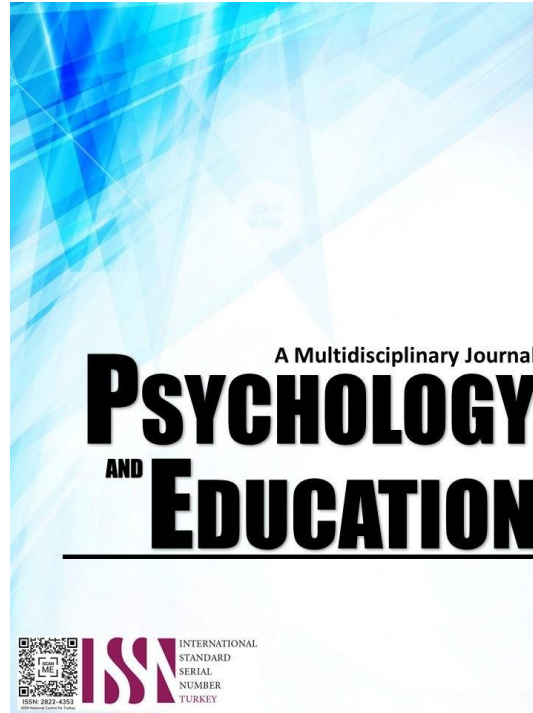


MENTORING AND SUPPORT BEHAVIOR OF COLLEAGUES TOWARDS TEACHERS' TEACHING PERFORMANCE



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 46

Issue 2

Pages: 233-237

Document ID: 2025PEMJ4455

DOI: 10.70838/pemj.460209

Manuscript Accepted: 07-06-2025

Mentoring and Support Behavior of Colleagues towards Teachers' Teaching Performance

Jeselle Jean D. Rana,* Marilou M. Rodriguez

For affiliations and correspondence, see the last page.

Abstract

The purpose of this study is to investigate the effect of colleagues' mentoring and support behaviors on teachers' teaching performance. To address this issue, this study delves into the research objectives, to wit: (1) determine the extent of mentoring and supportive relationship of teachers in Mamaran Elementary School in the Division of Gingoog City; (2) assess the level of teachers' teaching performance according to rating such as outstanding, very satisfactory, satisfactory, unsatisfactory, and poor; and (3) test the relationship between the teachers' teaching performance and the extent of mentoring and supportive relationship of teachers in Mamaran Elementary School in the Division of Gingoog City. This study utilized a patterned questionnaire, wherein the researcher analyzed, interpreted, and reported on the present status of the challenges faced by teachers in terms of mentoring and support behavior. The mean distribution was also utilized to test the relationship between the teachers' teaching performance and the extent of mentoring and supportive behavior. Generally, the respondents verbally described the extent of mentoring and supportive relationships. Similarly, they always insist that teachers treat each other as members of a family. Furthermore, the findings reveal that teachers consistently provide support to the personal and professional concerns of their fellow teachers. The majority of respondents achieved a very satisfactory level of teaching performance. On the contrary, only a few of the teacher respondents obtained an outstanding level of teaching performance. The findings reveal that the extent of mentoring and supportive relationships shows a low or slight relationship to the teachers' teaching performance, as indicated by a slightly significant probability value. The mentoring and supportive relationships of the select teachers at Mamaran Elementary School in the Division of Gingoog City are to a very high extent. Furthermore, there is a very high extent of teachers who deal with others as part of the family. Correspondingly, providing support to personal and professional concerns of colleagues is rated at a very high extent. Most of the teachers at Mamaran Elementary School in the Division of Gingoog City performed very well, enabling them to complete tasks effectively. On the other hand, among the teacher respondents, only a few were rated excellent. This study concludes that the teachers' teaching performance and the extent of mentoring and supportive relationships were found to be slightly correlated. Henceforth, the teachers who are mentored and supported by their fellow teachers are most likely to achieve higher performance ratings.

Keywords: *mentoring, supportive relationship, teaching performance, professional development, teacher collaboration*

Introduction

Teachers' work productivity is influenced by cohesiveness and work support from colleagues, as established by strong relationships in school and occupational settings. A supportive teaching and work environment inspires teachers to unleash their best potential and stimulate effective teaching performance.

The framework of the study is anchored on RA 10533, also known as the "Enhanced Basic Education of 2013," and DepEd Order No. 36, s. 2013, which stipulates the role of teachers in nation-building. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st-century skills, and able to propel the country toward development and progress. This aligns with the DepEd's vision of producing Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to nation-building.

The role of teachers in educating Filipino children necessitates a strong and supportive relationship in order to work together and form important professional and personal relationships, drawing support from each other and delegating tasks that allow each teacher to feel effective. The collaboration of teachers contributes to school improvements and effective teaching performance, which results in students' academic success.

De Guzman et al. (2019) pointed out that supportive relationships in schools have always been a significant concern for teachers. Teachers' supportive relationships with each other are the strongest motivational factors, higher than money and status. In school, supportive relationships serve many functions, among which are: relationships with adult teachers have been shown to socialize new teachers; increase teachers' sense of efficacy and professional growth; and enhance awareness of resources, ideas, and skills.

Subsequently, studies have also found that teachers with a strong affiliation are more effective. Hence, supportive relationships among teachers have been linked to higher student achievement and improved classroom discipline.

Colleagues can be a valuable source of support throughout a teacher's teaching and professional career. Developing positive and professional relationships is crucial for surviving and thriving in the teaching profession. Thomas et al. (2019) suggest that many

teachers reported feelings of overwhelming isolation, especially during the first few months in the profession, when they have to adjust to the new experience and unfamiliar roles, requiring them to forge relationships with their colleagues.

It was also emphasized that building a supportive relationship with colleagues does not happen automatically and is not always easy; it takes time and effort. Yet, there are steps one can take to get on the road to building a positive and professional relationship with colleagues (Jenkins et al., 2019).

Viernes, et al. (2019) espoused that a supportive relationship with colleagues is a significant factor in analyzing teachers' teaching performance because it is linked to the concept that good working conditions are one of the categories of interests necessary to achieve maximum performance of professional tasks. Furthermore, it was demonstrated that social-professional relationships with colleagues in the professional organization weigh more heavily in teachers' professional careers than any other interests.

In school, it is observed that teachers gain support from colleagues when positive and highly supportive relationships are established. However, there is no sufficient evidence to prove that a positive relationship with colleagues positively influences teachers' teaching performance. It is based on this premise that the researcher is motivated to conduct this investigation to determine if a supportive relationship with colleagues affects teachers' teaching performance at Mamaran Elementary School in the Division of Gingoog City for the 2021-2022 school year.

Research Questions

This study aimed to determine the influence of mentoring and supportive relationships on teachers' teaching performance at Mamaran Elementary School in the Division of Gingoog City for the 2021-2022 school year. Specifically, this study sought to answer the following questions:

1. What is the mentoring and supportive relationship of teaches in Mamaran Elementary School in the Division of Gingoog City?
2. What is the level of teachers' teaching performance when they are categorized as:
 - 2.1. outstanding;
 - 2.2. very satisfactory;
 - 2.3. satisfactory;
 - 2.4. unsatisfactory; and
 - 2.5. poor?
3. Is there a significant relationship between the teachers' teaching performance and the mentoring and supportive relationship of teachers in Mamaran Elementary School in the Division of Gingoog City?

Methodology

Research Design

The study utilized the descriptive correlational research design. Descriptive research, according to Calderon et al. (2012), is a fact-finding inquiry or investigation. It is employed to develop a thorough knowledge of the primary causes of the given situations. In addition, the descriptive design, as an inquiry, employed an in-depth analysis of the problem, which included, but was not limited to, survey questionnaires and the like.

Subsequently, a descriptive research design is used to quantify the problem by generating numerical data or data that can be transformed into usable statistics. This method measures variables using quantifiable or finite data, and the analysis is based on information generated by statistical tools. This method is also used in an inquiry with a larger population. Successively, descriptive data gathering procedures involve various methods of gathering information, such as, but not limited to, the use of adapted survey questionnaires.

Respondents

The respondents of the study were the teachers of Mamaran Elementary School in the Division of Gingoog City. Twenty (20) teacher respondents answered the survey questionnaire on mentoring and supportive relationships, as well as teachers' teaching performance. The respondents were purposively chosen for the convenience of the researcher.

Instrument

The study utilized a survey questionnaire adapted from De Guzman et al (2019), who conducted a study on mentoring and supportive relationships of teachers and teachers' teaching performance effectiveness in the Philippines—the survey instrument was composed of two (2) major components. The first component is the mentoring and supportive relationship of teachers with ten (10) indicators. Part 2 is the teachers' teaching performance.

Procedure

The researcher obtained permission from the Schools Division Superintendent, following the recommendation of the Dean of the Graduate School and the School Principal, to conduct the study.

After approval, the researcher administered the survey questionnaire to the respondents and immediately retrieved the questionnaire. After the respondents provided their responses, the researcher summarized and tabulated the data and submitted it to the Statistician for interpretation, analysis, and presentation of the results.

Data Analysis

The following statistical treatment will be employed in the study. For Problem 1, the mean value and standard deviation will be used to present the extent of mentoring and supportive relationships between teachers. For Problem 2, frequency and percentages will be used to present the level of teachers' teaching performance. For Problem 3, the Spearman-Rank Order Correlation, also known as Spearman-Rho, will be utilized to determine the significant relationship between teachers' teaching performance and the extent of mentoring and supportive relationships among teachers of Mamaran Elementary School in the Division of Gingoog City.

Results and Discussion

This section reviews the results and analysis of the qualitative data, as well as the compilation of the questionnaire and the results and analysis on the mentoring and support behavior of colleagues towards teachers' teaching performance. The findings are also discussed in the context of previous research and available literature.

Problem 1. What is the mentoring and supportive relationship of teachers in Mamaran Elementary School in the Division of Gingoog City?

A mentoring and supportive relationship is about the human connection between a mentor and novice teachers for effective outcomes. As used in this study, mentoring and supporting are both part of the teachers' professional growth. Table 1 displays the mean distribution of the extent of mentoring and supportive relationships among teachers in Mamaran Elementary School, located in the Division of Gingoog City.

Table 1. *The Mentoring and Supportive Relationship of Teachers*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Verbal Description</i>
1. Deals and treats each other as members of the family.	4.60	.502	Always
2. Provides necessary technical assistance to teachers in need.	4.50	.513	Always
3. Maintains respect to each other's personal and professional concerns.	4.65	.489	Always
4. Accommodates request and willingly renders help and support in any form.	4.70	.470	Always
5. Takes care of the relationship and maintains open communication with fellow teachers.	4.60	.503	Always
6. Avoids criticism and says things nicely to avoid conflict and disagreements.	4.60	.503	Always
7. Maintains respect to each one opinion about topics discussed in meetings and group discussion.	4.60	.503	Always
8. Treats every teacher equally and correspondingly.	4.55	.686	Always
9. Maintains harmoniously relationships with fellow teachers.	4.55	.686	Always
10. Provides support to personal and professional concerns or problems of fellow teachers.	4.45	.686	Always
Overall	4.58	.554	Always

Legend: 4.21-5.00=Always/3.41-4.20=Most of the Time/2.61-3.40= Sometimes/1.81-2.50= Seldom/1.00-1.80=Never

Table 1 presents the mean distribution of the extent of mentoring and supportive relationships among teachers. The results reveal that respondents generally described the extent of mentoring and supportive relationships as "Always," with an overall mean of 4.58 (SD = 0.554). This result implies that mentoring and supportive relationships among teachers are to a very high extent. Thus, it is essential that teachers develop organizational skills that are crucial to their career development. Contessa (2022) noted that list-making and goal-tracking are effective ways to track one's development progress.

The indicator, "Deals and treats each other as members of the family," obtained the highest mean of 4.60 (SD = 0.502), which is verbally described as "Always." This result implies that there is a very high extent of teachers treating each other as members of a family. Thus, developing relationships is important to consider in a manner that respects and maintains professionalism, thereby avoiding prejudice to others. The professional dignity of a school teacher refers to the establishment and strengthening of self-respect (Zydzianaite & Kaminskiene, 2019).

Moreover, the indicator "Provides support to personal and professional concerns or problems of fellow teachers" obtained the lowest mean of 4.45 (SD = 0.686), which is verbally described as "Always." This implies that providing support to personal and professional concerns or problems of fellow teachers is rated at a very high extent.

Therefore, it is recommended to enhance educational leadership among teachers to maintain a high standard of professionalism. Teacher leadership is not necessarily about power, but about teachers extending their presence beyond the classroom by seeking additional challenges and growth opportunities (Cosenza, 2015).

Problem 2. What is the level of teachers' teaching performance when they are categorized as: Outstanding, Very Satisfactory, Satisfactory, Unsatisfactory, and Poor

Teacher performance refers to the evaluation of a teacher's performance rating in accordance with the policies and guidelines

established by the Department of Education. It is also characterized by the observable outcomes in the classroom management and other similarly situated activities. Table 2 displays the frequency and percentage distribution of teachers' teaching performance levels, categorized as outstanding, very satisfactory, satisfactory, unsatisfactory, and poor.

Table 2. Frequency Distribution of the Level of Teachers' Teaching Performance

<i>Level of Teachers' Teaching Performance</i>	<i>Frequency</i>	<i>Percentage</i>
Outstanding	4	30%
Very Satisfactory	16	80%
Satisfactory	0	0
Unsatisfactory	0	0
Poor	0	0
Total	20	100%

Table 2 presents the frequency and percentage distribution of teachers' teaching performance levels. The results reveal that 16 (80%) respondents achieved a very satisfactory level of teaching performance. This implies that the majority of the teacher respondents achieved a very good performance, indicating that they could effectively perform tasks and complete their reports on time. Thus, teachers are suggested to organize their tasks and improve classroom management. Teachers in the 21st century need to be proficient in a wide range of skills (Anderson, 2022). Accordingly, teachers need to be technologically savvy, caring and patient, and perhaps above all, they need to be organized.

On the contrary, the lowest frequency of 4 (30%) denotes respondents who obtained an outstanding level of teaching performance. This result implies that among the teacher respondents, only few got an excellent rating. Thus, effective professional development enhances the teacher's skills and adds value to the school as a whole (Washington, 2019).

Problem 3. Is there a significant relationship between the teachers' teaching performance and the mentoring and supportive relationship of teachers in Mamaran Elementary School in the Division of Gingoog City?

The teachers' teaching performance refers to the formal process a school uses to review and rate teachers based on their accomplishments. On the one hand, the extent of mentoring and supportive relationships demonstrates peer support that enhances professional growth as a teacher. Table 3 presents the results of the test of the relationship between teachers' teaching performance and the extent of mentoring and supportive relationships among teachers in Mamaran Elementary School, Division of Gingoog City.

Table 3. Correlation between the Teachers' Teaching Performance and the Mentoring and Supportive Relationship

<i>Respondents' Extent on:</i>	<i>Teachers' Teaching Performance</i>			
	<i>(rs)</i>	<i>p-Value</i>	<i>Interpretation</i>	<i>Decision on Ho1</i>
Mentoring and Supportive Relationship	.297	.203	Signifies Low or Slight Relationship	Rejected

*Significant at $p < 0.05$ alpha level

Table 3 displays the results of the test of the relationship between the teachers' teaching performance and the extent of mentoring and supportive relationships. Based on the above-computed data, the extent of mentoring and supportive relationships signifies a "Low or Slight Relationship" to the teachers' teaching performance ($r = .297$), as indicated by a slightly significant probability value ($p = .203$). This implies that the teachers' teaching performance is slightly correlated to the extent of mentoring and supportive relationships. This means that teachers who are mentored and supported by their fellow teachers are most likely to achieve a higher rating of performance. Thus, the school should enhance initiatives to improve teachers' performance. Initiative, or intrinsic motivation, is a 21st-century skill that relates to employees starting projects, developing plans, and executing strategies on their own (Stauffer, 2022).

Moreover, for a school improvement initiative to succeed, education leaders must do more than adopt a new program and train staff (La Turner & Lewis, 2022). Henceforth, based on the foregoing results, this present study implies that the null hypothesis was rejected, as the extent of mentoring and supportive relationships and teaching performance were found to be slightly correlated.

Conclusions

Based on the findings of this study, the following conclusions were made: The mentoring and supportive relationship of the select teachers of Mamaran Elementary School in the Division of Gingoog City is to a very high extent, with teachers showing strong family-like relationships and providing substantial support to the personal and professional concerns of their colleagues. Most teachers obtained a very good performance rating, enabling them to perform tasks effectively, although only a few were rated excellent. The study further concludes that teachers' teaching performance and the extent of mentoring and supportive relationships are slightly correlated, indicating that teachers who receive mentorship and support from colleagues are more likely to achieve higher performance ratings.

Based on these findings and conclusions, the following recommendations are suggested: The Department of Education (DepEd) should enhance educational leadership by providing technical and logistical support to schools. School heads or administrators should foster stronger relationships among teachers through proper training, workshops, and seminars related to organizational structure, alongside

initiatives to improve teachers' performance. Teachers are encouraged to develop organizational skills essential for career advancement and to enhance classroom management. Parents and stakeholders should collaborate on school initiatives to support teachers' professional development. Future researchers are advised to explore other relevant variables beyond the present scope and consider formulating intervention plans to enhance teachers' professional growth further.

References

- Bainer, D. et al (2018). Mentoring and other support behaviors in elementary schools. *Journal of Educational Research*, 84(4), 240-247.
- De Guzman, A., et al (2019). Filipino teachers' experiences of supportive relationships with colleagues: A narrative biographical inquiry. *Asia Pacific Journal*. Volume 6 Issue 12.
- Gomez, M., Walker, A.B. & Page, M. L. (2000). Personal experience as a guide to teaching. *Teaching and Teacher Education*, 16(1), 731- 747.
- Gonzales, G., et al (2019). Building supportive relationships as foundation for learning. *Youth in the middle*, John W. Gardner Center. Retrieved from <http://gardnercenter.stanford.edu/resources/tools.html>
- Gordon, M. et al (2019). Learning from leadership: investigating the links to improved student learning, University of Minnesota, Minneapolis, MN.
- Jenkins, K, Smith, H & Maxwell, T (2019) 'Challenging experiences faced by beginning casual teachers; here one day and gone the next!', *Asia-Pacific Journal of Teacher Education*, vol.37, no.1, pp63-78.
- Kremer-Hazon, L., et al (2019). Becoming a teacher: The transition from teachers' college to classroom life. *International Review of Education*, 32(4), 413-422.
- Liberante, A. (2019). The importance of teacher-student relationships as explored through the lens of the quality teaching model. *Journal of student engagement: education matters*, 2 (1), 2-9
- Louis, K. et al (2019). Learning from leadership: Investigating the links to improve student learning, University of Minnesota
- Mijares, A, et al (2018). The impact of teacher self-efficacy on students' motivation and achievement. *Theory and Practice in Language Studies*, 2(3), pp. 483-491.
- Palencia, F. et al (2008). A study of relationship among teacher efficacy, locus of control, and stress. *Journal of Research and Development in Education*, 21(1), 13-22
- Price, E. (2015). Principals' social interactions with teachers. *Journal of Educational Administration*, Volume 53, Iss 1 pp. 116-139.
- Richardson, E. (2019). Teacher efficacy and its effects on the academic achievements of African American students. Doctoral Dissertation, Greenleaf University.
- Roeser, R. W., Midgley, C. & Urdan, T. C. (2016). Perceptions of the school psychological environment and early adolescents' psychological and behavioral functioning in school: The mediating role of goals and belonging. *Journal of Educational Psychology*, Vol. 88(3) pp. 408-422.
- Thomas, G, et al (2019). In the company of colleagues: A interim report of the development of a community of teacher learners', *teaching and teacher education*, Volume 14, no. 1. Pp 21-32.
- Thompson, J, et al (2019). The first year teachers' survival guide: ready-to-use strategies, tools and activities for meeting the challenges of each school day, Jossey-Bass, San Francisco.
- Viernes, O, et al (2019). Opportunities and challenges in the development of teachers' knowledge: The development of narrative authority through knowledge communities. *Teaching and Teacher Education*, 17(1), 667-684.
- Wilkinson, M. (2018). Parent-Teacher Relationship, Instructor Self-Efficacy and Their Effects on Student goal Attainment in Special Education. (Doctoral Dissertation) Faculty of the College of Education of Trident University International.

Affiliations and Corresponding Information

Jeselle Jean D. Rana

Mamaran Elementary School
Department of Education – Philippines

Marilou M. Rodriguez, PhD

St. Peter's College – Philippines