

Mayap Mentoring Program: Its Impact To Select Researchers In Pampanga, Philippines

Leonilo B. CAPULSO¹

¹MRS, MAEd , Ph.D.-og, SMRIEdr, San Matias National High School- Senior High School Department, School Division Office of Pampanga, Region III, Department of Education, San Matias, Sto. Tomas, Pampanga, Philippines University of the Assumption, Graduate School of Education, City of San Fernando, Pampanga, Philippines, leonilocapulso@ymail.com, leonilo.capulso@deped.gov.ph

Abstract: This study depicted the evaluation of the capacity building on mentoring the mentors in the field of research. Mayap mentoring program was generally productive as assessed by their participants in terms of the competency of the facilitator in delivering the program particularly on the important parts of qualitative research and important concepts and strategies on mentoring learners and colleagues in the field of research.

INTRODUCTION

The role of teachers in promoting quality education and eventually quality learners play a very vital role in nation building. The Enhanced Basic Education Act of 2013 emphasized the importance of developing 21st century skills among learners (R.A. 10533). Critical Thinking skills, communication, collaboration, and creativity are expected from students under the new curriculum as output of the competencies in the different subject and course offering, including Practical Research subjects. The Basic Education Research Agenda as stipulated in the DepEd Order No. 39, s. 2016 emphasized the the role of research to serve as the compass to the department's researchers in schools, divisions, regions and the central office. Republic Act (R.A.) No. 9155 also highlighted the salient role of research in the management and administration of the basic education system (Official Gazette). The Reformulated Regional Research Agenda version 2 of the DepEd Region 3 as stipulated in R.M. No. 57, s. 2018 is also geared towards facilitating in the utilization of the research findings to serve as the department's planning, policy and program development which spells out the vision, mission and core values of the department. Lastly, the Schools Division Office of Pampanga also identify the importance of research and innovation in the division's strategic direction (SD # 6).

The limited research output of the cluster in the previous years and the identified needs of the research coordinators led to the development of this mentoring program. Its main objective to help school research coordinators mentor their colleagues and students especially on the important parts of research, its processes and its application to personal development as professional and for community empowerment. In the study of Menna, Hennisen and laughran (2017) on the influence of Mentoring to Pre-Service Teachers (PST), they

emphasized that mentoring roles are influential to the knowledge acquired by the mentee. Through questioning and summarizing, mentoring according to them, can lead the mentee to the "elucidation of practical knowledge" and improve the mentees learning of the generalized knowledge of practice. Moreover, Geeraerts, Tynjala, Keikkinen, Markkanen, Pennann and Gibels (2015) introduced Peer Group Mentoring (PGM) as a new model to help the professional development in Finland. In their study, the participants identified the role of mentoring as an essential mechanism for professional development throughout their teaching career. They, however, suggest for an innovative and alternative conceptualization of the professional "development of skills and knowledge , strengthening professional, identity and self-confidence and development of the work community.

In this line, the participants of this mentoring program are expected to enhance their skills and competencies on the important dimension of research and the strategy to guide the novice researchers of their school including their learners.

Review of Related Literature

The Culture of Research and Its Importance

Royal Society, an independent scientific academy of the United Kingdom, defined the culture of research to " encompass the behaviours, values, expectations, attitudes and norms of our research communities" As such , it " influences researchers' career paths and determines the way that research is conducted and communicated." (<https://royalsociety.org/topics-policy/projects/research-culture/>). Hanover Research (2013) adopted the definition of research culture as a "system that places great value on conducting and communicating scholarly research.

Citing Andrew Cheetham, University of Western Sydney (UWS) Australia, Hanover Research (HR) emphasized that the culture of research can also pertain to “ the structure that gives research behaviour significance and that allows us to understand and evaluate research activities” This highlights that a culture of research, far from being a group of researchers, extends a supportive context in which research is uniformly expected, discussed, produced and valued. In summary, the Hanover Research forwarded the following findings in relations to research culture: (1) A culture of research requires both the institutional- and unit-based leaders to set clear research goals and communicate them effectively; (2) Institutions wishing to develop a culture of research must allocate significant resources for faculty training and support; (3) A developing culture research requires open and collaborative personal relationships among faculty members; (4) To implement cultural change, administrators, must be prepared to tailor resource allocations based on faculty members’ current motivations and abilities; (5) A culture of research may take years to develop and, once established, requires regular maintenance; and (6) Plans for a culture of research should include consideration of student involvement.

Kelly Chaplin and David Price (2018) forwarded that a good culture of research is influenced by national policies and programs, local policies and the attitudes and behaviour of staff at all levels. As part of the Annual Meeting of the New Champions, Chaplin and Price (2018) explained that organization’s approach to research integrity which includes the formal and informal ethics, standards, protocols and policies research follow in their environment are important aspects of research culture. Hence they suggested the following points in improving the research culture: (1) Small steps can make a difference; (2) Establishing support systems can boost morale and enhance a positive research; (3) Ensure everyone is on the same page; (4) Research culture “cafes” are excellent way to share best practices; (5) Organization, department and team leaders leading by example in promoting an excellent research culture; (6) Discuss training gaps for all team members; and (7) Embed research culture at an institutional level.

Research Culture and Productivity in the Academe

In the study conducted by Groves , Grootenboer and Roonerman (2016) entitled “Facilitating a culture of relational trust in school-based action research: recognising the role of middle leaders” identified certain practices such as “professional

dialogues groups, coaching conversation, mentoring conversation and professional learning staff meetings” as essential to improve the learning and teaching process as a part of a long-term action research and development activities. In the same study, the authors emphasized the importance of developing a relational trust among leaders in the success of all research initiatives. The same findings identified that the practices of the middle leaders who were moderated the action research as important factor to the development of the teachers. In the field medical field, Smeltzer, Sharts-Hopko, Cantrell, Heverly, Wise, Jenkinson, & Nthenge, (2014) in their research entitled ‘Challenges to research productivity of doctoral program nursing faculty” examined the importance of promoting scholarly productivity among registered nurses, nursing faculty in the doctoral programs, in response to the recommendations of Institute of Medicine. To respond to this, creative strategies were identified in the study. However, Barner, Holosko, Thyer, & King (2015) in their study entitled Research Productivity in Top-Ranked Schools in Psychology and Social Work: Does Having a Research Culture Matter? using controlled-comparative study expressed a contradiction to the prior research that showed social work faculty to be relatively equal to psychology, in terms of its scholarly influence.

Moreover, Aithal, and Kumar (2016) with their paper entitled “ABC Model of Research Productivity and Higher Educational Institutional Ranking” argued that the performance of higher educational institutions should only be based on Institutional Research Performance (IRP), instead of on pedagogy, placement, research output, faculty-student ratio, international linkage, management of technology, which normally favoured business schools. Instead, they forwarded a model on evaluating higher institution using three variables such as : (1) Number of Articles published in peer reviewed journals; (2) Number of Books published ; and (3) Number of Case studies and/or Book Chapters published during a given time of observation.

Research Questions

This study aims to evaluate the implementation of Mayap Mentoring to the select teachers of nineteen (19) schools in Cluster 6 that cover the municipalities of Sto. Tomas, San Simon, Minalin and Apalit.

Specifically, it intends to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. Gender
 - 1.2. Designation
2. How do the respondents assess the conduct of the mentoring program in terms of :
 - 2.1. Trainer’s competencies;
 - 2.2. Delivery of program objectives
 - 2.3. Logistics and venue preparation?
3. What are the insights learned by the respondents in the implementation of the program?
4. How do the respondents assess the impact of the program to the performance of their mentoring responsibility?

METHOD

Type of Research

This study employed a quantitative descriptive-evaluative method. Hubbard, Robin (2016) defined descriptive research as “collection of data describing some phenomenon that may or may not

4-Point Likert Scale

Statistical Limit	Scale	Qualitative Descriptive
3.50-4.00	4	Strongly Agree
2.50-3.49	3	Agree
1.50-2.49	2	Disagree
1.00-1.49	1	Strongly Disagree

Data Gathering Procedure and Statistical Treatment

Upon acquisition of necessary permission, the researcher started to draft the program to be implemented and evaluated using the Four P’s of Scoping in Adult Education: People, Purpose, partnership and program.

The program was attended by 25 research coordinators and teachers from four towns of Apalit, San Simon, Minalina and Sto. Tomas. A one day mentoring session was conducted by an invited

be quantifiable such as closed ended scales, open-ended survey questions, observation and interviews”. Moreover, it geared towards evaluating and measuring the result against some known hypothesized norms and standards.

Participants

The participants of the study were 19 school research coordinators and research teachers of Cluster VI of the Division of Pampanga. They are in charge of the school based research management of their respective schools, both for teachers and students alike. As coordinators, they are expected to promote the culture of research of their station/school through Learning Action Cell (LAC) sessions or school based research capacity building.

Research Instrument

The researcher employed an adopted survey questionnaire for the evaluation of re-echo regional seminar workshop on alternative delivery for instructional practice of Department of Education – region 3. It is composed of two parts. Part one(1) is composed of a simple demographic profile, while part two (2) is subdivided into three parts, namely; (a) Trainer’s evaluation; (b) Program evaluation, and (c) Logic/venue evaluation. To draw out the insights and impact of the program, the researcher employed an open ended interview among the selected participants.

For the survey questionnaire, the respondents are expected to answer checklist using the scale patterned from 4-point Likert Scale as shown below.

Female Professor from a Private University in Manila. The program focused on the important parts of qualitative research and the mentoring skills need by the participants. Sample studies were cited to elaborate and highlight some points.

An adopted questionnaire was employed to evaluate the program. Frequency count and percentage were used to assess the program using descriptive statistics. Moreover, thematic analysis was used to analyze the qualitative data from the interviews of the participants.

RESULTS

Table 1. Demographic Profile of Respondents

Respondents	Frequency	Percentage
Teacher 1	6	24%
Teacher 2	4	16%
Teacher 3	0	0%
Master Teacher 1	12	48%
Master Teacher 2	3	2%
Total	25	100%

	Male	Female	Total Number(N)	Sample (n)
Respondents	4	21	25	25
TOTAL				25

The table 1 showed that majority of the respondents are Master Teachers (MT 1 & MT 2) comprising of 15 respondents (50 %) whose majority are women.

Table 2. Item Mean Rating Showing the Respondents’ Assessment of the Facilitator

INDICATORS	MEAN	SD	Description
The Trainer/Facilitator...			
1.Exhibited full grasp of the topics	3.96	0.20	Strongly Agree
2.Were sensitive to the participants’ mood	3.84	0.20	Strongly Agree
3.Deepened learning by processing activities and asking stimulating questions	3.64	0.49	Strongly Agree
4.Used appropriate training aids	3.72	0.46	Strongly Agree
5.Helped meet the objectives of the training	3.92	0.28	Strongly Agree
6.Were able to resolve conflicts and diffuse difficult situations	3.72	0.46	Strongly Agree
7.Explained complex ideas in easily understandable terms	3.8	0.41	Strongly Agree
8.Were responsive to comments and questions	3.92	0.28	Strongly Agree

Legend: 3:50-4:00 SA Strongly Agree 2:50-3:49 D Disagree
1:50-2:49 A Agree 1:00-1:49 SD Strongly Disagree

SD: Standard Deviation

\bar{X} : Weighted Mean

DR: Description

Table 2 showed that respondents of the mentoring session evaluated the with a trainers competency with a grand mean of 3.81 (Strongly Agree). Indicator 1 (*The Trainer exhibited full grasp of the topics*) got the highest mean of 3.96 with a

Standard Deviation (SD) of 0.20 followed by indicator 5 (*The trainer helped meet the objectives of the training*) and indicator 8 (*Were responsive to comments and questions*) with a mean (X) of 3.92 and a SD of 0.28.

Table 3 Item Mean Rating Showing the Respondents’ Assessment of the Training Objectives

INDICATORS	MEAN(X)	SD	Description
The Training program			
1. Was delivered as planned	3.8	0.41	Strongly Agree
2. Was managed efficiently	3.96	0.20	Strongly Agree

3. Was well structured	3.88	0.33	Strongly Agree
4. Clearly presented training objectives	3.96	0.20	Strongly Agree
5. Successfully attained the training objectives	3.92	0.28	Strongly Agree
6. Was effective in generating learning	3.92	0.28	Strongly Agree
7. Used adult learning methodologies	3.92	0.28	Strongly Agree
8. Followed a logical order/structure	3.88	0.33	Strongly Agree
9. Encouraged contribution of all participants	3.8	0.41	Strongly Agree

Based on the result of the assessment as gleaned in Table 3, it shows that respondents find the training program objective were met as manifested by high mean rating. Indicator 2 (*The Training program as managed efficiently*) and indicator 4 (*Clearly presented training objectives*) were rated 3.96 with

a Standard deviation (SD) of 0.20. Indicator 9 (Encouraged contribution of all participants) and indicator 1 (the training program was delivered as planned) got mean (X) rating of 3.8 and a standard deviation (SD) of 0.41.

Table 4. Item Mean Rating Showing the Respondents' Assessment of the Training Logistics

INDICATORS	MEAN	SD	Description
The Venue...			
1. Venue has adequate illumination	4	0.00	Strongly Agree
2. Venue had adequate Ventilation	3.96	0.20	Strongly Agree
3. Venue is clean and hygienic	3.92	0.28	Strongly Agree
4. Venue has enough clean comfort rooms	3.84	0.38	Strongly Agree
5. Venue has enough facilities and space for needed activities	3.96	0.20	Strongly Agree

Based on from the Table 4, the respondents rated indicator 1 (Venue has adequate illumination) with the highest mean (X) of 4.0 with the standard deviation of 0. This I followed by indicator 2 (Venue had adequate Ventilation) and indicator 5 (Venue has enough facilities and space for needed activities) with a mean (x) rating of 3.96 and a standard deviation (SD) of 0.20. However, indicator 4 (Venue has enough clean comfort rooms) got the lowest mean (X) rating of 3.84 and a standard deviation (SD) of 0.38. Yet, respondents still expressed their strong agreement on the training logistics and venue.

Insights

The mentoring program for research teachers of the Cluster VI also contributed to the positive insights of the respondents. Mayap mentorship program session with the theme "Mentoring the Research Mentors" became an eye opener that gives positive impact and deeper understanding on research that tries to capture the data beyond number, yet a bit difficult than quantitative research.

P1

Qualitative research was an interesting method to be use. However, its difficult to do than quantitative.

Maybe i dont have an accomplish quali research yet.

P2

Mentoring on qualitative research gives a deeper understanding on research. it gave positive impact on that difficult area of low understanding on particular part of qualitative research.

P3

The mentoring session with Dr. xxx was an eye-opener. It gave me another perspective regarding the conduct of research and the rewards it can offer later on.

P4

Ive gained a lot of knowledge on qualitative research.

Impact of the Program

The respondents identified the impact on the mentoring program in cognitively, affectively and practicality. It made them realized the importance of mentoring in research.

P1

*Indeed, the speaker is an expert in quali, however due to limited time there are questions needed to be raised out. **Mentoring is necessary.***

The program also helped the respondents to become more motivated, inspired, confident, overwhelmed and love research all the more.

P2

*"...I am **overwhelmed** whenever they gave their best in order to help us in our chosen difficulties on such part of research. we embraced our mentor on whatever kind of help they render on our research.*

P3

*It was **motivating** and it actually **gave me confidence** to start a research*

P4

***Greater appreciation for research. More inspired and motivated** to continue loving research*

Moreover, this adult education on mentoring the research mentors also helped the participants to be better equipped, acquired skills in research and made it a simpler and easier process.

P1

*Through mentoring, the **skills in writing possibly will be improved***

P3

I learned then another process that is much simpler and easier...

P4

Better equipped in writing research.....

DISCUSSION

The "Enhanced Basic Education Act of 2013" or the Republic Act No. 10533 or "An Act Enhancing The

Philippine Basic Education System By Strengthening Its Curriculum And Increasing The Number Of Years For Basic Education, Appropriating Funds Therefor And For Other Purposes which introduces the inclusion of Senior High School, an additional two years in the basic secondary education and one year for Kindergarten in the basic elementary education came with the demands of developing of the 21st Century skills among learners. These 4Cs skills (communication, collaboration, critical thinking and creativity) are needed in order to survive in school, work and life (Ross, 2017) Teaching Practical research to senior high school students enabled them to develop critical thinking and problem solving skills. Yet, it entails a certain competency from teachers in handling the subjects. Since, the quality of education system cannot exceed the quality of its teachers (Mckinsey & Company, 2007)

The Mayap Mentoring Program as an initiative to enrich and capacity teachers in handling research especially those who are new to the field was very much timely and a necessity to properly help learners and eventually guide their colleagues in the institution. Mentoring the new members of the academe enables them to acquire necessary knowledge to execute their roles facilitator of learning (Menna, Hennisen and laughran, 2017). This kind of capacity building among research teachers who are expecting to guide young learners in the field will enable them to discover innovative ways of guiding their students and eventually became a venue for their own professional development (Geeraerts, Tynjala, Keikkinin, Markkanen, Pennann and Gibels, 2015)

The results suggest that the capacity building indeed created an impact to the participants in the area of knowledge acquisition, behavioral development and enhancement of skills. The participants rated the facilitator a mean rating of 3.81 as very much agree that learning was deepened through their discussion and interaction process (Table 2). This results concurred to what a capacity building, as an adult education, should aim at. As an adult education, the capacity building that focused research mentoring for mentors enabled the members of the organization to improve in their capacity to fulfill the its mission through "sound management, strong governance, and dedication to assessing results. (Monson-Rosen, 2019). To sustain learning for adult education, however, it should consider importance factors such as quality of curriculum, relevance, interaction between and among mentees and mentors, timely assessment and conducive learning environment (Sogunro, 2015). Capacitating teachers in teaching research and mentoring colleagues therefore is premium to

develop the culture of research in the division. However, to create a productive research culture its practices and program should be backed up by a national policies that will later influence the behavior and attitude of its members (Chapli & Price, 2018) . In the case of the Department of Education, the Basic Education research Agenda (BERA) as stipulated in the DepEd Order 39, s. 2016 highlighted the importance of research in the academe and the performance of its durries towards other stakeholders. This is supported by the Republic Act (R.A.) No. 9155 which forwarded the premium role of research in the management and administration of the basic education system.

Also, the participants rated the training program a mean rating as effective in generating knowledge (Table 3). The main objective of the training is to promote the culture of research in improving the teaching learning experience of the learners and students. This is in response to the Department of Education Region 3 call to maximize research output in enhancing instruction, curriculum, personnel development, gender development, disaster risk reduction management and professional development (R.M. No. 57, s. 2018). The same initiative is equally parallel to the Strategic Direction of School Division of Pampanga on nurturing research culture and productivity an and ICT integration both in curriculum and governance.

However, the limitation of time in this program necessitates and enhancement for the future capacity building. Certain topics that can compensate the discussions will surely help the mentees to effectively dispense and execute their task in mentoring their learners and their fellow mentors.

CONCLUSION

This study depicted the evaluation of the capacity building on mentoring the mentors in the field of research. Mayap mentoring program was generally productive as assessed by ther participants in terms of the competency of the facilitator in delivering the program particularly on the important parts of qualitative research and important concepts and strategies on mentoring learners and colleagues in the field of research.

The facilitator was able to deliver the objectives of the program. Participants of the study opined that they were able to enhance their knowledge on the important parts of qualitative research and developed their confidence in writing and presenting research. The same activity also gave the

participants the necessarily skills they needed in the classroom and in their profession as an expert of their field. Moreover, the training program was generally rated very high shown by a high grand mean. The participants believed that the training objects were properly achieved and executed. They topics were properly structured and it enables them to interact actively and eventually generated learning among them.

The venue of the capacity building was properly ventilated and air-conditioned. It helped the participants in creating a more productive learning environment. Although, it has a limited rest room for the participants, yet generally rated high.

RECOMMENDATION

To maximize the impact of the program, participants suggested to a lot a longer time and incorporate other topics especially those that concern quantitative research. The capacity building focused mainly on qualitative research since there are limited outputs on this area in the School Division Office.

More sample research was also recommended to deeply engage the participants in identifying their own problem in the locality. A book that consist of research proposal from the previous capacity building of the cluster is being published now to partly cater to this need.

Lastly, it is recommended that the program can also be done in other clusters in the School Division Office and even have it adopted by the Division itself to cater more mentors and mentees for the promotion of research culture and productivity.

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