

# Mentoring Practices of Master Teachers: Developing a Collegial Relationship

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**Abstract.** This study discovered the mentoring practices of master teachers through the lens of teachers as mentees. Ten (10) teachers of Talomo-B District, Division of Davao City, participated in the study. This study used a phenomenological approach to extract the participants' ideas. The in-depth interview was employed to gather some information on teachers' experiences and coping mechanisms with the challenges of the mentoring practices of master teachers. Using the thematic analysis, the following themes emerged in teachers' experiences being mentored by master teachers: personalized support, modeling effective teaching practices, and professional development opportunities. The identified themes on the coping mechanisms of teachers with the challenges of the mentoring practices of master teachers delved into setting realistic expectations, promoting a collaborative and supportive environment, and establishing prioritization and time management. The insights drawn from the findings of the study emphasized trust and rapport, structured mentoring programs, and promoting a growth mindset. Results revealed that teachers should actively engage in mentoring programs to support their professional growth and development. Moreover, master teachers as mentors played significant roles as the strong support of teachers who provide technical assistance in performing their functions. To make this study meaningful, publication in a reputable journal is essential.

## KEY WORDS

1. mentoring practices 2. master teachers 3. collegial relationship

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## 1. Introduction

The hierarchical nature of the mentor-mentee relationship can create a power imbalance. Novice teachers may hesitate to express concerns or ideas, fearing judgment or repercussions, inhibiting open communication and mutual learning. Misaligned expectations regarding the roles and objectives of the mentoring process can lead to frustration and ineffective mentoring. Clear communication and setting mutual goals are essential to align expectations.

One of the most significant challenges in mentoring is the lack of time. Master teachers often have substantial teaching responsibilities that limit the time they can dedicate to mentoring. In Australia, Smith and Yates (2019) found that time constraints hinder the frequency and quality of mentoring interactions, leading to less effective support for novice teachers. Effective mentoring requires specific skills and knowledge. Research by Brown and Green (2020) in

the United States highlights that many master teachers are not adequately trained in mentoring techniques, which can impact their ability to provide constructive feedback and support. The success of mentoring relationships often depends on the compatibility between the mentor and the mentee. A study by Lee and Kim (2021) in South Korea indicated that mismatches in teaching philosophies, communication styles, or personalities can lead to conflicts and reduce the effectiveness of mentoring. Many master teachers in the Philippines have not received formal training in mentoring techniques, impacting the quality of support they provide mentees. Research by Dela Cruz (2019) indicates that without proper training, master teachers may lack the skills to offer constructive feedback and guidance effectively. The compatibility between mentors and mentees can influence the success of mentoring relationships. Studies by Garcia and Reyes (2021) highlight that differences in teaching philosophies, communication styles, and personalities can create challenges in building a productive and supportive mentoring relationship. Adequate support from school administration is essential for the success of mentoring programs. A study by Santos and Vilanueva (2022) found that schools with strong administrative support and resources dedicated to mentoring programs had better teacher satisfaction and professional growth outcomes than those with minimal support in the Philippines. In Davao City, the mentoring practices of master teachers are instrumental in fostering professional development and building a collegial relationship among educators. Master teachers, recognized for their expertise and experience, provide essential guidance and support to novice and less experienced teachers. The cultural context in Davao City, which places a high value on respect for seniority and hierarchical relationships, can influence the dynamics of mentoring. A study by Fernandez and Ramos (2024) noted that these cultural norms might create barriers to open communication and critical feedback, essential components of effective mentoring. This study aimed to explore teachers' experiences as mentees and uncover how Master Teachers develop a collegial relationship with them. Mentoring teachers is essential to achieving a higher quality of education that the teacher gives to its students. Master teachers face challenges in developing supportive relationships with mentees, including resistance, limited time and resources, diverse needs and expectations, communication barriers, lack of trust, and balancing support and autonomy.

*1.1. Purpose of the Study*—The primary purpose of this study was phenomenological inquiry, which unfolded the experiences of teachers being mentored by master teachers and developing a collegial relationship. This study aimed to investigate the impact of master teachers' mentoring practices on their mentees and the development of collegial relationships. Specifically, this study aimed to examine how the teaching practices of master teachers affect the performance of their mentees and the development of a collegial relationship with each other. This included how master teachers interact with mentees and factors that develop a collegial relationship, including the impact of coaching, collaboration, and social support. Moreover, this study aimed to uncover insights from the master teachers' mentoring practices and how they develop collegial relationships with mentees. The insights drawn from this study are helpful contribution propositions for the reasonable and logical implementation of master teachers' mentoring practices to develop a supportive relationship with their mentees. Further, this study enriched the effort to obtain information and to help master teacher's mentoring approach to effortless, relevant, and successful collaborative experiences.

*1.2. Research Questions*—The study was anchored to explore the lived experiences of master teachers’ mentoring practices through the lens of teachers as mentees developing a collegial relationship, including the challenges that they encounter; this study sought answers to the following research questions:

- (1) What are the experiences of teachers being mentored by master teachers?
- (2) How do teachers cope with the challenges of the mentoring practices of master teachers?
- (3) What educational management insights can be drawn from the findings of the study?

*1.3. Definition of Terms*—To fully understand the terms used in this study, the following were defined operationally: Mentoring Practices. Mentoring practices refer to the strategies, techniques, and approaches mentors use to support and guide mentees in their personal and professional development. Mentoring is a relationship-based process in which a more experienced and knowledgeable individual (mentor) provides guidance, advice, and support to a less experienced individual (mentee) to help

them grow and succeed. Master Teachers. In the context of mentoring practices, these are experienced educators who guide and support less experienced teachers. They focus on developing a collegial relationship characterized by mutual respect, open communication, shared goals, collaborative problem-solving, reflective practice, supportive feedback, and ongoing professional growth. This relationship helps mentees improve their teaching skills and enhances overall student outcomes through a partnership based on trust and collaboration.

*1.4. Significant of the Study*—Department of Education. The mentoring practices of master teachers can play a crucial role in the Department of Education’s overall development and improvement as they facilitate professional development, knowledge transfer, continuous improvement, teacher retention, leadership development, and the cultivation of a positive school culture. By investing in mentoring programs, the Department of Education can enhance the overall quality of education and support the growth and success of teachers and students alike. School administrators. Master teachers’ mentoring practices play a crucial role in the development and success of school administrators. By providing knowledge transfer, professional development opportunities, reflective practice, emotional support, networking, and collaboration, master teachers prepare administrators for effective leadership and improve the overall educational experience within schools. Teachers. Master teachers’ mentoring practices play a cru-

cial role in the professional development and success of other teachers. They are vital for the growth, support, and development of other teachers. By sharing their knowledge, providing guidance, fostering reflection, and promoting effective teaching practices, master teachers contribute to improving teaching quality and student success. Parents. The mentoring practices of master teachers can play a crucial role in supporting parents in their roles as educators. These practices are essential for parents as they provide guidance, support, professional development, collaboration, confidence-building, and advocacy. By leveraging the expertise of master teachers, parents can enhance their teaching skills and create an enriching educational experience for their children. Pupils. The mentoring techniques excellent teachers use can significantly impact students in various ways. The mentoring techniques used by master teachers were highly significant in students’ lives. They assist the development of knowledge and skills,

offer tailored support, act as role models, promote social and emotional development, and provide direction for career exploration. The mentor-pupil relationship fosters students' aca-

demical performance, personal development, and general well-being, enabling them to succeed in school and beyond.

*1.5. Theoretical Lens*—This study was anchored on the Ecology of Human Development by Urie Bronfenbrenner, a Russian-born American psychologist. Bronfenbrenner's research focused on the impact of social interaction on child development. He believed that everything in the surrounding environment and social interactions influenced a person's development. Ecological systems theory highlights that mentoring relationships are influenced by five levels or systems: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Microsystems refer to one-on-one relationships, while mesosystems involve interactions between mentors and mentees, while exosystems involve linkages between microsystems. Macrosystems include cultural influences, such as workforce trends, national politics, and global developments. Chronosystems refer to changes over time, such as beliefs about women attending college. Mentorship relationships also occur within departments, colleges, and universities, with policies and practices influencing the mentee's success and relationship. In management, systems theory analyzes the complex

interactions and interdependencies within mentoring networks and educational communities. Research by Garcia and Hernandez (2021) and Fernandez and Ramos (2024) examines how master teachers, mentees, school leaders, and other stakeholders interact in a more extensive educational system. This theoretical perspective helps researchers identify the interconnected factors that influence mentoring practices and collegial relationships at the individual, interpersonal, and organizational levels. Figure 1 shows the interconnection between the two research questions, the experiences of teachers being mentored by master teachers as the development of a collegial relationship, and the coping mechanisms for teachers with the challenges of the mentoring practices of master teachers, which would result in the common denominator, insights learned from the study's findings. Collegial coaching is a peer-based relationship in which school leader colleagues work together for a specific, predetermined purpose: to support their professional growth. This would create coaching partnerships that are mixed-role and mixed-district in nature.

## 2. Methodology

This chapter presents the method, research participants, data collection, role of the researcher, data analysis, trustworthiness of the study, and ethical considerations. This study explores facts and knowledge that necessitate the consequent design and implementation, as this chapter elaborates.

*2.1. Philosophical Assumptions*—The study's philosophical assumption framework collects, analyzes, and interprets data within a specific research field, providing the context for the ensuing results and conclusions. Understanding the philosophical assumptions behind

qualitative research begins with assessing where it fits within the overall research process, noting its importance as an element of research, and considering how to actively incorporate it into a study. As Khalifa and Khalifa (2024) stated, these assumptions typically cover ontological,

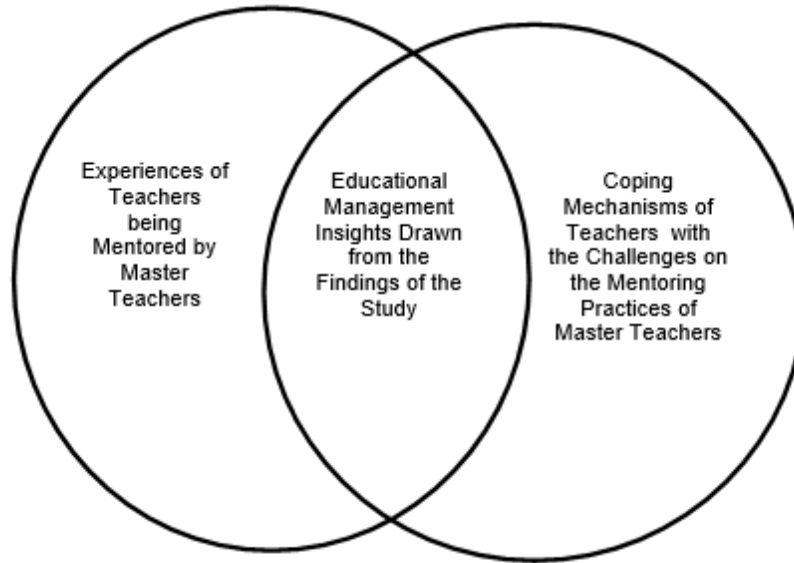


Fig. 1. The Conceptual Framework of the Study

epistemological, axiological, and methodological educational perspectives. As I engage in this research, I am perpetually aware of or influenced by a range of beliefs concerning the nature of reality, how knowledge is acquired, the role values play in research, and the methodologies employed in the study. Ontological Assumption An ontology is a philosophical belief system about the nature of social reality, what can be known, and how. The conscious and unconscious questions, assumptions, and beliefs the researcher brings to the research endeavor are the initial basis for an ontological position. Ontological assumptions are fundamental beliefs about the nature of reality and human existence that underpin social research and policy-making. In information modeling, these assumptions range from realism to conceptualism, with social realism as a middle ground. In psychiatry, the medical model is based on ontological assumptions of realism, naturalism, reductionism, and essentialism (Newman, 2019). Epistemological Assumptions An epistemology was a philosophical belief system about who can be a knower. It includes how the relationship between the researcher and research

participant(s) is understood. Epistemological assumptions in studies highlight the importance of explicitly addressing researchers' perspectives and methodologies. McNeil (2020) emphasizes the need to challenge dominant postpositivist paradigms in social work and substance use research, advocating for critical epistemologies to promote social justice. Crotty, Denzin, and Lincoln, cited in the study of Khalifa (2023), stressed that epistemology deals with the nature of the relationship between researcher and subject. It describes how we know what we know. The epistemological assumption of qualitative research is that the quality of interactions with research participants gains knowledge. With the epistemological assumption, conducting a qualitative study means that researchers try to get as close as possible to the study participants. Therefore, subjective evidence is assembled based on individual views. This is how knowledge is known- through the subjective experiences of people. Conducting studies in the field where the participants live and work becomes crucial- these are essential contexts for understanding what the participants are saying. The longer researchers stay in the field or get

to know the participants, the more they know what they know from firsthand information.

For example, a good ethnography requires a prolonged stay at the research site.

2.2. *Qualitative Assumptions*—Assumptions are the foci for any theory and, thus, any paradigm. It is essential to make explicit assumptions and a sufficient number of assumptions to describe the phenomenon at hand. Explication of assumptions is even more crucial in research methods used to test the theory. Barriek (2020) states that In-depth interviews are a qualitative research technique commonly used in the social sciences to provide comprehensive insights into participants' viewpoints, experiences, and comprehension of their social environments. Likewise, Hinton and Ryan (2019) posited that qualitative research interviews are vital in gathering data across various disciplines. These interviews involve posing questions to participants to delve into their perceptions and experiences. A researcher employs a qualitative phenomenological approach and utilizes the in-depth interview method for gathering data. I should be open and upfront about their assumptions to demonstrate that they were considered and increase my study's validity. Neubauer, Witkop, and Varpio (2019) explained their experiences with Phenomenology as a qualitative research approach that was uniquely positioned to support this inquiry. However, phenomenology does not have a substantial following as an approach for engaging in HPE research. It is easy to see why: To truly understand phenomenology requires developing an appreciation for the philosophies that underpin it. Those philosophies theorize the meaning of human experience. In other words, engaging in phenomenological research requires the scholar to become familiar with the philosophical moorings of our interpretations of human experience. This may be a daunting task, but Douglas Adams never said learning from the experiences of others would be easy. The study utilized a qualitative

research method employing a phenomenological qualitative design. According to Lester, phenomenological research involves studying experiences from the individual's perspective, "bracketing" taken-for-granted assumptions and usual ways of perceiving. The phenomenological approach is based on a paradigm of personal knowledge and subjectivity. It emphasized the importance of personal perspective and interpretation. Thus, it was decisive for understanding subjective experiences, gaining insights into participants' motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom (Bhandari, 2020). She added that Qualitative research was mainly associated with words, language, and experiences rather than measurements, statistics, and numerical figures. It refers to the inductive, holistic, epic, subjective, and process-oriented methods used to understand, interpret, describe, and develop a theory on phenomena or settings. It was a systematic, subjective approach used to describe life experiences and give them meaning. This study selected a phenomenological research design to collect data on the experiences and challenges of teachers who are mentored by master teachers to develop a collegial relationship. This research approach deepened the understanding of nature and the meaning of everyday experiences. The researcher collected data from individuals who had experienced the phenomenon under investigation, typically via lengthy interviews. Next, the data analysis involved horizontalization that extracted significant statements from transcribed interviews. The significant statements were transformed into clusters of meanings according to how each would fall under specific psychological and phenomenological concepts. Moreover, these transformations were

tied together to make a general description of the experience – both the textual description of what was experienced and the structural description of how it was experienced. I incorporated the meaning of the experience here. Finally, the report was wrote such that readers understand better the essential, invariant structure of the essence of the experience. Conversely, several challenges have been pointed out. I required a solid grounding in the philosophical guidelines of phenomenology. The subjects selected in the study were individuals who had experienced the phenomenon. The researcher needed to bracket their own experiences and observations, which was difficult. The researcher also needed to decide how and when their observations were incorporated into the study. According to Qutoshi (2018), this study selected a phenomenological

2.3. *Design and Procedure*—The study utilized a qualitative research method employing a phenomenological qualitative design. According to Lester, Phenomenological research is concerned with studying experiences from the individual's perspective, "bracketing" taken-for-granted assumptions, and usual ways of perceiving. The phenomenological approach is based on a paradigm of personal knowledge and subjectivity. It emphasized the importance of personal perspective and interpretation. Thus, it was powerful for understanding subjective experiences, gaining insights into participants' motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom. Qutoshi (2018), concluded that data collection and analysis occur side by side to illumine the specific experience and identify the phenomena perceived by the actors in a particular situation. The outcomes of a phenomenological study broaden the mind, improve the ways of thinking to see a phenomenon, enable one to see ahead and define researchers' posture through an intentional study of lived

research design to collect data on the participants' life experiences. This research approach deepens the understanding of nature and the meaning of everyday experiences. The purpose of phenomenology is to look very closely at the phenomena under study to explore the complex world of lived experiences from the actor's (those who live it) point of view. Doing so helps us understand a phenomenon or an event at a deeper level of consciousness, but it also helps us explore our nature, transforming us at a personal level. In this way, a researcher can reflect critically and become more thoughtful and attentive in understanding social practices. The researcher employed phenomenology as a qualitative method since the focal point of this study was to investigate and explore teachers' experiences as mentees of master teachers.

experiences. However, the subjectivity and personal knowledge in perceiving and interpreting it from the research participant's point of view have been central in phenomenological studies. To achieve such an objective, phenomenology could be used extensively in social sciences. The phenomenological research design is a qualitative type of research for which interviews provide an in-depth method that can grant access to deep knowledge and explanations and help to grasp the subject's perspective. A questionnaire was a set of carefully designed, written down, and tested questions that were asked of individual respondents to gather information in research. These structured questionnaires, with some open-ended questions included, were prepared to cater to the subjects that are too busy and difficult to trace. It is also a useful instrument for the researcher to use for the teachers whose number is too significant to be covered by the researcher personally. The questionnaires were also appropriate for quickly collecting massive amounts of data. The open-ended questions allowed the respondents to give

a further opinion by qualifying or substantiating their answers. They were also intended to tap as much information as possible from the different categories of respondents (Delve. Limpaecher, 2022). The underlying reason for conducting qualitative research is to gain a richly detailed understanding of a particular topic, issue, or meaning based on first-hand experience. This is achieved by having a relatively small but focused sample base because collecting the data can be rather time-consuming; qualitative data is concerned with depth as opposed to quantity of findings. A qualitative research design is concerned with establishing answers to the whys and hows of the phenomenon in question. Qualitative research design should also account for what was said or done and how something was spoken or carried out by a participant. Some-

times, these mannerisms can hold answers to questions in themselves, and body language and the tone of voice used by respondents are key considerations. As a researcher, I employed a qualitative methodology utilizing a phenomenological design. Qualitative research is typically subjective rather than objective, leading to findings expressed in written form instead of numerical data. Consequently, the information gathered from qualitative research is often not amenable to quantitative analysis using statistical methods, as there may be significant variations among the collected findings. However, by implementing a coding process, common categories can be identified during the analysis, facilitating a more structured interpretation of the data.

*2.4. Research Participants*—The participants of this study were the selected elementary grade teachers of Talomo-B District, Division of Davao City. The researcher utilized ten (10) teachers for qualitative participants in an in-depth interview (IDI) who were purposely selected. The participants should have the position of T1-T3, male or female, and have been

teaching three or more years in the service, The researcher utilized the purposive sampling design since the participants were chosen based on the criteria or purpose of the study. It was also known as judgmental, selective, or subjective sampling. The selection of the participants will be purposefully done to ensure that the findings will be authentic.

*2.5. Ethical Considerations*—Ethical considerations were of paramount importance in the design of this research study. The researcher needed to consider several ethical issues regarding the research participant groups addressed in this fieldwork. Ethical considerations can be specified as one of the most critical parts of the research. The researcher also promoted the research aims, imparted factual knowledge and truth, and prevented errors. Social Value. In my study, I focus on the essential role of research in society, particularly regarding the experiences and challenges that teachers face as mentees of master teachers in developing col-

legal relationships. The social problem that drove my interest is teachers' difficulties during this mentoring process. This study can provide valuable insights for higher authorities to create more programs and resolutions that ultimately benefit learners. Informed Consent. Conducting qualitative research while adhering to the standardized practice of informed consent means relating to two dissociated frameworks for knowledge production (Dennis, 2019) I gave all participants an informed consent form before scheduling interviews and embarking on the phenomenological research process. Each participant must sign a document indicating their



acknowledgment, consent, and willingness to participate in the study. The informed consent letter introduced my research effort, offered my contact information, explained the study's intent, requested voluntary participation and outlined the information I anticipated the participants would provide. I clarified that all signed letters of consent needed to be returned to me before they could participate in the research. The Vulnerability of Research Participants. As a researcher, I deemed the participants of this study capable of answering the research instrument, as they served as the first-hand source of information. Therefore, I assured them they could easily be reached through their contact numbers and addresses in case of any clarifications or questions about the study. Risks, Benefits, and Safety. I ensured that the recruitment of respondents was free from coercion, undue influence, or inducement. I provided them with the contact numbers of the panel chair and panel members for any queries they might have regarding the study. This was important for addressing any questions they might encounter. Additionally, if any respondents felt discomfort or inconvenience while answering the questions, I made it clear that they were not obligated to participate in any way. I was committed to ensuring their safety throughout the survey and interview process, so I distributed the questionnaire in a secure venue and at a convenient time. My primary concern in this study was the Treaty Principle of Protection, which emphasized respecting privacy and confidentiality while minimizing risk. To uphold this principle, I assigned pseudonyms to each informant to safeguard their identities. I took all reasonable steps to minimize potential risks and ensure participant confidentiality. Privacy and Confidentiality of Information. In conducting this study, I adhered to the Data Privacy Act of 2002 to ensure that the data could not be traced back to its natural sources, thereby protecting the participants' identities. I took

great care to maintain the anonymity of the data sources, ensuring that any printed output from the study also upheld this standard of anonymity. Additionally, I considered all relevant issues to prevent any conflicts of interest between the respondents and me. I made it a priority to avoid any misleading information and to represent the primary data findings objectively and without bias. Justice. I informed the respondents about my role as the researcher and their corresponding role during the data-gathering process. I then briefed them that they needed to be completely honest in answering the survey questions and that any communication regarding the research should be conducted honestly. I clarified that they would be the first to benefit from the study's results. Transparency. I made the study's results accessible to the respondents and heads of the participating schools by placing the information on a CD or other storage devices they could request from me. By sharing the study's results, I hoped to help classroom teachers understand the significance of the research and its contribution to their well-being. I informed each participant that they had the right to withdraw their information at any time before the completion of the data collection process and that they could request to verify their transcript after the interview. I also allowed participants to amend or remove any information they felt might identify them. To further protect their identities, I reserved the right to use pseudonyms and to alter names and non-significant dates in all subsequent data analysis and reporting. Qualification of the Researcher. As a researcher, I ensured I was qualified to conduct this study. I completed all academic requirements and passed the comprehensive examination before beginning my thesis writing, the final requirement for obtaining my master's degree. I am qualified to study physically, mentally, emotionally, and financially. Additionally, my advisee-adviser partnership is robust, ensuring that this study will reach its successful

completion. Adequacy of Facilities. I strived to complete the study successfully within the specified time and was equipped with the necessary resources. Similarly, the technical committee would help enhance my paper by providing valuable suggestions and recommendations. I also needed to ensure I had enough funds to continue and finish the research. Community Involvement. I respected this study's respondents' local traditions, culture, and views. Moreover, I ensured that there would be no deceit at any stage of its implementation, particularly during the recruitment of participants or the data collection methods. Additionally, I felt it was important to express my deep appreciation for their

wholehearted participation in this study. Plagiarism and Fabrication as the researcher. As a researcher, I respected the work of others by properly citing authors and paraphrasing their ideas in my own words. I understood the context of the study and avoided copying and pasting text directly from reference papers. Whenever I used someone else's words, I indicated this with quotes. Additionally, I committed to maintaining honesty in my work on the manuscript, ensuring that there was no intentional misrepresentation of the study, no fabrication of data or results, and that all conclusions presented were accurate.

## 2.6. *Role of the Researcher—*

2.7. *Data Collection—*The following were the step-by-step process of gathering the data needed. Securing endorsement. The researcher provided an ethics compliance certificate from the Dean of the Graduate School of Rizal Memorial Colleges to pursue the study on the 2nd week of January 2024. Asking permission from the Schools Division Superintendent. The researcher asked permission from the Schools Division Superintendent to conduct the study during the third week of January 2024 in the identified schools. The researcher sent a letter addressed to the Schools Division Superintendent with Chapters 1 and 2 attached, together with the research instrument explaining the study's objectives and the participants' identification. The researcher waited for the SDS's response before conducting it. Asking permission from the school heads. After securing the approval of the SDS, the researcher sent letters to the principals of the schools explaining the study to be conducted in their schools during the fourth week of January 2024. Obtaining consent from

the participants. The researcher asked permission from the participants. During the first week of February 2024, they were formally oriented about the study and the process they would undergo as participants. Conducting the interview. The researcher conducted the in-depth interview using the questionnaire in the second and third weeks of February 2024. The profile of the participants was taken, notes were jotted down, and conversations were recorded using a sound recorder for ease of transcription. The researcher carefully listened and responded actively during the interviews. Transcribing the responses of the interviewees. The researcher transcribed the interviewees' responses precisely by recalling their answers from the sound recorder on the fourth week of February 2024. Data Coding and thematizing. After the transcription, the data were then be categorized and coded on the whole month of March, 2024. Then, themes were extracted and individual data within the participants were compared and contrasted to come up with patterns and trends.

## 2.8. *Data Analysis—*

In this study, thematic analysis was utilized to analyze the gathered data. The researcher analyzed the answers of the participants from the conducted interviews using Creswell's Model, specifically the identifying of themes approach. According to Creswell (2012, as cited by Chali, Eshete, and Debela, 2022), themes in qualitative research are similar codes aggregated together to form a significant idea in the database. Familiarization with the data was common to all forms of qualitative analysis. The researcher immersed herself in and became intimately familiar with their data, reading and re-reading it and noting any initial analytic observations. Coding is also a common element of many approaches to qualitative analysis and involves generating pithy labels for important features of the data of relevance to the (broad) research question guiding the analysis. Coding is not simply a data reduction method; it is also an analytic process, so codes capture both a semantic and conceptual reading of the data. The researcher coded every data item and ended this phase by collating all their codes and relevant data extracts. Thematic analysis. According to Fuck (2023) thematic analysis is a widely used method for analyzing qualitative social science research data. This research article provides a step-by-step guide on conducting thematic analysis manually, emphasizing the importance of understanding the process for researchers seeking a deeper grasp of the nuances involved. The article highlights the key steps, including familiarizing oneself with the data, generating initial codes, searching for themes, reviewing and refining them, defining and naming them, and producing a final report. Researchers can delve deep into the data, capture meaningful details, and uncover rich insights through iterative reading, note-taking, and coding techniques. The thematic analysis offers a valuable avenue for developing theoretical understanding, generating nuanced interpretations, and contributing to knowledge advancement in tourism research. The article also discusses the relevance and adaptability of thematic analysis in various qualitative research designs and methodologies. By prioritizing transparency, rigor, and a manual coding approach, researchers can ensure the validity and reliability of their thematic analysis, leading to robust and insightful findings. Searching for themes is a coherent and meaningful pattern in the data relevant to the research question. The researcher ended this phase by collating all the coded data relevant to each theme. Reviewing themes. The researcher reflected on whether the themes tell a convincing and compelling story about the data and began to define the nature of each individual theme and the relationship between the themes. Defining and naming themes: The researcher prepared a detailed analysis of each theme,, identifying its 'essence' and constructing a concise, punchy,, and informative name for each theme. Writing-up involves weaving together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data, and contextualizing it in relation to existing literature.

2.9. *Framework of Analysis*—Framework analysis and applied qualitative research can be a perfect match, largely because framework analysis was developed specifically to analyze qualitative data in applied policy research. This study employed a qualitative research method. Rigorous and systematic steps are observed when analyzing the information gathered from the teacher-participants. Data were analyzed following the steps outlined by Fuchs, (2023) and Goldsmith,( 2021) on qualitative data analysis: Organizing the Data. Data were organized in a way that is easy to look at, allowing the researcher to go through each topic to pick out concepts and themes. Finding and Organizing Ideas and Concepts. Specific words or ideas

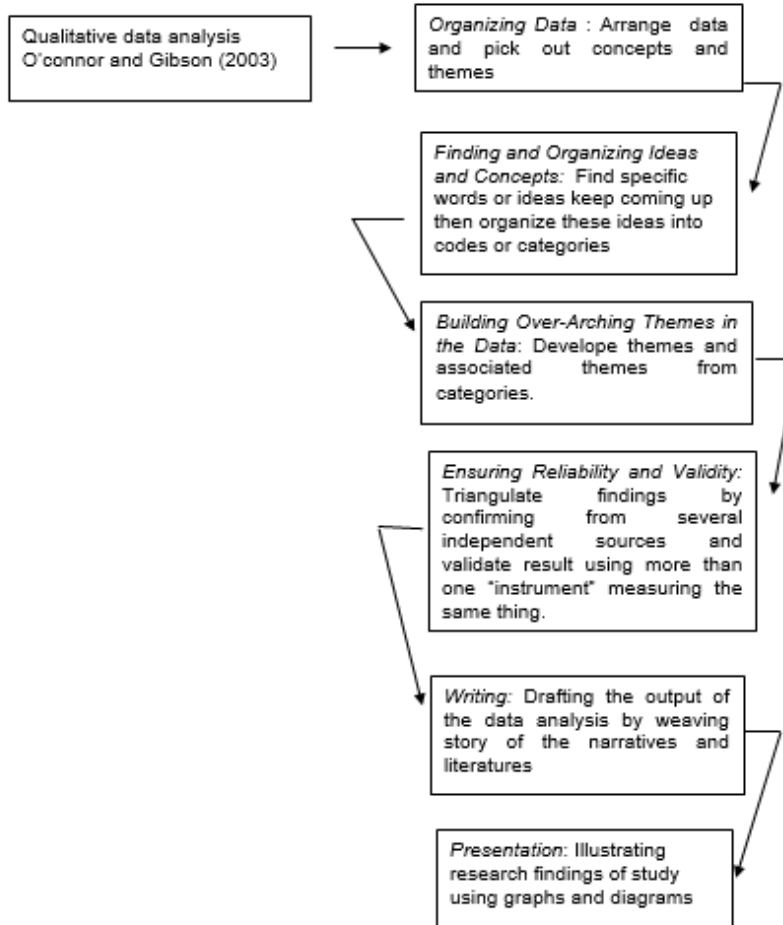


Fig. 2. Analytical Framework of the Study

kept coming up, and then I organized these ideas into codes or categories. Building Over-Arching Themes in the Data. Each response category had one or more associated themes that gave a deeper meaning to the data. Different categories could collapse under one central over-arching theme. Ensuring Reliability and Validity in the Data Analysis and in the Findings.

Findings were more dependable when they could be confirmed from several independent sources. Their validity was enhanced when they were confirmed by more than one “instrument” measuring the same thing. The researcher also

completed the two other steps in this study: writing, drafting the output of the data analysis by weaving stories from narratives and literature, and presentation, which was the thematic and comprehensive presentation of output in artistic graphs and illustrations. Moreover, framework analysis can be straightforward under the right conditions; framework analysis is not inherently simple, quick, or undemanding. Researchers undertaking framework analysis, for instance, must be prepared to work systematically and dynamically (Ritchie Spencer, 1994, as cited by Goldsmith, 2021).

2.10. *Trustworthiness of the Study*—The concepts of validity and reliability would be relatively foreign to the field of qualitative re-

search. Qualitative researchers substitute data trustworthiness instead of focusing on reliability and validity. Trustworthiness consists of

the components such as credibility, transferability, dependability, and conformability. Qualitative research, which is supported by the concept of trustworthiness, has important consequences for the development and execution of policies. Policymakers depend on substantial evidence to create well-informed and adaptable policies that tackle social concerns and foster fair outcomes. Reliable qualitative research findings, enhanced by a thorough understanding of the context and a range of views, are crucial evidence for informing policy decisions. By incorporating these discoveries into policy deliberations, legislators can formulate more comprehensive, culturally astute, and efficient laws that align with the actualities and requirements of varied demographics, thus promoting social justice and fairness (Hendren et al., 2023; Ahmed, 2024 ). Credibility refers to the extent to which a research account is believable and appropriate, particularly regarding the level of agreement between participants and the researcher. Credibility is most often associated with the framework Yvonna Lincoln and Egon Guba presented. Transferability is the degree to

which qualitative research results can be transferred to other contexts or settings with other respondents. The researcher facilitates the transferability judgment by a potential user through thick description. Dependability is the extent to which other researchers could repeat the study and ensure consistent findings. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. Conformability refers to the objectivity of research during data collection and data analysis. There needs to be congruency between two or more independent persons about the data's accuracy, relevance, or meaning (Ahmed, 2024). Conformability also indicates a means to demonstrate quality. When we need to understand and report on people's opinions, such as customer feedback, we always turn to qualitative data. While qualitative data analysis offers rich insights, it comes with challenges. Each unique QDA qualitative data analysis method has its unique hurdles. The challenges researchers and analysts might face depend on the chosen method (Dye, 2021).

### 3. Results and Discussion

This part of the study dealt with the research questions and their answers based on the participants' responses. The study explored the mentoring practices of master teachers in developing collegial relationships.

*3.1. The Experiences of Teachers Being Mentored By Master Teachers—*Teachers' experiences of being mentored by master teachers can vary widely, but they often involve a combination of guidance, support, and professional growth. Master teachers often provide personalized support tailored to the mentee's individual needs and goals. This can include

one-on-one coaching sessions, observation and feedback on classroom practice, and collaborative lesson planning. This was supported by Lee and Kim (2022) report that mentoring fosters a sense of collegiality and community among teachers. Mentees benefit from being part of a supportive professional network where they can share resources, collaborate on projects, and engage in collective problem-solving.

#### *3.1.1. Personalized Support—*

This support system encompasses tailored guidance, individualized feedback, and targeted resources to address the specific needs and challenges faced by each teacher. Being a master teacher requires extensive pedagogical knowledge and refined teaching strategies acquired over years of experience. The foregoing results of the study were consistent with the findings made by Hobson et al., (2019), mentees benefit greatly from direct instruction and mentorship provided by master teachers. The authors above and the master teacher participants do share some perspectives through mentorship programs, novice teachers learn firsthand about effective teaching practices, classroom management techniques, and strategies for student engagement. Likewise, the study's findings are also supported by the study of Marzano Marzano (2023) that effective classroom management is essential for creating a conducive learning environment. Master teachers are skilled in establishing routines, managing behavior, and fostering positive relationships with students. They create safe and supportive classrooms where all students feel valued and respected. As I analyzed the narration from the lived experience of master teachers, personalized support in the experiences of teachers being mentored by master teachers is a crucial aspect of professional development in the education sector. Mentees learn directly from these techniques, gaining skills in classroom management, differentiated instruction, lesson planning, and student assessment. Mentor-mentee relationships facilitate open communication and reflec-

*3.1.2. Modeling Effective Teaching Practices*—Modeling effective teaching practices is a key component of the experiences of teachers being mentored by master teachers. The findings of the study agree with the findings of Huling-Austin Lee (2021), engaging in live classroom observations and video-based learning promotes mentees' professional growth and

development. By observing master teachers' instructional techniques and receiving targeted feedback, mentees refine their teaching skills and become more effective educators over time. Similarly, Ingersoll Strong (2021) highlighted the notion that a witnessing successful teaching practices and receiving positive feedback from mentors boosts mentees' confidence and self-  
 tive discussions on teaching practices. Through dialogue, mentees address challenges, celebrate successes, and engage in self-reflection, ultimately leading to ongoing improvement in their teaching methods. It can be gleaned from the responses of the participants that personalized support involves regular check-ins between master teachers and mentees. This is supported by participants 5 and 10 that master teachers offer personalized support to mentees tailored to their unique needs and objectives. This may include assistance with content areas, classroom management strategies, or professional development opportunities, enabling mentees to advance in their roles as educators. Mentees benefit from the wealth of experience and knowledge that master teachers possess, gaining insights into proven strategies, effective classroom management techniques, and innovative teaching methods, which ultimately enhance their teaching practice. This corroborates Cheng's (2022) research, which opined that personalized support begins with setting individualized goals for mentees. Master teachers work collaboratively with mentees to identify specific areas for growth and establish achievable objectives, providing a clear framework for mentoring activities and professional development. According to Allen et al. (2018), mentors play a critical role in guiding mentees through the goal-setting process. By aligning mentees' goals with their professional aspirations and instructional needs, master teachers ensure that the mentoring experience is personalized and relevant to each mentee's journey.

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efficacy in their teaching abilities. Mentees feel validated and supported in their professional growth journey, leading to greater job satisfaction and fulfillment. With the narration above, I analyzed how master teachers provide mentees with opportunities to observe their teaching methods either through live classroom observations or video recordings. This first-hand exposure enables mentees to witness effective teaching practices in action and receive personalized feedback on their own teaching performance, contributing to their professional growth. Through mentorship, mentees not only gain confidence in their teaching abilities but also develop a stronger sense of efficacy, feeling more capable and competent in their roles as educators. Research indicates that mentees who engage in mentoring programs with master teachers report significant improvements in their teaching abilities. According to Garcia and Hernandez (2022), mentorship helps mentees develop a repertoire of teaching strategies and gain insights into effective pedagogy, which boosts their confidence and competence in the classroom. The sense of efficacy among mentees is a critical outcome of successful mentoring. Chen and Wong (2023) found that mentees who receive consistent support and guidance from master teachers develop a stronger belief in

*3.1.3. Professional Development Opportunities*—Mentorship extends beyond the classroom, offering mentees access to professional networks and resources, which further supports their growth and development as educators. Through these experiences, mentees gain valuable insights and connections that enhance their teaching practice and contribute to their overall professional success. The said findings were also supported by Hobson et al (2019), master teachers demonstrate empathy and understanding towards their students' diverse needs, backgrounds, and experiences. Mentees observe how master teachers foster a supportive and inclusive

learning environment where all students feel valued, respected, and understood. Certainly, the findings of the study were affirmed by the study of Bullough Draper, (2024) that master teachers demonstrate empathy and a student-centered approach, prioritizing the well-being and individual needs of each learner. Mentees observe how their mentors establish positive relationships, foster a supportive classroom environment, and address diverse student needs with sensitivity and compassion. Generally, I analyzed the narration of master teachers exemplify professionalism, empathy, and dedication to student success, serving as role models for mentees. In addition, their ability to teach effectively, manage classrooms, and positively impact student learning. As mentees observe their own growth and improvement through mentorship, they gain confidence and empowerment. This newfound confidence enables them to take risks, innovate in their teaching approaches, and ultimately make a positive impact on student learning outcomes. The process of continuous improvement and the support received from mentors foster a mindset of exploration and experimentation in the classroom, leading to enhanced teaching effectiveness and student success. Research by Glickman et al. (2024) showed that master teachers provide constructive feedback and coaching to mentees based on their observations of mentees' teaching practices. Through ongoing feedback sessions, master teachers offer specific suggestions for improvement, model effective communication techniques, and scaffold mentees' professional growth in implementing evidence-based teaching strategies. In a study by Hattie Timperley (2018), feedback from master teachers is instrumental in shaping mentees' teaching practices. By receiving timely and targeted feedback, mentees gain clarity on areas of strength and areas for growth, which inform their reflective practice and continuous improvement as educators.

learning environment where all students feel valued, respected, and understood. Certainly, the findings of the study were affirmed by the study of Bullough Draper, (2024) that master teachers demonstrate empathy and a student-centered approach, prioritizing the well-being and individual needs of each learner. Mentees observe how their mentors establish positive relationships, foster a supportive classroom environment, and address diverse student needs with sensitivity and compassion. Generally, I analyzed the narration of master teachers exemplify professionalism, empathy, and dedication to student success, serving as role models for mentees. In ad-

dition to learning effective teaching strategies, mentees observe how to create a positive and inclusive learning environment. Master teachers exemplify effective teaching strategies, serving as living examples for mentees. According to Jones and Smith (2019), mentees benefit from observing master teachers who implement diverse instructional methods and classroom management techniques. These observations help mentees adapt and refine their teaching practices. The literature highlights the importance of professionalism and empathy demonstrated by master teachers. Lee and Kim (2021) found that mentees learn to balance professional responsibilities with empathy, creating a nurturing and respectful classroom environment. This balance is crucial for fostering positive student-teacher relationships. As mentioned earlier, master teachers model effective teaching practices during demonstration lessons or co-teaching opportunities. Mentees often have opportunities to connect with other educators, attend workshops and conferences, and collaborate on projects, all of which contribute to their growth and development as teachers. These experiences provide mentees with valuable insights, resources, and networking opportunities that enrich their teaching practice and expand their professional knowledge base. By engaging in such activities, mentees gain new perspectives, refine their skills, and stay updated on current trends and best practices in education, ultimately enhancing their effectiveness in the classroom. According to research by Sagor (2020), action research provides mentees with opportunities to engage in systematic inquiry into their teaching practice under the guidance of master teachers. Through action research projects, mentees explore classroom-based issues, collect and analyze data, and implement evidence-based interventions, leading to reflective practice and continuous improvement. A study by Hendricks (2019) revealed that inquiry-based learning promotes professional development by encouraging mentees to pose questions, investigate instructional strategies, and reflect on their teaching practices. Master teachers facilitate mentees' inquiry process, providing guidance on research methodologies, data analysis techniques, and dissemination of findings, fostering a culture of evidence-based practice. Based on the figure above, three themes emerged from the responses of the participants which were personalized support, modeling effective opportunities and professional development opportunities. The first theme suggests that participants in the study or survey emphasized the importance of receiving personalized support in their mentoring experiences. This support likely includes tailored guidance, individualized feedback, and targeted resources to address the specific needs and challenges faced by each teacher. Participants may have highlighted the value of mentors who understand their unique circumstances and provide customized assistance to help them grow as educators. The second theme indicates that participants recognized the significance of mentors modeling effective teaching practices during their mentoring interactions. Mentors likely demonstrated best teaching practices through various means, such as conducting demonstration lessons, providing opportunities for observation, and engaging in co-teaching experiences. By observing and learning from their mentors, participants may have gained insights into effective instructional strategies, classroom management techniques, and student engagement methods. For professional development opportunities this theme suggests that participants appreciated the professional development opportunities provided to them as part of their mentoring experiences. These opportunities likely included workshops, training sessions, action research projects, peer mentoring/coaching, access to online resources, and attendance at conferences or seminars. Participants have valued these opportunities as they contributed to their ongoing growth and development as educa-



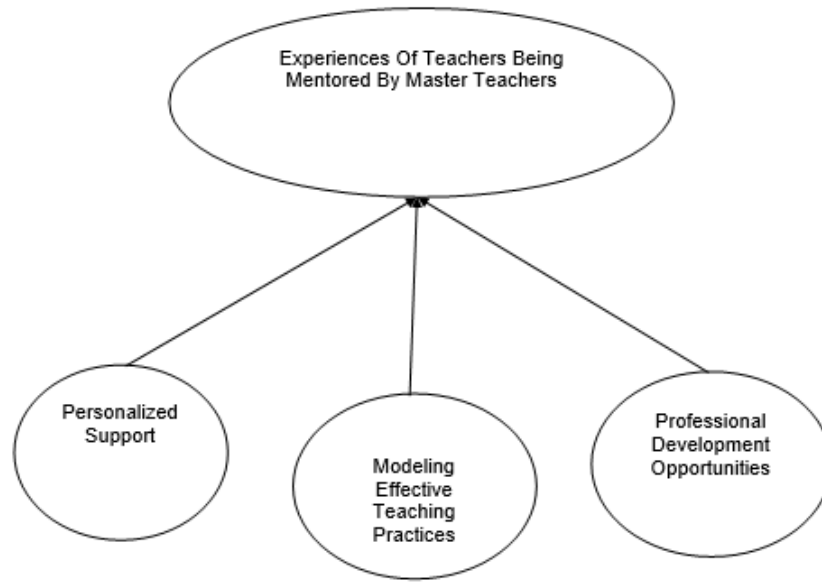


Fig. 3. Emerging Themes On The Experiences Of Teachers Being Mentored By Master Teachers

tors, helping them stay informed about current trends, research, and best practices in education. Overall, these three themes represent key aspects of the mentoring experiences reported by participants in the study or survey, highlighting

the importance of personalized support, modeling effective teaching practices, and access to professional development opportunities in fostering the professional growth and development of teachers mentored by master teachers.

3.2. *Coping Mechanisms With The Challenges Of Teachers On The Mentoring Practices Of Master Teachers*—Despite the benefits

of mentorship, teachers encounter various challenges while being mentored. Teachers often face time constraints due to their busy schedules.

3.2.1. *Setting Realistic Expectations*—Balancing mentoring activities with regular teaching responsibilities, lesson planning, grading, and other administrative tasks can be challenging—mismatched expectations between master teachers and mentees. Teachers may feel pressure to meet the high expectations of their mentors, leading to stress or frustration when their own teaching style or pace differs from that of the master teacher. The mentoring practices may also be seen as outdated or irrelevant to current classroom dynamics, which adds to the challenge of effectively implementing

new ideas. Chen and Wong (2023) emphasize setting realistic expectations within mentoring relationships. Unrealistic expectations or unclear goals can lead to frustration and dissatisfaction with the mentoring process. Ahmed et al. (2021) discuss how teachers may struggle to align their personal and professional goals within the mentoring context. Balancing individual career aspirations with the goals of the mentoring program can present challenges for teachers. The responses revealed that participants had a hard time addressing mismatched expectations, requiring mentees and mentors to

differing teaching styles, philosophies, or approaches to education, posing a challenge in finding common ground and integrating mentorship guidance into one's teaching practice. Moreover, inadequate institutional support for mentorship programs, such as limited funding, training, or administrative buy-in, can further hinder the effectiveness and sustainability of mentoring relationships. Overcoming these challenges requires fostering mutual respect, communication, and commitment among mentors and mentees, as well as advocating for sufficient resources and organizational support for mentorship initiatives. Research of Darling-Hammond (2018) showed that mismatched expectations may arise when mentors and mentees

have divergent teaching philosophies or instructional approaches. For example, a mentee who values student-centered, inquiry-based learning may struggle if their mentor emphasizes traditional, teacher-directed instruction, leading to tensions and conflicts in the mentoring relationship. Bullough and Draper (2024) stated that differences in pedagogical beliefs and practices can create challenges for mentees in implementing their mentor's suggestions or advice. If mentees perceive their mentor's teaching style as incompatible with their own values or teaching philosophy, they may struggle to integrate new strategies into their classroom practice, resulting in a lack of alignment between mentor and mentee expectations.

*3.2.2. Fostering a Collaborative and Supporting Environment*—Hierarchical structures within schools or districts may create power imbalances between mentors and mentees, affecting the openness and effectiveness of communication. Overcoming these barriers involves fostering a collaborative and supportive environment that values the input and perspectives of all educators, regardless of their position within the hierarchy. It also requires advocating for equitable access to resources and opportunities for professional growth to ensure that mentorship relationships can thrive. The study's findings agree with Darling-Hammond (2018) that teachers in under-resourced schools may lack essential teaching materials, such as textbooks, manipulatives, and supplementary resources. This scarcity can hinder their ability to implement mentorship recommendations that require specific instructional materials or resources. On the other hand, the findings of the study were affirmed by the study of Johnson Birkeland (2023) that hierarchical structures within schools or districts can create power imbalances between mentors and mentees, affecting the openness and effectiveness of com-

munication. If mentees perceive mentors as having more authority or status, they may be less inclined to voice concerns or seek guidance openly. The participants further conveyed that teachers in under-resourced schools or districts may encounter difficulties in implementing mentorship recommendations due to limited access to materials, technology, or professional development opportunities. These challenges can impede their ability to fully leverage mentorship support to improve their teaching practice. Fernandez and Ramos (2024) explore how hierarchical structures within schools or districts can create power imbalances between mentors and mentees, thereby affecting the openness and effectiveness of communication. Teachers may feel inhibited in expressing their concerns or seeking clarification from their mentors if they perceive a power differential. This can hinder the development of trust and rapport essential for productive mentoring relationships. Ahmed et al. (2021) emphasize the importance of addressing power imbalances within mentoring relationships to promote equitable communication and collaboration. Schools and districts must create environments that foster mutual respect

and trust among teachers, regardless of their hierarchical positions. Providing mentorship training that addresses power dynamics and promotes inclusive communication strategies can help mitigate the impact of hierarchical structures on mentoring relationships. This deals with the idea of Boreen et al. (2020) who stated that communication breakdowns between mentors and mentees can contribute to mismatched expectations and misunderstandings. Poor communication, such as unclear instructions, inconsistent feedback, or infrequent meetings, can

*3.2.3. Establishing Prioritization and Time Management*—This challenge underscores the importance of establishing sustainable mentorship practices that consider teachers' overall well-being. Overcoming these challenges requires fostering cultural competence, empathy, and open-mindedness to bridge any gaps and ensure effective communication and collaboration between mentors and mentees from different backgrounds. The foregoing results of the study were consistent with the findings of the study made by Hargreaves Fullan (2022), teachers often have demanding schedules, leaving limited time for personal activities and self-care. The additional time and energy required for mentoring can further strain their work-life balance, leading to feelings of overwhelm and burnout. The participants opened up that balancing professional development with personal well-being can be challenging for teachers, particularly when mentoring demands additional time and energy outside regular work hours. Jones and Smith (2019) highlight the challenge of balancing professional development and personal well-being for teachers engaged in mentoring relationships. The additional time and energy required for mentoring activities outside of regular work hours can strain teachers' schedules and impact their overall well-being. Finding a balance between professional responsibilities and

lead to confusion and frustration for mentees, impeding their ability to benefit from the mentoring relationship. According to the research of Smith Bauml (2018), challenges may arise when mentors and mentees have different communication styles or preferences. For example, mentees who prefer regular, structured feedback sessions may feel dissatisfied if their mentor communicates sporadically or relies on informal, ad hoc interactions, leading to a lack of clarity and direction in the mentoring process.

personal needs is crucial for sustaining long-term engagement in mentoring relationships. Lee et al. (2020) delve into how mentoring demands can disrupt teachers' work-life balance. The pressure to excel in their teaching roles while also meeting the expectations of their mentors can contribute to stress and burnout. Teachers must navigate these challenges to ensure their personal well-being while actively participating in mentoring activities. Hence, participants also stated that when mentors neglect to offer timely and constructive feedback or support, mentees may experience a sense of aimlessness or lack of support in their professional development. This absence of guidance can hinder their progress and leave them feeling disengaged or demotivated. Timely feedback is essential for mentees to understand their areas for improvement and make meaningful strides in their teaching practice. Therefore, it's crucial for mentors to prioritize regular communication and provide constructive feedback to ensure mentees feel supported and empowered in their journey as educators. This finding is congruent to the notion of a comprehensive study by Guskey (2020), limited access to professional development opportunities outside the mentoring relationship can constrain mentees' growth and development. If mentees do not have opportunities to attend workshops, conferences, or

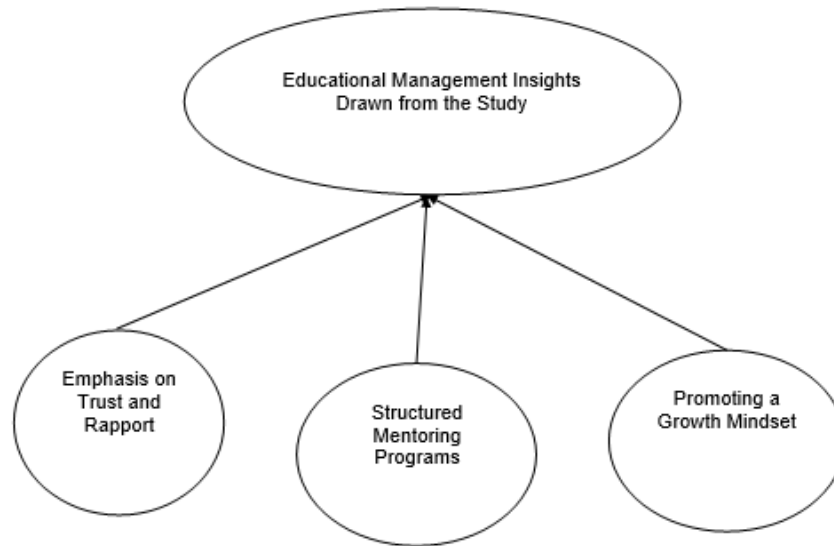


Fig. 4. Emerging Themes On The Coping Mechanisms Of Teachers With The Challenges On The Mentoring Practices Of Master Teachers

seminars, or participate in collaborative learning communities, it can restrict their exposure to new ideas, best practices, and innovative teaching strategies. Comprehensive research by Bulough Draper (2024) stated that mentees may experience frustration if they perceive a lack of institutional support for their professional development. Limited access to funding, time, or resources for attending professional development activities can hinder mentees' ability to pursue growth opportunities independently and impede their overall professional development. Based on the themes identified from the figure, the coping mechanisms of teachers with the challenges of teachers encountered while being mentored

can be summarized as follows. Setting realistic expectations, promoting a supportive and collaborative environment and establishing prioritization and time management. In other words, addressing challenges on the mentoring practices of master teachers requires proactive efforts from both mentors and mentees, as well as support from school leadership and administrators. Clear communication by setting realistic expectations, mutual respect, and a collaborative approach to problem-solving and balancing and sustaining mentoring practices can help mitigate the impact of these challenges and create a more positive and productive mentoring experience for teachers.

*3.3. Educational Management Insights Drawn From The Findings Of The Study*—The participants shared their educational management insights and it was narrowed down into

one to generate the themes. These themes were carefully analyzed and formulated based on what came from informants' accounts and reflections. The subthemes are shown below:

*3.3.1. Emphasis on Trust and Rapport*—Educational stakeholders can understand that nurturing positive, supportive relationships between mentors and mentees is vital for effective

professional development and growth. Positive mentor-mentee relationships are built on a foundation of trust, respect, and rapport Johnson Birkeland, (2023). When mentors and mentees

have a strong connection, mentees feel comfortable seeking guidance, sharing challenges, and receiving feedback. Participant 1 quoted that by recognizing the significance of these relationship, initiatives that facilitate mentorship programs and promote a culture of collaboration and support within educational institutions can be prioritized. Further, the common challenges encountered in mentoring such as time constraints can be addressed by allocating sufficient time for mentoring activities, fostering mutual respect among mentors and mentees, and providing adequate resources and support to both parties. Fernandez and Ramos (2024) discuss how cultural and linguistic differences between mentors and mentees can present challenges in communication and understanding. In diverse educational settings, differences in communication styles, language proficiency, and cultural norms may hinder effective mentorship. Misinterpretations or misunderstandings arising from these differences can impede the implementation of mentorship guidance. Ahmed et al. (2021) emphasize the importance of navigating cultural sensitivities in mentoring relationships. Mentors and mentees must develop cultural competence and awareness to bridge cultural gaps and foster effective communication. Creating inclusive environments that value diverse perspectives and experiences is essential for promoting mutual understanding and collaboration. The participant above expressed a strong motivation to advocate for the implemen-

tation of structured mentorship programs within their educational institution. The participant acknowledged the potential of such programs to have positive effects on teacher retention, job satisfaction, and student achievement. By implementing structured mentorship programs, the institution can provide support and guidance to new and existing educators, fostering their professional growth and development. This, in turn, can lead to higher levels of teacher satisfaction, increased retention rates, and ultimately improved student outcomes. Therefore, advocating for structured mentorship programs aligns with the speaker's goals of enhancing the overall educational experience within . Research by Johnson et al. (2018) revealed that mismatched expectations between mentors and mentees can lead to limited opportunities for growth. If mentors and mentees have divergent goals or priorities for the mentoring relationship, it can result in a lack of alignment between mentorship guidance and mentees' professional development needs, hindering their ability to capitalize on growth opportunities. This is also supported by a study of Darling-Hammond (2018), mentees may experience frustration if their personal goals and aspirations do not align with the goals set by their mentors or the mentorship program. This misalignment can lead to limited opportunities for growth, as mentees may feel that their individual needs and professional growth are not adequately addressed within the mentoring relationship.

*3.3.2. Structured Mentoring Programs—* The study likely emphasizes the importance of structured mentoring programs are essential for providing a framework and guidelines to ensure the effectiveness and success of mentoring relationships. Educational professionals can gain valuable insights into how structured mentoring programs led by master teachers contribute to enhancing teaching practices

and improving student outcomes. By examining these programs, they can understand the specific strategies and approaches employed by master teachers to support mentees' growth and development. The study's findings agree with Grossman et al (2019), master teachers serve as exemplary models for novice educators by demonstrating effective teaching practices in action. Through observation and emula-

tion, mentees learn how to implement evidence-based instructional strategies, manage classrooms efficiently, and create engaging learning environments. Teachers often have demanding schedules with limited time for additional commitments outside of their regular work hours by Ingersoll Strong, (2021). Engaging in professional development activities, such as mentoring, can further strain their time resources and create conflicts with personal responsibilities and self-care. The participants mentioned mentoring can guide the design of professional development initiatives that prioritize mentorship and supportive relationships among educators. This involves integrating mentoring practices into teacher training programs and ongoing professional development opportunities. By incorporating mentorship into these initiatives, educational institutions can provide structured support and guidance to educators at various stages of their careers, fostering continuous growth and development. This approach not

only strengthens teacher effectiveness but also enhances collaboration and community within the educational environment, ultimately benefiting both educators and students. According to Valli and Buese (2018), teachers participating in structured mentoring programs may encounter challenges balancing their mentoring responsibilities with their existing workload and professional obligations. Limited time and competing demands can impact the frequency and quality of mentor-mentee interactions, hindering the mentee's ability to fully engage in the mentoring process. Hawley et al. (2018) opined that structured mentoring programs may require mentees to devote significant time and effort to program activities, workshops, or meetings, which can be challenging to manage alongside their teaching responsibilities and personal commitments. Time constraints can lead to feelings of overwhelm and stress, affecting the mentee's overall experience and satisfaction with the program.

*3.3.3. Promoting a Growth Mindset—* Moreover, when explaining master teacher's roles for mentees participants reported about mentees learn not only what to teach but also how to cultivate a positive and inclusive learning environment, drawing inspiration from their mentors. Master teachers exemplify professionalism through their dedication to their craft, adherence to ethical standards, and commitment to continuous improvement by Feiman-Nemser, (2022). Mentees learn the importance of professionalism in all aspects of their teaching practice, including interactions with students, colleagues, and parents. These responses highlight the impact of needs as mentees observe their own growth and improvement over time, they gain confidence and empowerment. This newfound self-assurance enables them to take risks, innovate in the classroom, and ultimately make a positive impact on student learning out-

comes. Through this process, mentees evolve into proactive educators who continuously strive for excellence in their teaching practice. Similarly, mentorship plays a crucial role in promoting inclusive teaching practices. Research by Dieker et al. (2024) highlights the impact of mentorship on supporting teachers in creating culturally responsive classrooms and meeting the diverse needs of students from varying backgrounds. Based on the figure above, three themes emerged from the participants' responses, which emphasized trust and rapport, structured mentoring programs, and promoting a growth mindset. Participants emphasized trust and rapport. They highlighted the importance of building trust and establishing rapport between mentors and mentees. Trust and rapport are essential for effective communication, collaboration, and relationship-building within the mentoring relationship. Participants in structured

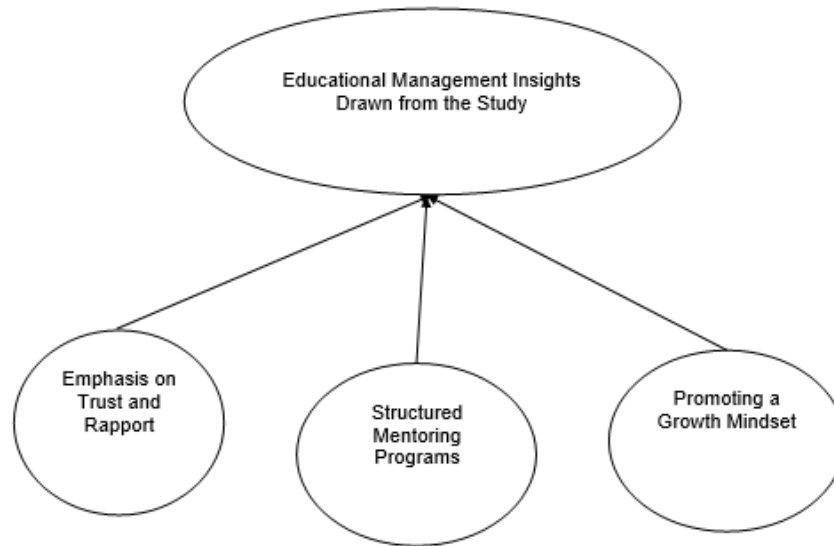


Fig. 5. Emerging Themes On The Educational Management Insights Drawn From The Study

mentoring programs acknowledged the significance of these programs in supporting teachers’ professional growth and development. Structured mentoring programs provide a framework for mentor-mentee interactions, goal setting, and professional learning activities, enhancing the effectiveness of the mentoring process. Participants recognized the value of promoting a growth mindset in mentoring relationships. Promoting a growth mindset involves encourag-

ing mentees to embrace challenges, persist in the face of setbacks, and view failures as opportunities for learning and growth, ultimately fostering a culture of continuous improvement and development. These three themes represent key aspects of effective mentoring practices and highlight the importance of trust, structure, and a growth-oriented mindset in supporting teachers’ professional growth and development through mentoring relationships.

#### 4. Implications and Future Directions

This chapter serves as a critical component of the study, providing insights into the practical, policy, and research implications of the findings, offering guidance for future mentoring practices, and developing collegial relationships between mentors and mentees. A study on mentoring practices of master teachers would typically discuss the implications of the study’s findings and suggest potential future directions for research or practice in the mentoring field.

*4.1. Findings*—The study showcased and discussed how its findings can inform and improve mentoring programs aimed at developing collegial relationships. Based on the study’s findings, identify specific strategies and interventions that educational institutions can imple-

ment to enhance the effectiveness of mentoring relationships. Highlight practical implications for master teachers as mentors, teachers as mentees, and educational leaders in fostering supportive relationships within mentoring programs.

*4.2. Implications*—

For the experiences of teachers being mentored by master teachers, three themes emerged from the participants' responses: personalized support, modeling effective opportunities, and professional development opportunities. The theme of personalized support suggests that participants in the study or survey emphasized the importance of receiving personalized support in their mentoring experiences. This support likely includes tailored guidance, individualized feedback, and targeted resources to address each teacher's specific needs and challenges. Participants may have highlighted the value of mentors who understand their unique circumstances and provide customized assistance to help them grow as educators. The theme of modeling effective opportunities indicates that participants recognized the significance of mentors modeling effective teaching practices during their mentoring interactions. Mentors likely demonstrated best teaching practices through various means, such as conducting demonstration lessons, providing opportunities for observation, and engaging in co-teaching experiences. By observing and learning from their mentors, participants may have gained insights into effective instructional strategies, classroom management techniques, and student engagement methods. In professional development opportunities, this theme suggests that participants appreciated the professional development opportunities provided to them as part of their mentoring experiences. These opportunities likely included workshops, training sessions, action research projects, peer mentoring/coaching, access to online resources, and attendance at conferences or seminars. Participants may have valued these opportunities as they contributed to their ongoing growth and development as educators, helping them stay informed about current trends, research, and educational best practices. Overall, these three themes represent key aspects of the mentoring experiences reported by participants in the study, highlighting

the importance of personalized support, modeling effective teaching practices, and access to professional development opportunities in fostering the professional growth and development of teachers mentored by master teachers. Teachers' coping mechanisms for the challenges of master teachers' mentoring practices can be summarized as follows: setting realistic expectations, promoting a collaborative and supportive environment, and establishing prioritization and time management. The first theme highlights the importance of realistic expectations to ensure a productive, supportive, mutually beneficial relationship between mentors and mentees. When expectations are realistic, both can build trust and enable them to track progress and experience a sense of achievement. The second theme emphasizes promoting a collaborative and supportive environment. This fosters trust and rapport, encourages open communication, enhances learning and development, boosts confidence and communication, and encourages a growth mindset. By prioritizing support and collaboration, mentoring relationships become more impactful, paving the way for successful and meaningful outcomes. Furthermore, the third theme deals with establishing prioritization and time management. Master teachers and teachers have productive relationships when both focus on the most critical topics or goals, maximizing the time available for meaningful discussion and problem-solving. By embedding prioritization and time management into mentoring practices, both can ensure a productive, growth-focused, and mutually rewarding experience. Addressing these challenges requires proactive efforts from mentors and mentees and support from school leadership and administrators. Clear communication, mutual respect, and a collaborative approach to problem-solving can help mitigate the impact of these challenges and create a more positive and productive mentoring experience for teachers. Three themes emerged from the participants'



responses regarding the educational management insights drawn from the study: emphasis on trust and rapport, structured mentoring programs, and promoting a growth mindset. Participants highlighted the importance of building trust and establishing rapport between mentors and mentees. Trust and rapport are essential for effective communication, collaboration, and relationship-building within the mentoring relationship. Participants in structured mentoring programs acknowledged the significance of these programs in supporting teachers' professional growth and development. Structured mentoring programs provide a framework for mentor-mentee interactions, goal setting, and

professional learning activities, enhancing the effectiveness of the mentoring process. Participants recognized the value of promoting a growth mindset in mentoring relationships. Promoting a growth mindset involves encouraging mentees to embrace challenges, persist in the face of setbacks, and view failures as opportunities for learning and growth, ultimately fostering a culture of continuous improvement and development. These three themes represent key aspects of effective mentoring practices and highlight the importance of trust, structure, and a growth-oriented mindset in supporting teachers' professional growth and development through mentoring relationships.

*4.3. Future Directions*—The following considerations can guide this: Policymakers may prioritize legislation and allocate funding to support developing and implementing effective mentoring programs for master teachers. This includes providing financial resources for mentor training, program coordination, and professional development opportunities. Policymakers can also explore implementing incentive structures to encourage master teachers to participate in mentoring programs and serve as mentors. These structures may include financial incentives, recognition programs, or career advancement opportunities for experienced teachers in mentoring roles. Policymakers may integrate mentoring programs into broader education policies and initiatives to improve teacher quality, retention, and professional development. By embedding mentoring into education policy frameworks, policymakers can ensure sustained support and investment in mentoring initiatives. School administrators may prioritize resource allocation to support mentoring programs within their schools, including funding for mentor training, program coordination, and materials/resources for mentors and mentees. They may also establish mecha-

nisms for ongoing evaluation and assessment of mentoring programs to monitor their effectiveness and identify areas for improvement. This may involve collecting feedback from mentors, mentees, and other stakeholders, analyzing program outcomes, and making data-driven decisions to optimize program delivery. Administrators can provide professional development opportunities for mentors and mentees to enhance their mentoring skills and knowledge. This may include workshops, seminars, and training sessions focused on effective mentoring practices, communication strategies, and fostering a supportive learning environment. Teachers may actively engage in mentoring programs as mentees to support their professional growth and development. Teachers may take ownership of their learning by setting goals, seeking feedback, and implementing strategies learned through mentoring relationships. Teachers may embrace collaboration and reflective practice within mentoring relationships to maximize the benefits of mentorship. This involves actively participating in discussions, sharing experiences, and seeking guidance from mentors to enhance their teaching practices. They may also consider taking on mentoring roles as they gain career experi-

ence and expertise. By serving as mentors to less experienced colleagues, teachers can contribute to a culture of professional learning and support within their schools. Overall, the future directions on the mentoring practices of master teachers on their mentees while developing collegial relationships should involve collaborative efforts among policymakers, school administrators, and teachers to prioritize mentoring programs, allocate resources effectively, and foster a culture of continuous learning and support within educational institutions.

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