

TEACHER COLLABORATION, MENTORING PRACTICES AND INTERNAL EFFICIENCY OF THE SCHOOL SYSTEM

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Abstract

This study sought to determine the relationship of teacher collaboration and mentoring practices with school's internal efficiency. The study was conducted in 13 public elementary schools in Calauan Sub-Office, Division of Laguna, with 128 teachers. Employing a descriptive-correlational method, the study used a researcher-made, expert-validated survey-questionnaire. Results showed very high extent of individual and team-themed collaboration, alongside mentoring practices show high level across the four evaluated components i.e., motivation, advice, support, and coaching as perceived by the teachers. It was also found that the internal efficiency across all indicators was notably very high suggesting a well-functioning educational environment conducive to academic success and teacher satisfaction. There were varying degrees of association between teacher collaboration and internal efficiency of schools. Most importantly, relationships indicate mentoring's many advantages particularly in improving teacher satisfaction, discipline, attendance monitoring, and graduation rates. Recommendations include structured collaboration sessions, district-wide programs, integrating collaboration into curriculum design, and ongoing professional development. Future research should explore longitudinal collaboration effects and factors influencing collaboration in diverse school contexts.

Keywords: teacher collaboration; individual themes; team collaboration; internal efficiency; mentoring practices; public elementary schools; descriptive correlational design

1. INTRODUCTION

Teams that collaborate more effectively work collaboratively to solve challenges. Members of the team can support one another in achieving their goals by talking to each other and listening to their ideas. Collaboration occurs when a group of individuals come together and share their skills to further a common goal, project, or mission.

The unifying objective in education is always better learner outcomes. Together, teachers engage in discussion, planning, and problem-solving; they conduct research and use the results to inform their decisions; they build on one other's strengths and shortcomings; and they actively contribute to a respectful and encouraging learning environment. In order to engage in active cooperation, one must move away from administering the education of a single set of students and toward accepting joint accountability for the success and welfare of all students (Te Kete Ipurangi, 2021).

In order to effectively teach, a teacher must collaborate with other teachers and share tasks. Every educator is supposed to contribute to the creation and achievement of educational goals and objectives. Teacher is tasked to be loyal to his chosen profession and continuously exert efforts to extend his cooperation

with other teachers and school officials. If the school wants to instill the pupil's effective knowledge and skills, there must be a cooperation and loyalty spirit among fellow teachers. To strengthen the kind of life of the people who want to advance their knowledge of humanity, a teacher should have a passion and dignity in the teaching profession.

The ability or inability to collaborate can make or break an organization. Teams and companies that excel at collaboration tend to work more efficiently, be more innovative, and create an engaging culture. Effective collaboration can be hindered by a number of factors such as hierarchy, fear, and over-collaboration (Morgan, 2022).

More than ever, teachers need to take collaboration seriously considering the challenges faced by the education system in the Philippines. The problem with poor numeracy and literacy, the growing number of drop-outs, poor achievement rates, and even growing teachers' dissatisfaction. Thus, there is a need to look into the aspects of collaboration in public schools and to investigate how they correlate performance. Only through this field experts can propose courses of action geared towards increasing collaboration and eventually the internal efficiency of the school.

Internal efficiency in the context of a school refers to the optimal use of resources, both human and material, to achieve desired educational outcomes. It is a measure of how well a school converts its inputs (such as teachers, classrooms, and textbooks) into outputs (like student performance and graduation rates). High internal efficiency implies that a school is successful in producing maximum output with minimum resources.

The mentoring practices plays a crucial role in moderating the main variables of the study. In essence, mentoring practices provide a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support, and encouragement. In the context of this study, the mentoring practices can enhance collaboration among teachers by providing a platform for sharing knowledge and experiences, fostering a culture of continuous learning and improvement. Experienced teachers can guide less experienced ones, helping them navigate challenges and improve their teaching practices. This, in turn, can enhance the overall performance of the school, thereby improving its internal efficiency. The mentoring practices can also provide emotional support to teachers, which can reduce dissatisfaction and burnout, further contributing to the school's internal efficiency. Thus, the mentoring practices serves as a vital link between collaboration and performance, acting as a catalyst that enhances the positive impact of collaboration on the school's internal efficiency.

2. PROBLEM STATEMENT AND RESEARCH QUESTIONS

Republic Act 9155 also known as the Governance of Basic Education Act of 2001 provides a legal basis for learning leaders to establish teacher collaborations in schools. It encourages the active participation of teachers and non-academic personnel of public schools in ensuring the quality delivery of programs and projects for ensuring that schools perform well. This collaboration comes in different forms.

However, despite these regulations, issues with school performance persist year after year. Teachers often express concerns about students' reading and numeracy levels at the start of each school year and struggle with the outcomes of summative assessments (Igarashi & Suryadarma, 2023; Yang, 2022). These are merely symptoms of a more profound problem: ineffective collaboration (Calora, 2020; Imperial & Madrigal, 2021).

The impact of this problem is evident in the student achievement data from the 2022-2023 school year, which shows a consolidated mean percentage score of just 53.21%, well below the 80% target and the pre-pandemic range of 55% to 65%. Schools also reported an average of 53 discipline referrals, primarily due to absenteeism and non-completion of outputs, leading to a

Attendance rates of only 85% to 90%. This implies that students were absent for 10% to 15% of school days. Teachers' informal conversations often revolve around the challenges they face, such as overloaded schedules, assignments outside working hours, and students who struggle with reading and

counting (National Center for Education Statistics, 2023).

Despite these challenges, some schools in the locale and even specific grade levels or sections within schools have managed to excel. This suggests that some teachers, regardless of the obstacles, are able to find solutions and achieve desired results. The current merit system encourages competition among teachers, which can undermine collaboration. Teachers may withhold their best practices from colleagues to gain a competitive edge. Ideally, collaboration involves all parties working together towards a shared goal, with the sharing of knowledge, resources, and experience leading to greater efficiency and teamwork. However, when professional growth is at stake, the essence of collaboration may be lost.

From a management perspective, a lack of collaboration can lead to disengaged and unaccountable teachers, wasting time and negatively impacting the school's performance. A disconnected workplace can result in duplicate work, further reducing productivity and wasting resources.

To address these issues, it is crucial to develop a plan that fosters collaboration in the school. Teachers' engagement may be limited if school heads do not actively promote collaboration (Hellbusch, 2022). Furthermore, the length of a teacher's experience could potentially moderate these effects, as more experienced teachers may have developed strategies to navigate these challenges and foster effective collaboration (Columbia University, 2023). This aspect warrants further exploration in the study.

The teachers will only be partially engaged if school heads do not make this a deliberate effort. More importantly, adopting a systematic method will only highlight the leadership's dedication to fostering a collaborative environment, allowing teachers to contribute to the process in their own way. This plan should begin with empirical data that can be found through this research endeavor.

Anchored on the Theory of Collaboration developed by Colbry, et al. (2014), this study sought to determine the correlation of teacher collaboration, mentoring practices, and the internal efficiency of the school system. It was set in Calauan Sub-Office, Division of Laguna, School 2023-2024.

Specifically, the study answered the following questions:

1. What is the extent of teacher collaboration in public elementary schools in terms of:
 - 1.1 individual themes; and
 - 1.2 team collaboration?
2. What is the level of mentoring practices in public elementary schools in terms of the following practices:
 - 2.1 motivation;
 - 2.2 advice;
 - 2.3 support; and
 - 2.4 coaching?
3. What is the mean internal efficiency of the public schools in terms of :
 - 3.1 student achievement,
 - 3.2 teacher satisfaction,
 - 3.3 discipline referrals,
 - 3.4 attendance management, and
 - 3.5 graduation management?
4. Is there a significant relationship between the extent of teacher collaboration and internal efficiency of the school system?
5. Is there a significant relationship between the level of mentoring practices and internal efficiency of the school system?

3. RESEARCH METHODS

This section explains the research design, context and participants, and the research instrument employed in the present research.

3.1. Research Design

In predicting internal efficiency of the school system through teacher collaboration, this study followed the procedures of descriptive correlational research design. The researcher believed that it is the most appropriate design to properly realize the objectives of the investigation.

Descriptive correlational research design is a method that aims to explain the relationship between two or more variables without making any claims about cause and effect. It involves collecting and analyzing data on at least two variables to see if there is a link between them (Bhat, 2023; Stangor & Walinga, 2019). This descriptive research primarily focuses on describing the level of teacher collaboration practices, internal efficiency of the school as moderated by the teachers' mentoring practices.

3.2. Context and Participants

This study involved a total of 128 respondents from 13 public elementary schools out of 22 schools in the District of Calauan Sub-Office Division of Laguna.

The respondents' profile showed some noticeable demographic tendencies. The substantial female representation (82.81%) and the smaller proportion of males (17.19%) show a gender imbalance that is frequent in some professional settings. Despite this skew, including both genders provides a diverse viewpoint on the study issue, as long as the analysis takes into account relevant gender-related variations. Furthermore, the age distribution is diversified, with a sizable proportion falling within the 29-34 age group (32.03%), indicating a vibrant part of the workforce. This variation in age groups assures a diverse range of experiences and perspectives, increasing the dataset's richness.

Furthermore, the sample's variation in civil status, educational attainment, and years of service makes it more suitable for study. The high percentage of married individuals (56.25. %) represent a stable part of the population, but a mix of Bachelor's (66.41%) and Master's degree holders (33.59%) shows a well-educated sample. The distribution of years of service, notably the considerable number in the 6 to 10 year range (30.47%), captures perspectives from early to mid-career professionals.

This study used simple random sampling technique. Simple random sampling is often considered the best method for conducting a study for several reasons. It ensures that every individual in the population has an equal chance of being selected. This reduces bias and ensures that the sample accurately represents the population. Additionally, it is relatively easy to implement compared to other sampling methods.

Moreover, the laws of probability are highly reliable, and simple random sampling allows for precise, quantifiable analysis. When the sample size is large enough, it is possible to make strong statistical inferences about the population. Finally, the selection of one participant does not influence the selection of another. This independence is a key aspect of many statistical methods (Regoli, 2019).

3.3. Research Instrument

Considering that the study adopted the descriptive and survey method of research, the researcher utilized a survey questionnaire. The survey questionnaire was crafted by the researcher using the information found in the review of related literature. The survey questionnaire was validated with the help of validators from the respondents' schools.

The research instrument was composed of three main parts namely Part 1 focused on the teachers' collaboration. Part 2 focused on mentoring practices while Part 3 concerned the internal efficiency of the school collaboration and. Each variable was measured using five validated statements.

Accuracy and precision are the characteristics that refer to the exactness of the data. Questions effectively capture the topic under investigation. Requirements governing data set the boundaries of this characteristic. There was a stable and steady mechanism that collected and stored the data without contradiction or unwarranted variance.

There was a valid reason to collect the data to justify the effort required, which also means it has to be collected at the right moment in time. Gaps in data collection that lead to a partial view of the overall

picture to be displayed were proofed. The responses of all respondents were accessed easily for statistical treatment by the researcher. To ensure validity, the instrument was pilot-tested and subjected to reliability testing.

4. RESULTS AND DISCUSSION

This section presents the results of the study. It comprehensively discusses the data presented in tables for analysis and interpretation. This also compares findings of the investigation with other previously conducted researches.

Table 3. Extent of Individual Themed-teacher Collaboration in Public Elementary Schools in terms of Turn-Taking

	Statements	Mean	SD	VI
1.	we are allowed to raise our hands and participate in discussion during meetings	4.70	.477	<i>Very High Extent</i>
2.	each teacher is given a fair chance of being selected as leader	4.63	.516	<i>Very High Extent</i>
3.	teachers acknowledge the contributions which others may give during certain situations	4.63	.532	<i>Very High Extent</i>
4.	teachers willfully submit to whoever is designated to lead the team	4.58	.526	<i>Very High Extent</i>
5.	teachers listen to other's opinions and respect their time to speak	4.65	.527	<i>Very High Extent</i>
	Overall	4.64	.412	<i>Very High Extent</i>

Legend: 1.0-1.49 (*Very Low Extent/Not Practiced*); 1.50-2.49 (*Low Extent/Seldom Practiced*); 2.50-3.49 (*Moderate Extent/Moderately Extent*); 3.50-4.49 (*High Extent/Highly Practiced*); 4.50-5.0 (*Very High Extent/Very Highly Practiced*).

Table 3 shows the extent of individual themed-teacher collaboration in public elementary schools in terms of turn-taking.

The results reveal a high extent of individual themed-teacher collaboration in public elementary schools in terms of turn-taking, with an overall mean score of 4.64 and a standard deviation (SD) of 0.412. This high mean score indicates that teachers in these schools engage in turn-taking to a very high extent.

Focusing on specific indicators, the two statements with the highest mean scores were "we are allowed to raise our hands and participate in discussion during meetings" with a mean of 4.70 (SD = 0.477), and "teachers listen to other's opinions and respect their time to speak" with a mean of 4.65 (SD = 0.527). Both statements were rated as occurring to a "Very High Extent," indicating strong practices of inclusive participation and mutual respect in discussions. Conversely, the statement with the lowest mean was "teachers willfully submit to whoever is designated to lead the team," which, despite being the lowest, still had a high mean of 4.58 (SD = 0.526), suggesting that while slightly less prominent, the willingness to submit to leadership is still prevalent to a very high extent among the teachers.

In order to clarify the particular situations within these schools, it is essential to examine the indicators emphasized in the research. Out of all the statements, two stood out as having the highest mean scores, suggesting exceptionally strong practices. The initial statement emphasizes a cultural setting in which teachers are motivated and given authority to actively participate in debates, creating an atmosphere that promotes inclusive involvement.

The second statement highlights a culture of mutual respect and active listening among teachers, indicating a readiness to embrace multiple ideas and examine different viewpoints during collaborative talks. Although the collaborative atmosphere is generally positive, the report also identifies areas that may require improvement. The statement with the lowest mean score nonetheless obtained a relatively high mean. This implies that although there is typically a strong tendency towards collaborative decision-making, there can be situations where leadership responsibilities are not as clearly established or where certain teachers show

opposition towards authority.

In general, the study depicts public schools where collaborative practices, such as inclusive involvement and mutual respect, are widespread. However, it also highlights areas where additional focus and improvement could be advantageous in order to boost the efficacy of teacher collaboration within these institutions.

These results have significant implications for the schools involved in the study. The high levels of turn-taking collaboration suggest that these schools have fostered an environment conducive to open communication and shared leadership. This can lead to enhanced teamwork, better decision-making, and a more supportive school culture. The findings can encourage other schools to adopt similar practices, knowing that such collaboration is not only feasible but also beneficial in enhancing the school environment and potentially improving student outcomes.

These results were consistent with prior research highlighting the importance of teacher collaboration in fostering effective learning environments. For instance, studies by Han et al. (2018) and Wu & Cormican (2021) similarly emphasized the positive impacts of turn-taking and shared leadership in enhancing teamwork and school outcomes.

Table 4 examines the extent of individual themed-teacher collaboration in public elementary schools, particularly focusing on observing and doing behaviors among teachers.

Table 4. Extent of Individual Themed-Teacher Collaboration in Public Elementary Schools in terms of Observing/Doing

	Statements	Mean	SD	VI
1.	teachers actively engage in observing others as they work	4.55	.530	<i>Very High Extent</i>
2.	each is given a chance to showcase what they can do	4.57	.599	<i>Very High Extent</i>
3.	members actively join in performing tasks even if it was not his/her idea	4.54	.614	<i>Very High Extent</i>
4.	teachers allow leaders to focus on their tasks while observing what they can do to help	4.54	.531	<i>Very High Extent</i>
5.	teachers are sensitive to the need of the situations	4.48	.628	<i>High Extent</i>
	Overall	4.54	.485	<i>Very High Extent</i>

Legend: 1.0-1.49 (*Very Low Extent/Not Practiced*); 1.50-2.49 (*Low Extent/Seldom Practiced*); 2.50-3.49 (*Moderate Extent/Moderately Extent*); 3.50-4.49 (*High Extent/Highly Practiced*); 4.50-5.0 (*Very High Extent/Very Highly Practiced*).

The results indicate a very high extent of individual themed-teacher collaboration in public elementary schools in terms of observing/doing, with an overall mean score of 4.54 and a standard deviation (SD) of 0.485. This overall mean suggests that teachers are highly engaged in observing and participating in each other's tasks.

Looking at specific statements, the highest mean scores were found in "each is given a chance to showcase what they can do" with a mean of 4.57 (SD = 0.599), and "teachers actively engage in observing others as they work" with a mean of 4.55 (SD = 0.530). Both statements are rated to a "Very High Extent," highlighting that teachers frequently observe and support one another's efforts and are provided opportunities to demonstrate their skills. The statement with the lowest mean was "teachers are sensitive to the need of the situations," with a mean of 4.48 (SD = 0.628). Although this was the lowest, it still indicates a "High Extent," suggesting that sensitivity to situational needs is also a prominent feature of the collaborative environment, albeit slightly less consistent than other practices.

Analyzing particular statements on collaborative behaviors in a classroom setting provides fascinating new perspectives on the norms and attitudes that are prevalent among teachers. Remarkably, the comments that highlighted how teachers should be given chances to demonstrate their abilities and how they should actively participate in watching and encouraging their colleagues in their aspirations received the highest mean scores. These results highlight a strong tendency to create a culture in which teachers actively engage in mutual observation and assistance, which is suggestive of a strong collaborative ethos in the classroom.

The statement with the lowest mean score—which yet shows a very high level of endorsement—relates to teachers' contextual sensitivity. The assessment demonstrates a widespread recognition of the significance of adaptability to situational demands within the collaborative framework, even with a relatively lower mean score. The slightly weaker consistency in this area, as indicated by the lower mean score, points to a possible area for improvement in terms of helping instructors develop a more nuanced awareness of contextual subtleties.

All things considered, the results point to an admirable dedication on the part of educators to cooperative practices, marked by a strong focus on mutual observation and support, as well as an acknowledged need for continued improvement in the area of situational responsiveness. These kinds of insights play a critical role in shaping focused interventions meant to improve collaborative dynamics in learning environments, which in turn creates a more stimulating and encouraging work environment for educators.

This implies a strong culture of mutual support and active participation among teachers. This can enhance professional development, as teachers learn from each other and contribute collectively to school tasks. The findings indicate that promoting opportunities for teachers to showcase their skills and observe their peers can further strengthen collaboration. Other schools may look to these practices as a model, knowing that such an environment fosters teamwork, increases job satisfaction, and can lead to improved learning outcomes for students.

The outcomes of this study align with previous research emphasizing the importance of individual themed-teacher collaboration in educational settings. For instance, articles by Katal, et al. (2022) and Brooks (2023) highlight the benefits of peer observation and active participation in fostering professional growth and enhancing overall school effectiveness.

Table 5 presents the findings on the extent of individual themed-teacher collaboration in public elementary schools, specifically focusing on behaviors related to status seeking among teachers.

Results demonstrate a high extent of individual themed-teacher collaboration in public elementary schools in terms of status seeking, with an overall mean score of 4.41 and a standard deviation (SD) of 0.491. This indicates that teachers exhibit a significant level of status-seeking behavior, where their actions and collaborations are influenced by considerations of status and recognition.

Table 5. Extent of Individual Themed-teacher Collaboration in Public Elementary Schools in terms of Status Seeking

	Statements	Mean	SD	VI
1.	teachers work based on other members' opinions	4.37	.711	<i>High Extent</i>
2.	teachers are very much concerned about the quality of their contributions	4.41	.609	<i>High Extent</i>
3.	teachers are concerned about how doing an assignment could benefit them	4.49	.576	<i>High Extent</i>
4.	teachers always need proof of participation in certain activities	4.50	.533	<i>Very High Extent</i>
5.	teachers enjoy being the leader all the time.	4.31	.740	<i>High Extent</i>
	Overall	4.41	.491	<i>High Extent</i>

Legend: 1.0-1.49 (*Very Low Extent/Not Practiced*); 1.50-2.49 (*Low Extent/Seldom Practiced*); 2.50-3.49 (*Moderate Extent/Moderately Extent*); 3.50-4.49 (*High Extent/Highly Practiced*); 4.50-5.0 (*Very High Extent/Very Highly Practiced*).

Among the statements, the highest mean scores were recorded for "teachers always need proof of participation in certain activities" with a mean of 4.50 (SD = 0.533), and "teachers are concerned about how doing an assignment could benefit them" with a mean of 4.49 (SD = 0.576). The former is rated to a "Very High Extent," while the latter to a "High Extent," indicating that proof of participation and personal benefits from assignments are prominent motivators for the teachers. On the other hand, the statement with the lowest mean was "teachers enjoy being the leader all the time," which had a mean of 4.31 (SD = 0.740), still reflecting a "High Extent." This suggests that while leadership is sought after, it is slightly less significant

compared to other status-seeking behaviors.

According to the study, there is a pervasive culture of status-seeking behavior among elementary school teachers in public schools. There is a particular emphasis on receiving validation for one's actions through concrete evidence of participation and the desire for personal gain from tasks. Teachers appear to emphasize acts that bring attention and directly enhance their professional or personal goals, based on the high mean scores for statements indicating a need for validation and self-interest. This emphasizes how teachers' motivations and behaviors within the school community are shaped by their status and recognition in collaborative environments.

In addition, the study indicates that although the desire for leadership positions is clear, it is not as strong as other status-seeking behaviors. In spite of this, there is a clear tendency towards taking on leadership roles, as evidenced by the high mean score for the leadership statement. This sophisticated interpretation of status-seeking dynamics draws attention to the complexity of teacher interactions in collaborative settings and emphasizes how crucial it is to identify and address these motivations in order to promote productive collaboration and build a nurturing learning environment in schools that promotes professional development.

The high extent of status-seeking behaviors indicates that teachers are motivated by recognition and personal benefits, which can drive their participation and contributions. Schools might leverage this by implementing systems that acknowledge and reward teacher contributions, thereby fostering a positive and motivating environment. Understanding these dynamics can help school heads develop strategies to balance status-seeking tendencies with collaborative efforts, ensuring that while individual contributions are recognized, the overall collaborative spirit and team cohesion are maintained.

The outcomes of this study resonate with previous research that underscores the role of status and individual motivations in shaping collaborative behaviors among educators. For instance, studies by Juhasz (2020) and Slater (2014) have discussed the influence of status-seeking behaviors on teamwork and collaboration dynamics in educational contexts.

Table 6. Summary of the Extent of Individual Themes of Teacher Collaboration in Public Elementary Schools

	Indicators	Mean	SD	VI
1.	Turn-taking	4.64	.412	<i>Very High Extent</i>
2.	Observing/Doing	4.54	.485	<i>Very High Extent</i>
3.	Status Seeking	4.41	.491	<i>High Extent</i>
	Overall	4.53	0.46	<i>Very High Extent</i>

Legend: 1.0-1.49 (Very Low Extent/Not Practiced); 1.50-2.49 (Low Extent/Seldom Practiced); 2.50-3.49 (Moderate Extent/Moderately Extent); 3.50-4.49 (High Extent/Highly Practiced); 4.50-5.0 (Very High Extent/Very Highly Practiced).

Table 6 offers a thorough analysis of the dynamics of collaboration in public elementary school environments. This table summarizes a number of statements regarding the degree of individual themes of teacher collaboration, providing details on particular facets of their interactions.

The public elementary school teachers' common adoption of individual-themed collaboration is supported by the overall mean score of 4.53. These results point to a strong collaborative culture in these learning environments, where teachers actively participate in idea exchanges, peer observation, and efforts to advance their professional status as a group.

The results demonstrate that public elementary school teachers collaborate at a remarkably high extent. The mean scores for each of the three tested statements consistently show high to very high extent of collaboration. To be more precise, the turn-taking mean score is 4.64 with a standard deviation of .412, demonstrating a very high extent of participation in this cooperative practice. Comparably, the mean scores for observing/doing and status seeking are 4.54 and 4.41, respectively, demonstrating very high and high extent of individual-themed collaboration.

These findings have significant implications for school administration. Teachers that collaborate on specific themes to a very high degree reflect a supportive, cooperative, and goal-oriented work environment. Collaborative methods like these have the potential to create an environment that is favorable for professional

development and innovation.

Table 7 presents the results on the extent of team themed-teacher collaboration in public elementary schools, focusing specifically on teamwork-related behaviors among teachers.

Table 7. Extent of Team Themed-Teacher Collaboration in Public Elementary Schools in terms of Teamwork

	Statements	Mean	SD	VI
<i>In our school, teachers...</i>				
1.	know the scope of their work	4.60	.538	<i>Very High Extent</i>
2.	are willing to learn new skills, traits and whatever is needed from them to help their duties in the job.	4.65	.512	<i>Very High Extent</i>
3.	are adaptive to other people's working styles and capabilities	4.61	.522	<i>Very High Extent</i>
4.	have no time for negative issues	4.30	.694	<i>High Extent</i>
5.	share their knowledge.	4.61	.506	<i>Very High Extent</i>
	Overall	4.55	.443	<i>Very High Extent</i>

Legend: 1.0-1.49 (*Very Low Extent/Not Practiced*); 1.50-2.49 (*Low Extent/Seldom Practiced*); 2.50-3.49 (*Moderate Extent/Moderately Extent*); 3.50-4.49 (*High Extent/Highly Practiced*); 4.50-5.0 (*Very High Extent/Very Highly Practiced*).

The results illustrate a very high extent of team-themed teacher collaboration in public elementary schools in terms of teamwork, with an overall mean score of 4.55 and a standard deviation (SD) of 0.443. This high mean score indicates that teachers in these schools exhibit strong teamwork behaviors.

It is further observed that the highest mean scores were for "teachers are willing to learn new skills, traits, and whatever is needed from them to help their duties in the job," which had a mean of 4.65 (SD = 0.512), and "teachers share their knowledge," which also had a high mean of 4.61 (SD = 0.506). Both statements are rated to a "Very High Extent," highlighting the teachers' strong willingness to learn and share knowledge as key aspects of their teamwork. On the contrary, the statement with the lowest mean was "teachers have no time for negative issues," with a mean of 4.30 (SD = 0.694). While this score reflects a "High Extent," it suggests that avoiding negative issues is slightly less prominent compared to the other teamwork behaviors.

The findings provide insight into the complex dynamics of collaboration inside public elementary schools, uncovering a landscape marked by effective collaboration and a collective dedication to professional development. The findings clearly show that teachers have a great desire to continuously learn and acquire new skills and information in order to improve their professional effectiveness. The shared commitment to adapt highlights a proactive stance in responding to the changing demands of the educational environment, guaranteeing that teachers are adequately prepared to tackle the various problems that come with their profession.

Furthermore, the prioritization of information sharing becomes a fundamental aspect of collaborative activities in these educational environments. The results emphasize a widespread culture of transparency and cooperation, in which educators actively participate in exchanging their knowledge and perspectives with their peers. The practice of sharing knowledge in this culture not only enhances the overall learning experience but also promotes a feeling of friendship and mutual assistance among educators, creating a collaborative environment that encourages creativity and high quality.

Despite the predominantly favorable signs of collaboration, the findings also highlight specific areas that require additional scrutiny. The comparatively lower score in allocating time to address negative concerns suggests the possible existence of obstacles or hurdles that could hinder the smooth operation of joint efforts. To overcome these challenges, it is important to implement specific professional development programs and promote open communication. This will enhance the resilience and effectiveness of collaborative efforts, enabling educators to effectively overcome obstacles while maintaining the integrity of the collaborative process. By utilizing these observations, public elementary schools may foster a culture of cooperation that not only improves professional development but also optimizes the combined influence on student learning

and success.

The very high extent of teamwork collaboration signifies a strong culture of mutual support and continuous learning among teachers. This collaborative approach can enhance professional development, as teachers are not only willing to learn and adapt but also to share their knowledge and expertise. Schools can leverage these strong teamwork dynamics to foster a positive and productive educational environment, encouraging teachers to continue developing their skills and supporting each other. Other schools may look to these practices as a model, understanding that fostering a culture of teamwork and collaboration can lead to improved educational outcomes and a more cohesive and supportive school community.

The results are consistent with the body of research that shows how collaboration and knowledge sharing improve student performance and teacher satisfaction. Studies by Lynberg (2018) and De Prada, et al. (2022) have similarly emphasized the significance of adaptive teamwork behaviors and continuous learning within educational settings.

Table 8 presents the results on the extent of team themed-teacher collaboration in public elementary schools, specifically focusing on behaviors related to influence and motivational factors among teachers.

Table 8. Extent of Team Themed-Teacher Collaboration in Public Elementary Schools in terms of Influence

Statements		Mean	SD	VI
<i>In our school, teachers...</i>				
1.	tell stories that inspire other to work smarter	4.60	.508	<i>Very High Extent</i>
2.	give credit to colleagues who contributed to their success	4.60	.523	<i>Very High Extent</i>
3.	welcome disagreements	4.39	.644	<i>High Extent</i>
4.	remind others positively on their purpose	4.56	.529	<i>Very High Extent</i>
5.	do not mind observations	4.22	.700	<i>High Extent</i>
Overall		4.47	.440	<i>High Extent</i>

Legend: 1.0-1.49 (Very Low Extent/Not Practiced); 1.50-2.49 (Low Extent/Seldom Practiced); 2.50-3.49 (Moderate Extent/Moderately Extent); 3.50-4.49 (High Extent/Highly Practiced); 4.50-5.0 (Very High Extent/Very Highly Practiced).

The results show a high extent of team-themed teacher collaboration in public elementary schools in terms of influence, with an overall mean score of 4.47 and a standard deviation (SD) of 0.440. This high mean score suggests that teachers exert a significant positive influence on their colleagues, fostering a collaborative and motivating environment.

It was also observed that the highest mean scores were computed for "teachers tell stories that inspire others to work smarter" and "teachers give credit to colleagues who contributed to their success," both with a mean of 4.60 (SD = 0.508 and 0.523, respectively). These statements are rated to a "Very High Extent," highlighting the importance of inspirational storytelling and acknowledgment of colleagues' contributions as key influential behaviors among teachers. The statement with the lowest mean was "teachers do not mind observations," with a mean of 4.22 (SD = 0.700), which still reflects a "High Extent," suggesting that while teachers are generally open to being observed, this practice is less prominent compared to other forms of influence.

The mean score, which is consistently high, serves as an indicator of the intensity and prevalence of teacher collaboration with a team theme in public elementary schools. This discovery implies that the school culture is profoundly composed of collaborative endeavors, wherein instructors actively participate in actions that have a positive impact on their fellow students. Creating such a collaborative environment is expected to result in a multitude of advantages, such as increased job satisfaction, enhanced professional development, and ultimately, improved student outcomes.

Furthermore, by identifying particular behaviors that obtained the highest average scores, significant insights can be gained regarding the nature of interactions that have the greatest influence within the school community. The significance placed on narration as a method of inspiration, for instance, underscores the effectiveness of narratives in stimulating and involving coworkers. The recognition and attribution of the

contributions made by fellow educators further emphasizes the importance of appreciating the collaborative endeavors of the team. These actions not only foster a cohesive and supportive workplace but also act as catalysts for ongoing enhancements and novel approaches to pedagogy.

Conversely, the statement "teachers do not mind observations" received a comparatively lower mean score, indicating a possible opportunity for improvement and advancement in this regard. Although the prevailing sentiment towards observations remains positive, venting any reservations or apprehensions among educators regarding this approach may present advantageous prospects for reflective practice and professional development. Fostering an environment that promotes candid evaluations and constructive criticism can amplify the collaborative process and ultimately yield advantages for educators and learners.

The high extent of influential behaviors among teachers indicates a strong culture of positive reinforcement and mutual encouragement. This environment can enhance motivation and professional growth, as teachers feel valued and inspired by their peers. Schools can build on these findings by promoting practices that encourage storytelling, positive reinforcement, and open-mindedness towards observations and feedback. By doing so, they can further strengthen the collaborative culture, leading to improved teacher performance and ultimately better educational outcomes for students. Other schools can look to these practices as a model for fostering an environment where influence is used constructively to enhance teamwork and professional development.

These results emphasize the significance of cultivating an inspiring and supportive environment among teachers to enhance collaboration and professional growth. The findings align with existing literature that underscores the role of motivational factors and recognition in promoting teamwork and job satisfaction among educators. Studies by Kumari & Kumar (2023) & Onjoro, et al. (2015) have highlighted the importance of positive influence and storytelling in fostering a cohesive and motivated teaching community.

Table 9 presents the results on the extent of team-themed-teacher collaboration in public elementary schools, focusing specifically on behaviors related to organization and alignment with school mission and vision.

The results indicate a very high extent of team-themed teacher collaboration in public elementary schools in terms of organization, with an overall mean score of 4.66 and a standard deviation (SD) of 0.400. This high mean score suggests that organizational practices among teachers are well-established and effective. The low SD points to a consistent experience across the schools surveyed.

Table 9. Extent of Team Themed-Teacher Collaboration in Public Elementary Schools in terms of Organization

	Statements	Mean	SD	VI
<i>In our school, teachers...</i>				
1.	value the mission and vision of the school	4.71	.456	<i>Very High Extent</i>
2.	keep an open line of communication with members of the team	4.69	.463	<i>Very High Extent</i>
3.	continue with the job even in the absence of a leader	4.69	.496	<i>Very High Extent</i>
4.	care about every event in the school even if they are not the immediate concerned persons	4.61	.551	<i>Very High Extent</i>
5.	have clear job description and designations	4.61	.566	<i>Very High Extent</i>
	Overall	4.66	.400	<i>Very High Extent</i>

Legend: 1.0-1.49 (Very Low Extent/Not Practiced); 1.50-2.49 (Low Extent/Seldom Practiced); 2.50-3.49 (Moderate Extent/Moderately Extent); 3.50-4.49 (High Extent/Highly Practiced); 4.50-5.0 (Very High Extent/Very Highly Practiced).

The highest mean score was recorded for "teachers value the mission and vision of the school," with a mean of 4.71 (SD = 0.456), indicating that alignment with the school's mission and vision is a particularly strong aspect of organizational collaboration. Other high-scoring statements include "teachers keep an open line of communication with members of the team" and "teachers continue with the job even in the absence of a leader," both with a mean of 4.69 (SD = 0.463 and 0.496, respectively). These statements are rated to a "Very High Extent," highlighting the importance of communication and independence in maintaining

organizational effectiveness. The statements "teachers care about every event in the school even if they are not the immediate concerned persons" and "teachers have clear job descriptions and designations" both had a mean of 4.61 (SD = 0.551 and 0.566, respectively), also rated to a "Very High Extent," indicating strong engagement and clarity in roles and responsibilities.

The strong mean regarding organizational collaboration highlights the solid basis of collaborative activities in public elementary schools. This discovery implies that teachers possess a strong dedication to the organizational goal and vision, showcasing a unified alignment that extends throughout the entire school community. Furthermore, the small standard deviation suggests a strong level of uniformity in organizational procedures among the schools that were examined, emphasizing the widespread effectiveness of collaboration within this educational setting. The consistency observed in the data not only strengthens their reliability but also indicates a collective comprehension and dedication to organizational objectives among instructors.

Identifying the exact statements that received the highest mean scores provides significant insights into the main factors that foster collaboration inside public elementary schools. The significance of valuing the school's mission and vision is highlighted by the highest mean score, which emphasizes the importance of shared values in creating a unified and purposeful school culture. The notable scores for statements like "teachers maintain consistent communication with team members" and "teachers demonstrate perseverance in the absence of a leader" emphasize the importance of effective communication and individual initiative in upholding organizational effectiveness. These findings confirm the significance of these factors and offer helpful advice for school leaders and policymakers aiming to enhance organizational collaboration in public primary education.

The very high extent of organizational collaboration suggests that teachers are highly committed to the school's mission, maintain excellent communication, and can operate effectively even without direct leadership. This strong organizational foundation can lead to a more cohesive and efficient school environment, where teachers are motivated and clear about their roles, contributing positively to school operations and student outcomes. Other schools can look to these practices as exemplary, understanding that fostering a strong sense of mission, clear communication, and role clarity can significantly enhance organizational collaboration and overall school effectiveness.

These results highlight the importance of fostering organizational coherence and shared understanding among teachers to enhance collaboration and promote school effectiveness. The findings resonate with existing literature that emphasizes the role of shared vision and communication in facilitating effective teamwork and achieving collective goals in educational settings. Studies by Zasa & Buganza (2022) and Schleifer, et al. (2017) have underscored the significance of organizational clarity and alignment with school mission in driving collaborative efforts and enhancing overall school performance. The outcomes presented in Table 9 contribute valuable insights into the impactful collaborative dynamics among teachers in public elementary schools, reinforcing the value of organizational cohesion and goal alignment in fostering a supportive and effective educational environment.

Table 10. Summary of the extent of Team-Themed Teacher Collaboration in Public Elementary Schools

	Indicators	Mean	SD	VI
1.	Teamwork	4.55	.443	Very High Extent
2.	Influence	4.47	.440	High Extent
3.	Organization	4.66	.400	Very High Extent
	Overall	4.56	0.43	<i>Very High Extent</i>

Legend: 1.0-1.49 (Very Low Extent/Not Practiced); 1.50-2.49 (Low Extent/Seldom Practiced); 2.50-3.49 (Moderate Extent/Moderately Extent); 3.50-4.49 (High Extent/Highly Practiced); 4.50-5.0 (Very High Extent/Very Highly Practiced).

Table 10 presents a thorough analysis of the level of teacher collaboration in public elementary schools with a team theme. This table summarizes different claims on the level of collaboration between teachers, highlighting particular aspects of their joint efforts.

The overall mean score of 4.56 further supports the presence of collaboration in these schools.

According to these results, teachers have a strong organizational alignment, influence-sharing, and collaboration culture. A very high extent of team-themed collaboration among teachers signifies a positive organizational climate characterized by shared responsibility, mutual respect, and coordinated efforts toward common goals.

The results underscore a remarkable level of collaboration among teachers in public elementary schools. Across the three evaluated aspects, the mean scores consistently indicate high to very high extent of collaboration. Teamwork emerges as a prominent aspect, with a mean score of 4.55 and a standard deviation of .443, indicating a very high level of engagement in collaborative teamwork. Similarly, influence and organization exhibit mean scores of 4.47 and 4.66, respectively, reflecting high to very extents of team-themed collaboration among teachers.

Table 11. Respondents' Perception of the Practices of Mentoring in terms of Motivation

Statements	Mean	SD	VI
<i>The mentoring practices in our school...</i>			
1. inspires mentees to reach their full potential.	4.65	.527	<i>Very Highly Practiced</i>
2. encourages continuous learning and growth.	4.57	.527	<i>Very Highly Practiced</i>
3. boosts the confidence of mentees.	4.64	.544	<i>Very Highly Practiced</i>
4. motivates mentees to set and achieve personal and academic goals.	4.61	.537	<i>Very Highly Practiced</i>
5. fosters a positive and proactive mindset among mentees.	4.53	.575	<i>Very Highly Practiced</i>
Overall	4.60	.479	<i>Very Highly Practiced</i>

Legend: 1.0-1.49 (*Very Low Practiced/Very Low Level*); 1.50-2.49 (*Low Practiced/Low Level*); 2.50-3.49 (*Moderately Practiced*); 3.50-4.49 (*Highly Practiced*); 4.50-5.0 (*Very Highly Practiced*).

Table 11 presents the results on respondents' perception of the components of a mentoring practices in terms of motivation, focusing on statements related to inspiring mentees, encouraging continuous learning and growth, boosting confidence, motivating goal-setting, and fostering a positive mindset.

The results show that respondents perceive the mentoring practices in their school as highly effective in terms of motivation, with an overall mean score of 4.60 and a standard deviation (SD) of 0.479. This high mean score indicates that the mentoring practices are perceived as very highly practiced, suggesting that these practices strongly contribute to motivating mentees.

The highest mean score was for "the mentoring practices in our school inspire mentees to reach their full potential," with a mean of 4.65 (SD = 0.527). This is closely followed by "the mentoring practices boost the confidence of mentees," with a mean of 4.64 (SD = 0.544), and "the mentoring practices motivate mentees to set and achieve personal and academic goals," with a mean of 4.61 (SD = 0.537). All these statements are rated as "Very Highly Practiced," highlighting that the mentoring practices effectively inspire, boost confidence, and motivate mentees towards goal setting and achievement. The statement with the lowest mean was "the mentoring practices foster a positive and proactive mindset among mentees," with a mean of 4.53 (SD = 0.575), which, while being the lowest, still indicates that this practice is very highly practiced.

The findings suggest that the teachers in the schools where the study was conducted are highly effective mentors, as perceived by the respondents. The consistently high mean scores across various aspects of mentoring practices indicate that these educators are adept at inspiring, boosting confidence, and motivating their mentees. Notably, the highest mean scores were attributed to practices that directly influence mentees' personal growth and academic achievement, indicating a strong focus on holistic development within the mentoring framework.

Moreover, even the lowest mean score, pertaining to fostering a positive and proactive mindset among mentees, remains significantly high. This suggests that while there may be slight variations in perceived effectiveness across different aspects of mentoring, overall, the teachers in these schools are proficient in fostering a supportive and encouraging environment that facilitates mentees' growth and success. These findings underscore the importance of effective mentoring practices in schools and highlight the positive impact that dedicated educators can have on students' motivation and development.

The very high extent of mentoring practices in motivating mentees suggests that the schools have established effective mentoring programs that significantly benefit the mentees. These programs are instrumental in helping mentees realize their full potential, encouraging continuous learning and growth, and fostering a positive mindset. Schools can leverage these findings to further enhance their mentoring programs, ensuring that the practices continue to inspire and motivate mentees. Other schools can look to these successful practices as a model, understanding that well-implemented mentoring programs can significantly contribute to the personal and academic development of students, leading to improved outcomes and a more positive school environment.

These results highlight the importance of mentoring practices in promoting motivation, personal growth, and academic success among mentees. Effective mentoring fosters positive relationships, provides guidance and support, and empowers mentees to achieve their goals. Studies by educational researchers such as Jefferson (2022) and Prospere (2018) emphasize the impact of mentoring on student motivation, confidence, and achievement.

The implications of these findings on practice are significant for teachers, master teachers, and school heads. To begin, it underlines the crucial need of developing mentorship programs that prioritize motivation, confidence, and goal orientation. Practitioners should focus building conditions that motivate mentees to achieve their maximum potential while also providing support mechanisms to boost their confidence. Furthermore, the findings highlight the need of mentors pursuing continual professional development to ensure they have the skills needed to effectively foster continuous learning and progress among mentees.

Table 12. Respondents' Perception of the Components of Mentoring Practices in terms of Advice

Statements	Mean	SD	VI
<i>The mentoring practices in our school...</i>			
1. provides practical advice on academic and career choices.	4.54	.531	<i>Very Highly Practiced</i>
2. offers guidance on overcoming personal and academic challenges.	4.54	.546	<i>Very Highly Practiced</i>
3. shares insights on effective study habits and time management.	4.55	.530	<i>Very Highly Practiced</i>
4. gives advice on building strong relationships with peers and teachers.	4.56	.514	<i>Very Highly Practiced</i>
5. provides tips on maintaining a healthy balance between school and personal life.	4.56	.529	<i>Very Highly Practiced</i>
Overall	4.55	.475	<i>Very Highly Practiced</i>

Legend: 1.0-1.49 (Very Low Practiced/Very Low Level); 1.50-2.49 (Low Practiced/Low Level); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Highly Practiced); 4.50-5.0 (Very Highly Practiced).

Table 12 presents the results on respondents' perception of the components of a mentoring practices in terms of providing advice, focusing on statements related to academic and career guidance, overcoming challenges, study habits and time management, relationship building, and maintaining a healthy balance.

The results indicate that respondents perceive the components of mentoring practices in their school, particularly in terms of advice, as very highly practiced, with an overall mean score of 4.55 and a standard deviation (SD) of 0.475. This high mean score suggests that the mentoring practices effectively provide valuable advice, contributing positively to the academic and personal development of the mentees.

Examining the statements, the highest mean scores were for "the mentoring practices give advice on building strong relationships with peers and teachers" and "the mentoring practices provide tips on maintaining a healthy balance between school and personal life," both with a mean of 4.56 (SD = 0.514 and 0.529, respectively). These statements are rated as "Very Highly Practiced," highlighting the emphasis on fostering strong relationships and promoting a balanced lifestyle. Close behind, with a mean of 4.55 (SD = 0.530), is "the mentoring practices share insights on effective study habits and time management." The statements "the mentoring practices provide practical advice on academic and career choices" and "the

mentoring practices offer guidance on overcoming personal and academic challenges" both have a mean of 4.54 (SD = 0.531 and 0.546, respectively), indicating that these areas are also very highly practiced.

The findings suggest that the teachers in the schools where the study was conducted excel in providing valuable advice as part of their mentoring practices, as perceived by the respondents. The consistently high mean scores across various components of advice provision indicate that these educators are proficient in offering guidance that contributes positively to both the academic and personal development of mentees. Notably, the highest mean scores were attributed to practices that focus on building strong relationships, maintaining a healthy balance between school and personal life, and sharing insights on effective study habits and time management. These results underscore the importance of holistic mentorship that addresses various aspects of students' lives beyond just academics.

Moreover, the high mean scores across all components of advice provision, even for areas such as academic and career choices and overcoming personal and academic challenges, suggest a comprehensive approach to mentoring. The consistency in perceived effectiveness across these different aspects highlights the teachers' dedication to providing well-rounded support to their mentees. These findings indicate that the mentoring practices in these schools are not only highly practiced but also tailored to address the diverse needs of students, fostering their overall growth and well-being.

The very high mentoring practices in providing advice suggests that these schools have established effective mentoring programs that offer comprehensive guidance to mentees. This includes practical advice on academic and career choices, overcoming challenges, and maintaining a healthy balance in life. Schools can use these insights to further refine and enhance their mentoring programs, ensuring that they continue to meet the needs of their students. Other schools can look to these successful practices as a model, recognizing that well-implemented mentoring programs can significantly support students' academic achievements and personal growth, leading to a more supportive and effective educational environment.

These results highlight the impact of mentoring practices in offering valuable advice and support to mentees across academic, personal, and social dimensions. Effective mentoring fosters holistic development, equips mentees with essential skills and strategies, and helps them navigate challenges effectively. Studies by Guhan, et al. (2020) and Eby, et al. (2018) emphasize the role of mentorship in providing personalized guidance and enhancing mentees' overall well-being and success.

These findings have significant implications for the practice of mentoring in public schools, highlighting the crucial role of mentorship in providing comprehensive support and guidance to students. The exceptionally high levels of satisfaction and perceived effectiveness with mentoring practices components related to advice underscore the importance of tailored guidance in addressing the diverse needs of mentees.

Table 13. Respondents' Perception of the Practices of Mentoring Practices in terms of Support

Statements	Mean	SD	VI
<i>The mentoring practices in our school...</i>			
1. provides a safe and supportive environment for mentees.	4.56	.529	<i>Very Highly Practiced</i>
2. offers emotional support and understanding.	4.54	.546	<i>Very Highly Practiced</i>
3. provides resources and tools necessary for academic success.	4.51	.517	<i>Very Highly Practiced</i>
4. supports mentees in their transition to higher education or the workforce.	4.58	.526	<i>Very Highly Practiced</i>
5. helps mentees navigate through difficult situations.	4.58	.526	<i>Very Highly Practiced</i>
Overall	4.56	.468	<i>Very Highly Practiced</i>

Legend: 1.0-1.49 (Very Low Practiced/Very Low Level); 1.50-2.49 (Low Practiced/Low Level); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Highly Practiced); 4.50-5.0 (Very Highly Practiced)

Table 13 presents the results on respondents' perception of the components of a mentoring practices in terms of providing support, focusing on indicators related to creating a safe and supportive environment, offering emotional support, providing resources for academic success, supporting transitions, and helping mentees navigate difficult situations.

The results indicate that respondents perceive the practices of mentoring in their school, particularly in terms of support, as very highly practiced, with an overall mean score of 4.56 and a standard deviation (SD) of 0.468. This high mean score suggests that the mentoring practices effectively provide substantial support to mentees, contributing positively to their well-being and success.

Among the specific statements, the highest mean scores were for "the mentoring practices support mentees in their transition to higher education or the workforce" and "the mentoring practices help mentees navigate through difficult situations," both with a mean of 4.58 (SD = 0.526). These statements are rated as "Very Highly Practiced," highlighting the emphasis on transitional support and guidance through challenges as key aspects of the mentoring practices. Close behind, with a mean of 4.56 (SD = 0.529), is "the mentoring practices provide a safe and supportive environment for mentees." The statements "the mentoring practices offer emotional support and understanding" and "the mentoring practices provide resources and tools necessary for academic success" both have a mean of 4.54 (SD = 0.546 and 0.517, respectively), indicating that these areas are also very highly practiced.

The findings suggest that the teachers in the schools where the study was conducted excel in providing substantial support to their mentees, particularly in terms of transitional assistance and guidance through challenging situations. The consistently high mean scores across various aspects of support provision indicate that these educators are proficient in creating a nurturing environment that fosters mentees' well-being and success. Notably, the highest mean scores were attributed to practices that aid mentees in transitioning to higher education or the workforce, as well as navigating through difficult circumstances, emphasizing the importance of mentorship in pivotal life stages.

Moreover, the high mean scores across other areas of support provision, such as offering emotional support, providing a safe environment, and equipping mentees with resources for academic success, suggest a comprehensive approach to mentorship that addresses various facets of students' needs. The consistency in perceived effectiveness across these different aspects underscores the teachers' commitment to providing holistic support to their mentees. These findings highlight the positive impact of effective mentoring practices in schools, not only in academic achievement but also in promoting students' well-being and resilience.

The very high supportive mentoring practices suggests that these schools have established effective mentoring programs that offer comprehensive support to mentees. This includes creating a safe and supportive environment, providing emotional support, and ensuring access to necessary resources and tools. Schools can use these insights to further refine and enhance their mentoring programs, ensuring they continue to provide robust support to their students. Other schools can look to these successful practices as a model, recognizing that well-implemented mentoring programs can significantly support students' transitions, help them navigate difficult situations, and contribute to their overall academic success and well-being.

These results highlight the significant impact of mentoring practices in creating a supportive and nurturing environment for mentees. Effective mentorship involves not only academic guidance but also emotional support, resource provision, and assistance in navigating critical life transitions. Studies by Hill, et al. (2022) and Alarcon, et al. (2021) emphasize the role of mentorship in promoting mentees' well-being, resilience, and successful transitions.

These findings have major implications for mentoring practice in public schools, stressing the critical role of support in promoting mentee well-being and achievement. The extremely high levels of satisfaction and perceived effectiveness with mentorship program components connected to support highlight the importance of providing a safe and supportive environment for students. Practitioners should prioritize activities that assist mentees in navigating challenging situations while giving emotional support and empathy along the way. Furthermore, the emphasis on assisting mentees with their transition to further education or the workforce emphasizes the importance of providing comprehensive support at all phases of life.

Table 14. Respondents' Perception of the Practices of Mentoring in terms of Coaching

Statements	Mean	SD	VI
<i>The mentoring practices in our school...</i>			
1. develops leadership skills through coaching.	4.54	.516	<i>Very Highly Practiced</i>
2. enhances communication and interpersonal skills of mentees.	4.59	.525	<i>Very Highly practiced</i>
3. provides regular feedback to help mentees improve.	4.63	.516	<i>Very Highly Practiced</i>
4. coaches, mentees on problem-solving and decision-making.	4.58	.511	<i>Very Highly Practiced</i>
5. guides mentees in setting realistic and achievable goals.	4.61	.537	<i>Very Highly Practiced</i>
Overall	4.59	.459	<i>Very Highly Practiced</i>

Legend: 1.0-1.49 (Very Low Practiced/Very Low Level); 1.50-2.49 (Low Practiced/Low Level); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Highly Practiced); 4.50-5.0 (Very Highly Practiced).

Table 14 presents the results on respondents' perception of the components of a mentoring practices in terms of coaching, focusing on indicators related to developing leadership skills, enhancing communication and interpersonal skills, providing feedback, coaching on problem-solving and decision-making, and guiding goal-setting.

The results indicate that respondents perceive the practices of mentoring in their school, particularly in terms of coaching, as very highly practiced, with an overall mean score of 4.59 and a standard deviation (SD) of 0.459. This high mean score suggests that the mentoring practices effectively incorporate coaching techniques, contributing positively to the development of mentees.

The highest mean score was for "the mentoring practices provide regular feedback to help mentees improve," with a mean of 4.63 (SD = 0.516). This statement is rated as "Very Highly Practiced," highlighting the importance of regular feedback in the mentoring process. Other high-scoring statements include "the mentoring practices guide mentees in setting realistic and achievable goals" with a mean of 4.61 (SD = 0.537), and "the mentoring practices enhance communication and interpersonal skills of mentees" with a mean of 4.59 (SD = 0.525). These practices are crucial in helping mentees develop essential skills and set attainable goals. The statement "the mentoring practices coach mentees on problem-solving and decision-making" had a mean of 4.58 (SD = 0.511), and "the mentoring practices develop leadership skills through coaching" had a mean of 4.54 (SD = 0.516), both also rated as "Very Highly Practiced."

The findings suggest that the teachers in the schools where the study was conducted excel in incorporating coaching techniques into their mentoring practices, as perceived by the respondents. The consistently high mean scores across various aspects of coaching indicate that these educators are adept at providing guidance that contributes positively to the development of mentees. Notably, the highest mean score was attributed to the practice of providing regular feedback, underscoring the importance of constructive criticism in the mentoring process. Other high-scoring statements, such as guiding mentees in goal-setting, enhancing communication skills, and coaching on problem-solving and decision-making, further highlight the comprehensive approach to mentoring adopted by these teachers.

Moreover, the high mean scores across statements related to developing leadership skills through coaching emphasize the educators' commitment to nurturing mentees' holistic growth. The consistency in perceived effectiveness across these different aspects of coaching underscores the teachers' dedication to equipping their mentees with essential skills for success. These findings highlight the significant role of effective mentoring practices in schools in fostering not only academic achievement but also personal and professional development among students.

The very high coaching practices within the mentoring programs suggests that these schools effectively support mentees in developing leadership, communication, and interpersonal skills. Regular feedback and guidance in goal setting and problem-solving are key components of these programs, contributing to the overall growth and development of the mentees. Schools can use these insights to further refine and enhance their coaching practices, ensuring they continue to provide valuable support to their students. Other schools can look to these successful practices as a model, recognizing that well-implemented coaching within mentoring programs can significantly enhance students' skills, confidence, and overall

academic and personal success.

These results highlight the significant impact of coaching in mentoring practices on developing essential skills, fostering growth, and empowering mentees to succeed. Effective coaching involves providing constructive feedback, facilitating skill development, and guiding mentees in achieving their goals. Studies by educational researchers such as Collier-Peter & Cronjé (2020) and Hilali, et al. (2020) emphasize the role of coaching in promoting leadership development and enhancing interpersonal competencies among mentees.

These findings have major implications for teacher mentoring in public schools, emphasizing the importance of coaching in professional development and growth. The unusually high levels of satisfaction and perceived effectiveness with mentoring practices components relating to coaching highlight the need of structured advice and assistance for teachers. Practitioners should prioritize programs that provide regular feedback to help teachers improve their practice and create realistic and attainable goals. Furthermore, the emphasis on improving communication, interpersonal skills, problem-solving, and decision-making abilities highlights the need of holistic skill development in mentoring practices.

Table 15. Summary of the Respondents' Perception of the Components of Mentoring practices

	Components	Mean	SD	VI
1.	Motivation	4.60	.479	<i>Very Highly Practiced</i>
2.	Advice	4.55	.475	<i>Very Highly Practiced</i>
3.	Support	4.56	.468	<i>Very Highly Practiced</i>
4.	Coaching	4.59	.459	<i>Very Highly Practiced</i>
	Overall	4.58	0.470	<i>Very Highly Practiced</i>

Legend: 1.0-1.49 (Very Low Extent/Not Practiced); 1.50-2.49 (Low Extent/Seldom Practiced); 2.50-3.49 (Moderate Extent/Moderately Extent); 3.50-4.49 (High Extent/Highly Practiced); 4.50-5.0 (Very High Extent/Very Highly Practiced).

Table 15 give a comprehensive overview of how respondents perceive various components of a mentoring practices. This table encapsulates statements related to motivation, advice, support, and coaching, providing insights into the effectiveness and significance of these components within the mentoring context.

The results show high level of the mentoring practices as perceived by the respondents. Across the four evaluated component, the mean scores consistently indicate a very high level of perception. Motivation, advice, support, and coaching all receive mean scores above 4.55, signifying a very high level of presence of each component in their schools.

The overall mean score of 4.58 further reinforces the respondents' positive perception of the mentoring practices components. These findings suggest that the mentoring practices effectively addresses key aspects such as providing motivation, offering valuable advice, extending support, and delivering coaching to teachers. Such a high level of satisfaction among respondents indicates the program's success in meeting the needs and expectations of participants, ultimately contributing to their professional development and growth. This very high level of practice of the components of the mentoring practices reflects positively on the overall organizational climate and culture within the schools.

Table 16 presents the results on the mean internal efficiency of public schools in terms of student achievement, focusing on statements related to academic performance and holistic development of students.

Table 16. Mean Internal Efficiency of Public School System in terms of Student Achievement

	Statements	Mean	SD	VI
<i>Our school...</i>				
1.	achieves high mean percentage scores i.e., 75 and above on quarterly tests	4.31	.651	<i>High Internal Efficiency</i>
2.	effectively tracks the academic progress of each student	4.49	.547	<i>High Internal Efficiency</i>
3.	emphasizes the holistic development of students	4.58	.541	<i>Very High Internal Efficiency</i>
4.	has above 75% completion rate of learning tasks	4.43	.598	<i>High Internal Efficiency</i>
5.	has well-prepared graduates for junior high school	4.36	.638	<i>High Internal Efficiency</i>
	Overall	4.43	.478	<i>High Internal Efficiency</i>

Legend: 1.0-1.49 (Very Low Internal Efficiency); 1.50-2.49 (Low Internal Efficiency); 2.50-3.49 (Moderate Internal Efficiency/Moderately Level); 3.50-4.49 (High Internal Efficiency/Highly Level); 4.50-5.0 (Very High Internal Efficiency/ Very Highly Level).

Overall, the mean internal efficiency of the public school system, as indicated by the overall mean of 4.43 and a standard deviation of 0.478, is classified as "High Level." This suggests that respondents generally perceive the school system to perform well across various indicators of student achievement and development, with relatively low variability in their opinions.

The highest mean emphasizes the holistic development of students, with a mean score of 4.58 and a standard deviation of 0.541. This indicates that respondents perceive the school as excelling in fostering the overall growth and well-being of its students, encompassing not only academic achievement but also social, emotional, and physical development. The low standard deviation suggests a high level of agreement among respondents regarding the school's effectiveness in this aspect.

On the other hand, the lowest mean pertains to achieving high mean percentage scores on quarterly tests, with a mean score of 4.31 and a standard deviation of 0.651. Despite still falling within the "High Level" category, the lower mean suggests that respondents perceive this aspect of the school's performance to be slightly less exemplary compared to others. The higher standard deviation indicates a wider range of opinions among respondents regarding the school's effectiveness in achieving high test scores.

These results highlight the effectiveness of public schools in promoting academic excellence and holistic student development. The findings align with the goals of education systems to ensure comprehensive student growth and preparation for future academic challenges. Studies by educational researchers such as Paolini (2015) and Al-Bashir, et al. (2016) emphasize the importance of tracking student progress and fostering a supportive learning environment to enhance overall school effectiveness and student outcomes.

The high overall mean and classification of "High Level" internal efficiency suggest that the school is performing well across various indicators of student achievement and development. This indicates that the school is effectively meeting the needs of its students and providing a supportive learning environment. However, the lower mean score related to achieving high percentage scores on quarterly tests suggests an area for potential improvement. While still classified as "High Level," the perception that this aspect of the school's performance is slightly less exemplary highlights the importance of further refining strategies to enhance academic outcomes. This could involve implementing targeted interventions to support student learning and assessment practices that align with educational goals. Additionally, the emphasis on holistic student development, as indicated by the highest mean score, underscores the importance of continuing to prioritize initiatives that foster not only academic success but also social, emotional, and physical well-being. Overall, these implications suggest opportunities for the school to build upon its strengths while addressing areas for enhancement, ultimately ensuring the ongoing improvement and effectiveness of its educational programs.

Table 17. Mean Internal Efficiency of Public School System in terms of Teacher Satisfaction

	Statements	Mean	SD	VI
<i>Teachers in our school....</i>				
1.	are satisfied with current assignments	4.44	.544	<i>High Internal Efficiency</i>
2.	feel supported by the school administration in professional development.	4.47	.615	<i>High Internal Efficiency</i>
3.	believe that the workload and responsibilities assigned to them are reasonable	4.41	.634	<i>High Internal Efficiency</i>
4.	have access to the necessary resources to effectively teach students.	4.43	.598	<i>High Internal Efficiency</i>
5.	are satisfied with the overall work culture at school	4.46	.615	<i>High Internal Efficiency</i>
	Overall	4.44	.511	<i>High Internal efficiency</i>

Legend: 1.0-1.49 (Very Low Internal Efficiency); 1.50-2.49 (Low Internal Efficiency); 2.50-3.49 (Moderate Internal Efficiency/Moderately Level); 3.50-4.49 (High Internal Efficiency/Highly Level); 4.50-5.0 (Very High Internal Efficiency/ Very Highly Level).

Table 17 presents the results on the mean internal efficiency of public schools in terms of teacher satisfaction, focusing on statements related to teachers' perceptions of their assignments, support, workload,

resources, and work culture.

Overall, the mean internal efficiency of the public school system in terms of teacher satisfaction, as indicated by the overall mean of 4.44 and a standard deviation of 0.511, is classified as "High Level." This implies that teachers generally express satisfaction across various dimensions such as current assignments, support from the administration, access to resources, and overall work culture, with relatively low variability in their opinions.

The findings indicate that teachers feel supported by the school administration in professional development, with a mean score of 4.47 and a standard deviation of 0.615. This suggests that teachers perceive a strong level of support from the school administration in enhancing their professional skills and expertise. The slightly higher standard deviation implies some variability in how teachers perceive this support, though the mean still falls within the "High Level" category.

On the other hand, the lowest mean concerns teachers' beliefs about the reasonableness of their workload and responsibilities, with a mean score of 4.41 and a standard deviation of 0.634. While still considered at a "High Level," this suggests that there might be some concerns or discrepancies among teachers regarding the appropriateness of their workload. The higher standard deviation indicates a wider range of opinions among teachers on this aspect.

These results highlight the importance of creating supportive and positive working conditions for teachers in public schools. Teacher satisfaction plays a critical role in retention, professional development, and overall school effectiveness. Studies by educational researchers such as Iqbal, et al. (2016) and Gu & Zhou (2020) emphasize the impact of teacher satisfaction on student outcomes and school performance.

These imply that teachers generally perceive their current assignments, support from school administration in professional development, workload, access to resources, and overall work culture positively. The high internal efficiency classification underscores the effectiveness of the schools in meeting the needs and expectations of their teaching staff, fostering a supportive and conducive work environment. These results have positive implications for the schools involved, suggesting that they are likely to experience higher levels of teacher retention, job satisfaction, and ultimately, improved educational outcomes for students.

Table 18 presents the results on the mean internal efficiency of public schools in terms of discipline referrals, focusing on statements related to behavior management and disciplinary practices within the school environment.

Table 18. Mean Internal Efficiency of Public School System in terms of Discipline Referrals

	Statements	Mean	SD	VI
<i>Our school...</i>				
1.	has clear for behavior expectations	4.50	.576	<i>Very High Internal Efficiency</i>
2.	responds to discipline referral management in a timely manner	4.50	.562	<i>Very High Internal Efficiency</i>
3.	uses data from discipline referral management to inform decisions about school-wide behavior policies and interventions.	4.50	.547	<i>Very High Internal Efficiency</i>
4.	takes a collaborative approach to discipline	4.50	.533	<i>Very High Internal Efficiency</i>
5.	uses restorative practices in response to discipline referral management	4.57	.542	<i>Very High Internal Efficiency</i>
	Overall	4.52	.479	<i>Very High Internal Efficiency</i>

Legend: 1.0-1.49 (Very Low Internal Efficiency); 1.50-2.49 (Low Internal Efficiency); 2.50-3.49 (Moderate Internal Efficiency/Moderately Level); 3.50-4.49 (High Internal Efficiency/Highly Level); 4.50-5.0 (Very High Internal Efficiency/ Very Highly Level).

Overall, the mean internal efficiency of the public school system in terms of discipline referrals, as indicated by the overall mean of 4.52 and a standard deviation of 0.479, is classified as "Very High Level." This reinforces the consistent perception of excellence across various dimensions of discipline management, with minimal variability in respondents' opinions.

The findings demonstrate a consistent perception of excellence in discipline management within the public school system. The highest mean highlights the use of restorative practices in response to discipline

referral management, with a mean score of 4.57 and a standard deviation of 0.542. This suggests a strong endorsement of the school's approach to discipline, emphasizing restoration and conflict resolution over punitive measures. The low standard deviation indicates a high level of agreement among respondents regarding the effectiveness of this approach.

These results highlight the importance of proactive and collaborative approaches to discipline within public schools. Effective behavior management contributes to a positive school climate, student well-being, and overall academic success. Studies by educational researchers such as Raffinbeul (2019) and Okereke (2016) emphasize the impact of restorative practices and collaborative disciplinary approaches on student behavior and school culture.

These findings indicate that the schools have clear behavior expectations, respond to discipline referrals promptly, utilize data to inform behavior policies, take a collaborative approach to discipline, and employ restorative practices effectively. The classification of "Very High Internal Efficiency" underscores the effectiveness of the schools in managing disciplinary issues, fostering a positive and supportive school environment. These results have positive implications, suggesting that the schools are likely to experience fewer disciplinary incidents, improved student behavior, and a more conducive learning environment conducive to academic success.

Statements				Management VI
Our school...				
1.	implements proactive measures to encourage regular attendance.	4.61	.506	Very High Internal Efficiency
2.	identifies students with attendance issues	4.65	.510	Very High Internal Efficiency
3.	communicates attendance policies to all students, staff, and parents.	4.62	.533	Very High Internal Efficiency
4.	uses attendance data to identify trends.	4.55	.530	Very High Internal Efficiency
5.	engages families in efforts to improve attendance.	4.57	.527	Very High Internal Efficiency
Overall		4.60	.462	Very High Level

Legend: 1.0-1.49 (Very Low Internal Efficiency); 1.50-2.49 (Low Internal Efficiency); 2.50-3.49 (Moderate Internal Efficiency/Moderately Level); 3.50-4.49 (High Internal Efficiency/Highly Level); 4.50-5.0 (Very High Internal Efficiency/ Very Highly Level).

Table 19 presents the results on the mean internal efficiency of public schools in terms of attendance management, focusing on statements related to promoting regular attendance and effectively addressing attendance issues.

Overall, the mean internal efficiency of the public school system in terms of attendance management, as indicated by the overall mean of 4.60 and a standard deviation of 0.462, is classified as "Very High Level." This underscores the prevailing perception of excellence in attendance management across all dimensions, with minimal variability in respondents' opinions.

The findings indicate a consistent perception of excellence in attendance management within the public school system. The highest mean focuses on the school's ability to identify students with attendance issues, with a mean score of 4.65 and a standard deviation of 0.510. This suggests a strong acknowledgment of the school's effectiveness in identifying and addressing attendance challenges among students. The low standard deviation indicates a high level of agreement among respondents regarding the efficacy of this aspect of attendance management.

Similarly, the lowest mean among the statements is not distinctly discernible, as all statements share very high mean scores ranging from 4.55 to 4.62. This uniformity indicates a consistent perception of excellence across various dimensions of attendance management within the school system. The standard deviations for these statements also remain low, emphasizing the high level of agreement among respondents regarding the effectiveness of the school's attendance management practices.

These results highlight the significance of proactive measures and collaboration in addressing

attendance issues within public schools. Effective attendance management contributes to improved student engagement, academic performance, and overall school success. Studies by Kaufman (2022) and Brenner (2021) emphasize the impact of attendance policies and family engagement on student attendance and achievement.

These findings suggest that the schools implement proactive measures to encourage regular attendance, effectively identify students with attendance issues, communicate attendance policies to all stakeholders, utilize attendance data to identify trends, and actively engage families in efforts to improve attendance. The classification of "Very High Internal Efficiency" underscores the effectiveness of the schools in managing attendance, ensuring a positive and supportive school environment conducive to regular student attendance. These results imply that the schools are likely to experience improved attendance rates, leading to enhanced student engagement and academic achievement.

Table 20 presents the results on the mean internal efficiency of public schools in terms of graduation management, focusing on indicators related to preparing students for successful transitions and ensuring academic readiness for progression.

Overall, the mean internal efficiency of the public school system in terms of graduation management, as indicated by the overall mean of 4.58 and a standard deviation of 0.477, is classified as "Very High Level." This underscores the prevailing perception of excellence across all aspects of graduation management, with minimal variability in respondents' opinions.

Table 20. Mean Internal Efficiency of Public School System in terms of Graduation Management

	Statements	Mean	SD	VI
<i>Our school...</i>				
1.	provides comprehensive transition support to help grade 6 students prepare for junior high school	4.56	.514	<i>Very High Internal Efficiency</i>
2.	ensures that all grade 6 students have achieved the necessary academic standards for graduation	4.61	.537	<i>Very High Internal Efficiency</i>
3.	incorporates social-emotional learning into the curriculum to help students develop the skills needed to succeed in junior high school.	4.54	.560	<i>Very High Internal Efficiency</i>
4.	involves parents in the transition process	4.59	.540	<i>Very High Internal Efficiency</i>
5.	provides targeted interventions to support these at-risk students	4.61	.535	<i>Very High Internal Efficiency</i>
Overall		4.58	.477	<i>Very High Internal Efficiency</i>

Legend: 1.0-1.49 (Very Low Internal Efficiency); 1.50-2.49 (Low Internal Efficiency); 2.50-3.49 (Moderate Internal Efficiency/Moderately Level); 3.50-4.49 (High Internal Efficiency/Highly Level); 4.50-5.0 (Very High Internal Efficiency/ Very Highly Level).

The findings demonstrate a consistent perception of excellence in graduation management within the public school system. The highest means highlight the school's efforts in ensuring academic standards for graduation and providing targeted interventions for at-risk students, with mean scores of 4.61 each. These scores suggest strong recognition of the school's efficacy in preparing students for graduation and supporting those who may be at risk. The low standard deviations accompanying these mean scores indicate a high level of agreement among respondents regarding the effectiveness of these graduation management practices.

There is no discernible lowest mean among the statements, as all statements share very high mean scores ranging from 4.54 to 4.59. This uniformity suggests a consistent perception of excellence across various dimensions of graduation management within the school system. The standard deviations for these statements also remain low, further emphasizing the high level of agreement among respondents regarding the efficacy of the school's graduation management strategies.

These results highlight the significance of comprehensive transition support, academic readiness, and social-emotional learning in ensuring successful student transitions and academic achievement in public schools. Effective graduation management contributes to improved student outcomes, retention rates, and overall school performance. Studies by educational researchers such as Iver, et al. (2015) and Tao and Lau

(2021) emphasize the impact of transition support and family involvement on student success during critical educational transitions.

These findings indicate that the schools provide comprehensive transition support for grade 6 students preparing for junior high school, ensure that all students meet necessary academic standards for graduation, incorporate social-emotional learning into the curriculum to promote success in junior high school, involve parents in the transition process, and offer targeted interventions for at-risk students. The classification of "Very High Internal Efficiency" underscores the effectiveness of the schools in managing the graduation process, ensuring that students are well-prepared for the transition to junior high school and equipped with the necessary skills for success. These results imply that the schools are likely to experience higher graduation rates and better student outcomes as a result of their comprehensive graduation management practices.

Table 21. Summary on the Mean Internal Efficiency of the Public Elementary Schools

Indicators		Mean	SD	VI
1.	Student Achievement	4.43	.478	High Level of Internal Efficiency
2.	Teacher Satisfaction	4.44	.511	High Internal Efficiency
3.	Discipline Referrals	4.52	.479	Very High Internal Efficiency
4.	Attendance Management	4.60	.462	Very High Internal Efficiency
5.	Graduation Management	4.58	.477	Very High Internal Efficiency
Overall		4.58	0.470	Very High Internal Efficiency

Legend: 1.0-1.49 (Very Low Internal Efficiency); 1.50-2.49 (Low Internal Efficiency); 2.50-3.49 (Moderate Internal Efficiency/Moderately Level); 3.50-4.49 (High Internal Efficiency/Highly Level); 4.50-5.0 (Very High Internal Efficiency/ Very Highly Level).

Table 21 shows the summary of the internal efficiency of public elementary schools across five indicators, providing a clearer perspective of their performance.

Overall, the internal efficiency across all indicators was notably very high, with an overall mean score of 4.58 (SD = 0.470).

The analysis highlights significant variations in mean scores across the indicators, with discipline referrals displaying the highest mean of 4.52 and student achievement recording the lowest at 4.43. These results suggest a strong disciplinary framework within the schools, while also indicating a slight area for potential improvement in student academic performance. Nevertheless, the overall mean score of 4.58 indicates a very high extent of internal efficiency across all indicators, underscoring the overall effectiveness of the educational environment in public elementary schools.

These results suggest a well-functioning educational environment conducive to academic success and teacher satisfaction. While the findings offer valuable insights, limitations such as sample size and reliance on self-reported data must be acknowledged.

Table 22. Correlation between the Extent of Teacher Collaboration and Internal Efficiency of the School System

Teacher Collaboration	Internal Efficiency of the School System				
	Student Achievement	Teacher Satisfaction	Discipline Referrals	Attendance Management	Graduation Management
A. Individual Themes					
• Turn-Taking	.499**	.487**	.479**	.613**	.556**
• Observing/Doing	.432**	.667**	.560**	.512**	.403**
• Status-seeking	.541**	.525**	.535**	.421**	.385**
A. Team Collaboration					
• Teamwork	.596**	.617**	.579**	.579**	.579**
• Influence	.628**	.686**	.671**	.603**	.556**
• Organization	.600**	.597**	.566**	.637**	.674**

****Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).**
Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 22 illustrates the significant relationship between the extent of teacher collaboration, categorized into different themes of collaboration and various aspects of internal efficiency within the school system.

There is a moderate to strong positive correlation ($r = 0.479$ to 0.613 , $p < 0.01$) between turn-taking as an individual theme of collaboration and internal efficiency measures, including student achievement, teacher satisfaction, discipline referrals, attendance management, and graduation management. Observing and doing as an individual theme of collaboration show moderate to strong positive correlations ($r = 0.403$ to 0.667 , $p < 0.01$) with internal efficiency measures across student achievement, teacher satisfaction, discipline referrals, attendance management, and graduation management. Status-seeking as an individual theme exhibits moderate to strong positive correlations ($r = 0.385$ to 0.541 , $p < 0.01$) with internal efficiency measures, encompassing student achievement, teacher satisfaction, discipline referrals, attendance management, and graduation management.

Teamwork within team collaboration demonstrates very strong positive correlations ($r = 0.579$ to 0.617 , $p < 0.01$) with internal efficiency measures, including student achievement, teacher satisfaction, discipline referrals, attendance management, and graduation management. Influence as a component of team collaboration shows very strong positive correlations ($r = 0.556$ to 0.686 , $p < 0.01$) with internal efficiency measures across student achievement, teacher satisfaction, discipline referrals, attendance management, and graduation management. Organization within team collaboration exhibits very strong positive correlations ($r = 0.566$ to 0.674 , $p < 0.01$) with internal efficiency measures, covering student achievement, teacher satisfaction, discipline referrals, attendance management, and graduation management.

Overall, the findings in Table 23 highlight the importance of teacher collaboration, both at the individual and team levels, in enhancing various aspects of internal efficiency within the school system. These correlations emphasize the positive associations between collaborative practices among teachers and key indicators of school effectiveness, including academic achievement, teacher morale, disciplinary outcomes, attendance rates, and graduation success.

These indicate varying degrees of association, ranging from moderate to very strong, explaining the significance of collaborative behaviors among educators in fostering a more efficient and effective educational environment. These findings align with existing literature emphasizing the role of collaboration in promoting school success and student outcomes (EuroSchool, 2023; Mora-Ruano et al., 2019; & Slater, 2014).

Table 23. Correlation between the Extent of Mentoring practices and Internal Efficiency of the School System

Mentoring practices	Internal Efficiency of the School System				
	Student Achievement	Teacher Satisfaction	Discipline Referrals	Attendance Management	Graduation Management
Motivation	.585**	.554**	.583**	.529**	.628**
Advice	.615**	.629**	.672**	.555**	.645**
Support	.617**	.651**	.676**	.590**	.684**
Coaching	.599**	.684**	.682**	.569**	.639**

****Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).**
Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 23 presents the significant relationship between the extent of mentoring practices and internal efficiency of the school system.

The Pearson correlation test results show that there are substantial links between the breadth of mentorship programs and various indices of internal efficiency in the schools. Specifically, correlations between student success, teacher satisfaction, discipline referrals, attendance management, and graduation management were shown to be statistically significant at the 0.01 level (2-tailed), indicating strong connections.

Among the different aspects of mentoring, advice, support, and coaching consistently exhibited strong to very strong positive correlations with the measured indicators of internal efficiency. For instance, correlations ranged from 0.554 to 0.684, suggesting a substantial link between mentoring activities and positive outcomes within the school environment. These findings underscore the importance of comprehensive mentoring practices in fostering a conducive learning environment and improving overall school performance.

The established relationships indicate mentoring's many advantages that extend beyond academic accomplishment. Particularly, mentoring appears to improve teacher satisfaction, discipline, attendance monitoring, and graduation rates. For example, the correlation between mentoring for motivation and student accomplishment was 0.585, and the association between coaching and teacher satisfaction was 0.684. These findings highlight the comprehensive influence of mentoring interventions on all stakeholders in the educational ecosystem, including students, instructors, and administrative personnel.

The findings have important implications for school administrators, leaders, and teachers. Investing in the establishment of effective mentoring practices could be a strategic way to improve internal efficiency and overall school performance. Furthermore, a thorough understanding of the various aspects of mentoring can guide targeted interventions to address specific areas of improvement within the school system, resulting in a more conducive learning environment for all pupils.

5. CONCLUSIONS

Based on the results of this study, the following conclusions are drawn.

1. There is significant relationship between the extent of teacher collaboration and internal efficiency of the school system, therefore, the null hypothesis is not supported.
2. There is significant relationship between the extent of mentoring practices and internal efficiency of the school system, thus, the null hypothesis is not supported.

RECOMMENDATIONS

1. Implement regular and structured teacher collaboration sessions focused on sharing best practices and problem-solving to enhance school effectiveness and internal efficiency. School heads may also allocate dedicated time and resources for collaboration activities within the school schedule and monitor progress through measurable outcomes.
2. Advocate for district-wide implementation of teacher collaboration programs. District supervisor may provide support to schools in fostering effective collaboration practices. Moreover, networks or communities of practice may be established to promote knowledge-sharing and collaboration among schools, and regularly assess the impact of collaboration initiatives on school performance indicators.
3. Integrate collaborative learning strategies into curriculum design to promote student engagement and teamwork across different subject areas. Curriculum planners may develop resources and materials

that support teachers in implementing collaborative teaching methods aligned with curriculum goals and assess the impact of collaborative components on student outcomes.

4. Engage actively in collaborative activities such as lesson planning and professional learning communities to enhance teaching effectiveness and student engagement. Teacher may also participate in ongoing professional development opportunities focused on collaborative teaching strategies and adapt practices based on feedback and insights gained through collaboration with peers.
5. Explore longitudinal effects of teacher collaboration on school effectiveness and student outcomes to inform policy and practice. Future researchers may investigate specific factors that facilitate or hinder effective teacher collaboration within different school contexts and contribute to the literature by addressing gaps related to the mechanisms through which collaboration influences school outcomes.

Acknowledgements

This study would not have been possible without the untiring assistance of some people who helped the researcher in the preparation and completion of this study. The researcher is extending her deepest and sincere gratitude to the following people.

LTC. MARIO R. BRIONES, University President, for sharing invaluable insights and for spending his precious time being a part of the panel for the completion of the study;

Dr. EDEN C. CALLO, Vice President for Academic Affairs, for her words of encouragement, for sharing her insights and expertise in research writing.

MR. JOEL M. BAWICA, Campus Director, for his time, effort and utmost concern to the University.

Dr. EDILBERTO Z. ANDAL, Dean of Graduate Studies and Applied Research, for sharing his expertise in checking and correcting the final output of the research study.

Dr. PERLA M. GUEVARRA, thesis adviser, for her invaluable assistance and suggestions, and most of all for her patience in reading and correcting the contents of the study.

Dr. ELISA N. CHUA, subject specialist, for her suggestions and constructive criticisms and for uplifting the researcher's confidence to finish this study.

Ms. ROSE R. ANDRADE, statistician, for her concern and untiring effort in the statistical treatment of the research and for assisting the researcher in the interpretation and analysis of the data;

Dr. JULIE FE D. PANOY, her technical editor for patiently editing this manuscript and for giving full support in making this work possible;

To the PRINCIPALS and TEACHERS OF CALAUAN SUB-OFFICE, DIVISION OF LAGUNA, for giving their full support and cooperation in the data gathering process.

To her PARENTS, for the love, understanding, untiring moral support.

To her FRIENDS and COLLEAGUES, for their kindness, invaluable assistance, and encouragement to finish this course of the research endeavor.

Her husband RANEIL FRANCIS, who provided positive outlook when she felt that she could not make it through.

And most of all, to GOD ALMIGHTY, for the wisdom and strength given to the research. To God be the glory...

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