVID 19 pandemic.

As the country continuously battles the pandemic, Mcmillan (2020) stated that teachers have faced new challenges with teaching students both synchronously and asynchronously, while navigating various school re-opening plans that include face-to-face options and hybrid options.

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In addition, Hawk (2021) mentioned that teachers who are new to the field rely on mentor teachers to help them during their first couple of years of teaching. DepEd Region 8-Eastern Visayas RO no. 039 s. 2020 mandated schools within the region the institutionalization of a mentoring program that guides the journey of a mentor and a mentee providing an avenue for mentors to share their expertise and for mentors to become effective teachers. As stated, mentoring should follow the Inter-Agency Task Force (IATF) protocols since it was implemented in a blended approach applying both face-to-face and distance modalities (online).

As mentioned by McMillan (2020), the reality is, there are new ways to make connections and mentor new teachers, even with the hurdles presented by COVID-19, which is part of the extensive advances in technology. Ultimately, our teachers need as much support as ever. As stated by Heather (2020), mentoring and coaching is not about telling someone what to do, instead it is helping teachers and administrators reflect on their own experiences.

In a research conducted by ELRC (2020), it was found that the conduct of distance monitoring and coaching virtually provides a safe space for teachers and administrators to address their concerns and work in a professional manner toward the success in their career and professional goals. As mentioned, most educators need mentors to figure out how to deliver instruction online to their students, or they may need a mentor whom they had a trusting relationship to get through difficult situation

In any facet of education, it is important to look at what is making positive strides for teachers and determine ways that those programs can be enhanced. As revealed in the learning continuity plan of Schools Division of Siargao (2020) the capacity building programs implemented in the new normal, address the curriculum requirements in terms of essential

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learning competencies and content as well as pedagogy and assessment. Smith and Mekos (2018) defined training of mentors as release time to engage in mentoring activities, such as attending training sessions, preparing mentoring materials, and observing and meeting with their mentees. In addition, Zuniga (2020) recommended to provide release time for mentors to support beginning teachers in planning. In addition, he stated that mentoring programs should embed release time for master teacher to build supportive and trusting relationship with mentees.

Mentoring Kindergarten Teachers

Kindergarten teachers are expected to know how to create inclusive learning environments and use their understanding of all children's developmental levels to provide effective learning experiences and appropriate assessment for all children. However as distance learning emerge due to pandemic, kindergarten teachers need mentors to guide them in the instruction delivery. The following studies and literature mentioned showed the importance of mentoring Kindergarten teachers.

Deped Learning Continuity Plan(2020), indicated the streamline of K to 12 curriculum into Most Essential Learning Competencies that there are 66 learning competencies in Kindergarten included out of 241. Educators will be able to focus more on the learning activities and resources, while having sufficient time for coverage and mastery by streamlining the learning competencies to the most essential. Kindergarten is the most vulnerable stage to inaccessibility to education during this time. The delivery of instruction in Kindergarten is anchored on the principles of developmentally appropriate practices: age appropriate, individually appropriate, and socio-culturally appropriate. Thus, kindergarten learners depend heavily on the guidance of adults as caregivers and as facilitators of learning.

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Dan (2016) conducted a research about teach me how to be a kindergarten teacher. The research examines the expectations of student teachers from their mentor kindergarten teachers. Findings in the research revealed mentees assume to gain practical knowledge of skills and tools that are important to their profession. Thus, mentees expect that the mentoring relationship will be supportive, encouraging and attentive. The implication of this research is that mentor teachers in kindergarten will be more aware of what their mentees expect from this relationship, particularly that there is no agreed concept of the mentor's role.

California Standards for the teaching Profession (2018) indicated six standards which includes teaching performance expectations of master teachers as mentors in beginning kindergarten teachers. The article stated that master teachers as mentors of kindergarten teachers provides early childhood care and development program and instruction which assists professional learning, growth and development through mentoring. The following are the six standards: 1) engaging and supporting a; 2) creating and maintaining effective environments; 3) understanding and organizing content knowledge; 4) planning instruction and designing developmental and learning experiences; 4) assessing and documenting young children's development and learning; and 5) developing as a professional early childhood educator.

Kupila (2017) conducted a research on interpretations of mentoring during early childhood education mentor training. This article presents thematic content in which kindergarten teachers mentor early childhood student teacher through mentor training program. Findings indicated that changes in the interpretations were recognized concerning the task of mentoring, learning, and the relationship of the mentor and the mentee. Trained mentors gained confidence and expertise thus, mentors developed their professional identity and equipped them

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for the mentoring process. This research relates to the current research being studied because it involves mentoring kindergarten teachers. However the research mentioned above focus on mentoring pre-service teachers through mentor training program.

Master Teachers on Mentoring

Master teachers' role in mentoring is revealed in different studies and literature. The following studies is related to the current research as it investigates master teachers mentoring skills

Master teachers are skilled teachers in their craft. DepEd RPMS Manual (2018), indicated that master teachers are categorized as highly proficient teachers. As stated master teachers are expected to consistently display a high level of performance in their teaching practice. Generally, one of the expected outputs for them is to provide support and mentoring to colleagues in their professional development, as well as work collaboratively with them to enhance the potential for learning and practice of their colleagues. This literature is needed in this research since the present investigations involve master teachers in the public school which considered as mentors.

Hermosisima et al. (2018) affirmed that master teachers were assigned as mentor teachers to beginning teachers. Laude (2018) found out in his research that master teachers are strong partners of the school head in monitoring instructional duties of teachers. Usually, the mentor-teachers are the master teachers, grade area coordinators, or grade chairman. They are selected based on their very good performance (Maligalig et al., 2010; Read & Atinc, 2017). Mentor teachers typically assess neophyte teachers with the use of usual evaluation tools which includes observations, interviews and informal conversation. Beginning teachers were also given opportunities to observe master teachers for the improvement (Hermosisima, Ferrer &

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Abulencia, 2018). This observation of mentor-teachers has helped the beginning teachers on classroom management, improving their teaching strategies and techniques on how to handle students as well as how to effectively motivate or encourage pupils and students to research hard and learn the lessons (Rose & Reynolds, 2006; and Read & Atinc, 2017). The aforementioned studies help the present investigations to identify the roles of master teachers as mentors.

McClean (2016) conducted a research in Barbados about the master teachers' role and responsibilities. The researcher's concept of the "master teacher" refers to the ideological approach used to implement and initiate programs in the school reform process. Based upon the research findings the educators did have very strong opinions of the "master teacher" concept which was evident in the responses of the senior members of staff. The role of the "master teacher" was identified as a guide for new teachers, train teachers, mentor new teachers, create techniques and program to enhance teaching and learning, role model for young teachers, conduct staff development workshops, serve as curriculum team leader and act as resource person or an expert.

In another research, Bush et al. (2016) present evidence of the role of master teacher in two Asia-Pacific contexts: Malaysia and the Philippines. According to the researcher in most countries, teachers lead to talented practitioners progressively reducing their classroom work to take on leadership and management responsibilities culminating in headship. However, in some education systems, they keep good teachers in classrooms by offering alternative promoted posts, often described as master teachers. Findings in the research showed that the master teacher role largely succeeds in keeping talented and ambitious teachers in the classroom, but there is only limited evidence of a wider impact on colleagues, schools and the education system.

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Laude et al. (2018) explore master teachers' capacity as Instructional Leaders in the Division of Biliran. Findings revealed that master teachers are instructional competent. Master teachers have this capability to lead the school particularly in improving the academic performance of the students. The researcher further stated that the primary role of master teachers is to conduct classroom observations and coach teachers using reflective practice to improve instruction. Moreover, the result showed that they are competent as instructional leaders in terms of curriculum content and pedagogy, on planning, assessing and reporting learners' outcomes and on personal growth and professional development.

Zuniga, (2020) recommended that master teachers should be given opportunities for professional development to develop their competencies. They should be engaged in leadership, collaboration, communication and reflection. Master teacher competencies should be embedded in the support provided to their mentees. Moreover, the research found out that master teacher's skill set is evident and extremely needed in mentoring teachers. The importance of building relationships with their mentees is skill most noted by the master teachers. Thus, the researcher recommended to develop master teachers' skill sets in building relationship. Establishing skill sets in building relationships of master teachers and beginning teachers will greatly benefit by sharing their own teaching challenges and discussing possible solutions that can result to a positive outcome.

Espineli (2021) conducted a qualitative research to explain the lived experiences of master teachers in monitoring modular distance learning. The researcher mentioned that school year 2020-2021 is the beginning of the so-called "Education in the New Normal". Findings from the research showed that the experience of master teachers in monitoring modular distance

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learning teachers in the new normal is a bit difficult. In addition, master teachers experienced transition/change in the monitoring process, presenting pieces of evidence, and feedbacking. They rely on what the teachers stated during the monitoring period and what documents they presented to support their claim. The researcher then concluded that monitoring through stories and insufficient evidence presented leads to a problem in feedbacking/ giving technical assistance.

Moreover, Robusa et al. (2021) investigate challenges faced by the public school teachers in times of COVID-19 pandemic. The research revealed that they hardly perform specific tasks virtually, and provide an effective learning environment, given that the resources are inadequate. The researcher further indicated that most of the public school teachers had difficulties in addressing the new normal. He mentioned that public school teachers have paperwork to do aside from teaching in the current situation. Thus, submission and workload became a problem.

According to Raymond et al. (2016) time was a main concern that either enabled or became a barrier to both effective mentoring and successful induction. In another research, Pather (2010) stated that in spite of the constraints of heavy workloads, limited time available to mentor teachers, and inadequate induction programmes, mentors made sure that they capacitated proficient teachers in their professional and personal development through collaborative engagement and critical dialogue. Pather (2010) revealed in his research that collaboration and collegiality, critical dialogue shaped the mentoring relationship of the master teacher mentors and their mentees. A number of researchers clearly identified that schools where mentoring was most effective recognised and valued the importance of having time to collaborate, experiment and reflect.

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Moreover, Hawk (2021) stated that every teacher has a network of trusted colleagues and peers. When new staff members join a building, they have to build their own network. Do what you can to help expedite this process and encourage relationship building between your mentee and your colleagues.

Sangalang (2018), revealed that there is no significant relationship between mentoring skills across sex, civil status, age, length of service and years in service as master teachers. Moreover, there is no significant relationship between the technical assistance across sex, civil status, ancillary services, age, and years in service as master teachers, number of minutes of actual teaching load, and number of preparations. This research is similar to the current investigation because it will investigate the significant relationship between the profiles of the master teachers and their mentoring skills.

In a research conducted, Gutierrez (2016) explored about effectiveness of junior faculty mentoring relationships. The research described mentoring profile and correlate with mentoring effectiveness and career related outcomes. The researcher concluded that mentors with longer years in service and expertise are identified by the junior faculty and those with experience as mentors before tend to provide higher quality mentoring experience to their mentees, therefore it showed evidence of mentoring within the college. The unstructured type of mentoring relationship showed evidence of disadvantages such as lower frequency of meeting and availability of the mentors for consultation. This leads to shorter term of mentoring relationships. Nevertheless mentoring relationship is recognized and appreciated by both mentors and mentees. However, advantages of mentoring was found. Evidence showed that mentees involved have had

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a higher percentage of research involvement, administrative and more career related outcomes more related.

In a research conducted in Pakistan about impact of gender, qualification and experience on mentoring practices, Quratul (2017) assess the difference in mentoring practices used by the management of universities based on gender, academic qualification, professional qualification and job experience. The research also focused on developing a plan to implement a mentoring program in the universities. Research showed evidence that there was no statistically significant difference related to mentoring practices on the basis of gender, academic qualification and professional qualification. However there was significant difference in mentoring practices on the basis of job experience. Data revealed that shorter years of experience were more responsive towards the mentoring practices as compared to those with longer years of experience. It was then revealed that neophyte teachers were not getting support in the involvement of research activities, formal presentations, and innovating instructional aids.

Five Factor Mentoring Model

A review of studies regarding the five-factor model were investigated locally and in other foreign countries. This research current investigates one particular model of mentoring. The following studies are similar to the current investigations since the research will assess mentoring skills based the five-factor model. For instance, consider the following studies.

In the research conducted in United Kingdom about mentoring practices for effective teaching of Mathematics and Science which is based on Hudson' five factor model, Duah (2011) indicate that mentors overwhelmingly exhibit personal attributes for effective mentoring, provide adequate mentoring in pedagogical knowledge development, model effective teaching and

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professional practices and provide effective feedback to pre-service teachers. Yet, the results also indicate that mentors did not provide adequate mentoring on systems requirements in relation to the national curriculum and school policies.

Relatively, Espedido et al. (2019) explored the mentoring practices of several college faculty members and their mentees using the Hudson's five factor mentoring model for effective teaching. A survey was administered to faculty members from a private higher education institution. Results of the research focused on the following areas: (a) personal attributes that the mentor needs to exhibit for constructive dialogue; (b) system requirements that focus on curriculum directives and policies; (c) pedagogical knowledge for articulating effective teaching practices; (d) modelling of efficient and effective practice; and (e) feedback for the purposes of reflection for improving practice. The research suggests that actively engaging mentors who apply the principles outlined by the five factor areas greatly help in ensuring highly effective support for the development of their mentee faculty colleagues. Mentor teachers have to demonstrate and model good attitudes, behaviours, and values as teachers in and out of the classroom. (Phang, et al. 2020).

Smolik (2010) to explore and describe the perceptions of several elementary science mentors and their mentees based on a five-factor mentoring model. The researcher utilized a qualitative methodology, within the five-factor mentoring model, personal attributes suggested notions of support and expert status as critical elements for effective mentoring. The factors of system requirements, pedagogical knowledge, modeling, and feedback were found to be interrelated amongst themselves and with the factor of personal attributes. The researcher

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reiterated that effective mentors demonstrated a commitment to the role as well as a flexibility pertaining to role adjustment depending on the context of the mentoring relationship.

Hudson et al., (2012) conducted a research qualitative research analyses about the mentoring of pedagogical knowledge. The researcher stated that mentoring pedagogical knowledge is fundamental towards developing preservice teachers' practices. As a result of a train-the-trainer mentoring program, findings indicated that the model was successful for mentoring pedagogical knowledge. However, the research suggested that a well-constructed professional development program on mentoring can advance the quality of mentoring for enhancing preservice teachers' practices

In a research conducted in Australia about mentor's report on their own mentoring practices based on the five-factor mentoring model, Hudson (2010) indicated that mentors also claimed that professional development on effective mentoring can enhance their skills. Implementing an Australian National Curriculum necessitates professional development for mentors on effective mentoring practices in order to increase the quality and quantity of mentoring for enhancing preservice teachers' practices.

Hudson develop a five-factor model designed to establish clear goals for mentors to better guide them to effective mentoring. Hudson's five-factor model includes personal attributes, system requirements, pedagogical knowledge, modelling, and feedback. Each section will provide a detailed understanding and in depth-knowledge of each Hudson's five factor. Mentoring models should be scrutinized properly to determine applicability to various contexts. (Bird & Hudson, 2015). He concluded that the five factors should be the basis to articulate the goals and outcomes for the mentors' preparation for the role and would also serve to identify

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their specific responsibilities. Hudson's five mentoring factors were supported by substantial evidence as a valid and useful framework for measuring the impact of the mentoring (Bird & Hudson, 2015)

Personal Attributes

As cited in the Mentor Teacher Training Handbook of UCCS (2013), some researchers suggested that an effective mentor must possess professional attributes that lead to motivating and supporting their mentee. Hudson (2004) in his research about five factor model personal attributes of the mentors are fundamental to the mentoring. These personal attributes include a strong foundation in content knowledge, effective communication skills, and the ability to help their mentee be reflective on their practice. In one research Bird and Hudson (2015) investigating Hudson mentoring model found out that more than 90% of the mentees agreed that their mentors did well for being positive and supportive of the teachers. On the other hand, the same research found that only 17% of the mentees in the research believed that their mentor truly listened to the mentee during their reflective period and aided in personal growth. In another research conducted, Carrosa (2019) revealed the findings indicate that the personal attributes of mentors were perceived as being most relevant.

Phang et al., (2020) stated that mentor teachers are required to play interpersonal-related roles when mentoring which includes being attentive and supportive listeners and confidence builders. In contrast, Hyde (2019) revealed that if a mentor does not display supportive and positive personal attributes this may affect the mentees confidence to teach. UCCS Training Handbook (2013) stated that personal attributes connected to effective mentoring is a product of the relationship with the mentor.

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System Requirements

According to the five-factor model, system requirements pertained to obtainable goals for teaching, relevant school policies, and curriculum content (Hudson, 2007; Shea & Greenwood, 2007). In a research about theory and mentoring model of Hudson (2004), he stated that the mentor's role must include addressing system requirements so that mentees can be more focused on planning and implementing quality educational practices in teaching. This requires mentors to outline the school's education policy and curriculum so that mentees may note how system requirements are implemented within the school setting.

As stated by Phang et al., (2020) mentor teachers are required to have enough knowledge related to system requirements of school. In a detail manner Hudson (2010) discussed that mentor needs to articulate the aims, policies, and curricula required by an education system. Hyde (2019) revealed that the details need to be clearly communicated, mentees need to understand the policy requirements of at least three different systems: the national policy, such as curriculum and assessment policies, policies on religion and inclusion. System requirements is recommended to focus on the aims for teaching a specific subject, the curriculum and policies. However, in a research conducted by Duah (2011) the results indicate that mentors did not provide adequate mentoring on systems requirements in relation to the national curriculum and school policies. Hyde (2019) revealed in his research that mentors provided opportunities to their mentees to experience the culture within the school setting, this includes discussion on assessment policies. UCCS Training Handbook (2013) stated that mentors who invest significant time guiding their mentees grasp the complexities of different system requirements will result to a successful implementation in a school-setting or district level initiatives

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Pedagogical Knowledge

Hudson et al. (2004) pedagogical knowledge is a key to the mentoring process overall. Pedagogical knowledge is essential to mentors in guiding their mentees teaching practices. UCSS Training Handbook (2013) explained that this well-balanced display of pedagogy includes specific skills related to teaching content, classroom management, lesson and curriculum planning, and student goal setting. According to Phang et al., (2020) mentor teachers are also required to have enough of pedagogical knowledge where they share effective and useful pedagogical-related practices teachers. Hudson (2004) stated that pedagogical knowledge may vary from subject to subject and lesson to lesson; hence mentors need to conceptualize what constitutes subject-specific pedagogical knowledge in order to articulate this clearly to their mentees. Hyde (2019) indicated that this includes the aspects of classroom management, time allocation, lesson plans and meetings in preparation for lessons. In a research conducted by Hudson (2004) he indicated eleven mentoring attributes associated with pedagogical knowledge. This includes planning or teaching, timetabling, preparation, teaching strategies, classroom management, questioning skills, assisting with problem solving, content knowledge, implementation, assessment and providing viewpoints. Bird and Hudson (2015) stated that practical pedagogical knowledge translates into teaching practices that can demonstrate skill levels.

Hudson (2010) explained explicitly the mentoring attributes in relation to pedagogical knowledge. According to the research effective mentors articulate how to plan for teaching; they develop timetable for the mentee. The mentor should discussed the teaching needs preparation of the mentees specifically the location and use of resources. Mentor may provide experienced

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perspectives which help the mentees teaching strategies to deliver the lesson effectively. Mentors should ensure that teacher's content knowledge is within the system requirement and appropriate to the grade level. However, there are incidental problem that arise in the lesson in which the mentors can give technical assistance. Mentors have insights about classroom management strategies including behaviour management, this should be discussed with the teachers. Discussing the flow of the lesson during the implementation should be discussed with the teachers this include higher-order questioning skills. Mentors can provide pedagogical knowledge about assessment and also viewpoints about effective teaching practices that link curriculum, pedagogy, and assessment.

Modelling

Effective mentors are often viewed as instructional coaches and are models of best instructional practices and classroom practices. Hudson (2010) the mentor's enthusiasm as a teacher can present desirable teaching traits. The mentor-mentee relationship reflects the behaviour of the mentee in facilitating learning which helps build positive rapport between the students. The mentor also needs to model appropriate classroom language suitable for student learning, teaching, effective teaching, classroom management, hands-on lessons, and well-designed lessons. In addition, Phang, et al. (2020) revealed that mentor teachers have to demonstrate and model good attitudes, behaviours, and values as teachers in and out of the classroom. Hyde (2019) indicated in his research that it is the opportunity of the mentors to model what has been discussed with the mentees. Passion, enthusiasm, effective teaching, a rapport with the pupils, lessons that are hands on and well-designed are some of the aspects that can be modelled to the teachers. UCCS Training Handbook (2013) stated that strong mentors are

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able to model the many complex aspects associated with the teaching. In his research, Hudson (2010) found that most mentees felt that their mentors did not effectively model many aspects of teaching, especially classroom management. Baatman (2016) further stated in his research that mentors are understanding and good models. RPMS Manual in times of Covid-19 stated that one of the indicators of the master teacher is to model to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners

Feedback

Providing feedback is essential to professional growth. In the RPMS Manual for Teachers and School Head (2018) it is stated that feedback given provides quality input for the continuous improvement of teacher practice and provides opportunities to share ideas and expertise, as well as promote mentoring and coaching among colleagues. It also encourages teachers to reflect and develop awareness about their own practice as it provides evidence of actual teacher performance, their strengths and areas for development and the impact of their practice. In addition, Hyde (2019) indicated that constructive criticism by the mentor is essential for the growth of the teacher. Hudson (2010) stated that effective mentors provide oral and written feedbacks which involve the teachers teaching and learning environment. However, Phang (2020) revealed in his research that mentors felt uncomfortable giving criticism even if it was constructive and developmental in nature. In addition the researcher explained that order to give constructive feedback there needs to be a certain level of trust and this was not yet established. As studied by Bird and Hudson (2015) among the five factors, feedback showed the lowest result.

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Espineli (2021) in her research indicated that giving feedback seems to be difficult in the new normal especially that they do not observe what the teacher is doing in the class. McMillan (2020) mentioned that the ability to receive timely and helpful feedback is imperative, and teaching remotely can eliminate the option to have a veteran teacher physically sit in on a lesson or share those valuable moments of in-person conversation. However, due to well-timed advances in technology, feedback is still attainable in a virtual setting.

Challenges Encountered by the Master Teachers in Mentoring Kindergarten Teachers

Intermittent Internet Connection

In times of pandemic, distance learning is one of the learning deliveries adapted by the teachers. Thus, master teachers monitoring distance learning requires internet connection. The following studies mentioned is are similar to the current investigation since it is one of the challenges encountered by the master teacher in mentoring kindergarten teachers.

Clarin and Baluyos (2022) revealed that poor internet connection was considered the main problem for both teachers and students in distance learning. Since internet connection is needed, whenever it has poor signal classes will be disrupted hence it will affect the teaching and learning process.

Based on the findings, Robosa et al., (2021) concluded that digital age is limited most to public-school teachers. Virtual environ is a challenge to both teachers and students given that the resources are inadequate and internet connections is not stable. Considering that technology was the only way for them to keep in touch, it limits their ability to communicate with each other.

In a study conducted by Tria (2020) on the COVID-19 pandemic through the lens of education in the Philippines findings revealed that limited internet access pose such problems in

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the implementation od distance learning thus mentoring teachers will also fe affected. According to the report of Akamai (2017), the Philippines has the lowest internet connectivity in Asia thus, quality of learning will be compromised.

Maddy (2020) revealed that the most common problems associated with online education in general included the limited internet access in provincial and rural areas and the availability of electronic devices to access the internet, and the lack of interaction between learners and teachers. The studies mentioned above supported the current investigation that internet connection is one of the most face problem in the teaching and learning delivery amidst pandemic.

Giving feedbacks

Providing feedback during mentoring is essential towards the growth of the mentee. However the current research cited that giving feedback is one of the challenges encountered by the master teachers.

Espineli (2021) in her study about lived experiences of master teachers in monitoring modular distance learning (mdl) teachers reveled that one of the challenges encountered by the Master teachers that should be prioritized and need to be given immediate is to monitor with insufficient evidence presented which leads to a problem in feedbacking and giving of technical assistance. According to Stanulis et al. (2018), providing effective feedback is a complex skill because the mentor needs to provide supporting evidence that will be discussed in the post observation conversation.

Zuniga (2020) cited that in order to make mentoring effective are experiences that comprise of hands-on-learning with recurrent feedback throughout the mentoring process.

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According to Phan et al., (2020) feedback received a moderate extent as mentoring practice based on the findings. However, Hudson(2015) inferred that the feedback would not be sufficient and would defeat the purpose of improving the pre-service teachers' performance if the mentor teachers only provided feedback after conducting observations.

Overlapping of Workload

Espineli (2021)revealed in his research that one of the challenges encountered during mentoring is crowded schedule due to Master teachers' other functions in school like teaching students, doing reports, and others leading to the difficulty of setting the schedule to monitor modular distance learning teachers. The findings corroborate with the study of Robosa (2021) on the experiences and challenges faced of the public-school teachers amidst the covid-19 pandemic: a phenomenological study in the Philippines. Based on the study's findings most teachers are significantly challenged by the submission and workloads that contribute to stress and burnout. Bush et al., (2016) stated that in the Philippines, most master teachers identify a wide range of additional responsibilities, such as being a chairman in school committees, which go well beyond their specialist curriculum and teacher development roles. However, such roles may also be assigned to other teachers, suggesting that these functions are not specific to the master teacher role.

Implications of Mentoring Practices

Implications on the master teacher's mentoring can be found in various studies and researches. Below are the studies that listed implications of findings on mentoring practices which is also present in the current research.

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West (2016) stated implications in the use of mentoring models which support school leaders including master teachers and administrators as they identify needs regarding mentoring and develop programs to meet those needs. The research further reiterated two implications on the desire of mentors to help teachers; 1) if mentor serves as the consultant and exploring a small number of ideas then mentoring program can be developed in explicit way which focuses on a small number of aspects from a more traditional view of teaching and learning; 2) if mentors help teachers to understand a vast aspects of teaching and learning, a program can be developed in a reform minded approach. Similarly, mentoring framework can support administrators and school leaders in the selection, training, and support of mentors. Hyde (2019) supported that effective mentoring is perceive to be time consuming as it requires personal and professional commitment to both mentors and mentee. Reduction of responsibilities is considered to be a compensation to mentors. There should be compensation to mentors to recognise the contribution they have made to the professional and personal development of the mentees rather than monetary value. In addition, it is mentioned that it is difficult to establish the exact mentoring practices which lead to a successful programme. The research further implied that even though mentors were aware of their role they were not necessarily able to foster a meaningful relationship with their mentee.

In a reflective guide to mentoring, Raymond et al. (2016) implied practices get in the way of effective mentoring since various studies found out such ineffective practices impacted quite heavily on whether new teachers were lost to the profession. The most significant of these are providing insufficient support and offering insufficient challenge

Reasons were revealed behind insufficient challenge;

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1. Mentors and mentee should work on and find out problems where everyone acknowledges that teaching is inherently difficult instead of mentor assuming they know everything about their craft and all they needed to do was give lectures of its principles to mentee;
2. Mentors failing to provide their mentees the freedom and opportunities to innovate and take measured risks;
3. Mentors is reluctant to give mentee high risk of responsibilities in the learning environment;
4. Mentees were given prescriptive criteria for teaching practices;
5. Mentors tended to overly focus their interactions on technical matters such as classroom behavior management, subject content rather than understanding of concepts such as critical reflection and their inability to see the relationship between theory and practice.

Sangalang (2018) implied that when mentee set goals on continuing professional development, ignite passion to teach and accepting other related works can be an avenue it can be an avenue to the teacher to be promoted.

Perpetuity in giving proper technical assistance and utilization of general and specific mentoring skills were advised. Prioritization of work, positive acceptance, and right attitude towards the duties and responsibilities may lessen the problems encountered by the mentors in mentoring. Advance planning of work, making schedule, time-frame and availability of both mentor and mentee can avoid the problems lack of time and work overload. The Department of Education may provide training plan and mentoring program/manual in order for the master teachers to have a tool/guide in mentoring.

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McClean (2016) One of the implications stated is to highlight the need for further research and surveys about the master teachers' post and if possible master teachers need to be identified and trained for the role and responsibilities as mentors, curriculum development, leadership and as role models in the reform process. It is further stated that staff development officers and policy makers should include master teachers training on mentoring to ensure teacher advancement, satisfaction, empowerment, participation, collaboration and retention. As gleaned from the findings of the research, Laude et al. (2016) cited that master teachers has the potential and capability to give technical assistance to other teachers.

Walters 2019 considers that impact those implementing mentoring and evaluation systems in practice, those determining policy relating to mentoring and evaluation systems, those researching the nature and/or outcomes of implemented systems, and those creating new mentoring models.

Practice

The research is clear that mentoring system within the context of mandated professional development and evaluation must exist in order to consider the needs of the students as well as the needs of the teachers in an educational setting. In practice, it is recommended that administrators and educators consider the purposeful structure of the mentoring system.

In practice, it is clear that education stakeholders do not have an impact on increasing teacher's effectiveness and students' achievement equally. This research suggest school administrators to consider stakeholders opinion when crafting the most appropriate mentoring model. In addition, the elements of the mentoring system must impact outcomes singularly through individual activities as well as collectively through the system as a whole.

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Policy

This research suggests that national policy makers must consider the flexibility of mentoring and evaluation systems. Policy must allow for flexibility to organically approach, analyze and monitor supportive and inhibitive aspects of mentoring within the professional development and evaluation system. Implications exist for higher education institutions who train teachers and administrators, in their future mentoring roles and implementation of mentoring systems. It is mandated that higher education institution should adapt mentoring models in the context of any professional development and/or evaluation system so that supportive and inhibitive aspects of mentoring can be built and refined for future educators.

Research.

This research lead to numerous implications for further research associated with mentoring practices and its effectiveness. Mentoring within this system exists within professional development settings. In addition, due to the limited time allocated to mandated activities, neither professional development nor mentoring formally exist. Finally, as coaching and mentoring within the system focused heavily on teacher reflection, future research into the measurement of effective reflection and its impact on classroom instruction is needed.

Mentoring Practice towards Mentoring Program Development

Mentoring skills demonstrated by the mentors may be the basis for the development of mentoring program which is likely similar to the present investigation. A number of studies that follow attest to this statement.

Deped Order no. 87, s. 2010 mandated the institutionalization of the school-based mentoring program in all elementary schools. This will maximize the competence of trained

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mentors, improve the competence of mentees under that mentoring program, create academic learners among school managers and improve the performance of the school children. However, this mentoring programs is focused on communicative language teaching, beginning reading, assessment and intervention. Quratul (2017) conducted a research that focused towards developing a plan to implement a mentoring program in the universities. The proposed model is based on seven main steps. Each step is interconnected and mutually dependent. From the goals selection, the need to determine the development of mentors and mentors respecting mentee and mentor relationship, the use of guidance tools, time to provide and end follow-up. Thus, this research is similar to the research since it will use the data to design a mentoring program that will help improve the mentoring skills of the master teachers.

West (2016) stated that although general conceptions on mentoring involves experts such as more experienced and more knowledgeable individual providing support to their mentees a gap still exist in the way in which these goals are realized in mentoring programs. To convey clear perspective on mentoring, the researcher developed a framework of mentoring models based o literature. The framework has four zones which allows users to position models corresponding to the program's views of teaching and learning and the number of aspects of teaching and learning that are addressed. Administrators and school leaders used the framework to identify goals for mentoring programs and select, train, and support mentors and novices.

Espedido et al. (2019) explored the mentoring practices of several college faculty members and their mentees using the Hudson's five factor mentoring model for effective teaching. The research reiterated that professional development programs that target the specific areas for improvement of these mentors may further enhance mentoring practices.

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In addition, Hyde (2019) explored the mentoring practices using Hudson's five-factor model on how the model it could be adjusted. Recommendations of the researcher for the internship program was structured. Zuniga, (2020) stated that mentoring programs should include master teachers' continuous professional development to attend throughout the school year so they are current and prepared to provide ongoing support to their mentees.

Galamay-Cachola et al. (2018) conducted a research about mentoring experiences, issues and concerns in the student-teaching program towards a propped mentoring program. This research is based on Hudson's' five-factor mentoring model. Findings indicated that mentors perceived they greatly mentored student-teachers in terms of personal attributes, system requirements, pedagogical knowledge, modelling and feedback which were validated by the mentees except in the area of system requirements.

Apaydin (2016) in her research of the effect of faculty mentoring, results revealed that academic mentoring have an impact on faculty members' career satisfaction and career success. However, he indicated that future researcher may examine type of mentoring network since mentors cannot maintain the mentoring relationship for a long time this may be because the mentors may feel academically competent upon completion of graduate studies. Berk et al. (2015) revealed that there is a critical need for research on mentoring that must address the definitional and conceptual issues plaguing this domain for years. Neither the empirical nor theoretical published research has kept pace with the development of mentoring programs. The scarcity of rating scales that directly measure characteristics of the mentoring relationship, essential to evaluate any program's effectiveness, requires immediate attention. Although the present research does not dwell on the impact of mentors' career success and satisfaction, the studies cited above

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indicated to further research on mentoring relationship for the development of mentoring program which is also needed in the current research.

Moreover, Sangalang (2018) reiterated in in his research about the level of mentoring skills and technical assistance of master teachers that it is highly recommended for the DepEd to develop a training plan and mentoring program for mentors as a standardized mentoring tool to all master teachers. Herosisima et al. (2018) looked into the support given to new teachers. Results showed that training, school-initiated programs, and support from colleagues were mainly the form of support given.

Furthermore, Espineli (2021) conducted a qualitative research to explain the lived experiences of Master Teachers in Monitoring Modular Distance Learning Teachers. The research suggested that based on the result the Department of Education - Cavite may utilize the results in designing various professional development Programs/trainings that would enhance the capability of Master teachers to monitor teachers under the modular distance learning.

Baartman (2016) recommended that the Department of Education can offer educational opportunities to mentors through workshops, seminars and courses with specific mentoring skills being taught. He stated that further research and follow-up studies is needed to be conducted which could contribute to the empowerment of teachers as mentors of student-teachers. It appears that if teachers were better equipped for their role as mentors they would be motivated to revitalize their own instructional and guidance skills. In addition, the researcher stated that further research be conducted on the voices of mentor teachers with regards to their mentoring role.

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Synthesis

Mentoring is essential to the teaching experience of every educator particularly amidst pandemic wherein everything is new to every teacher. Smolik (2010), Hudson (2015) and Wortman et al., (2008) define mentoring as professional relationship between the mentor and the mentee for instructional purposes. On the other hand, Baartman (2016) argues that mentors require further education and training to mentor teachers. Hyde (2019) and Phang et al. (2020) supported the statement and indicated that mentor teachers played moderate roles in mentoring teachers and not only the mentors have an influence in the development of the mentees' teaching ability but the mentees' also play a vital role.

Expert and knowledgeable teachers are considered as mentor teachers. Wortman, et al (2008), Heather (2020), McMillan (2020), and Hawk (2021) mentioned that new teachers rely on mentor teachers whom they greatly need help and support as ever. McClean (2016) and Hermosisima et al. (2018) affirmed that master teachers were assigned as mentors who guide new teachers, train teachers, and mentor new teachers. Hence, Mcmillan (2020) and ELRC (2020) argue that teachers have faced new challenges with teaching and found virtual monitoring and coaching a safe space for teachers to address their professional needs. Espineli (2021) and Robusa et al. (2021) showed that the experience of master teachers in monitoring modular distance learning teachers in the new normal is a bit difficult and they hardly perform specific tasks virtually, provide an effective learning environment, given that the resources are inadequate.

As described by Bush et al. (2016) and DepEd RPMS Manual (2018) master teachers are highly proficient teachers that are kept in the classrooms. On the other hand, Laude et al. (2018) indicated that master teachers are competent as instructional leaders in terms of curriculum content

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and pedagogy, on planning, assessing and reporting learners' outcomes and on personal growth and professional development.

Quratul (2017) and Sangalang (2018) revealed that there was no statistically significant difference related to mentoring practices across mentor's demographic profile such as gender, academic qualification and professional qualification. However, Quaratul (2017) found that there was significant difference in mentoring practices on the years of experience as mentors. In addition, Gutierrez (2016) and Sangalang (2018) argue with the statement that mentors with longer years in service tend to provide higher quality mentoring experience to their mentees.

Hudson develop a five-factor model designed to establish clear goals for mentors to better guide them to effective mentoring. Hudson's five-factor model includes personal attributes, system requirements, pedagogical knowledge, modelling, and feedback.

Duah (2011), Bird and Hudson (2015) and Espedido et al. (2019) explored mentoring practices using five-factor mentoring model. Their studies indicated that mentors who apply the principles outlined by the five factor areas greatly help in ensuring highly effective support for the development of their mentee.

Carrosa (2019), Hyde (2019) and Phang et al. (2020) reiterated that mentors are supportive of their mentees which indicate that the personal attributes of mentors were perceived as being most relevant. According to the five-factor model, system requirements pertained to obtainable goals for teaching, relevant school policies, and curriculum content (Hudson, 2007; Shea & Greenwood, 2007). However, Duah (2011) argues that mentors did not provide adequate mentoring on systems requirements in relation to the national curriculum and school policies.

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Berk et al. (2015), Galamay-Cachola et al. (2018) and Espedido et al. (2019) indicated that there is a critical need for research on mentoring in which gaps will lead towards a proposed mentoring program, thus it could enhance mentors' mentoring practices.

West (2016) and Quratul et al. (2017) developed and program and framework to clearly convey the overview of the mentoring practices which allow administrators and school leaders to identify goals for the mentor and mentee.

Methodology

This chapter presented the procedures and processes that the researcher used in gathering, collating and evaluating the data in answer to the specific questions raised in this research.

Moreover, this part of the paper includes the following; research design, respondents of the data, sampling techniques, research instruments, validation of instruments, data gathering procedure, ethical consideration and statistical treatment of data.

Research Design

The research used descriptive- quantitative method of research. This design is deemed appropriate because the research described present concerns specifically, mentoring skills of master teachers among kindergarten teachers in the public schools amidst pandemic. The researcher used survey questionnaire as main instrument in the generation of data. Likewise, this design also allowed the researcher to utilize data from respondents and used as basis in developing and proposing a school-based mentoring program.

Research Locale

The researcher was conducted in the public schools at the Division of Siargao which is part of CARAGA Region. It is located in the Province of Surigao del Norte. The Division of

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Siargao was created under Republic Act No. 1696 on June 1966 and started its operation on August 1967. It has been in existence for the past (54) fifty-four years. The schools in Division of Siargao may be classified into three categories Rural schools, Remote schools and Island schools. Rural schools are located near or within the center of the municipality or town with central schools and non-central schools. Remote schools are located in the small barangays with no internet connectivity. It is composed of Monograde which offers complete elementary level with a single class per level, Multigrade offers complete elementary with two to three grade levels in one class and incomplete schools which offers incomplete grade levels and handles two to three levels in one class. Island schools are situated in the island within the division. There are also island schools that offers monograde, multigrade and incomplete level.

Schools Division of Siargao has 162 public and private schools composed of 120 elementary public schools, 25 secondary public schools, 12 elementary private schools, 2 private secondary schools, 2 private senior high schools grouped into 12 districts. Mostly, monograde schools with complete elementary has one master teacher assigned who becomes mentor of kindergarten teachers. Specifically, elementary master teachers within the division were the respondents of the research.

The researcher conducted the research in the said locality since it is where the researcher is currently employed. Having been assigned as a kindergarten teacher in two different public schools in the division, the researcher had to learn to adapt to the system and observed that teachers especially the neophytes in need to be mentored. The researcher intended this research to help mentor teachers be existent to the kindergarten teachers around them and be aware of their mentoring practices.

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Respondents of the Study

The respondents of the research were the master teachers mentoring kindergarten teachers of elementary schools within the Division of Siargao who are in service as of school year 2021-2022. Among the 12 districts, only 10 districts responded, some districts were not able to turn in their responses due to intermittent internet signal. Out of 81 master teachers within the division only 42 master teachers responded. Three of the master teachers participated in an interview conducted by the researcher. Table 1 below is the distribution of the respondents within Schools Division of Siargao. Hence, the researcher considered that the respondents be distributed from various districts to accommodate most of the population of mentor teachers within the division.

Sampling Technique

This research utilized purposive sampling. Purposive sampling is one of the most cost-effective and time-effective sampling methods available. Alternatively, purposive sampling method may prove to be effective when only limited numbers of people can serve as primary data sources due to the nature of research design, aims and objectives (Black, 2010).

The following criteria was set by the researcher for the exclusion and inclusion of the sampling respondents. Master teachers in the public school within the age range of 20-65 were considered. Thus, the researcher purposely selected master teachers mentoring kindergarten teachers who are in service during school year 2021-2022. Only those who were in service for that school year were selected as they already had an experience as mentor teachers amidst pandemic, and was assumed that they know their roles as mentor teachers. Master teachers mentoring other grade levels were excluded. The research instrument was randomly distributed

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to master teachers to eliminate bias and simultaneously enable generalization to the entire master teacher population.

Research Instrument

The researcher utilized a modified standardized instrument for this research. The questionnaire consists of three parts. Part I of the questionnaire deals with the demographic profile of the respondents such as age, sex, highest educational attainment, position, teaching experience, and years of service as a master teacher (Appendix A).

Part II is a questionnaire titled Master Teachers' Mentoring Skills Amidst Pandemic Using Hudson's Mentoring Mode and a five-point Likert-Type scale ranging from "strongly agree" to "strongly disagree" to assess the mentoring skills of the master teachers among kindergarten teachers amidst pandemic. This comprised questions based on the Five-Factor Mentoring Model on personal attributes, system requirements, pedagogical knowledge, modelling and feedback. This survey questionnaire is composed of 34 statements concerned with the mentoring practices of the master teachers among kindergarten teachers amidst pandemic. Master teachers indicated the degree to which they agree or disagree with each statement. It is a modified instrument from the "Mentoring for Effective Primary Science Teaching" of Dr. Peter Hudson, Professor from Queensland University of Technology. The researcher omitted some words in the instrument that are not associated with the current research to reflect master teachers mentoring among kindergarten teachers amidst pandemic. Scoring in each item for data analysis comprises Strongly Disagree (SD)=1; Disagree (D) =2; Uncertain (U)=3; Agree (A) =4; Strongly Agree (SA)=5 and grouping items for the components of the Hudson's Model is provided (Appendix B).

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Permission to use and modify the instrument was granted by the proponent provided that it would not be sold or used with compensated development use. Moreover, inclusion of the copyright statement in all copies of instrument is necessary. Hudson (2005) developed the instrument which was subsequently adapted to develop the Mentoring for Effective Mathematics Teaching Instrument (MEMT) (Hudson, 2007). Since then, the instruments had been adapted and employed in analysing mentoring practices in teacher education in different countries. In Turkey, (Hudson, Usak, and Savran-Gencer 2009) used the instrument to analyse mentoring practices in primary science teaching while in Vietnam it was used to analyse mentoring practices in English teaching. In the Philippines, (Espedido, Pineda & Inductivo, 2019) used to explore faculty mentoring in higher education institution. The instruments were found to be valid and reliable in evaluating mentors' attributes and practices for effective teaching practices. This research re-designs the survey questionnaire so that mentors can report on what they perceived they facilitated as mentoring skills within the five-factor model amidst pandemic.

Part III of the questionnaire is an interview guide questions which explored on the challenges encountered by the master teachers in mentoring and its implication to their mentoring practices.

Validity and Reliability of Instrument

Items on the instrument have been empirically justified (Hudson et al., 2005). However, the modified questionnaire was tested for reliability before administering the questionnaire to the respondents. Data was subjected to confirmatory factor analysis, which defines a relationship between the items assigned to each factor. The Cronbach alpha is 0.961 with internal consistency

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of excellent. Cronbach alpha scores greater than .70 are considered acceptable for internal reliability of each factor (Peterson, 1994).

The data gathering instruments was also subjected to content validation. The questionnaire was validated by a pool, composed of a group of competent people who are experts and knowledgeable about the research including the proponent of the mentoring model. This included one (1) master teacher, one (1) school head, one (1) public schools district supervisor, and one (1) education program supervisor. Both groups of validators' comments, suggestions and recommendations served as the basis in the refinement of the instrument prior to the final questionnaire and its administration.

Despite the permission granted to the researcher the need for further validation and reliability test was necessary. This was essential to ensure that it accurately measure the mentoring skills of master teachers among kindergarten teachers within the five-factor model amidst pandemic.

Survey questionnaire for pilot testing was disseminated through emails. Respondents who were involved for pilot testing were no longer part of the actual administration of the research instrument.

Data Gathering Procedures

In data gathering, the researcher did it with professionalism and systematic procedure. First, the researcher sent a letter of request duly noted by the researcher's adviser to the office of the Schools Division Superintendent of Siargao Division to seek permission to conduct this research.

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Second, once permitted, the researcher sent request letter to the Public Schools District Supervisors to administer the questionnaire to the target respondents. The researcher used online form in creating survey questionnaires. The researcher administered and distributed the questionnaire through Google forms to the master teachers which approximately took 15 minutes to complete and to ensure immediate retrieval of the same. The respondents will be asked permission to participate and give their consent to collect the data in accordance with the Data Privacy Act of 2012. The researcher explained the aim and significance of the research to the respondents. They were notified through their emails with a link to an online survey questionnaire. Master teachers who did not respond to surveys within one week received a follow-up email with a link to the survey. However, district with only few responses was visited by the researcher excluding island schools due to weather condition. Email of the researcher was provided to answer clarifications if needed.

Third, after collecting the data, the researcher sorted out, organized and presented them to the statistician. The researcher asked assistance from the statistician in computing the relevant data. The statistician applied the necessary statistical treatment in this research specifically in testing the hypotheses for any relationships among the variables.

Fourth, using the appropriate statistical tool frequency count and percentage was used to describe the demographic profile of the respondents and the total number of participants in this research. In addition, the distribution of weighted mean was used in getting the average of the responses in the survey questionnaire and to find the relationship of profile variables and assessed mentoring skill based on Hudson mentoring model.

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The researcher also conducted an interview to dig in deeper to the implications of master teachers mentoring practices and the challenges encountered by the master teachers in mentoring kindergarten teachers amidst pandemic. The researcher asked permission to the respondents to be interviewed through letter of consent for participation. Once the consent was signed and the respondents agree the researcher push through with the interview. The responses was then analyzed by the researcher through themes in both implications and challenges.

Treatment of Data

In the analysis of data, the researcher used different statistical tools depending on the specific objectives and the hypothesis set forth in this research. For valid and reliable interpretation of the data, Statistical Package for Social Sciences (SPSS) is needed. SPSS also calculated other descriptive statistics (i.e., percentages, mean scores, standard deviations and weighted mean) that were used for item analysis. This program includes statistical analysis which can perform calculations in just a few seconds.

First, the researcher used of the frequency counts, and percentage distribution to deal with the demographic profile of the respondents.

Second, the researcher used the standard deviation and weighted mean to determine the mentoring skills of master teachers among kindergarten teachers using Hudson Mentoring Model.

Third, the researcher explored further the data to examine the relationship between master teachers' demographic profile and the assessed mentoring skills. The researcher used to Chi-square to test the significant relationship between the master teachers' demographic profile

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and the assessed mentoring skill based on Hudson mentoring model. However, ANOVA was used to determine if there is a significant difference between the variables.

Results and Discussion

This chapter presents the interpretation and analysis upon gathering the results of the investigation. The purpose of the study is to assess the mentoring skills of master teachers among kindergarten teachers.

1. Profile of the Respondents

Table 2 Profile of the Respondents

Profile Variable		Frequency	Percentage
Age	20-30 years old	1	2
	31-40 years old	2	2
	41 -50 years old	1	2
	51-60 years old	16	38
	61 years old and above	22	52
	Total	**42**	**100**
Sex	Male	4	10
	Female	38	90
	Total	**42**	**100**
Highest Educational Attainment	Doctoral Degree Graduate	0	0
	Earned units in Doctorate	0	0
	Masters' Degree Graduate	5	12
	Earned units in Masters	37	88
	Total	**42**	**100**
Specific Position	Master Teacher I	29	69
	Master Teacher II	13	31
	Total	**42**	**100**
Teaching Experience	below 5 years	1	2
	6-10 years	1	2
	11-15 years	3	7
	16-20 years	6	14
	20 years and above	31	74
	Total	**42**	**100**
Years in Service as a Master Teacher	below 5 years	22	52
	6-10 years	15	36
	11-15 years	4	10
	16-20 years	0	0
	20 years and above	1	2
	Total	**42**	**100**

Table 2 explain the demographic profile of the respondents. Majority of the respondents are ages 61 and above that accumulated to 52 % of the total respondents. It shows that majority

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(90 %) of the respondents were female and (7%) are male. Out of 42 respondents 29 or 69 % of the total are Master Teacher I, while respondents who are Master Teacher II has a frequency of 13 or 13 percent.

However alarmingly majority of the respondents only earned units in Masters which are having (88%) in terms of highest educational attainment, while there only 5 respondents or 12 percent who are Master's degree graduate. Most of the respondents (74 %) have teaching experience that are 20 years and above which initially mean that they are experts in the field of learning delivery. Majority of the respondents (52%) only have below 5 years of experience as master teachers that shows they were new and quite appropriate for the topic of the research.

2. Master Teachers' Assessment of their Mentoring Skills among Kindergarten Teachers amidst Pandemic Based on the Components of the Hudson Mentoring Model

2.1 Personal Attributes

Table 3 Master Teachers' Assessment of their Mentoring Skills among Kindergarten Teachers amidst Pandemic Based on the Components of the Hudson Mentoring Model in Terms of *Personal Attributes*

Personal Attributes	Mean	Standard Deviation	Verbal Interpretation
1. Supports Kindergarten teachers in teaching amidst pandemic	4.71	0.508	Strongly Agree
2. Shares teaching experiences to the kindergarten teachers	4.52	0.594	Strongly Agree
3. Instills positive attitudes to the Kindergarten teachers towards teaching amidst pandemic	4.60	0.544	Strongly Agree
4. Provides opportunities to assist the Kindergarten teachers in reflecting on teaching practices during pandemic	4.50	0.595	Strongly Agree
5. Inspires Kindergarten teachers feel more confident as a teacher amidst pandemic	4.62	0.539	Strongly Agree
6. Listens to the Kindergarten teachers attentively on teaching matters	4.69	0.468	Strongly Agree
Overall	**4.61**	**0.440**	**Strongly Agree**

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Table 3 shows the master teachers' assessment of their mentoring skills among kindergarten teachers amidst pandemic based on the components of the Hudson Mentoring Model in terms of personal attributes

Overall, the personal attributes obtained an overall mean of 4.61 with a standard deviation of 0.440 and with a verbal interpretation of strongly agree.

Specifically, it was revealed that most of the respondents "Supports Kindergarten teachers in teaching amidst pandemic" as this obtained the highest mean of 4.71 with a standard deviation of 0.508 and with a verbal interpretation of strongly agree.

On the other hand, the respondents "Provides opportunities to assist the kindergarten teachers in reflecting on teaching practices during pandemic" as this garnered the lowest mean of 4.50 with a standard deviation of 0.595 and with a verbal interpretation of strongly agree.

Results indicate that master teachers mentoring skills in terms of personal attributes is evident. According to Galamay-Cachola et al., (2018) and Baartman (2016), mentors greatly mentored mentee in terms of personal attribute and mentors demonstrated high-willingness to model positive values. The findings also corroborate with the investigation of Bird and Hudson (2015) that their mentors were supportive of their mentees.

2.2 System requirements

Table 4 deals with the mean distribution of respondents in terms of system requirements. Overall, the system requirements obtained an overall mean of 4.62 with a standard deviation of 0.463 and with a verbal interpretation of strongly agree. The respondents "Discusses with the Kindergarten teachers the aims of modular distance learning delivery" with a highest mean of 4.69 with a standard deviation of 0.517 and with a verbal interpretation of strongly agree.

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Table 4: Master Teachers' Assessment of their Mentoring Skills among Kindergarten Teachers amidst Pandemic Based on the Components of the Hudson Mentoring Model in Terms of *System Requirements*

System Requirements	Mean	Standard Deviation	Verbal Interpretation
7. Discusses with teachers the school policies implemented in teaching kindergarten teachers	4.57	0.547	Strongly Agree
8.Presents K to 12 curriculum documents to the kindergarten teachers used in teaching amidst pandemic	4.60	0.544	Strongly Agree
9. Discusses with the Kindergarten teachers the aims of modular distance learning delivery	4.69	0.517	Strongly Agree
Overall	**4.62**	**0.463**	**Strongly Agree**

However, the respondents "Discusses with teachers the school policies implemented in teaching kindergarten learners" as this garnered the lowest mean of 4.57 with a standard deviation of 0.547 with a verbal interpretation of strongly agree.

Results indicate that master teachers mentoring skills in terms of system requirements is practiced among Kindergarten teachers amidst pandemic. According to Bird and Hudson (2015), most of the mentors discussed school policies and the goals for teaching. However, the findings of Galamay-Cachola et al., (2018) and Phang (2020) negates with the investigation which perceived that mentors moderately mentored mentee in terms of system requirements.

2.3 Pedagogical knowledge

Table 5 depicts the mean distribution of master teachers mentoring skills among kindergarten teachers in terms of pedagogical knowledge.

Generally, the pedagogical knowledge obtained an overall mean of 4.38 with a standard deviation of 0.486 and with a verbal interpretation of strongly agree.

Respondents "Encourages the kindergarten teachers to enhance their teaching competencies" and "Shows Kindergarten teachers how to assess the students' learning amidst

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pandemic" with a highest mean of 4.48 respectively with a standard deviation of 0.707 with a verbal interpretation of strongly agree.

Table 5: Master Teachers' Assessment of their Mentoring Skills among Kindergarten Teachers amidst Pandemic Based on the Components of the Hudson Mentoring Model in Terms of Pedagogical Knowledge

Pedagogical Knowledge	Mean	Standard Deviation	Verbal Interpretation
10. Guides Kindergarten teachers in their lesson preparation appropriate to the school learning modality	4.40	0.544	Strongly Agree
11. Assists them with classroom management strategies for teaching Kindergarten amidst pandemic.	4.43	0.547	Strongly Agree
12. Coaches Kindergarten teachers in their practice of teaching strategies	4.40	0.587	Strongly Agree
13. Helps kindergarten teachers with timetabling their lessons amidst pandemic	4.33	0.687	Strongly Agree
14. Enhances teachers' teaching strategies practiced by kindergarten teachers	4.36	0.577	Strongly Agree
15. Redirects questioning skills of kindergarten teachers to ensure effective teaching	4.29	0.636	Strongly Agree
16. Encourages the kindergarten teachers to enhance their teaching competencies	4.48	0.707	Strongly Agree
17. Provides kindergarten teachers guidance for planning to teach amidst pandemic	4.38	0.697	Strongly Agree
18. Outlines strategies to help kindergarten teachers address teaching challenges	4.21	0.645	Strongly Agree
19. Extends to the kindergarten teachers' new viewpoints for effective teaching	4.40	0.544	Strongly Agree
20. Shows Kindergarten teachers how to assess the students' learning amidst pandemic	4.48	0.552	Strongly Agree
Overall	**4.38**	**0.486**	**Strongly Agree**

On the other hand, respondents "Outlines strategies to help kindergarten teachers address teaching challenges" with the least mean of 4.21 and with a standard deviation of 0.645 with a verbal interpretation of strongly agree.

As shown in the findings, it is revealed that mentors practice pedagogical knowledge in mentoring kindergarten teachers. Hyde (2020) showed evidence in his study that pedagogical knowledge is well practice in mentoring. The findings of Galamay-Cachola et al., (2018)

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supports the investigation which mentors significantly mentored more the mentees with regards to pedagogical knowledge however more time for close supervision must be given importance.

2.4 Modelling

Table 6 Master Teachers' Assessment of their Mentoring Skills among Kindergarten Teachers amidst Pandemic Based on the Components of the Hudson Mentoring Model in Terms of *Modelling*

Modelling	Mean	Standard Deviation	Verbal Interpretation
21. Uses language from the MELCS (Most Essential Learning Competencies)	4.81	0.397	Strongly Agree
22. Models teaching appropriate to Kindergarten and to the school learning modality	4.69	0.587	Strongly Agree
23. Establishes good rapport with the learners to foster modular learning	4.69	0.457	Strongly Agree
24. Displays enthusiasm when teaching amidst pandemic	4.74	0.484	Strongly Agree
25. Shows effective classroom management in the delivery of instruction	4.71	0.517	Strongly Agree
26. Insures effectiveness in the delivery in the delivery of modular teaching modality	4.68	0.445	Strongly Agree
27. Uses hands-on materials for teaching amidst pandemic	4.71	0.508	Strongly Agree
28. Designs activities appropriate for the learners for modular distance learning delivery	4.70	0.547	Strongly Agree
Overall	**4.81**	**0.364**	**Strongly Agree**

Table 6 shows the mentoring skills of master teachers among kindergarten teachers amidst pandemic in terms of modelling.

In a wide range, modelling obtained an overall mean of 4.81 with a standard deviation of 0.364 with a verbal interpretation of strongly agree.

Specifically, it was revealed that most of the respondents "Uses language from the MELCS (Most Essential Learning Competencies)" as this obtained the highest mean of 4.81 with a standard deviation of 0.397 with a verbal interpretation of strongly agree.

On the other hand, the respondents "Insures effectiveness in the delivery in the delivery of modular teaching modality" as this garnered the lowest mean of 4.68 with a with a standard deviation of 0.445 verbal interpretation of strongly agree.

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Results indicate that master teachers demonstrated modelling to the kindergarten teachers. According to Galamay-Cachola et al., (2018) mentors greatly demonstrated effective classroom strategies and emphasized that they modelled the adoption of reflective teaching approach. Phang (2020) considered modelling as evident and not distinct factor in mentoring and this substantiate with the current investigation.

2.5 Feedback

Table 7 Master Teachers' Assessment of their Mentoring Skills among Kindergarten Teachers amidst Pandemic Based on the Components of the Hudson Mentoring Model in Terms of *Feedback*

Feedback	Mean	Standard Deviation	Verbal Interpretation
29. Discusses evaluation of the Kindergarten teachers' way of teaching	4.40	0.587	Strongly Agree
30. Provides oral feedback to the Kindergarten teachers regarding their ways of teaching	4.36	0.656	Strongly Agree
31. Provides Kindergarten teachers with written feedback in their modular distance learning delivery	4.26	0.701	Strongly Agree
32. Reviews Kindergarten teacher's lesson plans before teaching	4.21	0.842	Strongly Agree
33 Articulates clearly on what areas of teaching to be enhanced by the kindergarten teachers	4.29	0.364	Strongly Agree
34. Observes Kindergarten teachers teach before providing feedback	4.43	0.801	Strongly Agree
Overall	**4.33**	**0.626**	**Strongly Agree**

Table 7 presents the mean distribution of respondents in terms of feedback. Overall, the feedback obtained an overall mean of 4.33 with a standard deviation 0.626 and with a verbal interpretation of strongly agree.

Specifically, it was revealed that most of the respondents "Observes Kindergarten teachers teach before providing feedback" as this obtained the highest mean of 4.43 with a standard deviation of 0.801 and with a verbal interpretation of strongly agree.

On the other hand, the respondents did not give much attention on "Reviews Kindergarten teacher's lesson plans before teaching" as this garnered the lowest mean of 4.21

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with a standard deviation 0.842. However, it has a verbal interpretation of strongly agree which means this practice still exists in the field.

Results indicate that feedback is given importance by the mentors. According to Phang (2020) among the other four factors, feedback can be inferred that mentor teachers did emphasize providing feedback to their mentees. The findings also corroborate with the investigation of Hudson (2016) which reveals that feedback was often perceived to be the most significant factor as it aimed to help the mentees in their learning delivery.

3. Comparison of the Master Teachers' Assessment of their Mentoring Skills among Kindergarten Teachers Based on the Hudson's Mentoring Model when Grouped According to their Aforementioned Profile

3.1 When Grouped According to Age

Table 8 presents the results of the comparison of the Master Teachers' Assessment of their Mentoring Skills among Kindergarten Teachers Based on the Hudson's Mentoring Model when Grouped According to their Age. Evidently, the results revealed that there are no significant differences in the master teachers' mentoring skills among kindergarten teachers when grouped according to age.

This means that the respondents have unanimous or common responses in master teachers' mentoring skills among kindergarten teachers when grouped according to age.

The results corroborate with the study of Sanggalang (2018) which states that mentoring skills have no significant relationship between and across age of master teachers.

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Table 8: Comparison of the Master Teachers' Assessment of their Mentoring Skills among Kindergarten Teachers Based on the Hudson's Mentoring Model when Grouped According to their Age

Mentoring Skills	Groups	Mean	SD	Computed F – Value	P- Value	Sig	Decision on H_o
Personal attributes	20-30 years old	5.00		1.04	0.40	NS	Accept H_o
	31-40 years old	4.83	0.06				
	41 -50 years old	4.68	0.16				
	51-60 years old	4.54	0.23				
	61 years old and above	4.00					
System requirements	20-30 years old	5.00		0.82	0.52	NS	Accept H_o
	31-40 years old	4.83	0.06				
	41 -50 years old	4.69	0.15				
	51-60 years old	4.51	0.28				
	61 years old and above	5.00					
Pedagogical knowledge	20-30 years old	5.00		0.59	0.67	NS	Accept H_o
	31-40 years old	4.50	0.50				
	41 -50 years old	4.34	0.21				
	51-60 years old	4.35	0.26				
	61 years old and above	4.73					
Modelling	20-30 years old	5.00		0.59	0.67	NS	Accept H_o
	31-40 years old	4.94	0.01				
	41 -50 years old	4.66	0.11				
	51-60 years old	4.68	0.17				
	61 years old and above	5.00					
Feedback	20-30 years old	5.00		0.75	0.57	NS	Accept H_o
	31-40 years old	4.25	1.13				
	41 -50 years old	4.38	0.23				
	51-60 years old	4.22	0.50				
	61 years old and above	5.00					

***Significant at 0.05 Level

3.2 When Grouped According to Sex

Table 9 revealed the results of the comparison of master teachers' assessment of their mentoring skills among kindergarten teachers based on the Hudson's mentoring model when grouped according to their sex

Clearly, the results revealed that computed p-values are greater than the level of significance 0.05, thus null hypothesis of no significance is accepted.

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This means that the respondents have agreed in the master teachers' mentoring skills among kindergarten teachers when grouped according to their age.

Table 9 Comparison of the Master Teachers' Assessment of their Mentoring Skills among Kindergarten Teachers Based on the Hudson's Mentoring Model when Grouped According to their Sex

Mentoring Skills	Groups	Mean	SD	Computed F – Value	P- Value	Sig	Decision on H_o
Personal attributes	Male	4.58	0.27	0.04	0.84	NS	Accept H_o
	Female	4.63	0.18				
System requirements	Male	5.33	0.44	0.04	0.85	NS	Accept H_o
	Female	5.38	0.16				
Pedagogical knowledge	Male	4.58	0.27	0.53	0.47	NS	Accept H_o
	Female	4.36	0.24				
Modelling	Male	5.33	0.44	0.03	0.87	NS	Accept H_o
	Female	5.37	0.16				
Feedback	Male	4.67	0.33	0.96	0.33	NS	Accept H_o
	Female	4.30	0.39				

***Significant at 0.05 Level

The result supported the study of Quratul (2017) which states that there was statistically no significant difference found between male and female respondents related to their perceptions about mentoring practices. However, Sebastian and Matthew (2019) argue with the result based on the findings of the study in which there is significant difference between male and female respondents, thus, male mentors more than female respondents

3.3 When Grouped According to Highest Educational Attainment

Table 10 deals with the results of the comparison of the master teachers' assessment of their mentoring skills among kindergarten teachers based on the Hudson's mentoring model when grouped according to their highest educational attainment

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Table 10 Comparison of the Master Teachers' Assessment of their Mentoring Skills among Kindergarten Teachers Based on the Hudson's Mentoring Model when Grouped According to their Highest Educational Attainment

Mentoring Skills	Groups	Mean	SD	Computed F – Value	P-Value	Sig	Decision on H_o
Personal attributes	Doctoral Degree Graduate	4.64	0.17	0.52	0.72	NS	Accept H_o
	Earned units in Doctorate	4.33	0.39				
	Masters' Degree Graduate	4.62	0.21				
	Earned units in Masters	4.60	0.30				
System requirements	Doctoral Degree Graduate	4.36	0.25	0.001	1.00	NS	Accept H_o
	Earned units in Doctorate	4.49	0.16				
	Masters' Degree Graduate	4.72	0.11				
	Earned units in Masters	4.58	0.34				
Pedagogical knowledge	Doctoral Degree Graduate	4.31	0.41	0.30	0.59	NS	Accept H_o
	Earned units in Doctorate	4.43	0.30				
	Masters' Degree Graduate	4.64	0.17				
	Earned units in Masters	4.33	0.39				
Modelling	Doctoral Degree Graduate	4.62	0.21	0.03	0.87	NS	Accept H_o
	Earned units in Doctorate	4.60	0.30				
	Masters' Degree Graduate	4.36	0.25				
	Earned units in Masters	4.49	0.16				
Feedback	Doctoral Degree Graduate	4.72	0.11	0.17	0.69	NS	Accept H_o
	Earned units in Doctorate	4.58	0.34				
	Masters' Degree Graduate	4.31	0.41				
	Earned units in Masters	4.43	0.30				

*****Significant at 0.05 Level**

Based on the findings, the results revealed the computed p-values are greater than the level of significance 0.05, thus there are no significant differences in the mentoring skills among kindergarten teachers when grouped according to highest educational attainment. This means that the respondents have mutual responses in master teachers mentoring skills when grouped according to their highest educational attainment.

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The results confirmed with the study of Sanggalang (2018) which the findings imply that the profile variable in terms of educational attainment has no significant differences, However, the research of Sebastian and Matthew (2019) indicates that that there is significant difference found in mentoring practices and educational qualifications.

3.4 When Grouped According to Specific Position

Table 11 Comparison of the Master Teachers' Assessment of their Mentoring Skills among Kindergarten Teachers Based on the Hudson's Mentoring Model when Grouped According to their Specific Position

Mentoring Skills	Groups	Mean	SD	Computed F – Value	P-Value	Sig	Decision on H_o
Personal attributes	Master Teacher I	4.67	0.16	1.90	0.18	NS	Accept H_o
	Master Teacher II	4.48	0.26				
System requirements	Master Teacher I	4.69	0.15	2.05	0.16	NS	Accept H_o
	Master Teacher II	4.48	0.34				
Pedagogical knowledge	Master Teacher I	4.38	0.26	0.002	0.97	NS	Accept H_o
	Master Teacher II	4.38	0.21				
Modelling	Master Teacher I	5.33	0.44	0.001	0.97	NS	Accept H_o
	Master Teacher II	5.37	0.16				
Feedback	Master Teacher I	4.39	0.27	0.98	0.33	NS	Accept H_o
	Master Teacher II	4.19	0.65				

*****Significant at 0.05 Level**

Table 11 exhibits the results of the comparison of the master teachers' assessment of their mentoring skills among kindergarten teachers based on the Hudson's mentoring model when grouped according to their specific position

Evidently, the results revealed that there are no significant differences with computed p-values are greater than the level of significance 0.05 in the master teachers' mentoring skills among kindergarten teachers when grouped according to their specific position. This means that the respondents have common responses in master teachers mentoring skills when grouped according to their specific position.

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3.5 When Grouped According Teaching Experience

Table 12 Comparison of the Master Teachers' Assessment of their Mentoring Skills among Kindergarten Teachers Based on the Hudson's Mentoring Model when Grouped According to their Teaching Experience

Mentoring Skills	Groups	Mean	SD	Computed F – Value	P- Value	Sig	Decision on H_o
Personal attributes	below 5	4		1.45	0.24	NS	Accept H_o
	6-10	4.00					
	11-15	4.89	0.04				
	16 -19	4.50	0.22				
	20 & above	4.64	0.19				
System requirements	below 5	5.00		0.97	2.63	NS	Accept H_o
	6-10	4.00					
	11-15	4.89	0.04				
	16 -19	4.50	0.21				
	20 & above	4.62	0.23				
Pedagogical knowledge	below 5	4.73		0.87	0.49	NS	Accept H_o
	6-10	4.00					
	11-15	4.67	0.33				
	16 -19	4.15	0.21				
	20 & above	4.40	0.24				
Modelling	below 5	4.73		0.59	0.67	NS	Accept H_o
	6-10	4.00					
	11-15	4.67	0.33				
	16 -19	4.15	0.21				
	20 & above	4.40	0.24				
Feedback	below 5	5.00		0.49	0.74	NS	Accept H_o
	6-10	4.00					
	11-15	4.50	0.75				
	16 -19	4.17	0.21				
	20 & above	4.29	0.43				

***Significant at 0.05 Level

Table 12 depicts the results of the comparison of the master teachers' assessment of their mentoring skills among kindergarten teachers based on the Hudson's mentoring model when grouped according to their teaching experience

The results yielded revealed the computed p-values are greater than the level of significance 0.05, thus there are no significant differences in the master teachers mentoring skills when grouped according to their teaching experience This means that the respondents have unanimous responses in their mentoring skills when grouped according to their teaching experience.

According to, Mekkonin et al., (2022) the results showed that age, work experience, have significant difference in mentoring competence.

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3.6 When Grouped According Years of Service as a Master Teacher

Table 13 presents the results of the comparison of master teachers' assessment of their mentoring skills among kindergarten teachers based on the Hudson's mentoring model when grouped according to years of experience as master teacher.

Table 13 Comparison of the Master Teachers' Assessment of their Mentoring Skills among Kindergarten Teachers Based on the Hudson's Mentoring Model when Grouped According to their Years of Service as a Master Teacher

Mentoring Skills	Groups	Mean	SD	Computed F – Value	P- Value	Sig	Decision on H_o
Personal attributes	below 5	4.52	0.23	3.33	0.03	S	Reject H_o
	6-10	4.72	0.10				
	11-15	4.92	0.03				
	16 -19	3.67					
	20 & above	4.53	0.28				
System requirements	below 5	4.71	0.12	1.70	0.18	NS	Accept H_o
	6-10	4.92	0.03				
	11-15	4.00					
	16 -19	4.37	0.26				
	20 & above	4.33	0.20				
Pedagogical knowledge	below 5	4.73	0.24	1.05	0.38	NS	Accept H_o
	6-10	3.91					
	11-15	4.69	0.17				
	16 -19	4.67	0.10				
	20 & above	4.97	0.00				
Modelling	below 5	4.25		1.31	0.29	NS	Accept H_o
	6-10	4.26	0.50				
	11-15	4.37	0.23				
	16 -19	4.63	0.56				
	20 & above	4.00					
Feedback	below 5	4.52	0.23	0.48	0.69	NS	Accept H_o
	6-10	4.72	0.10				
	11-15	4.92	0.03				
	16 -19	3.67					
	20 & above	4.53	0.28				

***Significant at 0.05 Level

Evidently, the result in terms of personal attributes revealed that there is significantly difference when grouped according to years of experience as master teacher. The computed p-value is 0.03 is less than the level of significance 0.05, thus null hypothesis of no

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significance is rejected. This means that years of experience as a master teacher affects the mentoring skills of master teachers.

On the other hand, system requirements, pedagogical, modelling and feedback revealed that there are no significant differences in the when grouped according to years of experience as master teacher. The computed p values are greater than the level of significance 0.05, thus null hypotheses are accepted.

The investigation argues with the findings of Sanggalang (2018) which found out that years in service as master teacher has no significant difference. However, Quratul (2017) showed that statistically significant difference found on the basis of years of experience as master teachers. The teacher having 4-6 years of experience as master teachers were having more positive perception regarding mentoring and its need.

4. Relationship between the Assessed Mentoring Skills of the Master Teachers among Kindergarten Teachers Based on the Hudson Model and their Aforementioned Profile

Table 14 highlights the significant relationship between the assessed mentoring skills of the master teachers among kindergarten teachers based on the Hudson model and their profile

As seen therein, there is a strong positive relationship between the specific position and the mentoring skills as supported by the p-value of 0.049. In addition, mentoring skill is significantly related also on years of service as a master teacher. The computed p-value 0.00 is less than the level of significance 0.05, thus null hypothesis is rejected.

Further, the said relationship is not significant in terms of age, sex, highest educational attainment and teaching experience as it obtained a p-value greater than 0.05 level of significance.

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Table 14 Relationship between the Assessed Mentoring Skills of the Master Teachers among Kindergarten Teachers Based on the Hudson Model and their Profile

Profile	Chi-square Value	P-Value	Interpretation
Age	0.90	0.93	Not Significant
Sex	0.09	0.77	Not Significant
Highest Educational Attainment	0.73	0.70	Not Significant
Specific Position	3.88	0.049	**Significant**
Teaching Experience	2.81	0.59	Not Significant
Years in Service as a Master Teacher	14.02	0.00	**Significant**

These findings imply that the demographic profiles in terms of age, sex, highest educational attainment, teaching experience are not factors in defining specific mentoring skills of master teachers. However, visual investigation of the table above indicates that specific position and years in service as a master teacher infers that it is a factor in defining the mentoring skills of master teachers. Their relationship is moderately strong and positive which only means that as their position increases their mentoring skills is also evident and as their years in service as a master teacher rises. It shows that master teacher complied with their duties and responsibilities as a mentor.

This investigation supports the finding of Laude et al., (2017) that experience as a master teacher is directly associated with their instructional leadership which includes mentoring. On the other hand, Sanggalang (2018) contends based on the findings that years of service as a master teacher is not significant and is not a factor for defining the mentoring skills of master teacher.

5. Challenges Encountered by the Master Teachers during Mentoring among Kindergarten Teachers

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This section describes the challenges encountered from the point of view of the master teachers during mentoring among kindergarten teachers amidst pandemic. The responses were based on the interview conducted by the researcher among the master teachers.

Theme 1: Intermittent Internet Connection

This theme explains how master teachers face difficulties in mentoring due to poor internet connection in mentoring kindergarten teachers amidst pandemic.

Internet Connection was one of the cited problem by the master teachers. Respondent 1 states that " The most challenging part of mentoring kindergarten teachers during pandemic kon mag ka daot an internet connection… The absence of internet connection kadako gajod na challenge especially sa mga teachers assigned in remote areas na way gajod signal". Respondent 3 also cited that "Another challenge is the distance and the internet connection or signal since some of the teachers under my mentoring are working in the island schools so we are having difficulty communicating with each other". This indicates that internet is essential during monitoring on distance learning, thus, provision for strong internet connection is a must.

This statement corroborates with Laude et al., (2017) which internet connection is another cited problem by the master teachers that will hinder quality instruction among the learners.

Theme 2: Giving feedbacks

In the lens of a master teacher this theme describes their challenges in giving feedbacks in mentoring kindergarten teachers amidst pandemic.

Respondent 1 mentioned, "And after class observation feedbacking shoud follow". This implies that every after-class observation, there must be feedbacking. Giving of feedbacks provide opportunities to kindergarten teachers to be aware of their strength and weaknesses in the learning

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delivery. Thus, mentors also may give constructive criticism. On the other hand, Respondent 2 explained that "The most challenging part is giving feedbacks seems to be difficult especially that we do not observe what the teacher is doing in the class". This means that there are instances during pandemic that they were not able to observe kindergarten classes directly. Respondent 2 further explains that ", there are times that the documents presented by the teacher are not enough to justify the attainment of objective"

Espineli (2021) concluded that monitoring through insufficient evidence presented leads to a problem in feedbacking. However, Phang (2020) indicated that it can be inferred that if the mentors only provided feedback after conducting observations, the feedback would not be adequate and would defeat the purpose of improving the performance of the mentees.

Theme 3: Overlapping of Workload

Respondent 3 indicated that "The most challenging part of mentoring kindergarten teachers is the time. For instance, the schedule of the teacher for the class observation is having a conflict with the availability of the mentor because of an immediate call from someone or an ASAP paperwork and so it would affect mentoring process." This infers that master teachers can perform well as mentors if only they were given less teaching loads and other ancillary duties

The findings were supported by the study of Espineli (2021) which indicated that Jam-packed schedule due to Master teachers' other functions in school leading to the difficulty of setting the schedule. Sanggalang (2018) corroborated that lack of time were the foremost problems they encountered during mentoring.

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6. Implications of the Findings to the Master Teachers' Mentoring Practices among Kindergarten Teachers

Theme 1: Review of Functional Learning Plans

Theme 1 explains the implication of master teachers in reviewing functional learning plans as one of the mentoring practices.

Mentor teachers claimed that part of their mentoring practices is they review lesson plans of Kindergarten Teachers. As Respondent 2 claimed, "Our way of monitoring is just based only on the documents submitted by the teachers such us their WHLP". WHLP is the functional weekly home learning plan used by the teachers during modular distance learning. This statement is supported by Respondent 1 "Another one is classroom observation every quarter, quarterly , checking of lesson plan". Respondent 3 clearly explained that "conduct of technical assistance on the utilization of various forms or paper works needed in kindergarten". The implication of this practices is that this plan must be communicated to the parents. This means that during pandemic teachers were closely monitored by their mentors through checking of the learning plans.

Previous studies also exhibits the importance of class observation, and reviewing of their functional learning plans. Espineli (2021) it is the master teachers' responsibility to monitor the teacher's performance and their learning delivery amidst pandemic. Laude et al.,(2017) agreed with the finding that master teachers are capable of monitoring the instructional duties of the teachers by observing classes, checking of lesson plans, and evaluating teachers annually.

Theme 2: Conduct of Classroom Observation

Theme 2 explicates the implication of master teachers in conducting classroom observation as one of the mentoring practices.

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As Respondent 1 cited, "Some of my mentoring techniques in Kindergarten Teachers is LAC session, using google meet, teams, and other social medias. Another one is classroom observation every quarter, and checking of lesson plan". The statement is supported by Respondent 3 which indicates that "Some of the mentoring techniques we have amidst pandemic are the conduct of DisLAC with the Kindergarten teachers, classroom observation with the use of rating tool, technical assistance on the utilization of various forms or paper works needed in kindergarten". This infers that mentors conduct of class observation is evident in mentoring among kindergarten teachers. Thus, class observation must be included in their mentoring schedule to avoid conflicts.

Bush et al., (2016) supported the statement that the principals confirm that they give technical assistance to their co-teachers after class observations. It was also found out by Laude et al., (2016) that master teachers are partner of school head in monitoring the instructional duties of the teachers by observing classes.

Theme 3: Conduct of School Learning Action Cell (SLAC) Session

Theme 2 expounds the implication of master teachers in conducting school learning action cell as one of the mentoring practices.

As cited by Respondent 1 "Some of my mentoring techniques in Kindergarten Teachers is LAC session." This statement was also supported by Respondent 3 which mentioned "Some of the mentoring techniques we have amidst pandemic are the conduct of DisLAC with the Kindergarten teachers." This implies that mentoring takes place during Learning Action Cell (LAC) session. Espineli (2021) indicated that school may conduct a Learning Action Cell that focus on the enhanced strategies in monitoring teachers during modular distance learning.

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7. Proposed Mentoring Program to Further Develop the Mentoring Skills of the Master Teachers among Kindergarten Teachers

The proposed mentoring program provides mechanism in the institutionalization of the school-based mentoring program in all public elementary schools within Siargao division with kindergarten classes. Mentoring program is conceptualized based on the assessment of master teachers mentoring skills among kindergarten teachers. The results of the study were considered in crafting the mentoring program to address both needs of mentors and mentees. The result of the comparison and relationship which specific position and years in service as a master teacher is considered a factor in defining the mentoring skills of master teachers. Thus, the weakest items in the mentoring skills of the master teachers were considered in the development of the program.

Rationale

Deped Order No. 2, s. 2015 mandates the field in implementing the Results-Based Performance Management System (RPMS) to ensure that teachers are geared towards Department of Education's vision, mission values and strategic priorities. Department of Education and Civil Service Commission summarized duties and responsibilities of master teachers which includes mentoring and coaching to improve teacher's competence. In the RPMS cycle, Phase II is intended for performance monitoring and coaching which serve as the objective basis for rating, facilitate feedback and provide evidence of performance.

In recent decades, numerous studies have shown that mentoring is essential in teacher's development and growth including expert teachers. According to McKinley (2019), mentors can help teachers in adapting to the school climate and culture. Furthermore, McClean (2016) and Hermosisima et al. (2018) affirmed that master teachers were assigned as mentors who guide new teachers, train teachers, and mentor new teachers. Master teacher within the division mentors

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kindergarten teachers through class observation, reviewing instructional materials, polishing functional weekly home learning plans and give assessment of their performance. However, one of the significant challenges is to ascertain the mentoring skills of master teachers among kindergarten teachers.

As part of continuous improvement efforts to better improve professional practice and strengthen integration of mentoring and coaching, school-based mentoring program is developed. The program describes the appropriate activities, outcomes and methods of assessment. Through this mentoring program, master teachers can help kindergarten teachers be effective and equipped with the required competences. Thus, a mechanism to further develop the mentoring skills of the master teachers among kindergarten teachers

Specific Objectives

This program aims to:

1. Encourage development of support system to increase kindergarten teachers'(mentees) performance in the learning delivery
2. Provide enrichment to improve one's mentoring skills, and to manage and develop individual potentials
3. Provide professional growth opportunities for both mentors and mentee

Target Beneficiaries:

The program will benefit both mentors and mentee. Master teachers who are the mentors can significantly contribute to the performance of our kindergarten teachers in the learning delivery through the details of mentoring. Master teachers work collaboratively with kindergarten teachers and provide them support and mentoring to enhance their learning and practice. Thus,

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mentors persistently pursue to further develop their mentoring skills and practice by reflecting on their own needs, and those of their mentees.

Implementation Guide of School-based Mentoring Program

The school-based mentoring program requires a mentor-master teacher and a mentee-kindergarten teacher to work together, however, feedbacking is necessary to ensure that objectives are attained. Likewise support system is needed between mentors and mentee to increase the self-confidence of kindergarten teachers in the learning delivery. Mentors who will take part of the mentoring program are the master teachers assigned in kindergarten level in central elementary schools, however, schools with only one master teacher is considered as identified mentor. The mentors shall undergo a series of capacity buildings that will primarily target kindergarten learning area content, concepts, competencies, pedagogies and teaching strategies. Moreover, coaching and mentoring is one of the priority areas considered in upskilling the mentors.

School head assigned in the station shall lead the conduct of the school-based mentoring program as stipulated in the mentoring plan. In addition, School Governance and Operations Division (SGOD), Chief of the Curriculum Implementation Division (CID), Education Program Supervisors and the Kindergarten Division coordinator shall monitor the conduct of the school-based mentoring program. Master teachers as mentors shall share best practices, assessment and other intervention with the kindergarten teachers as mentees. Learning Action Cell (LAC) is an avenue for demonstration teaching and other related activities which must be done by the mentors. It is a must that activities relative to school-based mentoring program should be reflected in the Schools Improvement Plan (SIP)

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Key Roles of Personnel in School-based Mentoring Program

Schools Division Superintendent (SDS)

- Ensure that the Schools Division Office (SDO) has clear systems and processes in choosing qualified mentors ,
- monitors and evaluate of the conduct of the program and assign personnel/offices to be in charge of the above systems and processes

School Governance and Operations Division (SGOD)

- Delegate personnel to manage and assist in the conduct of the school-based mentoring program, as advised by the SDS.
- The SGOD has a School Management Monitoring and Evaluation division which is tasked to provide technical assistance to schools. Focal person may also be from this unit and may oversee of the management of school-based mentoring

Curriculum and Instruction Division (CID)

- Assist the SGOD in the conduct of school-based mentoring program and provide division personnel in monitoring and evaluation of the duration of the program.
- Provide technical assistance to schools in terms of instructional supervision, and to ensure full implementation of the articulated basic education curriculum. Their assistance in the training of kindergarten teachers ensures that master teachers are able to provide necessary instructional supervision to guide their mentees in the learning delivery.

Education Program Supervisors (EPS)

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- Assist in monitoring and evaluation of the conduct of school-based mentoring program

Public Schools District Supervisors (PSDS)

- Visits elementary schools to provide technical assistance to the School Head, Master Teachers and Kindergarten Teachers and to monitor and evaluate the conduct school-based mentoring program

Division Kindergarten Supervisor

- Coordinates with the SGOD and CID offices in choosing qualified mentors and in delegating EPS/s and PSDS/s who will assist in monitoring and evaluation of school-based mentoring program
- Coordinates with the SGOD and CID offices and the schools for any concerns on the mentoring kindergarten teachers

Elementary School Head

- Lead in the planning and designing of the mentors training in the school by including in the School Improvement Plan (SIP) and in setting standards in the conduct of the activities
- Assign qualified mentors to kindergarten teachers

Master Teacher

- Coordinate with the school head on the implementation of the school-based mentoring program regarding the conduct of activities
- Guide the kindergarten teachers in crafting lesson plans, developing instructional materials, contextualizing instructional materials and innovating teaching strategies

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- Evaluate the implementation of the program and report the school head and evaluate kindergarten teacher using classroom observation tool (COT) as indicated in the RPMS Manual

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Table 15
Proposed Mentoring Program to Further Develop the Mentoring Skills of the Master Teachers among Kindergarten Teachers

Key Result Areas (KRAs)	Specific Programs/ Activities Proposed for Enrichment in Mentoring Skills	Specific Outcomes	Time Frame/ Schedule	Key Persons Involved	Materials/ Resources Needed	Budget Allocations	Methods of Assessment	Target Outputs
Personal attributes	Discussion of Expectations and Agreements between the Division Office and schools	The Division Office and schools should agree on their roles and expectations in order to provide master teachers standards-based and responsive training on coaching and mentoring kindergarten teachers.	1st quarter of SY	SGOD Chief, CID Chief, EPS, Division Kindergarten Coordinator, School Head	Printed copy of proposed school-based Mentoring program	To be determined	Program Evaluation Scale	Minutes of the Meeting
	Identifying mentors and mentee and sign agreement in participating school-based mentoring program	All elementary schools shall submit a list of their mentors and mentees The mentors and mentee will sign the agreement for personal and professional development through mentoring	1st quarter of SY	Division Kindergarten Coordinator, School Head, Master Teacher, Kindergarten Teacher	Memorandum of Agreement	To be determined	Program Evaluation Scale	List of mentors and mentee Signed Memorandum of Agreement
	Set Mentoring Schedule	The mentors and the mentee will craft mentoring schedule	1st quarter of SY	School Head, Master Teacher, Kindergarten Teacher	Printed copy of proposed school-based Mentoring program design, RPMS Manual and Tools	To be determined	Program Evaluation Scale	Minutes of the Meeting Mentoring Schedule
	Assess the mentees teaching skills	The mentors will help mentees identify areas for improvement by accomplishing Enhance Self-Assessment Tool (e-SAT)	1st quarter of SY	School Head, Master Teacher, Kindergarten Teacher	Printed copy of proposed school-based Mentoring program design, RPMS Manual and Tools	To be determined	e-SAT PMCF	Performance Monitoring and Coaching Form (PMCF) Enhanced Self-Assessment Tool

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Key Result Areas (KRAs)	Specific Programs/ Activities Proposed for Enrichment in Mentoring Skills	Specific Outcomes	Time Frame/ Schedule	Key Persons Involved	Materials/ Resources Needed	Budget Allocation	Methods of Assessment	Target Outputs
System requirements	Appreciating Coaching and Mentoring in the context of DepED system in Kindergarten classes	The context of coaching and mentoring and link it to the DepED systems and the kindergarten teachers	1st quarter of SY	Division Kindergarten Coordinator, School Head, Master Teacher, Kindergarten Teacher	Resource Speaker, Printed copy of Kindergarten Curriculum and its methods of assessment	To be determined	Program Matrix (Division-wide) LAC Engagement Report (School-based)	Trained mentors and mentees
	Understanding the role of Results-based Performance Management System (RPMS) in Coaching and Mentoring of Kindergarten Teachers	The mentors and mentees further understanding of the RPMS in the context of Coaching and Mentoring by discussing: Policies, Guidelines and Procedures and its alignment with Kindergarten curriculum Refresh master teachers and Kindergarten teachers' knowledge on the use of RPMS tools such as e-SAT, PMCF, IPPD and COT	1st quarter of SY	School Head, Master Teacher, Kindergarten Teacher	Resource Speaker, Printed copy of RPMS Manual and Tools	To be determined	Program Matrix (Division-wide) LAC Engagement Report (School-based)	Trained mentors and mentees
Pedagogical knowledge	Enrichment of Kindergarten Teachers' Planning	Assessment functional learning plans and instructional materials of kindergarten teachers by providing technical assistance in improving learning plans, innovating teaching strategies and instructional materials	All year round (once a month)	School Head, Master Teacher, Kindergarten Teacher	Printer devices, Kindergarten Teachers Guide (KTG), Kindergarten Budget of Works (BOW)	To be determined	Individual Performance Commitment Review Form (IPCRF)	Functional Learning Plans Improved Instructional Materials Innovation on Teaching Strategies
	Conduct of Class Observations	Conduct rated class observations	All year round (once per	School Head, Master	Printer devices, Kindergarte	To be determined	School LAC Engagement Report	Minutes of the Meeting

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		to Kindergarten classes in their chosen learning modality	semester)	Teacher, Kindergarten Teacher, learners	n Teachers Guide (KTG), Kindergarten Budget of Works (BOW)		Individual Performance Commitment Review Form (IPCRF)	Mentoring Log Performance Monitoring and Coaching Form (PMCF)

Key Result Areas (KRAs)	**Specific Programs/ Activities Proposed for Enrichment in Mentoring Skills**	**Specific Outcomes**	**Time Frame/ Schedule**	**Key Persons Involved**	**Materials/ Resources Needed**	**Budget Allocation**	**Methods of Assessment**	**Target Outputs**
Pedagogical knowledge	Monitor Mentees Progress	Monitoring the performance of the mentee through formal and informal meetings/discussion and observations	All year round (once a month)	School Head, Master Teacher, Kindergarten Teacher	Printer devices, Kindergarten Teachers Guide (KTG), Kindergarten Budget of Works (BOW)	To be determined	School LAC Engagement Report Individual Performance Commitment Review Form (IPCRF)	Minutes of the Meeting Mentoring Log Performance Monitoring and Coaching Form (PMCF)
Modelling	Conduct of Demo Fest	Master Teachers models teachings strategies to Kindergarten teachers through class demonstration	Mid-year	School Head, Master Teacher, Kindergarten Teacher	Printer devices, Kindergarten Teachers Guide (KTG), Kindergarten Budget of Works (BOW)	1500 for snacks	School LAC Engagement Report Individual Performance Commitment Review Form (IPCRF)	IPPD
Feedback	Provide Feedback	Conduct of post - observation by the mentor and the mentee. This will include support provisions and technical assistance. Highlights the best practices of kindergarten teachers	All year round	School Head, Master Teacher, Kindergarten Teacher	Printer devices, Kindergarten Teachers Guide (KTG), Kindergarten Budget of Works (BOW)	To be determined	School LAC Engagement Report Individual Performance Commitment Review Form (IPCRF)	Midyear Review Form (MRF) Development Plan Performance Monitoring and Coaching Form (PMCF)
	Submits Mentoring Report	Completion report must be done by the mentors to the school head and to be forwarded to the division office. Mentors will craft mentoring report for the completion of the school-based program.	4th quarter (end of school year)	SGOD Chief, CID Chief, EPS, Division Kindergarten Coordinator, School Head, Master Teacher, Teacher	Mentoring Completion Report Form MOV's of Mentoring	To be determined	Program Evaluation Scale	Mentoring Completion Report

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Conclusions

As gleaned from the findings of the study, the following conclusions are drawn

1. Master teachers are capable of mentoring as they spent long years of teaching experience.
2. Master teachers mentoring skills is evidently practice among kindergarten teachers which includes personal attributes, system requirements, pedagogical knowledge, modelling and feedback.
3. Master teachers are active mentors who provide mentorship to kindergarten teachers regardless of their age, sex, educational attainment, teaching experience and years in service as master teachers.
4. Years in service as master teacher must be considered for the professional growth and development of mentors.
5. Challenges in mentoring teachers remain in abundance hence master teacher must have provision to play their duties and responsibilities effectively and efficiently.
6. There is a need to craft school-based mentoring plan grounded on the identified challenges cited by the respondents that enable to address their concerns.

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