Provision of Coaching and Mentoring Experiences: Narratives of Public Elementary School Teachers

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Abstract:- This study narrated the lived experiences of public elementary school teachers who have undergone coaching and mentoring, shedding light on their coping strategies for addressing weaknesses and their insights into educational learning. This employed qualitative phenomenological research. Ten participants, recipients of coaching and mentoring, provided rich narratives that coalesced around three primary themes: engagement in professional development, adequacy of training resources, and the demands of the work environment. Concurrently, coping strategies for the challenges associated with coaching revealed three major themes: establishing teaching competence, demonstrating collaborative practices, and embracing reflective practices. Furthermore, the study identified two overarching learning insights derived from teachers' lived experiences: a dedication to being work-oriented and motivated. School leaders must recognize the transformative potential of coaching and mentoring in enhancing teaching practices. Teachers, in turn, should actively embrace and participate in any technical assistance provided. The Department of Education officials are urged to leverage the study's findings to develop a centralized professional development program that aligns with teachers' competencies and needs. Finally, students are encouraged to actively engage in classroom activities to foster a meaningful and holistic educational outcome.

Keywords:- Coaching, Mentoring, Public Elementary School Teachers.

I. INTRODUCTION

Mentoring is the compass guiding teachers, helping them navigate challenges and cultivate a legacy of inspired learning.

"Robert John Meehan"

➢ *The Problem and its Setting*

Coaching and mentoring are considered essential and play a significant role in enhancing the quality of teaching. A proficient teacher showcases skills and operates in alignment with established standards. Through the guidance of adept educators, students undergo comprehensive development, integrating values and acquiring 21st-century skills, ultimately contributing to the nation's advancement. As educators, our pivotal role in student achievement necessitates proper preparation and equipment to fulfill the responsibilities of high-quality teaching. Consequently, seeking professional support from coaching and mentoring providers is imperative to ensure our competence, enhance student learning outcomes, and ultimately uphold the standards of quality education. Without the determination of coaching and mentoring or the demonstration of teaching competence, even with rigorous efforts, achieving quality remains elusive.

Crucial elements for upholding the quality of teaching involve coaching and mentoring (Vikaraman et al., 2017). Effective mentors play a key role in guiding and coaching quality teachers. Similarly, administrators must consistently enhance their knowledge and provide support, given that many teachers express the need for increased professional development to elevate their classroom teaching standards, improve performance, and acquire the necessary knowledge and skills in their field. Additionally, Malunes and Dioso (2020) highlighted that the evaluation of teaching competence serves as a yardstick for a teacher's quality, as highlighted. As catalysts for change, teachers should assess teaching competence to ensure dedication and adherence to established standards. This is particularly relevant since teaching holds a unique position among professions, with teachers occupying a highly esteemed role.

In Central Africa, research conducted by Osakwe (2010) revealed that principals' coaching and mentoring have an immediate influence on the instructional performance of teachers in primary schools within the Delta North Senatorial district, Nigeria. The study further indicated that the provision of coaching and mentoring by school principals directly impacted teachers' success in terms of instructional materials and discipline maintenance. Thus, teachers are mandated to regularly assess students to enhance their performance, while school administrators ensure that teachers fulfill their assigned responsibilities, including student assessments, with precision.

Moreover, in the USA, various organizations crafted a national framework for training and coaching glossary for professionals during a preparatory phase, incorporating multiple rounds of input from state legislators and leaders in professional development (Resources for Preparing and Supporting Teachers, 2011). They concur that the prevailing best practice principles for planning and professional guidance represent the most recent standards. This commences with a set of foundational principles that offer a

comprehensive overview of professional development, encompassing mentoring, coaching, counseling, advising, and peer-to-peer coaching. Accordingly, educational institutions, as organizational entities, should also implement specific professional development training and coaching methods to assist and guide their teachers.

Meanwhile, in the Philippines, Congcong and Caingcoy (2020) found that school leaders employed various feedback approaches to convey the outcomes of classroom observation. Through these methods, school heads were able to fulfill their responsibilities in terms of overseeing instruction and evaluating performance. Typically, these are utilized by school leaders as coaching and mentoring tools for teachers during post-conference sessions. Subsequently, school leaders can optimize classroom observation and feedback by employing them more frequently, providing teachers with increased opportunities to learn and enhance their roles, skills, and capabilities. This, in turn, is expected to significantly impact students' learning, academic performance, and the overall quality of education.

In Mindanao, teachers find motivation and encouragement in their work, striving to achieve goals when feedback and evaluation are provided in a positive and non-threatening environment. As a component of professional development aimed at boosting morale and fostering effective teaching, coaching and mentoring play a crucial role in a broader initiative to enhance teaching and training methodologies. Furthermore, Lopez (2016) indicated that the coaching and mentoring provided by education leaders were frequently acknowledged by teachers, suggesting that instructional leaders in various secondary schools in Nasipit, Agusan del Norte, adhere to coaching and mentoring standards outlined in the observation reports.

Despite various explorations of the challenges in coaching and mentoring for school leaders, a crucial need persists for further inquiry into this phenomenon through both quantitative and qualitative research. While existing studies provide insights into time constraints, personalized approaches, resistance to change, and resource limitations, a comprehensive understanding requires rigorous examination using diverse research methodologies. Quantitative research can offer statistical insights, allowing for the measurement of the impact of coaching and mentoring initiatives on teacher performance and overall school outcomes. Meanwhile, qualitative research can provide a nuanced understanding of the personal experiences, attitudes, and perceptions of educators involved in these programs. By integrating both quantitative and qualitative approaches, researchers can uncover deeper insights, contribute to the development of evidence-based strategies, and advance our understanding of how to effectively implement coaching and mentoring in educational settings.

The provision of coaching and mentoring positively impacts schools by fostering a culture of continuous improvement, creating dynamic learning environments. Teachers benefit from personalized support, enhancing their professional growth, and students experience improved learning outcomes. Communities, in turn, benefit from well-prepared graduates contributing to social and economic vibrancy. Finally, the dissemination and publication of this study in the local, national, and international platforms, presentation in public forums and journal publication could be of great advantage in validating its results and may also add to the existing pool of knowledge on the inquiry on transformational leadership of school leaders which could be valuable to future researchers as part of their related literature and studies.

➢ *Purpose of the Study*

This study aims to depict the firsthand experiences of teachers regarding the provision of coaching and mentoring in Public Elementary Schools. This research would illustrate teachers' encounters with the coaching and mentoring offered by their mentors, school heads, and leaders as they fulfill their duties and responsibilities in line with the established standards. It would delve into their experiences, coping strategies for addressing weaknesses, and the learning insights they gleaned throughout their professional journey.

➢ *Research Questions*

Specifically, this study sought to answer the experiences of teachers on the provision of coaching and mentoring to public elementary schools. This study will answer to the following questions:

- What are the lived experiences of teachers on the provision of coaching and mentoring in public elementary schools?
- What are the coping mechanisms of teachers on the provision of coaching and mentoring in public elementary schools?
- What educational insights can be drawn from the experiences of teachers on the provision of coaching and mentoring in public elementary schools?

Learning all the experiences, including the strengths and weaknesses of the participants, this piece of work would be of significance to the following within the preview of this chapter:

➢ *This Study was Significant to the Following:*

Department of Education. Inquiring into the experiences of teachers on the provision of coaching and mentoring holds significant value for the Department of Education. Understanding teachers' perspectives on these support mechanisms not only provides insights into the effectiveness of coaching and mentoring programs but also offers valuable feedback for refining professional development initiatives. This inquiry contributes to the department's commitment to continuous improvement, ensuring that coaching and mentoring strategies align with the needs and experiences of educators, ultimately enhancing the overall quality of education.

Co-school Principal/leaders. As the school leaders of their respective institutions, co-school principals find significant value in exploring the experiences of teachers with coaching and mentoring. This investigation provides these educational leaders with crucial insights into the

effectiveness of existing coaching and mentoring programs, allowing them to adapt and optimize support mechanisms based on teachers' perspectives. By delving into teachers' experiences, co-school principals can enhance the overall professional development strategies within their schools, fostering a collaborative and supportive educational environment.

Teachers. For teachers, as the frontline implementers of educational practices, it provides teachers with an opportunity to reflect on the impact of these support systems, share valuable insights, and contribute to the enhancement of coaching and mentoring programs tailored to their specific needs. Ultimately, understanding teachers' experiences ensures a more responsive and effective professional development approach, promoting their growth and success in the teaching profession.

Students. For the students, by understanding the impact of these support mechanisms on teachers, educational institutions can tailor professional development initiatives that contribute to enhanced teaching quality, creating a positive ripple effect on students' learning experiences. This inquiry is pivotal in ensuring that teaching practices are continually refined and aligned with the needs of students, fostering an environment conducive to academic success and holistic development.

The Community. The community, composed of the stakeholders, local government units, and private institutions can foster a sense of shared purpose, as community members witness the positive impact on education. By understanding the effectiveness of these support structures, community members gain insights into the quality of education being provided, which, in turn, influences the community's overall well-being and development.

Future Researcher. The experiences of teachers on the provision of coaching and mentoring will help future researchers, providing a framework to explore effective leadership, educational innovation, and their collective impact on school communities and outcomes.

For clarity, the following terms are operationally defined:

Coaching. refer to a structured and supportive process where a coach works with an individual or a group to enhance their skills, achieve specific goals, or navigate challenges. It typically includes personalized guidance, feedback, and strategies aimed at fostering professional or personal development.

Mentoring. refers to the involvement of an experienced and knowledgeable individual, the mentor, offering guidance, support, and advice to a less experienced person, the mentee. This mentoring relationship is typically characterized by the mentor sharing insights, knowledge, and experiences to facilitate the mentee's personal and professional development.

II. REVIEW OF THE SIGNIFICANT LITERATURE

This section provides an in-depth examination of pertinent literature and research that substantiates the current study. Through a thorough review, it delineates the prevailing knowledge, explains crucial concepts, and underscores the deficiencies in contemporary research, laying a robust groundwork for the ongoing investigation and preparing the groundwork for synthesis. Given the restricted literature pool, operational definitions of technical terms employed, incorporating synonymous terms where applicable. The ensuing discussions are outlined below.

➢ *Coaching and Mentoring*
Weston & Clay (2018) defined coaching as the process of facilitating learning and growth through reflective conversations, goal-setting, and self-discovery. It involves a skilled facilitator, the coach, who employs active listening and powerful questioning to guide individuals in finding their own solutions and insights, irrespective of their expertise in the coachee's field. In contrast, mentoring is a developmental approach where an experienced individual, the mentor, provides expert facilitation, modeling, and exemplification to guide a less experienced individual, the mentee, in developing specific expertise within a defined domain. This was supported by Jones (2018) who mentioned that instructional coaching entails a proficient expert, whether an external coach, educational leader, teacher, or peer, collaborating individually with teachers to facilitate the learning and adoption of novel teaching methods. The purpose is twofold: to ensure the precise and sustained integration of new teaching approaches and to alleviate the sense of isolation that teachers may experience when implementing innovative ideas and practices.

Professional Development. Professional development involves crucial support mechanisms like mentoring, training, and seminars, especially in the early years of a teacher's career. It is an ongoing process that enhances teachers' competence through tailored coaching and mentoring, addressing diverse learner needs and fostering excellence in teaching (Behrstock-Sherratt et al., 2014). In a survey conducted in the United States, seasoned educators were surveyed about the most crucial forms of support during their initial years in the classroom. The highest-rated experience was having a mentor accessible. Furthermore, providing training sessions and seminars, including but not limited to mentoring less-experienced teachers by seasoned colleagues, is an essential component of professional development within a school setting. Magcanas (2019) conducted a study indicating the significance of training sessions and seminars, showcasing their substantial impact on teachers' competence. She emphasized that coaching and mentoring are customized to meet the organization's needs and align with its vision and mission. It was also underscored that the primary methods of offering coaching and mentoring include classroom observation, learning action cell (LAC) sessions, and individual coaching. In these three areas, teachers' weaknesses are addressed and strengthened to enhance their ability to cater to the diverse needs of their

students. In simpler terms, achieving excellence in teaching competence results from rigorous study and the provision of coaching and mentoring.

Additionally, Magson-Niepes (2016) characterized trainings and seminars as any type of professional aid, guidance, or support that enhances teachers' job performance. The conventional technical assistance concepts encompassed Supervising, Monitoring, Evaluating, Directing, and Instructing. Conversely, the contemporary paradigm emphasizes coaching, guiding/supervising, and empowerment. In contrast to the traditional approach, where monitoring primarily focused on teaching the subject matter, the current emphasis extends to all facets of education management, prioritizing aspects such as access, quality, and relevance, as well as the provision and enhancement of management services.

Training Resources. In the 2018 meta-analysis report examining the impact of coaching and mentoring on instruction and achievement, Kraft and colleagues characterized coaching as an observation and feedback cycle. In this process, coaches model and share research-based practices, collaborating with teachers to implement them in their classrooms. Unlike conventional professional development, coaching is envisioned to be personalized, context-specific, time-intensive, sustained over a semester or year, and concentrated on specific skills (Kraft, Blazar, & Hogan, 2018). The study also revealed that coaches often integrated coaching with group sessions, such as summer workshops and team training during the academic year, to showcase lessons or instructional practices. Some studies provided teachers with resources like curriculum, lesson plans, or guidebooks, while others utilized video exemplars of proficient teachers delivering high-quality instruction to complement coaching. Consequently, coaching has emerged as a promising alternative to traditional professional development models.

In a more recent research synthesis on effective coaching developed by the National Center for Systemic Improvement, it is recommended that fostering a positive teacher-coach relationship is associated with enhanced teacher performance (National Center for Systemic Improvement, 2016). Furthermore, the synthesis proposes that coaches should employ strategies such as (1) emphasizing that coaching is non-evaluative; (2) practicing empathetic listening; (3) reiterating and summarizing information conveyed by the teacher; (4) providing expertise in teaching and deep content area knowledge; and (5) acknowledging and working toward teachers' goals and needs. Despite the varied approaches to coaching in educational settings, the overarching objective remains centered on enhancing academic and behavioral outcomes for students by improving teaching competence (National Center for Systemic Improvement, 2016).

Furthermore, Veenman et al. (2011) found that teachers receiving coaching from trained coaches placed significantly higher value on the demonstrated coaching skills compared to those coached by untrained individuals. The coaches

involved in the research encompassed school counselors, school principals, mentors for novice teachers, mentors for teachers-in-training, and secondary school teachers. They recognize coaching as a form of in-class or mentoring assistance designed to support and offer feedback to novice teachers, aiding them in enhancing instructional effectiveness. Hence, coaching, in particular, should be accorded significance, as it addresses the teaching gap and unquestionably enhances competence.

Work Environment Pressure. The core of the work environment and pressure lies in aiding the teacher's professional skill development, monitoring teaching activities through class visits, and motivating teachers to apply their capabilities in fulfilling their teaching responsibilities, as noted by (Irawan, Wahyudin & Yanto, 2018). Furthermore, both training and supervision exerted significant and positive influences on teacher competence (Maritasari, Setyosari, Kuswandi, & Praherdhiono, 2020). Thus, to effectively manage the learning process and attain educational objectives, the teaching practice requires evaluation, and academic supervision, as defined by Glickman (1981) as a series of activities aimed at assisting teachers in developing their abilities, becomes pivotal.

Ampofo, Onyango, and Ogola (2019), indicated inadequate supervision of teachers' lesson preparation by school heads. Consequently, school heads seldom scrutinize instructional documents like lesson plans/notes and schemes of work, neglecting to engage in discussions and provide suggestions for improvement to their teachers. Consequently, the teaching competence of teachers suffered. Conversely, the study established that school heads routinely discussed students' academic performance with teachers and ensured the continuous updating of students' assessment records. Therefore, effective supervision by school heads directly enhances teachers' role performance. The study suggests that school heads should organize periodic in-service training for teachers focusing on various delivery strategies and should place emphasis on the supervision of lesson planning and delivery. This approach not only enhances the performance of teachers' roles but also improves teachers' competence.

Likewise, Coimbra (2013) found that workplace pressure has the potential to instill confidence in teachers, motivating them to apply their skills in fulfilling their teaching responsibilities. It serves as an inspiration for teachers to enhance their abilities and fosters genuine attention and commitment to their duties and responsibilities. Through the supervision of teaching, supervisors can effectively nurture teacher motivation. Consequently, as a result of supervision, teachers are more likely to cultivate innovation and creativity, enabling them to be competitive and efficient in improving the quality of education (Aldaihani, 2017).

Teaching Competence. Competencies encompass the skills and knowledge essential for a teacher's success, especially in a complex environment demanding numerous critical decisions daily. In this intricate setting, teachers need a broad range of competencies to optimize student learning.

These competencies align with the requirements of "competency-based" teacher education, encompassing knowledge, skills, and values. Selvi (2010) delineated a comprehensive framework for teacher competencies across nine dimensions, including field competencies, research competencies, curriculum competencies, lifelong learning competencies, social-cultural competencies, emotional competencies, communication competencies, information and communication technologies competencies (ICT), and environmental competencies. Teachers' competencies profoundly influence their values, behaviors, communication, objectives, and practices within the school context, also contributing to professional development and curricular studies. Consequently, the discourse on teachers' competencies holds immense significance in enhancing the teaching-learning process in school, directly correlating with teaching competence.

In the study of Roberto and Madrigal (2018), they concluded that teachers' teaching competence hinges on their knowledge, skills, and attitudes developed through diverse in-service training programs. Effective collaboration between master and probationary teachers is essential for educational success and optimal pedagogical practices. Schools should establish a well-structured faculty development program, encouraging teachers' active participation in training and educational enhancement. Administrations must support teachers' pursuit of advanced degrees, emphasizing the ongoing identification and monitoring of teachers' competence for continual improvement in teaching performance. Thus, in the Philippines, the Government has consistently pursued teacher quality reforms, institutionalizing the National Competency-Based Teacher Standards (NCBTS) and, in 2013, introducing the Philippine Professional Standard for Teachers (PPST) under the K-12 Reform (R.A. 10533). The PPST defines teacher quality through well-defined domains, strands, and indicators, assessing teachers in areas such as content knowledge, learning environment, diversity of learners, curriculum, assessment, community linkages, and professional engagement (DepEd Order No. 42, 2017).

Collaborative Practices. In a Malaysian study of teacher collaboration and empowerment, Boey (2010) demarcates that within the empowerment dimension, professional growth involves teachers perceiving schools as providing ongoing opportunities for professional development and skill enhancement. This collaborative approach enables teachers to acquire the knowledge and skills essential for improving the teaching and learning process, enhancing their qualifications and teaching abilities collectively. Boey defines empowerment as a collaborative process wherein school participants (teachers) develop competence, collectively taking charge of their growth and collaboratively addressing challenges in their professional roles. Desimone (2011) supports this claim in a recent study which stipulates that empowered teachers are professionals who collaboratively create curricula, administer their lessons, and, as a result, can effectively teach their students. Therefore, teachers claim ownership of their work and invest in it accordingly when empowered to direct their professional development.

Moreover, focused, engaged, positive teachers have a tremendous impact on student achievement.

However, Ashoro, Daniel & Benson (2012) recognized that school principals tend to rigidly implement decisions without adequately considering teachers' input. This lack of teacher involvement in decision-making is associated with a detrimental effect on school performance. The study underscores the importance of encouraging active participation and consultation with teachers in crucial decisions. Inclusive decision-making processes, where teachers are involved at every stage, serve to empower them as implementers and significantly contributes to enhancing their sense of authority within the educational context (Alegado, 2018). This collaborative approach not only fosters a more effective decision-making process but also acknowledges the valuable insights and expertise that teachers bring to the table, ultimately promoting a positive impact on school performance and overall organizational dynamics.

Reflective Practices. Reflective practices form the cornerstone of effective teaching methodologies, offering a crucial framework for coaching and mentoring school leaders. These practices empower educators to make informed decisions throughout planning, execution, and evaluation, thereby enhancing pedagogical competence. As mentors and coaches guide school leaders in integrating reflective techniques, they facilitate the adoption of innovative teaching methods. Reflective practices also play a pivotal role in transforming traditional teaching dynamics, fostering collaborative knowledge-sharing between school leaders and educators. This approach not only supports the professional growth of teachers but also cultivates a culture of continuous improvement within educational leadership (Purwanto & Saepudin, 2023). Reflective practices play a critical role in understanding the nuances of academic supervision's impact on teachers' professional capabilities. Despite some acknowledging its potential, limited effectiveness in upgrading skills and improving student achievement. Incorporating reflective practices into academic supervision can empower teachers to self-assess, fostering collaborative efforts for meaningful professional development and potentially addressing these challenges (Rahabahav, 2016).

Also, Mathew et al. (2017) agreed that reflective practice is an iterative process in teaching, where educators assess and adjust their methods based on experience. Teachers continually examine their approaches, deciding whether to maintain or modify them for optimal effectiveness. For student teachers, engaging in regular reflection is essential for personal and professional growth, enabling them to address the diverse needs of learners and adapt to the demands of the dynamic educational landscape. In the context of coaching and mentoring, this reflective cycle aligns with the support provided by mentors and coaches, facilitating ongoing development and improvement in teaching strategies. Moreover, reflection emphasizes that effective teaching knowledge isn't exclusive to academic institutions, recognizing that teachers' practical theories

contribute to a knowledge base for teaching. Despite discussions on teacher empowerment, there's a prevalent disregard for educators' practical expertise in educational research. In coaching and mentoring, acknowledging and valuing teachers' experiential knowledge is crucial for a collaborative learning environment, where both mentors and mentees contribute to understanding effective teaching practices (Zeichner, 2010).

Work Motivation and Orientation. Rahmatulla (2016) defined teachers' motivation as the essential skills required for fulfilling their roles as educators; lacking motivation would impede their performance improvement. Highly motivated teachers exhibit a strong dedication to achieving quality outcomes, leading to elevated student achievement. The principal and school leaders play a crucial role in fostering motivation, guiding and supporting teachers daily. Consequently, teachers are anticipated to enhance the learning process, demonstrate innovation and creativity, and possess a high level of competence for more successful and efficient outcomes. Likewise in 2018, the New Teacher Center (NTC) advised that the goals of motivation are to improve teacher effectiveness, accelerate teacher retention, build teacher leadership, boost student learning, and support justifiable results for every learner (New Teacher Center, 2018).

However, the system still lacks incentives and motivation for teachers who take on leadership positions, which prohibits them from stepping up. As a result, it is important to build schools where teacher leaders emerge as empowered influencers. Also, teachers can contribute using their expert knowledge and other personal assets if they are allowed to exercise his or her influence, in and out of the classroom. In the realm of teachers' attitudes, Hoque et al. (2020) discovered that developmental supervisory practices, except the directive approach, do not influence teachers' attitudes. This underscores the idea that insufficient motivation from supervision can lead to more negative outcomes, as teachers may harbor resentment if they don't wholeheartedly embrace the supervisory process as a developmental tool. The findings suggest that teachers' attitudes may change even before the initiation of supervision. In essence, the directive approach proves effective in impacting teachers' attitudes, as many teachers, especially novices, prefer guidance and assistance, seeking help from more experienced colleagues (Hoque et al., 2020).

On the other hand, evidence suggests that passion for teaching, accepting other related works, and continuing professional development can be an avenue for a teacher being mentored to be promoted to a higher position. For mentors, perpetuity in providing appropriate work orientation and utilization of general and specific mentoring skills were recommended. On the other hand, the majority of the respondents uncovered that work overload and lack of time were the foremost problems they faced during mentoring. Therefore, advance planning of work, making schedule, timeframe and availability of both mentor and mentee can avoid the problems lack of time and work overload (Sangalang, 2018).

➢ *Synthesis*

Effective coaching and mentoring should have a positive impact on teachers' competence and performance across various dimensions, aiming to enhance the teaching-learning process for the benefit of learners and their lifelong learning. The new paradigm of coaching, guiding, and empowering teachers must be implemented in practice. However, within this process, it is crucial to assess and emphasize teaching competency. While teachers may be capable of fulfilling roles and tasks as classroom teachers, without coaching and mentoring, they may struggle to attain a high level of functional competencies as outlined in the Philippine Professional Standard for Teachers. Mentors and instructional leaders should consistently offer teachers relevant coaching and mentoring, including enhancement training and seminars, especially focusing on classroom demonstration teaching. This approach ensures that teachers are well-prepared and equipped to take on the roles and functions of K-12 educators, cultivating essential skills such as critical thinking, collaboration, communication, and creativity. Moreover, numerous cited studies lend support to the potential results and findings of this exploration, contributing to the strengthening of the mentor-teacher relationship in their shared commitment to providing quality education to learners.

➢ *Theoretical Lens*

This study is rooted in Malcolm Knowles' Theory of Andragogy, commonly referred to as the "adult learning theory," positing that adults are inherently capable of self-directed learning owing to their internal motivation and readiness. Knowles identified several key assumptions about adult learners, including self-concept, experience, readiness to learn, orientation to learning, and motivation to learn. Additionally, he proposed fundamental principles for adult learning, such as the active involvement of adults in the planning and evaluation of their instruction, the integral role of experience (including mistakes) in learning activities, the adult preference for learning issues immediately relevant to their job or personal life, and the problem-based nature of adult learning (Kearsley, 2010).

Given that teachers are considered adults, this theory aligns seamlessly with the study's focus on enhancing teaching competence through self-motivation and self-evaluation, complemented by technical assistance. Teachers, acting as adult learners, can effectively support themselves throughout the learning process. Furthermore, the study draws on the Constructivism Theory of Jean Piaget and Lev Vygotsky, emphasizing a student-centered pedagogy in which teachers serve as facilitators and guides (Bada, 2015). This approach is congruent with the Framework for 21st Century Learning and the Philippine Professional Standards for Teachers (PPST). The study seeks to explore potential areas for teacher development through a combination of coaching, mentoring, and recognizing the crucial role of teachers in focusing on learning outcomes, instructional design, student activities, and assessment strategies within a constructivist classroom (Hyslop-Margison & Strobel, 2008; Petalla & Madrigal, 2017).

The conceptual framework of the study is presented in Figure 1. As seen in the figure, there are three interconnected variables. The development of teaching competence among educators in qualitative inquiry serves as a platform for researchers and teachers to impart essential skills, knowledge, and focus for meaningful inquiry, fostering growth and development in the field of education. Teachers must recognize the ongoing need for acquiring new knowledge, whether through informal discussions or more structured settings where the provision of coaching and mentoring is practiced. A notable concern is apparent within the first circle, linking to the second circle; however, the nexus at the center of the two circles underscores the significance of action research in enhancing the teaching and learning processes.
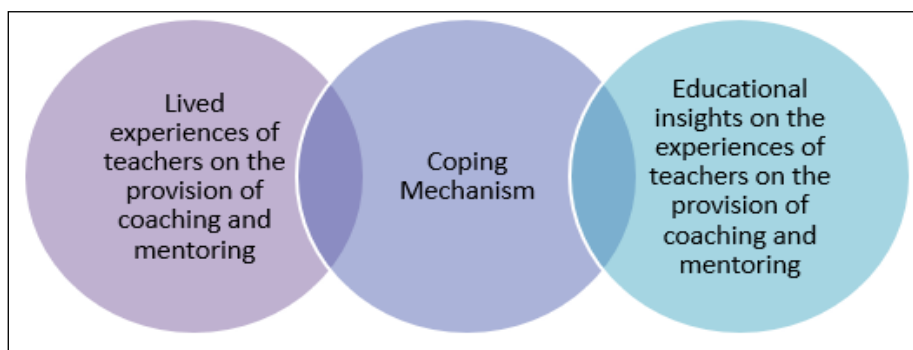

Fig 1. The Conceptual Framework of the Study

III. METHOD

This section presents the methodology employed in the study, encompassing philosophical assumptions, qualitative perspectives, research design, research environment, participant details, ethical considerations, the researcher's role, data collection methods, data analysis procedures, and the overall trustworthiness of the data.

➢ Philosophical Assumptions of the study

Ontology. Reality is intricate and subjective, signifying that each individual possesses a distinct vision and interpretation of it. As articulated by Creswell (2012), the complexity of the reality humans encounter necessitates research or investigation for effective understanding, marking it as an ontological concern.

I confidently assert my qualifications to contribute valuable insights based on my experiences and observations regarding the provision of coaching and mentoring for teachers within the Department of Education. My firsthand perspectives, molded by the intricate and subjective dimensions of leadership reality, enhance the study by offering authentic viewpoints. This contributes to a nuanced comprehension of supporting and assisting teachers. Additionally, I am adept at managing any information that may arise during discussions with participants, leveraging my expertise to navigate and address relevant topics effectively.

Epistemology. Following the epistemological assumption, my research approach seeks to narrow the divide between personal opinions and the objective stance of a researcher (Creswell, 2012). This effort is driven by a commitment to foster a more direct and transparent connection between my subjective viewpoints and the rigorous standards of scholarly investigation.

In addition to my role as a researcher, I recognize the importance of actively participating in the entire discussion, considering my direct experience in providing technical assistance. I assure that, throughout the research process, my position as a researcher would not compromise my objectivity or influence the opinions of the participants. Moreover, this implies that, as a researcher, I must engage in collaboration, spend time in the field with the participants, and assume an "insider" role. Establishing a strong rapport with the participants is crucial for this study. This close relationship allows me to glean valuable insights from their expressions and observations during our discussions.

Axiology. For the axiological assumptions, the role of values in a study is substantial. Creswell (2012) suggests that the researcher openly discussed the values that shape the narrative and included their own interpretation in conjunction with the interpretation of participants.

In the context of my study exploring the lived experiences of teachers on the provision of coaching and mentoring, I recognize the utmost importance of the information shared by my participants. This wealth of insights serves as the cornerstone for enhancing the existing mechanisms or instructional systems. The valuable data gathered contributes significantly to my understanding of how coaching and mentoring impact teachers, offering a basis for potential improvements in educational practices.

Rhetoric. In the domain of rhetorical assumptions, there's a recommendation to employ distinct terminology and embrace a personal and literary narrative in research (Creswell, 2012). To align with this approach, I adopted an informal tone in the text of this study, incorporating my voice. Additionally, I utilized terms like credibility, transferability, dependability, and confirmability, steering away from conventional terms such as internal and external validity.

Throughout the entirety of the study, I, as the researcher, meticulously attuned to the participants' gestures and nuances, particularly focusing on their personal opinions regarding the topic during the interviews.

➢ Qualitative Assumptions

The qualitative methodology employed aims to elucidate, clarify, and expound upon the various facets of the human life experience. Consequently, researchers can interpret individuals' experiences by engaging with human activities. Researchers must adhere to the principle of "do no harm" to participants, being mindful of potential adverse effects on study subjects. Notably, conflicts may arise between the right to information and the right to privacy, which is grounded in the advocacy for individual rights (Bloor & Wood, 2006).

In this study, the researcher sought to interpret teachers' experiences in providing coaching and mentoring by actively engaging in human activities. Before commencing the qualitative inquiry, careful consideration was given to how the researcher's perspectives might influence the research process, guiding the selection of an appropriate working strategy. A successful qualitative investigation hinges on a harmonious alignment between the researcher's belief system, the chosen approach, the research question, and the methodology. Drawing on a specific challenge as an example, the researcher aimed to enhance understanding of how various techniques shape the landscape of qualitative research. Moving forward, a paramount focus for researchers was prioritizing the safety and well-being of participants, maintaining vigilance against potential harm throughout the study's implementation.

Numerous successful tactics exist for safeguarding personal information, such as employing secure data storage techniques, eliminating identifiable elements, making adjustments to biographical details, and using pseudonyms (pertaining to individuals, locations, and organizations) (Bloor & Wood, 2006). Researchers bear the responsibility of shielding all participants in a study from potential adverse consequences that may arise due to their involvement. It is becoming more prevalent for research ethics committees to request tangible evidence of consent in a written, signed, and ideally witnessed format.

➢ *Design and Procedure*

This study employed qualitative research, integrating phenomenological research. It collected and worked with non-numerical information to extract significance, aiding in our comprehension of social life through the investigation of targeted populations or places (Crossman, 2017). A subjective outline was described as an approach for analyzing and understanding the significance individuals or groups attribute to a social or human issue (Creswell, 2013). The research process involved posing open-ended questions and employing methods, gathering data typically in the participant's setting, analyzing data inductively, working from specifics to general themes, and the researcher created interpretations of the significance of the information.

This study employed phenomenology, entailing the examination of the structures of consciousness from a first-person perspective. A key feature of phenomenology is its focus on intentionality, signifying the directedness of an experience toward an object, reflecting an experience of or about that object. Phenomenology, as a field, is distinct yet interconnected with other foundational branches of philosophy, including ontology, epistemology, logic, and ethics (Stanford Encyclopedia of Philosophy, 2003). Particularly, in this study on the provision of coaching and mentoring, the phenomenological approach was utilized to portray and guide selected teachers in a Public Elementary School of division of Mati City as participants, contributing to the enhancement of their environment. The objective of the subjective phenomenological approach was to investigate and depict the lived experiences of teachers.

➢ *Ethical Considerations*

The planning of a study requires a thorough understanding of its purpose, direction, and the ethical considerations inherent in research. In the conduct of this study, we strictly adhered to ethical standards to prevent any infringement of participants' rights. We ensured that participants willingly engaged in discussions, prioritized their safety, and preserved the confidentiality of their identities as our key ethical commitments. The research took place in environments where participants communicated in both their local language and English, introducing ethical considerations related to cultural boundaries, translation challenges, and perceptions of power and authority. Emphasizing the significance of English as a Second Language research conducted by teacher-researchers in contexts where ethical concerns might not be formally addressed, this chapter delved into the ethical guidelines contextualized and considered by researchers in the field of EAL. Several of these principles were explored in the subsequent discussion.

First, the informed consent. Through the informed consent process, participants were informed about what is expected from them. The purpose of obtaining informed consent was to establish full trust with participants by ensuring they comprehend their roles. Participants in this study were invited to join voluntarily, with an emphasis on their right to participate or withdraw, and a guarantee of confidentiality for their records. Informed consent forms were distributed before data collection, and participants must submit these forms before being allowed to participate, which was be a mandatory step. The informed consent process involved face-to-face administration. To ensure participant safety, the researcher adhered to safety protocols mandated by the country. Second, peer debriefing. To improve the future validity of the research, peer debriefing entailed engaging in discussions with one or more peers who would not personally participate in the research. This would offer a knowledgeable and objective peer the chance to analyze and assess future transcripts, research methods, and conclusions. Qualitative researchers employed this technique to scrutinize their procedures in an impartial and independent manner, thereby enhancing the credibility of their research. This

occured as the discussion in the focus group (FGD) exposes the researcher to disinterested peers.

Third, housekeeping of information, the FGD maintained with confidentiality. The study adhered to the Data Privacy Act of 2002, ensuring that the data cannot be traced back to their real sources to safeguard their identities. Consequently, great care was taken to ensure the anonymity of the data sources and the de-identification of any shared/read personal information. The responses of the teachers, acting as respondents, were treated with complete confidentiality. All these measures were governed by the principle that disclosing any information about those involved in the study would constitute a serious breach of ethical standards.

Fourth, consideration is intrusiveness. The respondents' schedules and convenience were respected, ensuring that data collection occurred at their most secure and convenient time. In anticipation of this, a communication letter was dispatched well in advance, allowing them to adjust their schedules accordingly, and the focus group discussion (FGD) was be conducted in person. It is crucial to highlight that engaging in unethical research has the potential to leave both participants and researchers feeling exposed and vulnerable. Hence, any unethical conduct by the researcher may compromise the validity and reliability of the collected data.

➢ *Research Participants and Sampling*

The study involved teachers from the Department of Education, specifically those in Public Elementary Schools within the Division of Mati City. To ensure the richness of the data obtained from participants, the study targeted members of this school community. The selection process deliberately chose 10-12 teachers, as determined by the researcher, but only 10 teachers were selected to undergo in-depth interviews (IDI) and participate in the focus group discussion (FGD). Participants for these discussions were chosen based on their direct involvement in school events, serving as the primary contributors of information for this inquiry. These criteria aim to ensure that the selected participants possess the relevant professional background, experience, and firsthand knowledge necessary for providing meaningful insights into the research objectives.

For both the in-depth interviews (IDI) and the focus group discussion (FGD), participants were chosen using the purposive sampling technique. Purposive sampling, also referred to as judgmental or expert sampling, constitutes a nonprobability sampling method. The primary objective of employing purposive sampling in the future is to establish a sample that can reasonably be assumed to represent the population, particularly in cases where the population is not well-defined in non-probability sampling (Lavrakas, 2018). Unlike quantitative analysis, qualitative research requires a smaller sample size, sufficient to gather abundant data for thoroughly exploring the characteristics of master teachers providing technical assistance and addressing the research questions. In this study, a non-probability sampling method was applied when the characteristics needed in the samples

are rare and challenging to find in the Research Methodology.

There were five teachers participated in the in-depth interview and another five teachers in the focus group discussion. Each participant was assigned specific codes to conceal their identities, allowing them to express their opinions and knowledge on the provision of coaching and mentoring liberally. Participants have undergone face-to-face interviews.

This claim is supported by Guest (2019), who perceived that discussions in qualitative research were shaped by the perspectives and emotions of the participants. Typically, qualitative research involves direct, face-to-face interactions, often featuring focus groups with about five participants. Before the discussion, participants received a concise overview of the research setting. The research took place in Elementary Schools within the Division of Mati City, specifically in schools that provide comprehensive primary and elementary education.

Data Sources. The data for this study were obtained from participants' answers to the questions posed to them. These questions, derived from the study's purpose, were outlined in the interview guide. Participants' responses during the future focus group discussions (FGD) and in-depth interviews (IDI) were carefully documented. The objective of this research was to provide comprehensive and detailed insights into teachers' experiences with coaching and mentoring from their master teachers, enabling readers to evaluate how this information and the findings can be applied in other settings. In the introduction, participants were given a brief overview of the study, Creswell (2017) recommends that starting from the beginning can significantly enhance readers' understanding of the study.

➢ *Role of the Researcher*

Before the interview, my primary focus was only on managing the responsibilities associated with recruiting and enlisting participants, ensuring strict adherence to established protocols in the recruitment process. I deliberately abstained from direct involvement in the data-gathering process since the participants were my teachers. Instead, I delegated the roles of observing, interviewing, facilitating, and data recording to the master teachers. In their capacity, they have taken charge of steering the discussion and simultaneously served as facilitators to extract participants' insights and perspectives on their experiences in the realm of coaching and mentoring. Following the interview process, my responsibility shifted towards transcribing, analyzing, and interpreting the gathered data, facilitating further examination of the insights obtained.

➢ *Data Collection*

To commence the data collection process, the researcher made a letter addressed to the Graduate School Dean of Rizal Memorial Colleges and sought approval for the data gathering. Following this, ethical clearance was pursued from the Research Ethics Committee of the school. Once all necessary approvals were secured, the researcher sought

permission from the Schools Division Superintendent of the Division of Mati City to conduct the data gathering, involving selected teachers from Elementary Schools as participants. The approved request letter was presented to the school principal during a courtesy call at the school head's office. Before initiating the data collection, the researcher solicited assistance from other teachers or staff members.

Regardless of the philosophical standpoint the researcher adopts and the chosen data collection method, the process involves generating substantial amounts of data (Sutton, 2015). The delegated master teachers documented what was discussed and done during an interview or focus group through audio recording using the latest technology. The data gatherer maximized the use of audio recording for data collection, and subsequently, the recordings were transcribed in verbatim before the commencement of data analysis. As a rough guide, it may take an experienced researcher or transcriber more than 8 hours to transcribe an audio-recorded interview. The data gatherer utilized "field notes" to complement audio-taped interviews, allowing for the recording of impressions, environmental contexts, behaviors, and nonverbal cues that may not be adequately captured through audio recording alone. The data gatherer also made notes based on observations during the future focus group discussion (FGD).

To establish rapport and trust with the participants, the researcher engaged in communication with them via Facebook Messenger or face-to-face interactions. The purpose was to get to know them better and provide a more explicit explanation of the research study's objectives and the specific information being sought. Prior to commencing the actual interviews, the data gatherer ensured the participants felt at ease by engaging in casual conversation. At the beginning of both the Focus Group Discussion (FGD) and In-Depth Interview (IDI), the researcher personally expressed his gratitude to the participants for their involvement in the research, followed by a brief overview of the group's purpose. The data gatherer then clarified why the participants were chosen for the interview, emphasized confidentiality rules, and allowed them the opportunity to seek clarifications or ask questions. Subsequently, the questions were introduced one by one, and to foster discussion, probing questions were posed. The data gatherer ensured that all participants had the opportunity to respond to the questions, and the use of the mother tongue (Bisaya) was encouraged for ease of communication.

➢ *Data Analysis*
In analyzing the data, the following tools were presented and discussed below.

Thematic Content Analysis. Thematic analysis was applied to the textual data derived from the focus group discussions. I integrated thematic analysis, an iterative and inductive method for qualitatively analyzing data, transforming information into conclusions (Patton, 2020). Despite various approaches to phenomenological data analysis, I opted for Moustaka's modification of the Stevick Collaizzi-Keen technique, as detailed by Creswell (2007). In

this approach, the initial step involves bracketing personal experiences. While it remains challenging to eliminate biases from qualitative research, I adhered to Moustakas' (1994) perspective, which underscores the researcher's complete openness to the informants' comments.

Irrespective of the study's scale, the utilization of triangulation techniques was recognized as a valuable approach for obtaining comprehensive details in research, and this study employed them for data collection (Holland, 2009). Additionally, Nightingale (2020) underscores that triangulation serves three primary purposes: enhancing validity, providing a deeper understanding of a research problem, and exploring different perspectives on a research problem. Triangulation involves examining results from the same study using various data collection methods. To validate the accuracy of information gathered from participants, identify patterns, highlight teachers' viewpoints regarding the traits of master teachers providing technical support, and solidify findings or develop themes during data analysis, it was crucial to triangulate sources, methods, and outcomes.

The subsequent step involves compiling a catalog of noteworthy quotes extracted from the data and interviews, highlighting participants' experiences in teaching and overcoming challenges. Every statement deemed valuable were retained, while redundant or irrelevant statements were discarded, ensuring that only the most pertinent data aligning with the study's objective remains.

The retained statements were categorized into themes or significant units. Following an analysis of participants' responses to intellectualized phrases that convey and imply meanings, the researcher constructed a narrative detailing the teachers' encounters in the study. Utilizing quotes directly from the teachers' expressions, this narrative elucidated the events and serve as what Creswell (2007) terms a textual representation of experiences.

Triangulation. This study employed triangulation to enhance the credibility and validity of research findings. Credibility, synonymous with trustworthiness, pertains to how believable a study is, while validity concerns the extent to which a study accurately reflects or evaluates the concepts or ideas under investigation. Triangulation, achieved through combining theories, methods, or observers in a research study, would serve to overcome inherent biases that may arise from using a single method or observer (Noble and Heale, 2019). This approach facilitated the exploration and explanation of complex human behavior by employing various methods to offer a more balanced explanation to readers.

Document analysis - According to Guion, qualitative researchers use triangulation to verify and establish validity in their studies (2002). This approach was useful for verifying statements or data gathered during this article's in-depth interview. Methodological triangulation in case study analysis is one of the most common of the five types of

triangulations. I interviewed, observed, recorded analysis, and any other research resources available to me.

➢ *Analytical Framework*

The researcher intended to acquire crucial information that contributed to the study's enrichment once the interviews and focus group discussions with the identified participants were completed. The processes delineated in the framework below (Figure 2), adapted from Giorgi's four-phase phenomenological technique (Ojala, 2018), adhered to. Selected participants were posed with probing questions aligned with the study's objectives, as outlined in the question matrix provided in the appendices. The group interview was expected to last between 45 to 60 minutes, and the interviews were transcribed using an audio recorder as a reference. The data was examined employing a phenomenological approach, as illustrated in the above below.

In the first step, as a researcher, I read each interview multiple times and created a detailed description of each participant's experience on their respective journey. In the second phase of data collection, the participant's own words or expressions were utilized to discriminate meaning units of their experiences from each participant's transcription. They were encouraged to use their own language to find subjective meaning units related to the state of reading programs for slow readers in primary education. The experiences described and data collected were subjected to thematic content analysis.

The generated themes were structured in a way that prioritized the most important ones, reflecting how they relate to one another. The participants' expressed experiences were used to describe and display the importance of each topic, supported by significant literature from related fields. A subjective meaning network was formed by this ordered collection of meaning structures, and a relevant perspective was developed to describe the entire experience and journey of each participant.
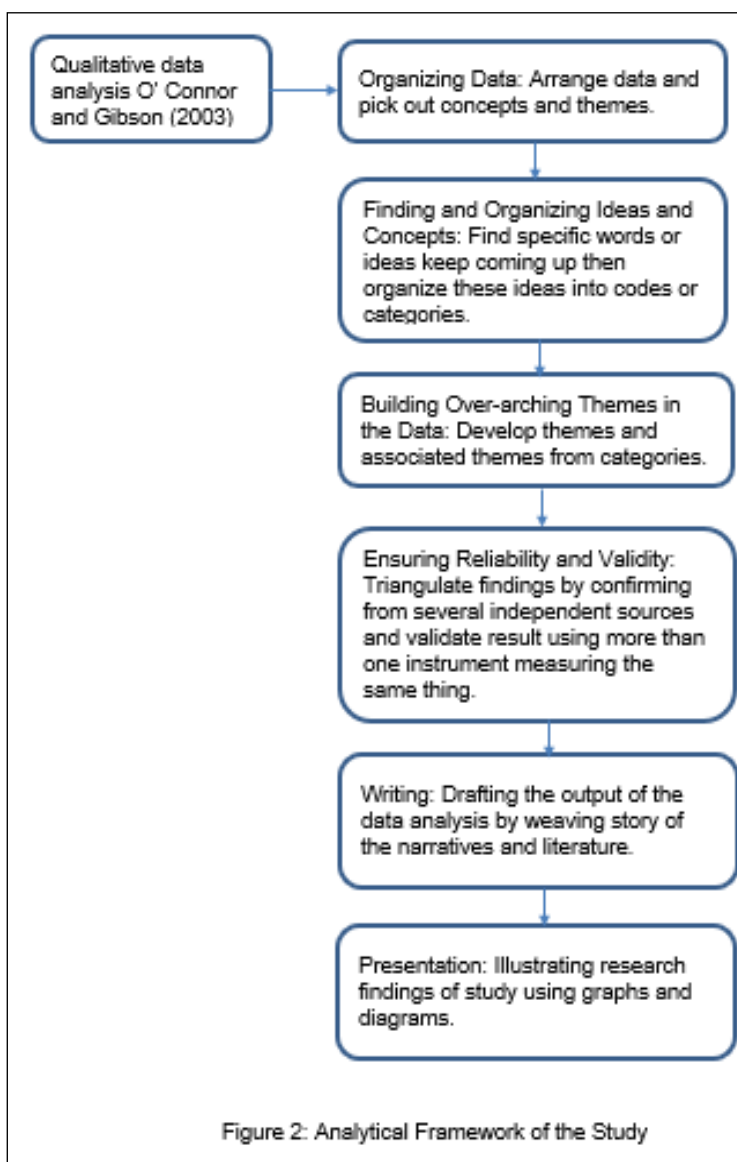

Figure 2: Analytical Framework of the Study

➤ *Trustworthiness of the Data*

Trustworthiness, as indicated by Maglente (2018), pertains to a subjective report that is expanded by maintaining high credibility and objectivity. In quantitative studies, it translates to validity and reliability. In this study, validity was applied to assess the certainty of teachers' experiences regarding coaching and mentoring in acquiring teaching competence. Their experiences served as their personal opinions, which can be utilized as data for further exploration and discoveries. In qualitative studies like this, triangulation was employed as a method to demonstrate that the examination study's findings are reliable (Olivia, n. d.). These are essential for the study to be deemed worthy of consideration by readers, encompassing credibility, transferability, dependability, and confirmability.

Credibility, equivalent to internal validity and focusing on the aspect of truth (Korstjens & Moser, 2018), was addressed by implementing member checking. Participants were asked to review the collected data and the interpretation during the interview, allowing them to verify their statements.

Transferability, involving the generalization of study findings to other situations and contexts (Devault, 2019), was considered by recommending further research to cover all public elementary schools in Mati City Division, given that only teachers from Elementary School were participants in this study.

Confirmability, requiring that procedures and results are free from bias, prioritizes the neutrality of the data, as emphasized by Lincoln and Guba (1985). The researcher ensured that all data and findings are derived from participants' answers.

Dependability, synonymous with reliability, in qualitative research is achieved when the work is repeated in the same context, with the same methods and participants, resulting in similar outcomes (Shenton, 2014). To enhance dependability, the researcher maintained a personal journal throughout the study, documenting how data were gathered, how the analysis was conducted, and how the findings were arrived at (Merriam, 2002).

In this phase, the language was changed to reflect a third-person perspective. In the synthesis, the determination of the essential theme of the participants' journey was extracted from the meaning structures of all participants.

➤ *Research Instrument*

To deeply understand the experiences of teachers in the provision of coaching and mentoring to public elementary teachers, the preparation, strategies, and stories of teachers who were selected as participants of the study were documented. This study utilized an interview guide conducted in face to face, as defined, it is a structured set of questions or topics designed to direct qualitative research interviews, offering a framework for consistency and focus. It serves as a tool to ensure that key areas of interest are covered while allowing flexibility for in-depth exploration of participants' perspectives and experiences (Nelson, 2010).

The questions that had given to the selected participants were aligned with the main objectives of the study and the probing questions were strictly given ahead for the participants to prepare during the free flow of discussion during FGD. But before this question was provided, it passed through a surface validation by experts in the field of education. The questions were ultimately the basis and guide for the interviewer and interviewee for smooth discussion and to avoid discussions and biases besides the topic.

IV. RESULTS AND DISCUSSION

In this chapter, the results derived from the analysis of the interview data was presented. The findings showcase themes that have emerged from the analysis, and accompanying these themes are comprehensive discussions that address the study's objectives.

Before delving into the discussion, it is essential to establish the symbols used to present quotations based on the responses of the study participants. In reference to the transcriptions of the conducted interviews, codes are employed to refer to the research participants. These participants are represented by the codes P1 to P10.

Experiences of teachers in the provision of coaching and mentoring

Figure 3 illustrates the experiences of teachers concerning the provision of coaching and mentoring of Public Elementary Teachers in Mati City. These experiences revolve around three major themes: engagement in professional development initiatives, the adequacy of training resources, and the demands of the work environment. These themes encapsulate the teachers' experiences in acquiring coaching and mentoring.

To ensure privacy, under research ethics, participants' responses were labeled with codes, denoted as P1-10, corresponding to participant numbers 1 to 10. These codes were evident in the interview transcription provided in the Appendices.

As a school leader, I have encountered numerous stories, sentiments, feelings, and emotions related to teachers' experiences with the provision of coaching and mentoring. Based on the study results, three prominent themes emerged during the discussion.

Engagement in professional development initiatives. This represents the primary theme within the lived experiences of teachers regarding coaching and mentoring in public elementary schools. In professional development endeavors like training and seminars, teachers have the opportunity to employ both formal and informal methods. These methods not only facilitate the acquisition of new skills but also provide insights into pedagogy and personal teaching practices. Additionally, they allow exploration of new or advanced materials and enhance understanding of

available resources (Alestre, 2016). In the context of education, such sessions serve as forums where individuals convene to discuss specific topics. Typically, these sessions are participatory, with participants engaging in discussions on predetermined subjects. Presenters play a crucial role in guiding the conversation in the right direction. This post delved into the impact of professional development initiatives, such as training and seminars, on teachers' competence, exploring why these initiatives are pivotal for their professional growth. To validate the lived experiences of the participants, the following statements were revealed:

"One specific instance where coaching and mentoring played a role in my professionalism was during my classroom observations. My mentor had several years of experience and was able to provide me with valuable guidance and support as I navigated the challenges. He observed my classes, provided feedback on my lesson plans, and offered suggestions for improvement. Through his coaching, I gained confidence in my teaching abilities and learned effective strategies for classroom management and student engagement" (P3).

Offering professional development, including but not limited to mentoring less-experienced teachers by their more seasoned counterparts, constitutes an essential aspect of school-based professional learning (Behrstock-Sherratt et al., 2014). It is widely recognized that educators have the capacity to shape the learning experiences of young individuals, and numerous programs contribute significantly to our professional growth in terms of knowledge, skills, and capabilities.

Highlighting the integral role of professional development, particularly mentorship, in school-based learning, this passage resonates with my belief in the transformative impact of experienced educators on their less-experienced counterparts. The recognition that educators possess the ability to shape young minds underscores the profound responsibility inherent in the teaching profession. The call for comprehensive programs addressing education levels, training duration, and professional support aligns with my view that a holistic approach is essential for fostering continuous growth and effectiveness in the field of education.

"The mentorship extended beyond the immediate issue, as my mentor consistently shared valuable industry knowledge, best practices, and constructive feedback. This ongoing support has been instrumental in my professional growth, influencing my decision-making processes and refining my overall approach to challenges in the workplace" (P5).

Professional development initiatives play important role in enhancing and elevating the quality of education we provide to students, with school administrators, leaders, and instructors assuming responsibility for our professional growth. A significant portion of our responsibilities as teachers involve delivering talks at conferences and conducting seminars, as indicated by Magcanas (2019), consuming at least half of our time. Whether addressing large

or small groups, entire organizations, or departments, discussions on leadership, organizational culture, behavior, and various training and development aspects are pivotal during these events, providing opportunities for additional learning through active participation in trainings and seminars.

"In my professional journey, I have been fortunate to benefit from a mentor who played a crucial role in shaping my development. One specific instance that stands out occurred when I faced a significant challenge in a project" (P4).

Magson-Niepes (2016) defined training and seminars as any form of professional assistance, guidance, or support that helps teacher perform their jobs more effectively. Although the word 'training' conjures up ideas of military drills, teacher training entails highly complex processes derived from scientific research. Our concepts of teaching evolve throughout time, according to theoretical theories of professional growth. We teachers in public schools require training, seminars, and other forms of professional development. These are required to provide us with new skills and knowledge and provide us with new information to be an efficient and effective educator, we must have five attitudes in addition to our training and learning experiences: exhibiting compassion and kindness, sharing responsibility, gently accepting difference, supporting personalized instruction, and encouraging creativity.

Adequacy in training resources. This is the second main theme addressing the lived experiences of teachers regarding the provision of coaching and mentoring. Training presents a prime opportunity to expand the knowledge base of all employees (Frost, 2007). However, many employers perceive professional development opportunities as expensive. Teacher support considers site-specific circumstances and culture, and it can be provided through various means such as phone, mail, email, internet, or in-person meetings. Therefore, training resources play a important role in the provision of coaching and mentoring, especially during pandemics when technology takes center stage to sustain these activities. Training resources encompass tangibles such as money, internet connection, ICT equipment, etc. To validate the lived experiences of the participants, the following statements were revealed:

"My mentor shared his knowledge and expertise on effective instructional strategies and classroom management techniques. These resources and insights helped me enhance my teaching practices and improve student outcomes. The availability of such resources during coaching or mentoring has been instrumental in my professional growth as an educator" (P3).

It is acknowledged that teachers require support not only from their school heads but also from the Department of Education (DepEd) itself. Attending seminars and training becomes more meaningful when financial constraints and costly registrations are not a hindrance. The Department of Education offers free training and seminars, and teachers

must seize these opportunities for the improvement of their teaching competence. However, the challenge on our end lies in the availability of internet connection and gadgets, as sometimes there is little to no financial assistance provided.

The same study revealed that trainers often combine coaching with group training, such as summer workshops and team training sessions during the academic year, where coaches can demonstrate lessons or instructional practices. Some studies also provide teachers with resources like curriculum, lesson plans, or guidebooks. Additionally, other studies utilize video exemplars of teachers delivering high-quality instruction to supplement coaching. Consequently, teacher coaching has emerged as a promising alternative to traditional models of professional development (Kraft, Blazar, & Hogan, 2018).

"In essence, the resources provided during coaching or mentoring have been a continuous source of inspiration, enabling me to stay current with educational trends, implement evidence-based practices, and ultimately, create a more dynamic and effective learning environment for my students" (P5).

Teachers' attendance at these seminars can contribute to the creation of an effective learning environment, improvement of teaching-learning situations, staying current on modern instructional devices, and inspiration to become better educators in today's world. The need for in-service training or a staff development program is critical for the successful implementation of educational reforms and serves as a meeting point for aspiring and seasoned instructors. This becomes increasingly important due to the challenges involved in guiding learners toward higher learning and personal development standards.

The training program, such as in-service training, should not shy away from the ongoing reformation aimed at elevating the professionalism status of teachers. In all these actions, the absence of means should not hinder the possibility of implementing plans, especially when it comes to financial support (Veenman et al., 2011). Therefore, school administrators and officials from the Department of Education should take action on this matter.

"Providing technical assistance is difficult, especially if the materials and resources are not readily available. Although teachers are ready to engage in the activity or training without these needed materials, they cannot realize their full potential. Also, the financial capability of the school in providing teachers with different trainings/seminars is very important. Some of the teachers will not attend training at their own expense. With this, it hinders the development of the teacher" (P5).

Much of the transformation that has occurred in the field of teaching and learning has been fueled by teacher training and seminars. We must stay current on the most recent concepts, thinking, and research in our fields, as well as promote professional growth among teachers, to provide good and effective teaching and learning opportunities for

students. Training resources and learning materials should be emphasized in the provision of coaching and mentoring to teachers if they want teachers to improve their competence and quality of work. More recently, on effective coaching research synthesis developed by the National Center for Systemic Improvement, it is suggested that a positive teacher-coach relationship is linked to better teacher performance (National Center for Systemic Improvement, 2016).

Demands of work and environment. This is the third main theme under the lived experiences of teachers on the provision of coaching and mentoring. Work pressure is defined as a subjective sense of tension related to the execution of present and/or foreseeable work tasks. Scales for measuring work demands, workload, and work pressure have been constructed using materials from varied sources (Roe & Zijlstra, 2019). Work pressure should be recognized from work demands, workload, and stress at work. Although its origins should be explored further, it is now best understood as a dynamic state related to the expected completion of job tasks. People who are under a lot of stress at work like us are in a state of cognitive and energetic activity. We are subjectively aware of the task that has to be done and are apprehensive about our capacity to execute it successfully.

"The work environment and level of work pressure have a significant influence on my experience with coaching or mentoring. When the work environment is stressful and there is a high level of work pressure, coaching or mentoring can serve as a valuable support system. Having someone to turn to for guidance and advice can help alleviate some of the stress and provide a fresh perspective on challenges" (P4).

Stress can be defined as a feature of the external environment that influences individuals, as well as their responses to environmental demands, threats, and difficulties, or as a combination of the two. Some of the many causes of work-related stress include long hours, a heavy workload, job insecurity, and excessive paperwork demands. Symptoms of work-related stress may manifest as work performance issues, sadness, anxiety, and sleeping problems. Administrators must recognize work-related stress as a significant health and safety concern. Schools can and should take steps to ensure that teachers are not overworked and pressured (Aldaihani, 2017).

"The positive work environment fostered by my mentor encouraged open communication and trust. This, in turn, alleviated some of the stress associated with high-pressure situations. The mentorship relationship became a source of motivation, as I felt supported and understood, even during challenging times" (P5).

Work-related stress and pressure are escalating concerns worldwide, impacting not only teachers' health and well-being but also school productivity. Work-related stress occurs when the capacity and capability to cope with various work demands exceed an individual's capacity. In our school, due to time constraints, many teachers experience high levels of work-related stress, which can contribute to various health

issues, including emotional weariness. Despite time pressure being a significant work requirement, social support from the school administration is deemed a crucial job resource in the teaching profession.

The study highlights that school heads periodically discuss the academic performance of students with teachers and ensure continuous assessment records are regularly updated. Therefore, effective supervision by school heads would enhance teachers' role performance (Ampofo, Onyango, and Ogola, 2019).

"Having supportive leaders, I don't think of any overwhelming pressure that's present. It is more of motivation towards goal achievement, knowing the amount of clinical supervision that is provided" (P1).

While some teachers acknowledge that the school's work environment effectively enhances their professional

capabilities, a study on "The Effectiveness of Academic Supervision for Teachers" reveals that the academic supervision provided by school heads has yet to significantly impact the improvement of teachers' professional skills and students' learning achievement (Rahabav, 2016).

Work environment problems, including working conditions, physical conditions, and psychological conditions, are consistently highlighted as contributing factors to poor teacher performance in delivering lessons and engaging students in learning. A conducive work environment can provide comfort and security in carrying out instructional tasks and other duties, enabling teachers to perform their jobs wholeheartedly. Optimal teacher performance can have a significant impact on the future of students or the younger generation, contributing to the achievement of educational goals.
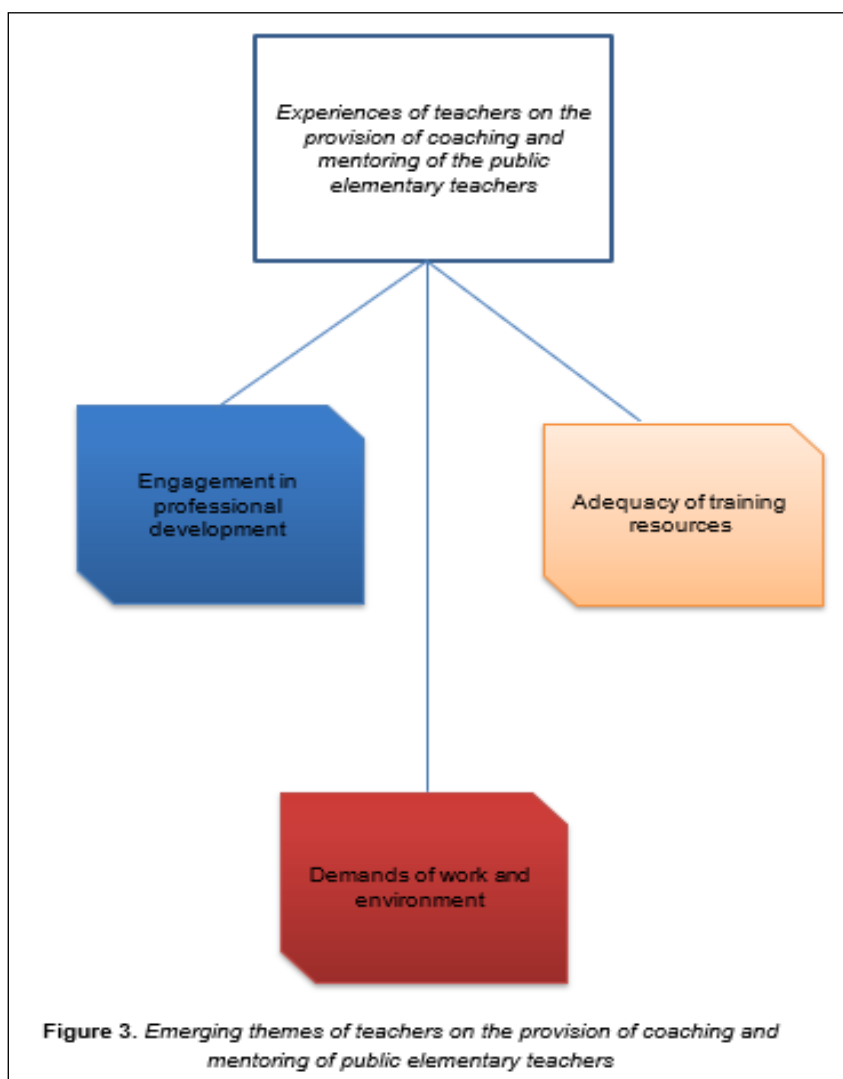
Figure 3. Emerging themes of teachers on the provision of coaching and mentoring of public elementary teachers

Coping strategies of teachers on the provision of coaching and mentoring in public elementary schools in Mati City Division.

Figure 4 shows the coping strategies of teachers on the provision of coaching and mentoring in public elementary teachers. The experiences of these teachers were geared toward three major themes namely: establishing teaching

competence, demonstrating collaborative practices, and embracing reflective practices. The theme was coping strategies of teachers on the provision of coaching and mentoring. To formally guide the readers, the participants' responses were labeled with codes to keep privacy as mentioned in the research ethics, and focus on their responses which is far more important. Codes P1-10 stand for participant numbers 1 to 10. The codes were evident in the transcription presented during the interview as found in the Appendices.

During the discussion, as a school head with enough experience in the service and who has worked with teachers, I have heard stories, sentiments, feelings, and emotions about the experiences of teachers on the provision of coaching and mentoring. Based on the results of the study, the following three themes emerged.

Establishing teaching competence. This is the first main theme under the coping strategies of teachers on the provision of coaching and mentoring. The recent surge in technological advancements has reshaped various aspects of our lives, particularly influencing how we communicate, collaborate, learn, and teach. This paradigm shift has given rise to terms like "digital native," "digital immigrant," and "21st-century teacher," (Palmer, 2015). In the realm of education, critical thinking, problem-solving, communication, cooperation, creativity, and leadership are identified as paramount skills for teachers in the twenty-first century. Furthermore, concepts such as effective guidance, character development, and professional ethics are deemed essential. The evolving skill set required for educators also emphasizes the importance of adapting to technological changes, recognized as a key determinant of 21st-century learner characteristics.

"Through collaborative goal-setting with mentors, I have engaged in targeted professional development activities. This personalized approach has allowed me to address specific areas of my teaching that needed enhancement, contributing to a more comprehensive skill set" (P5).

The determination of our skills is significantly influenced by changes in social life and the educational environment. In addition to pedagogical expectations, we must closely monitor technology and related changes due to our strong feelings about the impact of technology on the learning environment. Boey (2010) stipulates that in the dimension of empowerment, professional growth refers to teachers' perceptions that their schools provide them with opportunities to grow and develop professionally, to learn continuously and to expand one's own skills through their work life.

"Reflecting on coaching and mentoring experiences is a critical part of my professional growth as an educator. I regularly set aside time to reflect on my coaching or mentoring sessions, reviewing feedback, and considering how it aligns with my teaching practices and goals. I also engage in self-reflection, evaluating my own strengths and areas for improvement. This reflection prompts me to make

adjustments and experiment with new strategies in my teaching practices. By reflecting on coaching and mentoring experiences, I can continuously grow and develop as an educator, improving my instructional methods and positively impacting student learning outcomes" (P3).

Empowered teachers are professionals who collaboratively create curricula, administer their lessons independently, and, consequently, possess the capability to effectively educate their students (Desimone, 2011). Among the essential skills identified, two fundamental abilities stand out: leadership and cooperation. In the role of a 21st-century teacher, effective communication with all educational stakeholders is crucial, making collaboration skills more vital than ever. The ability to collaborate with the right individuals and utilize appropriate tools at the right time and place becomes instrumental in achieving success goals seamlessly.

"It was of great help, indeed. Teachers are also students. I learn every day. My teaching pedagogy improves through time, circumstances and as I respond to children's unique learning capabilities" (P1).

The effective utilization of the latest technology tools in the classroom is pivotal for developing the skills students would require in the future. Employing new technological tools to facilitate learning can be particularly beneficial for students who may struggle with traditional teaching methods or those who grasp concepts quickly. Our digital competencies directly influence our students' ability to harness the benefits of emerging technologies, emphasizing that the 21st-century teacher must be a proficient learner in every sense (Ashoro, Daniel & Benson, 2012).

Demonstrating collaborative practices. Collaboration skills encompass interpersonal and intrapersonal qualities and competencies that we employ to work together in solving problems or achieving common goals. These skills are often prioritized in workplace requirements and, like any other set of skills, can be enhanced (Conoway, 2021). Teachers and students can leverage technology for collaborative efforts, making classroom activities more dynamic through the joint creation of digital resources, presentations, and projects with fellow educators and students. Going beyond conventional methods like emailing documents and creating PowerPoint presentations, true collaboration can unlock innovative ideas that might otherwise be lost in mere conversations or initial drafts. Embracing collaboration on a global scale has the potential to transform our lives.

"My present school is like an open system where collaboration happens every time. Having an openminded colleagues and leaders who are willing to share and open for suggestions is what makes collaboration present and applied" (P1).

The nature of collaboration for teachers is undergoing a transformative shift, encompassing a broader set of skills. The inclusion of collaboration as a 21st-century skill is justified by the heightened importance of cooperative interpersonal capabilities, which are now more sophisticated

than those required in the prior industrial era. Beyond traditional face-to-face collaboration, contemporary professionals, including teachers, increasingly engage in tasks through mediated interactions with peers located halfway across the world, individuals they may never meet in person. Teachers' competencies play a pivotal role in shaping their values, behaviors, communication, goals, and practices within the school environment. These competencies further support professional development and curricular studies, making the discourse on teachers' skills crucial for enhancing the teaching-learning process in schools (Selvi, 2010).

"To navigate collaborative efforts with mentors, colleagues, or other educators, I prioritize clear and open communication. I actively seek out opportunities to collaborate, such as participating in team meetings, workshops, or professional learning communities. I approach these collaborations with a mindset of mutual respect and a willingness to learn from others. I listen actively to the ideas and perspectives of my mentors and colleagues and offer my own insights and experiences as well. I strive to create a supportive environment by being receptive to feedback, offering support to others, and fostering a culture of collaboration and sharing. By fostering a supportive environment, we can collectively benefit from the diverse expertise and experiences of those around us" (P3)

Roberto and Madrigal (2018) concluded that teaching competence is shaped by the knowledge, skills, and attitudes acquired through teachers' participation in various in-service training programs. Collaboration among educators, involving the exchange of ideas, sharing resources, discussing student learning, and engaging in joint activities and knowledge creation, plays a pivotal role in this process. Through such collaborative endeavors, teachers can co-create and enhance their learning experiences, all with the ultimate goal of providing students with high-quality educational experiences. Collaboration is not only essential for fostering a sense of belonging within a professional community but also for deriving personal fulfillment from the teaching profession, in addition to supporting the instructional role of teachers.

"Navigating collaborative efforts with mentors, colleagues, and other educators is crucial for creating a supportive environment" (P4).

Collaborative practices among teachers in school settings often follow structured activities that may be mandated by systemic requirements, fostering a higher level of interdependence and coordination. These collaborations, which may be compulsory, prove especially beneficial as they facilitate long-term knowledge sharing and peer learning. By adhering to standards, teachers can expand their knowledge with increasing complexity, encompassing a broader and more nuanced spectrum of teaching and learning circumstances (DepEd Order No. 42, 2017). This systematic approach ensures that collaborative efforts contribute not only to individual professional growth but also to the overall improvement of teaching practices within the educational system.

Embracing reflective practices. Feedback serves as a formative tool aimed at improving performance, irrespective of the current level of achievement, and it entails a collaborative effort between learners and teachers. In the context of classroom observation, school leaders utilize various feedback methods to effectively communicate the impact of the assessment. These mechanisms enable school heads to fulfill their responsibilities in terms of instructional supervision and performance evaluation (Congcong & Caingcoy, 2020). Typically employed during post-conference sessions, these feedback methods serve as technical assistance to teachers. Maximizing the use of classroom observation and feedback provides teachers with more opportunities for learning and development, impacting their roles, skills, and capabilities positively. In the long run, this approach significantly influences students' learning outcomes, academic performance, and overall educational quality.

"I promote a culture of collaborative reflection by facilitating peer observations and feedback. Teachers have the opportunity to observe each other's classes and provide constructive feedback" (P5).

When feedback and evaluation are provided in a constructive and non-threatening environment, teachers feel encouraged and motivated to work toward and achieve their goals. Technical assistance serves as a crucial component of a larger effort to enhance teaching and training techniques, functioning as a form of professional development that boosts morale and contributes to successful teaching. Yousaf (2018) further emphasizes that the practices of principals related to staff development play a pivotal role in achieving better performance from teachers and fostering their overall growth. Therefore, principals and other key stakeholders should prioritize attention to staff development activities, recognizing their potential to significantly enhance job success and the professional growth of teachers.

"I guide teachers in setting specific, measurable, and achievable goals for their professional development. Regularly revisiting these goals during reflection sessions helps them track progress, celebrate accomplishments, and adjust strategies as needed, fostering a continuous cycle of improvement" (P4).

Effective teaching, encompassing subject matter mastery, instructional tools, classroom management, and thorough supervision, yields improved instructional performance for educators. This, in turn, fosters an unusually successful work environment within the school, especially when led by a proficient school manager adept at managing and supervising teachers. However, it is essential to note that the study on "The Effectiveness of Academic Supervision for Teachers" reveals that, as of 2016, the academic supervision provided by school heads has yet to significantly impact the enhancement of teachers' professional skills and the improvement of learners' academic achievements (Rahabav, 2016). This suggests a need for further exploration and refinement of academic supervision strategies to maximize

their effectiveness in supporting teacher development and student learning outcomes.

"Integrating reflective practices into my teaching routine is essential for my professional growth, especially in the context of coaching and mentoring. I make time for regular self-reflection, either through journaling or dedicated reflection sessions. During coaching and mentoring sessions, I actively engage in reflective discussions, sharing my experiences and challenges and seeking feedback and guidance from my mentor or coach. By integrating reflective practices into my teaching routine, I am able to continuously learn from my experiences, refine my teaching techniques, and make informed decisions about my professional development" (P3).

The effectiveness of teaching is significantly influenced by classroom supervisory practices. Supervisors in educational institutions recognize that merely using authorization, directions, and class controls rarely produces the desired outcomes. For teachers to perform well, they need well-defined roles, capability, clear expectations, necessary tools, performance feedback, and appropriate recognition for their efforts. Through supervision, supervisors can reassure teachers about their capabilities, inspire them to enhance their skills, and cultivate genuine commitment to their duties and responsibilities, ultimately fostering teacher motivation. This approach to supervision is suggested to stimulate innovation and creativity among teachers, making them more competitive and efficient contributors to the continuous improvement of education quality (Aldaihani, 2017).
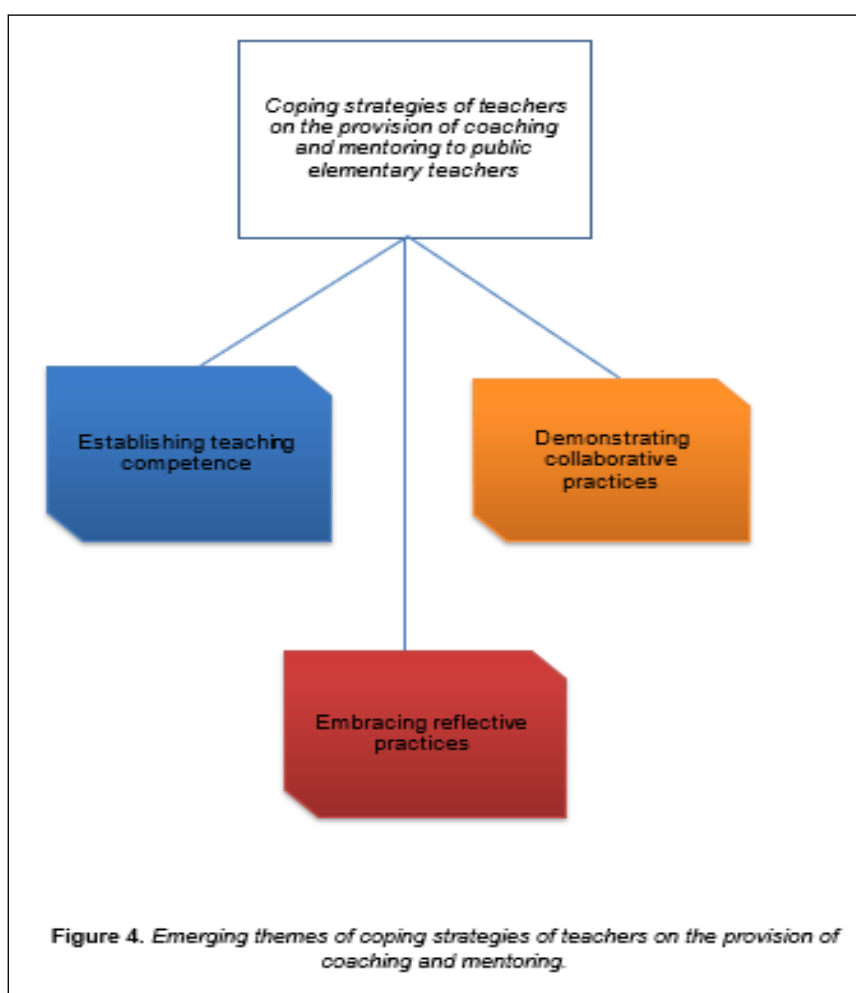
Figure 4. Emerging themes of coping strategies of teachers on the provision of coaching and mentoring.

Insights can be drawn from the lived experience of teachers on the provision of coaching and mentoring to public elementary teachers.

Figure 5 shows the Insights that can be drawn from the lived experience of teachers on the provision of coaching and mentoring. The experiences of these teachers were geared towards two major themes namely: Being work-oriented and being work-motivated. To formally guide the readers, the participants' responses were labeled with codes to keep privacy as mentioned in the research ethics and focus on their

responses which is far more important. Codes P1-10 stand for participant numbers 1 to 10. The codes were evident in the transcription presented during the interview as found in the Appendices.

In the course of our discussion, drawing from my extensive experience as a school head, I've encountered narratives, expressions, sentiments, and emotions reflecting teachers' experiences with the provision of coaching and mentoring. Based on the results of the study, the following three themes emerged.

Being work-oriented. This is the first main theme under the coping strategies of teachers on the provision of coaching and mentoring. Teacher work orientation is defined as an individual work orientation that directs and shapes teachers' work behavior. Teachers' work orientation and well-being are critical factors in their ability to successfully meet the challenges of working with young minds in the context of a rapidly changing society and educational system (Saraf & Murthy, 2016). We need teachers who believe came to the field because this is what they do best: teaching and nurturing impressionable minds with a fierce dedication that can only be matched by devoted parents, given our ambitious plans for an emerging knowledge center. In other words, we are searching for a calling work orientation among co-teachers.

"To address and enhance the motivation of mentees through coaching I must foster shared learning feedback from them as well" (P2).

A limited orientation teacher focuses primarily on pedagogical content, subject matter, and their own teaching activities. In contrast, an extended orientation teacher is more engaged in school administration and possesses a broader range of teaching interests than a classroom teacher. Nowadays, many teachers exhibit an extended orientation towards their role in the school organization, as they often undertake responsibilities beyond that of a classroom teacher. Research indicates that a passion for teaching, willingness to take on additional responsibilities, and commitment to continuous professional development can serve as avenues for a teacher to be mentored and subsequently promoted to a higher position (Sangalang, 2018).

"I work with each teacher to identify their personal and professional goals. By helping them see the larger purpose and impact of their work in education, I create a sense of meaning and motivation" (P5).

Collaboration and continuous professional development, proven catalysts for enhancing teachers' professionalism, also play a pivotal role in boosting our motivation. In essence, teachers need to be oriented towards equipping students with skills essential for collaborative work and interpersonal sensitivity within a team setting. This includes fostering the ability to make informed decisions, proficiently plan and manage time, actively listen to peers, and adeptly choose appropriate communication strategies as situations demand (Nessipbyayeva, 2012).

Being work motivated. This is the second main theme under the coping strategies of teachers on the provision of coaching and mentoring. The teacher has been identified as a key factor in the deterioration of higher education standards among various contributors. The quality of education is significantly influenced by the teacher's characteristics, qualifications, attitude toward the profession, competency, professional skills, leadership potential, and motivation to work, including being work-motivated (La Motivation, 2011). As educators, we not only possess a wealth of knowledge but also exhibit high levels of motivation and commitment to our profession. Our sincere efforts are dedicated to benefiting society, making educators who are not only well-informed but also deeply motivated and dedicated indispensable in addressing the challenges of today's society.
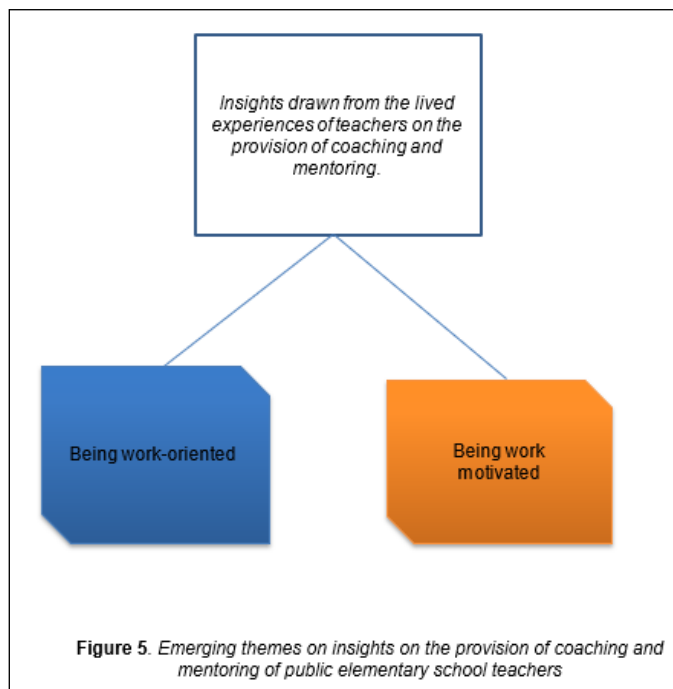
"In coaching sessions, I offer feedback that is constructive, specific, and focused on growth" (P4).

Work motivation is a behavioral drive that propels an individual toward actions leading to goal achievement or the fulfillment of psychological needs. The effectiveness of educators is predominantly shaped by their sentiments towards their job, colleagues, and organizational ethos. I contend that these factors constitute crucial considerations in evaluating the commitment of the entire workforce. Rahmatulla (2016) underscores that teachers' motivation is an amalgamation of fundamental skills essential for carrying out their roles as educators; lacking motivation, teachers would struggle to augment their performance. Recognizing the profound impact of motivation on teachers' abilities, it becomes evident that fostering and sustaining this motivational drive is pivotal for enhancing educational outcomes.

"I collaborate with my mentees to identify areas for professional growth and then tailor professional development opportunities to match their interests and needs" (P5).

Teachers undergoing training, especially programs focusing on skill advancement, view this investment as a recognition of their individual worth within the school, fostering a stronger affective commitment. Such training not only enhances skills but also contributes to a long-term commitment. Work motivation is integral to this commitment, thriving in a supportive and fair environment. Alegado (2018) emphasizes that when teachers are allowed to utilize their expertise and personal assets, both within and beyond the classroom, it not only boosts their work motivation but deepens their commitment to meaningful contributions in education. This intricate relationship between professional development, motivation, and commitment highlights the nuanced dynamics shaping teachers' dedication to their roles.

"I just go back to my purpose and the reason why God put me in that place and with those children. In times of losing motivation, the faces of children alone can ignite me back on track. I can say, I love teaching children" (P1).

Figure 5. *Emerging themes on insights on the provision of coaching and mentoring of public elementary school teachers*

V. IMPLICATIONS AND FUTURE DIRECTIONS

Presented in this chapter is a brief overview of the study. It is followed by implications based on the findings of the study. Future directions in the field of lived experiences of teachers are also discussed here.

The purpose of this study is to narrate the lived experiences of teachers regarding the provision of coaching and mentoring for public elementary teachers. Specifically, the study aims to explore teachers' encounters within the school environment. It seeks to describe the lived experiences of teachers, their coping strategies, and the educational insights that can be derived from their experiences.

The theory of Andragogy, also known as "adult learning theory," posits that adults are capable of self-directed learning. It emphasizes that adults tend to be more self-directed, internally motivated, and ready to learn. The key components include self-concept, experience, readiness to learn, orientation to learning, and motivation to learn. Additionally, four principles, applicable to adult learning, are emphasized.

In the context of education, teachers are considered adults, thereby capable of encouraging and supporting themselves throughout the learning process. Beyond technical assistance, enhancing teaching competence can be achieved by self-motivation, evaluating the quality of experiences, and adjusting as necessary. This includes assessing the need for further learning.

The qualitative method is utilized to explain, clarify, and elaborate the meanings of different aspects of the human life experience. Therefore, researchers can interpret people's experiences because they were involved in human activities. The principles of no "no harm" to participants ought to be considered by researchers, who should be aware of the potential harm that might be inflicted upon the study subject.

This study employed qualitative research, specifically incorporating a phenomenological approach. It aimed to gather and analyze non-numerical information to decipher significance and enhance our understanding of social life through the investigation of targeted populations or places. The research procedure involved posing open-ended questions and employing methods to collect data within the participants' settings. The data were analyzed inductively, progressing from specific details to broader topics, and the researcher provided elucidations of the data's significance.

Within the scope of the study focusing on teachers' experiences with coaching and mentoring, a phenomenological approach was utilized. This approach portrayed and guided the selected teachers as active participants in improving their environment. The objective of subjective phenomenology was to investigate and describe the lived experiences of teachers in receiving coaching and mentoring. This encompassed carrying out their duties and responsibilities, gaining experiences, coping with weaknesses, and reflecting on their learning insights.

Based on the participants' responses, my analysis revealed several emerging themes within the experiences of teachers concerning the provision of coaching and mentoring to public elementary school teachers. These themes include engagement in professional development, adequacy of training resources, and the demands of work and environment.

In the realm of professional development, encompassing activities like training and seminars, teachers utilize both formal and informal methods. This not only facilitates the acquisition of new skills but also enables them

to gain fresh insights into pedagogy and self-practice. Additionally, it provides an avenue to explore new or advanced material and enhance their understanding of available resources. Moreover, training resources emerged as a critical factor in providing technical assistance such as coaching and mentoring, especially during occurrences such as pandemics where technology assumes a prominent role in sustaining these activities. Tangible resources, such as financial support, internet connectivity, and ICT equipment, play an important role in ensuring the effectiveness of training initiatives. Additionally, a conducive work environment was identified as crucial for teachers in executing instructional tasks and fulfilling their duties. Such an environment fosters comfort and security, enabling teachers to perform their responsibilities with dedication and enthusiasm. Optimal performance by teachers significantly influences the future of students and the younger generation, contributing to the attainment of educational goals.

In navigating the challenges associated with coaching and mentoring in the realm of public elementary education, teachers have employed three central coping strategies: establishing teaching competence, demonstrating collaborative practices, and embracing reflective practices. These strategies underscore the importance of evolving skill sets, including critical thinking, problem-solving, communication, cooperation, creativity, and leadership, all critical for educators in the twenty-first century. Moreover, concepts such as effective guidance, character development, and professional ethics hold significant weight in the educational landscape. Adaptability to technological changes further enhances teachers' capabilities. Collaboration not only fosters a sense of professional community but also contributes to personal fulfillment and supports the instructional role. Concurrently, reflective practices, including evaluation and feedback, serve as pivotal tools for school leaders in coaching and mentoring strategies during post-conferences. Employing these practices more frequently provides teachers with valuable opportunities for continuous learning, ultimately impacting students' learning outcomes, academic performance, and the overall quality of education in the long term.

Finally, the learning insights derived from the lived experiences of teachers involved in providing coaching and mentoring to public elementary school teachers revealed two major themes: being work-oriented and being work-motivated. These mentoring experiences, particularly in the division of Mati City, demonstrated a commitment to teaching and nurturing impressionable minds with unwavering dedication. The theme of being work-oriented reflects the teachers' belief in and passion for their profession, choosing education as their calling to make a meaningful impact. This dedication aligns with ambitious plans for the development of an emerging knowledge center. On the other hand, the theme of being work-motivated emphasizes not only the teachers' knowledge but also their high motivation and commitment to their profession. It underscores their sincere efforts to benefit society, highlighting the crucial role educators play in addressing the needs of today's society.

➤ *Implications*

As a school head in a public elementary school within the Division of Mati City, I found resonance with the narratives shared during the discourse on the lived experiences of teachers in the provision of coaching and mentoring. The stories and sentiments echoed truths that I, too, can relate to in my role. The themes that emerged from their responses reflect shared challenges and successes. Drawing implications from the results of this study, it becomes evident that there are valuable insights to consider for the improvement and enhancement of coaching and mentoring practices within our educational context. These implications not only contribute to a deeper understanding of the challenges faced by teachers but also provide a foundation for informed decision-making and strategic planning in our pursuit of fostering an enriching and supportive learning environment for both educators and students alike.

The insights provided hold profound implications for educators, school leaders, and policymakers, particularly in the context of the provision of coaching and for teachers. Firstly, increased financial support is crucial not only for teachers' professional development through training and seminars but also for school leaders engaged in coaching and mentoring initiatives. Ensuring consistent access to the internet and necessary gadgets is imperative for effective engagement in modern educational practices for educators.

Secondly, addressing work-related stress is paramount for teachers. This includes implementing strategies to manage stressors such as heavy workloads and fostering supportive work environments. Mental health resources should be made available to safeguard the well-being of both educators, ultimately enhancing the quality of teaching and leadership.

Thirdly, recognizing and supporting coping strategies, including embracing 21st-century teaching skills and fostering collaboration, should be integral to educational policies for all educational stakeholders. Effective coaching and mentoring practices can play a crucial role in supporting teachers in implementing these strategies.

Additionally, the reevaluation of supervisory practices is essential not only for teachers but also for school leaders engaged in coaching and mentoring. Shifting towards collaborative and supportive approaches benefits both educators and leaders, fostering continuous improvement in teaching and leadership practices.

Lastly, the importance of cultivating work-oriented and work-motivated environment for educators. Creating environments that encourage active engagement in administrative aspects and a broader range of leadership interests is important. Societal recognition of educators as highly motivated and committed professionals is crucial for fostering positive school cultures and attracting and retaining high-quality individuals in teaching roles. In summary, these implications provide a comprehensive framework for

improving the overall quality of education and the well-being of all stakeholders, encompassing both teachers and school leaders.

➤ *Future Directions*

Based on the themes derived from the lived experiences, coping strategies, and educational insights of teachers regarding the provision of coaching and mentoring for public elementary teachers, several considerations emerge.

Officials from the Department of Education must leverage the findings of this study to develop a centralized professional development program that aligns effectively with the competence and needs of teachers. Through this initiative, they can provide support and monitor programs at the regional, division, and school levels, employing performance monitoring assessments during implementation.

School heads need to recognize that coaching and mentoring play pivotal roles in enhancing the teaching practices of educators. Understanding this, they can approach the coaching and mentoring process more seriously, taking necessary actions to address the specific needs of teachers.

Teachers should place a stronger emphasis on acknowledging the relevance of coaching and mentoring to their teaching competence. This awareness can help them identify effective teaching practices, and other needs, enabling them to become more self-aware of their performance and make improvements based on the assessed needs.

Students stand to benefit significantly from this study as it contributes to the enhancement of teaching quality and learning experience. The improved learning experience, encompassing both academics and extracurricular activities, would result in more competent teachers in the classroom. This competence, in turn, would inspire students to develop a love for learning.

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