

---

## MASTER TEACHERS' MENTORING PRACTICES, EFFECTIVENESS OF CURRICULUM IMPLEMENTATION AND INSTRUCTIONAL LEADERSHIP IN THE FIRST DISTRICT CITY SCHOOLS DIVISION OF LAGUNA

Menandro C. Sunico Remedios M. Dela Rosa

Graduate School, University of Perpetual Help System

menandro.sunico002@deped.gov.ph

<https://doi.org/10.5281/zenodo.17276547>

**Abstract-** Master teachers play a vital role in education, serving as mentors, guiding curriculum implementation, and demonstrating instructional leadership. As schools pursue continuous improvement and excellence, it becomes essential to explore the best practices employed by these educators. Hammond (2022) emphasized that effective teacher mentoring enhances student achievement and improves teacher retention. Furthermore, research highlights that master teachers actively engaged in curriculum implementation are better equipped to design lesson plans that are engaging, relevant, and impactful. Collaboration among educators is essential for fostering professional growth and achieving excellence. Master teachers are pivotal in this process, sharing their expertise to support colleagues' development, demonstrating effective teaching practices, providing constructive feedback, and facilitating professional learning opportunities.

In this context, this study examined the constructs of the mentoring practices of master teachers, the effectiveness of curriculum implementation, and instructional leadership. It aimed to determine the level and relationships among these variables in the First District City Schools Division of Laguna. A descriptive-correlational research design was employed to describe and correlate the variables under study.

A random sampling method was used to select 141 respondents from the total population of 220 master teachers in the division. A survey instrument, modified and adapted from prior studies, was validated by experts and tested for reliability using Cronbach's alpha measure of internal consistency.

The findings revealed that master teachers in the First District City Schools Division of Laguna exhibit highly effective mentoring practices, with an overall weighted mean of 3.99 ("Strongly Agree"). Coaching, feedback, and confidentiality were rated highest (4.00), followed closely by support and modeling, which scored 3.99 and 3.98, respectively. Similarly, curriculum implementation was rated highly effective, with a mean score of 3.99. Instructional strategies ranked the highest (4.00), followed by alignment with curriculum goals and professional growth (3.99).

Regarding leadership styles, transformational leadership was rated slightly higher (4.00) than transactional leadership (3.99) in fostering a positive learning environment. However, correlations between mentoring practices and curriculum implementation were generally negligible, with the exception of modeling, which showed a low but significant correlation with instructional strategies ( $r=0.199$ ,  $p=0.003$ ) and professional growth ( $r=0.199$ ,  $p=0.003$ ). Correlations between mentoring practices and leadership styles varied. Modeling demonstrated a significant but low correlation with transactional leadership ( $r=0.171$ ,  $p=0.011$ ), while support showed a moderate positive correlation with transformational leadership ( $r=0.365$ ,  $p=0.000$ ). Other mentoring practices showed negligible relationships with both leadership styles.

Regression analysis indicated that mentoring practices accounted for only a small portion of the variance in curriculum implementation ( $R^2=0.116$ ), with no significant impact on curriculum outcomes ( $\beta=0.767$ ,  $p=0.488$ ). This suggests that other factors play a more significant role in influencing leadership styles and curriculum effectiveness.

---

In conclusion, master teachers in the First District City Schools Division of Laguna demonstrate effective mentoring practices, particularly in coaching, feedback, and confidentiality. Curriculum implementation, including alignment with goals, instructional strategies, and professional growth, is rated highly effective, and transformational leadership slightly surpasses transactional leadership in fostering positive learning environments. However, weak correlations between mentoring practices and both curriculum implementation and instructional leadership suggest limited influence. Modeling shows a mild correlation with transactional leadership, while support moderately correlates with transformational leadership. Regression analysis further highlights that mentoring practices minimally impact leadership styles and curriculum outcomes, emphasizing the role of other factors. To address these gaps, a proposed training program aims to enhance mentoring practices and strengthen their influence on instructional leadership and curriculum implementation.

**Keywords:**

*Mentoring practices, curriculum implementation, instructional leadership*

**Introduction**

In the field of education, the pivotal role of master teachers in mentoring, curriculum implementation, and instructional leadership cannot be overstated. As educational institutions strive for continuous improvement and excellence, understanding the best practices employed by these master teachers becomes imperative. Hammond, (2022) concurred that an effective teacher mentoring can help to improve student achievement and teacher retention rates. In addition, studies have shown that master teachers who are involved in curriculum implementation can create more engaging, relevant, and effective lesson plans. Collaboration among educators is crucial for professional growth and excellence. Master teachers play a key role in this by sharing their best practices to help colleagues develop their skills. They provide guidance, model effective teaching, give feedback, and create opportunities for professional learning. According to Hattie, Masters, and Birch (2020), master teachers use strategies like formative assessments, feedback, and effective questioning to engage both teachers and students. Cavanagh et al. (2021) found that master teachers focus on building strong relationships with colleagues and students, fostering a positive school culture and improving student achievement.

Research conducted by Hyler (2022) highlights the importance of ongoing professional development for master teachers, as they continuously refine their instructional practices and stay up-to-date with the latest research and trends in the field. These studies demonstrate the critical role that master teachers play in driving success and the importance of gaining a deeper understanding of their practices. Moreover, the practices of master teachers in curriculum implementation have been found to significantly enhance teaching and learning. According to a study by Brown and Jones (2022), master teachers model effective instructional strategies that promote critical thinking and engagement among teachers and students. They also integrate new technologies and methodologies that make learning more interactive and effective. By mentoring their colleagues in these practices, they promote a culture of ongoing professional development and reflective practice, as demonstrated in a study by Garcia and Rodriguez (2024).

Instructional leadership plays a critical role in shaping the quality of teaching and learning. According to Le Fevre, Timperley, Twyford, and Ell's (2020) research, instructional leadership refers to leadership that supports the development of teaching and learning. Their study also found that this type of leadership goes by different names, including pedagogical leadership, learning-centered leadership, leadership for learning, and student-centered leadership. These various names fall under the broad umbrella of instructional leadership and represent specific practices that school leaders engage in to intentionally support effective teaching and learning in schools.

Transformational and transactional leadership styles have a significant impact on organizational dynamics and performance. Bass (as cited in Cherian, 2023) highlights that transformational leadership is valuable for leaders in education as it inspires and motivates educators, students, and parents to work towards higher levels of performance. In contrast, transactional leadership motivates employees by appealing to self-interests with benefits. Passakonjaras and Hartijasti (2023) note that transformational leaders appeal to the moral values of employees to mobilize their energy and resources to reform institutions. By stimulating and inspiring followers, transformational leaders develop their own leadership capacity and achieve extraordinary outcomes.

However, despite these numerous studies that investigated about the master teachers' mentoring practices, effectiveness of curriculum implementation, and instructional leadership as bases towards training program., no study yet has been conducted particularly in the First District City Schools Division of Laguna, which talks master teachers' mentoring practices, effectiveness of curriculum implementation, and instructional leadership.

Thus, this study aimed to determine the mentoring practices, effectiveness of curriculum implementation, and instructional leadership of master teachers as a basis for developing a training program in Sta. Rosa, Laguna. The findings of this research could serve as valuable feedback to master teachers, helping them refine their approaches to mentoring, curriculum implementation, and instructional leadership. Furthermore, the study provides baseline data that underscores the significance of these elements in fostering effective instructional leadership. It also seeks to raise awareness among master teachers about their level of engagement and motivation in achieving shared educational goals. Ultimately, this study could serve as a foundation for designing a proposed training program to enhance the mentoring practices, curriculum implementation effectiveness, and instructional leadership of master teachers.

### *1.1 Objective of the Study*

The overall objective of this study was to determine the mentoring practices, effectiveness of curriculum implementation, and instructional leadership of elementary master teachers in the First District City Schools Division of Laguna. Specifically, this study had the following (1) students' academic procrastination along with self-regulation, skills, motivation, and social factors, students' cramming behavior along with last minute preparation, skimming, and rote memorization and student's learning style along with visual/auditory, reading/ writing, and kinesthetic. (2) discern the significant relationship between students' academic procrastination and cramming behavior, academic procrastination and learning style, and cramming behavior and learning style, and (3) discover how predictive are mentoring practices and effectiveness of curriculum implementation, taken singly or in combination, of instructional leadership style.

## **I. Methods**

To obtain the necessary data needed for the study, It utilized a descriptive-correlational research design. Copeland (2022) stated that the aim of descriptive research was to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something had happened. Correlational research refers to a non-experimental research method that studies the relationship between two variables with the help of statistical analysis. Correlational research does not study the effects of extraneous variables on the variables under study. In particular, this study described the master teachers' mentoring practices, effectiveness of curriculum implementation, and instructional leadership in the First District City Schools Division of Laguna. Likewise, it probed the relationships, through correlation, between and among the master teachers' mentoring practices, effectiveness of curriculum implementation, and instructional leadership in the First District City Schools Division of Laguna.

For the sampling technique, stratified random sampling technique was used in the study. The population was the Elementary Master Teachers of the First District City Schools Division of Laguna, 220 as a total population. The sample size was 141 using the Raosoft calculator with the confidence level of 95 percent and margin of error of 5 percent, 47 master teachers from Division of Santa Rosa, 47 rom Division of San Pedro and 47 from the Divion of Binan will be the respondents of the study. The selected respondents were regarded as the best representatives from the total population because

they had adequate knowledge of the research topic, which warranted their selection as respondents of the study.

A questionnaire was utilized to acquire the necessary primary data for the study. To rate and promote convenience in responding to the questions, a four-point (4-point) Likert scale was used. The instrument was divided into three (3) parts. Part 1 dealt with the master teachers' best practices in mentoring colleagues Part 2 pertained to the effectiveness of curriculum implementation, Part 3 covered the Instructional leadership of master teachers. Since the questionnaire was self-made, it underwent face and content validity. It was shown to the panel of experts in educational management, statistics and research for their comments and suggestions. For the reliability of the instrument, the researcher conducted a pilot testing to 40 master teachers of the Schools Division of Santa Rosa City and used Cronbach's Alpha reliability test for measuring the internal consistency of the indicators. For the mentoring practices indicators, a Cronbach alpha of .945 (excellent internal consistency) was obtained, effectiveness of curriculum implementation indicators .876 (good internal consistency) was noted, while for the instructional leadership indicators .854 (good internal consistency) was obtained. The accomplished questionnaires were collected right after they were answered by the respondents and the gathered data were tallied, tabulated, analyzed, and interpreted.

Statistical tools such as weighted mean and ranking and Pearson r were used for the analysis of data and interpretation of results.

## Results and Discussion

### 1. The Mentoring Practices of Master Teachers

**Table 1**  
**The Summary Table for the Mentoring Practices of Master Teachers**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Coaching	4.00	Strongly Agree	2
2. Modeling	3.98	Strongly Agree	5
3. Feedback	4.00	Strongly Agree	2
4. Support	3.99	Strongly Agree	4
5. Confidentiality	4.00	Strongly Agree	2
<b>Overall Weighted Mean</b>	<b>3.99</b>	<b>Strongly Agree</b>	

Table 1 provides a summary of the mentoring practices of master teachers, highlighting five key domains: coaching, modeling, feedback, support, and confidentiality. The overall weighted mean of 3.99, interpreted as "Strongly Agree," reflects the respondents' high regard for these mentoring practices and their collective effectiveness in fostering professional growth and development among mentees.

The results align with Valdez (as cited in Laureano, 2023), noting that master teachers can excel in the classroom without recognition or additional compensation. Parsloe and Wray (as cited in Andres Calanoga et al., 2021) describe mentoring as a purposeful, reciprocal, and goal-oriented relationship. Similarly Cherkowski and Walker (as cited in Lasater & Smith, 2020) highlight mentorship as a relationship-driven learning process that fosters continuous growth and development.

**Table 2**  
**Composite Table for the Effectiveness of Curriculum Implementation**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Alignment with curriculum goals	3.99	Highly Effective	2.5
2. Instructional strategies	4.00	Highly Effective	1
3. Professional growth and development	3.99	Highly Effective	2.5
<b>Overall Weighted Mean</b>	<b>3.99</b>	<b>Highly Effective</b>	

Table 10 provides a summary of the effectiveness of curriculum implementation across three key areas: alignment with curriculum goals, instructional strategies, and professional growth and development. The overall weighted mean of 3.99, interpreted as "Highly Effective," indicates that the effectiveness of these practices is highly regarded by those involved in curriculum implementation. Among the indicators, instructional strategies received the highest weighted mean of 4.00, ranking 1, suggesting that master teachers are highly effective in using teaching methods that align with curriculum objectives and engage students effectively. Both alignment with curriculum goals and professional growth and development received a weighted mean of 3.99, placing them in a tie for rank 2.5.

The findings support the study of Gouëdard et al. (2020), highlighting the importance of tailoring teaching methods to students' interests for effective curriculum implementation, which depends on the active participation of teachers and school leaders. Successful implementation involves clear communication, integrating new and existing practices, and using inclusive strategies such as consultations, feedback, and collaboration. Tolentino (2020) emphasizes that teachers are accountable for developing effective pedagogies and systems. Also, MacPhail & Whittle (2020) underscore that curriculum implementation requires organizing and assessing resources and the environment to ensure successful classroom delivery.

**Table 3**  
**Composite Table of the Instructional Leadership Styles**  
**of Master Teachers in the First District City Schools Division of Laguna**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Transactional	3.99	Highly Effective	2
2. Transformational	4.00	Highly Effective	1
<b>Overall Weighted Mean</b>	<b>3.99</b>	<b>Highly Effective</b>	

Table 13 summarizes the instructional leadership styles of master teachers in the First District City Schools Division of Laguna. The transactional leadership style, with a weighted mean of 3.99, ranked second, while the transformational leadership style, with a perfect mean of 4.00, ranked first. This indicates that while both leadership styles are highly effective, transformational leadership is seen as slightly more impactful in fostering a positive learning environment. The overall weighted mean of 3.99 reflects the strong effectiveness of both leadership styles.

The findings support Shalahudin et al. (2023), who used multiple linear regression analysis to show that both transformational and transactional leadership styles significantly influence teacher performance, with each style having an individual impact as well. Huang and Huang (2020) examined the link between transformational leadership and organizational commitment, finding that job satisfaction mediates this relationship. Their study revealed that when leaders assign important tasks, led by example, and inspire enthusiasm, subordinates become more attuned to organizational goals and values.

### 4.1 Relationship between the Mentoring Practices of Master Teachers and the Effectiveness of Curriculum Implementation

**Table 14**  
**Significant Relationship between the Mentoring Practices of Master Teachers and the Effectiveness of Curriculum Implementation**

Mentoring Practices	Effectiveness of Curriculum Implementation		
	Alignment with curriculum goals	Instructional strategies	Professional growth and development
Coaching	-	-	-
Modeling	r=-0.064 Negligible correlation p=0.343	-	r=0.199** Low correlation p=0.003
Feedback	r=-0.024 Negligible correlation p=0.721	-	r=-0.038 Negligible correlation p=0.576
Support	r=-0.041 Negligible correlation p=0.545	-	r=-0.064 Negligible correlation p=0.345
Confidentiality	r=-0.032 Negligible correlation p=0.643	-	r=0.045 Negligible correlation p=0.506

\*\*Significant @ 0.01

Table 14 presents the relationship between the mentoring practices of master teachers and the effectiveness of curriculum implementation across three dimensions: alignment with curriculum goals, instructional strategies, and professional growth and development. The data shows varying degrees of correlation, with most indicating negligible or low relationships.

In terms of alignment with curriculum goals, all mentoring practices—coaching, modeling, feedback, support, and confidentiality—show negligible correlations, as evidenced by the low correlation coefficients (r-values) and high p-values. The p-values are consistently above the 0.05 threshold, indicating that these correlations are not statistically significant. Specifically, modeling showed a negligible negative correlation (r=-0.064, p=0.343), feedback showed a negligible negative correlation (r=-0.024, p=0.721), support showed a negligible negative correlation (r=-0.041, p=0.545), and confidentiality showed a negligible negative correlation (r=-0.032, p=0.643). These results suggest that the mentoring practices do not have a significant impact on the alignment of teaching practices with curriculum goals.

For instructional strategies, only modeling showed a low positive correlation (r=0.199, p=0.003), which was statistically significant at the 0.01 level, indicating a mild but meaningful positive relationship between modeling as a mentoring practice and the implementation of instructional strategies. Other mentoring practices, such as feedback, support, and confidentiality, showed negligible correlations with instructional strategies, with p-values well above the 0.05 threshold, suggesting no significant relationship.

Regarding professional growth and development, modeling again showed a low positive correlation (r=0.199\*\*, p=0.003), while feedback, support, and confidentiality exhibited negligible correlations with no statistical significance.

To summarize, the results imply that while some mentoring practices, particularly modeling, have a low but statistically significant impact on the effectiveness of curriculum implementation in terms of instructional strategies and professional growth, the overall correlation between mentoring practices and curriculum implementation effectiveness remains weak. Most mentoring practices, such as feedback, support, and confidentiality, show negligible correlations, suggesting their limited influence on these dimensions of curriculum implementation.

The findings support the study of Aslan (2019), stated that curriculum literacy as understanding the structure and components of the curriculum, including the relationship between

objectives, content, teaching processes, and evaluation. It also involves ensuring consistency among these elements and assessing whether they meet age requirements and the readiness of educators for implementation. Kahramanoğlu (2019) emphasizes the vital role teachers play in translating curricula into the learning process, stressing the need for teachers to be curriculum literate to effectively reflect curricula in their teaching. This competency is seen as a precursor to teacher performance, as the integration of curriculum knowledge into teaching directly impacts teacher effectiveness, which is essential for successful curriculum implementation.

#### 4.2 Relationship between the Mentoring Practices of Master Teachers and their Instructional Leadership Styles

**Table 15**  
**Significant Relationship between the Mentoring Practices of Master Teachers and Instructional Leadership Styles of Master Teachers**

Mentoring Practices	Instruction Leadership Styles	
	Transactional	Transformational
Coaching	-	-
Modeling	r=0.171* Low correlation p=0.011	r=0.033 Negligible correlation p=0.623
Feedback	r=-0.025 Negligible correlation p=0.710	r=-0.022 Negligible correlation p=0.749
Support	r=-0.074 Negligible correlation p=0.278	r=0.365** Low correlation p=0.000
Confidentiality	r=0.116 Low correlation p=0.087	r=0.028 Negligible correlation p=0.678

\*\*Significant @ 0.01

Table 15 presents the relationship between the mentoring practices of master teachers and their instructional leadership styles—transactional and transformational. The table reveals varying degrees of correlation between different mentoring practices and leadership styles, with some significant and others negligible correlations.

Regarding the transactional leadership style, coaching did not show any correlation ( $r=0$ ), while modeling exhibited a low positive correlation ( $r=0.171$ ,  $p=0.011$ ), suggesting a mild but statistically significant relationship between modeling as a mentoring practice and transactional leadership. The p-value of 0.011 confirms this relationship as significant at the 0.05 level. Other mentoring practices, including feedback, support, and confidentiality, showed negligible correlations with transactional leadership, with p-values exceeding 0.05. Specifically, feedback ( $r=-0.025$ ,  $p=0.710$ ), support ( $r=-0.074$ ,  $p=0.278$ ), and confidentiality ( $r=0.116$ ,  $p=0.087$ ) indicate no significant relationship with the transactional leadership style.

For the transformational leadership style, coaching again showed low correlation ( $r=0$ ), while modeling demonstrated a negligible correlation ( $r=0.033$ ,  $p=0.623$ ), suggesting that modeling does not significantly influence transformational leadership practices. On the other hand, support showed a low positive correlation ( $r=0.365^{**}$ ,  $p=0.000$ ), which was statistically significant at the 0.01 level, indicating a moderate but meaningful relationship between support as a mentoring practice and transformational leadership. This suggests that mentoring practices focused on providing support contribute more significantly to transformational leadership than other practices. Confidentiality also showed a negligible correlation ( $r=0.028$ ,  $p=0.678$ ), further confirming its limited impact on transformational leadership. In summary, modeling and support are the most influential mentoring practices, with modeling linked to transactional leadership and support linked to transformational leadership, while other practices have minimal impact.

The findings support Bellibaş et al. (2022), who found that instructional leadership impacts teacher practices indirectly through shared practices and teachers' sense of agency. Similarly,

Bellibaş, Kılınç, et al. (2021) showed that instructional leadership directly influences teacher professional learning and practices, and indirectly affects practices through professional learning. Özdemir (2019) found that principals' leadership behaviors do not directly affect instructional practices but influence them indirectly through professional learning. Kilinc et al. (2022) revealed that learning-centered leadership directly impacts teacher practices and indirectly fosters collaboration. Other studies suggest that school leadership influences teacher practices through instructional climate, professional learning communities, and teacher self-efficacy (Kılınç et al., 2023).

### 4.3 Relationship between the Effectiveness of Curriculum Implementation and Instructional Leadership of Master Teachers

**Table 16**  
**Significant Relationship between the Effectiveness of Curriculum Implementation and Instructional Leadership of Master Teachers in the First District City Schools Division of Laguna**

Effectiveness of Curriculum Implementation	Instruction Leadership Styles	
	Transactional	Transformational
	-	-
Alignment with curriculum goals	r=-0.037 Negligible correlation p=0.590	r=0.032 Negligible correlation p=0.643
Instructional strategies	-	-
Professional growth and development	r=0.107 Low correlation p=0.114	r=-0.049 Negligible correlation p=0.468

\*\*Significant @ 0.01

Table 16 highlights the relationship between curriculum implementation effectiveness and master teachers' instructional leadership styles (transactional and transformational) in the First District City Schools Division of Laguna. The findings reveal negligible correlations across all indicators. Under transactional leadership, the effectiveness of curriculum implementation—specifically alignment with goals and professional growth—showed very low correlations ( $r=-0.037$ ,  $p=0.590$  for alignment;  $r=0.107$ ,  $p=0.114$  for professional growth), indicating a minimal relationship. Instructional strategies were not assessed within this style. For transformational leadership, alignment with curriculum goals and instructional strategies also displayed negligible correlations ( $r=0.032$ ,  $p=0.643$ ), with professional growth showing a slight negative correlation ( $r=-0.049$ ,  $p=0.468$ ). Overall, both leadership styles demonstrate no correlations with curriculum implementation effectiveness, suggesting that other factors may play a more significant role in achieving successful curriculum outcomes.

Overall, the data indicates that neither transactional nor transformational leadership styles show strong correlations with the effectiveness of curriculum implementation, implying that other factors may be more influential in driving successful curriculum outcomes.

The findings support the study of several significant empirical studies have examined how instructional leadership influences the effectiveness of curriculum implementation (Ma & Marion, 2021). These studies have similarly concluded that instructional leadership indirectly affects curriculum implementation through mediating variables. More specifically, Zheng et al. (2019) identified four components—namely, the professional learning community, collaborative activity, de-privatized practice, and reflective dialogue—that fully mediated the effects of instructional leadership on curriculum implementation.

## 5. Regression Analysis

Table 17

Regression Analysis between the Mentoring Practices and the Effectiveness of Curriculum Implementation taken singly or in combination of Instructional Leadership Styles of Master Teachers in the First District City Schools Division of Laguna

Predictor	Dependent Variable	R <sup>2</sup>	F	p-value	$\beta$	t	p-value
Modeling	Instructional leadership styles (Overall)	0.116	3.440	0.001	-0.104	-0.498	0.619
Feedback					-0.186	-0.784	0.434
Support					0.013	0.058	0.954
Confidentiality					-0.091	-0.433	0.665
Overall mentoring practices					0.767	0.695	0.488
Alignment with curriculum goals					0.327	0.544	0.587
Professional growth and development					0.299	0.490	0.624
Overall effectiveness of curriculum implementation					0.911	0.518	0.605

Significance level @ 0.05

Table 17 presents the regression analysis results on the relationship between mentoring practices and curriculum implementation effectiveness, focusing on master teachers' instructional leadership styles. The R-squared value of 0.116 indicates that the predictor variables (modeling, feedback, support, and confidentiality) explain only a small portion of the variance in leadership styles. The F-statistic of 3.440 with a p-value of 0.001 indicates model significance, although individual predictors have modest standardized coefficients, with feedback ( $\beta = -0.186$ ) and confidentiality ( $\beta = -0.091$ ) showing negative correlations. The aggregated effect of mentoring practices is not significant ( $\beta = 0.767$ ,  $p = 0.488$ ), and there is no significant relationship between mentoring practices or leadership styles and effective curriculum outcomes. Overall, the findings suggest that mentoring practices have minimal and statistically insignificant effects on instructional leadership and curriculum implementation.

These findings align with recent studies by Johnson et al. (2021) and Martinez (2023), which highlight the limited impact of mentoring on leadership development and curriculum outcomes. Overall, the results suggest that factors beyond mentoring practices play a more critical role in shaping instructional leadership and curriculum effectiveness.

### Conclusions and Recommendations

Based on the findings of the study, the study conclusions were drawn

1. The mentoring practices of master teachers are highly effective, with coaching, feedback, and confidentiality ranked highest. This suggests that coaching, feedback, and confidentiality are the most impactful mentoring practices for teacher development, while support and modeling, although important, play a slightly less emphasized role. Overall, these practices are key in fostering professional growth among teachers

2. The effectiveness of curriculum implementation across three key areas—alignment with curriculum goals, instructional strategies, and professional growth—was highly regarded, with a "Highly Effective" rating achieving curriculum objectives and supporting teacher development.

3. The instructional leadership styles of master teachers are highly effective with transformational leadership having a slightly greater impact on fostering a positive learning environment. This suggests that while both instructional leadership styles are effective, transformational leadership plays a slightly more significant role in creating a positive and engaging learning environment.

4. While mentoring practices and leadership styles are widely recognized as essential for teacher development and play a critical role in fostering professional growth, the findings of this study indicate that their direct influence on curriculum implementation and instructional leadership effectiveness may not be as strong as anticipated. This suggests that while master teachers' mentoring efforts, such as offering feedback, coaching, and support, are important for fostering positive teacher development, they may not necessarily translate into significant improvements in how curriculum is implemented in the classroom. Similarly, although transactional and transformational leadership styles are key to shaping the learning environment, their direct impact on curriculum alignment, instructional strategies, and professional growth appears to be weak. This may imply that leadership styles alone do not always lead to noticeable improvements in teaching practices or student outcomes without the support of other influencing factors.

5. The regression analysis indicates that mentoring practices have minimal and statistically insignificant effects on instructional leadership styles and curriculum implementation effectiveness. While the model is statistically significant, the predictor variables (modeling, feedback, support, and confidentiality) explain only a small portion of the variance, and individual mentoring practices show weak or negative correlations with leadership styles. This suggests that other factors may play a more significant role in influencing instructional leadership and curriculum outcomes.

6. The proposed training program may be implemented to address gaps in mentoring practices, aiming to enhance their impact on instructional leadership and curriculum implementation.

### **Recommendations**

Based on the findings and conclusions, the following recommendations are offered:

1. The administrators enhance mentoring practices by providing targeted training for master teachers, focusing on strengthening feedback, support, and modelling. Additionally, fostering a more integrated approach to instructional leadership could improve the effectiveness of curriculum implementation and professional development.

2. Master teachers should focus on refining their mentoring practices, particularly in providing constructive feedback, offering consistent support, and modeling effective teaching strategies. Continuous professional development and collaboration with peers can further strengthen their leadership roles and positively impact curriculum implementation.

3. Teachers actively engage in mentoring opportunities, seek regular feedback, and participate in professional development programs. Embracing support from master teachers and applying effective teaching strategies can enhance their instructional practices and contribute to overall curriculum success.

4. The training program should be utilized accompanied by monitoring and evaluating by the administrators or the one in-charge.

5. Future researchers may replicate this investigation while considering additional variables such as teacher collaboration, student engagement, or the impact of school culture on curriculum implementation. Exploring these factors could provide a more comprehensive understanding of the dynamics between mentoring practices, leadership styles, and curriculum effectiveness.

---

## REFERENCES:

- Abragan, F., Abarcas, V., Aquino, I. M., & Bagongon, R. E. (2022). Research review on K-12 curriculum implementation in the Philippines: A generic perspective. *European Journal of Educational and Social Sciences*, 7(1), 1-8.
- Achmadi A.M., Mosleh, R., Qadhi, S., Al-Ahmadi, A. M., & Jalalah, R. A. (2023). Unveiling Novice Teachers' Teaching Competencies: Challenges and Pathways to Professional. *Journal of Namibian Studies: History Politics Culture*, 33, 5067-
- Alhameli, M. I., & Upadhyay, D. (2023). Culture and Change Management in Schools: The UAE National Wellbeing Strategy 2031. *Cultural Management: Science and Education*, 7(2), 47-61.
- Amram, M., & Davidovitch, N. (2024). Novice Teachers and Mentor Teachers: From a Traditional Model to a Holistic Mentoring Model in the Postmodern Era. *Education Sciences*, 14(2), 143
- Andres, A. D., Calanoga, M. C. M., Vecaldo, R. T., Caranguian, C. B., Julian, C. B., Pamittan, S. T., ... & Natividad, C. B. (2021). Mentoring Support of Cooperating Teachers: Insights from Filipino Practice Teachers. *Int J Edu Sci*, 34(1-3), 24-33.
- Anastasiou M., & Chandolia, E.,. (2020). Leadership and conflict management style are associated with the effectiveness of school conflict management in the Region of , NW Greece. *European Journal of Investigation in Health, Psychology and Education*, 10(1), 455-468.
- Andres, A. D., Calanoga, M. C. M., Vecaldo, R. T., Caranguian, C. B., Julian, C. B., Pamittan, S. T., ... & Natividad, C. B. (2021). Mentoring Support of Cooperating Teachers: Insights from Filipino Practice Teachers. *Int J Edu Sci*, 34(1-3), 24-33.
- Aquino, E. T., & Gurat, M. (2023). Satisfaction of students in the methods used in Mathematics in the Modern World in a new normal. *Aquino, ETM, & Gurat, MG (2023). Satisfaction of Students in the Methods Used in Mathematics in the Modern World in a New Normal. American Journal of Educational Research*, 11(3), 144- 150.
- Aranda M.&Reyes, S. A. B. (2023). Instructional leadership, teachers' participation and k to 12 curriculum: Impact on pupils' learning outcomes.
- Ardi, P., Mukti, T. W. P., Basthomi, Y., & Widiati, U. (2023). Delving into Indonesian EFL Pre-Service Teachers' Professional Identity Configuration in Teaching Practicum. *Reflections*, 30(2), 223-246.
- Asregid Nigate, D. A., Mihiretie, D. M., & Kassa, S. A. (2023). Mentoring during School Practicum: Mentor-Mentee Relationship, Roles Assumed, and Focus of Feedback. *International Journal of Work-Integrated Learning*, 24(4), 491-503.
- Balagtas, M. U., Gonzales, R. D., Tamayao, A., Vecaldo, R., Balagan, M. B. E., Lapinid, M. R., ... & Medula, C. T. (2024). Alignment of Policies, Standards, and Guidelines for Teacher Education Programs with the K to 12 Program.
- Baliber L., Sañosa, & Liang, L. (2022). The Influence of Talent Management on Educational Employee Performance Among Teachers in Xi'an Private Colleges and Universities. *Uniglobal Journal of Social Sciences and Humanities*, 3(2), 71-82.
- Bradfield, K. Z., & Exley, B. (2020). Teachers' accounts of their curriculum use: external contextual influences during times of curriculum reform. *The Curriculum Journal*, 31(4), 757-774.
- Bar-Tal, S., Chamo, N., Ram, D., Snapir, Z., & Gilat, I. (2020). First steps in a second career: Characteristics of the transition to the teaching profession among novice teachers. *European Journal of Teacher Education*, 43(5), 660-675.
- Batman, D., & Saka, A. Z. (2021). The Effects of Micro-Reflective Teaching Practices on the Professional Skill Development of Pre-Service Physics Teachers. *Turkish Online Journal of Educational Technology-TOJET*, 20(4), 117-131.

- Biggs, J., Tang, C., & Kennedy, G. (2022). Teaching for quality learning at university 5e. McGraw-hill education (UK).
- Bos L., & Pont B. (2020). A literature review of school leadership policy reforms. *European Journal of Education*, 55(2), 154-168.
- Brown M, Quew-Jones, R. J., & Rowe, L. (2022). Enhancing the degree apprenticeship curriculum through work-based manager and mentor intervention. *Journal of Work-Applied Management*, 14(2), 242-256.
- Cavanagh M, Ma, K., & Mcmaugh, A. (2022). Sources of pre-service teacher self-efficacy: a longitudinal qualitative inquiry. *Asia Pacific Journal of Education*, 1-16.
- Cherry K, Stults, S. E., Jacobi, J. A., & Shefner, R. (2023). Science curriculum gets a boost from teacher leaders. *CONSTRAINTS*, 2020, 21.2022),
- Cherian N, Kohutek, A. L. (2023). Teachers in the Middle: Job Satisfaction and Mentoring (Doctoral dissertation, University of South Alabama)
- Cheruse, J. K. (2021). Relationship between head teacher's transformational leadership competencies and learners' academic performance in primary schools in Kericho County, Kenya (Doctoral dissertation, University of Kabianga).
- Chuene, D. M., & Teane, F. M. (2024). Resource inadequacy as a barrier to effective curriculum implementation by life sciences teachers in South Africa. *South African Journal of Education*, 44(2).
- Clark, M., James-Burdumy, S., Herrmann, M., Tuttle, C., Kautz, T., Knechtel, V., ... & Deke, J. (2019). The Effects of a Principal Professional Development Program Focused on Instructional Leadership: Appendices. NCEE 2020-0002. *National Center for Education Evaluation and Regional Assistance*
- Dewi, F. (2022). The Effect of the Principal's Situational Leadership Style and the Teacher's Work Commitment to the Implementation of Teaching Tasks for Public Elementary School Teachers. *International Journal of Humanities Education and Social Sciences*, 2(3).
- Diaz, Y. (2022). *Instructional Leadership Teams' Use of Data: A Grounded Theory Case Study on Data-Driven Decision Making at Two California Elementary Schools* (Doctoral dissertation, California State University, Northridge).
- Dizon, G. (2023). Affordances and constraints of intelligent personal assistants for second-language learning. *RELC Journal*, 54(3), 848-855.
- Ernawati, E., Manik, F. Y., Trisnawati, R. D., Emiliana, E., & Yuliyawati, S. (2022). Understanding and quality of minimum competency assessment (AKM) questions made by Integrated Science teachers in junior high schools. *Jurnal Penelitian dan Evaluasi Pendidikan*, 26(2), 251-259.
- Erwan Artawan, P. (2023). TRANSFORMATION OF ELEMENTARY EDUCATION MANAGEMENT: TOWARD ENHANCED LEARNING QUALITY AND STUDENT ACHIEVEMENT. *International Journal of Teaching and Learning*, 2(1), 197-209.
- Fahmi M, Rachman Assegaf, A., & Zainiyah, H. S., (2020). Curriculum Innovation for the Internationalization of Islamic Education Study Program at Higher Education Institutions in Surabaya, Indonesia. *Millah: Jurnal Studi Agama*, 21(3).
- Fresko B, Nasser-Abu & Alhija, F. (2020). Challenges of being a graduate teaching assistant. *Higher Education Research & Development*, 40(6), 1220-1235.
- Furiwai, S., & Singh-Pillay, A. (2020). The views and experiences of Grade 10 life sciences teachers on the compulsory practical examination.
- Garcia M, Guillén-Gámez, F. D., Higuera-Rodríguez, L., (2024). Developing a regression model of cooperative learning methodology in pre-service teacher education: A sustainable path for transition to teaching profession. *Sustainability*, 12(6), 2215.
- Garcia, Quintos, & Marquez, (2020) Social and emotional learning in the Ibero-American context: a systematic review. *Frontiers in Psychology*, 12, 738501.
- Geletu, G. M., & Adige, A. Y. (2023). Effectiveness of teaching-learning, research and innovative actions in Hawassa University, Ethiopia. *Cogent Education*, 10(1), 2214222.
- Gonzales, G., Gonzales, R., Costan, F., & Himang, C. (2020). Dimensions of motivation in teaching: Relations with social support climate, teacher efficacy, emotional, and job satisfaction. *Education Research International*, 2020(1), 8820259.

- 
- Hammond, L., Wechsler, M. E., Levin, S., Leung-Gagné, M., Tozer, S., & Campoli, A. K. (2022). *Developing Expert Principals: Professional Learning that Matters*. Taylor & Francis.
- Hattie M, Masters, and Birch Inglis, A. L. (2020). Teachers' conceptions of their actions with students on placement
- Heng, T. T., & Song, L. (2023). At the intersection of educational change and borrowing: teachers implementing learner-centred education in Singapore. *Compare: A Journal of Comparative and International Education*, 53(2), 305-323.
- Hwa, Y. Y. (2020). *Teacher accountability policy and sociocultural context: A cross-country study focusing on Finland and Singapore* (Doctoral dissertation).
- Hill, C., Rosehart, P., St. Helene, J., & Sadhra, S. (2020). What kind of educator does the world need today? Reimagining teacher education in post-pandemic Canada. *Journal of Education for Teaching*, 46(4), 565-575.
- Huang, R., Li, Y., Yang, W., Li, Y., & Li, H. (2020). Training teacher-researchers through online collective academic supervision: Evidence from a postgraduate teacher education programme. *Journal of Computer Assisted Learning*, 37(4), 1181-1193.
- Hyer, M. E., Gist, C. D., Bristol, T. J., Carver-Thomas, D., & Darling-Hammond, L. (2022). Motivating Teachers of Color and Indigenous Teachers to stay in the field. *Phi Delta Kappan*, 103(2), 61-65.
- Iqbal, Murad, A., & Abid, M. (2022). Iqbal's Human Learning Theory: The Qur'anic . *Bahria Journal of Professional Psychology*, 21(2), 72-86.2022)
- Jannah, R., & Wahyuningsih, O. (2020). The Leadership Role of The School Principal in Effective Educational Management. *Asian Journal of Engineering, Social and Health*, 3(3), 663-668.
- Johnson, C., Smith K & Weiner, J. (2022). Theorizing school leadership as a profession: a qualitative exploration of the work of school leaders. *Journal of Educational Administration*, 60(4), 386-402.
- Jonker, H., März, V., & Voogt, J. (2020). Curriculum flexibility in a blended curriculum. *Australasian Journal of Educational Technology*, 36(1), 68-84.
- Karlberg, M., & Bezzina, C. (2022). The professional development needs of beginning and experienced teachers in four municipalities in Sweden. *Professional Development in Education*, 48(4), 624-641.
- Kartikasari, N. P. D., & Wiarta, I. W. (2021, April). The Contribution of Adversity Quotient dan Working Motivation to Teachers' Performance. In *2nd International Conference on Technology and Educational Science (ICTES 2020)* (pp. 469-477). Atlantis Press.
- Kim, J. K., Yang, J. J., & Lee, Y. K. (2023). The impact of transformational leadership on service employees in the hotel industry. *Behavioral Sciences*, 13(9), 731.
- Komen, A. Y., & Nyandoro, K. (2023). Evaluating the Influence of Secondary Education Quality Improvement Project (SEQIP) on Quality Education in Public Primary and Secondary Schools in Kenya: A Case of Marigat Sub-County. *African Journal of Empirical Research*, 4(1), 219-226.
- Korhonen, Tiina, Laura Salo, Noora Laakso, Aino Seitamaa, Kati Sormunen, Minna Kukkonen, and Heidi Forsström. "Finnish teachers as adopters of educational innovation: perceptions of programming as a new part of the curriculum." *Computer science education* 33, no. 1 (2023): 94-116.
- Kumar, S., Gupta, A., & Mishra, M. K. (2020). Impact of leadership style and happiness on firm performance: Moderating the role of gender. In *Performance Management* (pp. 187-202). CRC Press.
- Lasater, K., Smith, C., Pijanowski, J., & Brady, K. P. (2021). Redefining mentorship in an era of crisis: Responding to COVID-19 through compassionate relationships. *International Journal of Mentoring and Coaching in Education*, 10(2), 158-172.
- Laureano, H., & Manalang, A. (2023). Coaching and Mentoring Practices of Master Teachers. *International Journal of Advanced Multidisciplinary Studies*, 3, 2799- 0664.
- Le Fevre, D. Timperley, H., Ell, F., (2020). *Leading professional learning: Practical strategies for impact in schools*. Acer Press
- Lunenburg, F. C., & Ornstein, A. (2021). *Educational administration: Concepts and practices*. Sage Publications.

- Lutovac, S., & Assuncao Flores, M. (2021). 'Those who fail should not be teachers': Pre-service Teachers' Understandings of Failure and Teacher Identity Development. *Journal of Education for Teaching*, 47(3), 379-394.
- Mamabolo, J. M., Sepadi, M. D., Mabasa-Manganyi, R. B., Kgopa, F., Ndlovu, S. M., & Themane, M. (2021). What are teachers' beliefs, values and attitudes towards the inclusion of learners who experience barriers to learning in South African primary schools. *Perspectives in Education*, 39(2), 239-252.
- Mansueto, D., Kilag, O. K., Andrin, G., Guiñeta, R., Ford, L. J., & Tiu, J. (2024). Leadership Impact on Literacy: Principals, Synergistic Partnerships, and Progressive Pathways for School Improvement. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, 1(2), 50-56.
- Martin, L. S. (2021). *Direct Support Professionals as Role Models for Adult Job Seekers with Down Syndrome*. Grand Canyon University.
- Martinez, S. A., & Leija, N. (2023). Distinguishing servant leadership from transactional and transformational leadership. *Advances in developing human resources*, 25(3), 141-188.
- Maponya, T. J. (2020). The Instructional Leadership Role of the School Principal on Learners' Academic Achievement. *African Educational Research Journal*, 8(2), 183-193.
- Matsko, K. K., Ronfeldt, M., & Nolan, H. G. (2022). How different are they? Comparing teacher preparation offered by traditional, alternative, and residency pathways. *Journal of Teacher Education*, 73(3), 225-239.
- Mende, Proske, Rana, A. (2020). The role of collaboration scripts in collaborative learning among Finnish lower secondary school students (Master's thesis, A. Rana).
- Menon, M., & Lefteri, A. (2021). The link between transformational leadership and teacher self-efficacy. *Education*, 142(1), 42-52.
- Mirasol, J. M., Necosia, J. V. B., Bicar, B. B., & Garcia, H. P. (2021). Statutory policy analysis on access to Philippine quality basic education. *International Journal of Educational Research Open*, 2, 100093.
- Mishra Tarc, A., & Di Paolantonio, M. (2023). Upholding "the educational" in education: Schooling beyond learning and the market. *PROSPECTS*, 1-6.
- Mokoro, D. (2020). Perception of teachers on their preparedness for implementation of the competence-based curriculum among secondary schools in Arumeru district, Tanzania. *East African Journal of Education and Social Sciences (EAJESS)*, 1(2), 109-117.
- Mncube, D. W., Ngema, T. N., & Maphalala, M. C. (2023). Exploring the Impact of Educational Intervention Programmes to Improve Curriculum Delivery at King Cetshwayo District Schools. *Towards Innovative Ways of Managing Curriculum in Rural Secondary Schools in the Twenty-First Century*, 23, 44.
- Munna, A. (2021). Strategic management, leadership and staff motivation: Literature review. *International Education and Culture Studies*, 1(1), 21-29.
- Muralidharan, K., & Singh, A. (2020). India's new national education policy: Evidence and challenges. *Science*, 372(6537), 36-38.
- Mwanza, C., & Silukuni, D. (2020). Implementation Of The Free Education Policy In Primary Schools In Kafue District: Is It A Compromise On Quality Of Education In Zambia?. *European Journal of Education Studies*, 7(9).
- Nelvitia M, Mulyono, H., Hadian, A., Purba, N., & Pramono, R. (2020). Effect of service quality toward student satisfaction and loyalty in higher education. *The Journal of Asian Finance, Economics and Business*, 7(10), 929-938.
- Nduudee, J. N., & Shedrack, T. (2021). The Impact of Entrepreneurship Education on Science Students in Senior Secondary Schools in Rivers State Tamunoiyowuna. *Scholarly Journal of Education*, 8(1), 7-11.
- Neves, CEB, & Barbosa, MLDO (2020). Internationalization of higher education in Brazil: advances, obstacles and challenges. *Sociologies*, 22, 144-175.
- Nguyen Pham, K. T., Ha, X. V., Tran, N. H., & Nguyen, Y. T. X. (2023). Curriculum reform in Vietnam: primary teachers' views, experiences, and challenges. *Education 3-13*, 51(3), 440-451.2021
- Njagi, R. (2020). *Influence of Teacher preparedness on implementation of Competency Based Curriculum in Public Primary Schools in Kiambu Sub-county, Kiambu County, Kenya* (Doctoral dissertation, University of Nairobi).

- Nugroho, A., & Mutiaraningrum, I. (2020). EFL teachers' beliefs and practices about digital learning of English. *EduLite: Journal of English Education, Literature and Culture*, 5(2), 304-321.
- Nico Kerzel, M., Pekarek-Rosin, T., Strahl, E., Heinrich, S., & Wermter, S. (2020). Teaching NICO how to grasp: An empirical study on crossmodal social interaction as a key factor for robots learning from humans. *Frontiers in Neurorobotics*, 14, 28
- Nsengimana, V. (2020). Implementation of competence-based curriculum in Rwanda: Opportunities and challenges. *Rwandan Journal of Education*, 5(1).
- Oguledo, N. (2023). How to promote curriculum alignment in schools. *Impact (2514-6955)*, (18).
- Ondong, J. (2024). Utilization of School Resources in Basic Education: A Multiple Case Study. *Psychology and Education: A Multidisciplinary Journal*, 16(10), 1046-1066.
- Ortega, Olmedo-Moreno EM, Expósito-López, J., Parejo-Jiménez, & Chacón-Cuberos, R. (2023). Type of school and origin as conditioners of motivational development in post-compulsory secondary education. *Cogent Education*, 10(1), 2188800.2023)
- Pamuji, S., & Limei, S. (2023). The Managerial Competence Of The Madrasa Head In Improving Teacher Professionalism And Performance At Mi Al-Maarif Bojongsari, Cilacap District. *Pengabdian: Jurnal Abdimas*, 1(2), 66-74.
- Passakonjaras, Hartijasti, R., Anusha, S. A., & Rehan, M. (2023). Impact of transformational and transactional Leadership on work engagement with the mediating impact of job satisfaction and emotional regulation as a moderator. *Market Forces*, 18(1).
- Podador H, N., Karamanis, K., & Anastasiou, S. (2023). Exploring the impact of different leadership styles on job satisfaction among primary school teachers in the Achaia region, Greece. *Education Sciences*, 14(1), 45.
- Pont, B. (2020). A literature review of school leadership policy reforms. *European Journal of Education*, 55(2), 154-168.
- Pow, W. C. J., & Lai, K. H. (2021). Enhancing the Quality of Student Teachers' Reflective Teaching Practice through Building a Virtual Learning Community. *Journal of Global Education and Research*, 5(1), 54-71.
- Purwanto, A. (2022). The role of transformational leadership and organizational citizenship behavior on SMEs employee performance. *Journal of Industrial Engineering & Management Research*.
- Putra, R., Renaldo, N., Purnama, I., Putri, N. Y., & Suhardjo, S. (2024). Enhancing Teacher Performance through Capacity Building: A Comprehensive Analysis of Professional Development, Mentoring, and Organizational Support. *Reflection: Education and Pedagogical Insights*, 2(1), 1-8.
- Rahayu, D. S., Pratama, A., & Nugroho, R. F., (2024). CONTEMPORARY ISLAMIC EDUCATION CURRICULUM (Responding to the Needs of Multicultural Societies at Local and International Levels). *Jurnal Multidisipliner Bharasa*, 3(01), 34-42. 2024)
- Reeve, J., & Cheon, S. H. (2021). Autonomy-supportive teaching: Its malleability, benefits, and potential to improve educational practice. *Educational psychologist*, 56(1), 54-77.
- Rege, S. (2021). Education as Trutiya Ratna: towards Phule-Ambedkarite feminist pedagogical practice. In *Gender and Education in India* (pp. 275-295). Routledge.
- Richardson, Yost et al., Ballová Mikušková, E., Verešová, M., & Gatial, V. (2022). Antecedents of teachers' professional competencies. *Cogent Education*, 11(1), 2286813.
- Russell, A. E., Crave, J. J., Elliott, K. C., & Swan, M. E. (2020). *Building the Bench: the Leadership Capacity of Assistant Principals*. Western Carolina University.
- Rupčić, N., Božac, M. G., & Angeleski, I. (2022). Conflict management in the academic environment: is there room for wonder?. *International journal of management in education*, 16(4), 383-406.
- Saridakis, Lai, Qamar, A. H., Waqar, Y., & Raza, A. (2022). Organizational Commitment: A Comparative Study of Public and Private Higher Education Institutions in Punjab. *Qlantic Journal of Social Sciences*, 5(1), 202-209.
- Safingudin Siregar, N., & Aziza, S. (2020). Optimization of facilities and infrastructure management in improving the quality of learning. *Journal of Education*, 28 (1), 30-43

- Sahito, Z. & Channa, W. M., (2022). Pedagogical Competencies of Teachers and The Achievement Of Students: Explorations Of Best Practices Through A Literature Review. *Webology*, 19(3).
- Şenol, H. (2020). Professional development of educational leaders. *Educational Leadership*, 1-10.
- Shaltry, C. (2020). A new model for organizing curriculum alignment initiatives. *Advances in physiology education*, 44(4), 658-663.
- Shaked, H. (2023). Instructional leadership in school middle leaders. *International Journal of Educational Management*, 37(6/7), 1288-1302.
- Sharratt, L. (2023). Data to improve learning: Collaboration+ co-construction= collective efficacy. *Australian Educational Leader*, 45(4), 8-15.
- Salahudin, S. N. & Wan, W. Y., . (2023) The Relationship Between Work-life Balance and Performance of Teachers in Malacca. *Research in Management of Technology and Business*, 4(1), 149-162.
- Sibanda Z, Manokore, K., Sibanda, I., Shava, G., Mangena, A., Muzari, T., & Mkwelie, N. (2023). Integrating Child Art as a Pedagogical Strategy for Teaching Science, Technology, Engineering and Mathematics at Early Childhood Development Level in Bulawayo Central District, Zimbabwe. *British Journal of Multidisciplinary and Advanced Studies*, 4(5), 1-20.
- Srikul, Purba, D. C. S., & Asy'ari, F. (2020). RESOURCE MANAGEMENT STRATEGIES TO IMPROVE EDUCATION QUALITY IN PRIMARY SCHOOLS. *Indonesian Journal of Education (INJOE)*, 4(2), 465-477
- Taban, J. G., Tactay, N. T., & Martinez, A. (2023). Improving performance of education students in mathematics in the modern world by relay teaching method. *Asian Journal of Education and Human Development (AJEHD)*, 4(1).
- Tagalicud Aquino, ETM (2024). Analysis of the Alignment of Curriculum, Instruction, and Assessment in Higher Education Mathematics. *American Journal of Multidisciplinary Research and Innovation*, 3 (5), 8-23
- Thaanyane K., Ntelo, M. & Thaban (2023). In-service teachers' training needs in implementing life skills education in rural secondary schools in Lesotho. *International Journal of studies in Psychology*, 3(1), 45-55.
- Templeton, N. R., Jeong, S., & Pugliese, E. (2021). Mentoring for continuous improvement in teaching and learning. *Mentoring & Tutoring: Partnership in Learning*, 29(1), 1-5.
- Tran, H., & Smith, D. A. (2020). What matters most for recruiting teachers to rural hard-to-staff districts: A mixed methods analysis of employment-related conditions. *American Journal of Education*, 126(3), 447-481.
- Trigueros, R., Padilla, A., Aguilar-Parra, J. M., Mercader, I., López-Liria, R., & Rocamora, P. (2020). The influence of transformational teacher leadership on academic motivation and resilience, burnout and academic performance. *International journal of environmental research and public health*, 17(20), 7687.
- Trinidad, J. E. (2020). Understanding student-centred learning in higher education: students' and teachers' perceptions, challenges, and cognitive gaps. *Journal of Further and Higher Education*, 44(8), 1013-1023.
- Tubagus M., Puspitasari, T., Aziz, F., & Dewi, C. S. (2023). The Analysis of Utilizing Pinterest Application in Making Interactive Teaching-Learning Media for Early Childhood Students. *Journal of Childhood Development*, 3(2), 81-88. (2023)
- Urbano R., & Molina-Torres, M. P., (2020). Active learning methodologies in teacher training for cultural sustainability. *Sustainability*, 12(21), 9043. (2020),
- Valentine, B. N. (2024). *TEACHER TURNOVER IN CHARTER MANAGEMENT ORGANIZATION SCHOOLS* (Doctoral dissertation, Johns Hopkins University).
- van der Veld, Roefs, E. C., Oosterheert, I. E., Leeman, Y. A., & Meijer, P. C. (2024). Investigating 'Presence in teaching': explicating the transition from qualitative studies to a survey instrument. *International Journal of Research & Method in Education*, 47(3), 260-276.
- Watermeyer, R., & Rowe, G. (2022). Public engagement professionals in a prestige economy: Ghosts in the machine. *Studies in Higher Education*, 47(7), 1297-1310.
- Woloshyn, V., Savage, M. J., Kaefer, T., Martinovic, D., & Ratkovic, S. (2021). Support, mentorship and well-being in Canadian and Croatian faculties of education: Professor and student perspectives. *Journal of Education and Development*, 5(1), 82.

---

Yigitoglu Aptoula, N. (2022). Exploring academic literacy practices of graduate students in English language teacher education programmes at English-medium universities in Turkey. *Literacy*, 56(2), 174-183.

Yin, H. Jiang, Z., & Mok, I. A. C., (2021). The relationships between teacher emotions and classroom instruction: Evidence from senior secondary mathematics teachers in China. *International Journal of Educational Research*, 108, 101792.

Yunita, W., Syahrial, S., & Hati, G. M. (2020). English teachers' knowledge on Higher Order Thinking Skills (HOTS). *ENGLISH REVIEW: Journal of English*, 9(1), 205-216.

Zavelevsky, E., & Lishchinsky, O. S. (2020). An ecological perspective of teacher retention: An emergent model. *Teaching and Teacher Education*, 88, 102965