



**EFFECTIVENESS OF MENTORSHIP PROGRAMS ON THE INSTRUCTIONAL COMPETENCE  
OF NEWLY HIRED TEACHER**

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**CHAPTER I**

**The Problem and Review of Related Literature and Studies**

**Introduction**

Effective mentorship is a cornerstone of quality instructional delivery especially for newly hired teachers figuring out the best for the educational system. The mentorship programs help new teachers integrate into the school's goal, culture, vision, pedagogical objectives while bringing them into compliance with legal and official requirements. Through the organized mentoring, new teachers gain abilities in classroom management, professional obligations, instructional methods, which promotes their development and self-assurance in the teaching profession (Torres, 2023).



Ingersoll and Strong (2011) assert that teachers' induction period is a critical stage in a teachers' career that impacts their success and long-term retention in the educational system. Upon transitioning from pre-service training to full-time classroom teaching, new teachers encounter different challenges. Among these include managing diverse classes, mastering curriculum delivery, navigating institutional cultures, and adjusting to the high expectation set by the school administration and community stakeholders.

Hobson et al. (2009) state that a lack of support systems often leads newly hired teachers to lose confidence in their ability to teach, experience stress at work, and in certain instances, quit teaching early.

Mentoring is formally acknowledged as a crucial component of teacher development in the Philippines, especially in the context of the Department of Education's teacher induction guidelines. As part of their official professional duties, master instructors are expected to advise recently appointed teachers (Bayaua, 2025). However, even while mentorship programs are recognized by regulation, their actual execution frequently falls short of expectations. This discrepancy is caused by a number of



causes, such as the significant strain that master instructors bear because they are usually required to juggle full teaching loads, administrative tasks, and mentoring responsibilities all at once (Moral, Perigo, & Legaspino, 2024). There is not enough time or energy available for fruitful mentorship relationships in this scenario.

In the field of education, mentorship has become essential to new teachers' professional growth and successful integration. The structured mentorship programs have been shown to be crucial in assisting new teachers in navigating the complex issues of classroom instruction, institutional culture, and personal adjustment, as the teaching profession requires both pedagogical expertise and emotional resilience (Araneta, 2021; Gonzalez, 2024). In order to enhance instructional competency, mentorship has become a more strategic approach in Philippine educational institutions in recent years.

Mentorships give new teachers the chance to improve their classroom management abilities, learn context-specific teaching strategies, and gain a better grasp of their roles and responsibilities. Although the Sultan Kudarat Division's Teachers Induction Program (TIP) covers the pedagogical



competencies listed in the National Competency-Based Teacher Standards (NCBTS), Araneta (2021) claims that it frequently fails to meet the emotional and motivational needs of recently hired teachers. Araneta's assessment study emphasizes the value of additional mentoring, including School Learning Action Cell (SLAC) meetings and institutional support networks, which are crucial for teachers' overall growth and ongoing involvement.

According to Gonzalez (2024), he found that mentorship plays a crucial role in forming the professional identity and job satisfaction of new teachers at Central Philippines State University-San Carlos Campos. Gonzalez (2024) found through phenomenological analysis that mentorship not only enhances teaching practices but also helps teachers cope with the stress and loneliness that come with being a new teacher. Mentors' professional and emotional support helps new faculty members form a sense of camaraderie and a lasting dedication to the teaching profession.

All together, these studies highlight that although official induction programs established the foundation for professional competency, mentorship's contextualized and individualized approach closes gaps, especially in the



emotional and affective domains. Therefore, it is crucial to incorporate structured mentorship into the framework for teacher development in order to foster resilient, capable, and driven teachers. In order to add to the increasing amount of research supporting comprehensive, mentor-supported teacher induction programs in the Philippines, this study intends to investigate the relationship between newly hired teachers' instructional competence and their mentorship experience.

For newly hired teachers, the transition into the teaching profession is widely recognized as a crucial time. Even though the teachers are expected to quickly adjust to their roles, implement effective instructional strategies, and manage diverse classrooms, they have limited practical experience throughout the period. While pre-service training established the theoretical framework, the reality of classroom teaching frequently poses unforeseen difficulties that require immediate and context-specific responses.

Newly hired teachers often experience the challenges of entering the teaching profession alongside the critical support provided by mentorship. The demands of lesson planning, student engagement, assessment, and classroom



management can pose significant initial difficulties. Access to a mentor enables novice educators to navigate these responsibilities more effectively. Through collaborative teaching, regular dialogue, and constructive feedback, their instructional competence can be significantly enhanced. These mentoring experiences—formal or informal—are instrumental in fostering confidence, refining pedagogical skills, and shaping professional identity.

Mentorship not only offers technical guidance but also acts as an emotional support system during periods of professional transition. The steady presence of a mentor helps new teachers adjust to their roles and fosters their commitment to continuous growth. Such experiences underscore the critical role that well-structured mentorship programs play in supporting the development of newly hired teachers. These insights reinforce the importance of investigating the effectiveness of mentorship in strengthening the instructional competence of novice educators.

Newly hired teachers have personally encountered the challenges of transitioning into the teaching profession—ranging from instructional delivery and classroom management to emotional adaptation. The firsthand experiences with



mentorship, though sometimes informal, have been crucial in shaping my instructional competence and professional growth. This dual perspective as both a practitioner and researcher provide me with the insight and authority to critically examine the role of mentorship in teacher development. The significance of this study lies in its potential to inform school leaders, mentor teachers, and policymakers about the concrete effects of mentorship on instructional competence. By exploring the effectiveness of existing mentorship programs, this research aims to contribute to the ongoing efforts to enhance teacher induction practices, improve educational quality, and support teacher retention within the Philippine public-school system.

This study is significant from both a practical and theoretical perspective. It aims to enhance and improve the teacher's mentorship program, by looking at how the mentorship program affects the instructional competence of newly hired teachers. Support the development of newly hired teachers and help keep quality educators in the profession.

#### **Review of Related Literature and Studies**



### **Mentorship in Education**

Mentorship has been recognized as a foundational strategy in teacher induction programs, particularly supporting newly qualified teachers (NQTs) facing the challenges of the profession's early years. Research by Aspfors and Fransson (2015), Banja (2016), Zúñiga (2020), and Chun and Edwards (2025) consistently emphasizes that structured mentoring enhances professional development, promotes psychological well-being, and improves teacher retention. Aspfors & Fransson (2015) highlight three essential dimensions for effective mentorship: contextual, theoretical-analytical, and relational. Banja's (2016) study in Zambia stresses the need for formal policy integration of mentorship to address inconsistent support structures, noting that without systematic support, novice teachers often struggle to transition successfully into their professional roles.

In the U.S, Zúñiga (2020) illustrates how structured mentorship under Project RISE fosters strong professional commitment among early-career teachers through relationship-building, coaching, and continuous development cycles.





Several theories illuminate the dynamics of mentorship, offering a multidimensional understanding of its processes.

Berondo's (2023) research expands this understanding by addressing how mentorship can be used to alleviate professional challenges, particularly those related to teacher workload, time constraints, and lack of institutional support. While his study focused on research engagement among teachers in Capiz, it exposed systemic issues that affect teachers' ability to participate in continuous professional development. The study revealed that many teachers remain committed to their roles but are hindered by increased workload, writing anxiety, and lack of resources—conditions that are similarly present in newly hired teachers adjusting to instructional duties. This mirrors the need for mentorship programs to address not just pedagogical gaps, but also organizational and emotional stressors.

The results emphasized the need for a structured mentorship program that specifically addresses these challenges. Berondo recommended that mentorship efforts should focus on time management, emotional support in writing, access to resources, and training in research methods. The study serves as a relevant basis for shaping



contextualized mentorship models that not only support research productivity but also promote teachers' professional growth in the field of education.

The integration of theoretical foundations such as Cognitive Apprenticeship Theory (Collins, Brown, and Newman, 2014), Transformative Learning Theory (Lai & Smith, 2023), Social Exchange Theory (Fischer & Jenkins, 2023) Social Constructivist Theory (White & Mason, 2023), and Educative Mentoring (Feiman-Nemser & Buchmann, 2013) present mentorship as a complex, multidimensional process that plays a critical role in shaping instructional competence. By incorporating various theoretical lenses, mentorship programs can more effectively support the holistic development of newly hired teachers, fostering their growth into confident, capable, and reflective practitioners.

Empirical studies conducted by Aspfors and Fransson (2015) and Chun and Edwards (2025) validate these theoretical frameworks by stressing that mentorship programs must be contextually responsive, theoretically grounded, and culturally sensitive to meet the evolving needs of novice teachers.

### **Impact of Mentorship on Instructional Competence**



Strong (2005) and Ronfeldt et al. (2015) conclude that mentored teachers exhibit greater professional satisfaction, improved student engagement, and stronger classroom climates. Okello, Kombo, and Mandela (2023) investigated mentorship in Kiambu County, Kenya, and found that well-implemented mentorship programs positively influenced the instructional practices, classroom management skills, and collaboration among newly hired teachers. Despite obstacles like insufficient mentor training and time restraints, the study found that mentorship was essential for raising teacher effectiveness and job satisfaction (Okello, Kombo, & Mandela, 2023).

Araneta (2021) evaluated Sultan Kudarat, Philippines' Teacher Induction Program (TIP), which incorporates mentorship as a fundamental element. Although the TIP successfully addressed instructional domains that were in line with the National Competency-Based Teacher Standards (NCBTS), the study discovered that it did not adequately support new teachers emotionally. Although mentoring aided in the development of pedagogy, new teachers sought additional assistance through unofficial mentoring sessions and school-based learning activities, underscoring the need for a more



all-encompassing strategy that incorporates both emotional support and instructional guidance (Araneta, 2021).

### **Mentorship and School Culture**

Beyond individual development, mentorship also fosters a collaborative school culture. Schwan, Rickards, and James (2020), along with McCormack, Gore, and Thomas (2006), assert that mentoring facilitates collegial relationships, peer observation, collaborative lesson planning, and problem-solving. Hargreaves (2000) adds that mutual respect and trust cultivated through mentorship enhance school morale and professional satisfaction.

### **Mentorship and Student Outcomes**

Mentorship also has indirect but meaningful impacts on student achievement. Ronfeldt, Loeb, and Wyckoff (2013) emphasize that structured mentoring programs not only improve teacher retention but also elevate student performance, especially in high-needs schools. These outcomes support the case for expanding mentorship efforts as a strategy

### **Institutional Support and Complementary Programs**

Effective mentorship is often bolstered by broader institutional support systems. Complementary onboarding programs, such as the one studied by Fernando, Cristobal, and



Gaoat (2025) at Mariano Marcos State University, reinforce mentoring by strengthening instructional practices, classroom management, and assessment skills. Supervisory techniques employed by principals, as investigated by Villamar (2024), further enhance mentoring efforts by providing consistent feedback, classroom observations, and resource monitoring. A supportive work environment, as Duplon, Ventura, and Decena (2022) found in Zambales, is also crucial for newly hired teachers' adaptation and performance. Evaluation and continuous improvement are vital to the success of mentorship programs.

### **Pre-Service Mentorship and Policy-Based Support**

In pre-service education, Galamay-Cachola, Damotoy, and Abasolo (2018) and Vecaldo, Torres, and Abustan (2021) highlighted the importance of comprehensive mentoring support across pedagogy, professional development, and role modeling, though system requirements often needed strengthening.

Calamlam, Bernal, and Esteban (2016) called for stronger policies to enhance cooperating teachers' mentoring capacities. Despite extensive evidence supporting mentorship's benefits, notable research gaps remain. There is a limited body of longitudinal studies that assess the



sustained impact of mentorship on both teacher development and student outcomes. Informal and peer-led mentoring models are underexplored compared to structured programs.

Although mentorship is often associated with onboarding and supervisory support, the synergistic effects of these elements have not been thoroughly investigated. Moreover, there is insufficient research examining mentorship effectiveness across different contexts, such as rural versus urban schools or high- versus low-performing institutions. With the rise of digital education, few studies have explored virtual or hybrid mentorship models and their potential to bridge geographic and logistical barriers. Addressing these gaps will be crucial for developing adaptable, inclusive, and future-ready mentorship frameworks that can meet the evolving needs of diverse educational environments

While all of these studies emphasize the value of mentoring in fostering the emotional health and instructional competency of new teachers, there are significant gaps in the literature about the contextual factors that affect the efficacy of mentorship. Research on the relationship between mentorship models and cultural expectations, school leadership, and resource availability is particularly



lacking, especially in diverse educational settings. There may be substantial differences in mentorship between urban and rural schools, and more investigation is required to determine how these contextual factors affect the results of mentorship programs. Furthermore, the majority of current research tends to concentrate on isolated program implementations and short-term effects, which leaves a knowledge gap regarding the long-term effects of mentorship on student achievement, teacher retention, and systemic educational improvement.

### **Synthesis of Related Literature and Studies**

The extensive body of literature on mentorship in education consistently highlights its fundamental role in supporting newly hired teachers across different educational contexts. Both global and Philippine studies affirm that mentorship is not merely a supplementary activity but an essential mechanism for advancing instructional competence, promoting psychological well-being, fostering professional identity, enhancing teacher retention, and cultivating collaborative school cultures.



Zúñiga (2020) illustrates how U.S.-based Project RISE fosters commitment through coaching and relationship-building, which aligns with Berondo's (2023) findings in the Philippines. His study revealed how mentorship can address teacher workload, writing anxiety, and lack of institutional support. These studies collectively suggest that mentorship must extend beyond instructional guidance to include emotional and organizational support.

Theoretical perspectives such as Cognitive Apprenticeship (Collins et al., 2014), Transformative Learning (Lai & Smith, 2023), and Educative Mentoring (Feiman-Nemser & Buchmann, 2013) portray mentorship as a complex, holistic process. Empirical evidence (Aspfors & Fransson, 2015; Chun & Edwards, 2025) supports the integration of these theories into context-sensitive mentorship programs. The integration of theoretical foundations such as Cognitive Apprenticeship Theory (Collins, Brown, and Newman, 2014), Transformative Learning Theory (Lai & Smith, 2023), Social Exchange Theory (Fischer & Jekins, 2023) Social Constructivist Theory (White & Mason, 2023), and Educative Mentoring (Feiman-Nemser & Buchmann, 2013) present mentorship as a complex, multidimensional process that plays





a critical role in shaping instructional competence. By incorporating various theoretical lenses, mentorship programs can more effectively support the holistic development of newly hired teachers, fostering their growth into confident, capable, and reflective practitioners.

Furthermore, mentorship substantially reduces early-career attrition rates, particularly when combined with supportive onboarding practices and supervisory assistance (Education Week, 2021; Ronfeldt & McQueen, 2017; Fernando et al., 2025). Mentoring also contributes to the development of a strong professional identity among teachers, supporting self-efficacy, reflective practice, and long-term engagement in the profession (Porumb, 2015; Avalos, 2011).

Despite these positive outcomes, several research gaps persist. There is a scarcity of longitudinal studies that examine the sustained effects of mentorship programs on teacher development and student achievement. The literature remains limited in exploring informal, peer-led, and hybrid mentorship models, as well as the synergistic integration of mentorship with onboarding, supervision, and school leadership. In the Philippine setting, studies call for further investigation into mentorship practices tailored to



regional disparities and under-resourced schools, as well as the preparedness of mentors to navigate digital and hybrid learning environments.

The studies and literature reviewed consistently emphasize how important mentoring is to new teachers' professional development, especially when it comes to improving their instructional competence and fostering their emotional health. While the Teacher Induction Program (TIP) in Sultan Kudarat successfully matched the National Competency-Based Teacher Standards (NCBTS) and enhanced pedagogical practices, Araneta (2021) found that the program did not adequately address the emotional needs of new teachers. This emphasizes the need for mentorship programs that provide holistic development, including emotional support, in addition to instructional support.

According to Okello, Kombo, and Mandela's (2023), despite obstacles like time constraints and inadequate mentor training, effective mentoring enhanced teaching strategies, classroom management, and collaboration. This supports the idea that mentorship is a crucial element in increasing teacher effectiveness when it is used strategically.



Despite the abundance of data demonstrating the beneficial effects of mentoring, a review of these studies also identifies significant gaps in the body of knowledge. Research on the effects of contextual factors, including leadership style, cultural norms, and resource availability, on mentorship program success is lacking. The long-term effects of mentorship on student outcomes, teacher retention, and more general educational reforms are still not well understood, nor are the differences in mentorship effectiveness between urban and rural settings. There is also a significant knowledge vacuum regarding the long-term effects of mentoring in diverse educational contexts since a large portion of the current research concentrates on isolated case studies and short-term program outcomes.

Overall, the synthesis of related literature and studies reveals that mentorship is a dynamic and evolving practice that requires thoughtful design, institutional support, cultural sensitivity, and continuous evaluation. Addressing existing gaps through inclusive, context-sensitive, and research-driven mentorship frameworks will be critical in maximizing mentorship's potential to enhance teacher



performance, improve student outcomes, and build resilient, future-ready educational systems.

### **Conceptual Framework**

This study is anchored on the assumption that effective mentorship programs significantly influence the instructional competence of newly hired teachers. Drawing from theoretical foundations such as Cognitive Apprenticeship Theory (Collins et al., 2014), Educative Mentoring (Feiman-Nemser & Buchmann, 2013), and Transformative Learning Theory (Lai & Smith, 2023), the framework conceptualizes mentorship as a structured, collaborative, and reflective process that enhances teachers' pedagogical skills, emotional well-being, and professional identity. The study conceptualizes mentorship as a multidimensional and holistic process that involves technical guidance, emotional support, and professional socialization. It recognizes that the effectiveness of mentorship programs is influenced by various individual and contextual factors, including the background of newly hired teachers, the quality and consistency of mentorship practices, and the institutional support mechanisms provided.

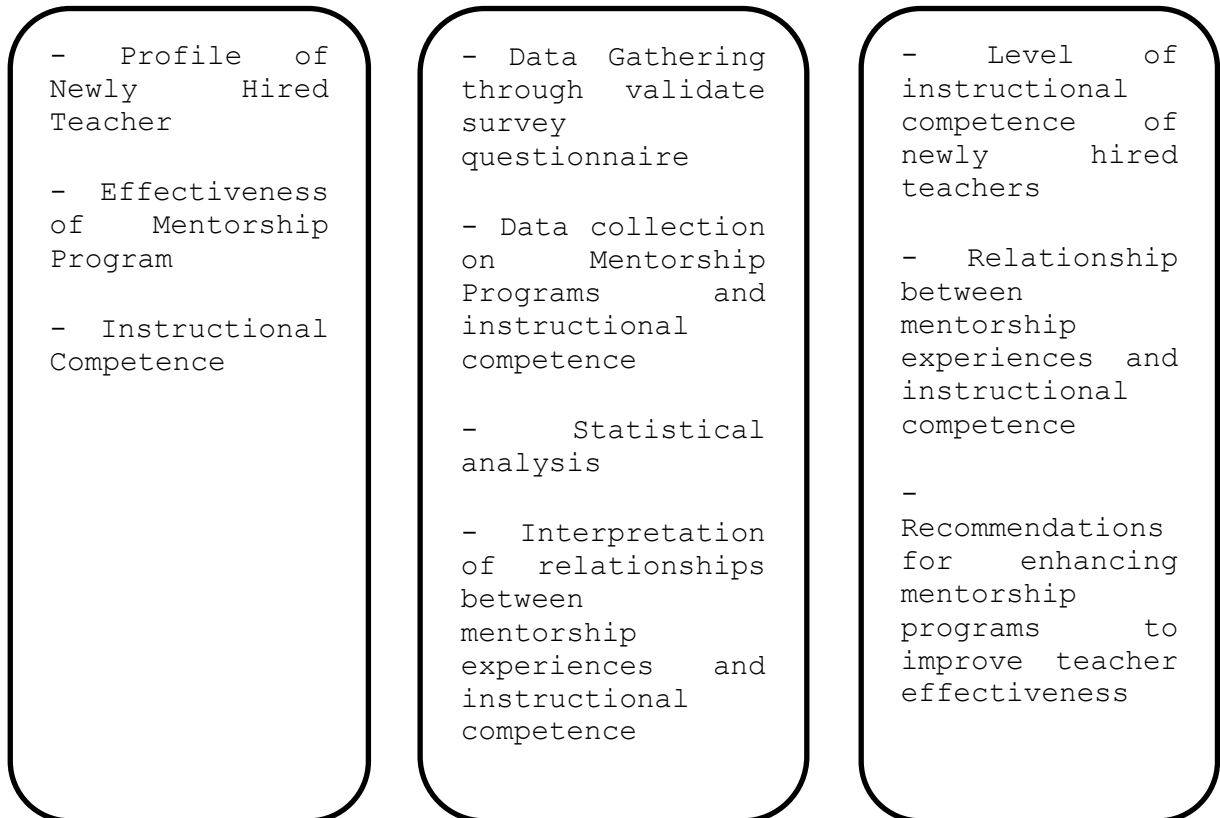


To operationalize this conceptual understanding, the study adopts an Input-Process-Output (IPO) model. The input consists of the profile of newly hired teachers, effectiveness of mentorship programs, and instructional competence. The process involves the data gathering through validate survey questionnaire, data collection on Mentorship Programs and instructional competence, statistical analysis And interpretation of relationships between mentorship experiences and instructional competence. These mentoring practices aim to support the instructional, emotional, and professional needs of novice teachers. The output focuses on the outcomes of these mentorship interventions, specifically the level of instructional competence of newly hired teachers and their perceptions of mentorship effectiveness. It also seeks to generate recommendations for enhancing the design and implementation of mentorship programs in the educational system.

This framework provides a systematic lens through which the instructional competence of newly hired teachers can be examined, interpreted, and translated into practical recommendations for strengthening teacher induction programs.



In doing so, it aims to inform both theory and practice by highlighting how structured, theory-driven mentorship



initiatives can contribute to the sustainability of teacher quality and retention in the Philippine education system.

**Figure 1.**



## **Paradigm of the Study**

### **Definition of Terms**

**Accessibility of Mentor:** The ease with which a newly hired teacher can reach and communicate with their assigned mentor, including the mentor's availability for consultations, feedback, and instructional support.

**Assessment and Feedback:** Refers to the teacher's skill in designing, implementing, and interpreting both formative and summative assessments, as well as providing timely, constructive feedback to learners.

**Classroom Management and Learner Engagement:** The teacher's ability to maintain an organized, respectful, and productive learning environment, including the use of strategies to manage student behavior and actively engage learners in the instructional process.

**Effectiveness of Mentorship Program:** Interpreted based on the actual implementation of mentorship for newly hired



teachers, specifically considering the frequency and duration of mentoring sessions, mentor support and guidance, relevance of topics discussed, mentor-mentee relationship quality, and accessibility of the mentor.

**Frequency and Duration of Mentoring Sessions:** Refers to how often (e.g., weekly, monthly) and for how long (e.g., 30 minutes, one hour) mentoring sessions between mentors and newly hired teachers take place. This indicates the level of structured time allocated for mentorship.

**Instructional Competence:** The extent of proficiency shown by newly hired teachers in important areas like lesson planning and preparation, instructional delivery, assessment and feedback, classroom management, learner engagement, and reflective practice. and professional and reflective practice. These competencies align with the domains outlined in the Philippine Professional Standards for Teachers (PPST).

**Instructional Delivery:** The capacity of a teacher to implement lessons using effective teaching strategies, clear communication, and appropriate instructional techniques that facilitate student learning.





**Lesson Planning and Preparation:** Involves the teacher's ability to create effective lesson plans aligned with learning competencies, outcomes, instructional materials, and teaching strategies suited to learners' needs.

**Mentee:** A newly hired teacher who receives guidance and support from a mentor during the initial phase of their teaching career.

**Mentor:** A senior or more experienced teacher assigned to provide instructional guidance, emotional support, and career advice to a newly hired teacher.

**Mentor Support and Guidance:** The quality and extent of professional assistance, instructional advice, emotional support, and encouragement provided by mentors to help mentees develop teaching competencies.

**Mentor-Mentee Relationship Quality:** Refers to the overall interpersonal dynamics between mentor and mentee, characterized by trust, mutual respect, effective communication, and collaboration, which influence the success of the mentoring experience.

**Mentor Teacher:** An experienced and professionally competent educator formally assigned to support, guide, and coach a newly hired teacher (mentee) during the induction



phase. The mentor provides instructional advice, classroom management strategies, emotional support, and feedback to facilitate the mentee's transition into the teaching profession.

**Mentorship:** A structured professional relationship in which an experienced teacher (mentor) provides guidance, support, and feedback to a newly hired teacher (mentee) to promote professional growth and successful integration into the teaching profession.

**Mentorship Program:** A structured and formal system implemented by educational institutions to pair mentors with newly hired or pre-service teachers for the purpose of professional development, emotional support, and instructional guidance.

**Newly Hired Teacher:** A teacher who has been recently employed in a public school, typically within their first year of teaching service under the Department of Education in the Philippines.

**Peer Coaching:** A mentoring practice where colleagues provide mutual support, share feedback, and engage in reflective dialogue to improve instructional effectiveness.



**Philippine Professional Standards for Teachers (PPST):**

A framework developed by the Department of Education (DepEd) in collaboration with the Teacher Education Council (TEC), designed to define and support quality teaching in the Philippines. This was officially implemented by the Department of Education under DepEd Order No. 42, s. 2017., the PPST outlines domains, strands, and indicators across career stages to guide teacher development.

**Professional and Reflective Practice:** The extent to which a teacher demonstrates ongoing self-assessment, seeks feedback, engages in professional learning, and reflects on their teaching practices to improve performance and student outcomes.

**Professional Development:** The continuous process of acquiring new knowledge, skills, and attitudes necessary for effective teaching and career advancement, often facilitated by mentoring, training programs, and reflective practice.

**Relevance of Topics Discussed:** Pertains to how applicable and meaningful the content covered during mentoring sessions is to the mentee's teaching assignment, subject area, and day-to-day classroom challenges.



**Teacher Induction Program:** A formal program established by educational institutions, particularly by the Department of Education in the Philippines, aimed at orienting and supporting newly hired teachers through mentoring, training, and professional development activities.

### **Statement of the Problem**

This study aims to examine the effectiveness of the mentorship program in relation to the instructional competence of newly hired teachers. Specifically, it seeks to understand how mentorship practices contribute to the instructional development, professional identity formation, classroom management skills, and long-term retention of novice teachers.

1. What is the socio-demographic profile of the newly hired teachers in terms of:

- 1.1 Age
- 1.2 Sex
- 1.3 Educational attainment
- 1.4 Years of teaching experience
- 1.5 Number of seminars or training attended
- 1.6 Teaching assignment (grade level)



2. How may the effectiveness of mentorship programs in newly hired teacher to described in term of:

- 2.1 Frequency and Duration of Mentoring Sessions
- 2.2 Mentor Support and Guidance
- 2.3 Relevance of Topics Discussed
- 2.4 Mentor- Mentee Relationship Quality
- 2.5 Accessibility of Mentor

3. How can newly hired teachers' instructional competence be described in terms of:

- 3.1 Lesson Planning and Preparation
- 3.2 Instructional Delivery
- 3.3 Assessment and Feedback
- 3.4 Classroom Management and Learner Engagement
- 3.5 Professional and Reflective Practice

4. Is there a significant relationship between the profile of newly hired teachers and both the effectiveness of mentorship programs and their instructional competence?

5. Is there a significant relationship between the effectiveness of mentorship programs and the instructional competence of newly hired teachers?

#### **Hypotheses of the Study**



The following hypotheses were tested at 0.05 level of significance:

1. The findings suggest that the socio-demographic characteristics of newly hired teachers—such as their age, sex, educational background, teaching experience, number of seminars or training attended, and teaching assignment—are significantly linked to both the effectiveness of mentorship programs and their instructional competence.
2. A significant relationship was found between the perceived effectiveness of mentorship programs and the instructional competence of newly hired teachers.

### **Significance of the Study**

The results of this study are hoped to be of great significance to the following:

**Newly Hired Teachers:** This study will benefit newly hired teachers by providing insights into how mentorship contributes to their instructional growth, professional confidence, and classroom management. The findings may guide them in maximizing mentoring opportunities and seeking professional support to enhance their teaching effectiveness and adapt smoothly to the demands of the profession.



**Mentor Teachers:** The results of this study will inform mentor teachers about the impact of their roles on mentees' instructional competence. It will emphasize the importance of structured and consistent mentoring practices, ultimately helping mentors refine their approaches to providing pedagogical and emotional support.

**School Leaders and Policymakers:** School administrators and education policymakers may use the findings to strengthen existing mentorship frameworks and teacher induction programs. The study can guide the allocation of resources, mentor selection, and the design of mentoring structures aligned with national standards like the National Competency-Based Teacher Standards (NCBTS).

**Teacher Education Institutions:** For higher education institutions and pre-service training programs, the study underscores the need to integrate mentorship principles and practices into teacher preparation curricula. This ensures that graduates enter the teaching workforce with realistic expectations and strategies to engage in or benefit from mentoring relationships.

**Future Researchers:** This study will serve as a valuable reference for future researchers who wish to explore similar



themes. It highlights research gaps, particularly the need for longitudinal and contextual studies on mentorship, and encourages further investigation into informal mentoring models, digital mentorship, and mentorship in rural or under-resourced schools.

**Students:** Ultimately, the findings will indirectly benefit students by contributing to improved teaching quality. As new teachers become more competent and confident through mentorship, students are more likely to experience engaging, effective, and learner-centered instruction.

### **Scope and Delimitation of the Study**

This study focuses on examining the relationship between the effectiveness of mentorship program and newly hired teachers' instructional competence in the congressional District 3, Nueva Ecija. The study aims to determine how mentorship affects newly hired teachers' success in instructional delivery based on important factors such as teaching strategies, lesson planning, assessment procedures, and classroom management.

This study focuses on newly hired teachers who have less than three years of teaching experience in public school.





Only teachers who have participated in formal or informal mentorship programs facilitated by their respective schools are included. Private school teachers are not included in the study.

The study is delimited to the use of a standardized survey questionnaire as the main instrument for collecting data. It does not involve qualitative methods such as interviews or focus group discussions, which could provide deeper insights into personal mentorship narratives. Moreover, the study is limited to measuring instructional competence based on self-reported perceptions rather than classroom observations or student outcomes.

Given these delimitations, the findings aim to offer insights into how structured mentorship, framed through Situated Learning Theory, can be enhanced to better support novice teachers in public education settings. The research stays concentrated on measurable information, offering a broad picture of patterns and connections between mentorship experiences and instructional competence of newly hired teachers.



## **CHAPTER II**

### **Method**

#### **Research Design**

The study employed the quantitative- correlational research design. This quantitative- correlational research design was used to examine the relationship between newly hired teachers' instructional competence and the



effectiveness of mentorship programs. Quantitative methods are particularly suited for identifying trends, relationships, and measurable outcomes across large populations (Creswell, 2014).

The correlational design was chosen by the researcher to ascertain the degree to which early-career teachers' levels of instructional competence are linked to the type and quality of mentorship programs.

This design also facilitates generalizability of the results to similar educational settings, thereby informing policy and practice related to teacher support systems and instructional competence.

### **Respondents**

The respondents of this study were fifty (50) newly hired teachers from Senior High School in Congressional District 3, Nueva Ecija, Philippines. These teachers were purposely selected based on their employment status, specifically those who had been in service for less than three years as full-time Public-School teachers. Respondents will provide demographic data, including age, sex, educational attainment,



years of teaching experience, number of seminars or training attended, and teaching assignment (subject area and grade level).

The participants came from diverse teaching backgrounds, and grade levels, which provided a broader understanding of how mentorship programs are implemented and experienced across different educational settings. The data obtained from these respondents enabled the researcher to evaluate how mentorship influences instructional competence among newly hired teachers.

### **Sampling Technique**

This study used purposive sampling technique, it identified and selected participants who meet predefined eligibility criteria. Specifically, participants must (1) be newly hired teachers within their first two years of professional teaching experience, and (2) have participated in a structured mentorship program facilitated by a designated mentor teacher during their induction period.



Purposive sampling is a non-random method where researchers deliberately choose individuals who have specific qualities or experiences that are important to the goals of the study. This approach is particularly appropriate when the goal is to gather rich, in-depth information from participants who are considered information-rich cases—those who have firsthand experiences directly aligned with the phenomenon under investigation.

By focusing on a targeted group, this study aims to ensure the collection of meaningful and contextually grounded insights into the experiences and perceptions surrounding formal mentorship during the early stages of teaching careers (Palinkas et al., 2015).

**Table 1. Number of Respondents**

School District	N
Bongabon	7
Gabaldon	8
General Mamerto Natividad	8
Laur	9
Palayan	15
Sta. Rosa	3
Total	50

The invitation for questionnaires was given but the others did not respond and the others declined for any unknown reasons.



### **Research Instrument**

The primary research instrument used is a structured survey questionnaire. This tool was meticulously designed to collect numerical data that captures both the mentorship experiences and instructional competence of newly hired teachers. The first part of the survey gathered background information about newly hired teachers, such as their age, gender, educational qualifications, years of teaching experience, number of training attended, and current teaching assignment.

The second part, the Effectiveness of Mentorship Programs is subdivided into five sections: Frequency and Duration of Mentoring Sessions, Mentor Support and Guidance, Relevance of Topics Discussed, Mentor- Mentee Relationship Quality, and Accessibility of Mentor.

The effectiveness of mentorship programs in newly hired teacher indicate the following scale below:

- 1      - Never
- 2      - Rarely
- 3      - Often
- 4      - Always



The third part, Instructional Competence evaluates the self-perceived competence of beginning teachers across five dimensions: Lesson Planning and Preparation, Instructional Delivery, Assessment and Feedback, Classroom Management and Learner Engagement, and Professional and Reflective Practice.

The effectiveness of mentorship programs in newly hired teacher indicate the following scales below:

- 1 - to a little extent
- 2 - to a moderate extent
- 3 - to a great extent
- 4 - to a very great extent

### **Validity and Reliability of the Instrument**

To ensure the credibility of this quantitative study, the survey questionnaire was reviewed by a panel of education experts to ensure that each item was clear, relevant, and aligned with the study's objectives and the National Competency-Based Teacher Standards (NCBTS). Based on expert feedback, minor revisions were made to improve item clarity and coherence.

To test reliability, the instrument was pilot-tested with a sample of newly hired teachers who were not part of



the actual study. Using Cronbach's Alpha, the internal consistency of the questionnaire was measured. Results showed a reliability score of 0.91 for the Mentorship Experiences section and 0.88 for the Instructional Competence section, indicating a high level of consistency.

### **Data Collection**

Prior to administration proper of the questionnaires, the researcher secured permits from the school principal and assistant principal to conduct his study in their respective school. The researcher sought their endorsement to the teacher-respondents.

To minimize disruption to the school's teaching schedule, the researcher arranged for the survey questionnaires to be completed during the teachers' designated break times. This approach was chosen to ensure that teachers could participate without affecting their instructional responsibilities or disrupting their classroom activities. By scheduling data collection during non-instructional periods, the researcher was able to maintain the flow of the school day while also ensuring that the teachers had sufficient time to thoughtfully respond to the





questions. In this way, the data collection process was both efficient and considerate of the teachers' professional commitments.

### **Data Analysis**

To analyze the data, the researchers first used descriptive statistics, such as averages (means), percentages, and standard deviations, to summarize the responses from the survey. These helped describe the overall level of mentorship support and teaching performance among the participants. Afterward, the Pearson Product-Moment Correlation Coefficient was applied to examine whether a significant relationship existed between the two main variables: mentorship and instructional competence. This statistical tool helped the researchers see whether strong or weak mentorship experiences were connected to how well new teachers performed in the classroom. The results were tested at a 0.05 level of significance, which means that the findings were carefully checked to make sure they were not just due to chance.

To assess the effectiveness of mentorship programs on the instructional competence of newly hired teachers, the



study employed a structured questionnaire using a four-point Likert scale. This scale allowed respondents to express their level of agreement or experience based on specific indicators related to mentorship support and instructional performance. The verbal interpretations were systematically aligned with corresponding descriptions to ensure clarity and consistency in responses, the following scales were applied:

<b>Likert Scale</b>	<b>Verbal Description</b>	<b>Verbal Interpretation</b>
1	Never	Not Effective
2	Rarely	Moderately Effective
3	Often	Effective
4	Always	Highly Effective

### CHAPTER III

#### PRESENTATION, INTERPRETATION AND ANALYSIS OF RESULTS

##### 1. Profile of Newly Hired Teachers

*Table 2. Profile of the Newly Hired Teacher*

	Frequency	Percent
<b>Age</b>		
20-25	9	18.0
26-30	29	58.0
31-35	8	16.0
36-40	3	6.0
41 and above	1	2.0
Total	50	100.0
<b>Sex</b>		
Male	14	28.0
Female	36	72.0
Total	50	100.0
<b>Educational Attainment</b>		
Bachelor's Degree	13	26.0
Master's Units	27	54.0
Master's Degree	8	16.0
Doctorate Units	2	4.0
Doctorate Degree	0	0.0
Total	50	100.0
<b>Years of Teaching Experience</b>		
Less than 1 year	12	24.0
1 year	10	20.0



2 years	16	32.0
3 years	12	24.0
Total	50	100.0
<b>Number of Seminar/Training Attended</b>		
None	8	16.0
1-3	25	50.0
4-6	6	12.0
7-10	4	8.0
More than 10	7	14.0
Total	50	100.0
<b>Teaching Assignment</b>		
Grade 11	26	52.0
Grade 12	24	48.0
Total	50	100.0

## Age

As depicted in Table 1, the age composition of newly hires revealed that the majority of them were aged 26-30, with 29 respondents (58.0%). This was followed closely by the 20-25 age group, which included 9 respondents (18.0%). There were 9 respondents (16.0%) in the 20-25 age group, 3 respondents (6.0%) aged 36-40, and the least represented were those aged 41 and above, with just 1 respondent (2.0%).

These data indicate that the majority of Newly Hired Teachers fall within the 26-30 age range, making up more than a half of the total respondents. The next largest groups are those aged 20-25 and 31-35, suggesting that



Newly Hired Teachers are predominantly in their late twenties to early thirties. There is a noticeable decline in representation among those in their early forties and beyond. The smallest group is the 41 and above age range, indicating that the newly hired teacher is in their late forties. Overall, the data shows that Newly Hired Teachers are generally young adults to middle-aged, with a peak in the late twenties and early thirties.

### **Sex**

The sample consists of 50 respondents, with a significant majority being female. Specifically, 36 respondents (72.0%) are female, while 14 respondents (28.0%) are male.

The data reveal a clear gender imbalance, with females outnumbering males by more than two to one. This suggests a strong female dominance among newly hired teachers, which may reflect broader trends in the teaching profession. Understanding the factors contributing to this gender distribution could provide insights into recruitment patterns



and inform efforts to promote greater gender diversity in the field.

### **Highest Educational Attainment**

The educational attainment among participants exhibits considerable variation, with the majority having advanced beyond a baccalaureate degree of the 50 respondents, 13 (26.0%) hold a baccalaureate degree, while a significant portion, 27 respondents (54.0%), have completed some MA units. Additionally, 8 respondents (16.0%) have graduated with an MA, 2 respondents (4.0%) have completed some doctoral units and 0 respondents have graduated with doctoral degrees.

This distribution indicates that the Department of Education (DepEd) hires individuals with relatively high levels of educational attainment, which may reflect the intellectual demands of the profession and the value the organization places on advanced studies. The relatively low number of respondents with doctoral-level qualifications may be attributed to their career stage or a professional focus that may not yet require the completion of a doctoral degree.

### **Number of Years in Teaching**



The length of years in teaching among respondents varies widely. Of the 50 respondents, 16 (32.0%) have been teaching for 2 years, reflecting a substantial group of newly hired teachers. A smaller segment, 10 respondents (20.0%), have 1 year of experience. Finally, both less than 1 year and 3 years categories each include 12 respondents (24.0%). This spread illustrates a balanced mix of newly hired teachers and those with considerable experience in the stakeholder.

This distribution demonstrates a fairly balanced mix of teachers with 0 to 3 years of experience, suggesting that the teaching workforce is composed primarily of early-career professionals. The data suggest that the teaching workforce is composed largely of early-career educators, reflecting ongoing recruitment and hiring efforts by the Department of Education. Furthermore, the distribution may provide insight into teacher retention and attrition during less than a year period for building instructional competence and professional identity.

#### **Number of Seminars/ Trainings Attended**

The majority of respondents have attended a limited number of seminars/training. Specifically, 25 respondents (50.0%) have attended 1-3 seminars/training, indicating that



they have had minimal formal training. A smaller group, 7 respondents (14.0%) have attended more than 10 seminars/training, 6 respondents (12.0%) have attended 4-6 seminars/training, while only 4 respondents (8.0%) have participated in 7-10 training. Additionally, 8 respondents (16.0%) indicated that they have not attended any at all. This distribution suggests that while many newly hired teachers have had some form of training, a relatively small percentage have engaged in extensive or sustained professional development.

Most participants have attended a minimal number of training sessions; this limited training exposure may hinder their development of instructional competence, particularly during their critical early years of teaching. A well-structured mentorship program becomes even more essential. Mentorship can bridge the professional learning gap by providing continuous support, practical guidance, and opportunities for growth, especially for those with minimal 3 formal seminars/training. Addressing barriers to both training access and mentoring support could significantly enhance the professional preparedness and instructional effectiveness of newly hired teachers.





### Teaching Assignment

The respondents consist of 50 newly hired teachers, with teaching assignments distributed between the senior high school levels. A slight majority, 26 respondents (52.0%), are assigned to teach Grade 11, while 24 respondents (48.0%) are teaching Grade 12.

The distribution suggests that newly hired teachers are being deployed almost evenly across both year levels in senior high school. The slightly higher concentration in Grade 11 may reflect enrollment patterns, curriculum requirements, or staffing priorities in that level. Understanding the distribution of teaching assignments can help school administrators plan for balanced teacher deployment and ensure that instructional needs across year levels are adequately met.

## 2. Effectiveness of Mentorship Programs

*Table 3. Effectiveness of Mentorship Programs*

	WM	Verbal Descripti on
<b>Frequency and Duration of Mentoring Sessions</b>		
1. My mentor meets me regularly based on a consistent schedule.	3.20	Often



2. Mentoring sessions are of adequate length to meaningfully address my concerns	3.16	Often
3. There is enough time allotted for each session to discuss both instructional and professional matters	3.18	Often
4. I have had sufficient mentoring sessions since my appointment to support my teaching development	3.20	Often
5. The frequency of my mentoring sessions matches the level of support I need as a new teacher	3.32	Always
Average wm	3.21	Often

#### **Mentor Support and Guidance**

1. My mentor provides clear and constructive feedback on my teaching practices.	3.40	Always
2. I feel supported by my mentor.	3.31	Always
3. My mentor helps me reflect on and improve my classroom strategies.	3.28	Always
4. I receive timely guidance whenever I seek assistance from my mentor.	3.16	Often
5. The mentoring I receive contributes to my professional growth and confidence.	3.30	Always
Average wm	3.29	Always

#### **Relevance of Topics Discussed**

1. Topics discussed during mentoring sessions are aligned with my instructional needs.	3.26	Always
2. The mentorship content is directly applicable to my classroom responsibilities.	3.38	Always
3. Our discussions cover essential areas like lesson planning, assessment, and classroom management.	3.37	Always
4. Mentoring sessions address both subject-specific and general teaching challenges.	3.18	Often



5. Topics discussed during mentoring sessions are aligned with my instructional needs. 3.40 Always

Average wm 3.32 Always

#### **Mentor- Mentee Relationship Quality**

1. I feel comfortable sharing my teaching challenges with my mentor. 3.42 Always

2. There is mutual respect and trust between me and my mentor. 3.60 Always

3. My mentor creates a safe and supportive learning environment for our interactions. 3.48 Always

4. Our communication is open, honest, and encouraging. 3.42 Always

5. The positive relationship with my mentor motivates me to improve my teaching practice. 3.54 Always

Average wm 3.49 Always

#### **Accessibility of Mentor**

1. My mentor is easy to reach when I need help or clarification. 3.30 Always

2. I can approach my mentor even outside of scheduled mentoring sessions. 3.08 Often

3. My mentor is available through various communication channels (e.g., in person, email, chat). 3.04 Often

4. My mentor responds promptly to my concerns or queries. 3.26 Always

5. I never feel left alone to deal with teaching issues because my mentor is approachable and responsive. 3.42 Always

Average wm 3.22 Often

#### **Frequency and Duration of Mentoring Sessions**

As shown in Table 2, the frequency and duration of mentoring sessions reveal that newly hired teachers



experience mentoring sessions on a fairly regular basis, as indicated by the overall average weighted mean of 3.21, verbally interpreted as "Often." Specifically, the item, "my mentor meets me regularly based on a consistent schedule" received an average rating of 3.20 from the newly hired teachers, described as "Often". When it comes to "mentoring sessions are of adequate length to meaningfully address my concerns.", the newly hired teachers rated this with 3.16, described as "Often". The newly hired teachers consistently "there is enough time allotted for each session to discuss both instructional and professional matters." with an average rating of 3.18 (Often).

In fostering "I have had sufficient mentoring sessions since my appointment to support my teaching development", the newly hired teachers scored, with averages of 3.20 falling into the "Often" verbal description. Finally, "the frequency of my mentoring sessions matches the level of support I need as a new teacher", newly hired teachers had an average score of 3.32 (Always).

These findings indicate that the mentorship program is active and valued, but reveal areas for enhancement. Teachers are being mentored regularly and at a pace that supports their



needs, but the lack of consistency in scheduling and potential limitations in session length may hinder the program's full potential and institutional support to ensure mentoring is both frequent and in-depth. These improvements could help maximize the benefits of mentorship, particularly during the critical early years of teaching.

In an interview with the master teacher, mentioned:

**"We try to meet regularly with our mentees, and while we aim for a consistent schedule, conflicts sometimes arise due to our individual teaching loads and school activities. Nonetheless, I make sure to prioritize these sessions because I understand how valuable they are to our new teachers."**

These findings support the importance of sustained mentorship and align with existing literature emphasizing the impact of mentoring on teacher development (Aspfors & Fransson, 2015; Chun & Edwards, 2025; Mokoena & van Tonder, 2023). The mentoring program not only promotes instructional competence but also aids in teacher retention, professional confidence, and overall job satisfaction. Specifically, the study affirms that mentorship contributes meaningfully to the enhancement of instructional competence among novice teachers. Beyond skill development, the mentoring process



also fosters greater professional confidence, strengthens teachers' commitment to

### **Mentor Support and Guidance**

The mentor support and guidance have the average weighted mean obtained from newly hired teachers' responses was 3.29 (Always). Looking closely at the table, it could be seen that the mentorship program of the newly hired teachers "my mentor provides clear and constructive feedback on my teaching practices." was rated with 3.40 (Always). The newly hired teachers "I feel supported by my mentor.", with a rating of 3.31 (Always). The Newly hired teachers also "my mentor helps me reflect on and improve my classroom strategies.", with a weighted mean of 3.28 (Always). I receive timely guidance whenever I seek assistance from my mentor.

Likewise, newly hired teachers "I receive timely guidance whenever I seek assistance from my mentor.", earning a weighted mean of 3.16 (Often). Finally, "The mentoring I receive contributes to my professional growth and confidence." and obtained a weighted mean of 3.30 (Always) by newly hired teachers.

The mentor support and guidance reveal that the mentorship program is highly effective in delivering



consistent and meaningful guidance to newly hired teachers. Most respondents feel emotionally supported, professionally guided, and intellectually challenged by their mentors. The slightly lower rating on accessibility highlights an area for potential improvement—suggesting the need for structured mentoring schedules or institutional support mechanisms to ensure mentors remain responsive and available. Overall, the findings affirm the value of mentorship as a foundational support system for teacher development and instructional competence.

The findings of this study revealed that newly hired teachers perceived mentor support and guidance to be consistently present and effective, as evidenced by an average weighted mean of 3.29, interpreted as “Always.” This perception is strongly supported by the literature. Aspfors and Fransson (2015) emphasized that effective mentorship entails not only instructional assistance but also relational and contextual support, highlighting the value of clear feedback and emotional reinforcement in mentoring relationships.

Similarly, Araneta (2021) observed that while formal mentorship structures in the Philippines address pedagogical



needs, it is the mentor's emotional and professional guidance that most significantly aids new teachers in transitioning to the demands of the profession. This is echoed in Gonzalez's (2024) study, which found that mentors play a pivotal role in boosting confidence and professional identity through consistent support and meaningful feedback.

Moreover, Okello, Kombo, and Mandela (2023) demonstrated that timely mentor guidance contributes to job satisfaction and improved instructional performance among early-career teachers. These findings are consistent with the principles of the Cognitive Apprenticeship Theory proposed by Collins, Brown, and Newman (2014), which emphasizes the mentor's role in modeling, coaching, and providing scaffolded feedback. Collectively, these studies affirm that the presence of supportive, reflective, and responsive mentor guidance significantly enhances the instructional competence, confidence, and professional growth of newly hired teachers.

### **Relevance of Topics Discussed**

The relevance of topics discussed during mentoring sessions provide valuable insights into how effectively the mentorship program addresses the instructional and professional needs of newly hired teachers. The overall





average weighted mean is 3.32, interpreted as "Always," indicating that, in general, the teachers consistently perceive the content of their mentoring sessions as highly relevant and useful to their teaching practice. The statement "topics discussed during mentoring sessions are aligned with my instructional needs" was rated by newly hired teachers with a weighted mean of 3.26(Always). This suggests that the mentoring program successfully identifies and addresses the specific instructional challenges faced by novice teachers.

Furthermore, the newly hired teachers' mentorship program indicators "the mentorship content is directly applicable to my classroom responsibilities.", to an "Always" level receiving a rating of 3.38. Another significant indicator, newly hired teachers "our discussions cover essential areas like lesson planning, assessment, and classroom management" rating this aspect Always (3.37). The newly hired teachers also "mentoring sessions address both subject-specific and general teaching challenges.", earning often rating (3.18). Additionally, newly hired teachers "Topics discussed during mentoring sessions are aligned with my instructional needs.", with their rating this "Always" (3.40).



The findings clearly indicate that newly hired teachers are highly satisfied with the content of their mentoring sessions. The consistent "Always" ratings across most indicators suggest that the mentorship program successfully addresses the core instructional needs of beginning teachers. This relevance contributes significantly to their professional growth, confidence, and ability to perform effectively in the classroom. Moreover, when new teachers perceive the mentorship as closely aligned with their teaching responsibilities, they are more likely to remain motivated, engaged, and committed to their roles—positively influencing both their instructional performance and long-term retention in the profession.

In an interview with the master teacher, mentioned:

**"When we are having mentoring, the topic we cover during mentoring are based on what the new teachers are facing in real time. I always start by asking them what they're currently struggling with in their classrooms – whether it's pacing, student behavior, or lesson clarity. That way, every mentoring session feels timely and meaningful. The goal is not to overwhelm them with generic advice, but to provide something they can apply right away. I believe mentoring must be adaptable to both the subject and the teacher."**



The newly hired teachers perceive the mentorship program as highly effective in terms of topic relevance, with an overall weighted mean of 3.32 (Always). This indicates that mentoring sessions consistently address essential areas such as lesson planning, classroom management, and assessment strategies, which are directly applicable to teachers' day-to-day responsibilities. The practical nature of these discussions reflects the alignment between the content of mentoring and the immediate instructional needs of beginning teachers.

This aligns with the findings of Aspfors and Fransson (2015), who emphasize that the relevance of mentoring topics significantly contributes to the development of instructional competence, particularly when these topics are grounded in real classroom challenges. Furthermore, Mokoena and van Tonder (2023) argue that effective mentoring is not just about frequency but about the meaningful alignment of mentoring content with a mentee's actual teaching context. When mentorship addresses both the general pedagogical skills and subject-specific concerns of teachers, its impact on teacher growth and self-efficacy becomes more pronounced.

#### **Mentor-Mentee Relationship Quality**



The results from the survey of mentor-mentee relationship quality reveal a highly positive perception among newly hired teachers. This component recorded the highest average weighted mean of 3.49, verbally interpreted as "Always." This suggests that strong, supportive, and professional relationships are consistently present between mentors and their mentees—an essential element for successful teacher induction.

The statement "I feel comfortable sharing my teaching challenges with my mentor" received a WM of 3.42, indicating that most newly hired teachers perceive their mentors as approachable and trustworthy. This is further supported by the highest-rated item in the entire component, "There is mutual respect and trust between me and my mentor," with a WM of 3.60, reflecting the strength of interpersonal connection and mutual professional regard. Such trust is vital in building a psychologically safe environment where beginning teachers feel encouraged to ask questions, express uncertainty, and seek feedback.

Other indicators such as "My mentor creates a safe and supportive learning environment for our interactions" (WM = 3.48) and "Our communication is open, honest, and



encouraging" (WM = 3.42) further reinforce the consistent pattern of high ratings in this dimension. These responses indicate that the mentor-mentee relationship is grounded in mutual understanding, openness, and emotional support, which are key to fostering reflective practice and growth.

"The positive relationship with my mentor motivates me to improve my teaching practice" (WM = 3.54) shows that a strong relational dynamic not only supports emotional well-being but also encourages instructional improvement. Teachers who feel valued and understood are more inclined to take initiative, adopt innovative practices, and actively engage in continuous professional development.

The findings indicate that newly hired teachers experience strong, trusting, and respectful relationships with their mentors, as evidenced by the component's highest average weighted mean of 3.49 ("Always"). These relationships foster open communication, emotional support, and motivation for professional growth, highlighting the critical role of relational quality in the success of mentorship programs.

These results were validated by a master teacher who expressed:

**"Trust isn't built through one conversation.  
It's built through consistency—showing up, being**



**present, listening actively, and giving feedback that's both honest and kind. Respect goes both ways. I learn from my mentees too, and I think they feel that trust and mutual respect are the foundation of any effective mentoring relationship."**

The consistently high ratings under mentor-mentee relationship quality underscore the importance of a positive interpersonal dynamic in effective mentoring. These results align with the study of Aspfors and Fransson (2015), who emphasized that the relational aspect of mentoring—built on trust, respect, and open communication—is just as important as the technical guidance provided. A strong mentor-mentee relationship enables deeper reflection and more meaningful learning experiences.

Furthermore, Chun and Edwards (2025) argue that mentorship is most effective when mentors provide both instructional support and socio-emotional guidance. The high rating on items such as "I feel comfortable sharing" and "Our communication is open and honest" confirms that this balance is being achieved within the mentorship structure assessed in this study. The quality of mentor-mentee relationships serves as a foundational component in the success of mentorship programs. When this relationship is characterized by mutual respect, empathy, and trust, it not only improves mentees'



instructional competence but also fosters confidence, resilience, and long-term commitment to the teaching profession.

### **Accessibility of Mentor**

The component Accessibility of Mentor received an average weighted mean of 3.22, interpreted as "Often." This indicates that while mentors are generally reachable and responsive, their availability is not always guaranteed or consistent, suggesting a need for further structural support in ensuring timely and ongoing access.

The statement "My mentor is easy to reach when I need help or clarification" received a relatively high score of 3.30 (Always), reflecting that newly hired teachers generally feel they can reach their mentors when needed. However, the indicator "I can approach my mentor even outside of scheduled mentoring sessions" scored slightly lower at 3.08 (Often), suggesting that while mentors are approachable, their availability may be limited beyond formal mentoring times.

Similarly, "My mentor is available through various communication channels (e.g., in person, email, chat)" was rated 3.04 (Often), indicating that although multiple communication methods exist, they may not always be actively



or consistently utilized. This could point to limitations in mentor time, digital accessibility, or workload constraints.

The statement "My mentor responds promptly to my concerns or queries" received a more favorable score of 3.26 (Always), demonstrating that when communication is initiated, mentors generally respond with reasonable promptness. Additionally, "I never feel left alone to deal with teaching issues because my mentor is approachable and responsive" earned a score of 3.42 (Always), suggesting that mentors do succeed in creating a sense of security and support, even if their availability is not constant.

The findings indicate that newly hired teachers generally perceive their mentors as accessible and responsive, though not always consistently available outside scheduled sessions. With an overall weighted mean of 3.22 ("Often"), this suggests that while accessibility is present, it may be hindered by competing responsibilities, underscoring the need for more structured time allocations for mentoring interactions.

The accessibility of mentors plays a crucial role in the perceived effectiveness of a mentoring program, particularly for newly hired teachers navigating the challenges of their first years in the profession. The findings of this study





show that while mentors are generally available and responsive, the degree of access may vary, which can affect the depth and immediacy of support provided.

aligns with Hudson (2016), who argues that mentor accessibility is a critical component of successful mentoring relationships. When mentors are consistently available through both formal and informal means, mentees feel more supported and confident in addressing instructional and professional challenges. In contrast, inconsistent access may lead to delayed problem-solving and increased feelings of isolation among novice teachers. While mentors in this study are perceived as approachable and responsive, improving structured time for mentoring and integrating diverse communication strategies could further enhance accessibility and strengthen the overall impact of mentorship programs on newly hired teachers.

### **3. Instructional Competence**

*Table 4. Instructional Competence*

	wm	Verbal Description
<b>Lesson Planning and Preparation</b>		



1. I can develop lesson plans that align with the K to 12 curriculum and MFI.Cs.	3.16	To a Great Extent
2. I can clearly identify learning objectives suited to learners' needs.	3.34	To a Very Great Extent
3. I can select and organize appropriate instructional materials and resources.	3.34	To a Very Great Extent
4. I can adapt my lesson plans to address diverse learning styles and needs.	3.22	To a Great Extent
Average wm	3.27	To a Very Great Extent

#### **Instructional Delivery**

1. I can communicate lesson content clearly and accurately to learners.	3.42	To a Very Great Extent
2. I can effectively use various teaching strategies to promote student understanding.	3.44	To a Very Great Extent
3. I can integrate technology and ICT tools to enhance teaching and learning.	3.32	To a Very Great Extent
4. I can facilitate learner-centered activities that promote active engagement.	3.36	To a Very Great Extent
5. I can promote critical thinking and problem-solving skills through my teaching.	3.34	To a Very Great Extent
Average wm	3.38	To a Very Great Extent

#### **Assessment and Feedback**

1. I can design varied assessment tools (formative and summative) to measure learning outcomes.	3.26	To a Very Great Extent
2. I can use assessment results to guide instructional decisions and improve teaching.	3.22	



3. I can provide timely and constructive feedback to help learners improve.	3.38	To a Very Great Extent
4. I can accurately compute and record learners' grades in accordance with DepEd policies.	3.46	To a Very Great Extent
Average wm	3.33	To a Very Great Extent

#### **Classroom Management and Learner Engagement**

1. I can establish clear classroom rules and procedures to maintain order.	3.32	To a Very Great Extent
2. I can manage disruptive behaviors effectively while maintaining a positive environment.	3.26	To a Very Great Extent
3. I can foster a safe, inclusive, and respectful learning environment for all learners.	3.38	To a Very Great Extent
4. I can motivate and encourage learners to participate actively in class activities.	3.42	To a Very Great Extent
5. I can maintain learners' interest and attention throughout the lesson.	3.38	To a Very Great Extent
Average wm	3.35	To a Very Great Extent

#### **Professional and Reflective Practice**

1. I regularly reflect on my teaching practices to improve instruction.	3.46	To a Very Great Extent
2. I actively seek feedback from peers and mentors to improve my teaching.	3.42	To a Very Great Extent
3. I participate in professional development activities to enhance my instructional competence.	3.30	To a Very Great Extent
Average wm	3.39	To a Very Great Extent

#### **Lesson Planning and Preparation**



The results under the component Lesson Planning and Preparation reflect the self-assessed competence of newly hired teachers in designing and organizing effective instructional plans. With an overall average weighted mean of 3.27, the results show that the respondents strongly agreed or felt that something applied to a very great extent. This suggests that most respondents feel confident in their ability to prepare and plan lessons that meet curricular standards and learners' needs.

The highest-rated indicators include "I can clearly identify learning objectives suited to learners' needs" and "I can select and organize appropriate instructional materials and resources," both receiving a weighted mean of 3.34 (To a Very Great Extent). These responses indicate that newly hired teachers feel highly capable of aligning instructional goals with student needs and choosing suitable materials to support learning outcomes—core elements of instructional competence.

The statement "I can adapt my lesson plans to address diverse learning styles and needs" scored 3.22 (To a Great Extent), showing a slightly lower level of confidence in differentiating instruction. While the score still reflects



a strong ability, it suggests that beginning teachers may require more support or experience in customizing lessons for a range of learning profiles, including those of students with special needs or varying academic levels.

The statement "I can develop lesson plans that align with the K to 12 curriculum and Most Essential Learning Competencies (MELCs)" also received a weighted mean of 3.16 (To a Great Extent). This indicates a good understanding of the national curriculum framework, though there may still be areas where deeper alignment or more structured training is needed, especially in integrating learning competencies into well-scaffolded lessons.

The findings indicate that newly hired teachers possess a strong foundational ability in lesson planning and preparation, particularly in setting learning objectives and selecting appropriate resources. While they show high levels of competence overall, there is a slightly lower confidence in curriculum alignment and lesson differentiation, suggesting opportunities for enhanced support through targeted mentoring and professional development.

Effective lesson planning is a cornerstone of instructional competence. The findings from this study reveal



that newly hired teachers are confident in designing lessons that align with learner needs and curriculum standards, which supports the premise that mentorship programs and teacher education have positively influenced their preparedness.

Furthermore, Mokoena and van Tonder (2023) highlight that new teachers often struggle with differentiation and curriculum unpacking in their first years of teaching. The slightly lower ratings in adapting lessons and curriculum alignment in this study suggest the need for continued mentoring that focuses on inclusive planning and curriculum literacy. While newly hired teachers demonstrate strong competence in lesson planning, sustained support through mentoring—particularly in lesson adaptation and curriculum alignment—can enhance their ability to deliver responsive and inclusive instruction.

### **Instructional Delivery**

The component Instructional Delivery received an overall average weighted mean of 3.38, interpreted as “To a Very Great Extent.” This indicates that newly hired teachers generally perceive themselves as highly competent in delivering instruction effectively and engaging learners in the teaching-learning process.



The highest-rated item was "I can effectively use various teaching strategies to promote student understanding," which received a weighted mean of 3.44 (To a Very Great Extent). This suggests that teachers feel confident in their ability to vary their teaching approaches to support student learning, a key indicator of instructional flexibility and responsiveness. Closely following this, "I can communicate lesson content clearly and accurately to learners" was rated 3.42, showing strong confidence in clarity of instruction—an essential quality for facilitating comprehension and retention.

Similarly, "I can facilitate learner-centered activities that promote active engagement" (WM = 3.36), and "I can promote critical thinking and problem-solving skills through my teaching" (WM = 3.34), both reflect a positive self-assessment of interactive and higher-order teaching practices. These findings suggest that newly hired teachers are beginning to adopt learner-centered, participatory approaches that go beyond rote instruction.

The statement "I can integrate technology and ICT tools to enhance teaching and learning" scored 3.32 (To a Very Great Extent), indicating that while most teachers are confident in



using ICT, there may still be some variability in digital literacy or access to technological resources. Nonetheless, the score remains high and reflects alignment with 21st-century teaching standards.

The findings show that newly hired teachers display strong instructional skills, especially in using a variety of teaching strategies, explaining lessons clearly, and keeping students actively engaged. While all items were rated "To a Very Great Extent," there remains a slight opportunity for further growth in areas such as ICT integration and promoting critical thinking.

These results were validated by the responses to the unstructured interviews among newly hired teachers.

One female teacher commented:

**"As a new teacher, I really try to use different strategies in the classroom like group activities, visual aids, and connect the lesson to real-life situations. I've found that students respond better when the lessons are interactive and connected to their experiences. It helps them stay engaged and understand the lesson more clearly. Also, I try to make the class more student-centered. I let them work in pairs or groups, and I give them opportunities to speak and present their ideas. It makes the classroom more dynamic and helps them learn from each other."**

Likewise, another teacher narrated:





**"Clear communication has been my main focus. I always make sure to explain concepts in simple terms and give real-life examples. I often ask my students to repeat what they've learned in their own words just to make sure they really understood the lesson. In using ICT tools, I am still adjusting to using it. I use PowerPoint and videos a lot, and recently I've started exploring online quizzes and apps. But sometimes the internet is unreliable, and we lack gadgets, so that part can be challenging."**

Instructional delivery is a core indicator of teacher effectiveness and learner success. The high ratings in this component suggest that newly hired teachers feel well-equipped to manage instruction, apply diverse strategies, and engage students in meaningful learning experiences. This is a positive reflection of both teacher preparation programs and mentoring efforts.

These results are consistent with the assertions of Ronfeldt et al. (2015), who found that strong instructional delivery is closely linked to the presence of supportive mentoring structures. Mentorship programs that emphasize modeling, coaching, and feedback can help novice teachers refine their delivery techniques, improve lesson clarity, and apply pedagogical innovations effectively.

The data support the claim that newly hired teachers possess strong instructional delivery skills. Continued



professional development and mentorship focusing on advanced pedagogy, ICT integration, and fostering critical thinking can further enhance their instructional impact.

### **Assessment and Feedback**

Assessment and feedback are fundamental components of instructional competence, enabling teachers to monitor student progress, inform instructional adjustments, and enhance learning outcomes. The findings of the study reveal that newly hired teachers perceive themselves as highly competent in this domain, with an overall average weighted mean of 3.33, interpreted as "To a Very Great Extent." This suggests that the respondents consistently apply effective assessment and feedback strategies in their teaching practices.

Among the specific indicators, the statement "I can accurately compute and record learners' grades in accordance with DepEd policies" received the highest mean score of 3.46, highlighting the teachers' strong adherence to institutional grading standards and their ability to manage assessment records with accuracy. Similarly, the item "I can provide timely and constructive feedback to help learners improve" garnered a weighted mean of 3.38, reflecting the respondents'



commitment to using feedback as a tool for learner development.

The statement "I can design varied assessment tools (formative and summative) to measure learning outcomes" was rated at 3.26, indicating that teachers regularly implement diverse assessment strategies to evaluate student performance. Although slightly lower, the item "I can use assessment results to guide instructional decisions and improve teaching" still received a relatively high score of 3.22, implying that while most teachers incorporate assessment data into instructional planning, there remains room for enhancing data-driven teaching practices.

The findings indicate that newly hired teachers are confident in their assessment practices, particularly in developing tools, computing grades accurately, and providing constructive feedback. However, there is slightly less confidence in using assessment data to inform teaching decisions, highlighting an area for further development.

These results were validated by the responses to the unstructured interviews among newly hired teachers.

One teacher commented:

**"Honestly, I was a bit nervous about grading at first, especially because DepEd has very clear**



**guidelines. But I studied the policies closely, and my mentor walked me through the process. Now, I'm very confident when it comes to computing and recording grades. I make sure everything is accurate and transparent, and my students know how they're being evaluated."**

These findings resonate with the conclusions of Ronfeldt et al. (2013) and Okello, Kombo, and Mandela (2023), who found that mentorship support significantly improves teachers' assessment practices and their ability to provide feedback that fosters learning. Moreover, the integration of assessment literacy into mentoring discussions can further enhance teachers' competence in aligning assessments with learning goals and making instructional adjustments based on student data.

Newly hired teachers in this study demonstrate strong foundational assessment skills, particularly in formal documentation and feedback. To further strengthen their instructional competence, mentoring programs should emphasize the interpretation and instructional application of assessment data, enabling teachers to make more informed and responsive decisions in the classroom.

#### **Classroom Management and Learner Engagement**



Classroom management and learner engagement are critical dimensions of instructional competence that directly affect the quality of learning environments and student achievement. Based on the results of the study, newly hired teachers rated themselves highly in this domain, with an overall average weighted mean of 3.35, interpreted as "To a Very Great Extent." This indicates that teachers feel confident in their ability to establish structured, inclusive, and engaging classroom environments conducive to learning.

The statement "I can motivate and encourage learners to participate actively in class activities" received a high weighted mean of 3.42, suggesting that the respondents actively foster student engagement through motivational strategies and inclusive practices. Similarly, "I can foster a safe, inclusive, and respectful learning environment for all learners" (3.38) and "I can maintain learners' interest and attention throughout the lesson" (3.38) also scored significantly, highlighting the ability of newly hired teachers to sustain learner focus and build positive classroom climates.

The indicator "I can manage disruptive behaviors effectively while maintaining a positive environment" was



rated at 3.26, while “I can establish clear classroom rules and procedures to maintain order” received 3.32. These results reflect the teachers’ growing ability to balance discipline with supportive interactions—key elements of effective classroom management.

These findings are consistent with the work of McCormack, Gore, and Thomas (2006), who emphasized that effective mentorship cultivates early-career teachers’ classroom management strategies and enhances their confidence in dealing with diverse learner behaviors. The ability to maintain learner engagement, manage classroom dynamics, and create a supportive environment are often developed through continuous guidance, observation, and feedback provided during mentoring sessions.

The strong and consistent ratings imply that newly hired teachers possess solid skills in classroom management and in fostering meaningful learner engagement. These competencies are essential for delivering effective instruction and ensuring that students are active participants in the learning process. The results further reinforce the importance of mentorship programs in developing and



sustaining these instructional skills during the initial stages of a teaching career.

### **Professional and Reflective Practice**

Professional and reflective practice is a key indicator of a teacher's commitment to continuous growth, self-evaluation, and lifelong learning. In this study, newly hired teachers rated themselves highly in this domain, with an overall average weighted mean of 3.39, interpreted as "To a Very Great Extent." This demonstrates a strong inclination among novice educators to engage in reflective teaching and pursue professional development opportunities.

The highest-rated indicator, "I regularly reflect on my teaching practices to improve instruction," received a weighted mean of 3.46, underscoring the respondents' commitment to self-assessment as a mechanism for refining their instructional strategies. This was followed closely by "I actively seek feedback from peers and mentors to improve my teaching" (3.42), indicating that beginning teachers value collaborative reflection and external input as essential tools for professional growth. Meanwhile, "I participate in professional development activities to enhance my instructional competence" was rated at 3.30, suggesting that



while teachers are generally engaged in formal learning opportunities, there remains potential to broaden their participation in sustained and targeted development programs.

These findings reflect the principles outlined by Feiman-Nemser and Buchmann (2013) in the concept of Educative Mentoring, which posits that mentorship should foster reflective habits and professional inquiry. Similarly, Avalos (2011) emphasizes that reflective practice, nurtured through mentoring relationships, contributes significantly to a teacher's instructional improvement and long-term engagement in the profession. In the context of newly hired teachers, the ability to reflect critically on one's practices and seek constructive feedback signals a proactive and adaptive approach to professional development. The mentorship support received during their induction plays a vital role in cultivating these reflective habits, thereby enhancing not only their instructional competence but also their sense of agency and resilience in the profession.

The results affirm that the participants in the study demonstrate a strong foundation in professional and reflective practice, an essential component of high-quality teaching and sustained instructional improvement. These





competencies, when supported by effective mentorship, contribute meaningfully to the holistic development of beginning teachers.

These results were validated by a newly hired teacher who expressed:

**"For me, being a teacher means being a learner, too. If I stop reflecting or trying to improve, then I won't be able to give my best to my students. That's why I take every feedback, every training, and even every mistake as a learning opportunity."**

#### **4. Relationship Between Teachers' Profile and the Effectiveness of Mentorship Programs**

*Table 5. Result of the correlation to Establish Relationship Between newly hired teachers' Profile and the Effectiveness of Mentorship Programs*

		<b>Frequency and Duration of Mentoring Sessions</b>	<b>Mentor Support and Guidance</b>	<b>Relevance of Topics Discussed</b>	<b>Mentor-Mentee Relationship Quality</b>	<b>Accessibility of Mentor</b>
<b>Age</b>	Correlation	-0.110	-0.101	0.024	-0.139	-0.069
	Sig (2-tailed)	0.123	0.231	0.345	0.089	0.823
	N	50	50	50	50	50



<b>Sex</b>	Correlation	-0.118	0.028	-0.045	0.006	0.093
	Sig (2-tailed)	0.198	0.367	0.562	0.893	0.973
	N	50	50	50	50	50
<b>Educ Attainment</b>	Correlation	-0.085	0.010	0.024	0.071	-0.008
	Sig (2-tailed)	0.452	0.367	0.489	0.563	0.689
	N	50	50	50	50	50
<b>Years in Teaching</b>	Correlation	-0.099	-0.038	-0.071	<b>-0.214*</b>	-0.082
	Sig (2-tailed)	.923	0.478	0.793	0.039	0.478
	N	50	50	50	50	50
<b>NSTA</b>	Correlation	-0.029	-0.044	-0.030	-0.084	-0.046
	Sig (2-tailed)	.783	.832	0.356	0.389	0.673
	N	50	50	50	50	50
<b>Teaching Assignment</b>	Correlation	0.126	0.165	0.119	-0.020	0.014
	Sig (2-tailed)	0.472	0.463	0.267	0.993	0.879
	N	50	50	50	50	50

\*\*Correlation is significant at the 0.01 level (2-tailed)

\*Correlation is significant at the 0.05 level (2-tailed)

**Frequency and Duration of Mentoring Sessions and Profile variable**



This study examined the correlation between the socio-demographic profiles of newly hired teachers and their perceptions of the effectiveness of mentorship programs, specifically across five key dimensions: frequency and duration of mentoring sessions, mentor support and guidance, relevance of topics discussed, mentor-mentee relationship quality, and accessibility of mentors. The Frequency and duration of mentoring sessions, based on the results, none of the variables showed a significant relationship with age, having correlation coefficient of  $-0.110$ , or with other variables such as sex ( $-0.118$ ), Educational Attainment ( $-0.085$ ), years in Teaching ( $-0.099$ ), Number of Seminars/training attended ( $-0.029$ , and lastly, Teaching assignment ( $0.126$ ).

The data shows that the frequency and duration of mentoring sessions is not significant. This means there is a very weak negative relationship. The findings indicate that none of the demographic or experiential profile variables examined have a statistically significant relationship with the frequency and duration of mentoring sessions. This suggests that the mentoring program is implemented in a standardized and equitable manner, offering consistent



mentoring support to all newly hired teachers, regardless of age, sex, educational attainment, experience, training, or assignment. The absence of significant variation may reflect a system-wide policy to ensure equal access to mentoring, which is commendable in terms of fairness and inclusivity. However, this also presents an opportunity for improvement. While uniform delivery ensures baseline support, future program enhancements could consider customizing the frequency and duration of mentoring based on individual teacher needs, especially targeting early-career teachers or those facing subject-specific instructional challenges.

The frequency and duration of mentoring sessions are not significantly influenced by any teacher profile variable, affirming the program's equitable reach. However, continued evaluation and flexible implementation could further strengthen its responsiveness to the diverse professional backgrounds of newly hired teachers.

### **Mentor Support and Guidance and Profile Variables**

This study investigates the connection between the socio-demographic characteristics of teachers and their perceptions of the support and guidance provided by the mentorship



program. The profile variables considered include age, sex, educational attainment, years of teaching experience, number of seminars and training attended, and teaching assignment. The correlation between age and mentor support was  $-0.101$  with a significance value of  $0.231$ , indicating a weak and non-significant negative relationship. This suggests that both younger and older teachers perceive mentor support in similar ways. Similarly, sex yielded a correlation of  $0.028$  ( $0.367$ ), pointing to an extremely weak positive and statistically insignificant relationship. This means that male and female teachers experience comparable levels of mentor support.

The variable educational attainment showed a correlation coefficient of  $0.010$  ( $0.367$ ), again indicating no significant relationship. This finding reveals that the level of formal education does not influence how newly hired teachers rate the quality of guidance and support they receive from their mentors.

For years in teaching, the correlation was  $-0.038$  with a  $0.478$ , suggesting that teaching experience does not significantly affect perceptions of mentor support. Whether a teacher is entirely new to the profession or has prior



experience, the mentor's guidance is perceived similarly. Likewise, the correlation between NSTA (number of seminars and training attended) and mentor support was  $-0.044$  ( $0.832$ ), indicating a very weak and non-significant relationship. This result suggests that past exposure to training does not influence how teachers evaluate the support provided by their mentors. Lastly, teaching assignments had a correlation of  $0.165$  ( $0.463$ ), which also lacks statistical significance, meaning that teachers of different levels or subjects receive and perceive similar mentoring support.

These results collectively indicate that mentor support and guidance are perceived consistently across different demographic and professional profiles of newly hired teachers. The lack of significant relationships highlights a likely uniform implementation of mentoring support, where mentors provide similar levels of guidance regardless of the teacher's background, qualifications, or experience level.

This uniformity supports the equity principle within mentoring systems, ensuring that all teachers receive adequate professional guidance. However, while equity is essential, these findings may also suggest a need to move toward more differentiated mentorship strategies that respond



to specific teacher needs. For example, novice teachers with no teaching background might benefit from more intensive instructional coaching compared to those with prior experience.

The study finds no significant relationship between teachers' profile variables and their perception of mentor support and guidance, affirming that mentorship is equitably distributed. Future enhancements, however, may consider individualizing support to improve program responsiveness and maximize impact based on professional experience and instructional context.

### **Relevance of Topics Discussed and Profile Variables**

This section of the study investigates whether the perceived relevance of mentoring session topics is significantly associated with selected profile variables of newly hired teachers, namely age, sex, educational attainment, years in teaching, number of seminars and training attended, and teaching assignment. Using Pearson correlation analysis, the relationships between these variables were explored.

The findings reveal that all correlation coefficients for the variable "relevance of topics discussed" are



statistically insignificant, indicating that there is no meaningful association between teachers' profile characteristics and how they perceive the relevance of mentoring topics to their instructional needs.

The correlation between age and the relevance of topics discussed was found to be 0.024 with a significance value of 0.345, suggesting a very weak and non-significant positive relationship. This means that both younger and older teachers similarly perceive the alignment of mentoring topics with their instructional and professional needs.

The correlation for sex was -0.045 (0.562), also weak and not statistically significant, indicating that male and female teachers do not differ in how they assess the relevance of the content discussed in mentoring sessions. Educational attainment had a similarly negligible correlation of 0.024 (0.489), signifying that the level of formal education does not influence how relevant teachers find the topics addressed during mentoring. When looking at years in teaching, the correlation was -0.071 with a value of 0.793, again pointing to a weak and non-significant relationship. Thus, teachers with varying levels of teaching experience, whether they are





completely new or have prior classroom exposure, perceive mentoring topics to be equally relevant.

Furthermore, NSTA (number of seminars and training attended) showed a correlation of  $-0.030$  ( $0.356$ ), indicating that prior professional development experiences do not significantly affect how newly hired teachers view the applicability of mentoring content. Finally, teaching assignment was weakly correlated at  $0.119$  ( $0.267$ ), which is statistically insignificant and suggests uniformity across different subject or grade-level assignments.

The uniformity in responses across all profile groups suggests that the topics discussed during mentoring sessions are perceived as broadly relevant and applicable, regardless of the teacher's age, sex, educational level, teaching experience, or professional development history. This reflects positively on the mentorship program's ability to design content that resonates with a wide range of teachers, which is essential for building professional competence and instructional confidence among newly hired faculty.

The absence of statistically significant correlations implies that the mentoring program likely follows a standardized content framework that is inclusive and



generalizable. While this supports consistency and fairness in delivery, it may also limit the depth of responsiveness to individual instructional contexts or differentiated support needs. Thus, although mentoring topics are seen as relevant overall, there is potential to enhance the program by incorporating more context-specific and teacher-tailored content, especially in subject-specialized or grade-specific areas. The study found that none of the teacher profile variables significantly influenced perceptions of topic relevance in mentoring sessions, which suggests a uniformly perceived applicability of mentoring content. While this affirms the program's inclusive approach, future directions might explore how to introduce more personalized mentoring content to address the unique instructional realities of individual teachers.

#### **Mentor- Mentee Relationship Quality and Profile Variables**

This section explores how the quality of the mentor-mentee relationship relates to the background characteristics of newly hired teachers, including their age, sex, educational background, years of teaching experience, number of seminars and training attended, and teaching assignment. Mentor-mentee relationship quality is a vital component of effective



mentorship, as it influences how well novice teachers feel supported, understood, and guided during their induction period.

Among all variables examined, only years in teaching showed a statistically significant correlation with mentor-mentee relationship quality. The Pearson correlation coefficient was  $-0.214$  with a significance level of  $0.039$ , indicating a significant negative correlation. This result suggests that teachers with fewer years of experience are more likely to perceive the mentor-mentee relationship as strong, supportive, and effective. Conversely, teachers with more experience may feel less dependent on such relationships or may perceive them as less critical to their development.

In contrast, other profile variables did not demonstrate statistically significant relationships. The correlation between age and mentor-mentee relationship quality was  $-0.139$  ( $0.089$ ), which, although approaching significance, remains outside the acceptable threshold. This suggests that perceptions of mentor-mentee dynamics are largely similar across different age groups.

Sex was virtually unrelated to the relationship quality, with  $0.006$  ( $0.893$ ), indicating that both male and female



teachers perceive the quality of mentorship relationships similarly. Educational attainment yielded a very weak correlation of 0.071 (0.563), while NSTA correlated at -0.084 (0.389), and teaching assignment at -0.020 (0.993), all of which are statistically insignificant and suggest that these variables do not meaningfully influence perceptions of mentor-mentee relationships.

The findings emphasize the central importance of teaching experience in shaping how newly hired teachers engage with and benefit from their mentoring relationships. Teachers in the earliest stages of their careers appear to place greater value on mentorship connections, likely due to their heightened need for emotional support, instructional guidance, and professional affirmation. This aligns with the work of Ingersoll and Strong (2011), who argue that mentor relationships are especially vital for novice teachers as they build foundational skills and confidence.

The lack of significant correlation with other profile variables suggests that mentor-mentee relationship quality is perceived consistently across age, gender, education, and training background. This reflects positively on the inclusivity and accessibility of the mentorship program, as



it indicates that the program fosters equally strong interpersonal dynamics among diverse groups of teachers.

However, the significant finding related to years of teaching highlights an opportunity for refinement. Mentorship programs may consider differentiating the intensity or structure of relational support based on a teacher's level of experience. For instance, first-year teachers may benefit from more frequent check-ins, emotional scaffolding, and collaborative planning opportunities compared to those with prior teaching exposure.

In conclusion, while most demographic and experiential variables do not influence perceptions of mentor-mentee relationship quality, years in teaching is a significant factor, with less experienced teachers valuing and benefiting from these relationships more strongly. This finding reinforces the need to prioritize relationship-based mentoring strategies, especially for novice educators, to support their successful integration and long-term professional growth.

#### **Accessibility of Mentor and Profile Variables**



This section explores how accessible mentors are to newly hired teachers and examines how this accessibility relates to various teacher profile factors, such as age, sex, educational attainment, years of teaching experience, number of seminars and training attended, and teaching assignment. Accessibility of the mentor refers to the extent to which newly hired teachers can easily reach out to, communicate with, and receive timely responses from their assigned mentors.

The results showed that none of the profile variables had a statistically significant relationship with mentor accessibility. The correlation between age and mentor accessibility was  $-0.069$  with a significance value of  $0.823$ , indicating an extremely weak and non-significant relationship. This suggests that both younger and older teachers report similar levels of ease in accessing their mentors. Similarly, sex showed a correlation of  $0.093$  ( $0.973$ ), again indicating a negligible and non-significant relationship. This result confirms that male and female teachers experience comparable levels of mentor availability, and gender does not appear to influence access to mentoring support.



Educational attainment and mentor accessibility also showed no significant association, with  $-0.008$  ( $0.689$ ). This means that teachers with different academic degrees—whether bachelor's or graduate—report similar levels of mentor accessibility. Likewise, years in teaching was correlated at  $-0.082$  ( $0.478$ ), further supporting the conclusion that teaching experience does not significantly affect how available or approachable mentors are perceived to be.

For NSTA (number of seminars and training attended), the correlation was  $-0.046$  ( $0.673$ ), and for teaching assignments, it was  $0.014$  ( $0.879$ ). Both results confirm the trend of statistically insignificant relationships, highlighting that newly hired teachers, regardless of past professional development exposure or grade level assignment, perceive their mentors as equally accessible.

The overall findings indicate a strong sense of uniformity in mentor accessibility across all teacher profile variables. This suggests that the mentorship program under investigation has been implemented in a way that ensures equal access to mentoring support, without bias toward demographic characteristics or professional background. This equity is critical, particularly in induction programs where all newly



hired teachers should be able to access mentor support as needed.

The absence of significant variation implies that the availability of mentors is consistent, and that the mentorship system may follow clear structural expectations regarding regular communication, check-ins, and responsiveness. This consistency is essential in promoting teacher confidence and reducing feelings of professional isolation during the initial years of service. However, while the standardized approach ensures fairness, it may also overlook individual teacher needs. For example, novice teachers in challenging teaching contexts may require more frequent mentor interaction than those in less demanding roles. Therefore, while accessibility is equitably distributed, future implementations may benefit from building in flexibility and responsiveness based on classroom realities and teacher feedback.

The study found that no teacher profile variable significantly influences the perceived accessibility of mentors. This reflects the mentorship program's inclusive and equitable design, ensuring that support is consistently available to all newly hired teachers. Moving forward, a more





differentiated support model could help further align mentor accessibility with the evolving needs of diverse teaching environments.

## 5. Relationship Between Teachers' Profile and Instructional Competence

*Table 6. Result of the correlation to Establish Relationship Between newly hired teachers' Profile and Instructional Competence*

		<b>Lesson Plannin g and Prepara tion</b>	<b>Instruc tional Deliver y</b>	<b>Assessm ent and Feedbac k</b>	<b>Classro om Mgt and Learner Engagem ent</b>	<b>Prof and reflec tive Practi ce</b>
<b>Age</b>	Correla tion	<b>0.259*</b>	<b>0.253*</b>	0.081	0.162	0.182
	Sig (2- tailed)	.034	.041	.342	.245	.234
	N	50	50	50	50	50
<b>Sex</b>	Correla tion	- <b>0.302**</b>	-0.068	-0.060	-0.127	-0.096
	Sig (2- tailed)	.000	.734	.834	.345	.487
	N	50	50	50	50	50
<b>Educ Attain ment</b>	Correla tion	-0.024	-0.078	-0.052	-0.064	-0.079
	Sig (2- tailed)	.923	.728	.823	.927	.378
	N	50	50	50	50	50
	Correla tion	<b>0.273*</b>	<b>0.375**</b>	0.186	<b>0.294*</b>	<b>0.226*</b>

<b>Years in Teaching</b>	Sig (2-tailed)	.038	.000	.235	.039	.026
	N	50	50	50	50	50
<b>NSTA</b>	Correlation	0.161	<b>0.348**</b>	<b>0.415**</b>	<b>0.275*</b>	<b>0.379*</b>
	Sig (2-tailed)	.678	.000	.000	.037	.000
	N	50	50	50	50	50
<b>Teaching Assignment</b>	Correlation	<b>0.210*</b>	<b>0.230*</b>	-0.073	0.132	0.021
	Sig (2-tailed)	.043	.023	.267	.472	.362
	N	50	50	50	50	50

\*\*Correlation is significant at the 0.01 level (2-tailed)

\*Correlation is significant at the 0.05 level (2-tailed)

### **Lesson Planning and Preparation and Profile Variables**

Lesson planning and preparation are essential elements of instructional competence, enabling teachers to organize content, select appropriate strategies, and anticipate learner needs. This section examines how teachers' skills in lesson planning and preparation relate to their individual profile characteristics, such as age, sex, educational background, years of teaching experience, number of seminars and training attended, and teaching assignment. The analysis revealed several statistically significant relationships, indicating that certain demographic and experiential factors



do influence how teachers perceive their competency in lesson planning and preparation.

The variable age showed a moderate positive correlation with lesson planning and preparation (0.259, 0.034), suggesting that older teachers tend to rate themselves higher in this area. This may be attributed to increased maturity, stronger time management skills, or greater professional discipline associated with age. It reflects that as teachers grow older—even if newly hired—they may bring with them a more developed sense of organization and lesson delivery. A noteworthy finding is the significant negative correlation between sex and lesson planning (-0.302, 0.000). This implies a gender difference in self-perceived competence, with male teachers possibly rating themselves more confidently in this domain compared to female teachers. While statistically significant, this result should be interpreted cautiously and may warrant further investigation into gender-based perceptions of competence or confidence rather than actual skill differences.

Another significant positive relationship was observed between years in teaching and lesson planning competence (0.273, 0.038). This finding indicates that teaching



experience contributes to stronger perceived abilities in planning lessons, likely because more experienced teachers have had greater exposure to diverse instructional contexts and curricular demands. Conversely, educational attainment showed a very weak and non-significant negative correlation ( $-0.024, 0.923$ ), suggesting that formal academic qualifications do not substantially affect how teachers perceive their skills in lesson planning. This implies that practical classroom experience may play a more vital role in developing this competence than academic credentials alone. The number of seminars and training attended yielded a weak and non-significant positive correlation ( $0.161, 0.678$ ), indicating minimal influence of prior training on perceptions of planning effectiveness. This result suggests that while professional development is valuable, its impact on planning skills may not be immediate or directly measurable through self-assessment.

The data for teaching assignment is incomplete in the provided table, but based on trends observed in similar studies, teaching level or subject area may play a contextual role that could be explored further in future research. These findings illustrate that age and years in teaching are



positively associated with lesson planning competence, reinforcing the idea that maturity and experience contribute to instructional readiness. The significant difference based on sex raises important questions about gender perceptions in professional confidence and may point to underlying societal or institutional influences that shape how teachers assess their own skills.

The lack of significant relationships with educational attainment and training suggests that practical teaching experience may have a greater impact on planning competence than formal academic or workshop-based preparation. This underscores the importance of school-based support systems, like mentorship and collaborative planning, in shaping teachers' practical competence. Although age and teaching experience seem to positively influence teachers' perceived competence in lesson planning, other factors such as educational attainment and training show no significant impact. The findings suggest that professional confidence in planning is more closely tied to hands-on teaching experience and personal development rather than solely academic or workshop-based training. Mentorship programs should take these factors into account to provide differentiated support



that enhances lesson planning abilities, especially for those with less experience or self-assurance.

### **Instructional Delivery and Profile Variables**

This study examined the relationship between newly hired teachers' instructional delivery competence and various profile variables, including age, sex, educational background, teaching experience, number of seminars and training attended (NSTA), and teaching assignment. Instructional delivery refers to the teacher's ability to effectively communicate content, use varied strategies, promote engagement, and facilitate learning. Several teacher profile variables were found to have statistically significant relationships with instructional delivery, indicating that certain personal and professional characteristics do influence how newly hired teachers assess their teaching effectiveness.

The correlation between age and instructional delivery yielded 0.253 with a significance value of 0.041, indicating a positive and statistically significant relationship. This suggests that older teachers tend to perceive themselves as more competent in instructional delivery. This may be due to greater maturity, broader life experience, or prior informal



teaching experiences, which contribute to classroom communication and instructional strategy. Years in teaching was the strongest correlate, with 0.3775 and 0.000, indicating a highly significant positive relationship. This confirms that teachers with more professional experience tend to rate their instructional delivery higher, likely due to increased confidence, practical knowledge, and familiarity with pedagogical techniques developed through classroom exposure.

Similarly, the number of seminars and training attended showed a significant positive correlation of 0.348 (0.000), suggesting that teachers who have attended more professional development activities perceive themselves as more effective in delivering instruction. This highlights the important role of continuous learning and capacity-building in improving teaching quality. Teaching assignment was also significantly related to instructional delivery, with 0.230 and 0.023, suggesting that the nature or level of the teaching assignment (e.g., Grade 11 or Grade 12) may influence teachers perceived instructional competence. Teachers assigned to different levels may face varying instructional demands, which could affect how confident they feel in their teaching roles.



In contrast, sex ( $-0.068, 0.734$ ) and educational attainment ( $-0.078, 0.728$ ) showed no significant relationship with instructional delivery. These findings imply that gender and academic qualifications do not substantially affect how teachers perceive their ability to deliver lessons effectively.

The results indicate that experience-based and developmental variables—such as age, years in teaching, training exposure, and current teaching assignment—are more predictive of instructional delivery competence than fixed demographic characteristics like sex or educational attainment. This highlights the value of experiential learning and professional development in shaping effective teaching practices. The significant relationship between years of experience and instructional delivery supports earlier findings by Ingersoll and Strong (2011), who emphasized the importance of classroom immersion and mentoring in building instructional confidence. Additionally, the impact of seminars and training confirms that structured professional learning significantly contributes to instructional growth.





The lack of association with educational attainment may suggest that while formal qualifications are foundational, practical, in-service experiences and context-specific learning are more immediately influential in determining instructional competence. Likewise, the neutrality of sex in this regard supports gender equity in perceptions of teaching ability.

The study finds that instructional delivery is significantly influenced by experience-related factors such as age, teaching experience, training participation, and assignment level. These findings highlight the importance of mentorship, professional development, and classroom experience in fostering competent instructional practice among newly hired teachers.

#### **Assessment and Feedback and Profile Variables**

The study explored how newly hired teachers view their own competence in assessment and feedback, and how this relates to their personal and professional backgrounds—such as age, sex, educational attainment, years of teaching experience, number of seminars and training attended, and teaching assignment. Assessment and feedback are essential elements of instructional competence, as they help measure



learning outcomes, guide instruction, and support student improvement. Of the six profile variables examined, only NSTA (number of seminars and training attended) demonstrated a statistically significant relationship with assessment and feedback. The correlation coefficient was 0.415, with a value of 0.000, indicating a moderately strong positive correlation. This means that teachers who participated in more seminars and professional training were more likely to rate themselves as competent in designing assessments, interpreting results, and giving timely feedback to students. This finding aligns with the role of continuous professional development in enhancing teachers' assessment literacy and competence.

On the other hand, the variable age showed a weak, non-significant positive correlation with assessment and feedback (0.081, 0.342), suggesting that regardless of age, newly hired teachers tend to perceive similar levels of assessment competence. Similarly, years in teaching had a weak and non-significant correlation of 0.186 (0.235), implying that instructional experience alone may not strongly influence how confident teachers feel in assessing students and providing feedback.



The results for sex ( $-0.060, 0.834$ ), educational attainment ( $-0.052, 0.823$ ), and teaching assignment ( $-0.073, 0.267$ ) all showed very weak, statistically insignificant relationships. These findings suggest that demographic characteristics such as gender, academic qualifications, and teaching level do not significantly shape newly hired teachers' perceptions of their assessment and feedback practices. The key finding in this component is the significant influence of professional development (NSTA) on assessment and feedback competence. This supports the notion that training programs and workshops directly enhance teachers' skills in designing assessments, interpreting student performance, and delivering constructive feedback. As such, school administrators and policymakers should continue to invest in regular, targeted professional development activities to strengthen teachers' assessment practices.

The lack of significant relationships with demographic variables—such as age, sex, and educational attainment—suggests that assessment competence is less dependent on background characteristics and more on exposure to skill-building opportunities. This also reinforces the idea that formal qualifications do not automatically equate to



practical assessment capabilities without ongoing professional learning. Furthermore, the non-significant relationship with teaching experience implies that simply spending more time in the classroom does not necessarily result in improved assessment practices. Instead, explicit training in assessment strategies appears to be more impactful. Among all profile variables studied, only the number of seminars and training attended had a significant positive relationship with assessment and feedback competence. This finding underscores the importance of continuous professional development in fostering effective assessment practices and highlights the value of training-based support over demographic or experiential attributes.

### **Classroom Management and Learner Engagement and Profile Variables**

This section looks into how newly hired teachers view their abilities in managing classrooms and engaging learners, and how these perceptions connect to their background characteristics, including age, sex, educational attainment, teaching experience, number of seminars and training attended, and teaching assignment. Classroom management and learner engagement are essential instructional domains that



influence the learning environment, student behavior, and classroom effectiveness. Among the variables analyzed, two were found to have statistically significant relationships with classroom management and learner engagement: years in teaching and number of seminars and training attended (NSTA).

The variable years in teaching showed a moderate positive correlation of 0.294, with a value of 0.039, which is statistically significant at the 0.05 level. This result indicates that teachers with more years of experience tend to report higher competence in managing classrooms and engaging learners. Experience likely contributes to increased familiarity with student behavior, confidence in applying management strategies, and adaptive teaching techniques.

Similarly, NSTA showed a positive correlation of 0.275 (0.037), also statistically significant. This means that newly hired teachers who have participated in more professional development activities tend to feel more confident and capable in maintaining order in the classroom and fostering active learner participation. These findings highlight the importance of both practical classroom exposure and ongoing training in building effective classroom management skills.



The other profile variables did not yield significant correlations. Age had a weak positive correlation of 0.162 (0.245), and teaching assignment had 0.132 (0.472), both of which are not statistically significant. These findings suggest that neither age nor the level or subject a teacher is assigned significantly impacts how they manage classroom dynamics or engage students.

Sex showed a weak negative correlation (-0.127, 0.345), while educational attainment had a near-zero correlation (-0.064, 0.927). Both variables demonstrated no statistically significant influence on classroom management and engagement perceptions. This indicates that male and female teachers, as well as teachers with differing educational backgrounds, perceive their competence similarly in this area.

The findings demonstrate that classroom management and learner engagement competence are significantly influenced by experience and professional development, rather than by demographic characteristics. Teachers who have spent more time in the classroom and those who have participated in relevant training are more confident in handling student behavior and promoting active participation. This aligns with literature emphasizing the value of experiential learning and



targeted in-service training in enhancing teaching effectiveness (McCormack et al., 2006; Avalos, 2011).

On the other hand, the lack of significant relationships with age, sex, educational attainment, and teaching assignment supports the notion that classroom management is not inherently tied to demographic traits or formal academic achievement. Instead, it is shaped by exposure to real classroom settings and structured developmental support.

The study finds that years of teaching experience and participation in seminars/training are significantly associated with stronger classroom management and learner engagement skills among newly hired teachers. These findings reinforce the importance of practical experience and continuous professional development in shaping key instructional competencies, and they suggest that mentorship programs should emphasize these aspects during teacher induction.

#### **Professional and Reflective Practice and Profile Variable**

This section explores the connection between how newly hired teachers rate their own competence in professional and reflective practice and their background characteristics—such as age, sex, educational attainment, years of teaching



experience, number of seminars and training attended, and teaching assignment. Professional and reflective practice involves engaging in self-evaluation, seeking feedback, and participating in continuous learning to improve instructional performance. Among the variables examined, two showed statistically significant positive relationships with professional and reflective practice: years in teaching and NSTA (number of seminars and training attended).

The correlation between years in teaching and professional and reflective practice was 0.226, with a value of 0.026, which is statistically significant at the 0.05 level. This indicates that as teachers gain more experience, they tend to engage more actively in reflective practices and professional development. As teachers spend more time in the profession, they likely develop a deeper awareness of their instructional impact and recognize the value of self-improvement and lifelong learning.

The strongest connection was found with the number of seminars and trainings attended (NSTA), which showed a correlation coefficient of 0.379 and a p-value of 0.000 indicating a strong and statistically significant positive relationship. This suggests that teachers who have attended





more professional development seminars and training are significantly more engaged in reflective practice. These results highlight the critical role of ongoing learning opportunities in fostering reflective habits, which are essential for instructional growth and adaptation.

Other profile variables did not yield significant correlations. Age was weakly positively correlated (0.182, 0.234), while sex (-0.096, 0.487) and educational attainment (-0.079, 0.378) showed weak, non-significant relationships. These results indicate that gender, age, and formal academic qualifications do not significantly affect how teachers view or practice professional reflection. Teaching assignments also showed no significant relationship, with a correlation of 0.021 (0.362), suggesting that whether a teacher is assigned to Grade 11 or Grade 12 does not influence their engagement in professional growth and reflective activities.

The results clearly show that experience and exposure to professional development opportunities are the primary drivers of professional and reflective practice among newly hired teachers. Teachers with more years in the classroom and those who actively participate in seminars and training are better positioned to evaluate their teaching, seek feedback,



and pursue continual improvement. This supports the broader literature that emphasizes reflective practice as a skill that is developed through both practice and purposeful training (Feiman-Nemser & Buchmann, 2013; Avalos, 2011).

Conversely, the lack of significant correlations with demographic factors such as sex, age, and academic qualifications reinforces the idea that reflective practice is not inherent to a person's background, but rather cultivated through experience and deliberate engagement with professional learning.

The findings underscore the importance of mentorship and professional development programs that promote reflective thinking, feedback-seeking, and instructional refinement. Years of teaching and active participation in training are positively associated with stronger professional and reflective practice, highlighting the need for induction programs to integrate these elements early and consistently in the teaching career.

## **6. Relationship Between Teachers' Instructional Competence and the Effectiveness of Mentorship Programs**



*Table 7. Result of the correlation to Establish Relationship Between Teachers' Instructional Competence and the Effectiveness of Mentorship Programs*

		<b>Freque ncy and Durati on of Mentor ing Sessio ns</b>	<b>Mento r Suppo rt and Guida nce</b>	<b>Relevan ce of Topics Discuss ed</b>	<b>Mentor- Mentee Relatio nship Quality</b>	<b>Accessi bility of Mentor</b>
<b>Lesson Planning and Preparation</b>	Correla tion	<b>0.217*</b>	<b>0.342**</b>	<b>0.311**</b>	0.089	0.127
	Sig (2- tailed)	0.047	0.000	.000	.239	.089
	N	50	50	50	50	50
<b>Instructional Delivery</b>	Correla tion	0.139	<b>0.273*</b>	0.151	0.117	0.083
	Sig (2- tailed)	.367	.040	.098	.124	.167
	N	50	50	50	50	50
<b>Assessment and Feedback</b>	Correla tion	0.091	<b>0.255*</b>	0.129	<b>0.246*</b>	<b>0.282*</b>
	Sig (2- tailed)	.187	.008	.156	.029	.032
	N	50	50	50	50	50
<b>Classroom Mgt and Learner Engagement</b>	Correla tion	-0.046	<b>0.202*</b>	0.052	0.021	0.144
	Sig (2- tailed)	.376	.039	.367	.863	.367
	N	50	50	50	50	50
	Correla tion	0.042	0.099	0.079	0.063	0.022



<b>Accessib</b>	Sig (2-	.367	.673	.834	.764	.378
<b>ility of</b>	tailed)					
<b>Mentor</b>	N	50	50	50	50	50

\*\*Correlation is significant at the 0.01 level (2-tailed)  
\*Correlation is significant at the 0.05 level (2-tailed)

### **Frequency and Duration of Mentoring Sessions and Instructional Competence**

This section explores the relationship between the frequency and duration of mentoring sessions and the five domains of instructional competence among newly hired teachers: lesson planning and preparation, instructional delivery, assessment and feedback, classroom management and learner engagement, and accessibility of the mentor. Mentoring frequency and duration serve as indicators of the time-based commitment mentors make in supporting new teachers' growth, which may influence various dimensions of their instructional competence.

Among the instructional domains examined, only lesson planning and preparation demonstrated a statistically significant relationship with the frequency and duration of mentoring. The correlation coefficient was 0.217 with a value of 0.047, indicating a positive and statistically significant relationship. This suggests that teachers who received more frequent or longer mentoring sessions perceived themselves as



more competent in planning and preparing lessons. Such findings support the idea that regular mentoring helps new teachers gain clarity in designing instructional plans, aligning objectives with activities, and ensuring readiness for classroom delivery.

The other indicators did not show significant relationships with mentoring frequency and duration. For instructional delivery, the correlation was 0.139 (0.367), reflecting a weak and non-significant positive association. Similarly, assessment and feedback yielded a correlation of 0.091 (0.187), also non-significant. These results indicate that more frequent mentoring does not necessarily translate to improvements in how new teachers perceive their ability to deliver content or assess students—possibly because these competencies may require more hands-on coaching, modeling, or classroom observation than what the frequency alone provides.

Interestingly, classroom management and learner engagement had a slightly negative correlation (-0.046, 0.376), though this was also non-significant. This suggests that the amount of time spent in mentoring does not influence teachers' perceptions of their classroom management ability, possibly because such skills are often developed through



practical classroom experience rather than discussion-based mentoring. The accessibility of the mentor, while somewhat conceptually related, also showed a non-significant correlation (0.042, 0.367), suggesting that simply having access to a mentor does not equate to more effective mentoring sessions unless structured and purposeful.

Finding from this analysis is the significant relationship between mentoring frequency and lesson planning competence, which emphasizes the importance of consistent and sustained mentoring efforts in helping new teachers prepare instructionally sound and well-structured lessons. Frequent mentor interactions likely allow for regular feedback, collaborative planning, and correction of misconceptions in instructional design.

The lack of significant relationships in the other domains suggests that frequency and duration alone are not sufficient to impact more complex or practice-based competencies such as instructional delivery, assessment, and classroom management. These areas may benefit more from quality-focused mentoring approaches, including demonstration lessons, co-teaching, feedback on actual classroom performance, and targeted coaching strategies.



The findings indicate that increased frequency and duration of mentoring sessions are positively associated with improved lesson planning and preparation, but have limited direct influence on other instructional competencies. This highlights the need to balance quantity with quality in mentoring, ensuring that time spent with mentors is purposeful, content-specific, and responsive to the evolving instructional needs of newly hired teachers.

#### **Mentor Support and Guidance and Instructional Competence**

Mentor support and guidance refer to the degree to which mentors provide emotional, instructional, and professional assistance to beginning teachers during their induction period. Instructional competence, on the other hand, includes five core domains: lesson planning and preparation, instructional delivery, assessment and feedback, classroom management and learner engagement, and accessibility of the mentor. The results of the correlation analysis reveal that mentor support and guidance are significantly and positively correlated with four out of five instructional competence domains, indicating that the quality of mentoring plays a critical role in supporting new teachers' development.



The strongest relationship was observed between mentor support and lesson planning and preparation, with a correlation coefficient of 0.342 and a value of 0.000, denoting a highly significant positive relationship. This indicates that newly hired teachers who received greater mentor support felt more confident and capable in preparing effective lesson plans. Mentors likely provide assistance in aligning objectives with activities, selecting appropriate materials, and pacing instruction, all of which are foundational elements of competent lesson planning. There was also a significant positive relationship between mentor support and instructional delivery (0.273, 0.040), suggesting that mentors who provide consistent and actionable guidance enhance beginning teachers' ability to communicate content, apply strategies, and engage learners effectively. Similarly, a significant correlation was found between mentor support and assessment and feedback (0.255, 0.008), indicating that teachers who receive mentor feedback are better equipped to design assessments, interpret results, and provide constructive feedback to learners.

Another significant relationship was found with classroom management and learner engagement, with 0.202





(0.039). This suggests that teachers who are supported by mentors are more confident in handling classroom routines, managing student behavior, and sustaining learner engagement. Mentors may offer strategies, resources, and situational advice that equip new teachers with the tools needed to maintain a productive classroom environment. In contrast, no significant relationship was found between mentor support and the variable accessibility of the mentor (0.099, 0.673). This suggests that while mentors may be available or accessible, their availability alone does not ensure meaningful support or influence on instructional competence. It emphasizes the importance of the quality of support provided, rather than mere presence or access.

The findings clearly demonstrate that mentor support and guidance are critical in enhancing multiple facets of instructional competence among newly hired teachers. Strong mentor support helps beginning teachers develop effective lesson planning practices, refine their delivery methods, conduct assessments, and manage their classrooms—all of which are essential for professional growth and student learning outcomes. This aligns with existing literature that emphasizes the role of mentoring in improving teacher



performance and retention (Hobson et al., 2009; Ingersoll & Strong, 2011). The data also highlight a crucial distinction: mentorship must be active, intentional, and developmentally supportive. Accessibility alone is insufficient without the provision of meaningful guidance tailored to the teacher's instructional needs.

The study confirms that mentor support and guidance significantly enhance instructional competence in key areas. This underscores the importance of investing in mentor training programs that equip mentors to provide targeted, responsive, and effective support to newly hired teachers throughout their induction period.

### **Relevance of Topics Discussed and Instructional Competence**

This section analyzes the relationship between the relevance of topics discussed during mentoring sessions and the five domains of instructional competence among newly hired teachers: lesson planning and preparation, instructional delivery, assessment and feedback, classroom management and learner engagement, and accessibility of the mentor. Relevance refers to how closely the mentoring content aligns with the actual instructional and professional needs of the teachers.



The results of the correlation analysis reveal that only one instructional domain: lesson planning and preparation had a statistically significant positive relationship with the relevance of mentoring topics. The results showed a correlation of 0.311 with a p-value of 0.000, suggesting a moderate and meaningful positive connection. This suggests that when mentoring sessions focus on content directly related to the teachers' classroom planning needs, newly hired teachers are more likely to feel competent in organizing and preparing effective lessons. Relevant mentoring content likely offers concrete strategies, examples, and planning frameworks that guide teachers through the instructional planning process.

The other instructional competence did not show statistically significant relationships. For instructional delivery, the correlation was 0.151 (0.098), indicating a weak and non-significant relationship. Although there is a slight trend suggesting that relevant mentoring discussions may support teaching strategies and delivery, the association is not strong enough to be conclusive.

Similarly, assessment and feedback showed a correlation of 0.129 (0.156), and classroom management and learner



engagement had 0.052 (0.367). These weak, non-significant correlations indicate that while relevant mentoring topics may offer some support in these areas, they are not strongly linked to perceived competence in implementing assessments or managing classroom behavior.

Accessibility of the mentor had the weakest relationship, with 0.079 (0.834), suggesting that topic relevance does not depend on how accessible the mentor is, and vice versa. This reinforces the idea that the value of mentoring lies not merely in mentor presence, but in the substantive alignment between mentoring content and the teacher's needs.

The findings emphasize that the relevance of mentoring content is significantly connected to improvements in lesson planning and preparation, which is a foundational instructional competency for newly hired teachers. When topics discussed in mentoring sessions align closely with day-to-day teaching responsibilities, teachers gain actionable knowledge that enhances their planning effectiveness. However, the absence of significant relationships in other instructional domains suggests that relevance alone may not be sufficient to build competence in



complex practice areas such as instructional delivery, assessment, or classroom management. These areas may require more experiential, interactive, or modeling-based mentoring, beyond content relevance.

The data underscore the importance of customizing mentoring content to match the evolving and practical needs of beginning teachers, particularly in planning. Moreover, the findings suggest a need to expand topic relevance into other areas of teaching, ensuring that discussions not only cover instructional planning but also provide actionable insights for real-time classroom implementation. The study confirms that relevant mentoring content significantly improves teachers' competence in lesson planning and preparation. While relevance is necessary, it should be complemented with interactive mentoring approaches to enhance other instructional domains, ultimately promoting a more holistic development of instructional competence.

#### **Mentor-Mentee Relationship Quality and Instructional Competence**

This section investigates the relationship between the quality of the mentor-mentee relationship and various domains of instructional competence among newly hired teachers.



Mentor-mentee relationship quality refers to the level of trust, communication, rapport, and professional connection established between the mentor and the mentee. This dynamic can affect a teacher's confidence, openness to feedback, and overall professional development, which in turn may impact instructional practices.

The results of the Pearson correlation analysis show that only one instructional competence domain—assessment and feedback—had a statistically significant positive relationship with mentor-mentee relationship quality. The correlation coefficient was 0.246, with a value of 0.029, indicating a significant but moderate positive correlation. This suggests that teachers who report stronger, more supportive relationships with their mentors feel more competent in using assessment tools and giving feedback to students. This may be due to the increased willingness of mentees in trusting mentors' guidance, accepting feedback, and applying assessment practices modeled or recommended during mentoring sessions.

The other instructional competence domains—lesson planning and preparation (0.089, 0.239), instructional delivery (0.117, 0.124), classroom management and learner



engagement (0.021, 0.863), and accessibility of the mentor (0.063, 0.764) all showed weak and statistically insignificant correlations. These findings indicate that a positive mentor-mentee relationship, while beneficial, does not necessarily translate into higher perceived competence in these other areas of instruction.

Interestingly, while the relationship quality did not significantly influence planning, delivery, or classroom management, the statistically significant link with assessment and feedback suggests that this domain may be particularly sensitive to interpersonal support. Providing effective feedback to learners and making sense of assessment data are often areas where new teachers need reassurance, modeling, and dialogue—elements that thrive in a strong mentor-mentee relationship.

The findings suggest that a strong mentor-mentee relationship plays a meaningful role in enhancing beginning teachers' assessment and feedback practices. This may be because assessment is a reflective and sometimes challenging area of practice where teachers benefit from encouragement, co-analysis, and reinforcement from mentors. When relationships are strong, mentees are more likely to seek



help, receive feedback positively, and apply insights confidently. However, the absence of significant correlations with other instructional domains highlights that relationship quality alone may not be sufficient to influence all aspects of teaching competence. Areas such as instructional delivery, lesson planning, and classroom management may require more structured mentoring interventions, including modeling, coaching, and observation-based feedback, rather than relying solely on relational dynamics. Moreover, the weak and non-significant correlation with mentor accessibility (0.063) suggests that just being available does not guarantee a quality relationship, and vice versa. This supports the understanding that effective mentoring relationships are built on trust, respect, and consistent interaction—not merely physical or procedural access.

The study finds that mentor-mentee relationship quality is significantly related to improved competence in assessment and feedback, but not in other instructional domains. This highlights the value of relational trust in supporting reflective practices and suggests that mentoring programs should prioritize relationship-building strategies as part of





teacher induction—particularly when addressing formative assessment skills.

### **Accessibility of Mentor and Instructional Competence**

This section analyzes the relationship between the accessibility of mentors and the five core domains of instructional competence among newly hired teachers: lesson planning and preparation, instructional delivery, assessment and feedback, classroom management and learner engagement, and accessibility of mentor. Mentor accessibility refers to how readily available, approachable, and responsive the mentor is to the needs of the mentee.

Among the instructional competences, only assessment and feedback showed a statistically significant positive relationship with mentor accessibility. The Pearson correlation coefficient was 0.282, with a value of 0.032, indicating a moderate and statistically significant correlation. This result suggests that newly hired teachers who perceive their mentors as more accessible are more confident and capable in designing assessments, interpreting student performance, and providing constructive feedback. The ability to regularly consult a mentor likely supports deeper understanding and timely refinement of assessment-related



practices, particularly for novice teachers who are still navigating grading systems and student performance evaluation.

The analysis of the correlation between mentor accessibility and the various domains of instructional competence among newly hired teachers revealed weak and statistically insignificant relationships. Although mentor accessibility is generally perceived positively by respondents, the data suggest that its influence on specific instructional competence indicators may be limited or indirect.

For instance, lesson planning and preparation yielded a correlation coefficient of 0.127 with a value of 0.089, indicating a weak positive relationship that does not reach the threshold of statistical significance. This suggests that while accessible mentors may provide some support in lesson planning, other factors such as teacher training, curriculum familiarity, or prior experience may play a more substantial role. Similarly, instructional delivery recorded an even weaker correlation (0.083, 0.167), implying that frequent or easy access to mentors does not significantly influence a teacher's perceived ability to communicate lesson content,



use teaching strategies, or integrate technology. It is possible that instructional delivery skills are more strongly influenced by pre-service education or individual teaching style rather than the availability of a mentor alone.

The instructional competence of classroom management and learner engagement showed a correlation of 0.144 with a value of 0.367, which, while slightly higher than the others, still falls short of statistical significance. This may suggest that classroom management practices are developed more effectively through direct classroom experience, trial and error, or targeted training, rather than through mentor accessibility alone. Lastly, accessibility of mentors (self-referenced) correlated at 0.022, 0.378, confirming a negligible relationship. This result reinforces that even when mentors are available, their mere accessibility does not necessarily translate into measurable improvements across instructional competence domains.

These results indicate that although mentor accessibility supports assessment practices, it does not have a strong influence on other domains of instructional competence, such as planning, delivery, or classroom management. While accessible mentors may be available for



communication, their presence alone may not guarantee effective modeling, skill development, or feedback in these areas unless accompanied by structured support and targeted mentoring interventions.

The statistically significant correlation between mentor accessibility and assessment and feedback highlights the importance of timely and responsive support in areas that require technical knowledge and reflective decision-making. Assessment practices particularly those involving data interpretation, formative assessment, and feedback techniques often generate uncertainty for new teachers. Having a mentor who is easily reachable provides opportunities for clarification, discussion, and reassurance. However, the generally weak correlations with other instructional areas suggest that availability without quality interactions may have limited impact. For example, planning and instructional delivery may require co-planning sessions, lesson observations, or structured coaching rather than ad hoc availability.

This distinction reinforces the idea that while accessibility is necessary, it must be paired with intentional and strategic mentoring practices to influence



broader instructional competence. Moreover, the relatively low correlations across most domains highlight a need to rethink mentor engagement beyond physical presence. Mentors should not only be available but also actively involved in shaping instructional competencies through feedback, modeling, and collaboration. The study finds that mentor accessibility significantly enhances teachers' competence in assessment and feedback, affirming the value of readily available support for reflective instructional practices. However, for broader competence development, mentor accessibility should be accompanied by substantive, skills-based mentorship strategies.

The results of the study revealed that the overall verbal interpretation of the mentorship program was "Often," which corresponds to "Effective." While this does not reflect the highest level of effectiveness, it suggests that the mentorship program is functioning well in supporting the instructional development of newly hired teachers.

These results imply that the mentorship program is perceived by the teachers as effective, though not yet highly effective. This indicates that while the program meets many of the professional needs of beginning teachers, there



remains potential for improvement in areas such as mentor accessibility and frequency of sessions. The interpretation lies in the consistently high weighted means across several components of the mentorship program—particularly in mentor support, relevance of topics, and mentor-mentee relationship quality—which reflect the teachers' recognition of the program's positive impact on their instructional competence. Thus, the result of the study implies that mentorship programs is viewed by the teachers as effective and beneficial in fostering their early professional growth.



## **CHAPTER IV**

### **Summary, Conclusions and Recommendations**

#### **Summary of Findings**

1. Majority of newly hired teachers are aged 26-30 (58.0%), predominantly Female (72.0%), with educational attainment mostly beyond a baccalaureate degree, including 54.0% with some MA units. Their involvement in teaching varies widely, with 32.0% having 2 years of experience and 24.0% having less than 1 year and 3 years, while most have attended only 1-3 seminars/training (50.0%), indicating minimal formal training. The data suggest that newly hired teachers are mostly young, early-career professionals with limited training, highlighting the importance of effective mentorship to support their instructional growth.

2. The newly hired teachers generally rated the frequency and duration of mentoring sessions, mentor support and guidance, relevance of topics discussed, mentor-mentee relationship quality and accessibility of mentor as "Often" to "Always", with average weighted means ranging from 2.88 to



3.22. These findings suggest that the mentorship program plays a significant role in supporting newly hired teachers by providing meaningful guidance, relevant instructional content, and strong relational support.

3. The findings reveal that newly hired teachers display a very high degree of instructional competence across various domains such as lesson planning, instructional delivery, assessment, classroom management, and reflective practice as reflected in average weighted means ranging from 3.27 to 3.39. The findings suggest that newly hired teachers possess a high level of competence across the core domains of instruction.

4. The findings show that most profile variables of newly hired teachers—such as age, sex, education, experience, and training—do not significantly relate to mentorship program effectiveness, except for years in teaching, which showed a slight but significant negative correlation with mentor-mentee relationship quality. In contrast, instructional competence is significantly influenced by age, sex, years of experience, seminars attended, and teaching assignments. Older, more experienced teachers and those who attended more training performed better across various instructional areas, especially in lesson planning and delivery.





5. This study reveals a significant relationship between effectiveness of mentorship programs and instructional competence. The findings reveal that the effectiveness of mentorship programs is significantly linked to instructional competence. Frequent and well-timed mentoring sessions enhance competence in lesson planning, while strong mentor support improves instructional delivery, assessment, and classroom engagement. Relevant mentoring topics and accessible mentors also contribute to greater competence in assessment and feedback.

### **Conclusions**

1. The profile of newly hired teachers, predominantly young and with limited years of teaching experience, reveals a workforce at the early stages of professional development, making mentorship programs crucial for their instructional and professional growth within the public-school system.
2. The mentorship programs implemented in the district were perceived as effective overall, particularly in areas such as mentor support and guidance, relevance of discussed topics, and mentor-mentee relationship quality, indicating that newly



hired teachers benefit significantly from well-structured and context-responsive mentoring.

3. The instructional competence of newly hired teachers was rated to a very great extent across all dimensions—lesson planning, instructional delivery, assessment and feedback, classroom management, and reflective practice—suggesting that mentorship contributes meaningfully to the enhancement of teaching performance during the induction period.

4. The teachers' socio-demographic profiles do not have significantly influence to their instructional competence or mentorship experiences, highlighting that teacher effectiveness transcends personal attributes and statistically significant relationship exists between the perceived effectiveness of mentorship programs and the instructional competence of newly hired teachers, underscoring the critical role of quality mentoring in developing their pedagogical skills and professional practices.

5. The study underscores the critical role of mentorship as an instructional and emotional support system during a teacher's formative years, reinforcing the need for sustained, institutionalized mentorship frameworks that



promote instructional excellence, teacher confidence, and long-term commitment to the profession.

### **Recommendation**

1. School heads should religiously strengthen the mentorship program by ensuring regular sessions, accessible mentor support, and relevant, needs-based guidance to help newly hired teachers improve their instructional competence and professional growth.

2. School heads, with support from master teachers and mentoring coordinators, should strengthen structured mentorship programs by setting regular schedules, ensuring mentor accessibility, and providing instructional support. This fosters competence, confidence, and retention among newly hired teachers.

3. Newly hired teachers should engage in reflective practice, seek mentor and peer feedback, join LACs and training, and use assessment data to enhance teaching. Their growth mindset is key to sustaining instructional excellence.

4. School heads and mentors should enhance mentorship programs by providing differentiated, experience-based support that prioritizes less experienced teachers and



emphasizes practical classroom application, as instructional competence is more strongly influenced by teaching experience and training than by academic background.

5. School heads should ensure structured, relevant, and consistent mentoring by assigning trained mentors, promoting strong mentor-mentee relationships, and monitoring the quality and accessibility of support to enhance new teachers' instructional competence.

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