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School Heads' Mentoring Practices, Teachers' Competence and Performance

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Abstract

This study examined the relationship between school heads' mentoring practices and teachers' competence and performance in the Schools Division of Antique during the school year 2024–2025. Specifically, it aimed to determine the level of mentoring practices implemented by school heads, assess teachers' competence in planning, instructional delivery, classroom management, and evaluation, and evaluate teachers' overall professional performance. A descriptive-correlational research design was employed with 218 respondents, selected through stratified random sampling to ensure representation across grade levels and schools. Data were collected using a researcher-made questionnaire validated by experts and pilot-tested, yielding a Cronbach's alpha of 0.90, indicating high reliability. Results revealed that school heads' mentoring practices were perceived to be at a high level, with guidance and feedback receiving the highest ratings. Teachers' competence was also high, particularly in lesson planning and classroom management. Teachers' professional performance similarly demonstrated a high level, with notable effectiveness in instructional delivery and learner outcomes. Pearson correlation analysis indicated a significant positive relationship between school heads' mentoring practices and teachers' competence, as well as between mentoring practices and teachers' performance. The study concluded that school heads' mentoring practices significantly enhance teachers' competence and professional performance. It is recommended that the Schools Division of Antique continue to implement structured mentoring programs, provide professional development opportunities, and monitor the effectiveness of mentoring practices to sustain improved teaching quality and learner outcomes.

Keywords: Mentoring Practices, Teacher Competence, Teacher Performance, School Leadership, Division of Antique

Introduction

Effective school leadership plays a critical role in shaping teaching quality, teacher development, and ultimately, student learning outcomes. Among the various responsibilities of school heads, mentoring practices are particularly significant, as they provide guidance, support, and professional growth opportunities for teachers (Ng, 2018). Mentoring not only enhances teachers' instructional competence but also fosters a collaborative and reflective school culture, which has been shown to positively impact overall teacher performance (Kram, 1985; Allen, Eby, & Lentz, 2006).

Teacher competence, defined as the ability to effectively plan, deliver, and assess instruction, is a crucial determinant of educational quality. Studies indicate that teachers who receive structured mentoring and continuous professional support demonstrate higher levels of pedagogical skills, classroom management, and instructional innovation (Ingersoll & Strong, 2011; Avalos, 2011). Consequently, mentoring practices

by school heads are increasingly recognized as a strategic approach to improve teacher performance and ensure quality education.

Research also suggests a significant relationship between leadership support and teacher performance. For instance, school heads who provide regular feedback, model instructional strategies, and facilitate professional learning opportunities contribute to higher teacher efficacy and job satisfaction (Leithwood, Harris, & Hopkins, 2020). Despite this, the degree of mentoring and its direct influence on teacher competence and performance may vary across contexts, particularly in rural and decentralized divisions such as Antique.

Given these considerations, this study with 218 respondents seeks to examine the extent of school heads' mentoring practices and how they influence teachers' competence and performance in the Schools Division of Antique during the school year 2024–2025.

This study aims to determine the relationship between school heads' mentoring practices and teachers' competence and performance in the Schools Division of Antique during the school year 2024–2025. Specifically, it seeks to assess the level of school heads' mentoring practices in terms of guidance, feedback, instructional support, and professional development facilitation. The study also aims to evaluate teachers' competence, including planning, instructional delivery, classroom management, and assessment skills, as well as their overall professional performance in terms of teaching effectiveness and learner outcomes. Moreover, the research investigates whether significant relationships exist between school heads' mentoring practices and teachers' competence and performance, and whether demographic factors such as age, teaching experience, and training influence these variables. Through this investigation, the study intends to provide a deeper understanding of the role of mentoring in fostering teacher development, improving instructional quality, and enhancing professional performance, ultimately contributing to the improvement of educational outcomes in the division.

Methodology

This study utilized a descriptive-correlational research design to examine the relationship between school heads' mentoring practices and teachers' competence and performance in the Schools Division of Antique during the school year 2024–2025. The respondents consisted of 218 teachers, selected through stratified random sampling to ensure representation across different grade levels and schools within the division.

The primary instrument was a researcher-made questionnaire, divided into three sections: (1) school heads' mentoring practices, which included guidance, feedback, instructional support, and professional development facilitation; (2) teachers' competence, covering lesson planning, instructional delivery, classroom management, and assessment; and (3) teachers' performance, including teaching effectiveness and learners' outcomes. The instrument was validated by a panel of experts in educational leadership and research, and pilot-tested in a neighboring division, yielding a Cronbach's alpha of 0.90, indicating high reliability.

Data collection was conducted after securing approval from the Schools Division Office and school heads. Questionnaires were administered both in printed and electronic forms, and respondents were given sufficient time to provide their inputs. The collected data were analyzed using descriptive statistics (mean, standard deviation, and frequency counts) to determine levels of mentoring practices, teacher competence, and performance. Pearson's r correlation was employed to examine the relationships between variables, while t-tests and ANOVA were used to identify differences based on demographic factors such as age, teaching experience, and training.

Ethical considerations were observed throughout the study, ensuring voluntary participation, informed consent, and confidentiality of responses.

Results

The results of the study indicated that school heads' mentoring practices were perceived to be at a high level, with an overall mean of 3.82 (SD = 0.45). Among the components, guidance and feedback received the highest mean (M = 3.88, SD = 0.42), suggesting that school heads actively provide instructional support and constructive feedback to teachers. These findings align with Ng (2018), who emphasized that structured mentoring and continuous feedback are essential for enhancing teacher professional growth.

Teachers' competence was also rated high, with an overall mean of 3.79 (SD = 0.47). The highest-rated components included lesson planning (M = 3.84, SD = 0.44) and classroom management (M = 3.81, SD = 0.46), indicating that mentoring practices positively influence teachers' ability to organize lessons effectively and manage classroom activities. This supports the findings of Avalos (2011), who reported that mentoring enhances teachers' pedagogical skills and instructional competence.

Regarding teachers' performance, results revealed a high level, with an overall mean of 3.76 (SD = 0.48). Teaching effectiveness (M = 3.80, SD = 0.45) and learner outcomes (M = 3.74, SD = 0.50) were particularly notable, suggesting that teachers guided by active mentoring demonstrate better instructional performance and contribute to improved student achievement. This corroborates the assertion of Leithwood, Harris, and Hopkins (2020) that school leadership and mentoring are positively associated with teacher performance and job satisfaction.

Pearson correlation analysis revealed a significant positive relationship between school heads' mentoring practices and teachers' competence ($r = 0.65$, $p < 0.001$) and between mentoring practices and teachers' performance ($r = 0.62$, $p < 0.001$), indicating that higher levels of mentoring are associated with enhanced teacher skills and professional effectiveness.

Discussion

The findings of this study underscore the critical role of school heads' mentoring practices in fostering teacher competence and performance. The high level of mentoring practices observed among school heads in the Division of Antique suggests that leaders are actively engaged in providing guidance, feedback, and professional development opportunities. This aligns with Ng (2018), who emphasized that structured mentoring contributes to teacher growth, instructional effectiveness, and a collaborative school culture.

Teachers' competence, particularly in lesson planning and classroom management, was found to be high, indicating that mentoring supports the development of pedagogical skills and instructional strategies. Avalos (2011) similarly highlighted that mentoring enhances teachers' confidence, instructional expertise, and ability to implement innovative teaching methods. The positive influence of mentoring on teachers' performance, as reflected in teaching effectiveness and improved learner outcomes, supports the assertion of Leithwood, Harris, and Hopkins (2020) that leadership practices, including mentoring, significantly affect teacher quality and professional satisfaction.

The significant positive correlations between mentoring practices and both teacher competence and performance suggest that the more structured and supportive the mentoring provided by school heads, the higher the teachers' professional effectiveness. This finding reinforces the idea that mentoring is not merely advisory but serves as an active mechanism for capacity building and performance enhancement.

Finally, the absence of significant differences across demographic variables indicates that effective mentoring benefits teachers regardless of age, experience, or prior training, suggesting that mentoring practices can be universally applied to improve instructional quality.

Overall, the study confirms that school heads' mentoring practices are instrumental in strengthening teacher competence and enhancing professional performance, ultimately contributing to better learning outcomes for students.

Recommendations

Enhance Mentoring Programs for School Heads: The Schools Division of Antique should provide ongoing training for school heads on effective mentoring techniques, including guidance, feedback delivery, and professional development facilitation. Structured mentoring programs can strengthen the capacity of leaders to support teacher growth effectively.

Continuous Professional Development for Teachers: Teachers should be encouraged to participate in workshops, seminars, and training sessions to enhance their instructional competence, classroom management skills, and pedagogical strategies. Mentoring programs should be complemented by formal professional development opportunities.

Monitoring and Evaluation of Mentoring Practices: School administrators should establish a system for monitoring and evaluating the effectiveness of mentoring practices. Regular feedback, classroom observations, and performance assessments can help identify areas for improvement and ensure mentoring positively impacts teacher competence and performance.

Foster Collaborative Learning Communities: Schools should promote collaboration among teachers through peer mentoring, sharing of best practices, and professional learning communities. This collaborative approach can reinforce mentoring efforts and encourage continuous improvement.

Policy and Resource Support: The division should ensure that mentoring initiatives are supported by adequate policies, resources, and time allocations. Providing materials, time for mentoring sessions, and incentives can encourage active participation and sustainability of mentoring programs.

Further Research: Future studies are encouraged to explore additional variables, such as the impact of mentoring on student learning outcomes, teacher motivation, or school culture, and to use qualitative or mixed-methods approaches to gain deeper insights.

Conclusions

The study examined the extent of school heads' mentoring practices and their influence on teachers' competence and performance in the Schools Division of Antique during the school year 2024–2025. Findings revealed that school heads exhibited a high level of mentoring practices, particularly in providing guidance, feedback, and professional development opportunities. Teachers' competence, including lesson planning, instructional delivery, and classroom management, was also high, and their overall professional performance, particularly in teaching effectiveness and learner outcomes, was positively rated.

Furthermore, the study found a significant positive relationship between school heads' mentoring practices and teachers' competence, as well as between mentoring practices and teachers' performance. This indicates that structured, supportive, and consistent mentoring enhances teachers' pedagogical skills and professional effectiveness.

Additionally, demographic factors such as age, teaching experience, and prior training did not significantly affect the perceptions of mentoring, competence, or performance, suggesting that effective mentoring ben-

efits teachers across different profiles.

In conclusion, the study affirms that school heads' mentoring practices are crucial for strengthening teacher competence and improving professional performance, which ultimately contributes to enhanced teaching quality and better learner outcomes. The findings underscore the need for sustained mentoring initiatives, professional development programs, and institutional support to ensure that mentoring practices continue to positively impact the educational environment.

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