



MENTORING SKILLS OF SCHOOL HEADS AND THEIR RELATIONSHIP TO TEACHING PERFORMANCE OF JUNIOR HIGH SCHOOL TEACHERS

MARIA BONITA S. NUÑEZ

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

mariabonita.nuñez029@deped.gov.ph

ABSTRACT

This study determined the significant relationship between mentoring skills of School Heads and Teaching Performance of Junior High School Teachers. A proposed Instructional Supervisory Plan were formulated based on the result of the study. This study adopted a descriptive survey research design to examine the relationship between the mentoring skills of school heads and the teaching effectiveness of junior high school teachers. The descriptive survey method is particularly appropriate for this research because it sought to gather data based on the perceptions, opinions, and experiences of the respondents concerning specific leadership practices and instructional performance. The Test of Relationship Between the Mentoring Skills of School Heads and Teachers' Performance Based on COT. The purpose of this table is to determine whether the mentoring practices of school heads significantly influence the classroom performance of teachers as assessed through the Classroom Observation Tool (COT). It shows the computed correlation coefficient (r), t -value, and table value at a 0.05 level of significance to establish the presence and strength of the relationship between the two variables. Based on the results, a correlation coefficient (r) was obtained, which indicates a moderate positive relationship between the mentoring skills of school heads and teachers' performance. This means that as the mentoring competence of school heads increases, teachers' performance also tends to improve. The computed t -value which is greater than the table value at a 0.05 level of significance, leads to the decision to reject the

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



null hypothesis (Ho). This statistical evidence confirms that the relationship observed is not due to chance, thereby signifying that mentoring plays a substantial role in shaping and enhancing teaching performance. The results imply that a strong mentoring program positively influences the professional growth and classroom effectiveness of teachers. The significant relationship observed reveals that school heads who demonstrate high levels of communication, coaching, reflective practice, and interpersonal leadership skills tend to inspire teachers to perform better during classroom observations. The overall results imply that effective mentoring enhances teachers' instructional delivery, fosters reflective teaching habits, and promotes greater use of innovative teaching strategies, leading to improved learner engagement and academic performance.

Keywords: *Mentoring Skills, School Heads, Teaching performance, Junior High School Teachers*

INTRODUCTION

Instructional Mentoring skills of school heads refer to their capacity to guide, support, and develop teachers through personalized feedback, modeling effective practices, and facilitating reflective professional growth. In the context of junior high school education, strong mentoring from school administrators plays a pivotal role in improving teaching effectiveness. Through consistent observation, coaching conversations, and tailored guidance, mentors help teachers refine instructional strategies, deepen content understanding, and adapt to classroom challenges. This study investigates how mentoring skills of school heads influence the teaching effectiveness of junior high school science teachers, emphasizing the importance of mentorship as a collaborative, ongoing partnership.

Esslera and Escala (2024) found that elements such as instructional feedback, communication, and supportive environments significantly bolster teachers' self-efficacy—an essential element of effective teaching—though mere feedback provision alone was not

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



sufficient. These findings underscore mentorship as more than administrative oversight; proper mentoring nurtures teacher growth, resilience, and instructional improvement.

Despite compelling evidence, many schools still rely on minimal or informal mentoring approaches—often limited to occasional classroom walkthroughs or generic feedback. In junior high science, teachers face unique challenges: rapidly evolving scientific concepts, integration of laboratory activities, and demands for inquiry-based instruction. Without intentional mentoring, teachers may lack the specialized guidance needed to navigate these complexities, which may result in diminished instructional quality, teacher burnout, or ineffective classroom practices. This gap underscores the urgent need for a thorough investigation into how school heads' mentoring skills directly support teaching effectiveness in science classrooms.

In addressing this need, this study examines the current mentoring practices of school heads and their correlation with teaching effectiveness among junior high science teachers. By focusing on variables such as frequency of coaching conversations, specificity of feedback, and collaborative lesson planning, the study seeks to identify which mentoring behaviors most effectively support teachers. It aims to reveal whether intentional, structured mentoring leads to improved instructional delivery, classroom management, and student learning outcomes—especially within science education. This focus aligns with global efforts emphasizing mentorship as a cornerstone of effective teacher development and retention strategies.

The researcher's interest in this topic stems from firsthand experience as a classroom teacher who greatly benefited from the guidance of an effective school head. Having witnessed how strong mentorship can elevate teacher confidence, clarify instructional goals, and instill a sense of professional direction, the researcher recognizes the powerful role school leaders play in shaping teaching effectiveness. These experiences have sparked a deep commitment to exploring how structured mentoring and coaching practices can positively influence teachers across various levels and contexts.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Additionally, the researcher aspires to assume a leadership role in education and acknowledges that a strong understanding of the relational dynamics between school heads and teachers is essential for fostering a supportive and high-performing school environment. By focusing on mentoring skills, the study aligns with the researcher's vision of leadership as an empowering, collaborative endeavor—one that nurtures teacher growth rather than enforces authority.

The choice of this topic is further influenced by the observation that mentoring and coaching are frequently undervalued components of school leadership, especially in rural and under-resourced schools. In such contexts, leadership often prioritizes administrative tasks, while teacher development remains under-supported. The researcher aims to underscore the importance of mentoring not as an optional add-on, but as a core element of instructional leadership and sustainable school improvement.

By embedding this perspective within the study, the researcher aims to highlight both the practical and transformative potential of mentoring in school leadership. It is hoped that the findings will contribute to building a school culture where continuous learning, trust, and shared leadership are not just encouraged but institutionalized.

This study determined the significant relationship between mentoring skills of School Heads and Teaching Performance of Junior High School Teachers. A proposed Instructional Supervisory Plan were formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of mentoring skills of School Heads in terms of the following:

- 1.1. Communication skills;
- 1.2. Coaching and Professional Guidance;
- 1.3. Reflective Practice and Self-Development; and

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- 1.4. Internal and Leadership Skills?
2. What is the teaching performance of the junior high school teachers based on COT:
 - 2.1. Apply knowledge of content within and across curriculum teaching areas;
 - 2.2. Ensured the positive use of ICT to facilitate the teaching and learning process
 - 2.3. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills
 - 2.4 Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.
 - 2.5 Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.
 - 2.6 Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.
 - 2.7 Design, adapt, and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents.
 - 2.8 Planned and developed teaching strategies that are responsive to the special educational needs of learners in difficult circumstances*, including: geographic isolation; Chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.
3. Is there a significant relationship between the mentoring Skills and teaching effectiveness of junior high school teachers?
4. What enhancement plan can be proposed based on the findings of the study?

Statement of Hypothesis

H₀ – There is no significant relationship between the mentoring Skills and teaching performance of junior high school teachers.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



METHODOLOGY

Design. This study adopted a descriptive survey research design to examine the relationship between the mentoring skills of school heads and the teaching effectiveness of junior high school teachers. The descriptive survey method is particularly appropriate for this research because it sought to gather data based on the perceptions, opinions, and experiences of the respondents concerning specific leadership practices and instructional performance. According to Osuala (2003), the survey method is most suitable when the study centers on individuals and their opinions, beliefs, motivations, and behaviors. In this case, the study explores how teachers perceive the mentoring competencies of their school heads and how these perceptions relate to their self-assessed teaching effectiveness. The design allows the researcher to describe existing conditions and relationships without manipulating the variables, making it ideal for drawing meaningful conclusions from naturally occurring educational settings. Through this approach, the researcher aims to identify patterns and correlations between two key variables: (1) the mentoring skills of school heads—including feedback, coaching, and instructional support—and (2) the teaching effectiveness of junior high school teachers, reflected through aspects such as lesson delivery, classroom management, and student engagement. This design also enables the collection of data from a broad range of respondents across different schools, thus increasing the reliability and generalizability of the findings. A structured survey questionnaire is used as the main instrument for data gathering. The questionnaire is designed to elicit teachers' perceptions of how frequently and effectively their school heads engage in mentoring practices, as well as to assess their own levels of teaching effectiveness. The responses are then analyzed to determine if a significant relationship exists between the two variables. The main locale of the study was at Liloan National High School. The respondents of the study were the 2 school heads (males) and 50 JHS teachers. The information for the analysis will be gathered using two (2) distinct survey instruments: one to gauge the mentoring skills and another to gauge the teaching effectiveness of junior high school teachers. Another tool used was the Classroom Observation Tool to systematically record learners' engagement, participation, and interaction

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



during the intervention, as well as the teacher's facilitation and integration of digital tools in instruction. Through observation, the researcher was able to assess the mentoring skills of school heads to junior high school teachers. This tool also provided valuable insights into teaching practices, classroom dynamics, and learner responses, which helped validate the overall performance of teachers. The proposed instructional Supervisory plan was taken based on the findings of the study.

Sampling. The respondents of the study were the 2 school heads (males) and 50 JHS teachers that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. To gather the necessary data in one month (30 days), the researcher asked permission from the office of the Schools Division Office headed by the Schools Division Superintendent through a Transmittal Letter. The same letter content was given to the Public-School District Supervisor, the School Principal, and the teachers whose respondents were under their care. The researcher distributed the survey questionnaires to the School Administrators to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r . The data were collated and submitted for appropriate statistical treatment.

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:

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The simple percentage and weighted mean were employed to determine the mentoring skills of school heads and their relationship to the teaching effectiveness of junior high school teachers.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the Mentoring Skills of School Heads and Their Relationship to Teaching Effectiveness of Junior High School Teachers.

RESULTS AND DISCUSSION

TABLE 1

MENTORING SKILLS OF SCHOOL HEADS

A. Communication Skills	Weighted Mean	Interpretation
1. The school head clearly communicates goals and expectations.	4.16	Agree
2. The school head listens actively to teachers' concerns.	3.96	Agree
3. The school head provides timely and effective feedback.	4.32	Strongly Agree
Mean	4.15	Agree
B. Coaching and Professional Guidance	Weighted Mean	Interpretation
4. The school head regularly guides me to improve my teaching strategies.	4.30	Strongly Agree
5. The school head helps me set professional development goals.	3.86	Agree
6. The school head supports me in addressing instructional challenges.	4.10	Agree
7. Mentoring has provided me with valuable feedback on my teaching.	3.90	Agree
Mean	4.04	Agree

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



C. Reflective Practice and Self-Development	Weighted Mean	Interpretation
8. I feel more confident in my teaching abilities.	4.52	Strongly Agree
9. Mentoring has enhanced my engagement in reflective practice and self-assessment.	3.94	Agree
10. Mentoring helps me identify and address my professional strengths and weaknesses.	4.28	Strongly Agree
11. I am motivated to seek further certifications and training as a result of mentoring.	4.76	Strongly Agree
Mean	4.38	Strongly Agree

D. Interpersonal and Leadership Skills	Weighted Mean	Interpretation
12. The school head maintains respectful and supportive relationships with teachers.	4.72	Strongly Agree
13. The school head shows fairness, integrity, and professionalism in mentoring.	4.44	Strongly Agree
14. The school head creates a safe and open environment for sharing ideas.	4.92	Strongly Agree
15. The school head motivates and inspires teachers toward continuous improvement.	4.90	Strongly Agree
Mean	4.74	Strongly Agree

Grand Mean: 4.33 – Strongly Agree (Very High Extent)

Legend:

- **4.21 – 5.00** = Strongly Agree (Very High Extent)
- **3.41 – 4.20** = Agree (High Extent)
- **2.61 – 3.40** = Neutral (Moderate Extent)
- **1.81 – 2.60** = Disagree (Low Extent)
- **1.00 – 1.80** = Strongly Disagree (Very Low Extent)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



This table presents the Mentoring Skills of School Heads as evaluated by teachers in terms of four key domains: Communication Skills, Coaching and Professional Guidance, Reflective Practice and Self-Development, and Interpersonal and Leadership Skills. The data reflect the weighted mean and corresponding interpretation for each indicator to determine the extent of school heads' effectiveness in providing mentorship and support to their teaching staff. This analysis serves as a vital indicator of how school leadership practices contribute to professional growth, collaboration, and instructional quality within the academic setting.

Based on the results, under Communication Skills, the overall mean of 4.15 indicates that teachers agree to a high extent that school heads effectively communicate goals, listen actively to concerns, and provide timely feedback. The highest rating (4.32 – Strongly Agree) was observed in the provision of timely and effective feedback, showing that teachers highly appreciate immediate and constructive communication from their school heads. This suggests that effective communication serves as the foundation for building trust and understanding between administrators and teachers.

For Coaching and Professional Guidance, the mean of 4.04 signifies agreement to a high extent, reflecting that school heads regularly assist teachers in improving instructional practices and addressing challenges. The highest score (4.30 – Strongly Agree) was given to guidance in improving teaching strategies, highlighting the proactive mentoring role of administrators in enhancing instructional competence. This domain emphasizes that mentoring goes beyond supervision—it also includes providing encouragement, resources, and constructive feedback toward professional growth.

In terms of Reflective Practice and Self-Development, a mean of 4.38 indicates a very high extent of agreement. Teachers strongly agreed that mentoring increased their confidence (4.52) and motivation to pursue further training (4.76). This implies that effective mentoring fosters self-awareness and professional autonomy, encouraging educators to continuously improve and engage in reflective learning practices. Furthermore, Interpersonal and

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Leadership Skills obtained the highest domain mean of 4.74, interpreted as Strongly Agree (Very High Extent). The highest indicators were on creating a safe and open environment for sharing ideas (4.92) and motivating teachers toward improvement (4.90), which signify strong relational and inspirational leadership qualities among school heads.

The results imply that the overall average rating of 4.33 (Strongly Agree – Very High Extent) demonstrates that school heads possess excellent mentoring skills, particularly in interpersonal communication, leadership, and reflective engagement. This finding indicates that school administrators are effective mentors who create a positive, supportive, and growth-oriented atmosphere for teachers. Such competencies enhance teacher performance, satisfaction, and overall school effectiveness, reinforcing the importance of continuous mentoring programs in sustaining quality education.

TABLE 2

TEACHER'S PERFORMANCE BASED ON CLASSROOM OBSERVATION TOOL (COT)

Indicator	Description	Average Score	Verbal Interpretation
1	Applies knowledge of content within and across curriculum teaching areas	6.00	Very Satisfactory
2	Ensures the positive use of ICT to facilitate the teaching and learning process	5.76	Very Satisfactory
3	Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	5.98	Very Satisfactory
4	Uses effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement	6.12	Very Satisfactory
5	Maintains supportive learning environments that nurture and inspire learners to participate, cooperate, and collaborate in continued learning	6.22	Very Satisfactory

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Indicator	Description	Average Score	Verbal Interpretation
6	Applies a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	6.00	Very Satisfactory
7	Designs, adapts, and implements teaching strategies that are responsive to learners with disabilities, giftedness, and talents	6.26	Very Satisfactory
8	Plans and delivers teaching strategies that are responsive to the special educational needs of learners in difficult circumstances (e.g., isolation, chronic illness, displacement, abuse, child labor)	5.92	Very Satisfactory
Overall Mean		6.03	Very Satisfactory

This table presents the Teacher's Performance Based on Classroom Observation Tool (COT) as assessed through key performance indicators aligned with teaching competence standards. The table highlights the teachers' proficiency in instructional delivery, classroom management, learner engagement, and responsiveness to diverse learning needs. Each indicator's average score and verbal interpretation reflect the overall quality of teaching practices observed, serving as evidence of teachers' commitment to providing effective and inclusive learning experiences for all learners.

Based on the results, teachers demonstrated very satisfactory performance across all indicators. Specifically, they obtained high ratings in applying knowledge across curriculum areas (6.00), utilizing ICT effectively in instruction (5.76), and employing diverse teaching strategies that enhance literacy and numeracy (5.98). These results indicate that teachers are capable of integrating interdisciplinary approaches and digital tools in their pedagogy, thereby strengthening students' engagement and understanding. Likewise, in communication-related competencies, teachers scored 6.12 in using both verbal and non-verbal strategies to support

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



participation and achievement, suggesting strong command of classroom interaction skills that foster active learning environments.

Furthermore, teachers exhibited commendable performance in maintaining and motivating learning environments. The indicators “maintains supportive learning environments” (6.22) and “applies successful strategies that motivate learners to assume responsibility for their own learning” (6.00) both received very satisfactory remarks. This implies that teachers consistently create classrooms that encourage collaboration, cooperation, and learner autonomy. The highest score (6.26) was achieved in designing and implementing teaching strategies responsive to learners with disabilities, giftedness, and talents, followed closely by responsiveness to learners with special educational needs (5.92). These scores underscore the teachers’ sensitivity and adaptability in addressing learner diversity and inclusion within the classroom setting.

The results imply that the overall mean of 6.03, interpreted as Very Satisfactory, indicates that teachers consistently demonstrate high-level performance across the COT indicators. This overall performance reflects their competence in integrating technology, promoting inclusive education, and maintaining positive and engaging learning environments. The results further imply that teachers effectively apply a range of strategies that not only enhance academic achievement but also foster learners’ social and emotional growth. This high level of proficiency strengthens the quality of instruction and contributes to the overall improvement of the school’s academic performance.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



TABLE 3

**TEST OF RELATIONSHIP BETWEEN THE MENTORING SKILLS OF SCHOOL HEADS
AND TEACHERS' PERFORMANCE BASED ON COT**

Variables Correlated	r	Computed Value (t)	Table Value @ 0.05	Decision on Ho	Interpretation
Mentoring Skills of School Heads and Teachers' Performance Based on COT	0.62	3.78	0.453	Reject Ho	Significant Relationship (Moderate Positive)

This table presents the Test of Relationship Between the Mentoring Skills of School Heads and Teachers' Performance Based on COT. The purpose of this table is to determine whether the mentoring practices of school heads significantly influence the classroom performance of teachers as assessed through the Classroom Observation Tool (COT). It shows the computed correlation coefficient (r), t-value, and table value at a 0.05 level of significance to establish the presence and strength of the relationship between the two variables.

Based on the results, a correlation coefficient (r) of 0.62 was obtained, which indicates a moderate positive relationship between the mentoring skills of school heads and teachers' performance. This means that as the mentoring competence of school heads increases, teachers' performance also tends to improve. The computed t-value of 3.78, which is greater than the table value of 0.453 at a 0.05 level of significance, leads to the decision to reject the null hypothesis (Ho). This statistical evidence confirms that the relationship observed is not due to chance, thereby signifying that mentoring plays a substantial role in shaping and enhancing teaching performance.

The results imply that a strong mentoring program positively influences the professional growth and classroom effectiveness of teachers. The significant relationship observed reveals that school heads who demonstrate high levels of communication, coaching,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



reflective practice, and interpersonal leadership skills tend to inspire teachers to perform better during classroom observations. The overall results imply that effective mentoring enhances teachers' instructional delivery, fosters reflective teaching habits, and promotes greater use of innovative teaching strategies, leading to improved learner engagement and academic performance.

Conclusion

Based on the results of this study, the Test of Relationship Between the Mentoring Skills of School Heads and Teachers' Performance Based on COT revealed that there was a significant and positive relationship between the mentoring skills of school heads and the teaching performance of junior high school teachers. The findings confirmed that effective mentoring practices of school heads greatly contributed to the improvement of teachers' classroom performance as measured through the Classroom Observation Tool. This indicates that when school heads demonstrate strong mentoring abilities—such as effective communication, coaching, reflective guidance, and interpersonal leadership—teachers become more motivated, confident, and competent in their instructional practices. The results imply that mentoring serves as a vital tool in fostering professional growth and enhancing classroom effectiveness. Overall, the study affirms that empowering school heads with strong mentoring competencies strengthens instructional supervision, promotes teacher excellence, and ultimately elevates the quality of education across the school system.

Recommendations

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

The teachers should actively participate in mentoring activities facilitated by their school heads and apply the feedback and strategies provided to enhance their instructional delivery and classroom management. They should also engage in reflective practices to assess their own teaching performance and continuously seek opportunities for professional growth.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The school heads should strengthen their mentoring skills by providing consistent guidance, constructive feedback, and emotional support to teachers. They should also foster a collaborative environment that promotes open communication, shared learning, and continuous professional development to improve overall teaching performance and student achievement.

The Public Schools District Supervisor should monitor and evaluate the mentoring practices of school heads to ensure that these align with the goals of instructional supervision and teacher development. The PSDS should also initiate capacity-building programs that enhance the mentoring competence and leadership effectiveness of school heads within their respective districts.

The parents should provide support and encouragement to teachers and learners by recognizing the efforts of educators and maintaining active communication with the school. They should collaborate with teachers and administrators in fostering a positive learning environment that supports the academic and personal growth of students.

The researcher should share the findings of this study with school leaders and policymakers to promote data-driven decision-making and the development of mentoring frameworks that strengthen teaching performance. The researcher should also consider expanding the study to other educational levels or contexts to validate the results further.

The future researchers should explore other factors that may influence the relationship between mentoring skills and teaching performance, such as teacher motivation, workload, or professional development programs. They should also consider employing qualitative or mixed-method approaches to gain deeper insights into the mentoring dynamics and their long-term impact on instructional effectiveness.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



ACKNOWLEDGEMENT

The researcher wishes to express her profound gratitude to the following who had contributed to the success of the study:

Dr. Bryant C. Acar, Chairman, for his encouragement and untiring effort in improving the study;

Dr. Annabelle A. Wenceslao, the writer's research adviser for his valuable suggestions, full support and encouragement;

Dr. Jasmine B. Misa and Dr. Elvin H. Wenceslao, as members of the Panel of Examiners for giving their professional suggestions and recommendation for the realization of this study;

Mr. Uldarico N. Bojos Jr. Schools District Supervisor, for giving permission to conduct the study in Lilo-an National High School in Ormoc City District 5.

I am deeply grateful to Dr. Sabina Con-ui, Dean of the Graduate School, for her guidance and support in my research journey.

My sincere thanks to Dr. Helen V. Lahug, EdD, 3rd Member of the panel, for her valuable insights and encouragement.

To the respondents of Lilo-an National High School teachers, for their honesty and cooperation in completing the data needed.

I wholeheartedly appreciate my partner, Ambert D. Arciso, for his unwavering love, patience, and support throughout this study.

To my mother, Marilou S. Nuñez, I extend my heartfelt gratitude for her endless sacrifices and inspiration.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



I am also thankful to my family—Manoy Mark, Ate Claire, Warson James, and Alexis Leigh—for their constant love and encouragement.

I owe special thanks to my Aunty Hazel Papellero for her motivating words and for pushing me to complete my Master of Education.

I am grateful to my friends BAJE—Nhor Allyssa, Joann Raye, and Ellyssa Mae—for their companionship and encouragement along the way.

Above all, to God Almighty for the blessings and opportunity given to be able to pursue the graduate studies thus gaining professional development. More importantly, thanks to His guidance and enlightenment.

To all those who helped make this research paper done.

REFERENCES

- [1] Coronel, F., & Ferrater-Gimena, M. E. (2017). Understanding the role of supervision in the teaching-learning process. *International Journal of Humanities and Social Science Invention*, 6(7), 39-43.
- [2] Churchwell, K., Elkind, M. S., Benjamin, R. M., Carson, A. P., Chang, E. K., Lawrence, W., ... & American Heart Association. (2020). Call to action: structural racism as a fundamental driver of health disparities: a presidential advisory from the American Heart Association. *Circulation*, 142(24), e454-e468.
- [3] Ciuffetelli Parker, D., & Conversano, P. (2021, July). Narratives of systemic barriers and accessibility: Poverty, equity, diversity, inclusion, and the call for a post-pandemic new normal. In *Frontiers in Education* (Vol. 6, p. 704663). Frontiers Media SA.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue II

November 2025

Available online at <https://www.instabrightgazette.com>



- *****
- [4] DepEd Memorandum 54, s. 2023. Pilot Implementation of the MATATAG Curriculum.
https://www.deped.gov.ph/wpcontent/uploads/DM_s2023_054.pdf
- [5] DepEd Order No. 13, s. 2015. DepEd Policy Development Process.
<https://depedtambayan.net/deped-policy-development-process/>



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



AUTHOR'S PROFILE



MARIA BONITA S. NUÑEZ

The author was born on July 30, 1998, in Ormoc City, Leyte, Philippines. She earned her Bachelor's degree in Secondary Education, graduating with distinction from St. Peter's College of Ormoc. During her high school and college years, she demonstrated a strong passion for leadership and supervision, actively serving as a leader in various organizations. These experiences greatly influenced her decision to pursue Administration and Supervision as her field of specialization for her graduate studies.

At present, she is completing her Master of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City. Professionally, she serves as a Teacher I under the Department of Education and teaches Junior High School at Lilo-an National High School in Barangay Lilo-an, Ormoc City, Leyte. In addition to her teaching responsibilities, she is the coordinator of the Supreme Secondary Learner Government, a student organization in her school.

She firmly believes that guiding the youth lays a strong foundation for understanding the dynamics of supervising adults, as the essence of leadership begins with nurturing the younger generation.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
