
Mentoring Practices Of Master Teachers: Effects On Beginning Teachers' Professional Growth And Performance

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Abstract — This study examined the mentoring practices of master teachers and their effects on the professional growth and performance of beginning teachers. It also investigated the relationship between teachers' profile variables and mentoring outcomes, as well as the challenges encountered by both master teachers and beginning teachers in the implementation of mentoring programs. The study utilized quantitative research design employing descriptive-correlational methods, with data gathered through survey questionnaires administered to master teachers and beginning teachers. Statistical tools such as Pearson r correlation, multiple regression analysis, ANOVA, and ranking were used to analyze the data. Findings revealed that mentoring practices significantly contribute to beginning teachers' professional development, particularly in enhancing pedagogical competence, classroom management, and professional confidence. However, mentoring showed limited direct influence on measurable teaching performance. Results further indicated that certain profile variables such as age, sex, position, years of experience, and participation in seminars and trainings significantly influence mentoring outcomes and teacher performance. Moreover, both master teachers and beginning teachers encountered significant challenges, including heavy workload, limited time for mentoring, lack of formal training, insufficient feedback, and inconsistent mentoring support. The study concludes that while mentoring is an essential mechanism for teacher development, its effectiveness is constrained by structural and institutional challenges. Strengthening mentoring systems through structured programs, training, and administrative support is necessary to maximize its impact on teacher growth and performance.

Keywords: *Mentoring Practices, Master Teachers, Beginning Teachers, Professional Development, Instructional Performance*

I. INTRODUCTION

Teaching involves diverse approaches shaped by beliefs about learning, making inclusive education challenging. Effective teaching relies heavily on subject-matter expertise, which teachers continually reorganize to meet student needs. Mentoring, highlighted by Demir & Criswell (2019) and Petrovska et al. (2018), is crucial for teacher development—providing guidance, emotional support, and skill transfer from experienced to novice teachers. Mentoring helps new teachers' transition from theory to practice, strengthens classroom management, and builds confidence. It is a collaborative, cyclical process of planning, implementing, and refining strategies, with mentors offering cultural awareness and instructional expertise (Ikromova, 2020).

This study emphasizes the impact of master teachers' mentoring strategies on beginning teachers' professional growth, focusing on collaboration, instructional guidance, reflective practice, and classroom support. Findings suggest mentoring enhances pedagogical competence, confidence, and teaching effectiveness, though results are context-specific and influenced by factors like school culture and administrative support. Ultimately, structured mentoring programs can improve teacher retention, instructional quality, and student outcomes.

Literature Review

Master teachers in Philippine public schools play a crucial role in mentoring and supervising teachers (Teacher I–III) to ensure instructional quality. However, concerns about fairness and effectiveness of their evaluations have grown, often voiced on social media. Research shows that effective mentorship strongly influences teachers' professional growth, classroom management, and confidence. Mentoring provides guidance, feedback, emotional support, and skill transfer, helping novice teacher's transition from theory to practice

Grounded in Social Exchange Theory, mentoring is seen as a reciprocal relationship where both mentor and mentee benefit. Two main types exist: clear mentoring, which emphasizes unbiased feedback and reflective practice, and developmental mentoring, which is situational and gradual. Both aim to build competence, autonomy, and confidence in new teachers. Ultimately,

structured mentoring programs enhance teacher retention, instructional quality, and student outcomes, though effectiveness depends on mentors' skills, school culture, and administrative support.

II. METHODOLOGY

The study employed a descriptive–correlational research design. It was descriptive quantitative as it identified the characteristics of elementary school heads, including age, gender, civil status, highest educational attainment, length of administrative/teaching experience, seminars/training attended, mentoring practices of master teachers, and the impact of these practices on the professional development of beginning teachers. The correlational component determined the relationships among these variables without manipulation, consistent with Creswell and Creswell (2018) and Apuke (2017).

To ensure ethical standards, the researchers formally sought permission from the relevant office, submitted a transmittal letter to the Schools Division Superintendent, and collected data through structured questionnaires after approval. The data were tabulated, analyzed, and interpreted using appropriate descriptive and inferential statistical tools. Percentages and simple means described the degree of mentoring practices and their impact, while the sum of ranks measured the strength of relationships among variables. These statistical treatments, as noted by Salkind (2020) and Fraenkel, Wallen, & Hyun (2019), provided meaningful interpretation of patterns and associations within educational research data.

Procedure

The study utilized a descriptive–correlational research design to examine the challenges faced by schools and the influence of management and supervision on academic performance. This approach preserved the authenticity of data by identifying associations among variables in naturally occurring contexts without researcher intervention (Johnson & Christensen, 2020). It provided both quantitative and contextual insights into leadership behaviors and supervisory

mechanisms, with emphasis on Toledo City to generate context-specific findings for educational decision-making and leadership development.

Prior to data collection, the researcher secured formal permission from the Schools Division Office and school administrators to ensure compliance with institutional policies. Orientation meetings were conducted to inform participants of the study's purpose, scope, methods, and expected outcomes (Neuman, 2014). Ethical standards were upheld by emphasizing voluntary participation, anonymity, and penalty-free withdrawal, consistent with WHO (2011) guidelines. Informed consent was obtained to guarantee that participants clearly understood their roles, thereby strengthening the validity and ethical integrity of the study.

Data Processing

With the approval of the Schools Division Superintendent, the questionnaires were personally distributed to school heads and teachers to ensure a 100 percent retrieval rate. School heads unavailable during school visits were asked to complete the questionnaires during district meetings convened by the public schools' district supervisor. The procedure for answering the questionnaires was thoroughly explained, and ample time was provided for completion. After retrieval, teachers who indicated willingness to participate were identified, and all responses were treated with strict confidentiality.

During data processing, the researchers encountered challenges such as inconsistent or incomplete responses, which required careful data cleaning and verification. Organizing and encoding large volumes of data demanded meticulous attention to detail to avoid errors, while selecting and applying appropriate statistical tools posed additional difficulties. These issues were managed through systematic procedures and frequent validation to preserve the accuracy and reliability of the findings.

For qualitative sampling, convenience guided participant selection, but access depended on the availability of individuals willing to provide information. To strengthen credibility, the researcher documented how evidence was gathered and why specific participants were chosen,

consistent with Lincoln & Guba (1985). Access to participants and the research field was obtained by first consulting senior administrators in the school district and school board. Teachers and parents were then invited to participate, supported by flyers detailing the study's purpose, schedule, and focus group sessions

III. RESULTS AND DISCUSSION

This section presents the frequency distribution on the profile of the master teachers in terms of age, sex, civil status, highest educational attainment, position, number of years as a master teacher, and number of relevant trainings and seminars attended.

TABLE 1-8
FREQUENCY DISTRIBUTION ON THE PROFILE OF THE MASTER TEACHERS IN TERMS
OF AGE, SEX, CIVIL STATUS, HIGHEST EDUCATIONAL ATTAINMENT, POSITION,
NUMBER OF YEARS AS A MASTER TEACHER, AND NUMBER OF RELEVANT
TRAININGS AND SEMINARS ATTENDED

Category	Subcategory	Frequency	Percent (within category)
Age	30–36	12	20.0%
	37–43	17	28.3%
	44–50	16	26.7%
	51–57	9	15.0%
	58+	6	10.0%
Sex	Male	27	45.0%
	Female	33	55.0%
Civil Status	Single	23	38.3%
	Married	34	56.7%
	Separated	2	3.3%
	Widowed	1	1.7%
Educational Attainment	Doctorate Degree	3	5.0%
	Doctorate Units	7	11.7%
	Master's Degree	42	70.0%
Position	Master's Units	8	13.3%
	Master Teacher I	32	53.3%
	Master Teacher II	23	38.3%
	Master Teacher III	5	8.3%
Years as Master Teacher	1–3 years	21	35.0%
	4–6 years	2	3.3%
	7+ years	37	61.7%
Trainings/Seminars Attended	1–3	21	35.0%
	4–6	22	36.7%
	7+	17	28.3%

The respondents were predominantly in their mid-career stage, with the largest proportion aged 37–43 (28.3%) and 44–50 (26.7%), indicating that most master teachers had already accumulated substantial teaching experience and professional maturity. A smaller group belonged to younger (20%) and older age brackets (25%), which provided a balance of innovation and stability in mentoring roles.

In terms of sex, the distribution leaned slightly toward female (55%), reflecting the general trend in the teaching profession, though the near parity with males (45%) suggested inclusivity and diversity in mentoring perspectives.

Regarding civil status, the majority were married (56.7%), followed by single (38.3%), with only a few separated or widowed. Married respondents likely contributed stability and resilience, while single teachers offered flexibility and relatability to younger mentees.

Educational attainment was notably high, with 70% holding a master's degree and the rest either pursuing or completing doctoral studies. This demonstrated a strong commitment to advanced academic preparation, equipping mentors with deeper pedagogical knowledge and research-based practices.

In terms of position, most respondents were Master Teacher I (53.3%), followed by Master Teacher II (38.3%), and a small proportion of Master Teacher III (8.3%). This showed that mentoring responsibilities were widely shared across different ranks, ensuring layered support for beginning teachers.

Experience as master teachers was substantial, with 61.7% serving for more than seven years, signifying a seasoned workforce capable of handling complex mentoring challenges. Meanwhile, newer master teachers (35%) contributed fresh perspectives and adaptability.

Finally, professional development was actively pursued, as shown by seminar participation: 36.7% attended 4–6 trainings, 35% attended 1–3, and 28.3% attended 7 or more. This reflected continuous engagement in skill enhancement, ensuring that mentors remained updated with educational trends and strategies.

Overall, the profile depicted a highly qualified, experienced, and gender-diverse group of master teachers who combined academic preparation, professional maturity, and active participation in training. This diversity strengthened the mentoring system by blending innovation with experience, ultimately supporting the growth of beginning teachers and enhancing instructional quality.

This section presents the frequency distribution on the profile of teachers in terms of age, sex, civil status, highest educational attainment, position, number of relevant trainings and seminars attended.

TABLE 9-14
FREQUENCY DISTRIBUTION ON THE PROFILE OF TEACHERS IN TERMS OF AGE, SEX, CIVIL STATUS, HIGHEST EDUCATIONAL ATTAINMENT, POSITION, NUMBER OF RELEVANT TRAININGS AND SEMINARS ATTENDED

Category	Subcategory	Frequency	Percent (within cate
Age	30–36	27	11.3%
	37–43	54	22.5%
	44–50	99	41.3%
	51–57	37	15.4%
	58+	23	9.6%
Sex	Male	72	30.0%
	Female	168	70.0%
Civil Status	Single	54	22.5%
	Married	183	76.3%
	Separated	2	0.8%
	Widowed	1	0.4%
Educational Attainment	Bachelor's Degree	88	36.7%
	Master's Units	61	25.4%
	Master's Degree	89	37.1%
	Doctorate Units	2	0.8%
Position	Teacher I	58	24.2%
	Teacher II	36	15.0%
	Teacher III	146	60.8%
Trainings/Seminars Attended	1–3	51	21.3%
	4–6	102	42.5%
	7+	87	36.3%

The teacher-respondents were predominantly in their mid- to late-career stage, with the largest group aged 44–50 years (41.3%), followed by those aged 37–43 (22.5%). This indicates a mature workforce with substantial teaching experience, which is advantageous for instructional

quality and school performance. Younger teachers (11.3%) represent early-career educators who benefit most from structured mentoring, while older teachers (25%) contribute institutional knowledge but may require support in adapting to new pedagogical trends.

In terms of sex, the teaching workforce was female-dominated (70%), consistent with broader trends in basic education. This gender composition suggests nurturing and collaborative mentoring styles, though the presence of male teachers (30%) adds diversity in perspectives, particularly in leadership and classroom management.

Civil status data showed that the majority were married (76.3%), reflecting stability and maturity, while single teachers (22.5%) provided flexibility and openness to professional development. The small proportion of separated and widowed teachers highlighted diversity in personal circumstances, which mentoring programs can address by offering supportive and adaptive approaches.

Educational attainment revealed that more than half had pursued postgraduate studies, with 37.1% holding a master's degree and 25.4% with master's units, while 36.7% held a bachelor's degree. This indicates a relatively well-qualified workforce, though mentoring remains essential to bridge the gap between theoretical knowledge and classroom practice.

Position-wise, the majority were Teacher III (60.8%), signifying a strong base of experienced educators. Teacher I (24.2%) and Teacher II (15%) represented early- to mid-career stages, underscoring the importance of mentoring for career progression and skill development.

Professional development engagement was high, with 42.5% attending 4–6 trainings, 36.3% attending 7 or more, and 21.3% attending 1–3. This reflects active participation in continuous learning, though mentoring is crucial to ensure that training outcomes are effectively applied in classroom practice.

Overall, the profile depicts a mature, predominantly female, and academically qualified teaching workforce, with strong engagement in professional development. The findings emphasize the importance of mentoring as a continuous support mechanism—bridging theory

and practice, enhancing instructional quality, and sustaining professional growth across all age groups and career stages.

TABLE 20
SUMMARY RESULTS ON THE PERCEPTIONS OF MASTER TEACHERS ON MENTORING PRACTICES OF MASTER TEACHERS

Indicators	N	Mean	SD	Interpretation
instructional support	60	3.28	0.90	Sometimes Practiced
classroom management guidance	60	3.28	0.79	Sometimes Practiced
professional modeling	60	3.27	0.70	Sometimes Practiced
feedback and reflection	60	3.08	0.71	Sometimes Practiced
emotional and psychosocial support	60	2.93	0.75	Sometimes Practiced
Grand Mean	60	3.17	0.77	Sometimes Practiced

Legend	Range	Description
	4.21-5.00	Always Practiced
	3.41-4.20	Often Practiced
	2.61-3.40	Sometimes Practiced
	1.81-2.60	Rarely Practiced
	1.00-1.80	Never Practiced

The findings revealed that mentoring practices among master teachers were only moderately implemented, with a grand mean of 3.17 (SD = 0.77), interpreted as “Sometimes Practiced.” This suggests that while mentoring was present, it was not consistently applied at a high level. Among the domains, instructional support (M = 3.28, SD = 0.90) and classroom management guidance (M = 3.28, SD = 0.79) emerged as the strongest areas, closely followed by professional modeling (M = 3.27, SD = 0.70). In contrast, feedback and reflection (M = 3.08, SD = 0.71) and emotional support (M = 2.93, SD = 0.75) were comparatively weaker, indicating that mentoring was more focused on technical and instructional aspects rather than reflective and emotional dimensions.

This imbalance highlights the need for a more holistic mentoring approach that integrates instructional, reflective, and emotional support to fully address teacher development. In relation to

the Norwegian ITE model, which emphasizes the integration of research-based and practice-based knowledge, the results showed only partial alignment. While mentoring supported practical teaching to some extent, its lack of consistency and depth limited effectiveness. Overall, the findings underscore the importance of strengthening mentoring practices through structured programs, continuous training, and balanced support systems to enhance both instructional quality and teacher growth.

TABLE 26
SUMMARY RESULTS ON THE PERCEPTIONS OF TEACHERS ON MENTORING PRACTICES OF MASTER TEACHERS

Indicators	N	Mean	SD	Interpretation
Instructional Support	60	3.28	1.01	Sometimes Practiced
Classroom Management Guidance	60	3.74	0.7	Often Practiced
Professional Modeling	60	3.62	0.71	Often Practiced
Feedback And Reflection	60	3.6	0.75	Often Practiced
Emotional And Psychosocial Support	60	3.41	0.63	Often Practiced
Grand Mean	60	3.53	0.76	Often Practiced

<i>Legend</i>	<i>Range</i>	<i>Description</i>
	4.21-5.00	Always Practiced
	3.41-4.20	Often Practiced
	2.61-3.40	Sometimes Practiced
	1.81-2.60	Rarely Practiced
	1.00-1.80	Never Practiced

The findings showed that mentoring practices of master teachers were generally well-implemented, with a grand mean of 3.53 (SD = 0.76), interpreted as “Often Practiced.” This indicates that, from the teachers’ perspective, mentoring was consistently applied at a high level. Among the domains, classroom management guidance (M = 3.74, SD = 0.70) ranked highest, followed by professional modeling (M = 3.62, SD = 0.71) and feedback and reflection (M = 3.60, SD = 0.75). Meanwhile, instructional support (M = 3.28, SD = 1.01) was the lowest, though still moderately practiced. These results suggest that mentoring was strongest in practical and relational aspects, while instructional support was comparatively weaker.

This pattern aligns with literature on teacher education partnerships, which emphasizes that practical knowledge is often more effectively transmitted than theoretical knowledge. The findings highlight the importance of strengthening collaboration between mentors and teachers to ensure

that instructional support is as robust as other mentoring domains. By fostering balanced partnerships that integrate both theory and practice, mentoring programs can better sustain teacher development. Overall, the results indicate that mentoring practices were effective, but there remains a need to enhance instructional support to achieve a more holistic and balanced mentoring system.

This section presents the perceptions of master teachers on the effect of mentoring practices to the professional development of the beginning teachers in terms of pedagogical competence, classroom management effectiveness, professional confidence, and professional growth and commitment

TABLE 31
SUMMARY RESULTS ON THE PERCEPTIONS OF MASTER TEACHERS ON THE EFFECT OF MENTORING PRACTICES TO THE PROFESSIONAL DEVELOPMENT OF THE BEGINNING TEACHERS

Indicators	N	Mean	SD	Interpretation
pedagogical competence	60	2.95	0.61	Moderate Effect
classroom management effectiveness	60	3.17	0.75	Moderate Effect
professional confidence	60	3.01	0.63	Moderate Effect
professional growth and commitment	60	3.09	0.80	Moderate Effect
Grand Mean	60	3.06	0.70	Moderate Effect

Legend	Range	Description
	4.21-5.00	Very High Effect
	3.41-4.20	High Effect
	2.61-3.40	Moderate Effect
	1.81-2.60	Low Effect
	1.00-1.80	No Effect

The findings revealed that the perceived effects of mentoring practices on the professional development of beginning teachers were moderate, with a grand mean of 3.06 (SD = 0.70), interpreted as “Moderate Effect.” This indicates that while mentoring contributed positively to teacher development, its overall impact was not strong enough to be considered highly effective. Among the domains, classroom management effectiveness (M = 3.17, SD = 0.75) ranked highest, followed by professional growth and commitment (M = 3.09, SD = 0.80), professional confidence (M = 3.01, SD = 0.63), and pedagogical competence (M = 2.95, SD = 0.61). This pattern suggests that mentoring was more effective in practical and behavioral aspects than in instructional and cognitive domains.

The results highlight a gap between the intended role of mentoring and its actual impact. While mentoring provided support, it lacked the intensity, structure, and consistency needed to produce high-level outcomes. This is particularly significant in modern education, which requires teachers to adapt to new learning modalities and continuously refine their skills. The moderate effect also suggests that the roles of master teachers as coaches and mentors were not fully optimized, limiting the potential of mentoring to drive stronger professional growth.

In relation to teacher retention, the findings underscore the importance of strengthening mentoring programs. More comprehensive and structured support can enhance teachers' confidence, competence, and commitment, thereby reducing attrition. Overall, mentoring practices had a positive but limited effect on professional development, pointing to the need for improved quality, consistency, and scope of mentoring to achieve higher levels of effectiveness and sustain the long-term growth of beginning teachers.

This section presents the test of relationship between the master teachers' perceived mentoring practices of master teachers, effect of mentoring practices to the professional development of the beginning teachers, and performance.

TABLE 33
PEARSON R CORRELATION ON TEST OF RELATIONSHIP BETWEEN THE MASTER TEACHERS' PERCEIVED MENTORING PRACTICES OF MASTER TEACHERS, EFFECT OF MENTORING PRACTICES TO THE PROFESSIONAL DEVELOPMENT OF THE BEGINNING TEACHERS, AND PERFORMANCE

mentoring practices of master teachers	Pearson Correlation	.637**	.581**	.598**	.086	.634**	1	.602**	.008	.150	.365**	.522**	.013
	Sig. (2-tailed)	.000	.000	.000	.513	.000		.000	.952	.251	.004	.000	.923
	N	60	60	60	60	60	60	60	60	60	60	60	60
pedagogical competence	Pearson Correlation	.570**	.127	.410**	.276*	.196	.602**	1	.158	.115	.382**	.754**	-.046
	Sig. (2-tailed)	.000	.333	.001	.033	.133	.000		.227	.383	.003	.000	.728
	N	60	60	60	60	60	60	60	60	60	60	60	60
classroom management effectiveness	Pearson Correlation	.380**	-.190	.201	.064	-.417**	.008	.158	1	-.079	-.491**	.256*	-.035
	Sig. (2-tailed)	.003	.147	.123	.626	.001	.952	.227		.547	.000	.048	.790
	N	60	60	60	60	60	60	60	60	60	60	60	60
professional confidence	Pearson Correlation	-.069	.322*	-.115	-.086	.301*	.150	.115	-.079	1	.251	.529**	-.018
	Sig. (2-tailed)	.598	.012	.380	.514	.020	.251	.383	.547		.053	.000	.891
	N	60	60	60	60	60	60	60	60	60	60	60	60
professional growth and commitment	Pearson Correlation	.023	.453**	-.120	.212	.402**	.365**	.382**	-.491**	.251	1	.603**	-.036
	Sig. (2-tailed)	.861	.000	.361	.105	.001	.004	.003	.000	.053		.000	.784
	N	60	60	60	60	60	60	60	60	60	60	60	60
Performance	Pearson Correlation	.001	.013	.045	-.038	.004	.013	-.046	-.035	-.018	-.036	-.066	1
	Sig. (2-tailed)	.994	.920	.734	.774	.976	.923	.728	.790	.891	.784	.619	
	N	60	60	60	60	60	60	60	60	60	60	60	60
*. Correlation is significant at the 0.05 level (2-tailed).													
**. Correlation is significant at the 0.01 level (2-tailed).													

This section presents the test of relationship between the teachers' perceived mentoring practices of master teachers, effect of mentoring practices to the professional development of the beginning teachers, and performance.

TABLE 34
PEARSON R CORRELATION ON TEST OF RELATIONSHIP BETWEEN THE TEACHERS' PERCEIVED MENTORING PRACTICES OF MASTER TEACHERS, EFFECT OF MENTORING PRACTICES TO THE PROFESSIONAL DEVELOPMENT OF THE BEGINNING TEACHERS

Variables		Instruct ional Support	Class room Mana geme nt Guid ance	Profe ssion al Mode ling	Feedback and Reflection	Emotional and Psychologica l Support	Mentoring practices of master teachers	Pedago gical compe tence	Classroom management effectiveness	Professional confidence	Professional growth and commitment	Effect of mentoring practices to the professional development of the beginning teachers	Performance
Instructional Support	Pearson Correlation	1	.046	-.209**	.053	.112	.518**	.085	-.319**	.153	.329**	.068	.009
	Sig. (2-tailed)		.479	.001	.418	.083	.000	.190	.000	.018	.000	.291	.894
	N	240	240	240	240	240	240	240	240	240	240	240	240
Classroom Management Guidance	Pearson Correlation	.046	1	.082	-.170**	.121	.407**	.209**	.001	.014	.357**	.252**	.023
	Sig. (2-tailed)	.479		.206	.008	.060	.000	.001	.991	.834	.000	.000	.728
	N	240	240	240	240	240	240	240	240	240	240	240	240
Professional Modeling	Pearson Correlation	-.209**	.082	1	.201**	.070	.462**	.235**	.455**	-.341**	-.177**	.163	.027
	Sig. (2-tailed)	.001	.206		.002	.278	.000	.000	.000	.000	.006	.011	.673
	N	240	240	240	240	240	240	240	240	240	240	240	240
Feedback and Reflection	Pearson Correlation	.053	-.170**	.201**	1	.169**	.516**	-.016	.396**	-.062	.217**	.238**	.016
	Sig. (2-tailed)	.418	.008	.002		.009	.000	.804	.000	.341	.001	.000	.809
	N	240	240	240	240	240	240	240	240	240	240	240	240
Emotional and Psychological Support	Pearson Correlation	.112	.121	.070	.169**	1	.506**	.644**	.480**	.366**	.222**	.831**	.035
	Sig. (2-tailed)	.083	.060	.278	.009		.000	.000	.000	.000	.001	.000	.593
	N	240	240	240	240	240	240	240	240	240	240	240	240
mentoring practices of master teachers	Pearson Correlation	.518**	.407**	.462**	.516**	.506**	1	.414**	.336**	.022	.390**	.551**	.042
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.740	.000	.000	.517
	N	240	240	240	240	240	240	240	240	240	240	240	240
pedagogical competence	Pearson Correlation	.085	.209**	.235**	-.016	.644**	.414**	1	.613**	-.165	-.136	.765**	.031
	Sig. (2-tailed)	.190	.001	.000	.804	.000	.000		.000	.010	.036	.000	.628
	N	240	240	240	240	240	240	240	240	240	240	240	240
classroom management effectiveness	Pearson Correlation	-.319**	.001	.455**	.396**	.480**	.336**	.613**	1	-.215**	-.183**	.697**	-.003
	Sig. (2-tailed)	.000	.991	.000	.000	.000	.000	.000		.001	.004	.000	.963
	N	240	240	240	240	240	240	240	240	240	240	240	240
professional confidence	Pearson Correlation	.153	.014	-.341**	-.062	.366**	.022	-.165	-.215**	1	.266**	.287**	-.031
	Sig. (2-tailed)	.018	.834	.000	.341	.000	.740	.010	.001		.000	.000	.636
	N	240	240	240	240	240	240	240	240	240	240	240	240
professional growth and commitment	Pearson Correlation	.329**	.357**	-.177**	.217**	.222**	.390**	-.136	-.183**	.266**	1	.290**	-.010
	Sig. (2-tailed)	.000	.000	.006	.001	.001	.000	.036	.004	.000		.000	.877
	N	240	240	240	240	240	240	240	240	240	240	240	240
effect of mentoring practices to the professional development of the beginning teachers	Pearson Correlation	.068	.252**	.163	.238**	.831**	.551**	.765**	.697**	.287**	.290**	1	.001
	Sig. (2-tailed)	.291	.000	.011	.000	.000	.000	.000	.000	.000	.000		.988
	N	240	240	240	240	240	240	240	240	240	240	240	240
Performance	Pearson Correlation	.009	.023	.027	.016	.035	.042	.031	-.003	-.031	-.010	.001	1
	Sig. (2-tailed)	.894	.728	.673	.809	.593	.517	.628	.963	.636	.877	.988	
	N	240	240	240	240	240	240	240	240	240	240	240	240
**. Correlation is significant at the 0.01 level (2-tailed).													
*. Correlation is significant at the 0.05 level (2-tailed).													

This section presents the mentoring challenges encountered by the master teachers.

TABLE 35
RANKING OF MENTORING CHALLENGES ENCOUNTERED BY MASTER TEACHERS

Mentoring Challenges	N	% of Responses	Rank
1. Limited time for mentoring due to heavy workload	52	86.7%	1
2. Balancing mentoring responsibilities with teaching duties	50	83.3%	2
3. Lack of formal training in mentoring skills	48	80.0%	3
4. Insufficient support from school administration	45	75.0%	4
5. Difficulty addressing diverse needs of beginning teachers	43	71.7%	5
6. Inconsistent participation or engagement of mentees	41	68.3%	6
7. Limited resources and instructional materials for mentoring	39	65.0%	7
8. Challenges in providing constructive and timely feedback	37	61.7%	8
9. Managing emotional and psychosocial concerns of mentees	35	58.3%	9
10. Lack of clear mentoring guidelines and structured programs	33	55.0%	10

The findings revealed several significant challenges that hinder the effective implementation of mentoring practices among master teachers. The most pressing issue was limited time for mentoring due to heavy workload (86.7%, Rank 1), reflecting the burden of balancing instructional and administrative responsibilities. Closely related was the challenge of balancing mentoring with teaching duties (83.3%, Rank 2), which suggests that mentoring is often treated as an additional task rather than an integrated professional role. Another major concern was the lack of formal training in mentoring skills (80.0%, Rank 3), indicating that many master teachers are expected to mentor without sufficient preparation, thereby limiting the quality of support they can provide.

Institutional factors also played a role, with insufficient support from school administration (75.0%, Rank 4) undermining the sustainability of mentoring programs. Additionally, difficulty addressing diverse needs of beginning teachers (71.7%, Rank 5) highlighted the complexity of mentoring in varied classroom contexts. Other challenges included inconsistent mentee participation (68.3%), limited resources (65.0%), and difficulty providing timely feedback (61.7%), all of which point to operational gaps. Lower-ranked but still relevant issues were emotional and psychosocial support (58.3%) and the lack of structured mentoring guidelines (55.0%), suggesting that mentoring remains unsystematic and unevenly applied.

Overall, these challenges emphasize that while mentoring is recognized as vital, its effectiveness is constrained by time pressures, lack of training, limited institutional support, and operational inconsistencies. From the perspective of Social Exchange Theory, the mentoring relationship suffers when mentors are overburdened or under-supported, disrupting the balance of reciprocal benefits and weakening feedback cycles. The findings underscore the need for structured mentoring programs, administrative reinforcement, and continuous training to ensure that mentoring fulfills its role in enhancing teacher competence, confidence, and resilience.

This section presents the mentoring challenges encountered by the teachers.

TABLE 36
RANKING OF MENTORING CHALLENGES ENCOUNTERED BY TEACHERS

Mentoring Challenges	N	% of Responses	Rank
1. Limited time to engage in mentoring sessions due to workload	198	82.5%	1
2. Inconsistent availability of master teachers for guidance	190	79.2%	2
3. Lack of immediate and timely feedback after observations	185	77.1%	3
4. Difficulty applying mentoring suggestions in real classroom situations	178	74.2%	4
5. Insufficient emotional and psychosocial support from mentors	170	70.8%	5
6. Limited opportunities for hands-on demonstration or modeling	165	68.8%	6
7. Lack of individualized mentoring approaches based on needs	160	66.7%	7
8. Communication gaps between mentor and mentee	155	64.6%	8
9. Limited access to instructional resources and materials	148	61.7%	9
10. Unclear expectations and mentoring guidelines	140	58.3%	10

The findings revealed several mentoring challenges encountered by teachers (mentees), reflecting both structural and relational constraints in the mentoring process. The most pressing issue was limited time to engage in mentoring sessions due to workload (82.5%, Rank 1), showing that heavy responsibilities hinder meaningful participation. This was followed by inconsistent availability of master teachers (79.2%, Rank 2), which disrupted continuity and weakened developmental impact. Another major concern was the lack of immediate and timely feedback (77.1%, Rank 3), limiting teachers' ability to reflect and improve instructional practices in real time.

Further challenges included difficulty applying mentoring suggestions in classroom contexts (74.2%, Rank 4), underscoring the gap between theory and practice, and insufficient emotional and psychosocial support (70.8%, Rank 5), which weakened relational mentoring. Limited opportunities for hands-on demonstration (68.8%), lack of individualized mentoring (66.7%), communication gaps (64.6%), and limited resources (61.7%) also reflected inconsistencies in mentoring delivery. Lastly, unclear expectations and guidelines (58.3%, Rank 10) suggested that mentoring structures were present but not fully standardized.

Overall, these challenges highlight that mentees experience mentoring as constrained by workload pressures, mentor availability, weak feedback mechanisms, and limited emotional support. From the lens of Social Exchange Theory, these issues disrupt the balance of reciprocal benefits, weakening trust and engagement in the mentoring relationship. The findings emphasize the need to improve scheduling systems, strengthen feedback processes, enhance mentor accessibility, and foster emotionally supportive environments to maximize the effectiveness of mentoring and better support the professional growth of beginning teachers.

IV. CONCLUSION

The study found that mentoring practices of master teachers significantly foster the professional development of beginning teachers, particularly in pedagogical competence, classroom management, and overall growth. However, mentoring showed limited direct impact on measurable performance outcomes, underscoring its developmental rather than evaluative role.

Teacher profile variables (age, sex, civil status, position, experience, education, and training) partially influenced mentoring effectiveness, indicating outcomes vary across contexts. Both mentors and mentees faced challenges such as time constraints, workload, lack of training, inconsistent practices, insufficient feedback, and communication gaps, reflecting systemic weaknesses in implementation. Grounded in psychological and professional development theories, mentoring was shown to enhance autonomy, competence, and relatedness when applied effectively. Overall, mentoring remains essential for teacher development, but its success depends on strengthening institutional, structural, and operational support systems.

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