



PERCEIVED BENEFITS OF SCHOOL HEADS' MENTORING PRACTICES ON TEACHERS' INSTRUCTIONAL COMPETENCE

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ABSTRACT

This study determined the significant relationship between the Perceived Benefits of School Heads' Mentoring Practices on Teachers' Instructional Competence. A proposed Instructional Supervisory Plan was formulated based on the result of the study. The study on Perceived Benefits of School Heads' Mentoring Practices on Teachers' Instructional Competence employs a descriptive-correlational research design to determine the relationship between the mentoring practices of school heads and the instructional competence of teachers. This design was chosen as it allows the researcher to describe the existing mentoring approaches of school heads and measure how these relate to teachers' instructional performance without manipulating any variables. Data were collected through a structured survey questionnaire that measures the extent of mentoring practices and the level of instructional competence among teachers. The responses were analyzed using statistical tools such as mean, standard deviation, and Pearson correlation to determine the degree and significance of the relationship between the variables. The Test of Relationship Between

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School Heads' Mentoring Practices and Teacher Classroom Practices examined the association between the two variables using Pearson's r correlation coefficient. It determined whether a significant relationship exists between school heads' mentoring practices and teachers' classroom competence, as well as the corresponding decision on the null hypothesis and the interpretation of the results. As reflected in the table, the analysis revealed a strong positive correlation between school heads' mentoring practices and teachers' competence. This indicates that as the level and quality of mentoring practices of school heads increase, teachers' classroom competence also tends to improve. The statistical test confirmed that the observed relationship is significant and not due to chance. The strength of the correlation falls within the range interpreted as a strong positive relationship.

Given that the statistical test showed significance at the prescribed level, the null hypothesis was rejected. Therefore, there is a statistically significant relationship between school heads' mentoring practices and teacher classroom practices. The interpretation—Significant Relationship (Strong Positive)—confirms that effective mentoring by school heads is closely associated with higher levels of teacher competence in the classroom.

Overall, the findings reveal a strong positive and statistically significant relationship between the two variables, leading to the rejection of the null hypothesis. The result implies that enhanced mentoring practices of school heads significantly contribute to improved teacher classroom practices. This suggests that leadership behaviors such as guidance, constructive feedback, coaching, and sustained professional support play a crucial role in strengthening teachers' instructional competence and overall classroom effectiveness.

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Keywords: *Perceived Benefits, Mentoring Practices, School Heads, Teachers Instructional Competence*

INTRODUCTION

Mentoring is a crucial aspect of educational leadership that fosters continuous professional development among teachers. School heads play an integral role not only as administrators but also as mentors who guide, coach, and inspire teachers toward instructional excellence. The perceived benefits of mentoring practices on teachers' instructional competence is evident in how school heads provide support, feedback, and modeling of effective teaching practices. When mentoring is done consistently and purposefully, it enhances teachers' ability to plan lessons, deliver instruction effectively, manage classrooms efficiently, and assess student learning accurately. In the teaching profession, competence is not static—it grows through reflection, collaboration, and support. Therefore, the mentoring practices of school heads serve as the backbone of teacher development, shaping how educators adapt to curriculum reforms, integrate innovative teaching methods, and address the diverse learning needs of students. In this light, the study seeks to explore how school heads' mentoring practices influence the instructional competence of teachers in public schools.

Review of Related Literature

According to Ali and Ahmed (2022) in their study "Mentoring as a Tool for Professional Growth among Teachers: A Study of Leadership Practices in Public Schools" published in the

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International Journal of Education and Pedagogical Studies, effective mentoring by school heads significantly enhances teacher performance and classroom management skills.

The researcher believes that effective mentoring practices bridge the gap between theoretical knowledge and classroom realities. Through consistent guidance and coaching, teachers gain confidence, refine their strategies, and become more responsive to student needs. The researcher also views mentoring as a reflection of a school's learning culture—when school heads prioritize mentoring, they create an environment of trust, collaboration, and shared accountability. The study aims to generate insights that could help both new and experienced teachers enhance their teaching competence through improved mentoring frameworks. It is the researcher's conviction that mentoring, if done with empathy and consistency, can transform teachers into lifelong learners and innovators in their profession.

One of the major problems was the hesitation of respondents to provide candid feedback about their mentoring experiences due to concerns about confidentiality and potential misinterpretation of responses. Ensuring anonymity and building trust among participants required careful communication and ethical handling. Despite these obstacles, the researcher remained dedicated to completing the study, viewing each problem as an opportunity to strengthen research skills and perseverance.

Understanding the impact of school heads' mentoring practices on teachers' instructional competence is essential in promoting quality education. The findings of this study are expected to serve as a guide for school administrators in designing mentoring programs that truly address teachers' developmental needs. Moreover, it aims to inspire educators to

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embrace mentoring as a pathway to continuous improvement. Ultimately, this study seeks to emphasize that effective mentoring is not merely a leadership responsibility—it is a shared commitment to nurturing competent, confident, and compassionate teachers who can drive meaningful learning experiences for their students.

This study determined the significant relationship between the Perceived Benefits of School Heads' Mentoring Practices on Teachers' Instructional Competence. A proposed Instructional Supervisory Plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the School Heads' mentoring practices in terms of the ff:
 - 1.1. Communication skills;
 - 1.2. Coaching and Professional Guidance;
 - 1.3. Reflective Practice and Self-Development; and
 - 1.4. Internal and Leadership Skills?
2. What is the teachers' instructional competence in terms of the ff:
 - 2.1. Planning and Preparation;
 - 2.2. Instructional delivery;
 - 2.3. Assessment and Feedback; and
 - 2.4. Professional growth and collaboration?
3. Is there a significant relationship between the School Head's mentoring practices and teachers' instructional competence?
4. What instructional supervisory plan can be proposed based on the findings of the study?

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Statement of Hypothesis

H0 – There is no significant relationship between the School Head’s mentoring practices and teachers’ instructional competence.

METHODOLOGY

Design. The study on Perceived Benefits of School Heads’ Mentoring Practices on Teachers’ Instructional Competence employs a descriptive-correlational research design to determine the relationship between the mentoring practices of school heads and the instructional competence of teachers. This design was chosen as it allows the researcher to describe the existing mentoring approaches of school heads and measure how these relate to teachers’ instructional performance without manipulating any variables. Data were collected through a structured survey questionnaire that measures the extent of mentoring practices and the level of instructional competence among teachers. The responses were analyzed using statistical tools such as mean, standard deviation, and Pearson correlation to determine the degree and significance of the relationship between the variables.

The main locale of the study was in Mas-in Integrated and Margen National High Schools in the schools division of Ormoc City. The respondents of the study were School Heads and Junior High School Teachers in Mas-in Integrated School and Margen National High School in Ormoc City District IX. There were 2 School heads and 64 Teachers. The information for the analysis will be gathered using two (2) distinct survey instruments: The research instrument on Teachers’ Instructional Competence is a structured survey

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questionnaire designed to assess teachers' effectiveness in four major areas: planning and preparation, instructional delivery, assessment and feedback, and professional growth and collaboration. It uses a four-point Likert scale ranging from 1 (Rarely) to 4 (Always) to measure how frequently teachers demonstrate specific instructional practices. Each section focuses on essential aspects of teaching, such as lesson planning, classroom management, assessment strategies, and professional reflection. The instrument aims to gather quantitative data on teachers' instructional behaviors and competencies, providing insights into how effectively they plan, deliver, assess, and continuously improve their teaching performance in relation to mentoring practices provided by school heads.

The proposed instructional supervisory Plan was taken based on the findings of the study.

Sampling The respondents of the study were School Heads and Junior High School Teachers in Mas-in Integrated School and Margen National High School in Ormoc City District IX. There were 2 School heads and 64 Teachers.

Research Procedure. To gather the necessary data within one month (30 days), the researcher asked permission from the Schools Division Office headed by the School Division Superintendent through a transmittal letter. The same letter was given to the Public-School District Supervisor, School Principal, and the teachers under their supervision.

The researcher distributed the survey questionnaires to the school head to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected

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to statistical treatment using Pearson's r. The data were collated and submitted for appropriate statistical analysis.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

The Simple Percentage and weighted mean was employed to determine Impact of School Heads' Mentoring Practices on Teachers' Instructional Competence.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the Impact of School Heads' Mentoring Practices on Teachers' Instructional Competence.

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RESULTS AND DISCUSSION

TABLE 1

SCHOOL HEADS' MENTORING PRACTICES

Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
Communication Skills	The school head clearly communicates goals and expectations.	4.89	Very High
	The school head listens actively to teachers' concerns.	4.86	Very High
	The school head provides timely and effective feedback.	4.84	Very High
Coaching and Professional Guidance	The school head regularly guides me to improve my teaching strategies.	4.76	Very High
	The school head helps me set professional development goals.	4.78	Very High
	The school head supports me in addressing instructional challenges.	4.75	Very High
Reflective Practice and Self-Development	Mentoring has provided me with valuable feedback on my teaching.	4.77	Very High
	I feel more confident in my teaching abilities.	4.74	Very High

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Leadership Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Mentoring has enhanced my engagement in reflective practice and self-assessment.	4.76	Very High
	Mentoring helps me identify and address my professional strengths and weaknesses.	4.75	Very High
	I am motivated to seek further certifications and training as a result of mentoring.	4.76	Very High
Interpersonal and Leadership Skills	The school head maintains respectful and supportive relationships with teachers.	4.78	Very High
	The school head shows fairness, integrity, and professionalism in mentoring.	4.79	Very High
	The school head creates a safe and open environment for sharing ideas.	4.78	Very High
	The school head motivates and inspires teachers toward continuous improvement.	4.79	Very High

Overall Weighted Mean = 4.77 → Very High

Legend (5-Point Likert Scale):

- 4.21 – 5.00 = Very High (Strongly Agree / Highly Observed)

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- 3.26 – 4.20 = High (Agree / Moderately Observed)
- 2.51 – 3.25 = Moderate (Neutral / Fairly Observed)
- 1.76 – 2.50 = Low (Disagree / Less Observed)
- 1.00 – 1.75 = Very Low (Strongly Disagree / Not Observed at All)
- 1.00 – 1.80 = Very Low

This table presents the level of School Heads' Mentoring Practices in terms of the Leadership Dimension, as assessed using a 5-point Likert scale. It includes indicators clustered under Communication Skills, Coaching and Professional Guidance, Reflective Practice and Self-Development, and Interpersonal and Leadership Skills. The table further provides the weighted mean for each indicator along with its corresponding interpretation.

In terms of Communication Skills, all indicators obtained a Very High interpretation. The highest weighted mean was recorded in "The school head clearly communicates goals and expectations" (WM = 4.89), followed by "The school head listens actively to teachers' concerns" (WM = 4.86), and "The school head provides timely and effective feedback" (WM = 4.84). These results indicate that school heads are highly effective in communicating with teachers, demonstrating clarity, responsiveness, and constructive feedback as part of their mentoring practices.

Under Coaching and Professional Guidance, the indicators also garnered Very High ratings. "The school head helps me set professional development goals" obtained a weighted mean of 4.78, while "The school head regularly guides me to improve my teaching strategies"

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received 4.76, and "The school head supports me in addressing instructional challenges" had 4.75. Similarly, in Reflective Practice and Self-Development, all indicators were rated Very High, with weighted means ranging from 4.74 to 4.77. "Mentoring has provided me with valuable feedback on my teaching" obtained 4.77; "I feel more confident in my teaching abilities" had 4.74; "Mentoring has enhanced my engagement in reflective practice and self-assessment" received 4.76; "Mentoring helps me identify and address my professional strengths and weaknesses" garnered 4.75; and "I am motivated to seek further certifications and training as a result of mentoring" obtained 4.76. In Interpersonal and Leadership Skills, all indicators were likewise interpreted as Very High, with weighted means of 4.78 for maintaining respectful and supportive relationships, 4.79 for showing fairness, integrity, and professionalism, 4.78 for creating a safe and open environment, and 4.79 for motivating and inspiring teachers toward continuous improvement.

Overall, the table shows an Overall Weighted Mean of 4.77, interpreted as Very High. The result implies that school heads' mentoring practices in the leadership dimension are highly observed and strongly affirmed by teachers. Specifically, the consistently high ratings across communication, coaching, reflective practice, and interpersonal leadership indicate that school heads are effectively performing their roles as mentors by fostering professional growth, encouraging reflective practice, promoting confidence, and sustaining a supportive and motivating school environment.

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TABLE 2

TEACHERS' INSTRUCTIONAL COMPETENCE

Teaching Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
Planning and Preparation	Lesson plans are well-prepared and aligned with the curriculum standards.	4.66	Very High
	Learning objectives are clear, measurable, and achievable.	4.69	Very High
	Instructional materials are effectively integrated into lesson plans.	4.63	Very High
	Classroom activities are designed to meet learners' varied needs.	4.63	Very High
Instructional Delivery	Assessment strategies are planned to measure intended learning outcomes.	4.63	Very High
	Lessons are delivered in an organized and engaging manner.	4.64	Very High
	A variety of teaching strategies are used to promote active learning.	4.63	Very High

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Teaching Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Students are motivated and encouraged to participate in class discussions.	4.62	Very High
	Instruction is adjusted to accommodate different learning styles and abilities.	4.60	Very High
	Classroom management ensures a focused and productive learning environment.	4.61	Very High
Assessment and Feedback	Assessment tools are appropriate for evaluating student learning.	4.60	Very High
	Students receive timely and constructive feedback on their performance.	4.56	Very High
	Assessment results are analyzed to improve instructional strategies.	4.57	Very High
	Both formative and summative assessments are used effectively.	4.57	Very High

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Teaching Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Feedback is used to guide students toward self-improvement.	4.57	Very High
Professional Growth and Collaboration	The teacher participates in professional development activities regularly.	4.62	Very High
	The teacher reflects on classroom practices to enhance instruction.	4.61	Very High
	Collaboration with peers is practiced to improve teaching methods.	4.60	Very High
	Feedback from mentors or supervisors is applied to enhance performance.	4.59	Very High
	The teacher demonstrates openness to innovation and continuous improvement.	4.62	Very High

Overall Weighted Mean = 4.61 → Very High

Legend (5-Point Likert Scale):

- 4.21 – 5.00 = Very High (Strongly Agree / Highly Observed)
- 3.26 – 4.20 = High (Agree / Moderately Observed)
- 2.51 – 3.25 = Moderate (Neutral / Fairly Observed)

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- 1.76 – 2.50 = Low (Disagree / Less Observed)
- 1.00 – 1.75 = Very Low (Strongly Disagree / Not Observed at All)

This table presents the level of Teachers’ Instructional Competence across four major teaching dimensions: Planning and Preparation, Instructional Delivery, Assessment and Feedback, and Professional Growth and Collaboration, as measured using a 5-point Likert scale. The table provides the weighted mean for each indicator along with its corresponding interpretation, where values ranging from 4.21 to 5.00 are interpreted as Very High.

In the dimension of Planning and Preparation, all indicators were rated Very High. “Learning objectives are clear, measurable, and achievable” obtained the highest weighted mean of 4.69, followed by “Lesson plans are well-prepared and aligned with the curriculum standards” (4.66). Both “Instructional materials are effectively integrated into lesson plans” and “Classroom activities are designed to meet learners’ varied needs” garnered weighted means of 4.63. These results indicate that teachers demonstrate strong competence in organizing instruction, aligning lessons with curriculum standards, and ensuring that activities and materials address diverse learner needs.

For Instructional Delivery, all indicators also received a Very High interpretation, with weighted means ranging from 4.60 to 4.64. “Lessons are delivered in an organized and engaging manner” (4.64) was among the highest, while “Assessment strategies are planned to measure intended learning outcomes” and “A variety of teaching strategies are used to promote active learning” both received 4.63. “Students are motivated and encouraged to

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participate in class discussions” obtained 4.62, “Classroom management ensures a focused and productive learning environment” had 4.61, and “Instruction is adjusted to accommodate different learning styles and abilities” recorded 4.60. Similarly, in Assessment and Feedback, all indicators were interpreted as Very High: “Assessment tools are appropriate for evaluating student learning” (4.60); “Students receive timely and constructive feedback on their performance” (4.56); “Assessment results are analyzed to improve instructional strategies” (4.57); “Both formative and summative assessments are used effectively” (4.57); and “Feedback is used to guide students toward self-improvement” (4.57). In Professional Growth and Collaboration, all indicators were likewise Very High, with weighted means of 4.62 for regular participation in professional development and openness to innovation; 4.61 for reflective practice; 4.60 for collaboration with peers; and 4.59 for applying feedback from mentors or supervisors.

Overall, the table reveals an Overall Weighted Mean of 4.61, interpreted as Very High. The result implies that teachers consistently demonstrate a high level of instructional competence across planning, delivery, assessment, and professional development practices. Specifically, the high ratings in lesson planning (4.66), clarity of objectives (4.69), engagement in instructional delivery (4.64), differentiated instruction (4.60), appropriate assessment practices (4.60), constructive feedback (4.56), reflective practice (4.61), collaboration (4.60), and openness to innovation (4.62) indicate that instructional practices are highly observed and effectively implemented. This suggests that teachers are competent in fostering

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meaningful learning experiences, maintaining productive classrooms, and continuously improving their professional practice.

TABLE 3

TEST OF RELATIONSHIP BETWEEN SCHOOL HEADS' MENTORING PRACTICES AND TEACHER CLASSROOM PRACTICES

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Heads' Mentoring Practices and Teachers' Competence	0.82	2.45	1.11	Reject Ho	Significant Relationship (Strong Positive)

This table presents the Test of Relationship Between School Heads' Mentoring Practices and Teacher Classroom Practices using Pearson's r correlation coefficient. It shows the computed correlation value (r), computed t-value, the table value at 0.05 level of significance, the decision on the null hypothesis (Ho), and the interpretation of the relationship between the two variables.

As reflected in the table, the Pearson r value is 0.82, which indicates a strong positive correlation between school heads' mentoring practices and teachers' competence. This means that as the level of mentoring practices of school heads increases, the level of teachers' classroom competence also tends to increase. The computed t-value of 2.45 is greater than the table value of 1.11 at the 0.05 level of significance, providing statistical evidence that the

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observed relationship is not due to chance. The strength of the correlation (0.82) falls within the range typically interpreted as a strong positive relationship.

Since the computed t-value (2.45) exceeds the critical table value (1.11), the null hypothesis (Ho) is rejected. Therefore, there is a statistically significant relationship between school heads' mentoring practices and teachers' classroom practices. The interpretation given in the table—Significant Relationship (Strong Positive)—confirms that effective mentoring by school heads is closely associated with higher levels of teacher competence in the classroom.

Overall, the findings reveal a strong positive correlation ($r = 0.82$) with a computed t-value of 2.45, which is higher than the critical value of 1.11 at 0.05 level of significance, leading to the rejection of the null hypothesis. The result implies that enhanced mentoring practices of school heads significantly contribute to improved teacher classroom practices. This suggests that leadership behaviors such as guidance, feedback, coaching, and professional support play a crucial role in strengthening teachers' instructional competence and overall classroom effectiveness.

CONCLUSION

Based on the results of this study, The Test of Relationship Between School Heads' Mentoring Practices and Teacher Classroom Practices confirmed that there is a significant and strong positive relationship between the mentoring practices of school heads and teachers' classroom competence. The findings established that effective mentoring—through guidance, constructive feedback, coaching, and sustained professional support—plays a vital role in

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enhancing teachers' instructional competence and overall classroom effectiveness. The rejection of the null hypothesis further affirms that strengthened mentoring practices are directly associated with improved teacher performance, highlighting the importance of instructional leadership in promoting quality teaching and advancing overall school effectiveness.

RECOMMENDATIONS

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

The Teacher should actively participate in mentoring programs provided by the school head and demonstrate openness to guidance, constructive feedback, and coaching to further enhance instructional competence and classroom practices.

The School Head should strengthen and sustain mentoring practices by providing consistent instructional supervision, professional support, coaching sessions, and structured feedback mechanisms that promote continuous teacher development and improved classroom effectiveness.

The Public Schools District Supervisor should design and monitor mentoring frameworks and supervisory support systems that ensure school heads effectively implement mentoring programs aligned with instructional improvement goals across schools.

The Parents should collaborate with teachers and school leaders by supporting school programs and maintaining open communication, recognizing that strong instructional leadership and competent teaching directly contribute to improved student learning outcomes.

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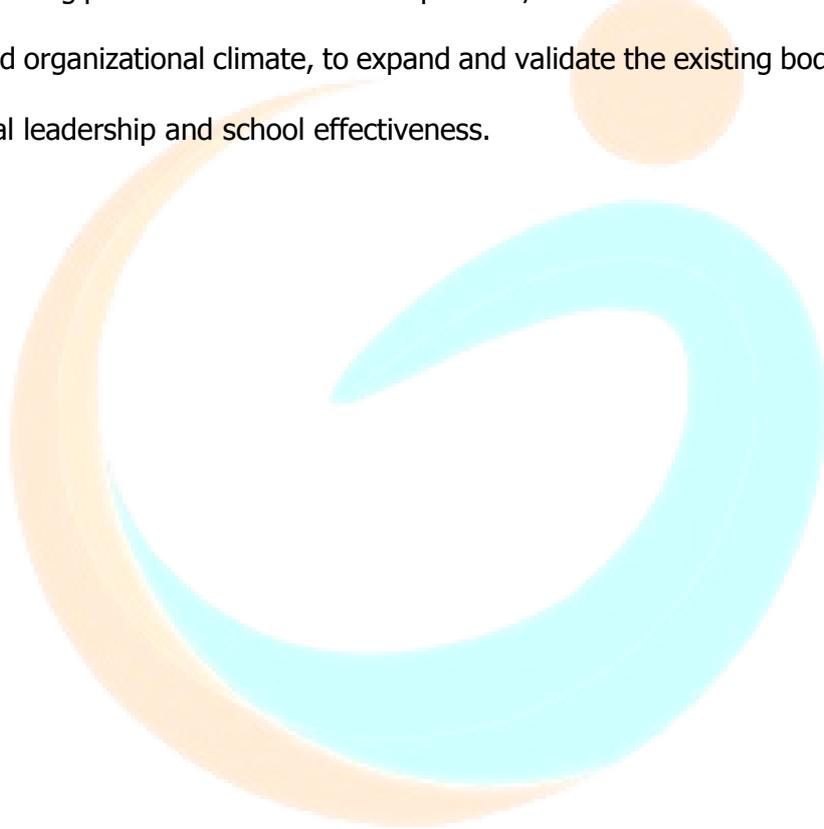
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The Researcher should disseminate the findings of this study to educational stakeholders and use the results as a basis for proposing enhancement programs focused on strengthening mentoring practices and instructional supervision.

The Future Researchers should conduct further studies exploring other variables related to mentoring practices and teacher competence, such as student achievement, teacher motivation, and organizational climate, to expand and validate the existing body of knowledge on instructional leadership and school effectiveness.



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The author is born on November 12, 1992 at Ormoc City, Leyte, Philippines. She finished her Bachelor's degree in Secondary Education at Sto. Nino College of Ormoc. In her high school and college days, she was really into the supervision field. She was a leader in different organizations when she was a student and that helped her decide to take administration and supervision as her field of specialization for her master's degree. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

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