Coaching and Mentoring in Marilog District: Accounts of Elementary Teachers

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Abstract—This phenomenological inquiry explored the experiences of teachers in coaching and mentoring at Marilog District, Division of Davao City. This also investigated their coping mechanisms from the challenges they encountered, and their insights drawn from the findings of this study. In exploring the experiences of the ten participants, I employed the qualitative – phenomenological study of which primary instrument of data gathering was through in- depth interview. Major findings revealed that on the experiences of teachers in coaching and mentoring namely professional growth and development, building supportive professional relationships, and enhancing student learning and success. Further, on their coping mechanisms from the challenges in coaching and mentoring, the following three themes emerged: resilience and adaptability, effective communication and relationship building, and professional development and self-care. Finally, on the insights of teachers in coaching and mentoring which can be shared to others, the following three themes emerged: impact on instructional practices, personal and professional growth, and collaborative and supportive professional culture. In summary, the implications of coaching and mentoring in education suggest a need for educational institutions to view these practices as integral components of a comprehensive professional development strategy. By recognizing and investing in coaching and mentoring, schools can contribute to the growth and well-being of their educators, ultimately leading to improved teaching practices and enhanced student learning outcomes. Finally, expanding the focus beyond instructional practices to explore the direct impact of coaching and mentoring on student outcomes. Investigating how improved teaching strategies, enhanced teacher well-being, and a positive school culture influenced by mentorship programs contribute to better academic performance and holistic development among students.

Index Terms—coaching, mentoring, elementary teachers, phenomenology.

1. Introduction

There are several advantages to having a coach or mentor. It has the potential to aid in the professional growth of educators, enhance their leadership abilities, and pique their interest in the classroom. Teachers might benefit from coaching while they seek their next position in the classroom. As a mentee, the researcher has become an important part of the conversation around the topic of coaching and mentoring for teachers. The time, energy, and commitment needed from both mentees and mentors or coaches are some of the issues. In addition, problems with their quality, compatibility, and trust amongst one another are a factor. The researcher's position as mentee is essential to the success of any mentoring or coaching initiative.

Globally, high-stakes accountability measures, like coaching and mentoring, have made the roles of school administrators and master teachers more crucial than ever before. Since there is a need for competent school administrators, there is room for improvement training and support. Putting lone workers in the center of a hectic and isolated primary task without any type of assistance is no longer sustainable for educational institutions. Schraw (2018) argues that administrators should coordinate both the internal and exterior components of their schools to ensure that all students do well on standardized tests. Furthermore, according to Malone (2018), a substantial number of potential leaders have been dissuaded from adopting the position of master teachers as a consequence of political and cultural upheavals that have transformed the duties of schools and the leadership of schools towards coaching and mentoring. These upheavals have caused a shift in the roles that schools are expected to play in society.

Similarly, Master Teachers in the country, especially in Zambales, are models, coaches, and mentors who work with teachers to enhance their profession and increase student accomplishment. The obtained negative t-values between the two groups suggest that instructors value Master instructors. Their coaching and mentoring practices in Content Knowledge and Pedagogy, Learning Environment, Curriculum and Planning, Reporting and Assessment, Community Linkages and Professional Development, and Personal Growth and Professional Development have a significant moderate positive correlation. Interpersonal Skills coaching and mentoring practices had a modest positive association with MTs' IPCRF performance. Diversity of Learners has a minimal positive correlation. It also shows that instructional coaches and mentors need more training to be more effective, particularly in the Content Knowledge and Pedagogy domain, which focuses on researching and using ICT in teaching, and the Diversity of Learners domain, which addresses learners with different needs (Dingal, 2023). Likewise, despite their dedication to and need for future talent quality enhancement, most coaches and mentors in organizations fail to address this problem. According to Boatman et al. (2018), the top three talents are the ability to lead and manage change, advise and develop people,

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and spot and cultivate future potential. These are essential in order to fix the HR issues that have been highlighted.

Consequently, in Marilog District, Division of Davao City, the application of coaching and mentoring of teachers presents unique difficulties for many master teachers. Mentors, who are expert instructors, need to learn more about the problem and figure up solutions. Some master teachers have concerns that their students' academic progress would suffer as a result of the coaching and mentoring methods they provide.

I have read various studies about issues of teachers relative to coaching and mentoring but none of those were conducted in the local setting. For example, according to Haas et al. (2022), global mentoring studies indicate a variety of mentoring approaches, but there are commonalities for classroom and school mentoring practices. The findings indicate that these instructors were motivated to assist their mentees with pedagogical knowledge (e.g., classroom administration). As a self-reporting instrument, participants claimed to have mentored on nine of the eleven pedagogical knowledge items with percentages greater than 68%; however, only slightly more than half claimed to have mentored on content knowledge and assessment. Also, Teemant and Sherman (2022) characterized the teacher and her students developing new understandings of self, the interactional space between them, and what learning itself entails, demonstrating that the critical sociocultural processes are transformative as opposed to merely additive. In collaboration with students, the teacher embodies learning as social, teaching as assisting, and disciplinary knowledge as dialogically mediated. The coach, the instructor, and the students all acquire new methods of thinking and acting. However, this study focuses on the experiences of elementary teachers on coaching and mentoring thus, the need to conduct this study.

The researcher is interested in learning more about the difficulties coaches and mentors had, the strategies they used to overcome those difficulties, and the lessons they learned as a result. In addition, the results of this research will be utilized to improve the teaching effectiveness of educators by providing the kind of constructive feedback that is typical of the coaching and mentoring process. This research has the potential to give additional information that is crucial to educational management within the framework of the DepEd Davao City Division. This information may be derived from the participants' experiences, including the lessons they learned and the insights they gained.

2. Purpose of the Study

The purpose of this phenomenological study was to explore the experiences of teachers in coaching and mentoring at Marilog District, Division of Davao City. This also investigated their coping mechanisms from the challenges they encountered, and their insights drawn from the findings of this study.

At this stage of research, the experiences of teachers in coaching and mentoring were generally defined as challenging and positive experiences relative to addressing the issues and challenges in coaching and mentoring of teachers. The mentorship of teachers was a vital component of the induction

of new teachers into the profession. As well as helping new teachers improve professionally and personally, this model also gives the mentor teacher a chance to further their own education and expertise.

Research Questions

This phenomenological study aimed to explore the experiences of teachers in coaching and mentoring at Marilog District, Division of Davao City. Specifically, this study sought answers to the following research questions:

1. What are the experiences of teachers in coaching and mentoring?
2. How do the teachers cope with the challenges they encountered in coaching and mentoring?
3. What insights can be drawn from the experiences of teachers that can be shared with others?

3. Methods

Phenomenology that was qualitative was used for this investigation. For the purpose of assisting the study of phenomena about which very little was known, qualitative research made use of descriptive data. According to Creswell (2015), one could get a qualitative understanding of social and cultural phenomena through observing the feelings, ideas, and behaviors of a society. This research primarily focused on conducting interviews with teachers from elementary schools to acquire descriptive data sources describing the participants' experiences in school-based coaching and mentoring. Qualitative research was carried out, and the data was gathered via interviews, in order to shed light on the manner in which they were empowered in their roles as educators.

I followed some criteria in selecting the participants such as: (a) the participants must be holding a permanent position at least Teacher I in public elementary schools at Marilog District, Division of Davao City; (b) they are assigned in different grade levels; (c) these teachers had experienced various challenges in the conduct of coaching and mentoring in the school; (d) they were composed of either male or female teachers; and (e) they were not members of any ethnic minority or Indigenous People (IP) group and were willing to participate in this study. Additionally, these ten participants were for in-depth interviews, and this number was already enough to provide information with regard to the opportunity to identify and generate the themes.

This study used data coding and theme analysis as methods of inquiry. Nowell et al. (2017) discussed the findings of Thorne's (2000) study, which highlighted data analysis as the most formidable component of qualitative research. The analysis of qualitative data involved a systematic and rigorous evaluation of textual material that had been collected, with the aim of providing a comprehensive description and explanation of the experiences of the individuals under study.

4. Results and Discussions

A. Experiences of Teachers in Coaching and Mentoring

After analyzing the responses of the participants, the following were the emergent themes on the experiences of

teachers in coaching and mentoring namely professional growth and development, building supportive professional relationships, and enhancing student learning and success.

1) Professional Growth and Development

One prominent theme in the experiences of teachers involved in coaching and mentoring is the significant impact on their professional growth and development. Through coaching and mentoring relationships, teachers often have the opportunity to engage in reflective practices, receive constructive feedback, and acquire new teaching strategies. This theme encompasses the idea that effective coaching and mentoring can lead to continuous improvement in teaching practices, pedagogical skills, and overall instructional effectiveness. Teachers may also benefit from exposure to diverse perspectives and innovative approaches to education, contributing to their ongoing professional learning.

Teacher coaching and mentoring has been around for a while, but Ali et al. (2018) gave an overview of its history, ideas, and application for CPD in the classroom. The research uncovered growing trends in teacher mentoring and guiding methods that may be used in a wide range of contexts. The analysis also found that teacher counseling and mentoring is an effective strategy for promoting educator development and, ultimately, student success. The findings of the study highlighted the need for more validations on the effectiveness of such techniques to enhance teachers' abilities, reflective practice, and professional development as a whole, and suggested directions for future research on teacher coaching and mentoring approaches.

Mentoring relationships are more likely to succeed when the responsibilities of the experienced teacher and the new instructor are comparable. On the other hand, pairing novice and seasoned special educators is not always practicable owing to manpower shortages and specific teaching responsibilities in special education. There was shown to be a correlation between the intervention, mentor expertise, and the ability to identify elements of differentiated training. Novice special educators improved their teaching methods after getting professional development and specialized coaching (Cornelius et al., 2020).

2) Building Supportive Professional Relationships

Another key theme revolves around the development of supportive and collaborative professional relationships. Coaching and mentoring provide a structured framework for teachers to connect with colleagues who can offer guidance, encouragement, and a sense of camaraderie. The relationships formed through coaching and mentoring contribute to a positive and collaborative school culture, fostering an environment where educators feel comfortable sharing challenges, seeking advice, and celebrating successes. This theme underscores the importance of interpersonal connections in the teaching profession and how these relationships contribute to a sense of community within the educational institution.

Coaching is a method for enhancing performance that focuses on the present rather than the past or the future. It is an effective method for enhancing one's competence and output. It is the responsibility of school administrators, master teachers, and division education supervisors to implement the mentoring program at the school and division levels. Long-term procedure

predicated on mutual trust and respect, as used in this study. The focus is on establishing a more informal relationship between the mentor and mentee (DepEd, 2017).

In Batangas study that aims to determine the competencies, attitudes, and interests of cooperating teachers as observed by cooperating teachers, student teachers, and school administrators, the output of the mentoring plan is that cooperating teachers are enlightened and empowered, student teachers are more self-assured and productive, and students learn effectively (Gonzalvo et al., 2018). In the same study on practice teachers and cooperating teachers, it was found that peer mentoring guides or assists mentees and facilitates learning. A mentor is a person who can inspire, motivate, and encourage mentees (Felisilda & Malaga, 2019). In addition, it is believed that a "nurture and mentor" faculty culture would span the disparity between the retention and productivity of a university's finest faculty (Obliopas et al., 2019).

3) Enhancing Student Learning and Success

The ultimate goal of coaching and mentoring in education is to positively impact student learning and success. A significant theme revolves around the idea that when teachers engage in effective coaching and mentoring relationships, they are better equipped to meet the diverse needs of their students. This theme encompasses the notion that improved teaching practices, increased self-efficacy, and a commitment to ongoing professional development directly translate to enhanced learning experiences for students. Through coaching and mentoring, teachers gain insights into best practices, strategies for differentiated instruction, and methods for creating inclusive and engaging classrooms, ultimately contributing to improved student outcomes.

Master Teachers are models, coaches, and mentors who work with teachers to enhance their profession and increase student accomplishment. The obtained negative t-values between the two groups suggest that instructors value Master instructors. Their coaching and mentoring practices in Content Knowledge and Pedagogy, Learning Environment, Curriculum and Planning, Reporting and Assessment, Community Linkages and Professional Development, and Personal Growth and Professional Development have a significant moderate positive correlation. Interpersonal Skills coaching and mentoring practices had a modest positive association with MTs' IPCRF performance. Diversity of Learners has a minimal positive correlation. It also shows that instructional coaches and mentors need more training to be more effective, particularly in the Content Knowledge and Pedagogy domain, which focuses on researching and using ICT in teaching, and the Diversity of Learners domain, which addresses learners with different needs (Dingal, 2023).

Master teachers (MTs) were mentored and coached to better facilitate the RBL process with their students. Ten institutions volunteered to participate in this study, and the results revealed a significant improvement in the academic performance of the students. It is difficult to manage the teaching and learning processes due to 1) the teacher's attitude, 2) the teaching approach, 3) the curriculum design, and 4) the academic leadership (Rattanaprom, 2019).

B. Coping Mechanisms of Teachers in from the Challenges in Coaching and Mentoring

After analyzing the responses of the participants about their coping mechanisms from the challenges in coaching and mentoring, the following three themes emerged: resilience and adaptability, effective communication and relationship building, and professional development and self-care.

1) Resilience and Adaptability

One major theme in the coping mechanisms of teachers facing challenges in coaching and mentoring is their resilience and adaptability. Teachers often encounter unforeseen obstacles, such as resistance to change, differing communication styles, or the need to modify their instructional methods. Coping mechanisms within this theme involve the ability to bounce back from setbacks, learn from challenges, and adapt strategies to better align with the needs of both the mentor and mentee. Teachers who exhibit resilience and adaptability are more likely to navigate challenges effectively and maintain a positive outlook on their coaching and mentoring experiences.

The teaching profession is infused with the enthusiasm, optimism, and novel notions of new teachers. 20 to 44% of teachers abandon their profession within the first five years due to a lack of perceived support, dissatisfaction with their jobs, and low pay. Retaining effective instructors has a positive influence on school culture, community relations, progress toward school objectives, and pupil achievement. Due to recent changes in population and demographics, the issue of teacher attrition is of particular concern in North Dakota (Jacobson et al., 2020).

2) Effective Communication and Relationship Building

Coping mechanisms also revolve around effective communication and relationship building. Challenges in coaching and mentoring may arise due to misunderstandings, misaligned expectations, or interpersonal conflicts. Teachers who employ strong communication skills, including active listening and clear expression of ideas, can navigate these challenges more effectively. Building positive and constructive relationships with both mentors and mentees is crucial for overcoming obstacles. This theme underscores the importance of open and honest communication as a key coping mechanism for teachers engaged in coaching and mentoring relationships.

Coaching interventions assist both individuals and organizations in achieving their goals and expanding their capabilities. Some of the many benefits of coaching include more time for managers, more innovative ideas, more efficient use of people, skills, and resources, faster and more effective emergency response, greater flexibility and adaptability to change, more motivated employees, a shift in company culture, and the acquisition of a valuable life skill (Whitmore, 2019).

However, mentoring is the responsibility of school administrators, master teachers, and division education supervisors to implement this program at the school and division levels. Long-term procedure predicated on mutual trust and respect, as used in this study. The focus is on establishing a less formal relationship between the mentor and mentee (DepEd, 2017).

3) Professional Development and Self-Care

The coping mechanisms of teachers facing challenges in coaching and mentoring often include a focus on continuous professional development and self-care. Challenges may lead to feelings of stress or burnout, and teachers must prioritize their own well-being to effectively support others. Seeking additional training, attending workshops, and actively participating in professional learning communities are coping mechanisms within this theme. Additionally, practicing self-care strategies, such as setting boundaries, managing workload, and seeking emotional support, helps teachers maintain a healthy balance while navigating the complexities of coaching and mentoring. This theme emphasizes the interconnectedness of personal well-being and professional growth as coping mechanisms for teachers in these roles.

Mentoring and coaching fosters the development of professional and personal relationships that assists individuals in acquiring the skills necessary to be relevant and competitive in the academic world. Institutions are progressively recognizing the significance and benefits of counseling for professional and organizational development. Based on semi-structured interviews and focus group discussions, positive effects of coaching and mentoring have been reported. They highlight the benefits of training internal coaches and the contribution of facilitating personal and professional development to the achievement of organizational objectives. Active listening can inspire individuals to take responsibility for their own work and promotes the development of critical thinking skills in problem solving, according to research (Hakro & Matthew, 2020).

Globally, mentoring and coaching appear to have supplanted many other forms of job-integrated professional development programmes. Mentoring entails supplying a protégé with both professional and personal guidance. Coaching involves providing a coachee with career-specific assistance. In their early years of teaching, novice educators encounter a variety of issues and difficulties. These initial experiences determine the longevity, teaching quality, and student performance of new teachers. Effective mentoring and counseling for beginning teachers involves guidance in professional (career, skills and expertise) and personal (work-life balance, self-confidence, self-perception, and personal influences) development. This concept paper provides an overview of current mentoring and counseling practices for beginning teachers (Vikaraman et al., 2017).

C. Insights Drawn from the Experiences of Teachers in Coaching and Mentoring

After analyzing the responses of the participants about the insights of teachers in coaching and mentoring which can be shared to others, the following three themes emerged: impact on instructional practices, personal and professional growth, and collaborative and supportive professional culture.

1) Impact on Instructional Practices

One major theme drawn from the experiences of teachers in coaching and mentoring revolves around the significant impact on instructional practices. Teachers often gain valuable insights

into effective teaching strategies, classroom management techniques, and innovative pedagogical approaches through their mentorship experiences. The mentorship process provides a platform for sharing best practices, refining instructional methods, and incorporating new, research-based approaches into the classroom. This theme highlights how coaching and mentoring contribute directly to the enhancement of teaching practices and overall instructional effectiveness.

In the context of ASEAN, a nation's progress is determined by the caliber of its human resources. Educational factors have a significant impact on life quality, with coaching and mentoring playing a crucial role (Srinovita & Si, 2015). Coaching and mentoring programs can enhance students' knowledge, skills, and attitudes. (Manit & Chowwalit, 2016) contend that coaching and mentoring are effective in providing ongoing support and feedback that may be the most direct, practical path to producing high-quality implementation of curricula and that it results in teachers possessing a certain level of teaching competency. In addition, effective coaches who engage in collaborative dialogue advance candidates toward self-directed learning and enhance teachers' pedagogical practices in goal setting, essential mentoring, and demonstration teaching (Strieker et al., 2020).

According to Gjelaj et al. (2020), mentor teachers understand their place in the education system, but they put more emphasis on classroom management than on their larger professional responsibilities. Syllabi also showed a broad correlation with expected teacher duties, highlighting the need for tighter integration between classroom practice and academic instruction. The findings suggest that rising standards of teacher professionalism within the system should serve as a primary motivation for mentor teacher training.

On the same lens, Dewi (2021) increased teacher pedagogical competence through mentoring and guidance. The results indicated that teacher pedagogy could improve using this combined technique, although not all subjects were effective. The other significant findings were (1) the principal's consistency in implementing the chosen approach and (2) the teacher's capacity to recognize their areas of improvement. This recent study was limited by the small number of participants, the omission of teacher motivation, and the supervisor's inability to consistently implement the selected approaches.

2) Personal and Professional Growth

Another prominent theme involves the personal and professional growth experienced by teachers engaged in coaching and mentoring relationships. Teachers often report that the mentorship process goes beyond improving their instructional skills; it influences their confidence, leadership abilities, and overall professional identity. The insights gained from mentors, coupled with reflective practices, contribute to a deeper understanding of one's teaching philosophy and a continuous commitment to lifelong learning. This theme underscores the transformative nature of coaching and mentoring in fostering holistic growth for educators.

Systems of professional development for K-12 STEM teachers lack the coherence and sequenced experiences necessary to recruit, develop, and retain STEM master teachers and teacher leaders. In spite of this, the United States produces knowledgeable STEM master teachers and effective STEM teacher leaders, which raises the question of how, where, and when these teachers sought out opportunities to develop their teaching competencies and hone their leadership skills in order to become STEM master teacher leaders. Five themes emerged from the interpretive phenomenological analysis: the significance of school culture and the STEM community, access to professional networks/opportunities, motivation, good fortune, and reinforcing beliefs. Aligned with international exemplars of teacher professional development pathways, these themes suggest areas for STEM master teacher leadership enhancement (Hite & Milbourne, 2021).

3) Collaborative and Supportive Professional Culture

The experiences of teachers in coaching and mentoring often highlight the theme of building a collaborative and supportive professional culture within educational institutions. As teachers engage in mentorship relationships, they not only benefit individually but also contribute to the creation of a positive school environment. The exchange of ideas, mutual support, and the development of strong professional relationships foster a culture of collaboration. This theme emphasizes the ripple effect of coaching and mentoring, extending beyond individual teacher growth to positively impact the overall school culture and community.

According to Haas et al. (2022), global mentoring studies indicate a variety of mentoring approaches, but there are commonalities for classroom and school mentoring practices. The findings indicate that these instructors were motivated to assist their mentees with pedagogical knowledge (e.g., classroom administration). As a self-reporting instrument, participants claimed to have mentored on nine of the eleven pedagogical knowledge items with percentages greater than 68%; however, only slightly more than half claimed to have mentored on content knowledge and assessment.

Also, Teemant and Sherman (2022) characterized the teacher and her students developing new understandings of self, the interactional space between them, and what learning itself entails, demonstrating that the critical sociocultural processes are transformative as opposed to merely additive. In collaboration with students, the teacher embodies learning as social, teaching as assisting, and disciplinary knowledge as dialogically mediated. The coach, the instructor, and the students all acquire new methods of thinking and acting. However, this study focuses on the experiences of elementary teachers on coaching and mentoring thus, the need to conduct this study.

Mentoring may play a crucial role in the development and retention of effective school leaders who are able to effect cultural changes that promote greater student success. These pairings frequently function more as a "buddy system" than a formal mentorship program. In numerous systems, mentors receive minimal to no specialized training (Spiro et al., 2017).

5. Implications and Future Directions

A. Implications

The implications of coaching and mentoring for teachers are significant and far-reaching, impacting both individual educators and the broader educational community:

The integration of coaching and mentoring implies a commitment to the ongoing professional development of teachers. Educational institutions should recognize the value of these practices in enhancing teaching skills, staying current with innovative approaches, and fostering a culture of continuous learning. Investing in structured coaching and mentoring programs can contribute to a more dynamic and adaptive teaching workforce.

Likewise, the implications extend to the creation of a supportive and collaborative school culture. Schools should acknowledge the potential of coaching and mentoring to not only improve individual teaching practices but also to cultivate positive relationships among educators. Encouraging a culture where teachers actively engage in mentorship and share experiences can lead to a more cohesive and supportive professional community.

Furthermore, the impact on instructional practices implies a shift towards student-centric approaches. Educational institutions should recognize that coaching and mentoring contribute to the refinement of teaching strategies that directly benefit students. Schools should encourage a pedagogical shift toward more inclusive and innovative practices that enhance student engagement, understanding, and overall success.

Also, the emphasis on personal and professional growth implies that coaching and mentoring can serve as a platform for leadership development. Educational leaders should recognize the potential of these relationships to nurture leadership skills in educators. Providing opportunities for teachers to take on leadership roles within the school community can amplify the positive impact of coaching and mentoring.

Moreover, the acknowledgment of self-care as a coping mechanism underscores the importance of educators' well-being. Educational institutions should prioritize the well-being of their teaching staff, recognizing that investing in self-care initiatives and fostering a healthy work-life balance can contribute to sustained professional effectiveness and job satisfaction.

In summary, the implications of coaching and mentoring in education suggest a need for educational institutions to view these practices as integral components of a comprehensive professional development strategy. By recognizing and investing in coaching and mentoring, schools can contribute to the growth and well-being of their educators, ultimately leading to improved teaching practices and enhanced student learning outcomes.

B. Future Directions of the Study

Department of Education: In the coming years, the Department of Education should focus on developing comprehensive frameworks for coaching and mentoring programs that align with evolving teaching methodologies and technologies. This includes investing in research to identify best practices, fostering partnerships with educational institutions for professional development initiatives, and integrating data-driven evaluation mechanisms to assess the impact of coaching and mentoring on teacher effectiveness and student outcomes. Furthermore, emphasizing equity and inclusivity in coaching and mentoring strategies will be crucial to address the diverse needs of educators nationwide.

School Administrators: School administrators should prioritize cultivating a culture of continuous learning and collaboration by providing training and resources for effective coaching and mentoring practices. Future directions involve leveraging technology to facilitate virtual coaching sessions, establishing mentorship networks within schools, and incorporating feedback loops to tailor coaching approaches to individual teacher needs. Administrators also play a pivotal role in promoting a supportive environment that values reflective practice, peer learning, and ongoing professional growth through coaching and mentoring initiatives.

Teachers: Teachers should embrace ongoing professional development through coaching and mentoring opportunities, leveraging feedback to refine their instructional strategies and enhance student engagement and learning outcomes. Future directions for teachers involve actively participating in peer coaching networks, exploring innovative coaching models such as job-embedded coaching or micro-coaching, and integrating technology tools for personalized coaching experiences. Emphasizing self-reflection, goal setting, and collaboration with coaches and mentors will empower teachers to continually improve their teaching practices and adapt to changing educational landscapes.

Students: From a student perspective, future directions in coaching and mentoring should prioritize student voice and agency, integrating student feedback into coaching programs to create more student-centered learning environments. Students can benefit from mentorship programs that support their academic and socio-emotional development, fostering skills like critical thinking, communication, and resilience. Encouraging peer mentoring and coaching opportunities among students can also promote leadership skills and a sense of community within schools, ultimately enhancing overall student well-being and success.

Future Researchers: Future researchers in the field of coaching and mentoring should focus on conducting rigorous studies that delve into the nuanced aspects of coaching effectiveness, mentor-mentee dynamics, and the long-term impact on teacher professional growth and student achievement. This involves exploring interdisciplinary perspectives, leveraging advanced research methodologies, and examining the role of emerging technologies such as artificial intelligence and data analytics in optimizing coaching and mentoring practices.

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