TEACHERS' CLASSROOM MENTORSHIP PROFICIENCY AND ENGAGEMENT-CENTERED PEDAGOGY AS PREDICTORS OF COGNITIVE SATISFACTION OF STUDENTS

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ABSTRACT

The main purpose of this study was to evaluate the influence of teachers' classroom mentorship proficiency and engagement-centered pedagogy on the cognitive satisfaction of students. In this study, the researcher selected the 220 Grade 7 students in Cluster 14 public secondary schools in Davao City as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Product Moment Correlation, and Regression Analysis. Descriptive analysis showed that teachers' classroom mentorship proficiency, engagement-centered pedagogy, and cognitive satisfaction of students were described as moderately extensive. Further, correlation analysis demonstrated that teachers' classroom mentorship proficiency and engagement-centered pedagogy were significantly correlated with the cognitive satisfaction of students in Cluster 14 public secondary schools in Davao City. Evidently, Regression Analysis proved that when teachers' classroom mentorship proficiency and engagement-centered pedagogy are considered as predictors of cognitive satisfaction of students in Cluster 14 public secondary schools in Davao City, the model is significant. It is recommended that the Department of Education (DepEd) should encourage the integration of mentorship training programs into teacher professional development initiatives to enhance mentorship proficiency.

KEYWORDS: *Educational management, teachers' classroom mentorship proficiency, engagement-centered pedagogy, cognitive satisfaction of students*

INTRODUCTION

Teachers' classroom mentoring proficiency, engagement-centered pedagogy, and students' cognitive satisfaction are integral components of 21st-century education. They prepare students not only with knowledge but also with the skills, attitudes, and values needed to thrive in an ever-changing world and contribute positively to society. Teachers who possess mentoring proficiency and use engagement-centered pedagogy are more effective in facilitating student learning. They provide guidance, support, and personalized instruction, leading to improved academic performance and cognitive development. More so, classroom mentoring allows teachers to identify and address the specific learning needs of each student. This individualized support is essential in an era where personalized learning is increasingly valued. Adding more, engagement-centered pedagogy fosters critical thinking, problem-solving, and creativity. These skills are vital for students to navigate complex challenges and innovate in the 21st century.

However, Asakereh and Dehghannezhad (2015) reported that students who do not experience cognitive satisfaction may lack motivation to engage in their studies. They may view learning as a chore rather than a source of personal fulfillment. Accordingly, lack of cognitive satisfaction can lead to decreased academic performance. Students may struggle to concentrate, retain information, or complete assignments, resulting in lower grades. Teeroovengadum et al. (2016) indicated that a lack of cognitive satisfaction can lead to reduced interest in learning. Students may become disinterested in exploring new topics or pursuing academic challenges. Taking things in Philippine setting, Romero-Frías and Arquero (2013) reported that students who are not intellectually satisfied are more likely to be disengaged

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in the classroom. They may exhibit passive learning behaviors, such as daydreaming or distraction, which hinder their overall learning experience.

In contrary, Mandera (2013) viewed that cognitive satisfaction serves as a powerful intrinsic motivator. Students who find their studies intellectually satisfying are more likely to be self-motivated learners, taking the initiative to explore topics beyond the curriculum and set higher academic goals. More so, Vidić (2021) showed that cognitive satisfaction is closely linked to critical thinking skills. Satisfied students are more inclined to think critically, analyze information, and apply their knowledge to solve complex problems, which are essential skills for success in various fields. According to Pesigan (2019), a classroom where students experience cognitive satisfaction tends to have a positive and vibrant climate.

Meanwhile, Ahmad and Zadha (2018) noted that teachers who are proficienct in mentoring are more likely to provide academic guidance, individualized instruction, and opportunities for students to seek help when facing challenges. This support can significantly improve students' academic performance and confidence. According to Thankur (2019), teachers with strong mentoring attitudes are more likely to actively engage with their students, both academically and personally. This engagement can lead to increased student participation and enthusiasm in classroom activities.

Moreover, Reeves (2012) highlighted that engagement-centered pedagogy is the pedagogical strategy in education that focuses on actively involving students in the learning process by promoting their participation, interaction, and interest in the subject matter. According to Reutova (2015), this approach goes beyond traditional didactic teaching methods and emphasizes creating an engaging and interactive classroom environment where students are motivated to explore, discuss, and apply their knowledge. In addition, Kutbiddinova (2015) asserted that interactive activities teach students patience, tolerance, and understanding towards others and encourage them to think outside the box. As noted by Kutbiddinovaa et al. (2016), engagement-centered pedagogy actively involves students in the learning process, leading to deeper understanding and improved retention of the material. When students are engaged, they are more likely to master complex concepts and skills.

While there is existing research on the impact of teachers' mentoring proficiency and engagement-centered pedagogy on student outcomes separately, there is a significant gap in the literature regarding how the synergy between effective mentoring and engagement-centered teaching strategies influences students' cognitive satisfaction and its long-term implications on academic achievement and personal development. Thus, it is on this context that the researcher felt the need to fill in the research gap of conducting a study in the Philippine setting, particularly in Cluster 14 Public Secondary Schools in Davao City using a quantitative approach. Specifically, the researcher made used descriptive correlational design through regression analysis to understand the cognitive satisfaction of students as determined by the teachers' classroom mentoring proficiency and engagement-centered pedagogy, which is found to be scarce.

METHODOLOGY
Research Design
In this study, the researcher utilized quantitative descriptive-correlational technique of research to gather data ideas, facts and information related to the influence of teachers' mentorship proficiency and engagement-centered pedagogy on the cognitive satisfaction of students. Bryman and Bell (2015) described quantitative research as a research method that focuses on the objective measurement and analysis of numerical data to draw conclusions and make inferences about a specific population or phenomenon. This approach employs systematic and structured data collection techniques, such as surveys, experiments, or statistical analysis of existing datasets, to gather numerical data that can be quantified and statistically analyzed. The findings from quantitative research aim to provide a deeper understanding of patterns, relationships, and trends within the data.

Meanwhile, descriptive correlational research according to Gay, Mills, and Airasian, (2019) as an approach that involves observing and measuring two or more variables without manipulating them. It aims to describe the relationship or association between variables as they naturally occur. This approach focuses on understanding the strength and direction of the relationship between variables, often using statistical measures such as correlation coefficients. In a descriptive correlational study, researchers collect data on variables of interest and analyze them to identify patterns, trends, or associations. The goal is to gain a deeper understanding of how the variables relate to each other in a specific population or context. More so, this approach is particularly useful when exploring complex

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phenomena or when causality cannot be established due to ethical or practical limitations. Particulary, the study focused on determining whether teachers' mentorship proficiency and engagement-centered pedagogy significantly influence the cognitive satisfaction of students.

Respondents and Sampling
The respondents of the study were the Grade 7 students in Cluster 14 Public Secondary Schools in Davao City. In this study, the 220 respondents was selected through stratified random sampling technique. Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata. In this study, certain inclusion criteria were implemented in determining the respondents of the study.

The primary consideration of this study was to choose respondents who could provide information to achieve the purpose of this study. The inclusion criteria were as follows: only those bonafide enrolled grade 7 students in Cluster 14 Public Secondary Schools in Davao City, those who are proficient in the language being used in the study (English), and who voluntarily signed the ICF were given the survey questionnaires. Moreover, the study was delimited only to the nature of the problem based on the research questions and thus it did not consider the socio-economic of the students.

Research Instruments
The study made use of adapted and modified survey questionnaires to suit the current investigation. The scaling was done by having one-half of the value of 5 as average cut-off point or the fair level, with a uniform interval of 0.80. Also, the survey questionnaires undergone validation by the external and internal panel of experts. During the validation process, experts carefully review the questionnaire items to assess their clarity, relevance, and appropriateness for the target population. They evaluate whether the questions effectively measure the intended constructs and whether the response options are suitable for capturing the desired information.

The first tool is about teachers' classroom mentorship proficiency. This questionnaire was adapted from Lai-Yeung (2014) which has four indicators namely: emotional support; administering discipline; parents' coordination; and academic consultation. The reliability of the new scale obtained Cronbach's alpha value of 0.945 interpreted as excellent, indicating high reliability and consistency among the items. In the manner of answering the questionnaire, the respondents made use the 5-Likert scale.

The second part of the instrument concerned about the engagement-centered pedagogy which consists of three domains namely: teaching engagement, interaction, and feedback. The reliability of the new scale obtained an overall Cronbach's alpha value of 0.956. The high Cronbach's alpha value of 0.956 suggests that the items in the new scale are highly reliable and effectively measure the intended construct. This indicates that respondents consistently provided similar responses across the scale items, strengthening the confidence in the scale's ability to accurately assess the targeted construct. In the manner of answering the questionnaire, the items the respondents made use the 5-Likert scale.

The third part of the instrument was the cognitive satisfaction of students adapted from Mayo (2016) which is divided among three domains namely: curiosity; engagement; and positive attitude. The reliability of the new scale obtained Cronbach's alpha value of 0.918 interpreted as excellent, indicating high reliability and consistency among the items. In this case, the Cronbach's alpha value of 0.918 obtained for the new scale is interpreted as excellent. This high value suggests a high level of reliability and consistency among the items, indicating that they are effectively measuring the intended construct. The excellent reliability of the scale enhances the validity of the research findings, as it ensures that the measurements are consistent and dependable. In the manner of answering the questionnaire, the items the respondents made use the 5-Likert scale.

Data Analysis
The following were the statistical tools utilized by the researcher in processing the gathered data:
Mean. This was useful in characterizing the classroom mentorship proficiency and engagement-centered pedagogy on the cognitive satisfaction of students in cognitive. This was use to supply the answer for objectives 1, 2, and 3.
Pearson Product Moment Correlation. It was used in this study to asses the significant relationship among independent (teachers' classroom mentorship proficiency and engagement-centered pedagogy) on the dependent (cognitive

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satisfaction of students) variables. It is a statistical measure of the strength of a linear relationship between paired data. In a sample it is usually denoted by r. This was use to supply the answer for objective 4.

Regression Analysis. It was applied to evaluate the significant influence of teachers' classroom mentorship proficiency and engagement-centered pedagogy on the cognitive satisfaction of students in Cluster 14 Public Secondary Schools in Davao City. This was use to supply the answer for objective 5.

RESULTS AND DISCUSSION
Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

Findings
The primary objective of this study was to evaluate the influence of teachers' classroom mentorship proficiency and engagement-centered pedagogy on the cognitive satisfaction of students utilizing non-experimental quantitative design using descriptive-correlation technique. The researcher selected the 220 Grade 7 students in Cluster 14 public secondary schools Davao City as the respondents through stratified random sampling method. The researcher made use of modified and enhanced adapted survey questionnaires which was pilot tested in a nearby school to ensure high reliability and internal consistency of the items in the instrument.

Teachers' classroom mentorship proficiency in selected public secondary schools in Davao City acquired moderately extensive descriptive rating. Also, teachers' classroom mentorship proficiency in terms of emotional support; administering discipline; parents' coordination; and academic consultation obtained moderately extensive ratings.

Engagement-centered pedagogy in selected public secondary schools in Davao City was rated with moderately extensive descriptive rating. Also, engagement-centered pedagogy in terms of teaching engagement, interaction, and feedback were rated by the respondents with moderately extensive ratings.

Cognitive satisfaction of students in selected public secondary schools in Davao City got a moderately extensive rating. Whereas, cognitive satisfaction of students in terms of curiosity; engagement; and positive attitude obtained moderately extensive ratings.
Teachers' classroom mentorship proficiency has a significant positive relationship with the cognitive satisfaction of students in Public Secondary Schools in Davao City. In addition, engagement-centered pedagogy has a significant positive relationship with the cognitive satisfaction of students.

Teachers' classroom mentorship proficiency and engagement-centered pedagogy significantly influenced the cognitive satisfaction of students in Public Secondary Schools in Davao City. This showed that teachers' classroom mentorship proficiency and engagement-centered pedagogy have contributed significantly to the variability of cognitive satisfaction of students.

Conclusions
Based on the findings of this study several conclusions were generated:
Teachers' classroom mentorship proficiency in selected public secondary schools in Davao City was moderately extensive. Meanwhile, teachers' classroom mentorship proficiency in terms of emotional support; administering discipline; parents' coordination; and academic consultation obtained moderately extensive descriptive rating. This implies that the attitude, mindset, and method educators employ when offering guidance, support, and mentorship to their students in the classroom are frequently noticed.

Engagement-centered pedagogy in selected public secondary schools in Davao City was rated as moderately extensive. Engagement-centered pedagogy in terms of teaching engagement, interaction, and feedback also got moderately extensive ratings. This suggests that there are instances where educators implement an instructional philosophy and approach focused on fostering dynamic and interactive learning environments.

Cognitive satisfaction of students in selected public secondary schools in Davao City was moderately extensive. Meanwhile, cognitive satisfaction of students in terms of curiosity; engagement; and positive attitude obtained

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moderately extensive descriptive ratings. This suggests that there are instances where students exhibit a sense of achievement, involvement, and resonance with their academic or intellectual aspirations and interests.

Teachers' classroom mentorship proficiency has a significant positive relationship with the cognitive satisfaction of students in Public Secondary Schools in Davao City. This shows that when teachers exhibit genuine curiosity and enthusiasm for the subject matter, it can have a profound impact on student engagement and motivation. In addition, engagement-centered pedagogy has a significant positive relationship with the cognitive satisfaction of students in Public Secondary Schools in Davao City. This means that engagement-centered pedagogy fosters a growth mindset among students, encouraging them to embrace challenges, learn from failures, and persist in the face of obstacles.

Teachers' classroom mentorship proficiency and engagement-centered pedagogy significantly influenced the cognitive satisfaction of students in Public Secondary Schools in Davao City. This shows the importance of meeting students' psychological needs for autonomy, competence, and relatedness in promoting cognitive satisfaction. Self-Determination Theory by Deci and Ryan (1985), that people tend to participate in activities and experiences more readily when their basic psychological needs for autonomy, competence, and connection with others are met. In the context of the study, teachers can facilitate cognitive satisfaction by demonstrating mentorship proficiency and implementing engagement-centered pedagogy, ultimately fostering a positive and enriching learning experience for students.

Recommendations
The Department of Education (DepEd) should encourage the integration of mentorship training programs into teacher professional development initiatives to enhance mentorship proficiency. By encouraging the integration of mentorship training programs, DepEd can provide teachers with valuable opportunities to develop their mentorship skills. These programs can offer insights into effective mentorship strategies, communication techniques, and methods for providing constructive feedback. Additionally, they can address topics such as fostering positive relationships with students, promoting academic and personal growth, and supporting students' social-emotional well-being.

School heads should foster a supportive school culture that values mentorship and promotes engagement-centered pedagogy as best practices. Fostering a supportive school culture that values mentorship and promotes engagement-centered pedagogy as best practices is essential for creating an environment conducive to student success and cognitive satisfaction. School heads play a critical role in shaping the culture of their schools and ensuring that mentorship and engagement-centered pedagogy are prioritized.

Teachers should embrace engagement-centered pedagogy by designing interactive lessons, encouraging student collaboration, and incorporating real-world applications into the curriculum. Embracing engagement-centered pedagogy requires teachers to adopt a student-centered approach that prioritizes active learning, collaboration, and real-world relevance. By designing interactive lessons, encouraging student collaboration, and incorporating real-world applications into the curriculum, teachers can create a dynamic and engaging learning environment that promotes deeper learning and academic success for all students.

Students should actively engage in the learning process by participating in class discussions, seeking clarification when needed, and taking ownership of their learning journey. Actively engaging in the learning process is essential for students to maximize their educational experience and achieve academic success. It involves taking an active role in one's own learning journey, participating in class activities, seeking clarification when needed, and assuming responsibility for one's academic growth.

Future researchers should investigate potential moderating variables, such as cultural factors or individual differences, that may influence the effectiveness of mentorship and engagement-centered pedagogy on student satisfaction. By investigating these potential moderating variables, future researchers can gain a more nuanced understanding of how mentorship and engagement-centered pedagogy influence student satisfaction and academic success across diverse contexts. This knowledge can inform the development of more tailored and culturally responsive educational practices that meet the needs of all students, regardless of their background or circumstances.

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