



EFFECTIVENESS OF PROJECT MENTOR IN ENHANCING TEACHERS' INSTRUCTIONAL COMPETENCE, CLASSROOM PRACTICES, AND LEARNING RESOURCE DEVELOPMENT

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Proponent

ABSTRACT

This study evaluated the effectiveness of Project MENTOR (Mobilizing Educational Network to Teach and Organize Resources) in enhancing teachers' instructional competence, classroom practices, and learning resource development at Doña Matilde Memorial Elementary School. Project MENTOR serves as an enabling mechanism of DM LEARN (Designing Meaningful Learning Experiences for Academic Reinforcement and Nurturing) and focuses on Learning and Development (L&D) and Learning Resource Development. A quantitative action research design employing a one-group pretest-posttest approach was utilized. Data were gathered through instructional competence surveys, classroom practice observation checklists, learning resource development assessment tools, COT ratings, and project implementation records. Findings revealed improvements in teachers' instructional competence, classroom practices, and capability to develop localized and contextualized learning resources. The study concluded that Project MENTOR is an effective school-based intervention that promotes professional growth, instructional improvement, and quality resource development.

Keywords: *instructional competence, classroom practices, learning resources, teacher development, MENTOR*

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I. CONTEXT AND RATIONALE

The provision of quality education is greatly influenced by teachers' competence, instructional practices, and access to appropriate learning resources. As educational demands continue to evolve, teachers are expected to deliver meaningful learning experiences that are responsive to learners' diverse needs and contexts.

At Doña Matilde Memorial Elementary School, school monitoring data, COT ratings, IPCRF results, Learning Action Cell (LAC) reflections, and instructional supervision reports revealed areas requiring enhancement in instructional delivery, classroom practices, and the development of localized learning resources. While teachers demonstrated commitment to quality instruction, challenges were noted in the contextualization of learning materials, integration of innovative teaching strategies, and development of instructional resources aligned with learners' needs.

To address these challenges, the school developed **DM LEARN (Designing Meaningful Learning Experiences for Academic Reinforcement and Nurturing)** as a strategic program for improving teaching and learning processes. Serving as its enabling mechanism, **Project MENTOR (Mobilizing Educational Network to Teach and Organize Resources)** was established to strengthen teacher capacity through Learning and Development activities, instructional resource development, mentoring, collaboration, and action research capability-building.

Specifically, Project MENTOR aims to support teachers in creating, localizing, organizing, and utilizing quality learning resources while simultaneously enhancing instructional competence and classroom practices. Through capacity-building activities, resource-sharing mechanisms, and collaborative learning opportunities, the project seeks to improve teaching quality and learner outcomes.

This action research was conducted to determine the effectiveness of Project MENTOR in enhancing teachers' instructional competence, classroom practices, and learning resource development.

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II. INNOVATION, INTERVENTION, AND STRATEGY

Project: MENTOR

Mobilizing Educational Network to Teach and Organize Resources

Project MENTOR is a school-based initiative designed to strengthen the implementation of DM LEARN by improving teachers' capabilities in instruction, classroom management, and the development of instructional materials.

Core Components

A. Learning and Development (L&D)

- Professional development workshops
- Mentoring and coaching sessions
- Learning Action Cell (LAC) sessions
- Capacity-building activities

B. Learning Resource Development

- Learning Resource Audit
- Development of localized and contextualized instructional materials
- Resource validation and reproduction
- Establishment of Learning Resource Hub

C. Resource Sharing and Networking

- Best practice sharing
- Learning resource showcases
- Collaborative material development

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- Professional learning communities

III. RESEARCH QUESTIONS

This study sought to answer the following questions:

Instructional Competence

1. What is the level of teachers' instructional competence before and after the implementation of Project MENTOR?
2. What is the level of teachers' classroom practices before and after the implementation of Project MENTOR?
3. What is the level of teachers' competence in learning resource development before and after the implementation of Project MENTOR?
4. What gains were achieved in teachers' instructional competence, classroom practices, and learning resource development following the implementation of Project MENTOR?

VI. METHODOLOGY

A. Research Design

The study will utilize a Quantitative Action Research Design employing a One-Group Pretest-Posttest Design.

B. Research Participants

Participants	Number
Teachers	23
Master Teachers	2

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Total

25

C. Research Locale

Doña Matilde Memorial Elementary School

Matingain I, Lemery, Batangas

D. Research Instruments

The following research instruments were utilized to gather data and determine the effectiveness of Project MENTOR in enhancing teachers' instructional competence, classroom practices, and learning resource development. Data gathered from these instruments served as the basis for the analysis presented in Tables 1 to 6.

- **Individual Performance Commitment and Review Form (IPCRF).** This instrument was used to assess teachers' instructional competence. The teachers' IPCRF ratings for School Years 2023–2024 and 2024–2025 served as the baseline data, while the ratings for School Year 2025–2026 served as the post-implementation data following the implementation of Project MENTOR.
- **Classroom Practices Survey Questionnaire.** A researcher-adopted survey questionnaire was administered before and after the implementation of Project MENTOR to assess teachers' classroom practices in terms of learner-centered strategies, learner engagement, differentiated instruction, classroom management, use of appropriate instructional materials, questioning techniques, assessment practices, collaborative learning activities, and inclusive learning environment.
- **Learning Resource Development Competency Survey.** A researcher-developed survey questionnaire was administered before and after the implementation of Project MENTOR to determine teachers' competence in learning resource development in the

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areas of localization, contextualization, material design, print resource development, and resource organization.

- **Project Documentation and Accomplishment Reports.** Project implementation records, mentoring logs, attendance sheets, meeting minutes, accomplishment reports, and activity documentation were reviewed to validate the implementation of Project MENTOR and the participation of teachers in various project activities.
- **Inventory of Developed Learning Resources.** An inventory checklist was used to document and classify the print and digital learning resources developed by teachers across different learning areas during the implementation of Project MENTOR. This inventory served as supporting evidence of teachers' enhanced competence in learning resource development.

E. Data Gathering Procedure

- **Phase 1 – Pre-Implementation Assessment**
 - Retrieve and analyze teachers' IPCRF ratings as baseline data for instructional competence.
 - Administer the Classroom Practices Survey Questionnaire.
 - Administer the Learning Resource Development Competency Survey.
- **Phase 2 – Implementation of Project MENTOR**
 - Conduct capability-building activities.
 - Implement mentoring and coaching sessions.
 - Facilitate peer coaching, lesson study, collaborative lesson planning, and resource-sharing activities.
 - Develop and organize learning resources.
 - Establish and maintain the Learning Resource Hub.

Phase 3 – Post-Implementation Assessment

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- Retrieve post-implementation IPCRF ratings.
 - Re-administer the Classroom Practices Survey Questionnaire.
 - Re-administer the Learning Resource Development Competency Survey.
 - Gather project records, attendance sheets, mentoring logs, accomplishment reports, and developed learning resources.
- **Phase 4 – Analysis and Interpretation**
- Consolidate and analyze the data.
 - Interpret the findings.
 - Formulate conclusions and recommendations.

The data gathered in this study were analyzed using descriptive statistical tools to determine the effectiveness of Project MENTOR in enhancing teachers' instructional competence, classroom practices, and learning resource development.

F. Statistical Treatment of Data

1. **Mean.** The mean was used to determine the average level of teachers' instructional competence, classroom practices, and learning resource development competence before and after the implementation of Project MENTOR. It was also used to describe the overall performance of teachers based on the gathered data.
2. **Mean Gain.** The mean gain was used to assess the extent of improvement in teachers' instructional competence, classroom practices, and learning resource development competence after the implementation of Project MENTOR. It was computed by subtracting the pre-implementation mean from the post-implementation mean.
3. **Percentage Improvement.** Percentage improvement was used to measure the magnitude of change in teachers' performance and competencies following the implementation of Project MENTOR. This was computed using the formula:

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Percentage Improvement = $((\text{Posttest Mean} - \text{Pretest Mean}) \div \text{Pretest Mean}) \times 100$

4. **Frequency Count.** Frequency count was used to determine the number of print and digital learning resources developed by teachers across different learning areas during the implementation of Project MENTOR.
5. **Percentage Distribution.** Percentage distribution was utilized to describe the proportion of learning resources developed in each learning area relative to the total number of resources produced.

Interpretation Scale

Interpretation Scale for Classroom Practices

Mean Range	Interpretation
4.21 – 5.00	Very Highly Practiced
3.41 – 4.20	Highly Practiced
2.61 – 3.40	Moderately Practiced
1.81 – 2.60	Slightly Practiced
1.00 – 1.80	Not Practiced

Interpretation Scale for Learning Resource Development Competency

Mean Range	Interpretation
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very Low

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VII. RESULTS AND DISCUSSION

Table 1. Summary of Mean IPCRF Ratings Before and After Implementation of Project MENTOR

Period	School Year	Mean IPCRF Rating	Adjectival Rating
Before Implementation	2023-2024	4.35	Very Satisfactory
Before Implementation	2024-2025	4.48	Very Satisfactory
After Implementation	2025-2026	4.57	Outstanding

Table 1 presents the summary of teachers' mean IPCRF ratings before and after the implementation of Project MENTOR. To ensure a more accurate and reliable assessment of teacher performance trends, the researcher utilized three years of IPCRF data covering School Years 2023–2024, 2024–2025, and 2025–2026. The use of multiple years of performance data minimized the influence of isolated events or short-term fluctuations and provided a more comprehensive basis for evaluating the impact of the intervention.

Before the implementation of Project MENTOR, the mean IPCRF ratings were 4.35 and 4.48 during School Years 2023–2024 and 2024–2025, respectively, both interpreted as **Very Satisfactory**. These results indicate that teachers consistently demonstrated a high level of performance even before the intervention.

Project MENTOR was formally implemented during School Year 2025–2026. Following its implementation, the mean IPCRF rating increased to **4.57**, earning an **Outstanding** adjectival rating. This improvement suggests that the intervention contributed positively to enhancing teachers' professional competencies and instructional effectiveness.

The increase in performance ratings over the three years demonstrates a positive trend in teacher development. More importantly, the attainment of an Outstanding rating during the implementation year of Project MENTOR provides evidence that the mentoring program may

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have strengthened teachers' instructional practices, professional collaboration, and commitment to continuous improvement.

Overall, the findings indicate that Project MENTOR served as an effective professional development intervention. The use of three years of IPCRF data further strengthens the validity of the results by providing a broader and more accurate picture of teacher performance before and after the implementation of the project.

Table 2. Level of Teachers' Classroom Practices Before and After Implementation of Project MENTOR

Indicator	Before	Interpretation	After	Interpretation	Mean Gain
Learner-Centered Strategies	3.40	Moderately Practiced	5.00	Very Highly Practiced	1.60
Learner Engagement	3.88	Highly Practiced	5.00	Very Highly Practiced	1.12
Differentiated Instruction	3.4	Moderately Practiced	4.96	Very Highly Practiced	1.56
Classroom Management	4.00	Highly Practiced	4.96	Very Highly Practiced	0.96
Use of Appropriate Instructional Materials	3.4	Moderately Practiced	5.00	Very Highly Practiced	1.60
Questioning Techniques	3.30	Moderately Practiced	4.96	Very Highly Practiced	1.66
Assessment Practices	3.88	Highly Practiced	4.96	Very Highly Practiced	1.08
Collaborative Learning Activities	3.4	Moderately Practiced	4.96	Very Highly Practiced	1.56

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Inclusive Learning Environment	4.00	Highly Practiced	5.00	Very Highly Practiced	1.00
Overall Mean	3.63	Highly Practiced	4.98	Very Highly Practiced	1.35

Table 2 presents the pre-intervention and post-intervention ratings of teachers' instructional practices across nine indicators. Before the implementation of the intervention, the overall mean rating was 3.63, interpreted as **Highly Practiced**. After the intervention, the overall mean increased to 4.98, interpreted as **Very Highly Practiced**, resulting in a mean gain of **1.35**. This notable increase suggests that the intervention was highly effective in enhancing teachers' classroom practices.

Among the indicators, **Questioning Techniques** registered the highest mean gain of **1.66**, improving from a mean of 3.30 (Moderately Practiced) to 4.96 (Very Highly Practiced). This indicates a significant enhancement in teachers' ability to formulate and deliver effective questions that stimulate learners' critical thinking and participation.

Similarly, **Learner-Centered Strategies** and **Use of Appropriate Instructional Materials** both recorded a mean gain of **1.60**, moving from Moderately Practiced to Very Highly Practiced. These findings suggest that teachers became more adept at implementing learner-focused approaches and utilizing instructional resources that support meaningful learning experiences.

Differentiated Instruction and **Collaborative Learning Activities** each obtained a mean gain of **1.56**, indicating that teachers improved their capacity to address diverse learner needs and facilitate cooperative learning opportunities within the classroom.

Improvements were also observed in **Learner Engagement** (mean gain = 1.12), **Assessment Practices** (mean gain = 1.08), and **Inclusive Learning Environment** (mean gain = 1.00), all of which reached the Very Highly Practiced level after the intervention. These results demonstrate strengthened teacher competencies in actively involving learners,

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monitoring learning progress, and fostering an inclusive and supportive classroom environment.

Although **Classroom Management** showed the lowest mean gain of **0.96**, it still improved from Highly Practiced to Very Highly Practiced. This suggests that teachers already possessed strong classroom management skills prior to the intervention, leaving less room for improvement compared to other indicators.

The results indicate that Project MENTOR contributed to improvements in teachers' instructional competence, classroom practices, and learning resource development.

Table 3: Level of Teachers' Learning Resource Development Competence Before and After Implementation of Project MENTOR

Indicator	Before	Interpretation	After	Interpretation	Mean Gain
Localization of Instructional Materials	3.40	Moderate	5.00	Very High	1.60
Contextualization of Learning Resources	3.30	Moderate	5.00	Very High	1.70
Material Design	2.60	Low	4.96	Very High	2.36
Print Resource Development	3.30	Moderate	4.96	Very High	1.66
Evaluation and Improvement of Learning Resources	2.40	Low	4.96	Very High	2.56

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Overall Mean	3.00	Moderate	4.98	Very High	1.98

Table 3 presents the teachers' competencies in developing localized and contextualized learning resources before and after the implementation of the intervention. Before the intervention, the overall mean was **3.00**, interpreted as **Moderate**, indicating that teachers demonstrated a satisfactory but still developing level of competence in resource development. Following the intervention, the overall mean significantly increased to **4.98**, interpreted as **Very High**, yielding a mean gain of **1.98**. This substantial improvement suggests that the intervention was highly effective in enhancing teachers' capacities in producing quality localized and contextualized instructional materials.

Among the indicators, **Evaluation and Improvement of Learning Resources** recorded the highest mean gain of 2.56, increasing from 2.40 (Low) to 4.96 (Very High). This finding indicates that teachers greatly improved their ability to systematically organize and manage learning resources, making them more accessible and useful for instructional purposes.

Similarly, **Material Design** posted a remarkable mean gain of **2.36**, moving from **2.60 (Low)** to **4.96 (Very High)**. This demonstrates a significant enhancement in teachers' skills in designing instructional materials that are relevant, engaging, and aligned with learners' needs and curriculum standards.

Contextualization of Learning Resources achieved a mean gain of **1.70**, improving from **3.30 (Moderate)** to **5.00 (Very High)**. This result suggests that teachers became more proficient in connecting learning content to learners' real-life experiences, local situations, and community contexts, thereby making instruction more meaningful and relevant.

Likewise, **Print Resource Development** registered a mean gain of **1.66**, increasing from **3.30 (Moderate)** to **4.96 (Very High)**. This indicates that teachers strengthened their

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capability to develop quality print-based instructional resources that support effective teaching and learning.

Meanwhile, **Localization of Instructional Materials** improved from **3.40 (Moderate)** to **5.00 (Very High)**, with a mean gain of **1.60**. These findings highlight teachers' enhanced ability to integrate local culture, traditions, examples, and community resources into instructional materials, making learning more responsive to the learners' environment.

Overall, the results demonstrate that the intervention significantly improved teachers' competencies in localization, contextualization, material design, print resource development, and resource organization. The shift from a **Moderate** level before the intervention to a **Very High** level after the intervention across all indicators provides strong evidence that the intervention effectively strengthened teachers' skills in developing contextualized and localized learning resources. These findings affirm the value of continuous capacity-building programs in empowering teachers to create relevant, learner-centered, and culturally responsive instructional materials that enhance the quality of education.

Table 4: Summary of Mean Differences in Teachers' Instructional Competence, Classroom Practices, and Learning Resource Development Before and After the Implementation of Project MENTOR

Variable	Mean Before	Mean After	Mean Difference
Instructional Competence	4.42	4.57	0.15
Classroom Practices	3.63	4.98	1.35
Learning Resource Development	3.00	4.98	1.98

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Table 4 presents the summary of the mean scores of teachers' instructional competence, classroom practices, and learning resource development before and after the implementation of Project MENTOR. The results reveal positive improvements across all variables, indicating the effectiveness of the intervention in enhancing teachers' professional competencies.

In terms of **Instructional Competence**, the mean score increased from **4.42** before implementation to **4.57** after implementation, resulting in a mean difference of **0.15**. Although the increase was relatively small, it demonstrates an improvement in teachers' professional performance. This finding may be attributed to the fact that teachers already exhibited a high level of competence prior to the intervention, leaving less room for substantial increases in ratings.

For **Classroom Practices**, the mean score increased from **3.63** to **4.98**, yielding a mean difference of **1.35**. This considerable improvement indicates that teachers enhanced their implementation of effective instructional strategies, learner-centered approaches, differentiated instruction, classroom management, assessment practices, and other essential classroom practices. The result suggests that Project MENTOR successfully strengthened teachers' pedagogical skills and classroom effectiveness.

The greatest improvement was observed in **Learning Resource Development**, where the mean score increased from **3.00** before implementation to **4.98** after implementation, resulting in a mean difference of **1.98**. This substantial gain reflects teachers' enhanced competence in localization, contextualization, material design, print resource development, and resource organization. The finding is further supported by the numerous instructional materials developed by teachers during the implementation of the project.

Comparing the three variables, learning resource development registered the greatest mean difference, followed by classroom practices and instructional competence. This indicates that Project MENTOR was particularly effective in strengthening teachers' capacity to develop quality learning resources while also improving their classroom practices and overall instructional competence.

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Overall, the positive mean differences across all variables provide evidence that Project MENTOR contributed to the professional growth of teachers. The findings affirm that sustained mentoring, coaching, collaboration, and professional learning activities can effectively enhance teachers' competencies and support continuous school improvement.

Table 5: Summary of Learning Resources Developed

Learning Area	Type of Materials	No. of Print Resources
English	Big Book	10
	Short Stories	23
Filipino	Maikling Kwento	23
Mathematics	Learning Activity Sheets	25
	Math Games	10
Science	SIM	4
Araling Panlipunan	Learning Activity Sheets	25

Table 5 presents the distribution of printed instructional materials developed by teachers across different learning areas. The data reveal a total of 120 print resources produced to support teaching and learning through localized and contextualized instructional materials.

Among the learning areas, Mathematics **and** Araling Panlipunan each recorded the highest number of print resources with 25 Learning Activity Sheets, demonstrating teachers' strong efforts to provide structured learning materials that reinforce essential concepts and skills. In English, teachers developed 23 Short Stories and 10 Big Books, for a total of 33 print resources, making it the learning area with the largest overall contribution. These materials were designed to enhance learners' reading comprehension, vocabulary development, and literacy skills.

Similarly, Filipino teachers produced 23 Maikling Kwento, providing learners with culturally relevant reading materials that support language development and reading

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proficiency. In Science, teachers developed 4 Strategic Intervention Materials (SIMs) intended to address identified learning gaps and improve learners' understanding of difficult concepts.

The findings indicate that teachers actively engaged in the development of a variety of print resources tailored to the needs of learners across different subject areas. The predominance of Learning Activity Sheets, stories, and intervention materials reflects teachers' commitment to creating accessible and meaningful instructional resources that support classroom instruction and learner achievement.

Overall, the production of 120 print resources demonstrates the positive impact of the intervention in strengthening teachers' competencies in instructional material development. It also highlights their growing capacity to design, localize, and contextualize learning resources that improve teaching effectiveness and learner engagement.

Table 6: Teacher Participation in Project MENTOR Activities

Activity	Number of Sessions Conducted	Average Teacher Attendance	Participation Rate (%)
LAC Sessions	8	25	100%
Peer Coaching	14	25	100%
Lesson Study Sessions	10	23	100%
Collaborative Lesson Planning	10	25	100%
Resource Sharing	10	25	100

Table 6 presents the participation of teachers in the various professional development activities conducted under Project MENTOR. The results show a consistently high level of engagement across all activities, with an average teacher attendance of 25 participants and a participation rate of 100% in every activity conducted.

Among the activities, **Peer Coaching** recorded the highest number of sessions conducted with **14 sessions**, followed by **Lesson Study Sessions**, **Collaborative Lesson**

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Planning, and Resource-Sharing Activities with 10 sessions each. Meanwhile, **LAC Sessions** were conducted **eight times** throughout the implementation period. Despite the variation in the number of sessions, all activities achieved full participation from the 25 teachers involved in the project.

The 100% participation rate indicates a strong commitment among teachers to engage in professional learning and collaborative development opportunities. Their active involvement in LAC sessions provided avenues for professional discussions and knowledge sharing, while peer coaching allowed teachers to receive constructive feedback and support from colleagues. Similarly, lesson study sessions and collaborative lesson planning promoted reflective practice, collaborative problem-solving, and the enhancement of instructional strategies. Resource-sharing activities further encouraged the exchange of teaching materials, best practices, and innovative approaches to instruction.

The findings suggest that the successful implementation of Project MENTOR was supported by the active and sustained participation of all teachers. The high level of engagement in mentoring and collaborative activities likely contributed to the observed improvements in instructional competence, classroom practices, and learning resource development. These results highlight the importance of fostering a culture of collaboration, continuous learning, and professional support as key drivers of teacher growth and instructional improvement.

Overall, the consistent 100% participation across all Project MENTOR activities demonstrates the project's effectiveness in mobilizing teacher involvement and establishing a strong professional learning community within the school. Such active participation served as a critical foundation for the positive outcomes achieved through the intervention.

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VIII. CONCLUSION

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

1. Project MENTOR contributed to the enhancement of teachers' instructional competence as evidenced by the increase in the mean IPCRF rating from Very Satisfactory to Outstanding during the implementation period. This indicates that the mentoring, coaching, and professional development activities supported teachers in improving their professional performance.
2. The implementation of Project MENTOR significantly enhanced teachers' classroom practices. Improvements were observed across all indicators, including learner-centered strategies, learner engagement, differentiated instruction, classroom management, questioning techniques, assessment practices, collaborative learning activities, and inclusive learning environments. The overall rating improved from Highly Practiced to Very Highly Practiced.
3. Project MENTOR effectively strengthened teachers' competence in learning resource development. Teachers demonstrated substantial improvements in localization, contextualization, material design, print resource development, and resource organization, resulting in an overall increase from Moderate to Very High competence.
4. The project successfully fostered a culture of collaboration and continuous professional learning among teachers through Learning Action Cell sessions, peer coaching, lesson study sessions, collaborative lesson planning, and resource-sharing activities. The high level of participation reflected teachers' commitment to professional growth and instructional improvement.
5. The development of 120 localized and contextualized learning resources across different learning areas demonstrated teachers' enhanced capacity to create quality instructional materials that support effective teaching and meaningful learning experiences.

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6. Among the three areas examined, learning resource development showed the highest improvement, followed by classroom practices and instructional competence. These findings indicate that Project MENTOR was particularly effective in strengthening teachers' abilities to develop and utilize instructional resources while also improving classroom implementation of effective teaching strategies.
 7. Overall, Project MENTOR proved to be an effective school-based intervention for enhancing teachers' instructional competence, classroom practices, and learning resource development, thereby supporting the goals of DM LEARN and contributing to the continuous improvement of educational quality at Doña Matilde Memorial Elementary School.

IX. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. The implementation of Project MENTOR should be sustained and institutionalized as a regular professional development program of the school to ensure continuous teacher growth and instructional improvement.
2. School leaders should continue providing mentoring, coaching, and collaborative learning opportunities through Learning Action Cell sessions, peer coaching, lesson study, and professional learning communities to strengthen teachers' instructional competencies.
3. Teachers should be encouraged to continuously develop, localize, contextualize, and share instructional resources that address learners' diverse needs and support curriculum implementation.
4. The Learning Resource Hub established through Project MENTOR should be maintained, expanded, and regularly updated to ensure easy access to quality instructional materials and best practices.

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5. Future implementation of Project MENTOR should include the development of more digital learning resources and technology-integrated instructional materials to support evolving educational demands and digital learning environments.
6. School administrators and education leaders may replicate or adapt Project MENTOR in other schools to strengthen teacher development programs and promote collaborative professional learning.
7. Future researchers may conduct similar studies using a larger sample size, longer implementation period, and inferential statistical analyses to further validate the effectiveness of mentoring programs on teacher performance and instructional outcomes.
8. Additional studies may explore the impact of Project MENTOR on learner achievement, literacy, numeracy, and other educational outcomes to determine its long-term effects on school improvement and learner success.

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