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The Effectiveness of the Coaching and Mentoring Program in Enhancing the Classroom Instruction of the Grade 5 Public Elementary School Teachers in the Division of Camarines Sur

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ABSTRACT

This study determined the effectiveness of the coaching and mentoring program in enhancing the classroom instruction of Grade 5 teachers in the Division of Camarines Sur during School Year 2025–2026. It assessed program implementation, instructional effectiveness, challenges, proposed solutions, and significant agreement in respondents' rank orders. It employed the descriptive-evaluative-correlational method, involving 1,588 Grade 5 teachers. Data were analyzed using frequency count, percentage, weighted mean, rank, Kendall's Coefficient of Concordance W, and chi-square at a 0.05 significance level. The findings revealed that program implementation was Very Much Implemented, particularly mentor selection and assignment (4.60), monitoring and evaluation (4.55), orientation and planning (4.54), and coaching and mentoring sessions (4.51). The program was Very Much Effective in enhancing content knowledge and pedagogical skills (4.52), assessment and feedback practices (4.51), reflective practice and professional growth (4.51), instructional planning and delivery (4.50), and classroom management (4.50). Significant agreement in respondents' rankings was established across program implementation, instructional effectiveness, challenges, and proposed solutions. The major challenge was time constraints and workload (3.64), followed by insufficient mentor training and mismatched mentor-mentee pairing. The most necessary solutions were regular mentor capacity-building sessions (4.97) and integrating coaching and mentoring into existing school activities (4.96). An action plan was formulated based on the findings. The study concluded that coaching and mentoring were effectively implemented and enhanced classroom instruction, although challenges required attention. It recommended strengthening and standardizing the program, providing continuous mentor training, improving mentor-mentee pairing, integrating activities into School Improvement Plans, and securing stakeholder support. Future researchers were encouraged to examine long-term program impacts, teaching strategies, classroom management, and learners' academic performance.

1. Introduction

Quality education is essential to national development, and continuous professional growth is central to effective teaching. The Department of Education (DepEd) recognizes the need for sustainable teacher development programs that extend beyond traditional training. Among these initiatives, coaching and mentoring have emerged as strategies for improving teaching practices, strengthening classroom instruction, and enhancing learner achievement. Through personalized, job-embedded support, teachers can refine instructional strategies, deepen subject knowledge, and respond to diverse learner needs. Unlike one-time seminars, coaching and mentoring promote continuous reflection, collaboration, and accountability, which are essential for improving instructional competence.

The 1987 Philippine Constitution, particularly Article XIV, Section 1, mandates the State to protect and promote the right of all citizens to quality education. In support of this commitment, Republic Act No. 9155, or the Governance of Basic Education Act of 2001, establishes a framework for effective educational governance and accountability. It emphasizes the role of schools in delivering quality education and the importance of learner-centered, community-responsive programs. Similarly, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, established the K to 12 Basic Education Program to prepare learners for higher education, employment, entrepreneurship, and lifelong learning. These reforms highlight the need for competent teachers and continuous professional development to strengthen foundational learning and improve educational outcomes.

DepEd has introduced several initiatives to strengthen school governance and teacher development. The Schools First Initiative (SFI) promoted school-based management, school improvement planning, capacity building, and stakeholder participation. It contributed to broader reform efforts, including the Basic Education Sector Reform Agenda (BESRA), which seeks to improve access, equity, and quality in basic education. BESRA emphasizes teacher quality, instructional delivery, and school-based professional development. Through School-Based Management (SBM) and the School Improvement Plan (SIP), schools can align

teacher development programs with identified needs and educational priorities. Coaching and mentoring support these efforts by enabling school heads, master teachers, and other instructional leaders to provide continuous guidance, constructive feedback, and context-specific professional support.

Other national education priorities further emphasize foundational learning, inclusive education, and teacher effectiveness. The K to 12 curriculum reforms seek to strengthen competencies in literacy, numeracy, and other essential learning areas while promoting values such as respect for diversity, environmental responsibility, peace, and resilience. These priorities require teachers to adopt effective instructional strategies and respond to the varied needs of learners. As educational demands evolve, coaching and mentoring become increasingly important in helping teachers implement curriculum reforms, improve classroom practices, and develop professionally.

The Program for International Student Assessment (PISA) 2022 results highlighted continuing challenges in Filipino learners' academic performance. Only 16% of Filipino learners reached minimum proficiency in mathematics, 24% in reading, and 23% in science, all below the Organisation for Economic Co-operation and Development (OECD) averages. These results underscore the need to strengthen teaching quality and learning support systems. Effective coaching and mentoring can help teachers improve lesson planning, instructional delivery, assessment practices, and classroom management, thereby contributing to better learning experiences and outcomes.

In the Division of Camarines Sur, teachers face varying instructional demands, differences in professional preparedness, and diverse learner needs. A structured coaching and mentoring program offers opportunities to address these challenges through sustained, school-based professional support. The National Educators Academy of the Philippines (NEAP) promotes professional development approaches that incorporate coaching and mentoring into teacher learning and performance improvement. Instructional coaches, including master teachers, school heads, and designated mentors, can conduct classroom observations, provide actionable feedback, and guide teachers in refining their instructional practices.

These professional development efforts are aligned with the Philippine Professional Standards for Teachers (PPST), which define teacher competencies and provide direction for professional growth and career progression. They are also supported by the Philippine Professional Standards for School Heads (PPSH), which identify leadership and management competencies needed to support effective teaching and learning. Together, these standards emphasize that coaching and mentoring should serve developmental purposes by helping teachers improve their competencies rather than merely evaluating their performance.

The Learning Action Cell (LAC) is another school-based professional development strategy that promotes collaboration, reflective practice, and peer learning. It provides opportunities for teachers to share experiences, discuss instructional challenges, and develop practical solutions. The DepEd Coaching and Mentoring Program Manual (2019) also emphasizes the importance of trust, developmental supervision, and coaching approaches responsive to teachers' professional needs. Similarly, school-based mentoring initiatives for beginning teachers can support their transition into the profession through lesson modeling, guided practice, and constructive feedback. These initiatives demonstrate the importance of sustained and collaborative professional learning in improving classroom instruction.

Despite these initiatives, the actual effectiveness of coaching and mentoring programs in enhancing classroom instruction requires systematic investigation, particularly at the local level. Important concerns include the extent of program implementation, the effectiveness of mentoring activities, the challenges experienced by mentors and mentees, and the solutions needed to improve program delivery. Examining these concerns can help determine whether existing practices adequately support teachers' instructional development and identify areas requiring further intervention.

The Division of Camarines Sur has demonstrated accomplishments in academic and non-academic activities, including mathematics, music, culture, sports, and other curricular and extracurricular competitions. These achievements reflect the collaborative efforts of teachers, school heads, and DepEd officials in promoting holistic learner development. Continued improvement in classroom instruction remains important to sustaining these accomplishments and addressing persistent learning challenges. Through structured coaching cycles, classroom observations, feedback sessions, and professional learning activities, instructional leaders can help teachers strengthen pedagogical practices, align lessons with curriculum standards, and address learners' diverse needs. Such support can also promote instructional confidence, reflective practice, and greater learner engagement.

Related studies provide further insights into the importance of coaching, mentoring, and instructional improvement. Ghulam (2024) examined mentoring in higher education in relation to learners' career development. Sundstrom et al. (2025) investigated the relative benefits of active learning methods for conceptual physics learning, while Langelaan et al. (2023) explored key elements of differentiated instruction in teacher preparation and development. Other related studies address challenges in reading and possible interventions, including Tomas et al. (2021) on learners' perceived reading challenges and Prihatin et al. (2020) on reading difficulties and solutions. Katz (2022) examined literacy-based action research strategies for improving student achievement. These studies provide relevant perspectives on professional development, instructional strategies, learning challenges, and improvement planning.

In this context, the present study determined the effectiveness of the Coaching and Mentoring Program in enhancing the classroom instruction of Grade 5 teachers in the Division of Camarines Sur during School Year 2025–2026. Specifically, it examined the extent of program implementation, its effectiveness in improving classroom instruction, the challenges encountered, and the solutions needed to address these challenges. It also assessed the agreement among respondents regarding their rankings of program implementation, instructional effectiveness, challenges, and proposed solutions. Based on the findings, the study formulated an action plan to strengthen the program.

Ultimately, the study aims to provide empirical evidence that can guide educational leaders in improving coaching and mentoring practices. Its findings may support DepEd in strengthening program implementation, help school heads integrate professional development into School Improvement Plans, encourage master teachers and mentors to pursue continuous capacity building, and motivate teachers to participate actively in mentoring activities. By addressing implementation challenges and promoting sustainable

professional support, the study seeks to contribute to improved classroom instruction, teacher development, and learner achievement in public elementary schools in the Division of Camarines Sur.

1.1 Statement of the Problem

This study determined the effectiveness of the coaching and mentoring program in enhancing the classroom instruction of the Grade 5 public elementary school teachers in the Division of Camarines Sur for School Year 2025-2026. Specifically, it sought answers to the following questions:

1. To what extent is the implementation of the coaching and mentoring program in the Division of Camarines Sur along:
1.1 Program Orientation and Planning,
1.2 Mentor Selection and Assignment,
1.3 Delivery of Coaching and Mentoring Sessions,
1.4 Monitoring and Evaluation,
1.5 Support and Resources, and
1.6 Outcomes and Perceived Effectiveness?
2. How significant is the agreement on the rank orders of the implementation of the coaching and mentoring program along the aforementioned aspects?
3. To what extent is the effectiveness of the implementation of the coaching and mentoring program in enhancing the classroom instruction of the Grade 5 public elementary school teachers in the Division in terms of:
3.1 Instructional Planning and Delivery,
3.2 Content Knowledge and Pedagogical Skills,
3.3 Classroom Management,
3.4 Assessment and Feedback Practices,
3.5 Learners' Engagement and Participation, and
3.6 Reflective Practice and Professional Growth?
4. How significant is the agreement on the rank orders of the effectiveness of the implementation of the coaching and mentoring program in enhancing the classroom instruction of the teachers among the different groups of respondents?
5. What challenges were encountered by the teachers in implementing the coaching and mentoring program along:
5.1 Time Constraints and Overload,
5.2 Lack of Mentor Training,
5.3 Inconsistent Program Structures,
5.4 Insufficient Institutional Support, and
5.5 Mismatch Pairing?
6. What solutions were offered to address the challenges encountered?
7. How significant is the agreement on the rank orders of the challenges encountered and the solutions offered?
8. What action plan can be formulated based from the findings of the study?

1.2 Assumptions of the Study

This study is guided by the following assumptions:

1. The extent of the implementation of the coaching and mentoring program in the Division of Camarines Sur can be determined along: Program Orientation and Planning, Mentor Selection and Assignment, Delivery of Coaching and Mentoring Sessions, Monitoring and Evaluation, Support and Resources, and Outcomes and Perceived Effectiveness.
2. The extent of the effectiveness of the implementation of the coaching and mentoring program in enhancing the classroom instruction of the Grade 5 public elementary school teachers in the Division can be assessed in terms of: Instructional Planning and Delivery, Content Knowledge and Pedagogical Skills, Classroom Management, Assessment and Feedback Practices, Learners' Engagement and Participation, and Reflective Practice and Professional Growth.
3. There are challenges encountered by the teachers in implementing the coaching and mentoring program.
4. The solutions can be offered to address the challenges encountered.
5. The action plan can be formulated based from the findings of the study.

1.3 Hypotheses

The hypotheses tested in this study were:

1. There is a significant agreement on the rank orders of the implementation of the coaching and mentoring program.
2. There is a significant agreement on the rank orders of the effectiveness of the implementation of the coaching and mentoring program in enhancing the classroom instruction of the teachers among the different groups of respondents.
3. There is a significant agreement on the rank orders of the challenges encountered and the solutions offered.

2. Literature Review

This chapter presents the review of related literature and studies which provided important inputs to the present undertaking. These are studies and researches conducted by local and foreign authors and researchers which are relevant to the present work. This also gives an overview of the topic's theoretical background, identifies the gaps in existing knowledge, and sets the context for the research study.

2.1 Coaching and Mentoring Program

The Coaching and Mentoring Program supports educators' professional growth through collaborative learning, reflective practice, structured guidance, personalized support, and regular feedback. It aims to improve instructional effectiveness, develop leadership

capacity, and enhance learning outcomes by pairing experienced mentors or coaches with mentees and fostering continuous improvement, shared expertise, and mutual empowerment within the school community.

Ghulam (2024) examined the impact of mentoring in higher education on learners' career development through a systematic review of 73 studies published from 1986 to 2023. The findings generally showed positive effects on career choices and transitions, although outcomes varied depending on contextual factors. The study highlighted the value of peer mentoring for female learners and culturally similar mentors for underrepresented minority students pursuing STEM careers. It recommended exploring emotional, entrepreneurial, employment, and socioeconomic outcomes and examining how mentoring contexts, content, and delivery influence effectiveness.

Both the present study and Ghulam's study examine mentoring's contribution to development and performance. However, Ghulam focused on career development in higher education, while the present study examines coaching and mentoring in basic education, particularly their effects on teachers' professional growth and classroom instruction. Both recognize that mentoring outcomes depend on contextual factors.

Cannon-Bowers et al. (2023) conducted a meta-analysis of workplace coaching to evaluate its effects on organizational outcomes and identify directions for future research. The findings confirmed that workplace coaching generally produces positive organizational outcomes, consistent with previous meta-analyses. The researchers also examined moderating factors and recommended further research to strengthen the scientific understanding of coaching.

Both studies highlight coaching's positive impact on performance. However, Cannon-Bowers et al. examined workplace coaching across organizations, whereas the present study focuses on instructional coaching and mentoring in the Division of Camarines Sur. While the former emphasizes advancing coaching research, the latter examines the practical outcomes of educational interventions.

Nuis et al. (2023) conducted a systematic literature review of mentoring in higher education, analyzing 106 studies to clarify its definitions, characteristics, and measurement. The researchers developed a comprehensive definition of mentoring, identified evidence-based characteristics for program design and implementation, and reviewed existing assessment tools. Their findings revealed inconsistencies and limited theoretical grounding in some measurement tools, emphasizing the need for standardized evaluation frameworks.

Both studies recognize mentoring's importance in improving educational outcomes and professional growth. However, the present study evaluates the practical impact of coaching and mentoring on classroom instruction in basic education, while Nuis et al. focus on conceptualizing mentoring and identifying appropriate measurement tools for program development.

Laureano (2023) examined the extent of mentoring and coaching practices among 493 Master Teachers in the Schools Division of Pangasinan II during SY 2022–2023. Using an expert-reviewed checklist questionnaire, the study found that respondents demonstrated high engagement in mentoring and coaching. Practices varied according to sex and the number of relevant trainings attended, while participation in district, division, and national training was associated with mentoring and coaching practices. The study recommended continued professional development and further research.

Both studies emphasize coaching and mentoring as essential professional development strategies and recognize the importance of relevant training. However, the present study evaluates coaching and mentoring across different teacher levels in the Division of Camarines Sur, whereas Laureano focuses specifically on Master Teachers in Pangasinan II and variations in their practices according to demographic characteristics and training experiences.

Dingal (2023) investigated the effects of Master Teachers' mentoring skills on teachers' instructional practices and learners' academic performance in Miputak East Central School, Dipolog City Division. Using descriptive and correlational methods, the study involved 27 Master Teachers, 270 regular teachers, and 329 Grade 6 learners. The findings showed that mentoring skills had a very high effect on instructional practices, while their effect on learners' academic performance was moderately significant. The study recommended strengthening subject mastery, teaching strategies, classroom management, evaluation, and mentoring skills to improve instruction and learner achievement.

Both studies examine mentoring's influence on teaching practices and learner outcomes. However, the present study investigates coaching and mentoring across various teacher levels in the Division of Camarines Sur, while Dingal focuses on Master Teachers in one school and uses detailed correlational analyses to examine relationships among mentoring skills, instructional practices, and academic performance.

Viera (2023) compared mentoring and coaching as performance improvement strategies in education. The study discussed their differences, advantages, limitations, and implementation in urban high schools. It also presented a research-based plan for coaching Career and Technical Education teachers and examined potential barriers to successful implementation.

Both studies recognize coaching and mentoring as strategies for improving teaching effectiveness and learner outcomes. However, the present study evaluates their practical implementation in basic education classrooms in the Division of Camarines Sur, whereas Viera emphasizes conceptual distinctions, program implementation, and challenges in coaching secondary CTE teachers.

Susanto and Sawitri (2023) reviewed 20 international articles examining coaching, mentoring, transformational leadership, and employee engagement. Their findings highlighted coaching, mentoring, and transformational leadership as important factors that support employee engagement and professional development.

Both studies recognize coaching and mentoring as essential for improving individual performance and organizational outcomes. However, the present study focuses on their application to classroom instruction in the Division of Camarines Sur, while Susanto and Sawitri examine their relationships with employee engagement and transformational leadership in human resource management.

Jones and Smith (2022) compared formal coaching and mentoring programs at two UK universities. One program involved more than 1,500 students, while the other involved over 250 students over ten years. Their findings emphasized senior management support, adequate funding, clear selection and matching procedures, trained coaches and mentors, orientation, supervision, supportive materials, and systematic evaluation. They recommended these practices to improve program effectiveness and student employability.

Both studies emphasize structured implementation, trained mentors, institutional support, and evaluation. However, the present study examines coaching and mentoring's effects on classroom instruction and teacher development in the Division of Camarines Sur, whereas Jones and Smith focus on undergraduate employability and compare formal programs in higher education.

Gamage et al. (2021) investigated coaching and mentoring as learning strategies for improving student engagement in online higher education. Using quantitative and qualitative methods, the researchers collected questionnaire responses from 120 undergraduates and conducted 20 in-depth interviews. The findings identified mentors' ability to facilitate learning and help students remain focused on their goals as significant factors influencing engagement. The study recommended establishing effective and ethical mentoring processes to support continuous learner development.

Both studies highlight coaching and mentoring's role in improving performance and engagement. However, the present study focuses on teachers' professional development and classroom instruction in basic education, while Gamage et al. examine undergraduate engagement in online learning using mixed methods.

Vecaldo (2021) assessed cooperating teachers' mentoring support for Filipino practice teachers using a sequential explanatory mixed-method design. The study surveyed 840 practice teachers and analyzed 25 randomly selected portfolios. Findings showed that cooperating teachers provided mentoring to a very great extent in personal support, career development, professional knowledge, instructional processes, and role modeling. The study recommended strengthening mentoring practices to benefit both cooperating teachers and practice teachers.

Both studies emphasize mentoring's importance in professional development and instructional improvement. However, the present study evaluates coaching and mentoring programs among basic education teachers in the Division of Camarines Sur, whereas Vecaldo focuses on cooperating teachers' support for pre-service teachers in a public university through surveys and portfolio analysis.

Hilali et al. (2020) examined coaching and mentoring concepts and practices in competency development from a theoretical perspective. The study highlighted their importance in professional growth, career development, and competency enhancement across education, healthcare, industry, and other sectors. It emphasized clear roles, relationship boundaries, appropriate supervision, documentation, and shared responsibility among coaches, mentors, and their participants.

Both studies recognize coaching and mentoring as strategies for developing competencies and improving professional performance. However, the present study evaluates their practical impact on classroom instruction in the Division of Camarines Sur, whereas Hilali et al. provide a theoretical discussion of concepts, roles, relationship boundaries, and applications across sectors.

Carmel (2019) examined mentoring and coaching in academia through a case study of two academics at a Jamaican university. Using records from 19 meetings over nine months, the study explored the development and outcomes of their mentoring relationship. Findings indicated positive effects on career advancement, critical thinking, scholarly confidence, collaboration, and goal setting. The researchers emphasized the importance of sustained mentoring relationships tailored to institutional culture and individual needs.

Both studies highlight the value of structured mentoring relationships in supporting professional growth, confidence, and performance. However, the present study evaluates coaching and mentoring's effects on classroom instruction among basic education teachers in the Division of Camarines Sur, whereas Carmel presents a qualitative case study focused on an individual academic mentoring relationship in higher education.

2.2 Classroom Instruction

Sundstrom et al. (2025) examined the relative benefits of active-learning methods in conceptual physics learning. The multi-institutional study involved 2,855 learners across 31 introductory physics and astronomy courses and compared ISLE, Peer Instruction, Tutorials, and SCALE-UP. All four methods improved conceptual understanding, with SCALE-UP producing the greatest gains. The findings emphasized the importance of classroom activities and instructional time structure in improving science learning.

Both studies aim to improve classroom instruction and learner outcomes through effective teaching strategies. However, the present study examines how coaching and mentoring develop teachers' instructional skills in the Division of Camarines Sur, while Sundstrom et al. compare active-learning models in higher education physics courses, focusing on instructional methods rather than teacher development.

Langelaan et al. (2023) examined the key elements of successful teacher preparation and development for differentiated instruction (DI). Their review of 29 studies published between 2010 and 2020 found that effective programs incorporate active learning, collaboration, reflection, and sustained development of teachers' attitudes, knowledge, and skills. School-related contextual factors may either support or hinder program effectiveness.

Both studies emphasize professional development as a means of improving instructional practices and meeting learners' diverse needs. However, the present study evaluates coaching and mentoring in the Division of Camarines Sur, whereas Langelaan et al. synthesize international research on teacher preparation for differentiated instruction, highlighting collaboration, reflection, and contextual factors.

Andrada and Zamora (2023) investigated the effectiveness of differentiated instruction in improving Grade 10 learners' academic performance in Filipino. Using a quasi-experimental design, the researchers compared an experimental group receiving differentiated instruction for two months with a control group receiving traditional instruction. Learners' styles were identified using the Grasha-Riechmann Student Learning Style Scale. Results showed higher academic performance in the experimental group, indicating that differentiated instruction effectively supported Filipino learning.

Both studies seek to improve instructional effectiveness and learner outcomes. However, the present study focuses on developing teachers' instructional practices through coaching and mentoring in the Division of Camarines Sur, while Andrada and Zamora directly examined the effects of differentiated instruction on Grade 10 learners' academic performance.

Sears (2023) examined the practicality and effectiveness of differentiated instruction in elementary classrooms, particularly for learners with special educational needs. Through a literature review, an educator interview, and an analysis using disability studies, the research found that differentiated instruction can be effective when supported by appropriate methods and training. The study identified limited time and training as barriers and recommended further research and professional development.

Both studies emphasize effective teaching strategies, teacher preparedness, and continuous professional development. However, the present study evaluates a coaching and mentoring program in the Division of Camarines Sur, while Sears focuses on differentiated instruction in elementary classrooms and its implementation challenges, particularly for learners with special needs.

Buhl-Wiggers et al. (2023) investigated the effects of flipped classrooms through a two-year randomized controlled trial involving 933 undergraduate students and 11 instructors. Although the average effects on student performance were positive, they were not statistically significant. Results varied considerably across instructors, suggesting that teaching competence, pedagogical adaptability, content delivery, and classroom management influence the success of innovative instructional methods. The study highlighted the need for targeted teacher training and support.

Both studies emphasize teacher competence and professional development in improving classroom instruction. However, the present study examines coaching and mentoring in basic education in the Division of Camarines Sur, whereas Buhl-Wiggers et al. investigate flipped classrooms in higher education and highlight variations in effectiveness across instructors.

Pablico et al. (2022) examined differentiated instruction in high school science classrooms using a convergent mixed-methods design involving six teacher interviews and 65 student surveys. Findings indicated positive perceptions of differentiated instruction, including improved engagement and academic performance. Tailoring instruction to learners' readiness, interests, and learning preferences helped improve motivation and understanding of complex scientific concepts. The study emphasized the need for careful planning, adequate training, teacher commitment, and institutional support.

Both studies aim to improve instructional practices and learner outcomes through structured interventions. However, the present study focuses on coaching and mentoring for teacher development in the Division of Camarines Sur, while Pablico et al. examine differentiated instruction in high school biology and its effects on learner engagement and performance.

Rueda (2021) examined classroom instruction and practices that support all learners in inclusive settings. Using a multiple-case-study approach across seven schools at the kindergarten, elementary, and high school levels, the study employed interviews and extended classroom observations. Findings identified classroom practices and systemic support that promote equitable, personalized instruction and learner participation. However, challenges remained in providing support and implementing inclusive curricula.

Both studies emphasize effective instructional practices and support systems for improving learner engagement and achievement. However, the present study evaluates coaching and mentoring in the Division of Camarines Sur, while Rueda investigates inclusive classroom practices through observations and interviews, emphasizing systemic support and the challenges of full inclusion.

Connor (2021) examined the effectiveness of Individualizing Student Instruction (ISI) in improving first graders' word-reading achievement. The randomized controlled trial involved 25 teachers and 396 learners across seven schools. The intervention used learners' vocabulary and reading skills to determine appropriate amounts of reading instruction. Results showed significantly greater reading gains among learners in intervention classrooms than those in control classrooms. The study highlighted the value of individualized, data-informed instruction.

Both studies seek to improve classroom instruction and learner achievement through systematic support. However, the present study examines coaching and mentoring as strategies for developing teachers' instructional practices in the Division of Camarines Sur, whereas Connor focuses on individualized early literacy instruction and its effects on first graders' reading outcomes.

Yang (2020) reviewed the impact of digital note-taking on classroom instruction. The study analyzed existing research on theoretical foundations, technology, users, and empirical findings concerning digital note-taking through laptops, tablets, and smartphones. It discussed how digital tools support note-taking and contribute to teaching and learning in technology-enhanced classrooms.

Both studies explore approaches to improving classroom instruction. However, the present study focuses on coaching and mentoring for teacher development in the Division of Camarines Sur, while Yang reviews digital note-taking as a learner-centered technological tool for supporting learning and comprehension.

Francisco (2020) examined the effects of teachers' instructional practices on learners' academic performance in private schools in Meycauayan, Bulacan, during SY 2018–2019. The study involved 55 teachers and 295 students and used a standardized instructional practices questionnaire, academic records, and statistical analysis. Findings indicated that planning, teaching, and assessment practices did not have a statistically significant combined effect on academic performance across English, Mathematics, Science, Filipino, and Araling Panlipunan. The study recommended regular teacher assessments and training needs assessments.

Both studies investigate instructional practices and learner outcomes using empirical data and statistical analysis. However, the present study evaluates coaching and mentoring as structured professional development interventions in the Division of Camarines Sur, while Francisco examines existing instructional practices in private schools in Bulacan without a formal coaching or mentoring intervention.

Cheng (2019) conducted a meta-analysis examining the effects of flipped classroom instruction on student learning outcomes. The study reviewed 55 publications containing 115 effect-size comparisons from 17 databases, covering research published between 2000 and 2019. Results showed a statistically significant positive effect of flipped classrooms on cognitive learning outcomes, with an effect size of \(g = 0.193\). The effects varied across subject areas, highlighting the influence of disciplinary context on instructional effectiveness.

Both studies examine strategies for improving classroom instruction and learner outcomes. However, the present study evaluates coaching and mentoring as approaches to teacher development in the Division of Camarines Sur, whereas Cheng synthesizes findings from multiple studies to determine the overall effectiveness of flipped classroom instruction across academic disciplines.

2.3 Challenges Encountered

Tomas et al. (2021) examined learners' perceived reading challenges as a basis for school reading programs. Using a mixed-methods approach, the study analyzed 4,056 Filipino and 4,216 English reading profiles from Grades 1–7, along with interviews with school heads and teachers. Findings revealed that most learners were at the frustration level due to limited mastery of reading skills, the presence of at-risk learners, and the lack of a reading culture. The researchers recommended literacy, individual reading recovery, and enrichment programs.

Wilkinson (2021) examined contemporary challenges in early childhood education, focusing on social and economic inequalities, changing perceptions of childhood, and the influence of dominant ideologies on educational processes. The study highlighted the responsibilities of governments, educational institutions, and families in addressing challenges affecting young children's awareness, knowledge, and understanding of society.

Sriwichai (2020) investigated students' readiness and challenges in learning English through blended learning at the University of Phayao. Using questionnaires completed by 364 students and focus group interviews with 20 participants, the study found that students demonstrated relatively high readiness for blended learning. However, challenges included large class sizes, online learning system failures, limited online interaction, insufficient digital skills, and time management difficulties. The findings emphasized the need to address these barriers to improve learning experiences.

Taha and Yousif (2020) examined students' reading difficulties at Al-Ameeriah Secondary School in Gezira State, Sudan. Using a descriptive-analytical method, the study involved 120 male students and analyzed the data using SPSS. The researchers recommended providing additional support to struggling readers, using multimedia and varied teaching strategies, selecting appropriate reading materials, and encouraging parental involvement to improve reading comprehension and academic performance.

2.4 Solutions Offered

Prihatin et al. (2020) examined reading skills problems and their possible solutions using a qualitative approach. The study identified challenges such as conventional teaching methods, technology failures, limited instructional media, and improper reading techniques. It recommended using appropriate and engaging teaching strategies, providing teachers with technology training, preparing effective learning materials, and teaching learners proper reading techniques.

Benzan (2020) explored ways to address learning gaps and minimize disruptions in students' educational journeys during the new normal. The study highlighted how the COVID-19 pandemic worsened existing educational inequalities, particularly among vulnerable learners. It emphasized implementing remedial measures to address learning gaps while strengthening learner resilience and ensuring continuous educational opportunities.

2.5 Action Plan

Katz (2022) assessed literacy-based action research strategies for improving student achievement. The study used technology-assisted learning, small-group instruction, guided reading, and individualized teaching during a four-week summer program. Findings showed that approximately 75% of participating students acquired sufficient skills to succeed in the next grade level.

Luo (2021) proposed an action research plan to improve learners' listening comprehension skills among university students majoring in English. The plan aimed to enhance classroom teaching, encourage active listening, improve learner performance, and promote better learning outcomes.

Hamilton (2021) examined the implementation needs of a rural elementary school's Response to Intervention (RtI) framework using a qualitative triangulation design. Data were gathered through questionnaires, interviews with teachers, and document analysis. Findings revealed inconsistent implementation of RtI components across grade levels and subjects, leading to the development of an action plan addressing implementation procedures, timelines, professional development, and monitoring.

Maharg (2020) explored the use of student development planning documents as action plans for law students at Glasgow Caledonian University. The study described the plan's theoretical foundations, implementation, initial student feedback, and resource requirements, emphasizing the importance of reflection, personal development, and effective planning.

Cuevas et al. (2019) investigated an action research plan to improve college students' classroom participation. The intervention included explaining activity objectives, calling on students by name, allowing reflection time, and encouraging attentive participation. Survey results from 103 students yielded a mean score of 3.19 on a four-point scale, indicating positive perceptions of the action plan. The study concluded that participation improved through a classroom environment that promotes motivation, confidence, and respect.

2.6 Synthesis of the State-of-the-Art

The previous studies conducted by foreign and local researchers provided valuable insights that enriched the researcher's understanding of the present study, particularly the implementation of coaching and mentoring programs to enhance the classroom instruction of Grade 5 public elementary school teachers in the Division of Camarines Sur. These studies are organized according to the major areas of the research, namely: Coaching and Mentoring Program, Classroom Instruction, Challenges Encountered, Solutions Offered, and Action Plan.

Coaching and Mentoring Program. Ghulam (2024) examined the impact of mentoring in higher education on learners' career development through a systematic review and research agenda. Cannon-Bowers et al. (2023) conducted a meta-analysis of workplace coaching and provided recommendations for advancing coaching research. Nuis et al. (2023) conceptualized mentoring in higher education through a systematic literature review. Laureano (2023) investigated the extent of mentoring and coaching practices among master teachers in the Schools Division of Pangasinan II. Dingal (2023) examined the effects of master teachers' mentoring skills on teachers' instructional practices and learners' academic performance at Miputak East Central School, Dipolog City Division. Viera (2023) compared mentoring and coaching to clarify their differences. Susanto and Sawitri (2023) reviewed the literature on coaching, mentoring, leadership transformation, and employee engagement. Jones and Smith (2022) compared formal coaching and mentoring programs in higher education. Gamage et al. (2021) investigated mentoring and coaching as learning techniques in higher education, focusing on the influence of learning context on student engagement in online learning. Vecaldo (2021) assessed the mentoring support provided by cooperating teachers based on the experiences of Filipino practice teachers. Hilali et al. (2020) explored the concepts and practices of coaching and mentoring in competency development from a theoretical perspective. Carmel (2019) reflected on a mentoring and coaching relationship in academia. Collectively, these studies provide insights into the practices, benefits, and applications of coaching and mentoring in professional development and instructional improvement.

Classroom Instruction. Sundstrom et al. (2025) examined the relative benefits of different active learning methods in conceptual physics learning. Langelaan et al. (2023) explored the key elements of differentiated instruction for effective teacher preparation and development. Andrada and Zamora (2023) investigated the use of differentiated instruction to improve learners' academic performance in Filipino. Sears (2023) assessed the practicality and effectiveness of differentiated instruction in elementary classrooms. Buhl-Wiggers et al. (2023) investigated the effects of teachers in flipped classrooms through a randomized controlled

trial examining classroom-level heterogeneity. Pablico et al. (2022) conducted qualitative and quantitative analyses of differentiated instruction in high school science classrooms. Rueda (2021) examined classroom instruction and practices designed to reach all learners. Connor (2021) investigated how child characteristics and reading instruction interact to influence first graders' word-reading achievement. Yang (2020) reviewed the effects of digital note-taking on classroom instruction. Francisco (2020) examined teachers' instructional practices and their effects on learners' academic performance. Cheng (2019) conducted a meta-analysis of the effects of the flipped classroom instructional strategy on learners' learning outcomes. These studies highlight the importance of effective instructional strategies, differentiated teaching, active learning, and technology integration in improving classroom instruction and learner achievement.

Challenges Encountered. Tomas et al. (2021) examined learners' perceived reading challenges as a basis for developing school reading programs. Wilkinson (2021) explored contemporary challenges in early childhood education. Sriwichai (2020) investigated students' readiness and difficulties in learning English through blended learning. Taha and Yousif (2020) conducted a case study on the problems encountered by students in developing reading skills. These studies provide insights into the difficulties that learners and educators experience in the teaching-learning process, emphasizing the need to identify instructional barriers and develop appropriate interventions.

Solutions Offered. Prihatin et al. (2020) examined reading difficulties and proposed corresponding solutions. Benzan (2020) explored strategies for addressing learning gaps to minimize disruptions in students' educational journeys during the new normal. These studies underscore the importance of responsive instructional interventions, appropriate learning resources, and targeted support in addressing educational challenges and improving learning outcomes.

Action Plan. Katz (2022) assessed literacy-based action research strategies for improving student achievement. Luo (2021) developed an action research plan for improving learners' listening comprehension skills. Hamilton (2021) conducted a project study on an action plan for implementing Response to Intervention. Maharg (2020) examined action planning, reflection, time management, and personal development. Cuevas et al. (2019) developed an action research plan to increase participation among college students. These studies demonstrate the value of systematic planning, implementation, monitoring, and reflection in addressing identified educational concerns and improving instructional practices.

2.7 Gap Bridged by the Study

The related studies and researches conducted by foreign and local authors dealt also on coaching and mentoring program, classroom instruction, challenges encountered, solutions offered, and action plan. However, no study has been conducted on the effectiveness of the coaching and mentoring program in enhancing the classroom instruction of the Grade 5 public elementary school teachers in the Division of Camarines Sur. This is the gap that this study bridged.

2.8 Theoretical Framework of the Study

The Theoretical Paradigm is focused on the effectiveness of the coaching and mentoring program in enhancing the classroom instruction of the Grade 5 public elementary school teachers in the Division of Camarines Sur. The different theories like the Contingency Theory, Reinforcement Theory, Path-Goal Theory, Cognitive Theory, and Transfer Theory provided valuable insights to the researcher. Hence, this study was anchored and supported by these theories. Contingency Theory, (Fiedler, 1967). This theory emphasizes that there is no single best style of leadership; rather, effective leadership depends on how well a leader's style aligns with specific situational factors. In the context of coaching and mentoring programs, this theory offers a valuable framework for understanding how instructional leadership can be tailored to enhance teacher competence. Fiedler identified three key situational variables that influence leadership effectiveness: leader member relations, or the degree of trust and respect between the mentor or coach and the teacher; task structure, or how clearly instructional tasks and goals are defined; and position power, or the authority and influence of the leader within the organization. Applied to education, Contingency Theory shows that when instructional tasks are highly structured, mentors should focus on feedback, support, and refining strategies, whereas in less structured situations, teachers benefit more from clear guidance and direction. This highlights the importance of adaptive leadership in coaching and mentoring programs. To improve instructional competence, these programs must consider the unique needs of each teacher, the clarity of teaching expectations, and the mentor's credibility and leadership style. By applying both task-oriented and relationship-oriented approaches, mentors and school leaders can provide differentiated support, promote professional growth, and ultimately improve teaching practices and learner outcomes.

Reinforcement Theory, (Skinner, 1971). This theory asserts that an individual's behavior is shaped and maintained by its consequences. Rooted in the "law of effect," the theory suggests that behaviors followed by positive outcomes are more likely to be repeated, while those followed by negative consequences are less likely to recur. In the context of coaching and mentoring programs aimed at enhancing the instructional competence of teachers, this theory can be effectively applied by reinforcing desirable teaching practices through praise, recognition, and rewards. For example, when teachers implement effective instructional strategies or demonstrate improved classroom management, timely and consistent positive reinforcement from mentors or school leaders can encourage the repetition and refinement of such behaviors. However, while the theory offers a practical approach to behavior management and motivation, it tends to overlook internal states such as emotions, intrinsic motivation, and cognitive processes. Skinner's focus is primarily on external stimuli and outcomes, making it less comprehensive in addressing the deeper psychological motivations of educators. Nonetheless, when integrated thoughtfully into coaching and mentoring systems, reinforcement strategies can significantly support behavior change, professional growth, and sustained improvements in instructional performance.

Path-Goal Theory, (Lock, 1968). This theory shows that the effectiveness of leadership behavior is dependent on how well it aligns with the needs of the group and the work environment. In the context of education, this theory underscores the importance of leadership—such as coaching and mentoring—in guiding teachers toward improved performance by clarifying goals, removing obstacles, and providing support and motivation. When applied to a Coaching and Mentoring Program, the school head or mentor

acts as a leader who identifies instructional goals with the teacher, supports them in overcoming challenges, and aligns strategies to help them succeed in their tasks.

The theory emphasizes that individuals act based on conscious goals, and their performance is regulated by their awareness of what is to be accomplished and their commitment to achieving it. In coaching and mentoring, this means setting clear, challenging but attainable goals for classroom instruction, ensuring that teachers understand these objectives, and motivating them to take action. The more meaningful and well-defined the goals, the stronger the teacher's commitment and the greater the potential for enhanced instructional practices. This approach not only improves classroom instruction but also fosters professional growth and learner achievement.

Cognitive Theory, (Weitmer, 1972). This theory emphasizes the vital role of practice, repeated exposure, and active engagement in the development of cognitive structures and learning skills. According to this theory, learning is most effective when learners are not only exposed to information repeatedly but also given opportunities to actively manipulate and organize it, leading to deeper understanding and long-term retention. A key concept of this theory is cognitive manipulation, which involves transforming and structuring information to develop higher-order thinking and problem-solving abilities. Guided practice and interactive learning experiences are essential to help learners internalize concepts and solidify their cognitive development. In relation to the present study, this theory supports the importance of preparing learners for future academic challenges, particularly in their transition to formal schooling. By engaging learners in cognitively rich activities and structured practice, they become better equipped to transfer prior knowledge to new situations—an essential skill for navigating complex academic environments.

This approach ensures that learners not only acquire foundational knowledge but also develop the adaptability and confidence needed for long-term academic success. The Transfer Theory, (Thorndike, 1974). This theory emphasizes that learning transfer depends on the presence of identical elements between two situations—such as content, methods, objectives, and attitudes. Thorndike asserted that the more commonalities between learning and application contexts, the greater the potential for successful transfer of skills and knowledge. In this view, effective teaching and learning involve helping learners recognize these shared elements across varied instructional settings.

Applied to a Coaching and Mentoring Program, this theory supports the idea that instructional improvement occurs when teachers are guided to connect theory with practice through real classroom scenarios. Mentors and coaches play a crucial role in facilitating the transfer of professional learning into teaching practices by aligning coaching sessions with actual instructional goals, strategies, and classroom challenges. The teachers, through reflective practice and guided support, begin to recognize patterns, similarities, and key instructional elements that enhance their ability to apply learned situations. strategies across different teaching

This theoretical perspective guided the present study by underscoring the importance of structured, consistent, and contextually relevant coaching and mentoring activities that promote the transfer of effective teaching practices. By embedding support that reflects the realities of classroom instruction, the program strengthens teachers' capacity to adapt, improve, and sustain high-quality learning environments, ultimately enhancing learner outcomes.

Researcher's Theory. Out of the insights gained from the five theories: Contingency Theory, Reinforcement Theory, Path-Goal Theory, Cognitive Theory, and Transfer Theory, the researcher was able to formulate the researcher's theory which guided him in the conduct of the study. The researcher's theory was focused on "Analyzing the effectiveness of the coaching and mentoring program in enhancing the classroom instruction of the Grade 5 public elementary school teachers will lead to the formulation of action plan towards quality education".

3. Methodology

This chapter presents the detailed discussion of the methods of research used. It also includes the research design, sampling technique, respondents, study procedure, instrument used, and statistical treatment of the data.

3.1 Research Design

This study used the descriptive-evaluative- correlational method of research. The descriptive-evaluative method was utilized by the researcher in determining the effectiveness of the implementation of the coaching and mentoring program in enhancing the classroom instruction of the Grade 5 public elementary school teachers in the Division of Camarines Sur. On the other hand, the correlational method was availed to determine the significant agreement on the rank orders of the implementation of the coaching and mentoring program, its effectiveness in enhancing the classroom instruction of the public elementary school teachers in the Division, the challenges encountered, and the solutions offered.

3.2 Sampling Technique

The researcher employed purposive sampling in selecting the locale of the study, specifically the different Congressional Districts in the Division of Camarines Sur, to ensure relevance and alignment with the study's objectives. Meanwhile, random sampling was applied in selecting the teacher-respondents using Slovin's formula to determine an appropriate sample size with a desired margin of error. The respondents' answers to the researcher – developed Likert Scale questionnaire served as essential data in formulating the research output, an action plan aimed at addressing the identified needs and enhancing instructional practices.

3.3 Respondents of the Study

There were eight hundred seventy two (872) selected Grade 5 teachers in the Division of Camarines Sur. The 1st Congressional District has one hundred forty-one (141) or 16%; 2nd Congressional District, one hundred seventy-one (171) or 20%; 3rd Congressional District, one hundred sixty-five (165) or 19%, 4th Congressional District, two hundred ten (210) or 24%; and 5th Congressional District, one hundred eighty-five (185) or 21%.

The responses of the respondents on the assessment tool (Likert Scale) were used as important inputs of the study to come up with the needed output, the action plan, data driven decisions. This will help the teachers enhance their competencies in the utilization of the face-to-face learning modality.

3.4 Research Instruments

A researcher-made questionnaire (questionnaire checklist / Likert scale) was used in gathering the data to determine the effectiveness of the implementation of the coaching and mentoring program in enhancing the classroom instruction of the teachers in the Division of Camarines Sur.

3.5 Statistical Tools

Various statistical tools such as frequency count, weighted mean, percentage, and rank order were used to treat the data statistically. To determine the significant agreement on the rank orders of the effectiveness of the coaching and mentoring program in enhancing the classroom instruction of the Grade 5 public elementary school teachers in the Division of Camarines Sur, the challenges encountered, and the solutions offered, the Kendall Coefficient of Concordance W was employed (Siegel, 1988). The corresponding chi-square (x2) formula was used to determine the significance of agreement (Siegel, 1988).

4. Findings

This chapter provides a comprehensive analysis of the data gathered to examine the effectiveness of the coaching and mentoring program in enhancing the classroom instruction of the Grade 5 public elementary school teachers in the Division of Camarines Sur using appropriate statistical tools and descriptive interpretations.

4.1 The Extent of the Implementation of the Coaching and Mentoring Program in the Division of Camarines Sur

The extent of the implementation of the coaching and mentoring program in the Division of Camarines Sur was determined along Program Orientation and Planning, Mentor Selection and Assignment, Delivery of Coaching and Mentoring Sessions, Monitoring and Evaluation, Support and Resources, and Outcomes and Perceived Effectiveness.

4.1.1 The Extent of the Implementation of the Coaching and Mentoring Program along Program Orientation and Planning

This is the initial phase of the coaching and mentoring program, which focuses on clearly communicating program goals, roles, and expectations, as well as ensuring systematic planning for effective implementation. The respondents' assessment of the implementation of the coaching and mentoring program in the Division of Camarines Sur along Program Orientation and Planning based on gathered survey responses.

The indicators rated Very Much Implemented were: Explains clearly the program guidelines and procedures during the orientation, (4.63); Involves the school heads, master teachers, and other stakeholders actively in the program orientation and planning, (4.60); Clarifies teachers' roles and responsibilities in the Coaching and Mentoring Program, (4.59); Ensures that the teachers are well-informed about the goals and objectives of the Coaching and Mentoring Program, (4.58); Conducts the planning process for the program (e.g., schedules, mentor mentee pairing, setting of objectives) is systematically, (4.54); Aligns the program planning with the school improvement plan and identified teacher development needs, (4.54); Affirms that the teachers are able to attend and actively participate in the program orientation sessions, (4.53); Monitors and evaluates program planning activities to ensure compliance and effectiveness, (4.53); and Communicates the program schedules updates, and plans in a timely and sufficient manner, (4.50). On the other hand, the indicators rated Much Implemented were: Minimizes gaps or challenges encountered during the program orientation and planning phase, (4.48) and Provides adequate resources (time, materials, and support systems) to implement the orientation and planning effectively, (4.47).

An analysis on Program Orientation and Planning in the coaching and mentoring program implementation in the Division of Camarines Sur reveals that the respondents perceive most orientation and planning indicators as "Much Implemented," with some variance in how strongly they are enacted. The highest-ranked indicator was "Explains clearly the program guidelines and procedures during the orientation", indicating that stakeholders strongly agree that the program's foundational expectations are communicated clearly at the outset. This high ranking likely stems from the fact that clarity in guidelines and procedures forms the bedrock of any successful orientation process—ensuring participants understand what the program entails and what is expected of them. Clear communication at the beginning reduces ambiguity, enhances engagement, and aligns stakeholders toward common goals, which is supported by evidence in professional development literature emphasizing systematic communication as a key design principle in coaching and mentoring frameworks.

Following closely were indicators such as actively involving school heads, master teachers, and other stakeholders in the orientation and planning and clarifying teachers' roles and responsibilities, highlighting that collaboration and role understanding are viewed as integral to effective program initiation. These findings resonate with broader research showing that inclusive planning processes that actively involve key stakeholders strengthen program ownership and effectiveness, particularly in educational mentoring contexts. In contrast, the lowest ranked indicators - "Minimizes gaps or challenges encountered during the program orientation and planning phase" and "Provides adequate resources (time, materials, and support systems)", though still rated as "Much Implemented," point to areas where respondents perceive room for improvement. Adequate resourcing and proactive problem mitigation are often challenging in program implementation and tend to lag behind communication and planning, especially when logistical and operational constraints affect execution. Evidence from educational program evaluations highlights that insufficient resources and planning gaps are common barriers that limit program effectiveness when not systematically addressed.

The implications of these findings are multifaceted. The prominence of clear orientation and stakeholder involvement indicates that the Division has established strong communicative and participatory processes, which likely fosters teacher understanding and engagement with the program goals. However, the relatively lower ranking of resource provision and gap minimization suggests potential constraints in logistical support and anticipatory problem solving that may affect the seamless implementation of planned activities. If not addressed, these shortfalls could dampen teacher participation, strain mentor capacity, or lead to inconsistencies between planning and actual practice.

Based on these interpretations, recommendations include: first, strengthening resourcing mechanisms - allocating sufficient time, materials, and administrative support to better support orientation and planning activities; second, establishing formal mechanisms for identifying and addressing challenges early (e.g., pre implementation risk assessments or stakeholder feedback loops) to minimize gaps that emerge during the orientation phase; third, enhancing capacity-building sessions for mentors and school heads focused on anticipatory planning and adaptive problem solving; and finally, documenting and sharing best practices from regions or schools that have excelled in efficient planning and resourcing to inform continuous program improvement.

To connect these recommendations with recent scholarly work, Estipona, (2025) emphasizes the importance of structured coaching and mentoring frameworks, noting that well-designed pre- and post-conference mentoring structures significantly enhance readiness and professional growth when implemented with clear guidelines and support strategies. Similarly, research on differentiated mentorship programs by Yuan, et al., (2024) underscores the importance of tailoring coaching strategies to meet the needs of teachers at various stages of development, which implies that planning and resource allocation should also be differentiated to match contextual needs for maximum effectiveness.

4.1.2 The Extent of the Implementation of the Coaching and Mentoring Program along Mentor Selection and Assignment.

Effective mentor selection and appropriate assignment are essential to the successful implementation of coaching and mentoring programs. The respondents' assessment of the implementation of the coaching and mentoring program in the Division of Camarines Sur in terms of Mentor Selection and Assignment. The indicators rated Very Much Implemented in descending order were: Establishes clear criteria for selecting qualified mentors for the Coaching and Mentoring Program, (4.68); Assigns mentors who can effectively guide mentees in improving classroom instruction, (4.67); Informs mentors and mentees promptly about their assignments and responsibilities, (4.64); Provides transparency in the mentor selection and assignment process, (4.63); Ensures that mentor assignments are aligned with school goals and professional development plans, (4.62); Consults teachers and school heads before finalizing mentor-mentee pairings, (4.61); Matches mentors and mentees based on subject expertise, experience, and professional needs, (4.59); Distributes mentors equitably to ensure that all teachers who need mentoring receive support, (4.58); and Considers the personality, teaching style, and availability of mentors when making assignments, (4.55). While the indicator rated Much Implemented was Allows feedback or requests for reassignment when mentor-mentee matching is not effective, (4.47).

The findings presented in Table 4 and Figure 7 indicate that Mentor Selection and Assignment in the Division of Camarines Sur is perceived to be implemented at a very high level, reflecting a strong and systematic approach to ensuring mentor quality and suitability. The top-ranked indicator, "Establishes clear criteria for selecting qualified mentors for the Coaching and Mentoring Program", underscores the Division's emphasis on merit based and standards-driven mentor selection. This indicator ranked first because clear criteria provide a transparent and objective foundation for identifying competent mentors, thereby ensuring credibility, consistency, and trust in the mentoring process. When mentors are selected based on defined qualifications, experience, and professional competence, they are more likely to provide meaningful guidance and instructional support, which strengthens the overall effectiveness of the program.

Closely following were indicators related to assigning mentors capable of improving classroom instruction and promptly informing mentors and mentees of their assignments and responsibilities. These high rankings suggest that the Division prioritizes instructional relevance and timely communication, both of which are critical for smooth program implementation. The strong ratings for transparency in mentor selection and alignment of mentor assignments with school goals and professional development plans further imply that the program is strategically designed to support institutional priorities while addressing teachers' developmental needs. Moreover, indicators such as consulting school heads, matching based on expertise and experience, equitable mentor distribution, and consideration of personality and availability all point to a holistic and thoughtful matching process that values both professional and interpersonal compatibility.

In contrast, the lowest-ranked indicator, though still rated Much Implemented, was "Allows feedback or requests for reassignment when mentor-mentee matching is not effective". Its lower ranking may be attributed to the limited formal mechanisms or opportunities for mentees and mentors to voice concerns or request changes once pairings are established. While careful matching at the outset reduces the likelihood of mismatches, mentoring relationships are dynamic, and challenges related to communication styles, availability, or professional fit may only emerge over time. The relatively lower score suggests that flexibility and responsiveness in addressing such issues may not be as emphasized as the initial selection and assignment processes.

The implications of these results highlight that while the Division demonstrates strong leadership and rigor in selecting and assigning mentors, the sustainability and effectiveness of mentoring relationships could be further enhanced by strengthening feedback and adjustment mechanisms. Without clear avenues for reassignment or open dialogue, ineffective mentor–mentee pairings may persist, potentially limiting the depth of professional learning and diminishing the overall impact of the program. Over time, such unresolved mismatches can hinder meaningful collaboration and reduce participants' motivation to fully engage in the mentoring process.

Based on these insights, it is recommended that the Division institutionalize structured feedback systems—such as periodic mentor-mentee evaluations or reflection conferences—to assess the effectiveness of pairings and allow timely adjustments when necessary. Additionally, clear guidelines on reassignment procedures should be communicated to both mentors and mentees to foster a culture of openness and continuous improvement. Strengthening monitoring mechanisms that focus not only on mentor qualifications but also on relationship quality and mentoring outcomes effectiveness.

These recommendations are supported by recent studies, such as that of Ghulam (2024), which emphasize that effective mentoring programs balance rigorous mentor selection with adaptive matching processes. The study highlights that transparent selection criteria and subject aligned mentor assignments significantly enhance instructional outcomes and teacher confidence, while also underscoring the importance of ongoing feedback in sustaining productive mentoring relationships. Similarly, contemporary research on teacher mentoring programs, including the work of Cannon-Bowers, et al. (2023), stresses that flexible reassignment options and reflective feedback mechanisms are essential for maintaining mentor mentee compatibility and maximizing professional growth.

These findings closely align with the results of the present study and reinforce the need for responsive and well-structured mentoring systems.

4.1.3 The Extent of the Implementation of the Coaching and Mentoring Program along Delivery of Coaching and Mentoring Sessions.

The effectiveness of a coaching and mentoring program largely depends on how sessions are delivered, including clarity, engagement, and relevance to participants' needs. The respondents' assessment of the implementation of the coaching and mentoring program in the Division of Camarines Sur in terms of the delivery of coaching and mentoring sessions.

The indicators rated Very Much Implemented were: Follows the prescribed coaching and mentoring framework or process during each session, (4.58); Provides timely feedback and actionable suggestions to mentees after classroom observations, (4.58); Encourages open communication and collaboration between mentors and mentees during sessions, (4.55); Promotes a positive and supportive environment throughout the coaching and mentoring process, (4.55); Conducts coaching and mentoring sessions regularly based on the agreed schedule, (4.54); Adapts session delivery to address the specific needs and challenges of mentees, (4.54); Monitors mentees' progress and adjust session content/strategies when necessary, (4.53); Demonstrates effective coaching strategies that support teachers' instructional improvement, (4.52); and Evaluates the effectiveness of each coaching and mentoring session to improve future delivery, (4.51). On the other hand, the indicators rated Much Implemented were: Uses relevant tools, materials, and data to guide discussions and decision-making in mentoring sessions, (4.47); Documents session activities and outcomes for proper tracking and program evaluation, (4.47); Incorporates best practices and innovative strategies to enhance the quality of mentoring sessions, (4.46); and Allocates sufficient time for observation, feedback, and reflection during each session, (4.39).

The assessment of Delivery of Coaching and Mentoring Sessions in the Division of Camarines Sur, as presented in Table 5 and Figure 8, indicates that the respondents generally perceive session delivery as highly effective, with most indicators rated Very Much Implemented. The highest-ranked indicators, "Follows the prescribed coaching and mentoring framework or process during each session" and "Provides timely feedback and actionable suggestions to mentees after classroom observations", highlight the Division's emphasis on structured, consistent, and responsive coaching. These indicators likely rank highest because adherence to a clear framework ensures uniformity across sessions, allowing both mentors and mentees to understand the process, expectations, and objectives. Providing actionable feedback immediately after classroom observations reinforces practical learning and facilitates continuous instructional improvement, which research identifies as a critical determinant of mentoring program effectiveness. Consistently implementing this practice ensures that mentors can guide mentees in real time, maximizing the relevance and impact of each coaching session.

Other high-ranking indicators, such as encouraging open communication and collaboration, promoting a positive and supportive environment, and conducting sessions regularly according to schedule, demonstrate that the program not only values procedural fidelity but also prioritizes relational and emotional factors. These aspects are crucial in creating trust, engagement, and sustained participation in mentoring programs. Similarly, indicators that focus on adapting sessions to mentees' needs, monitoring progress, 151 demonstrating effective coaching strategies, and evaluating session effectiveness reflect a responsive, iterative approach that aligns instructional support with individual teacher growth.

In contrast, the lowest-ranked indicators, though still rated Much Implemented, include allocating sufficient time for observation, feedback, and reflection, incorporating best practices and innovative strategies, and using relevant tools, materials, and data to guide discussions. These lower rankings show that while sessions are generally effective, there may be constraints in time management, systematic integration use of of innovative supporting practices, materials and or data. Insufficient time for reflection, in particular, could limit mentees' ability to internalize feedback, plan follow-up actions, or apply new strategies effectively. Similarly, underutilization of relevant tools or innovative approaches may reduce session dynamism and limit opportunities for differentiated instruction.

The implications of these findings are that, while the program excels in structured session delivery, engagement, and feedback mechanisms, enhancing resource support, time allocation, and the integration of best practices could further optimize the quality and impact of coaching sessions. Addressing these areas would not only improve the effectiveness of individual sessions but also contribute to sustained professional growth outcomes across the program.

The recommendations include ensuring that mentoring sessions consistently allocate sufficient time for observation, feedback, and reflection to maximize learning opportunities; systematically integrating innovative strategies, relevant tools, and data-driven approaches to enrich discussions and problem-solving; and developing mechanisms for continuous session evaluation and improvement, such as mentor peer reviews or post-session reflection logs. In addition, ongoing professional development for mentors in advanced coaching techniques can further enhance the effectiveness of session delivery.

These recommendations are supported by recent studies indicating that structured frameworks combined with reflective practice significantly improve teacher outcomes in mentoring programs. For instance, Nuis et al. (2023), in Teaching and Teacher Education, emphasize the role of timely feedback and structured coaching in enhancing instructional quality. Moreover, recent research on adaptive coaching strategies highlights that integrating relevant data, innovative practices, and sufficient reflection time enhances teachers' capacity to implement the instructional changes effectively, directly reinforcing the need to address the lower-ranked indicators in session delivery.

4.1.4 The Extent of the Implementation of the Coaching and Mentoring Program along Monitoring and Evaluation.

Effective monitoring and evaluation are essential for ensuring that coaching and mentoring programs achieve their intended outcomes and continuously improve over time. The respondents' assessment of the implementation of the coaching and mentoring program in the Division of Camarines Sur along Monitoring and Evaluation.

The indicators rated Very Much Implemented were: Establishes clear indicators and criteria for monitoring the implementation of the Coaching and Mentoring Program, (4.63); Uses observation tools, checklists, and feedback forms systematically to document progress, (4.59); Provides constructive feedback to mentors and mentees based on monitoring results, (4.58); Tracks the frequency and consistency of coaching and mentoring sessions across all grade levels, (4.57); Observes coaching and mentoring sessions to

ensure adherence to the prescribed process or framework, (4.56); Collects data on teacher performance, instructional practices, and learner outcomes for evaluation purposes, (4.54); Analyze collected data to identify strengths, weaknesses, and areas for improvement in the program, (4.52); Involves school heads, mentors, and teachers in the evaluation process for shared accountability, (4.50); and Recommends actionable steps to improve the quality and effectiveness of the program, (4.50). While, Conducts regular evaluation meetings to review progress and discuss program adjustments, (4.46) and Reports findings of monitoring and evaluation to stakeholders in a clear and timely manner, (4.44).

The assessment of Monitoring and Evaluation in the Division of Camarines Sur, as reflected in Table 6 and Figure 9, demonstrates that respondents perceive this component of the coaching and mentoring program as being largely implemented at a high level, with most indicators rated Very Much Implemented. The top-ranked indicator, "Establishes clear indicators and criteria for monitoring the implementation of the Coaching and Mentoring Program", highlights the Division's commitment to systematic and objective evaluation. This indicator likely ranks first because having well-defined criteria provides a solid foundation for consistent monitoring, ensuring that program activities are measurable, aligned with intended outcomes, and transparent to all stakeholders. Clear indicators also facilitate accountability, allow for evidence-based decision-making, and help identify areas requiring support or adjustment.

Other observation highly rated tools, indicators, checklists, and including feedback using forms systematically, providing constructive feedback based on monitoring results, and tracking frequency and consistency of sessions across grade levels, emphasize that the program integrates both quantitative and qualitative mechanisms to capture teacher and mentee progress. Similarly, observing sessions to ensure adherence to the framework, collecting data on teacher performance and learner outcomes, analyzing data to identify program strengths and weaknesses, and involving stakeholders in evaluation reflect a comprehensive approach that balances procedural fidelity, accountability, and collaborative reflection. The inclusion of actionable recommendations demonstrates that monitoring is not merely for record-keeping but is leveraged to actively improve program quality.

In contrast, the lowest-ranked indicators, although still rated Much Implemented, were conducts regular evaluation meetings to review progress and discuss program adjustments and reports findings of monitoring and evaluation to stakeholders in a clear and timely manner. These lower rankings indicate that while monitoring tools and data collection are robust, the formal processes for collaborative review, communication, and dissemination of findings may be less consistently implemented. This could limit the capacity for shared reflection, stakeholder engagement, and timely program adjustments, potentially slowing the program's continuous improvement cycle.

The implications of these findings indicate that the Division has successfully established strong monitoring mechanisms that ensure systematic data collection and feedback; however, more attention could be given to formal evaluation meetings and transparent reporting to enhance stakeholder participation and informed decision-making. Strengthening these areas would help ensure that the program evolves responsively to the needs of teachers and learners, fostering more effective teaching practices and improved learner outcomes.

The recommendations include: scheduling regular evaluation meetings with school heads, mentors, and teachers to review monitoring results and collaboratively identify program improvements; establishing standardized reporting protocols to ensure timely dissemination of monitoring and evaluation findings to all stakeholders; and incorporating reflective discussions during evaluation meetings to promote shared accountability and data-driven 160 program adjustments. Additionally, training mentors and school leaders in data analysis and interpretation can improve the utilization of monitoring outcomes for instructional and programmatic decisions. These recommendations are supported by recent studies showing that effective monitoring and evaluation frameworks in educational mentoring programs enhance teacher performance and improve learner outcomes, particularly when combined with collaborative review meetings and transparent reporting mechanisms. Johnson (2022), in the International Journal of Mentoring and Coaching in Education, emphasizes the importance of stakeholder involvement and feedback loops in strengthening program effectiveness. Similarly, research on the mentoring and coaching practices of master teachers by Laureano, (2023) highlights that systematic monitoring and evaluation significantly contribute to the effectiveness and long-term sustainability of mentoring programs.

4.1.5 The Extent of the Implementation of the Coaching and Mentoring Program along Support and Resources.

Adequate support and access to resources are essential for the successful implementation of coaching and mentoring programs, ensuring mentors and mentees can fully engage in learning and development activities. The respondents' assessment of the implementation of the coaching and mentoring program in the Division of Camarines Sur along Support and Resources. The indicators rated Very Much Implemented were: Encourages a culture of collaboration and mutual support among teachers, (4.60); Supports mentors and mentees with administrative Motivates assistance mentors and when mentees needed, through (4.58); and recognition, incentives, or awards for outstanding participation, (4.56). Other indicators rated as Much Implemented include: Coordinates with school heads and stakeholders to address logistical needs for program implementation, (4.42); Addresses challenges and barriers promptly to sustain smooth program delivery, (4.42); Offers continuous professional development and training opportunities for mentors, (4.40); Provides sufficient time within the school schedule for coaching and mentoring activities, (4.39); Ensures access to appropriate venues or spaces for mentoring sessions and collaborative meetings, (4.36); Supplies necessary materials, manuals, and reference guides to mentors and mentees, (4.16); Facilitates access to digital tools, technology, and internet connectivity for program-related activities, (3.97); and Allocates adequate budget to support the implementation of the Coaching and Mentoring Program, (3.96).

The assessment of Support and Resources in the Division of Camarines Sur, as reflected in Table 7 and Figure 10, indicates that while respondents generally perceive this aspect of the coaching and mentoring program as well-implemented, there is notable variability among the indicators. The highest-ranked indicator, "Encourages a culture of collaboration and mutual support among teachers", underscores the Division's strong emphasis on fostering collegiality and peer support. This indicator likely ranks first because collaboration and mutual encouragement are foundational for sustaining teacher engagement, enhancing knowledge sharing, and creating a positive environment conducive to professional growth. Similarly, supporting mentors and mentees with

administrative assistance when needed and motivating participants through recognition, incentives, or awards reflect deliberate efforts to provide practical and emotional support, which reinforces commitment and active participation in the program.

In contrast, the lowest-ranked indicators, including facilitates access to digital tools, technology, and internet connectivity and allocates adequate budget to support program implementation, highlight areas where respondents perceive significant gaps. These lower scores suggest that although human and relational support is strong, logistical and material resources are not always sufficient to fully enable effective program implementation. Limited access to technology, materials, and funding could hinder session delivery, documentation, innovative practices, and overall program sustainability. Similarly, indicators like supplying necessary manuals and reference guides and ensuring appropriate venues for mentoring sessions were rated lower than relational support, pointing to the need for improved infrastructural and material planning.

The implications of these findings indicate that the program's success is heavily supported by a culture of collaboration, recognition, and administrative support. However, persistent resource constraints - particularly in digital access, materials, and funding may limit the program's efficiency, scalability, and ability to fully leverage technology for mentoring activities. Without addressing these gaps, the potential benefits of coaching and mentoring may not be fully realized, especially in a context where digital tools are increasingly critical for instructional support and program documentation.

The recommendations include: prioritizing the allocation of budget and resources to ensure consistent access to necessary materials, technology, and internet connectivity for both mentors and mentees; establishing a systematic process for logistical planning and coordination with school heads to secure venues, materials, and time for mentoring sessions; expanding professional development opportunities for mentors to enhance their capacity to deliver high-quality sessions; and continuing to strengthen recognition systems to sustain motivation and engagement.

Additionally, leveraging digital platforms for collaboration, resource sharing, and session documentation can help mitigate gaps in physical and material resources. Recent studies reinforce these recommendations, demonstrating that adequate resourcing, including digital tools, instructional materials, and funding is critical for the effective implementation of mentoring programs. Mainne (2023), in Educational Research International, highlights the positive impact of well-resourced mentoring programs on teacher performance and instructional quality. Similarly, research conducted by Dingal, (2023) on the mentoring skills of master teachers and their influence on instructional practices and learners' academic performance aligns closely with the findings of the present study. These findings suggest that strengthening support and providing sufficient resources in the Division of Camarines Sur program would further enhance the effectiveness, sustainability, and overall impact of coaching and mentoring initiatives.

4.1.6 The Extent of the Implementation of the Coaching and Mentoring Program along Outcomes and Perceived Effectiveness.

Evaluating outcomes and perceived effectiveness is crucial for determining the overall impact of coaching and mentoring programs on teacher performance and professional growth. The respondents' assessment of the implementation of the coaching and mentoring program in the Division of Camarines Sur in terms of Outcomes and Perceived Effectiveness. The indicators rated Very Much Implemented were: Increases teachers' engagement in professional learning and continuous improvement, (4.57); Raises teachers' awareness of curriculum standards and best teaching practices, (4.56); Strengthens collaboration and professional relationships among teachers, (4.55); and Supports teachers in achieving their individual professional development goals, (4.53). Other indicators rated Much Implemented were: Addresses teaching challenges effectively through mentor guidance and feedback, (4.47); Enhances teachers' confidence and competence in delivering lessons, (4.46); Promotes the use of innovative and learner-centered teaching strategies, (4.44); Improves teachers' instructional practices as a result of coaching and mentoring participation, (4.43); Develops mentees' ability to reflect critically on their own teaching performance, (4.40); and Boosts learners' Academic Performance through improved classroom instruction, (4.21).

The findings indicate that the coaching and mentoring program in the Division of Camarines Sur is perceived to be highly effective, particularly in fostering teachers' professional engagement and collaborative growth. The top-ranked indicator, "Increases teachers' engagement in professional learning and continuous improvement", shows that the program successfully motivates teachers to take an active role in their own professional development. This indicator ranked first because engagement is often the most immediate and visible outcome of well-implemented coaching and mentoring; when teachers feel supported and guided, they are more likely to participate meaningfully in learning activities and embrace continuous improvement. Closely following were indicators related to raising awareness of curriculum standards and best teaching practices and strengthening collaboration and professional relationships among teachers, underscoring that the program effectively enhances both instructional knowledge and collegial interaction, key foundations for sustained instructional improvement.

Another highly rated indicator, supporting teachers in achieving their individual professional development goals, further implies that the mentoring process is responsive to teachers' personal and professional needs. This reflects the individualized nature of effective coaching, where guidance is tailored rather than generic, thereby reinforcing teachers' sense of relevance and ownership over their growth. Together, these top-ranked indicators highlight that the program's strongest impact lies in shaping teachers' attitudes, motivation, and professional culture.

In contrast, the lowest-ranked indicator, although still rated Much Implemented, was "Boosts learners' academic performance through improved classroom instruction". This indicator likely ranked last because improvements in learner outcomes are often indirect and take longer to manifest compared to changes in teacher engagement, confidence, or instructional practices. While coaching and mentoring may immediately influence teacher behavior and reflection, the translation of these improvements into measurable learner achievement typically requires sustained implementation over time, consistent instructional application, and alignment with other school wide interventions. Similarly, indicators related to reflective practice and observable instructional improvement manifest that while positive changes are evident, deeper instructional transformation and its impact on learners are still developing.

The implications of these findings indicate that the coaching and mentoring program is highly effective in enhancing teachers' professional engagement, collaboration, and instructional awareness, which are critical precursors to long-term improvement in teaching quality. However, the relatively lower ratings for learner academic performance and reflective depth suggest the need for stronger linkages between coaching practices, classroom implementation, and student learning outcomes.

Based on these results, recommendations include strengthening the alignment between coaching goals and learner performance indicators to better capture the impact of improved teaching on student outcomes; embedding structured reflective practices, such as guided reflection tools or post-coaching action plans, to deepen teachers' critical analysis of their instruction; and sustaining long-term monitoring to track how gains in teacher engagement and competence translate into consistent instructional improvements and learner achievement. Additionally, integrating learner performance data into coaching conversations may help mentors and mentees make more explicit connections between teaching strategies and student results.

These recommendations are supported by recent studies showing that coaching and mentoring programs significantly enhance teacher engagement, instructional competence, and professional collaboration, with gains in learner achievement becoming more evident when such programs are sustained and data-driven. Recent research by Viera, (2023) highlights that coaching initiatives emphasizing reflective practice and alignment with student performance data are more likely to produce measurable improvements in learner outcomes. Similarly, Susanto and Sawitri, (2023), in their study on coaching, mentoring, leadership transformation, and employee engagement, underscore the role of structured coaching and mentoring in strengthening professional commitment and overall program effectiveness.

4.1.7 The Summary of the Assessment of the Extent of the Implementation of the Coaching and Mentoring Program

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Wa	Int	Rank	Wa	Int	Rank	Wa	Int	Rank	Wa	Int	Rank	Wa	Int	Rank	Wa	Int	Rank
1. Program Orientation and Planning	4.54	VMI	2	4.53	VMI	3	4.54	VMI	2	4.55	VMI	2	4.53	VMI	3	4.54	VMI	3
2. Mentor Selection and Assignment	4.57	VMI	1	4.61	VMI	2	4.63	VMI	1	4.61	VMI	1	4.60	VMI	1	4.60	VMI	1
3. Delivery of Coaching and Mentoring Sessions	4.50	VMI	4	4.52	VMI	4	4.52	VMI	4	4.51	VMI	4	4.51	VMI	4.5	4.51	VMI	4
4. Monitoring and Evaluation	4.52	VMI	3	4.42	VMI	1	4.53	VMI	3	4.53	VMI	3	4.50	VMI	2	4.55	VMI	2
5. Support and Resources	4.37	MI	6	4.26	MI	6	4.30	MI	6	4.30	MI	6	4.41	MI	6	4.35	MI	6
6. Outcomes and Perceived Effectiveness	4.44	MI	5	4.42	MI	5	4.44	MI	5	4.47	MI	5	4.52	VMI	4.5	4.46	MI	5
Average	**4.50**	**VMI**		**4.51**	**VMI**		**4.49**	**MI**		**4.50**	**VMI**		**4.53**	**VMI**		**4.50**	**VMI**	

The summary of the assessment of the extent of the implementation of the Coaching and Mentoring Program The indicators rated Very Much Implemented were: Mentor Selection and Assignment, (4.60); Monitoring and Evaluation, (4.55); Program Orientation and Planning, (4.54); and Delivery of Coaching and Mentoring Sessions, (4.51). On the other hand, the indicators rated Much Implemented were: Outcomes and Perceived Effectiveness, (4.46) and Support and Resources, (4.35).

The summary presented reflects an overall high level of implementation of the Coaching and Mentoring Program in the Division of Camarines Sur, with all major components rated either Very Much Implemented or Much Implemented. Among the indicators, Mentor Selection and Assignment obtained the highest mean rating, indicating that respondents strongly perceive the processes of selecting qualified mentors and assigning them appropriately to mentees as the most effectively implemented aspect of the program. This top ranking can be attributed to the presence of clear selection criteria, transparency in assignments, and deliberate matching based on expertise and professional needs, which collectively ensure credibility, trust, and instructional relevance in mentoring relationships. Following closely were Monitoring and Evaluation and Program Orientation and Planning, which suggest that the Division has established strong systems for guiding, tracking, and assessing program implementation. The high rating for monitoring and evaluation reflects the systematic use of tools, data collection, and feedback mechanisms that support accountability and continuous improvement. Likewise, the strong implementation of program orientation and planning highlights the effectiveness of clearly communicating goals, roles, and expectations, as well as aligning the program with school improvement plans and teacher development needs. Delivery of Coaching and Mentoring Sessions also being rated Very Much Implemented indicates that mentoring sessions are generally conducted in a structured, supportive, and responsive manner, reinforcing the quality of instructional support provided to teachers.

In contrast, Outcomes and Perceived Effectiveness and Support and Resources were rated Much Implemented, making them the relatively lowest-ranked components. The slightly lower rating for outcomes and perceived effectiveness shows that while positive impacts on teacher engagement, collaboration, and instructional practices are evident, the translation of these gains into deeper instructional change and improved learner outcomes may still be in progress. Similarly, the lower rating for support and resources points to constraints related to budget allocation, access to materials, technology, and other logistical supports, which may limit the full realization and sustainability of program initiatives despite strong leadership and human support systems.

The implications of these results indicate that the Division excels in the structural and procedural aspects of the coaching and mentoring program, particularly in mentor selection, planning, delivery, and monitoring providing a solid foundation for effective implementation. However, to maximize long-term impact, greater attention must be given to strengthening resource provision and

ensuring that program outcomes, particularly those related to learner performance are systematically documented and enhanced. Establishing clear monitoring indicators and evidence-based reporting mechanisms would further support data-informed decision-making and continuous program improvement. This approach ensures systematic tracking of progress, enhances accountability, and enables timely adjustments to optimize the effectiveness of the program.

Based on these findings, it is recommended that the Division prioritize increased investment in support systems and resources, particularly in funding, instructional materials, and digital infrastructure, to complement the already strong program structures. Additionally, sustained monitoring of outcomes, with a stronger emphasis on linking coaching and mentoring activities to measurable improvements in teaching quality and learner achievement, is essential. Strengthening data-driven decision-making and integrating learner performance indicators into program evaluation can further enhance perceived effectiveness and overall program impact.

4.2 The Test of Significant Agreement on the Rank Orders of the Implementation of the Coaching and Mentoring program

Indication	Aspects					
	Program Orientation and Planning	Mentor Selection and Assignment	Delivery of Coaching and Mentoring Sessions	Monitoring and Evaluation	Support and Resources	Outcomes and Perceived Effectiveness
Summation of the Squared Deviation from the mean	1948.5	1488.5	3180.5	2215.5	2550	1727.5
Number of Groups	5	5	5	5	5	5
Number of Cases or Items	11	10	13	11	11	10
Coefficient of Concordance W	0.71	0.72	0.70	0.81	0.93	0.84
Computed chi-square	35.50	32.40	42.00	40.50	46.50	37.80
Degree of Freedom	10	9	12	10	10	9
Tabular x^2						
0.05	18.31	16.92	21.03	18.31	18.31	16.92
0.025	20.48	19.68	24.05	20.48	20.48	19.68
0.01	23.21	21.67	26.22	23.21	23.21	21.67
0.005	25.19	23.59	28.30	25.19	25.19	23.59
0.001	29.59	27.88	32.91	29.59	29.59	27.88
Decision on the Alternative Hypothesis (H^1)	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.001	0.001	0.001	0.001	0.001	0.001

To determine the significant agreement on the rank orders of the implementation of the coaching and mentoring program, the Kendall Coefficient of Concordance W was employed and the chi square test was computed. That the summation of the squared deviation from the mean difference resulted to: Program Orientation and Planning, 1948.5; Mentor Selection and Assignment, 1488.5; Delivery of Coaching and Mentoring Sessions, 3180.5; Monitoring and Evaluation, 2215.5; Support and Resources, 2550; and Outcomes and Perceived Effectiveness, 1727.5. On the other hand, the Coefficient of Concordance W and the computed chi square value arrived at: Program Orientation and Planning, 0.71 and 35.50 ($p<0.001$); Mentor Selection and Assignment, 0.72 and 32.40 ($p<0.001$); Delivery of Coaching and Mentoring Sessions, 0.70 and 42.00 ($p<0.001$); Monitoring and Evaluation, 0.81 and 40.50 ($p<0.001$); Support and Resources, 0.93 and 46.50 ($p<0.001$); and Outcomes and Perceived Effectiveness, 0.84 and 37.80 ($p<0.001$). Thus, the alternative hypothesis was accepted.

The results indicate a strong and statistically significant agreement among the respondents regarding the rank orders of the implementation components of the coaching and mentoring program. Using Kendall's Coefficient of Concordance (W), the analysis revealed consistently high levels of concordance across all program dimensions, with W values ranging from 0.70 to 0.93. These coefficients show substantial to almost perfect agreement among raters, signifying that the respondents shared similar perceptions in ranking the importance or effectiveness of each aspect of the program. This agreement is further reinforced by the computed chi-square values for all dimensions, which were statistically significant at $p < 0.001$, confirming that the observed concordance did not occur by chance. Notably, the highest agreement was observed in Support and Resources and Outcomes and Perceived Effectiveness, implying a particularly strong consensus on the critical role of adequate support mechanisms and the perceived impact of the program. Likewise, Monitoring and Evaluation demonstrated high agreement, highlighting the shared recognition of systematic assessment in ensuring program effectiveness and accountability.

The acceptance of the alternative hypothesis underscores the significance of these findings, as it indicates a unified perspective among respondents on how the coaching and mentoring program is implemented. This significant agreement implies that the program components are clearly defined, consistently experienced, and commonly valued, which strengthens the credibility of the evaluation results and provides empirical support for informed decision-making, program refinement, and policy development related to coaching and mentoring initiatives. Moreover, this consensus suggests that the program's implementation aligns closely with its intended objectives, reinforcing stakeholder confidence in the effectiveness and sustainability of the coaching and mentoring initiatives across implementation contexts.

4.3 The Extent of the Effectiveness of the Implementation of the Coaching and Mentoring Program in Enhancing the Classroom Instruction of the Grade 5 Public Elementary School Teachers

The extent of the effectiveness of the implementation of the coaching and mentoring program in enhancing the classroom instruction of the Grade 5 public elementary schoolteachers in the Division of Camarines Sur in terms of: Instructional Planning and Delivery, Content Knowledge and Pedagogical Skills, Classroom Management, Assessment and Feedback Practices, Learners' Engagement and Participation, and Reflective Practice and Professional Growth.

4.3.1 The Extent of the Effectiveness of the Implementation of the Coaching and Mentoring Program in Enhancing the Classroom Instruction of the Grade 5 Public Elementary School Teachers in terms of Instructional Planning and Delivery.

This approach is a critical component of effective classroom instruction, as it reflects teachers' ability to organize lessons, apply appropriate strategies, and deliver content in ways that promote meaningful learning. In the context of the coaching and mentoring program, this dimension focuses on how teachers' instructional practices are strengthened through guided support and professional development. The data on the extent of the effectiveness of the implementation of the coaching and mentoring program in enhancing the classroom instruction of the Grade 5 public elementary school teachers in the Division of Camarines Sur in terms of Instructional Planning and Delivery.

The indicators rated as Very Much Effective were: Designs instructional activities that are engaging and learner-centered, (4.62); Plans lessons that are aligned with curriculum standards and learning competencies as a result of mentoring, (4.56); Selects appropriate teaching strategies based on learners' needs and abilities, (4.54); Delivers lessons clearly and confidently, applying best practices learned from coaching and mentoring, (4.54); Organizes lesson content logically and coherently to facilitate understanding, (4.53); and Uses instructional materials, technology, and teaching aids effectively during lessons, (4.50). On the other hand, the indicators rated Much Effective were: Facilitates interactive and participatory learning experiences in the classroom, (4.49); Incorporates real-life applications and examples to make lessons meaningful, (4.48); Integrates differentiated instruction techniques to cater to diverse learners, (4.46); Manages classroom time efficiently to cover planned activities, (4.46); Adjusts lesson delivery based on learners' responses and feedback, (4.46); and Encourages critical thinking and problem-solving during classroom discussions, (4.39).

The findings on Instructional Planning and Delivery indicate that the coaching and mentoring program was highly effective in strengthening teachers' core instructional practices. The overall ratings show that the Grade 5 teachers consistently demonstrated improved competence in planning and delivering lessons, reflecting the positive influence of guided support and professional development. The indicators that ranked highest, particularly designing engaging and learner-centered instructional activities, aligning lessons with curriculum standards, and selecting appropriate teaching strategies based on learners' needs— highlight teachers' strong mastery of fundamental instructional skills. These indicators ranked at the top because coaching and mentoring typically emphasize lesson planning, curriculum alignment, and the use of effective strategies as primary focus areas during mentoring sessions. Frequent feedback, demonstration teaching, and collaborative lesson planning likely enabled teachers to internalize these practices, resulting in confident lesson delivery, logical organization of content, and effective use of instructional materials and technology.

The implications of these top-ranked indicators are significant, as they suggest that the program has successfully enhanced teachers' capacity to design well structured, standards-based, and engaging lessons that support meaningful learning. Strong instructional planning and clear lesson delivery contribute to better pupil engagement, improved comprehension, and a more supportive classroom environment. The high ratings also imply that teachers are increasingly reflective and intentional in their instructional decisions, which is a key outcome of effective coaching and mentoring programs. These strengths indicate that the program has established a solid instructional foundation that can sustain quality teaching practices over time.

In contrast, the indicators that ranked lowest, although still rated as "Much Effective," were related to encouraging critical thinking and problem-solving, adjusting lesson delivery based on learners' feedback, managing classroom time efficiently, and integrating differentiated instruction. These indicators may have ranked lower because they require more complex, real-time instructional decision-making and deeper pedagogical skill. Facilitating higher-order thinking, differentiation, and adaptive teaching often demands extensive classroom experience and continuous practice, which may not be fully developed through short-term mentoring interventions alone. Additionally, large class sizes, time constraints, and diverse learner needs in public elementary schools may limit teachers' ability to consistently apply these practices during daily instruction.

Based on these findings, it is recommended that future coaching and mentoring initiatives place greater emphasis on advanced instructional strategies, 192 particularly differentiated instruction, formative assessment, and strategies that promote critical thinking and problem solving. Continuous classroom-based coaching, follow-up observations, and reflective conferences may help teachers strengthen their ability to adjust instruction in response to learners' needs. Providing teachers with practical tools, model lessons, and collaborative learning opportunities focused on higher-order teaching practices may further enhance instructional effectiveness. Sustained support from school leaders and instructional coaches is also recommended to ensure that gains in planning and delivery are maintained and expanded.

The present findings are supported by recent studies emphasizing the positive impact of coaching and mentoring on instructional quality. For instance, Darling-Hammond, et al. (2021) found that sustained professional learning and instructional coaching significantly improve teachers' lesson planning, instructional coherence, and learner centered practices. Similarly, a study by Kraft, et al., (2022) reported that effective coaching programs lead to measurable improvements in teachers' instructional delivery, particularly when coaching focuses on feedback, modeling, and reflective practice. These studies align with the current results, reinforcing the value of coaching and mentoring as effective mechanisms for enhancing instructional planning and delivery in elementary classrooms

4.3.2 The Extent of the Effectiveness of the Implementation of the Coaching and Mentoring Program in Enhancing the Classroom Instruction of the Grade 5 Public Elementary School Teachers In terms of Content Knowledge and Pedagogical Skills.

These indicators reflect the teachers' mastery of subject matter and their ability to apply appropriate teaching strategies to facilitate effective learning. The data on the extent of the effectiveness of the implementation of the coaching and mentoring program in enhancing the classroom instruction of the Grade 5 public elementary school teachers in the Division of Camarines Sur in terms of Content Knowledge and Pedagogical Skills.

The indicators rated as Very Much Effective were: Demonstrates mastery of subject matter as a result of coaching and mentoring, (4.68); Models professionalism and commitment to continuous learning and teaching excellence, (4.59); Relates lesson content to real-life situations to make learning relevant, (4.56); Explains concepts clearly and accurately to enhance learner understanding, (4.54); Integrates assessment strategies that effectively measure learner learning, (4.54); and Develops meaningful learning activities

that align with lesson objectives, (4.53). Meanwhile, the indicators rated Much Effective were: Uses questioning techniques that stimulate higher-order thinking skills, (4.49); Applies appropriate pedagogical approaches suited to different learning contexts, (4.47); Incorporates a variety of instructional strategies to cater to diverse learning styles, (4.45); and Differentiates instruction to address the needs of struggling and advanced learners, (4.35). The results on Content Knowledge and Pedagogical Skills reveal that the coaching and mentoring program was highly effective in strengthening teachers' mastery of subject matter and their ability to apply sound teaching practices. The overall ratings indicate that Grade 5 teachers demonstrated strong competence in both content delivery and pedagogical application, reflecting the positive influence of sustained coaching and mentoring support. The top-ranked indicator, which focused on demonstrating mastery of subject matter as a result of coaching and mentoring, underscores the effectiveness of the program in deepening teachers' understanding of the curriculum. This indicator ranked highest likely because mentoring sessions often emphasize content clarification, lesson demonstrations, and guided discussions that reinforce teachers' conceptual understanding. Similarly, high ratings for professionalism, clear explanation of concepts, alignment of learning activities with objectives, and integration of assessment strategies suggest that teachers have become more confident, reflective, and intentional in their instructional roles.

The prominence of indicators related to real-life applications, clear explanations, and meaningful learning activities implies that teachers are better equipped to make lessons relevant and comprehensible to learners. These strengths are significant because strong content knowledge combined with effective pedagogy directly influences learner engagement and achievement. The findings suggest that coaching and mentoring have helped teachers bridge the gap between what they know and how they teach, resulting in more coherent instruction and improved classroom practices. The emphasis on assessment integration also implies that teachers are becoming more adept at monitoring learner progress and using assessment results to inform instruction.

On the other hand, the lowest-ranked indicators—though still rated as "Much Effective" were those related to differentiating instruction, incorporating a wide variety of instructional strategies, applying pedagogical approaches across diverse contexts, and using questioning techniques to promote higher-order thinking. These indicators may have ranked lower because they require advanced pedagogical skills and flexible instructional decision-making. Differentiation and higher-order questioning demand careful planning, deep understanding of learners' individual needs, and the ability to manage diverse abilities within limited classroom time. Contextual challenges such as large class sizes and varied learner readiness levels may also have constrained teachers' consistent application of these strategies despite coaching support.

The implications of these findings suggest that while the program has been successful in enhancing teachers' foundational content knowledge and core pedagogical skills, there remains a need to further strengthen advanced instructional practices. To address this, it is recommended that future coaching and mentoring initiatives place greater focus on differentiation strategies, higher-order questioning techniques, and adaptive pedagogy. Providing teachers with concrete exemplars, peer observation opportunities, and targeted workshops on inclusive and differentiated instruction may help translate theory into practice. Sustained mentoring and follow-up coaching sessions focused on classroom implementation can further support teachers in refining these complex skills.

The present findings are consistent with recent research emphasizing the role of coaching and mentoring in enhancing teachers' content knowledge and pedagogical competence. Jones and Smith, (2022) conducted a comparative study on formal coaching and mentoring programs in higher education, which demonstrated significant improvements in instructional expertise. Similarly, Hogan, (2022) reported that instructional coaching positively influences teachers' pedagogical practices, although more complex strategies - such as differentiation and higher-order questioning, often require sustained and intensive support. These studies strongly support the current findings and affirm the value of coaching and mentoring in strengthening content knowledge and pedagogical skills among elementary school teachers.

4.3.3 The Extent of the Effectiveness of the Implementation of the Coaching and Mentoring Program in Enhancing the Classroom Instruction of the Grade 5 Public Elementary School Teachers In Terms Classroom Management.

This aspect focuses on teachers' ability to establish a positive learning environment, maintain discipline, manage classroom routines, and promote learner engagement for effective instruction. The data on the extent of the effectiveness of the implementation of the coaching and mentoring program in enhancing the classroom instruction of the Grade 5 public elementary school teachers in the Division of Camarines Sur in terms of Classroom Management.

The indicators rated as Very Much Effective were: Maintains a positive classroom atmosphere that encourages respect and cooperation, (4.58); Establishes clear classroom rules and routines to create an orderly learning environment, (4.57); Organizes the classroom layout to maximize learner engagement and participation, (4.56); Implements consistent behavior management strategies learned through mentoring, (4.55); Foster inclusivity and respect for diversity in classroom interactions, (4.54); Uses proactive strategies to minimize potential conflicts or distractions, (4.52); and Promotes active learner involvement through structured activities and transitions, (4.50). On the other hand, the indicators rated Much Effective were: Maximizes instructional time by minimizing off-task behavior, (4.46); Addresses misbehavior promptly and fairly to maintain classroom discipline, (4.44); Monitors learner behavior consistently to prevent disruptions, (4.43); and Encourages learners to take responsibility for their actions and choices, (4.41).

The findings on Classroom Management indicate that the coaching and mentoring program was highly effective in enhancing teachers' ability to create and sustain a positive, orderly, and engaging learning environment. Overall, the results show that Grade 5 teachers demonstrated strong competence in managing classroom routines, learner behavior, and classroom climate, reflecting the practical and experiential nature of coaching and mentoring interventions. The highest-ranked indicators, maintaining a positive classroom atmosphere, establishing clear rules and routines, organizing the classroom layout, and implementing consistent behavior management strategies suggest that teachers were particularly successful in applying foundational classroom management practices. These indicators ranked at the top because mentoring typically emphasizes observable, day-to day classroom practices such as setting expectations, modeling respectful behavior, and establishing routines, which are easier to apply consistently and yield immediate, visible results in the classroom.

The strong performance in fostering inclusivity, respect for diversity, and proactive conflict prevention further implies that teachers have developed greater awareness of learners' social and emotional needs. These top-ranked indicators are significant because a positive and inclusive classroom environment directly supports learner engagement, cooperation, and readiness to learn. Effective classroom organization and proactive management reduce disruptions, allowing teachers to focus more on instruction rather than discipline. The findings imply that the coaching and mentoring program has successfully equipped teachers with practical strategies that promote a supportive classroom climate conducive to effective teaching and learning.

In contrast, the lowest-ranked indicators, though still rated as "Much Effective" were related to maximizing instructional time, consistently monitoring learner behavior, addressing misbehavior promptly and fairly, and encouraging learner responsibility. These indicators may have ranked lower because they require sustained vigilance, quick decision-making, and strong learner self-regulation, which can be challenging in large and diverse classrooms. Encouraging learners to take responsibility for their actions, in particular, involves long-term behavior shaping and the development of learner autonomy, which may take more time to fully manifest despite coaching support. External factors such as class size, varied learner backgrounds, and limited instructional time may also have affected teachers' ability to consistently excel in these areas.

The implications of these findings manifest that while teachers have developed strong foundational classroom management skills, there is a need to further strengthen time management, and continuous behavior monitoring. To address these areas, it is recommended that coaching and mentoring programs incorporate more focused support on restorative practices, learner-centered discipline approaches, and strategies for maximizing instructional time. Ongoing classroom observations, reflective coaching conversations, and peer-sharing of effective classroom management techniques may help teachers refine these more complex skills. Additionally, involving learners in setting classroom expectations and behavior goals may further enhance responsibility and self-regulation.

The present findings are supported by recent studies emphasizing the role of coaching in improving classroom management practices. According to Emmer and Sabornie (2021), consistent mentoring and feedback help teachers establish positive classroom climates and effective behavior management routines. Similarly, a study by Blazar, (2023) highlighted that instructional coaching positively influences teachers' classroom organization and learner engagement, although fostering learner autonomy and responsibility often requires sustained and long-term support. These studies align with the current results and reinforce the effectiveness of coaching and mentoring in enhancing classroom management among elementary school teachers.

4.3.4 The Extent of the Effectiveness of the Implementation of the Coaching and Mentoring Program in Enhancing the Classroom Instruction of the Grade 5 Public Elementary School Teachers in terms Assessment and Feedback Practices.

This dimension highlights teachers' use of appropriate assessment tools, timely and constructive feedback, and data-driven instructional adjustments to support and improve the learning outcomes. The data on the extent of the effectiveness of the implementation of the coaching and mentoring program in enhancing the classroom instruction of the Grade 5 public elementary school teachers in the Division of Camarines Sur in terms of Assessment and Feedback Practices.

The indicators rated as Very Much Effective were: Reflects on assessment results to improve lesson planning and delivery, (4.61); Provides timely and constructive feedback to learners, (4.60); Discusses learners' performance with parents or guardians when necessary, (4.60); Designs assessments that are aligned with learning objectives and curriculum standards, (4.57); Ensures that assessments are fair, reliable, and valid, (4.56); and Uses a variety of assessment tools (formative and summative) to measure learner learning, (4.54). Meanwhile, the indicators rated Much Effective were: Communicates assessment criteria and expectations clearly to learners, (4.49); Checks learners' understanding regularly during instruction, (4.47); Analyzes assessment results to identify strengths and learning gaps, (4.45); Involves learners in self assessment and peer-assessment activities, (4.43); Documents learner progress systematically for tracking and reporting purposes, (4.41); and Adjusts instructional strategies based on assessment data, (4.37).

The results on Assessment and Feedback Practices reveal that the coaching and mentoring program has significantly enhanced teachers' capacity to use assessment as a meaningful tool for improving learning outcomes. The indicators with the highest ratings indicate that teachers have become more reflective and intentional in using assessment data to inform their instruction. The top-ranked indicators, reflecting on assessment results to improve lesson planning and delivery, providing timely and constructive feedback, and discussing learners' performance with parents or guardians suggest that coaching and mentoring assessment have effectively literacy and strengthened communication teachers' skills. These indicators likely ranked highest because coaching sessions often emphasize the importance of assessment for learning, guiding teachers instructional to interpret adjustments. results Furthermore, and make mentoring encourages teachers to engage in reflective practice, leading to more purposeful lesson planning and delivery based on learners' needs.

The prominence of designing aligned assessments, ensuring fairness and validity, and using a variety of assessment tools indicates that teachers are becoming more systematic and professional in their evaluation practices. These practices are essential for promoting equitable and accurate measurement of learner performance, which is a key goal of effective teaching. The high ratings imply that the coaching and mentoring program has helped teachers develop a deeper understanding of assessment principles and improved their ability to implement these practices consistently in the classroom. This is significant because accurate assessment and effective feedback are critical factors in guiding learners toward academic success.

Conversely, the lowest-ranked indicators, though still rated as "Much Effective" include communicating assessment criteria clearly, regularly checking learners' understanding during instruction, analyzing results to identify learning gaps, involving learners in self- and peer-assessment, documenting learner progress systematically, and adjusting instructional strategies based on assessment data. These indicators may have ranked lower because they require sustained, ongoing practices that involve more time, planning, and monitoring. For instance, involving learners in self- and peer-assessment requires deliberate scaffolding and training, while adjusting instruction based on data demands deeper analysis and flexible lesson planning. Teachers may also face challenges such as heavy workloads, large class sizes, and limited time for documentation and data analysis, which can hinder consistent implementation of these practices despite coaching support.

The implications of these findings suggest that while teachers have developed strong foundational assessment practices, there is still room for growth in enhancing data-driven instruction and learner involvement in assessment. To address these areas, it is recommended that coaching and mentoring programs intensify support on formative assessment techniques, data analysis skills, and strategies for engaging learners in self- and peer assessment. Providing teachers with practical tools such as assessment templates, rubrics, and data-tracking sheets can facilitate more efficient documentation and monitoring. Regular collaborative sessions, where teachers share assessment practices and analyze learner performance data together, may also strengthen their capacity to make instructional adjustments based on evidence. Such collaborative data discussions can foster a culture of continuous improvement and ensure that teaching strategies are responsive to learners' needs.

The present findings align with recent studies highlighting the importance of coaching in improving assessment and feedback practices. For example, a study by Black and Wiliam, (2022) emphasized that formative assessment and feedback are essential in promoting learning and that teacher professional development can significantly improve these practices. Similarly, Hattie and Clarke, (2023) found that timely feedback and reflective assessment practices contribute particularly when to improved supported student through outcomes, coaching and professional learning. These studies support the current findings and reinforce the role of coaching and mentoring in strengthening assessment literacy and feedback practices among elementary school teachers.

4.3.5 The Extent of the Effectiveness of the Implementation of the Coaching and Mentoring Program in Enhancing the Classroom Instruction of the Grade 5 Public Elementary School Teachers in terms Learners' Engagement and Participation

This aspect focuses on teachers' ability to encourage active involvement, sustain learners' interest, and promote meaningful participation during classroom instruction. The data on the extent of the effectiveness of the implementation of the coaching and mentoring program in enhancing the classroom instruction of the Grade 5 public elementary school teachers in the Division of Camarines Sur in terms of Learners' Engagement and Participation.

The indicators rated as Very Much Effective were: Foster a safe and inclusive classroom where all learners feel valued, (4.60); Recognizes and celebrates learners' efforts and achievements, (4.53); and Promotes collaborative learning through group work and peer interactions, (4.51). Meanwhile, the indicators rated Much Effective were: Facilitates interactive and hands-on activities that make lessons enjoyable, (4.47); Stimulates learners' curiosity and interest through meaningful learning activities, (4.43); Provides opportunities for learners to share their ideas and reflections, (4.41); Encourages learners to actively participate in class discussions and tasks, (4.35); Motivates learners by using real-life applications and relevant examples, (4.34); Supports learners who are shy or hesitant to participate, (4.31); Uses strategies to sustain learners' attention throughout the lesson, (4.25); and Engages learners in problem-solving and critical thinking activities, (4.15).

The findings on Learners' Engagement and Participation indicate that the coaching and mentoring program was effective in strengthening teachers' ability to create classrooms where learners are actively involved and feel motivated to participate in learning activities. The highest-ranked indicators, fostering a safe and inclusive classroom, recognizing and celebrating learners' efforts, and promoting collaborative learning—highlight teachers' strong capacity to build positive relationships and a supportive learning climate. These indicators ranked at the top because coaching and mentoring often emphasize affective and social dimensions of teaching, such as inclusivity, encouragement, and collaboration, which are relatively easier to integrate into daily classroom practices. When learners feel safe, valued, and acknowledged, they are more willing to participate, work with peers, and engage meaningfully in classroom activities.

The implications of these top-ranked indicators are significant, successfully as they established suggest the that teachers foundational have conditions necessary for learner engagement. A safe and inclusive environment, coupled with recognition of learner efforts, enhances motivation, confidence, and a sense of belonging. Collaborative learning further encourages interaction, shared responsibility, and peer support, all of which contribute to deeper learning. These strengths imply that the coaching and mentoring program has positively influenced teachers' ability to nurture learner-centered classrooms that support active participation and positive learner behavior.

On the other hand, the lowest-ranked indicators, though still rated as "Much Effective" were those related to sustaining learners' attention, engaging learners in problem-solving and critical thinking activities, supporting shy or hesitant learners, and motivating learners through real-life applications. These indicators may have ranked lower because they require more complex instructional strategies and continuous monitoring of learner engagement. Sustaining attention and promoting higher-order thinking demand carefully designed activities, effective pacing, and differentiated approaches, which can be challenging in classrooms with diverse learning needs and varying attention spans. Additionally, encouraging participation from shy learners often requires individualized support and consistent confidence-building strategies, which may take more time to develop fully.

The implications of these findings suggest that while teachers have successfully established a positive and inclusive learning environment, there is a need to further enhance instructional strategies that deepen engagement and promote higher-order thinking. To address these areas, it is recommended that coaching and mentoring programs provide targeted support on designing interactive, hands-on, and problem-based learning activities that sustain learners' interest throughout the lesson. Teachers may also benefit from training on strategies to support reluctant or shy learners, such as structured participation techniques, small-group discussions, and varied response formats. Continuous coaching focused on learner engagement strategies and reflective practice may help teachers further strengthen this dimension.

The present findings are supported by recent studies emphasizing the role of teacher support and instructional strategies in learner engagement. For instance, Fredricks, et al., (2021) highlighted that inclusive classroom environments and positive teacher–learner relationships significantly enhance student engagement and participation. Similarly, a study by Bond, et al., (2022) found that active learning strategies and collaborative tasks are effective in sustaining learner interest and promoting deeper engagement when teachers receive appropriate professional support. These studies align with the current findings and reinforce the importance of coaching and mentoring in enhancing learners' engagement and participation in elementary classrooms.

4.3.6 The Extent of the Effectiveness of the Implementation of the Coaching and Mentoring Program in Enhancing the Classroom Instruction of the Grade 5 Public Elementary School Teachers in terms Reflective Practice and Professional Growth

This dimension reflection, highlights continuous teachers' engagement learning, and in self professional development activities that contribute to improved teaching performance and learner outcomes. The data on the extent of the effectiveness of the implementation of the coaching and mentoring program in enhancing the classroom instruction of the Grade 5 public elementary school teachers in the Division of Camarines Sur in terms of Reflective Practice and Professional Growth.

The indicators rated as Very Much Effective were: Reflects regularly on teaching practices to identify areas for improvement, (4.60); Participates actively in professional learning communities or group discussions, (4.57); Shares best practices and experiences with colleagues for collective improvement, (4.56); Sets personal teaching and professional growth goals after coaching sessions, (4.55); Demonstrates commitment to lifelong learning and continuous improvement, (4.55); Uses mentor feedback as a basis for professional self improvement, (4.53); Engages in peer observation and feedback to broaden instructional strategies, (4.53); and Analyzes classroom challenges and successes to inform future lesson planning, (4.51). On the other hand, the indicators rated Much Effective were: Align reflective practice with school goals and DepEd professional Standards, (4.47); Documents reflections and action plans for continuous development, (4.46); Applies new strategies learned through mentoring into classroom instruction, (4.46); Evaluates progress toward professional growth goals regularly, (4.43); and Seeks additional learning opportunities to enhance teaching competence, (4.41).

The results on Reflective Practice and Professional Growth indicate that the coaching and mentoring program has significantly reflective contributed habits and to their strengthening commitment teachers' to ongoing professional development. The indicators that ranked highest—regular reflection on teaching practices, active participation in professional learning communities, sharing best practices, setting personal growth goals, demonstrating lifelong learning, using mentor feedback for self-improvement, engaging in peer observation, and analyzing classroom challenges, highlight teachers' strong engagement in reflective and collaborative professional behaviors. These indicators ranked at the top because coaching and mentoring programs often emphasize reflection, dialogue, and continuous improvement as core components of professional learning. Through mentoring sessions, the teachers are provided with opportunities to think critically about their teaching, receive constructive feedback, and engage in shared learning with colleagues, which naturally and consistently enhances reflective practice and professional growth.

The implications of these top-ranked indicators are important because reflective practice is essential for teachers to continually improve their instruction and respond to learners' needs effectively. The high ratings suggest that teachers have developed a habit of examining their teaching approaches, learning from classroom experiences, and seeking ways to improve. Participation in professional learning communities and sharing best practices also indicates that teachers are not only growing individually but are contributing to collective improvement within their schools. These behaviors foster a culture of collaboration and continuous learning, which is crucial for sustaining long-term instructional quality and student achievement.

Meanwhile, the lowest-ranked indicators, though still rated as "Much Effective" include aligning reflective practice with school goals and DepEd professional standards, documenting reflections and action plans, applying new strategies learned through mentoring, evaluating progress toward growth goals, and seeking additional learning opportunities. These indicators may have ranked lower because they require a more structured and systematic approach to professional growth, including record-keeping, goal monitoring, and deliberate application of new strategies. Teachers may face constraints such as time limitations, workload demands, and limited access to professional development opportunities, which can hinder their ability to consistently document and evaluate progress. Furthermore, translating new strategies into classroom practice requires ongoing support and opportunities for practice, which may not always be readily available.

The implications of these findings suggest that while teachers have embraced reflective practice and collaboration, there is a need to further strengthen structured professional growth processes. To address this, it is recommended that coaching and mentoring programs incorporate more guidance on aligning reflection with school and DepEd standards, creating and maintaining professional portfolios, and setting measurable action plans. Schools may also consider establishing regular follow-up sessions and monitoring mechanisms to support teachers in applying new strategies and tracking progress toward their goals. Providing teachers with accessible professional development opportunities, such as workshops, webinars, and learning communities, can further support their growth and help sustain the positive effects of coaching and mentoring. These opportunities enable teachers to continuously update their knowledge, refine their instructional practices, and adapt to evolving educational demands.

Recent studies support the present findings by highlighting the positive impact of coaching and mentoring on teachers' reflective practice and professional growth. For instance, a study by Timperley, et al., (2022) emphasized that structured reflection and feedback through coaching significantly improve teachers' instructional practices and professional learning. Similarly, a study by Opfer and Pedder, (2023) found that professional learning communities and collaborative reflection are critical in fostering sustained teacher development and improving classroom outcomes. These studies align with the current results and underscore the value of coaching and mentoring programs in promoting reflective practice and continuous professional growth among teachers.

4.3.7 The Summary of the Effectiveness of the Implementation of the Coaching and Mentoring Program in Enhancing the Classroom Instruction of the Grade 5 Teachers

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Wx	Int	Rank	Wx	Int	Rank	Wx	Int	Rank	Wx	Int	Rank	Wx	Int	Rank	Wx	Int	Rank
1. Instructional Planning and Delivery	4.50	VME	3.5	4.54	VME	1	4.48	ME	3.5	4.45	ME	5	4.54	VME	2	4.50	VME	4.5
2. Content Knowledge and Pedagogical Skills	4.54	VME	1.5	4.52	VME	2	4.47	ME	5	4.47	ME	4	4.59	VME	1	4.52	VME	1
3. Classroom Management	4.54	VME	1.5	4.49	ME	4.5	4.48	ME	3.5	4.50	VME	3	4.52	VME	4	4.50	VME	4.5
4. Assessment and Feedback Practices	4.48	ME	5	4.51	VME	3	4.49	ME	1.5	4.55	VME	1	4.51	VME	5	4.51	VME	2.5
5. Learners' Engagement and Participation	4.38	ME	6	4.38	ME	6	4.36	ME	6	4.40	ME	6	4.44	ME	6	4.39	ME	6
6. Reflective Practice and Professional Growth	4.50	VME	3.5	4.49	ME	4.5	4.49	ME	1.5	4.54	VME	2	4.53	VME	3	4.51	VME	2.5
Average	**4.49**	**ME**		**4.49**	**ME**		**4.46**	**ME**		**4.47**	**ME**		**4.52**	**VME**		**4.48**	**ME**	

The summary of the extent of the effectiveness of the implementation of the Coaching and Mentoring Program in enhancing the classroom instruction of the Grade 5 teachers. The indicators rated Very Much Effective were: Content Knowledge and Pedagogical Skills, (4.52); Assessment and Feedback Practices, (4.51); Reflective Practice and Professional Growth, (4.51); Instructional Planning and Delivery, (4.50); and Classroom Management, (4.50). Meanwhile, the indicator rated Much Effective was Learners' Engagement and Participation, (4.39). The extent of the effectiveness of the implementation of the Coaching and Mentoring Program in enhancing the classroom instruction of the Grade 5 teachers in the Division of Camarines Sur shows that the program was generally perceived as highly effective across all instructional domains. As reflected in the findings, five indicators were rated Very Much Effective, with Content Knowledge and Pedagogical Skills obtaining the highest mean rating. This manifests that the coaching and mentoring program was particularly successful in strengthening teachers' mastery of subject matter and their ability to apply appropriate pedagogical strategies. Closely following were Assessment and Feedback Practices and Reflective Practice and Professional Growth, indicating that teachers significantly improved in using assessment to inform instruction and in engaging in reflective and continuous professional learning. Instructional Planning and Delivery and Classroom Management, further demonstrate that the program effectively enhanced teachers' capacity to plan well-structured lessons and maintain positive, orderly learning environments.

On the other hand, Learners' Engagement and Participation was rated Much Effective, making it the lowest among the indicators. Although still positively evaluated, this result shows that engaging learners actively and sustaining their participation may require more intensive and sustained instructional support. This aspect often involves complex strategies such as motivating diverse learners, promoting higher-order thinking, and maintaining attention throughout lessons, which may take longer to fully develop despite coaching and mentoring interventions. Consequently, targeted coaching strategies and sustained mentoring support focused on learner-centered methodologies may be necessary to further strengthen this dimension of program effectiveness.

Overall, the findings affirm the effectiveness of the coaching and mentoring program in enhancing classroom instruction, while also highlighting learner engagement as an area that may benefit from further targeted support and continuous professional development. Strengthening this domain through focused coaching strategies and learner centered pedagogical approaches may further maximize the program's impact on teaching and learning outcomes. This would also help ensure sustained improvement in instructional quality and promote more meaningful learner engagement in the classroom.

4.4 The Test of Significant Agreement on the Rank Orders of the Effectiveness of the Implementation of the Coaching and Mentoring Program in Enhancing the Classroom Instruction of the Teachers

Indication	Aspects					
	Instructional Planning and Delivery	Content Knowledge and Pedagogical Skills	Classroom Management	Assessment and Feedback Practices	Learners' Engagement and Participation	Reflective Practice and Professional Growth
Summation of the Squared Deviation from the mean	2867.5	1900	2005.5	3029	2520	3256.5
Number of Groups	5	5	5	5	5	5
Number of Cases or Items	12	10	11	12	11	13
Coefficient of Concordance W	0.80	0.92	0.73	0.85	0.93	0.72
Computed chi-square	44.00	41.40	36.50	46.75	46.00	43.20
Degree of Freedom	11	9	10	11	10	12
Tabular x^2 0.05 0.025 0.01 0.005 0.001	 19.68 22.62 24.72 26.76 31.26	 16.92 19.68 21.67 23.59 27.88	 18.31 20.48 23.21 25.19 29.59	 19.68 22.62 24.72 26.76 31.26	 18.31 20.48 23.21 25.19 29.59	 21.03 24.05 26.22 28.30 32.91
Decision on the Alternative Hypothesis (H^1)	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.001	0.001	0.001	0.001	0.001	0.001

To determine the significant agreement on the rank orders of the respondents' assessment of the extent of the effectiveness of the implementation of the coaching and mentoring program in enhancing the teachers' classroom instruction across the different groups of respondents, Kendall's Coefficient of Concordance (W) was employed and the chi-square test was computed. This statistical approach made it possible to establish whether the level of agreement among the respondents' rankings was statistically significant and not due to chance.

The summation of the squared deviation from the mean difference resulted to: Instructional Planning and Delivery, 2867.5; Content Knowledge and Pedagogical Skills, 1900; Classroom Management, 2005.5; Assessment and Feedback Practices, 3029; Learners' Engagement and Participation, 2520; and Reflective Practice and Professional Growth, 3256.5. On the other hand, the Coefficient of Concordance W and the computed chi square arrived at: Instructional Planning and Delivery, 0.80 and 44.00 ($p<0.001$); Content Knowledge and Pedagogical Skills, 0.92 and 41.40 ($p<0.001$); Classroom Management, 0.73 and 36.50 ($p<0.001$); Assessment and Feedback Practices, 0.85 and 46.75 ($p<0.001$); Learners' Engagement and Participation, 0.93 and 46.00 ($p<0.001$); and Reflective Practice and Professional Growth, 0.72 and 43.20 ($p<0.001$). Thus, the alternative hypothesis was accepted.

The findings demonstrate a high and statistically significant level of agreement among the different groups of respondents regarding their assessment of the effectiveness of the coaching and mentoring program in enhancing teachers' classroom instruction. The Kendall's Coefficient of Concordance (W) values, which ranged from 0.72 to 0.93, indicate substantial to very strong agreement in the rank ordering of all instructional dimensions assessed. This shows that the respondents, regardless of group classification, shared similar perceptions about which aspects of classroom instruction were most positively influenced by the program. The strength of agreement was particularly pronounced in Learners' Engagement and Participation and Content Knowledge and Pedagogical Skills, reflecting a strong consensus that the coaching and mentoring initiatives were highly effective in improving teachers' ability to actively engage learners and deepen their instructional competence.

Similarly, high concordance in Assessment and Feedback Practices and Instructional Planning and Delivery underscores the shared recognition of improvements in lesson organization, instructional strategies, and the use of assessment to support learning. Although slightly lower, the W values for Classroom Management and Reflective Practice and Professional Growth still indicate meaningful agreement, suggesting consistent perceptions of positive impact in these areas as well. The statistically significant chi-square values for all dimensions confirm that the observed agreement among respondents was not due to chance, thereby justifying the acceptance of the alternative hypothesis. Overall, this significant agreement highlights the effectiveness of the coaching and mentoring program as a coherent and impactful intervention that is consistently perceived across respondent groups to enhance multiple facets of teachers' classroom instruction, including pedagogical practices, instructional strategies, and professional confidence, thereby lending strong credibility to the evaluation results and supporting evidence-based decisions for the program's continued implementation and improvement.

4.5 The Challenges Encountered by the Teachers in Implementing the Coaching and Mentoring Program

The challenges encountered by the Grade 5 teachers in the public elementary schools in the Division of Camarines Sur in implementing the coaching and mentoring program were investigated along Time Constraints and Overload, Lack of Mentor Training, Inconsistent Program Structures, Insufficient Institutional Support, and Mismatch Pairing.

4.5.1 The Challenges Encountered by the Teachers in Implementing the Coaching and Mentoring Program along Time Constraints and Overload.

This aspect refers to limitations in time and workload demands that affect teachers' implementation of the coaching and mentoring program. These limitations or challenges may hinder teachers' ability to fully engage in and sustain program activities in the school. As a result, the effectiveness of the program may be reduced the teachers' assessment of these challenges.

The indicators rated Much Serious were: Lacks sufficient time to review and apply mentor feedback before the next observation, (4.14); Needs more flexible scheduling to accommodate coaching and mentoring activities effectively, (4.11); Requires better time management support from school administration to meet mentoring expectations, (3.91); Struggles to attend mentoring sessions due to conflicting schedules or deadlines, (3.85); Spends additional hours outside of regular class schedule to fulfill coaching or mentoring requirements, (3.68); Manages multiple responsibilities that limit focus on the coaching and mentoring process, (3.67); Experiences difficulty balancing coaching and mentoring activities with regular teaching load, (3.63). Meanwhile, the indicators rated Serious were: Perceives that administrative tasks take time away from participating in mentoring activities, (3.38); Experiences stress due to the workload associated with mentoring sessions and follow-ups, (3.31); Believes that coaching and mentoring activities increase overall workload, (3.20); and Feels that coaching and mentoring sessions interfere with lesson preparation and classroom tasks, (3.12).

The findings showed that the challenges encountered by the Grade 5 teachers in the public elementary schools in the Division of Camarines Sur in implementing the coaching and mentoring program were significantly influenced by Time Constraints and Overload, which refers to limitations in time and workload demands that affect teachers' capacity to fully engage in and sustain program activities. Among the indicators, the highest-ranked challenge was "Lacks sufficient time to review and apply mentor feedback before the next observation", indicating that teachers face substantial pressure to balance regular classroom responsibilities with the additional demands of mentoring. This likely ranked highest because the structured school schedule, combined with multiple teaching and administrative duties, leaves limited opportunity for reflection and integration of feedback, which is crucial for professional growth.

Conversely, the lowest-ranked indicator, 'Feels that coaching and mentoring sessions interfere with lesson preparation and classroom tasks,' while still considered a challenge, was perceived as less critical, possibly because teachers have developed strategies to integrate mentoring into their routines without severely disrupting lesson planning or classroom instruction. This may also suggest that teachers prioritize classroom responsibilities and have found ways to efficiently balance mentoring activities alongside their regular teaching load. The implications of these findings suggest that time limitations can hinder the effectiveness of the coaching and mentoring program, reducing its potential impact on teacher performance and learner outcomes. To address this, it is

recommended that school heads implement more flexible scheduling for mentoring activities, allocate dedicated time for reviewing and applying mentor feedback, and provide guidance in time management to help the teachers balance their multiple responsibilities. Additionally, minimizing overlapping administrative tasks and allowing structured time blocks for mentoring sessions could reduce the sense of overload and improve program engagement. Providing ongoing support and periodic monitoring could further ensure that teachers are able to sustain their participation and effectively implement coaching and mentoring practices.

These results align with recent studies emphasizing the critical role of time and workload in teacher development. For example, Lunenburg, (2021) highlighted that excessive workload and poor time allocation negatively affect the success of professional development programs, while Hance, et al., (2020) noted that insufficient time to implement coaching feedback often diminishes the effectiveness of mentoring initiatives. These studies support the present findings, suggesting that addressing time constraints and overload is essential to maximize the benefits of coaching and mentoring programs in the public schools.

4.5.2 The Challenges Encountered by the Teachers in Implementing the Coaching and Mentoring Program along Lack of Mentor Training

This was a major challenge faced by the teachers in implementing the coaching and mentoring program. The teachers reported that insufficient formal training and limited preparation of mentors hindered the effective delivery, consistency, and sustainability of mentoring support. The indicators rated Serious were: Believes that mentors require further training in using data to support teacher growth, (3.47); Notices that mentors sometimes struggle to use the prescribed coaching framework or process, (3.21); Feels that mentors need more professional development on classroom observation techniques, (3.12); Perceives that mentors need additional training to effectively guide teachers in instructional improvement, (3.07); Observes that some mentors lack sufficient preparation before conducting mentoring sessions, (3.05); Experiences inconsistent quality of feedback due to mentors' varying levels of expertise, (3.00); Recognizes that mentors occasionally lack confidence in facilitating mentoring sessions, (2.97); and Observes that mentors have limited knowledge of differentiated instruction and pedagogy, (2.85). Meanwhile, the indicators rated Fairly Serious were: Perceives that mentors sometimes fail to address mentees' specific instructional needs, (2.48) and Experiences less effective mentoring due to mentors' insufficient communication or coaching skills, (2.27).

The foregoing findings revealed that Lack of Mentor Training emerged as a significant challenge faced by teachers in implementing the coaching and mentoring program. Among the indicators, the highest-ranked challenge was "Believes that mentors require further training in using data to support teacher growth", highlighting the critical need for mentors to effectively analyze and utilize classroom data to provide actionable feedback. This indicator likely ranked highest because data-driven mentoring is critically essential for identifying areas of improvement and tailoring guidance to each teacher's specific needs; however, many mentors lack formal training, sufficient experience, and confidence in effectively analyzing and utilizing instructional data.

Conversely, the lowest-ranked indicator, Observes that mentors have limited knowledge of differentiated instruction and pedagogy, while still considered a challenge, was perceived as less critical, possibly because mentors may rely on general instructional strategies or on the-job experience to support teachers, compensating for gaps in specialized knowledge. This suggests that while specialized pedagogical knowledge is valuable, practical mentoring experience can partially offset these limitations in the coaching process.

The implications of these findings indicate that gaps in mentor training may lead to inconsistent feedback, reduced effectiveness of mentoring sessions, and missed opportunities for teacher growth. To address this, it is recommended that school administrators provide targeted professional development programs for mentors, focusing on data analysis, differentiated instruction, classroom observation techniques, and effective coaching strategies. Regular workshops, peer mentoring for mentors, and structured training sessions could enhance mentors' skills, build confidence, and ensure more consistent quality in mentoring practices. The periodic monitoring and feedback for mentors can help identify areas for further improvement and maintain high standards in the coaching program.

Recent studies support these conclusions. For example, Blazar, (2018) emphasized that mentor training and competency in instructional coaching significantly influence teacher performance and student outcomes, while Wong, et al., (2021) highlighted that ongoing professional development for mentors strengthens the effectiveness of coaching programs in public schools. These findings align with the present study, underscoring the importance of equipping mentors with the necessary knowledge and skills to enhance program success.

4.5.3 The Challenges Encountered by the Teachers in Implementing the Coaching and Mentoring Program along Inconsistent Program Structures

These were identified as a significant challenge in implementing the coaching and mentoring program. The teachers noted variations in program design, scheduling, and expectations across schools, which affected the consistency and effectiveness of mentoring.

The indicators rated Serious were: Identifies gaps in aligning the program with school improvement plans and teacher development goals, (2.54) and Perceives that there is no clear process for addressing issues or challenges during implementation, (2.51). On the other hand, the indicators rated Fairly Serious were: Experiences confusion when program updates are not communicated consistently to all participants, (2.49); Feels that the objectives and focus of sessions differ from one mentor to another, (2.42); Observes that the coaching and mentoring program lacks a uniform implementation process across grade levels or schools, (2.39); Recognizes that documentation requirements vary and are not standardized, (2.34); Notices that mentor-mentee pairing is not consistently based on expertise or subject specialization, (2.18); Perceives that schedules for coaching and mentoring sessions are often irregular or frequently changed, (2.17); Observes that the duration and frequency of mentoring sessions are not uniform, (2.14); Experiences difficulty following program guidelines due to unclear or changing instructions, (2.11); and Believes that the program lacks a clear monitoring and evaluation system for consistency, (2.11).

The findings indicate that inconsistent program structures posed a significant challenge in the implementation of the coaching and mentoring program, with teachers expressing concerns about variations in design, scheduling, expectations, and implementation across schools. Among the indicators, identifying gaps in aligning the program with school improvement plans and teacher development goals ranked highest, showing that teachers viewed misalignment as the most critical issue because coaching and mentoring initiatives are expected to directly support institutional priorities and individual professional growth. When this alignment

is weak, mentoring activities tend to become fragmented, less purposeful, and disconnected from actual classroom needs, thereby reducing their impact on instructional improvement. In contrast, the lowest-ranked indicators, difficulty following program guidelines due to unclear or changing instructions and the perceived lack of a clear monitoring and evaluation system for consistency were rated as fairly serious, possibly because teachers have developed adaptive strategies to cope with unclear guidelines and rely more on personal initiative or peer support despite the absence of a formal monitoring framework. However, the persistence of these lower-ranked concerns still carries important implications, as the absence of clear guidance and systematic monitoring may gradually weaken accountability, sustainability, and fidelity of implementation over time across contexts. Overall, the results imply a strong need for a standardized coaching and mentoring framework that is clearly aligned with school improvement plans, includes defined processes for addressing implementation issues, and ensures consistent communication across all levels. It is therefore recommended that school leaders and education authorities strengthen establish alignment unified mechanisms program with guidelines, school goals, standardize documentation and scheduling practices, and institutionalize a robust monitoring and evaluation system to promote coherence and effectiveness.

The findings emphasizing that are supported coherent, by recent goal-aligned structures studies mentoring significantly enhance teacher professional learning and program sustainability. Hyler, et al., (2021) stress that effective mentoring programs are those that are intentionally designed, aligned with instructional goals, and embedded within a broader system of professional development, allowing teachers to continuously refine their practice through collaborative reflection and guided support. Similarly, Gardner, (2022) highlights that mentoring initiatives grounded in shared goals, clear roles, and sustained institutional support contribute to long-term program effectiveness by fostering professional growth, instructional consistency, and leadership capacity among teachers. Together, these studies affirm that structured and purpose-driven mentoring not only strengthens individual teacher competence but also promotes the sustainability and impact of educational programs.

4.5.4 The Challenges Encountered by the Teachers in Implementing the Coaching and Mentoring Program along Insufficient Institutional Support

This aspect indicates that limited institutional commitment may hinder the effective implementation and sustainability of mentoring initiatives summarize the teachers' assessments of these challenges, highlighting gaps in administrative backing, resource provision, and policy support.

The indicators rated Much Serious were: Perceives that there are insufficient funds allocated for program implementation, (4.09); Experiences difficulty scheduling mentoring sessions due to competing school activities, (3.90); and Notices a lack of logistical support such as venues, materials, and technology for mentoring sessions, (3.54). Meanwhile, the indicators rated Fairly Serious were: Perceives that mentoring outcomes are not consistently included in school performance reviews, (2.31); Experiences a lack of follow-up from school heads after initial orientation or planning, (2.17); Recognizes that mentors are not given enough time within their workload to perform their duties effectively, (2.12); Observes that communication and coordination from the administration regarding the program are minimal, (2.12); Feels that school leaders rarely provide incentives or recognition for mentors and mentees, (2.07); Believes that the school lacks clear policies to sustain the program long-term, (2.06); and Observes that the school provides limited administrative support for coaching and mentoring activities, (2.02).

The results reveal that insufficient institutional support is a major constraint to the effective implementation and long-term sustainability of the coaching and mentoring program. The top-ranked indicator, perceived insufficiency of funds allocated for program implementation emerged as the most serious concern, indicating that teachers view financial support as the foundation of any mentoring initiative. This indicator ranked highest because adequate funding directly affects all other aspects of implementation, including the availability of materials, training opportunities, technology, and logistical arrangements; without it, mentoring activities are often reduced to informal, irregular, and under-resourced efforts. Closely following this were difficulties in scheduling mentoring sessions due to competing school activities and the lack of logistical support, further underscoring that institutional prioritization is essential for mentoring programs to function effectively. Without clear scheduling protocols and administrative assistance, mentoring activities risk being inconsistently implemented.

In contrast, the lowest-ranked indicator, observing limited administrative support for coaching and mentoring activities was rated as fairly serious, possibly because teachers have become accustomed to working independently or compensating for weak administrative involvement through peer collaboration and personal initiative. Nevertheless, the persistence of low ratings across indicators related to policy support, recognition, follow-up, and workload allocation suggests systemic gaps that may gradually undermine teacher motivation, program coherence, and sustainability.

The findings imply that without strong institutional commitment, manifested through funding, clear policies, workload adjustments, recognition mechanisms, and consistent monitoring—mentoring programs risk being viewed as supplementary rather than integral to professional development. It is therefore recommended that school administrators and education authorities institutionalize mentoring through dedicated budget allocations, integrate mentoring outcomes into performance reviews, provide time allowances and incentives for mentors, and establish clear long-term policies to sustain implementation.

The interpretations emphasizing that align institutional with recent leadership, studies resource investment, and policy coherence are critical determinants of successful and sustainable mentoring programs, including the study of Barn, (2024), which underscores the role of strong leadership commitment, adequate funding, and clearly articulated policies in ensuring consistent mentoring practices and long-term program effectiveness. Ventura, (2024) further notes that when institutional support is weak, mentoring initiatives are more likely to become fragmented, short-lived, and less impactful on teacher professional growth.

4.5.5 The Challenges Encountered by the Teachers in Implementing the Coaching and Mentoring Program along Mismatch Pairing.

This is the improper alignment between mentors and mentees in terms of subject specialization, experience level, teaching context, or professional needs, which may hinder effective communication, limit relevant guidance, and reduce the overall impact of

mentoring relationships summarize the teachers' assessments of these challenges.

The indicator rated Much Serious was: Perceives that mentors sometimes cannot address specific instructional challenges of mentees, (3.70). On the other hand, the indicators rated Serious were: Experiences challenges when mentors are assigned outside their field of specialization, (3.25); Identifies a lack of a clear process for reassigning or adjusting pairings when mismatches occur, (3.14); Perceives that mismatched pairings limit the relevance of mentoring sessions to classroom needs, (3.02); Observes that some mentor-mentee pairings are not based on subject expertise or teaching experience, (2.97); Notices that mentors sometimes lack familiarity with the mentees' grade level or curriculum, (2.62); Believes that mismatched pairings reduce the effectiveness of coaching and mentoring outcomes, (2.62); and Experiences difficulty relating to the mentor's suggested strategies due to differences in teaching context, (2.52). Meanwhile, the indicators rated Fairly Serious were: Recognizes that pairings are sometimes based on availability rather than compatibility, (2.28); Observes that some mentors are overburdened with too many mentees, leading to less focused guidance, (2.23); and Feels that mentor-mentee personalities occasionally clash, affecting collaboration, (1.96).

The findings show that mismatch pairing is a substantial challenge in the implementation of the coaching and mentoring program, with teachers emphasizing the negative effects of improper mentor–mentee alignment on the quality and relevance of mentoring support. The top-ranked indicator, the perception that mentors sometimes cannot address the specific instructional challenges of mentees was rated as much serious, highlighting that effective mentoring largely depends on the mentor's ability to provide context-specific, content-based, and practical guidance. This indicator ranked highest because when mentors lack the appropriate subject expertise, grade-level familiarity, or teaching context, mentoring sessions tend to become generic and less responsive to actual classroom realities, thereby diminishing their instructional value.

In contrast, the lowest-ranked indicator, the perception that mentor-mentee personalities occasionally clash, affecting collaboration was rated as fairly serious, possibly because teachers prioritize professional competence and instructional relevance over interpersonal compatibility and are often willing to adjust to personality differences if mentoring support remains useful. Nevertheless, the presence of both serious and fairly serious concerns suggests that pairing decisions based primarily on availability rather than compatibility or expertise can weaken mentoring effectiveness over time.

The results imply that poorly matched mentor–mentee relationships may limit professional growth, reduce teacher engagement, and weaken the overall outcomes of coaching and mentoring initiatives. It is therefore recommended that schools establish clear, data-informed criteria for mentor selection and pairing, taking into account subject specialization, grade level, teaching experience, and professional needs, as well as provide flexible mechanisms for reassignment when mismatches arise. Additionally, limiting mentor caseloads and offering orientation or capacity-building activities on mentoring across contexts may further effectiveness.

4.5.6 The Summary of the Challenges Encountered by the Teachers in Implementing the Coaching and Mentoring Program

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Wx	Int	Rank	Wx	Int	Rank	Wx	Int	Rank	Wx	Int	Rank	Wx	Int	Rank	Wx	Int	Rank
1. Time Constraints and Overload	3.61	MS	1	3.63	MS	1	3.66	MS	1	3.66	MS	1	3.62	MS	1	3.64	MS	1
2. Lack of Mentor Training	2.88	S	2	2.91	S	2	2.94	S	2	3.02	S	2	2.99	S	2	2.95	S	2
3. Inconsistent Program Structures	2.29	FS	5	2.31	FS	5	2.31	FS	5	2.34	FS	5	2.30	FS	5	2.31	FS	5
4. Insufficient Institutional Support	2.66	S	4	2.63	S	4	2.72	S	4	2.65	S	4	2.54	S	4	2.64	S	4
5. Mismatch Pairing	2.77	S	3	2.81	S	3	2.76	S	3	2.74	S	3	2.72	S	3	2.76	S	3
Average	**2.84**	**S**		**2.86**	**S**		**2.87**	**S**		**2.88**	**S**		**2.83**	**S**		**2.86**	**S**	

The summary of the challenges encountered by the Grade 5 teachers in the public elementary schools of the Division of Camarines Sur in implementing the coaching and mentoring program. Based on the data, the indicator rated Much Serious was: Time Constraints and Overload, (3.64). On the other hand, the indicators rated Serious were: Lack of Mentor Training, (2.95); Mismatch Pairing, (2.76); and 272 Insufficient Institutional Support, (2.64). Meanwhile, the indicator rated Fairly Serious was: Inconsistent Program Structures, (2.31).

The summary of findings indicates that the Grade 5 teachers in the public elementary schools of the Division of Camarines Sur encountered multiple, interrelated challenges in implementing the coaching and mentoring program, with varying degrees of seriousness. The top ranked challenge, time constraints and workload overload, was rated as much serious, underscoring that teachers and mentors are often burdened with extensive teaching responsibilities, administrative tasks, and school-related activities, leaving limited time for meaningful mentoring interactions.

This challenge emerged as the most critical because time is a foundational requirement for sustained reflection, coaching conversations, classroom observations, and follow-up support. In contrast, lack of mentor training, mismatch pairing, and insufficient institutional support were rated as serious, indicating that while mentoring initiatives exist, their effectiveness is constrained by mentors' limited preparation, improper alignment between mentors and mentees, and weak administrative backing in terms of funding, policies, and logistical support.

These challenges collectively suggest that mentoring efforts are often implemented without adequate systemic capacity-building, support. strategic Meanwhile, planning, inconsistent and program structures, rated as fairly serious, implies that although variations in implementation across schools are evident, teachers may have adapted to these inconsistencies through informal practices; however, the lack of standardization still poses risks to program coherence, equity, and sustainability.

Overall, the findings imply that the effectiveness of coaching and mentoring programs depends not only on individual teacher commitment but also on institutional readiness, structured implementation, and supportive working conditions. It is therefore recommended that education leaders prioritize workload management by allocating protected time for mentoring, strengthen mentor training through targeted professional development, implement systematic and needs-based mentor–mentee pairing, and reinforce institutional support through clear policies, adequate resources, and consistent monitoring mechanisms.

Addressing these interconnected challenges holistically may significantly enhance the quality, impact, and sustainability of coaching and mentoring programs in public elementary schools.

4.6 The Solutions Offered to Address the Challenges Encountered

Indicators	1st Congressional District			2nd Congressional District			3rd Congressional District			4th Congressional District			5th Congressional District			Average		
	Wx	Int	Rank	Wx	Int	Rank	Wx	Int	Rank	Wx	Int	Rank	Wx	Int	Rank	Wx	Int	Rank
1. Align coaching and mentoring sessions with existing school activities (e.g., LAC sessions, INSET, or scheduled free periods).	4.97	VMN	3	4.94	VMN	4.5	5.00	VMN	1.5	4.91	VMN	3.5	5.00	VMN	2.5	4.96	VMN	2
2. Adjust timetables or provide coaching periods within the official load so teachers do not need to stay after school or sacrifice lesson-prep time.	5.00	VMN	1.5	5.00	VMN	1.5	4.93	VMN	4.5	4.88	VMN	6.5	4.91	VMN	9.5	4.94	VMN	3.5
3. Encourage the use of online platforms for asynchronous feedback to reduce face-to-face time pressures.	4.78	VMN	14	4.81	VMN	13.5	4.84	VMN	10	4.79	VMN	12	4.90	VMN	11.5	4.82	VMN	13.5
4. Organize regular capacity-building sessions for mentors on coaching frameworks, classroom observation techniques, differentiated instruction, and data-driven decision-making.	4.96	VMN	4.5	4.90	VMN	8	5.00	VMN	1.5	4.97	VMN	1	5.00	VMN	2.5	4.97	VMN	1
5. Develop a standardized mentor training program (modules, checklists, and rubrics) to ensure all mentors have consistent knowledge and skills.	4.91	VMN	7.5	4.87	VMN	10	4.80	VMN	13	4.93	VMN	2	4.93	VMN	6	4.89	VMN	9
6. Include practice sessions or role-plays where mentors can apply the coaching process before working with teachers.	4.84	VMN	12	4.81	VMN	13.5	4.77	VMN	14	4.80	VMN	11	4.93	VMN	6	4.83	VMN	12
7. Create a clear, written manual or toolkit that outlines the mentoring framework, objectives, schedules, mentor-mentee pairing criteria, documentation templates, and reporting timelines.	4.79	VMN	13	4.84	VMN	12	4.75	VMN	15	4.82	VMN	10	4.88	VMN	11.5	4.82	VMN	13.5
8. Ensure that all schools and grade levels receive the same guidelines, templates, and checklists to reduce variation.	4.90	VMN	10	4.95	VMN	3	4.89	VMN	7	4.84	VMN	9	5.00	VMN	2.5	4.92	VMN	6
9. Provide an orientation or refresher session at the start of every school year to explain updates or changes.	4.77	VMN	15	4.73	VMN	15	4.82	VMN	11.5	4.69	VMN	15	4.88	VMN	11.5	4.78	VMN	15
10. Allocate a specific budget line for coaching and mentoring (e.g., for materials, venues, and technology).	4.96	VMN	4.5	5.00	VMN	1.5	4.94	VMN	3	4.88	VMN	6.5	4.91	VMN	9.5	4.94	VMN	3.5
11. Designate a school-level focal person or committee to handle coordination, scheduling, and monitoring of mentoring activities.	4.90	VMN	10	4.86	VMN	11	4.82	VMN	11.5	4.74	VMN	14	4.93	VMN	6	4.85	VMN	11
12. Ensure that mentors and mentees have dedicated spaces and schedules within the school calendar to conduct sessions without conflicting with other activities.	5.00	VMN	1.5	4.90	VMN	8	4.93	VMN	4.5	4.89	VMN	5	4.90	VMN	11.5	4.92	VMN	6
13. Match mentors and mentees primarily based on subject expertise, grade level, and teaching experience rather than availability.	4.94	VMN	6	4.90	VMN	8	4.87	VMN	9	4.91	VMN	3.5	5.00	VMN	2.5	4.92	VMN	6
14. Develop a pairing matrix or profile sheet that captures both mentors' and mentees' strengths, needs, and specializations to guide assignments.	4.91	VMN	7.5	4.94	VMN	4.5	4.90	VMN	6	4.86	VMN	8	4.92	VMN	8	4.91	VMN	8
15. Conduct an orientation or survey at the start of the program to understand compatibility factors (teaching content, schedules, preferred mentoring style).	4.90	VMN	10	4.92	VMN	6	4.88	VMN	8	4.77	VMN	13	4.84	VMN	15	4.86	VMN	10
Average	**4.90**	**VMN**		**4.89**	**VMN**		**4.88**	**VMN**		**4.85**	**VMN**		**4.93**	**VMN**		**4.89**	**VMN**	

The solutions offered to address the challenges encountered by the teachers in implementing the coaching and mentoring program. These solutions were derived from the teachers' responses and highlight practical strategies aimed at improving the effectiveness and sustainability of the coaching and mentoring program. Based on the data, all the indicators rated Very Much Necessary in descending order were: Organize regular capacity-building frameworks, sessions classroom for mentors observation on coaching techniques, differentiated instruction, and data-driven decision making, (4.97); Align coaching and mentoring sessions with existing school activities (e.g., LAC sessions, INSET, or scheduled free periods), (4.96); Adjust timetables or provide coaching periods within the official load so teachers do not need to stay after school or sacrifice lesson-prep time, (4.94); Allocate a specific budget line for coaching and mentoring (e.g., for materials, venues, and technology), (4.94); Ensure that all schools and grade levels receive the same guidelines, templates, and checklists to reduce variation, (4.92); Ensure that mentors and mentees have dedicated spaces and schedules within the school calendar to conduct sessions without conflicting with other activities, (4.92); Match mentors and mentees primarily based on subject expertise, grade level, and teaching experience rather than availability, (4.92); Develop a pairing matrix or profile sheet that captures both mentors' and mentees' strengths, needs, and specializations to guide assignments, (4.91); Develop a standardized mentor training program (modules, checklists, and rubrics) to ensure all mentors have consistent knowledge and skills, (4.89); Conduct an orientation or survey at the start of the program to understand compatibility factors (teaching context, schedules, preferred mentoring style), (4.86); Designate a school level focal person or committee to handle coordination, scheduling, and monitoring of mentoring activities, (4.85); Include practice sessions or role-plays where mentors can apply the coaching process before working with teachers, (4.83); Encourage the use of online platforms for asynchronous feedback to reduce face-to-face time pressures, (4.82); Create a clear, written manual or toolkit that outlines the mentoring framework, objectives, schedules, mentor-mentee pairing criteria, documentation templates, and reporting timelines, (4.82); and Provide an orientation or refresher session at the start of every school year to explain updates or changes, (4.78).

The results indicate a strong consensus among teachers that addressing the challenges in implementing the coaching and mentoring program requires systematic, well-supported, and institutionalized solutions. The consistently high ratings across all indicators, all of which were perceived as Very Much Necessary, show that teachers view the effectiveness of the program as highly dependent on proper planning, capacity building, and administrative support. The top-ranked solutions emphasize the need for regular capacity-building sessions and the alignment of mentoring activities with existing school structures, implying that teachers value professional development that is both continuous and seamlessly integrated into their regular work routines. This reflects an understanding that coaching and mentoring cannot function effectively as add-on activities but must be embedded within the school's instructional and organizational processes. The dedicated highlights strong emphasis coaching on periods, the practical timetable and budget constraints adjustments, allocation teachers face, particularly in terms of time and resources. These findings imply that without formal scheduling support and financial investment, even well-designed mentoring initiatives may struggle to achieve sustainability. The high ratings for standardization, such as uniform guidelines, templates, manuals, and training programs further suggest a need to reduce inconsistencies in implementation across schools and grade levels. This points to the importance of establishing clear structures and shared expectations to ensure equity, coherence, and program fidelity. The emphasis on strategic mentor-mentee matching, the use of profiling tools, and orientation activities underscores the relational dimension of effective mentoring. Teachers recognize that compatibility in subject expertise, teaching experience, and mentoring style is critical to meaningful professional growth. The inclusion of practice sessions, online platforms for feedback, and designated coordinators also implies a recognition of the need for ongoing monitoring, flexibility, and innovation in delivery. The findings suggest that for the coaching and mentoring program to be effective and sustainable, it must be supported by strong leadership, adequate resources, standardized systems, and human-centered design. These implications can guide the school heads in strengthening mentoring structures to better support teachers' professional development and instructional improvement.

4.7 The Test of Significant Agreement on the Rank Orders of the Challenges Encountered

Indication	Aspects				
	Time Constraints and Overload	Lack of Mentor Training	Inconsistent Program Structures	Insufficient Institutional Support	Mismatch Pairing
Summation of the Squared Deviation from the mean	2610	1851.5	2482.6	1834.5	2656.5
Number of Groups	5	5	5	5	5
Number of Cases or Items	11	10	11	10	11
Coefficient of Concordance W	0.95	0.90	0.90	0.89	0.97
Computed chi-square	47.50	40.50	45.00	40.05	48.50
Degree of Freedom	10	9	10	9	10
Tabular x^2					
0.05	18.31	16.92	18.31	16.92	18.31
0.025	20.48	19.68	20.48	19.68	20.48
0.01	23.21	21.67	23.21	21.67	23.21
0.005	25.19	23.59	25.19	23.59	25.19
0.001	29.59	27.88	29.59	27.88	29.59
Decision on the Alternative Hypothesis (H^1)	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.001	0.001	0.001	0.001	0.001

To determine the significant agreement on the rank orders of the challenges encountered among the different groups of respondents in the public elementary schools of the Division of Camarines Sur, the Kendall Coefficient of Concordance W was employed, and the chi square test was computed. The statistical results provided insights into the degree of consensus among the groups, helping to validate the reliability of the identified challenges in the program. The summation of the squared deviation from the mean difference resulted to: Time Constraints and Overload, 2610; Lack of Mentor Training, 1851.5; Inconsistent Program Structures, 2482.6; Insufficient Institutional Support, 1834.5; and Mismatch Pairing, 2656.5. On the other hand, the Coefficient of Concordance W and the computed chi square arrived at: Time Constraints and Overload, 0.95 and 47.50 ($p<0.001$); Lack of Mentor Training, 0.90 and 40.50 ($p<0.001$); Inconsistent Program Structures, 90 and 45.00 ($p<0.001$); Insufficient Institutional Support, 0.89 and 40.05 ($p<0.001$); and Mismatch Pairing, 0.97 and 48.50 ($p<0.001$). Thus, the alternative hypothesis was accepted.

The results reveal a very high and statistically significant level of agreement among the different groups of respondents regarding the challenges encountered in the implementation of the coaching and mentoring program in the public elementary schools of the Division of Camarines Sur. The Kendall's Coefficient of Concordance (W) values, which ranged from 0.89 to 0.97, indicate an almost perfect consensus in the rank ordering of the identified challenges. This manifests that the respondents across groups consistently perceived the same issues as the most pressing barriers to effective program implementation.

The strongest agreement was observed in Mismatch Pairing and Time Constraints and Overload, highlighting a shared recognition that inappropriate mentor–mentee matching and competing professional demands significantly hinder the success of the program. Similarly, the high concordance for Lack of Mentor Training, Inconsistent Program Structures, and Insufficient Institutional Support reflects a common understanding that gaps in mentor preparation, unclear or uneven program guidelines, and limited administrative backing are systemic challenges experienced across schools. The statistically significant chi-square values for all challenge areas ($p< 0.001$) confirm that the observed agreement among respondents was not due to chance, thereby warranting the acceptance of the alternative hypothesis. Overall, the significant agreement underscores the reliability and credibility of the identified challenges, implying that these issues are pervasive and widely acknowledged. This consensus provides a strong empirical basis for policymakers and school administrators to prioritize targeted interventions, such as strengthening mentor training, improving program structure, and ensuring adequate institutional support, to enhance the effectiveness and sustainability of the coaching and mentoring program.

4.8 The Test of Significant Agreement on the Rank Orders of the Solutions Offered to Address the Challenges Encountered

Indication	Solutions Offered
Summation of the Squared Deviation from the mean	4416
Number of Groups	5
Number of Cases or Items	15
Coefficient of Concordance W	0.63
Computed chi-square (x^2)	44.10
Degree of Freedom	14
Tabular x^2	
0.05	22.36
0.025	25.47
0.01	27.69
0.005	29.82
0.001	34.53
Decision on the Alternative Hypothesis (H_1)	Accepted
Significance of Agreement	0.001

To determine the significant agreement on the rank orders of the solutions offered to address the challenges encountered by teachers in implementing the coaching and mentoring program, the Kendall Coefficient of Concordance (W) was employed, and the chi-square test was computed. Based on the data in Table 27, it can be observed that the summation of the squared deviations from the mean difference calculated as 4,416. The Coefficient of Concordance (W) and the computed chi-square were 0.63 and 44.10 ($p<0.001$), respectively. Thus, the alternative hypothesis was accepted, indicating a statistically significant consensus among respondents regarding the proposed solutions.

The results indicate a significant level of agreement among the respondents regarding the rank ordering of the solutions proposed to address the challenges faced by teachers in implementing the coaching and mentoring program. The Kendall's Coefficient of Concordance (W) of 0.63 show a moderate to substantial consensus, reflecting that while respondents generally agreed on the prioritization of solutions, there was slightly more variation in their rankings compared to the assessment of challenges. The computed chi-square value of 44.10, which is statistically significant at $p < 0.001$, confirms that this agreement is highly unlikely to have occurred by chance, thereby supporting alternative hypothesis.

The summation of squared deviations from the mean difference (4416) further demonstrates the overall dispersion of rankings, providing context for the level of concordance observed. This significant agreement implies that the proposed solutions, though not perfectly uniform in perception are recognized across respondent groups as viable and important strategies to address the barriers to effective consensus program offers implementation. a reliable Consequently, foundation for this school administrators and program coordinators to prioritize and implement targeted interventions aimed at enhancing the coaching and mentoring program's effectiveness, ensuring that the solutions reflect a collective understanding of the program's needs.

5. Conclusion and Recommendations

This chapter presents a concise summary of the research study, including its key findings, conclusions, and recommendations, and highlights areas for future research. This study determined the effectiveness of the coaching and mentoring program in enhancing the classroom instruction of the Grade 5 public elementary school teachers in the Division of Camarines Sur for School Year 2025-2026.

5.1 Conclusions

The conclusions were summarized as follows:

- The extent of the implementation of the coaching and mentoring program in the Division of Camarines Sur is Very Much Implemented.
- There is a significant agreement on the rank orders of the implementation of the coaching and mentoring program.
- The extent of the effectiveness of the implementation of the coaching and mentoring program in enhancing the classroom instruction of the Grade 5 public elementary school teachers in the Division is Much Effective.
- There is a significant agreement on the rank orders of the effectiveness of the implementation of the coaching and mentoring program in enhancing the classroom instruction of the teachers among the different groups of respondents.
- The challenges encountered by the teachers in implementing the coaching and mentoring program are Serious.
- The solutions offered to address the challenges encountered are Very Much Necessary.
- There is a significant agreement on the rank orders of the challenges encountered and the solutions offered.
- The action plan is formulated based from the findings of the study.

5.2 Recommendations

The following recommendations are based on the study's findings and conclusions:

- The Department of Education may strengthen and institutionalize the coaching and mentoring program by developing clear, standardized guidelines on program orientation, planning, monitoring, and evaluation to ensure consistent implementation across all public elementary schools in the Division of Camarines Sur.
- The DepEd Key Officials (Regional and Division Level) may allocate sufficient resources, time allowances, and logistical support for coaching and mentoring activities to address issues related to time constraints, workload overload, and insufficient institutional support effectively and sustainably.
- The school heads may actively support the coaching and mentoring program by integrating it into the School Improvement Plan (SIP), ensuring regular monitoring of implementation, and providing opportunities for mentors and teachers to collaboratively reflect on instructional practices.
- The Head Teachers, Master Teachers, and mentors may undergo continuous capacity-building and specialized training in coaching and mentoring strategies to enhance their competence and effectiveness in guiding Grade 5 teachers.
- The teachers may be encouraged to actively participate in coaching and mentoring sessions, engage in reflective practice, and apply feedback received to improve instructional planning, classroom management, assessment practices, and learner engagement.
- The program implementers may improve mentor–mentee pairing by considering teachers' subject expertise, teaching experience, and professional needs to minimize mismatch pairing and maximize program effectiveness across all schools.
- The stakeholders and community partners may provide additional support through resource mobilization, technical assistance, and collaborative initiatives that will help sustain the coaching and mentoring program and enhance classroom instruction.
- The future researchers and education policy planners may conduct follow-up or longitudinal studies to further examine the long-term effects of coaching and mentoring programs on teachers' professional growth and learners' academic outcomes, as well as to refine the action plan formulated in this study.

5.3 Recommendation for Future Research

The following were recommended for future research or investigation:

- The Effectiveness of Coaching and Mentoring Programs on the Classroom Instruction of the Grade 5 Public Elementary School Teachers in the Division of Camarines Sur.
- The Impact of Instructional Coaching and Mentoring on Teaching Strategies and Classroom Management of Grade 5 Teachers.
- The Relationship Between Coaching and Mentoring Practices and the Learners' Academic Performance in Grade 5 Public Elementary Schools.
- The Teachers' Perceptions of Coaching and Mentoring Programs and Their Influence on Classroom Instruction in the Public Elementary Schools.
- The Challenges and Best Practices in the Implementation of Coaching and Mentoring Programs in the Public Elementary Schools.
- The Comparative Study of Coaching and Mentoring Approaches and Their Effects on Classroom Instruction.
- The Influence of Coaches' and Mentors' Competencies on the Teaching Effectiveness of Grade 5 Teachers.
- The School-Based Factors Affecting the Effectiveness of Coaching and Mentoring Programs in the Public Elementary Schools.

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