

An Assessment on the Academic Mentoring Self-Efficacy Among Critique Teachers of Elementary Education Interns: A Convergent Parallel Study

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Abstract

The study aimed to describe the level of mentoring self-efficacy and unfold the experiences and insights of the selected cooperating teachers in the Kapalong West District, Kapalong East District and Magatos Integrated School. This study employed a mixed-methods design, utilizing a parallel convergent approach. The participants of the study were cooperating teachers from the selected Kapalong West District Schools, Kapalong East District and Magatos Integrated School, which involved 96 teachers through stratified random sampling utilizing proportional allocation for the quantitative phase and 14 for the qualitative phase: seven for in-depth interviews and seven for focus group discussions, all of whom were purposively selected. Based on the results of the study, it was determined that the level of mentoring self-efficacy is high. The extracted themes on the experiences and insights include building confidence through experience, navigating challenges in mentoring roles, fostering professional growth in interns, balancing multiple responsibilities, and cultivating positive mentor-mentee relationships. The results from both the quantitative and qualitative data converged during corroboration, confirming that despite challenges and limited training on mentorship, cooperating teachers exhibit a strong sense of mentoring self-efficacy, which plays a crucial role in shaping effective teacher preparation and enhancing the professional development of pre-service teachers.

Keywords: mentoring self-efficacy; mixed methods; critique teachers; elementary education interns; Philippines

1. INTRODUCTION

The academic mentoring self-efficacy in the effectiveness of critique teachers in elementary education is critical since it has a direct influence on the capability to guide and support interns during training. While this concept is important, there have been a lot of challenges whereby critique teachers are often challenged in evaluating their own mentoring capabilities, which can result in inconsistent mentorship experiences among interns. Such challenges have been prompted by several factors, including lack of training, insufficient institutional support, and other professional responsibilities that compete for the teacher's time. These barriers lower the self-assurance of teachers as mentors and, correspondingly, their general self-efficacy. The training provided for the teachers should better address such an issue so that they may provide valid academic mentorship and have a positive impact on the future of teaching talent. Additionally, this underlines a need for further investigation into how self-efficacy could be enhanced to improve the quality of mentorship provided to interns (Martinez, 2021).

Furthermore, in Australia, mentor self-efficacy has been limited, since most of the teachers are not confident enough in mentoring others because of poor training and institutional support. The worst part is that the problem of unequal access to beginning teachers with regard to mentorship is further worsened by differences in regional educational standards. In the absence of such consistent, well-structured programs, novice teachers may not get the much-needed mentoring that influences their development and reduces their preparedness to teach. Approaching these challenges with targeted resources and training could allow a better enhancement of mentoring self-efficacy while helping standardize the quality of mentorship on a broader scale (Smith, 2020).

In the Philippines, most teachers are not well prepared to mentor interns in elementary education due to a lack of formal training and support on mentoring. Some of the challenges to mentoring self-efficacy remain outstanding. These have

resulted in inconsistent mentoring practices that affect the development of interns negatively, hence lowering the quality of teaching and preparedness in the classroom. With increased importance given to internships in teacher preparation, the improvement of mentoring skills by critique teachers through targeted training and institutional support cannot wait. Improvement in mentoring self-efficacy will help ensure that interns receive guidance and feedback necessary for growth. This also points out the need for further research in understanding how the self-efficacy of critique teachers can be improved and, in turn, improve the quality of mentorship for future educators here in the Philippines (Garcia, 2021).

This study was, therefore, carried out in response to the increasing demand for determining the academic mentoring self-efficacy among critique teachers of interns in elementary education, considering its direct impact on the effectiveness of teacher preparation in the Philippines. Given that critique teachers bore a heavily significant responsibility in influencing professional development among interns, challenges such as inadequate training, low confidence in mentoring, and lack of institutional support needed to be directly addressed. The study adopted a convergent parallel design in studying qualitative and quantitative data to provide an elaborate view of factors that influenced mentoring self-efficacy. The findings provided specific facts about the challenges faced by the critique teachers at work and possible strategies to enhance their mentoring capabilities. This was contributory to evolving targeted support programs for mentors aimed at improving the quality of mentorship that helped in teacher education and better preparedness of future teachers in the country.

In addition, much of the existing literature reveals a lack of understanding in critiquing teachers' academic mentoring self-efficacy, especially at the level of elementary education internships. For instance, Smith (2019) study titled "Mentoring Practices in Secondary Education: A Comprehensive Review" investigated mentoring practices but limited his study to secondary education. Therefore, the unique challenges pertinent to mentoring within an elementary setting remain unexamined. In the same way, Lopez and Williams' (2020) study titled "Institutional Support for Mentors in Urban School Settings" conducted research on institutional support for mentors, yet their efforts remained concentrated on urban schools—a factor that disallows any consideration for the different forces that come into play in rural settings. Meanwhile, Chen (2021) study titled "The Role of Feedback in Mentoring Self-Efficacy: A Study of Informal Mentoring" probed into the role of feedback in self-efficacy, anchoring on informal mentoring, therefore different from structured academic mentoring in practicum settings. These studies, while of value, do not address the specific self-efficacy needs of critique teachers mentoring elementary education interns. My research filled this gap by applying a convergent parallel design to the holistic measurement of mentoring self-efficacy within the framework of structured elementary education internships, thus generating insight that could be applied to devised support and training initiatives.

1.1 Research Objectives

This study adopted a convergent parallel mixed methods research design to comprehensively investigate the mentoring competence of critique teachers at Kapalong, Davao del Norte regarding their guidance of interns in elementary education. This study answered the following questions:

1. What is the status of academic mentoring self-efficacy with Elementary among Critique Teachers of Elementary Education Interns?
2. What are the lived experiences and coping mechanisms of critique teachers in relation to their mentoring self-efficacy with Elementary Education student-interns during practice teaching or practicum?
3. What are the insights of critique teachers as regards to mentoring self-efficacy with BEED interns?
4. To what extent does the quantitative data corroborate with the qualitative data?

2. LITERATURE REVIEW

2.1. Mentoring Self-Efficacy

Mentoring self-efficacy refers to the mentor's belief in their ability to successfully guide and support mentees, significantly impacting the effectiveness of mentoring relationships. This belief influences mentors' willingness to engage in mentoring activities and adopt strategies that promote mentees' professional growth and academic success. The study emphasized that mentors with strong self-efficacy tend to exhibit confidence in their mentoring practices, leading to more meaningful interactions and support for mentees (Hoffman et al., 2021).

Moreover, as per study conducted, mentoring self-efficacy has been found to foster a positive mentoring experience, contributing to improved outcomes for both mentors and mentees. Research highlights that mentors with high self-efficacy demonstrate increased competence in offering constructive feedback, modeling professional behavior, and addressing mentees' needs effectively. These actions enhance the mentees' ability to navigate challenges and achieve their goals, thereby, as emphasized by strengthening the overall mentoring relationship (Garcia & Johnson, 2020).

Conversely, results of the study revealed that low mentoring self-efficacy can result in negative impacts on the mentoring process, including inconsistent feedback and limited support for mentees. Mentors with insufficient self-efficacy may struggle to address mentees' unique needs, leading to a lack of trust and reduced engagement in the mentorship. This scenario can hinder mentees' professional development and negatively affect their academic and career trajectories (Rivera et al., 2022).

In addition, mentoring self-efficacy significantly influences other variables, such as mentees' confidence, academic performance, and professional growth. Research has shown that mentees paired with high self-efficacy mentors are more likely to exhibit improved problem-solving skills, increased motivation, and better learning outcomes. Mentors' self-efficacy also positively correlates with their ability to foster a supportive and collaborative learning environment, which is essential for the holistic development of mentees (Smith & Lee, 2023).

Finally, the implications of mentoring self-efficacy extend to program design and policy formulation in education and professional development settings. Strengthening mentoring self-efficacy through targeted training programs, workshops, and continuous feedback can enhance the overall quality of mentorship. Educational institutions can benefit from incorporating strategies that build mentors' confidence and competence, ultimately improving outcomes for both mentors and mentees (Martinez & Cruz, 2019).

2.2 Worldview and Theoretical Lens

The researcher emphasized the significance of the research problem concerning mentoring self-efficacy among critique teachers handling elementary education interns and employed a mixed-methods approach to thoroughly explore it. This flexible methodology, grounded in a pragmatic worldview, allowed for a comprehensive analysis by integrating both quantitative and qualitative methods, offering the freedom to select techniques that best addressed the research objectives. The study prioritized practicality in addressing real-world challenges in teacher education, recognizing the complexity of the mentoring process and the value of diverse data sources. As someone who believes that effective mentorship extends beyond mere supervision, the researcher firmly holds that mentoring self-efficacy—which includes providing constructive feedback, modeling best practices, and offering emotional support—is essential in shaping the professional growth of future educators. By combining various methods, the researcher aimed to gain deeper insight into how critique teachers' self-efficacy influences the mentoring process and the development of elementary education interns at Kapalong College of Agriculture, Sciences, and Technology. This approach contributes to a holistic understanding of how mentoring self-efficacy strengthens the overall mentoring relationship within the educational setting (Creswell, 2008).

This study is anchored on Bandura's Social Cognitive Theory (1997), which emphasizes the dynamic interaction between personal beliefs, behaviors, and environmental factors in shaping an individual's self-efficacy. This theory underscores how mentorship experiences, observation of effective mentoring practices, and institutional support contribute to critique teachers' confidence and competence in guiding interns. Additionally, the study is grounded in Vygotsky's Constructivist Learning Theory (1978), which posits that knowledge is developed through social interaction and shared experiences. This perspective highlights the collaborative nature of the mentoring process, where critique teachers and interns co-construct understanding, teaching strategies, and professional growth through guided participation. Moreover, the study is viewed through the lens of Burns' Transformational Leadership Theory (1978), which centers on the mentor's role as a transformational leader—one who inspires, motivates, and influences interns to achieve beyond expectations by fostering trust, articulating vision, and encouraging innovative thinking. Together, these theories provide a robust framework for understanding how critique teachers' mentoring self-efficacy is shaped and demonstrated through social, cognitive, and leadership dimensions within the educational setting.

3. METHODOLOGY

3.1. Research Design

This study employed a mixed-methods design, which involved the intentional integration of both qualitative and quantitative approaches to achieve a more complete understanding of the research problem. In this context, "mixing" referred to the thoughtful combination of numerical data with detailed narrative insights to explore the topic from multiple angles. This approach enabled the researcher to draw on the strengths of each method—breadth from the quantitative data and depth from the qualitative findings. The integration of qualitative and quantitative approaches at various stages of the study was essential to enhance the overall depth and rigor of the research (Creswell & Plano, 2011).

In context, the mixed-methods approach facilitated a thorough investigation of mentoring self-efficacy among cooperating teachers. By combining quantitative survey data with qualitative in-depth interviews, the research aimed to offer a nuanced understanding of how teachers perceived and enacted their mentoring roles, as well as the factors that influenced their

confidence in guiding pre-service teachers. This integration ensured a robust examination of mentoring competencies and the impact of self-efficacy on their professional mentoring practices.

Moreover, the convergent parallel mixed-methods approach was employed in this study, allowing for the simultaneous integration of both quantitative and qualitative components. Creswell (2008) described this approach as involving the concurrent collection and analysis of both data types, with results merged or compared during the interpretation phase to provide a well-rounded understanding of mentoring self-efficacy.

In this study, the convergent parallel mixed-methods design enabled the researcher to explore the significance of mentoring self-efficacy among cooperating teachers. By integrating quantitative survey data with qualitative interviews, the study uncovered detailed insights into how teachers perceived and enacted their mentoring roles in educational settings. This approach ensured a comprehensive understanding of the factors that influenced the development and effectiveness of mentoring self-efficacy in teacher preparation.

Additionally, the study utilized a descriptive research method to quantify and analyze the mentoring self-efficacy of cooperating teachers. This method involved collecting numerical data and employing statistical tools to comprehensively describe the phenomenon of mentoring self-efficacy among educators. The descriptive-correlational approach facilitated the identification of patterns and relationships within the data, shedding light on various aspects of mentoring self-efficacy and its impact on mentoring performance (Apuke, 2017).

A phenomenological approach was utilized in this study to further develop the qualitative portion. This methodology assisted the discovery and understanding within the rich environment evolving within the experiences of the participants. A phenomenology focuses on the commonality of a lived experience within a particular experiences with mentoring self-efficacy. Other forms of data such as documents and observations may also be used (Creswell, 2013).

Figure 2 presents the convergent parallel mixed methods design that was used in this study. It shows that quantitative data were collected and analyzed separately from the qualitative data. However, researcher merged the two databases and analyzed further how the data converged or diverged.

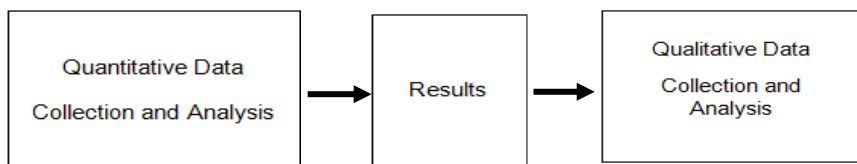


Figure 1. Convergent Parallel Mixed Methods Design

3.2. Participants of the Study.

The participants were those who can best inform and satisfy the research questions and enhance understanding of the phenomenon under study (Kuper, Lingard & Levinson, 2008). In this study, the key participants were the critique teachers from Kapalong, Davao del Norte.

In the quantitative phase, the research was conducted among the critique teachers of Davao del Norte which consists of 96 teachers. Despite its big population, the determination of sample size for the study was done with much care, considering the assistance of a statistician. Sampling was conducted in such a way that the participants represented the larger population of critique teachers in the district. This particularly meant that the sample size included a balanced and statistically significant number of critique teachers who can ensured reliable data on the hypotheses stated in the objectives. These selected participants contributed significantly to first-hand information in response to a representative set of survey questions. These questions were designed in a prominent way to test the competencies of their mentoring and experiences that BEED interns had during their practicum study for nuanced understanding of dynamics within relationships of mentorship in teacher education.

In the qualitative phase, the key participants of the study were identified as 14 BEED interns from Kapalong College of Agriculture, Sciences, and Technology in Kapalong, Davao del Norte. In this research, 14 participants were selected with care. Out of these, seven (7) underwent in-depth interviews (IDIs), wherein each participant was individually interviewed by me. Meanwhile, the other seven (7) were involved in the focus group discussion (FGD), where they were gathered in one venue and asked to discuss the questions I provided, answering among themselves and sharing thoughts based on the purpose securing detailed insights and ensuring data saturation at the same time. The selection of 14 participants was made in such a way as to ensure a strong investigation into the mentorship experiences of BEED interns supported by a balance between depth and diversity.

ASSIGNED CODE	SEX	GRADE LEVEL
IDI-01	Female	Critique teacher
IDI-02	Female	Critique teacher
IDI-03	Female	Critique teacher
IDI-04	Female	Critique teacher
IDI-05	Female	Critique teacher
IDI-06	Female	Critique teacher
IDI-07	Female	Critique teacher
FGD-08	Female	Critique teacher
FGD-09	Female	Critique teacher
FGD-10	Female	Critique teacher
FGD-11	Female	Critique teacher
FGD-12	Female	Critique teacher
FGD-13	Female	Critique teacher
IDI-01	Female	Critique teacher

3.3. Instrumentation and Data Gathering Process.

This study used two phases to investigate the mentoring self-efficacy of critique teachers handling BEED interns in Kapalong, Davao del Norte. The quantitative phase involved a validated, adapted questionnaire using a five-point Likert scale to assess key dimensions of mentoring self-efficacy, such as professionalism, emotional intelligence, and practical mentoring strategies. The qualitative phase utilized an interview guide to collect in-depth narratives from critique teachers, with transcriptions carefully verified to ensure accuracy. Together, these methods provided a comprehensive understanding of how mentoring self-efficacy shaped the guidance and professional development of student-interns.

For the quantitative phase, the researcher employed a modified questionnaire to assess the role of critique teachers in shaping the experiences of BEED interns, adapted from the work of Tickell and Klassen (2024). This questionnaire utilized a Five-point Likert Scale with indicators such as mastery of subject matter skills, teaching strategy skills, classroom management skills, evaluation skills, curriculum content and pedagogy, planning, assessing and reporting learners' outcomes, personal growth, and professional development. Participants were instructed to rate and select a single box ranging from one (lowest) to five (highest) for each question on the scale. The Likert Scale effectively measured constructs, attitudes, and stimuli that were not easily observable through direct observation. Despite the adaptation of the questionnaire, a rigorous expert validation process was undertaken to ensure its reliability.

For qualitative phase, the panel of experts scrutinized the qualitative research guide questionnaires to draw from the participants' personal narratives, comments, opinions, and insights. These open-ended questions focused on the three identified key research issues, but no more than five probing questions dedicated to each issue. In addition, at the end of the questionnaire, significant closing statements were included to allow responding cases to provide further comments. Copies of the transcriptions were provided to the participants to ensure the validity of the transcribed data; a consensus is obtained by focusing on different perceptions from the subjects regarding the text.

The procedure for gathering data involved several systematic steps, with both quantitative and qualitative data collected concurrently using a parallel mixed-method approach. This strategy enabled the researcher to compare data from diverse sources, adjust it for meaningful comparison, and address a range of research questions (Creswell & Plano Clark, 2018). For the quantitative phase, the researcher first secured permission from the Department of Education to collect the necessary data within Davao del Norte. A researcher-made survey questionnaire was then administered to all respondents on the same day to minimize the influence of potential mood shifts and ensure consistency in responses. In the qualitative phase, data were gathered through focus group discussions and in-depth one-on-one interviews designed to capture rich insights from the participants. These face-to-face sessions were scheduled based on the participants' availability and preferred locations. During the interviews, the researcher posed a set of enabling questions, along with follow-up queries, to obtain comprehensive responses. Ethical considerations were carefully explained to ensure the comfort and informed consent of all participants throughout the data collection process.

3.4. Data Analysis

Immediately after the collection of all data from the respondents, the researcher proceeded with tabulation and analysis using appropriate methods for each phase. In the quantitative phase, descriptive statistics were employed to determine the mean of the participants' responses, while measures of dispersion were used to assess the variability in their answers (Creswell & Creswell, 2017). These statistical tools provided a clear overview of trends and patterns in the numerical data. Meanwhile, in the qualitative phase, the researcher utilized thematic analysis to examine the detailed responses. Participant inputs were recorded, organized, and condensed through a process of coding, which allowed the emergence of meaningful themes. The qualitative data were presented in the form of narratives, tables, or figures. The researcher engaged in an iterative process of reading and rereading the data to generate and refine themes, aiming for a comprehensive and insightful analysis (Miles et al., 2014). This combined analytical approach ensured a holistic understanding of the data and contributed to the credibility and depth of the study's findings.

3.5. Research Ethics

The researcher took great care to address ethical considerations throughout this study. Permission was requested from the school principal to interview participants and distribute survey materials. A consent letter was provided to all selected participants, and the questions asked was clear and straightforward to ensure participants to fully understand them. Confidentiality was handled with sensitivity, and information was shared in a respectful and considerate manner. Further, this pertained to anonymity, vulnerability of the participants, risks, benefits, safety, privacy and confidentiality of the participants.

4. FINDINGS AND DISCUSSION

This chapter presents the qualitative and quantitative data of the investigation. In the quantitative phase, responses from the survey questionnaire were used to identify the general level of mentoring self-efficacy among critique teachers. The study examined mentoring self-efficacy across four dimensions: professionalism, interpersonal and intrapersonal intelligence, plan-do-review, and teacher practitioner. Meanwhile, the qualitative phase includes emerging themes relating to the lived experiences of critique teachers regarding their mentoring roles. It also incorporates core ideas, categories, and theoretical perspectives that support the findings. Lastly, this chapter measures the extent of corroboration between quantitative and qualitative data.

Table 2. Status of Mentoring Self-Efficacy of Critique Teachers

No.	Items	Mean	Descriptive Rating
Professionalism			
1.	providing objective and fair evaluations when assessing Elementary Education student-teachers performance.	5.00	Very High
2.	supporting Elementary Education student-teachers in understanding their teaching environment while assessing my mentoring approach.	5.00	Very High
3.	preparing evaluating Elementary Education student-teachers for their roles in today's educational environment through guidance and support.	4.99	Very High
4.	evaluating Elementary Education student-teachers performance and progress accurately and fairly based on established criteria.	4.91	Very High
5.	applying various coaching and mentoring models, tools and techniques to support Elementary Education student-teachers.	4.99	Very High
Category Mean		4.98	Very High
Interpersonal and Intrapersonal Intelligence			
1.	using effective interpersonal skills to build and maintain a professional relationship with my mentee.	4.99	Very High
2.	supporting my mentee in addressing their learning barriers.	4.97	Very High
3.	demonstrating self-awareness by identifying my own strengths and weaknesses as a mentor.	5.00	Very High
4.	assisting my mentees in overcoming barriers to learning for their students.	4.98	Very High
5.	giving my mentees the freedom and space develop their roles independently.	4.98	Very High
Category Mean		4.98	Very High
Plan-do-review			

1.	encouraging my mentee to reflect critically and find areas to improve.	3.90	Very High	7
2.	reflecting with Elementary Education student-teachers on what worked well and what was less successful.	4.97	Very High	
3.	challenging my mentee constructively in a meaningful way to promote growth and reflection.	4.91	Very High	
4.	giving useful feedback to guide Elementary Education student-teachers next steps in their teaching journey.	4.95	Very High	
5.	providing support to help Elementary Education student-teachers progress effectively in their professional development.	4.94	Very High	
Category Mean		4.95	Very High	
Teacher practitioner				
1.	demonstrating pedagogical knowledge needed to guide and support mentees development.	4.97	Very High	
2.	helping my mentee manage behavior effectively in their setting.	4.97	Very High	
3.	supporting my mentee in building subject knowledge and addressing gaps or misconceptions.	4.98	Very High	
4.	modeling effective planning, teaching and assessment.	4.98	Very High	
5.	using varied of mentoring tools and techniques.	4.97	Very High	
Category Mean		4.97	Very High	
Overall Mean		4.97	Very High	

Status of Mentoring Self-Efficacy among Critique Teachers

The results revealed that the overall mean of mentoring self-efficacy among critique teachers is 4.97, which is descriptively rated as very high, indicating that self-efficacy is always manifested by the critique teachers. Among the indicators, *Professionalism*, and *Interpersonal and Intrapersonal Intelligence* both obtained the highest overall mean of 4.98, signifying that these are always manifested by critique teachers. This was followed by *Teacher Practitioner*, with an overall mean of 4.97, also rated as very high, which means always by the critique teachers. Lastly, the *Plan-Do-Review* indicator recorded the lowest overall mean of 4.95, but still descriptively rated as very high, indicating that this is always manifested by critique teachers.

Table 3. Themes and Core Ideas on the Coping Mechanism of Mentoring Self-Efficacy among Critique Teachers of Elementary Education Interns

ISSUES PROBED	CORE IDEAS	CODE/ CATEGORIES	ESSENTIAL THEMES	THEORETICAL SUPPORT
Challenges in Building Mentor Confidence	- Balancing mentoring with teaching responsibilities. - Balancing class responsibilities with mentoring interns. - Balancing lesson planning, classroom management, and mentoring. - Balancing teaching, lesson preparation, and activities. - Handling additional Department of Education activities. - Implementing Department of Education Programs alongside mentoring interns. - Focusing on mentees due to numerous activities given by DepEd.	Balancing Teaching and Mentoring Responsibilities Managing Additional Institutional Responsibilities	Balancing Multiple Roles and Responsibilities	Role Theory (Biddle, 1979)
Experiences in Mentoring Student-Interns	- Juggling lesson planning and mentoring interns. - Reviewing interns' lesson plans in detail. - Encouraging interns to write their own lesson plans.	Lesson Planning and Mentorship Strategies	Honing Teaching Competence	Experiential Learning Theory (Kolb, 1984)

	- Observing interns during instructional delivery despite time constraints. - Training interns to handle classroom management independently. - Providing delayed feedback instead of real-time coaching. - Bridging theory and practice. - Reinforcing learning through hands-on experience. - Scaffolding instructional strategies based on interns' current skill levels.	Classroom Management and Teaching Strategies			
		Effective Instructional Support			
Mentorship Strategies and Views on Interns.	- Attending training programs to boost mentoring confidence. - Enhancing mentorship skills through continuous growth. - Utilizing seminars for professional development. - Recognizing KCAST student-teachers' varying preparedness. - Identifying classroom management as a challenge. - Emphasizing the need for more classroom exposure. - Setting clear expectations for strong mentorship. - Conducting one-on-one discussions for personalized guidance. - Creating structured mentoring plans for better guidance.	Professional Growth and Mentoring Confidence	Seeking Opportunities for Professional Growth and Platform for Application	Social Learning Theory (Bandura, 1977)	
		Student-Teacher Preparedness and Classroom Exposure			
		Structured Mentorship and Effective Communication			
Mentors' Coping Strategies for Stress	- Validating mentorship through student success. - Overcoming self-doubt through past successes. - Investing in professional development to build confidence. - Seeking guidance from experienced colleagues. - Relying on a support system for solutions - Seeking guidance through technical assistance (TA) and graded demonstrations - Investing in professional development to build confidence - Focusing on the positive impact of mentoring to stay motivated - Staying updated with new methodologies to better guide	Maintaining Motivation and Confidence in Mentorship	Continuous Growth through Shared Learning	Social Cognitive Theory (Bandura, 1986)	
		Seeking Support and Collaboration			
		Strengthening Professional Competence			

Balancing Teaching and Mentoring Roles	• Setting a clear schedule for classes and mentoring • Using a planner to track tasks efficiently • Preparing interns with set deadlines • Conducting post-lesson discussions for feedback • Making use of collaborative teaching to involve interns in discussions • Integrating mentoring into daily routines for a natural learning experience. • Involving interns in actual lesson delivery • Delegating classroom tasks to interns to enhance their teaching experience • Setting deadlines for interns' lesson planning to ensure preparedness. • Including reflection time in the schedule to provide immediate feedback.	Effective Scheduling and Time Management	Optimizing Time for Structured and Productive Mentorship	Time Management Theory (Covey, 1989)	9
		Integrating Mentorship into Classroom Activities			
		Enhancing Interns' Teaching Readiness			
Leveraging Opportunities and Support for Mentoring	• Utilizing technical assistance for self-improvement • Seeking advice from co-mentors • Attending departmental meetings to discuss mentoring concerns • Attending training and seminars to improve mentoring • Listening to webinars to stay updated on best practices • Joining capacity-building activities for self-improvement • Reflecting on mentoring sessions to assess and refine approaches • Taking time to evaluate mentoring effectiveness • Checking oneself through technical assistance to ensure personal growth and effective mentoring.	Utilizing Support Systems and Technical Assistance	Enhancing Mentorship Quality	Vygotsky's Zone of Proximal Development (Vygotsky, 1978)	
		Engaging in Professional Development			
		Self-Assessment and Reflection			
Strategies to Strengthen Mentoring Confidence	• Providing constructive feedback on lesson delivery. • Giving gradual autonomy to interns in the classroom. • Sharing teaching experiences to inspire interns and normalize mistakes • Granting interns gradual	Encouraging Interns' Growth and Independence	Active Skill Development	Cognitive Apprenticeship Model (Collins, Brown, & Newman, 1989)	

- Demonstrating classroom management in real settings
 - Assigning interns hands-on classroom management tasks
 - Providing constructive feedback
- Enhancing Classroom Management Skills

Balancing Multiple Roles and Responsibilities. In the context of mentoring self-efficacy, some experiences shared by critique teachers involve balancing multiple roles and responsibilities. It was mentioned by the participants that in managing various mentoring and teaching tasks, they emphasized the indispensable connection between effective role management and the overall mentoring process.

In alignment to the study conducted, this is parallel to Bahrami et al. (2022) which examined the coping mechanisms and support systems utilized by educators handling diverse professional demands. Their research emphasized that access to collaborative networks, professional development, and institutional support enables teachers to manage workload pressures more effectively. Their findings support the idea that maintaining balance across multiple roles is essential for sustaining teacher effectiveness and promoting a healthy, responsive educational environment.

Honing Teaching Competence for Mentoring Self-Efficacy. In the context of honing teaching competence to strengthen mentoring self-efficacy, the participants emphasized the importance of continually developing their instructional skills, pedagogical knowledge, and classroom practices to serve as effective models for their interns. It highlighted the need for critique teachers to demonstrate confidence, mastery of content, and adaptability in various teaching scenarios. This underscores the importance of professional growth that is reflective, intentional, and grounded in best practices to enhance the mentoring experience and foster the interns' learning and development.

This finding is also aligned with the studies which highlighted the importance of continuous professional development in enhancing teaching competence, demonstrating that teachers who actively engage in experiential learning and reflective practice are more effective in applying innovative strategies that cater to diverse classroom needs. This is further supported by research emphasizing the impact of reflective teaching models on professional competence, showing that consistent reflection on teaching experiences promotes better decision-making, adaptability, and instructional improvement. These findings affirm the result that critique teachers consistently manifest high mentoring self-efficacy, particularly in areas such as professionalism and interpersonal intelligence, as their engagement in reflective, experiential, and student-centered practices significantly contributes to their effectiveness as mentors and professional models for interns (Velasquez et al., 2023).

Seeking Opportunities for Professional Growth and Platform for Application. In the context of seeking professional growth and opportunities for application, the participants mentioned that continuous learning and hands-on practice are essential in enhancing teaching competence and mentoring self-efficacy. This highlights that engaging in training, seminars, and actual classroom application can strengthen the professional identity of mentors and allow them to model best practices effectively to their interns.

This finding is also aligned with the findings of study which revealed the impact of Morales (2023) which highlighted the importance of continuous professional learning in enhancing teacher effectiveness. Their study demonstrated that educators who actively engage in training and apply newly acquired skills in the classroom experience greater instructional confidence and improved student outcomes. This suggests that creating avenues for both growth and application is essential in cultivating competent and reflective teaching practices.

Continuous Growth through Shared Learning. In the context of professional development, the participants mentioned the importance of collaboration and shared learning among mentors and student-teachers. It highlighted how exchanging insights, experiences, and strategies leads to mutual growth. This approach fosters a supportive learning environment where both mentors and interns continuously improve and adapt to teaching challenges together.

This finding is also aligned with the findings of study which revealed the impact of Guo et al. (2025) which highlighted the significance of continuous peer collaboration in enhancing teaching effectiveness. Their study demonstrated that regular engagement in shared learning sessions and reflective dialogues among educators contributes to improved instructional practices and deeper professional insight. This suggests that creating a collaborative learning environment among

Optimizing Time for Structured and Productive Mentorship. In the context of optimizing time for structured and productive mentorship, participants emphasized that effective time management plays a critical role. By intentionally allocating time for mentoring sessions and integrating mentorship into their daily teaching routines, critique teachers were able to provide more focused guidance to their interns. This structured approach not only ensured that mentoring was consistent and meaningful but also created a more productive learning experience where interns felt supported, guided, and professionally nurtured.

This finding is also aligned with the findings of Moral et al. (2024) which highlighted the importance of intentional time management in balancing instructional and mentoring responsibilities. Their study demonstrated that strategically allocating time for mentoring tasks, such as planning, conferencing, and reflection, enhances the quality of mentor-mentee interactions and supports professional growth. This suggests that effective time management plays a vital role in ensuring structured, consistent, and goal-driven mentorship.

Enhancing Mentorship Quality. In the context of enhancing mentorship quality, participants emphasized that intentional mentoring practices and professional commitment play a critical role. By consistently providing constructive feedback, modeling effective teaching strategies, and fostering open communication, critique teachers were able to elevate the overall quality of mentorship provided to their interns. This deliberate approach not only ensured that mentoring was impactful and developmental but also created a supportive learning atmosphere where interns felt valued, empowered, and better equipped for their future roles as educators.

This finding is also aligned with the findings of Oppenheimer and Goldenberg (2023) which highlighted the significance of intentional mentor training programs in improving the effectiveness of teacher mentorship. Their study demonstrated that equipping mentors with structured strategies and reflective tools enhances their ability to guide, support, and evaluate interns effectively. This suggests that mentorship quality is strengthened when mentors are adequately prepared and supported in their roles.

Active Skill Development. In the context of active skill development, participants emphasized that providing interns with hands-on teaching experiences plays a critical role. By allowing interns to gradually take part in instructional tasks and classroom responsibilities, critique teachers were able to foster practical learning and build interns' confidence. This active approach not only ensured that skill acquisition was continuous and meaningful but also created a more empowering learning experience where interns felt capable, engaged, and professionally prepared.

This finding is also aligned with the findings of Asregid et al. (2023) which highlighted the significance of hands-on learning opportunities in developing teaching competence among pre-service teachers. Their study demonstrated that when interns are provided with guided practice, modeling, and immediate feedback, their instructional skills and classroom confidence significantly improve. This suggests that active skill development, supported by intentional mentoring, plays a key role in preparing future educators for real-world teaching challenges.

Table 4: Insights of Critique Teachers in Relation to Mentoring Self-Efficacy

ISSUES PROBED	CORE IDEAS	CODE/ CATEGORIES	ESSENTIAL THEMES	THEORETICAL SUPPORT
Mentor Strengths and Weaknesses Perception	- Giving clear instructions. - Demonstrating real classroom scenarios - Struggling to repeat explanations - Recognizing patience as a strength while struggling with time constraints - Sharing teaching experiences openly while managing high expectations - Being approachable and supportive while setting clear professional boundaries	Effective Communication and Instruction Managing Time and Expectations	Enhancing Clarity and Responsiveness in Mentorship	Cognitive Load Theory (Sweller, 1988)

Factors Influencing Mentoring Self-Efficacy	• Boosting self-efficacy through coaching programs. • Enhancing self-efficacy through continuous learning • Maintaining open communication with interns • Receiving school and peer support to build confidence • Using open communication and feedback to enhance mentoring effectiveness • Having enough resources and relevant training • Gaining confidence through resources, training, and continuous learning. • Relying on teaching experience but struggling with doubts due to limited training in modern strategies. • Applying acquired knowledge from training into practice	Professional Development and Support Systems	Strengthening Mentorship Through Continuous Learning and Collaborative Support	Social Cognitive Theory (Bandura, 1986)
Mentoring Training to Boost Confidence	• Training on mentoring to improve guidance skills • Adapting to different intern skill levels through mentor training • Learning classroom management strategies through training • Attending seminars to gain new mentoring techniques • Gaining confidence with technical assistance • Setting direction with clear guidelines and expectations • Ensuring access to updated teaching resources and tools	Training and Professional Development	Training and Support for Effective Mentorship	Social Learning Theory (Bandura, 1977)
Advising Administrators and Teachers for Effective Mentoring	• Practicing patience and open-mindedness • Adjusting to student-teachers' skill levels • Demonstrating flexibility to accommodate varying intern skill levels • Mentoring with passion to inspire student-teachers • Highlighting willingness for effective mentoring • Enhancing mentoring practices through reflective experiences	Effective Mentoring Approaches	Engagement and Growth	Self-Determination Theory (Deci & Ryan, 1985)
		Motivation and Continuous Improvement		

Enhancing Clarity and Responsiveness in Mentorship. In the context of mentoring self-efficacy, some experiences shared by critique teachers involve enhancing the mentorship process through clarity and responsiveness. It was mentioned by the participants that with clarity and responsiveness in terms of mentoring, they emphasized the indispensable connection between effective mentor communication and the mentoring relationship.

This finding is also aligned with the findings of Pollio et al. (2025) which explored the dynamics of mentor responsiveness in teacher education programs. Their research emphasized that active listening, timely feedback, and context-aware guidance create a safe space for interns to express their challenges and reflect on their growth. Their findings support the idea that enhancing clarity and responsiveness in mentorship strengthens the mentor-mentee relationship and contributes to the overall development of future educators.

Strengthening Mentorship through Continuous Learning and Collaborative Support. In the context of strengthening mentorship, the participants mentioned that engaging in continuous learning and receiving collaborative support from colleagues are practices that can enhance their mentoring capacity. This highlights that integrating ongoing professional development and peer collaboration into mentorship practices can strengthen the mentor-mentee relationship.

This finding is also aligned with the findings of Renman et al. (2024) which highlighted the significance of structured mentor development programs in improving the overall effectiveness of teacher mentorship. Their study demonstrated that providing mentors with clear frameworks, reflective strategies, and ongoing support enhances their ability to guide, assess, and empower student-teachers. This suggests that mentorship quality is strengthened when mentors are intentionally trained and professionally supported in their roles.

Training and Support for Effective Mentorship. In the context of mentorship, the participants mentioned that receiving proper training and institutional support are essential components that contribute to effective mentoring practices. This highlights that integrating professional development opportunities and administrative support into mentoring systems can enhance the quality and effectiveness of mentor-mentee relationships.

This finding is also aligned with the findings of Suyadi et al. (2020) which highlighted the significance of intentional mentor training programs in improving the effectiveness of teacher mentorship. Their study demonstrated that equipping mentors with structured strategies and reflective tools enhances their ability to guide, support, and evaluate interns effectively. This suggests that mentorship quality is strengthened when mentors are adequately prepared and supported in their roles.

Engagement and Growth. In the context of boosting student engagement, the participants mentioned the role of soft skills. It highlighted making learning more interesting and interactive by creating a well-organized classroom. These strategies foster a positive learning environment where students feel motivated and involved.

This finding is also aligned with the findings of Wilson and Huynh (2019), who explored the challenges and opportunities in fostering meaningful mentor-mentee relationships within teacher education. Their conceptual analysis emphasized that sustained communication, mutual respect, and clearly defined goals contribute to more impactful mentorship experiences. Their findings support the idea that enhancing mentorship quality is crucial for building a supportive environment that nurtures both the professional and personal growth of pre-service teachers.

Table 4. Joint Display of Salient Quantitative and Qualitative Findings

ASPECT OR FOCAL POINT	QUANTITATIVE FINDINGS	QUALITATIVE FINDINGS	NATURE OF DATA INTEGRATION	AXIOLOGICAL IMPLICATION
Critique Teachers' Mentoring Self-Efficacy	In table 2, on the indicator professionalism specifically in item number 1- <i>providing objective and fair evaluations when assessing Elementary Education student-teachers performance</i> , with an overall average mean of 5.0 and has a descriptive equivalent as very high.	In table 4 on the insights of critique teachers with an essential theme of <i>Strengthening Mentorship Through Continuous Learning and Collaborative Support</i> , and a code of <i>Strengthening Self-Efficacy in Mentoring</i> , specifically in the core idea 2- <i>using open communication and feedback to enhance mentoring effectiveness</i>	Merging- diverging	The very high rating for professionalism suggests that critique teachers view fairness and objectivity in assessment as both a moral and professional responsibility. By providing honest, balanced evaluations and engaging in open communication, they uphold ethical standards that reflect integrity, respect, and accountability. This commitment to just and transparent mentoring practices fosters a learning environment built on trust, professional dignity, and mutual growth—demonstrating that professionalism is not only about competence but also about character and values in action.
	In table 2, on the indicator professionalism specifically in item number 2- <i>supporting Elementary Education student-teachers in understanding their teaching environment while assessing my mentoring approach</i> , with an overall average mean of 5.0 and has a descriptive equivalent as very high.	In table 3 on the lived experiences and coping mechanism of critique teachers with an essential theme of <i>Enhancing Mentorship Quality</i> and a code of <i>Self-Assessment and Reflection</i> , specifically in the core idea 2- <i>taking time to evaluate mentoring effectiveness</i> .	Merging- diverging	This alignment underscores the value critique teachers place on professional responsibility and ethical reflection. Their commitment to assessing mentoring approaches enhances both their own development and the quality of support provided to interns. It reflects a value system rooted in growth, responsibility, and dedication to learner success.

In table 2, on the indicator interpersonal and intrapersonal intelligence specifically in item number 3- <i>demonstrating self-awareness by identifying my own strengths and weaknesses as a mentor</i>, with an overall average mean of 5.0 and has a descriptive equivalent as very high.	In table 3 on the lived experiences and coping mechanism of critique teachers with an essential theme of <i>Enhancing Mentorship Quality</i> with a code of <i>Self-Assessment and Reflection</i>, specifically in the core idea 3- <i>checking oneself through technical assistance to ensure personal growth and effective mentoring</i>.	Merging- diverging	The very high rating for self-awareness under interpersonal and intrapersonal intelligence suggests that critique teachers value reflective practices as a moral and professional responsibility. Through self-assessment and actively seeking technical assistance for personal growth, they demonstrate integrity and a deep commitment to continuous improvement, thereby fostering a mentoring environment grounded in authenticity, humility, and ethical self-development.
In table 2, on the indicator plan-do-review specifically in item number 1- <i>encouraging my mentee to reflect critically and find areas to improve</i>, with an overall average mean of 5.0 and has a descriptive equivalent as very high.	In table 3 on the lived experiences and coping mechanism of critique teachers with an essential theme of <i>Enhancing Mentorship Quality</i> a code of <i>Self-Assessment and Reflection</i>, specifically in the core idea 3- <i>checking oneself through technical assistance to ensure personal growth and effective mentoring</i>.	Merging- diverging	The very high rating for self-awareness under interpersonal and intrapersonal intelligence suggests that critique teachers value reflective practices as a moral and professional responsibility. Through self-assessment and actively seeking technical assistance for personal growth, they demonstrate integrity and a deep commitment to continuous improvement, thereby fostering a mentoring environment grounded in authenticity, humility, and ethical self-development.
In table 2, on the indicator plan-do-review specifically in item number 1- <i>encouraging my mentee to reflect critically and find areas to improve</i>, with an overall average mean of 5.0 and has a descriptive equivalent as very high.	In table 3 on the lived experiences and coping mechanism of critique teachers with an essential theme of <i>Enhancing Mentorship Quality</i> and a code of <i>Self-Assessment and Reflection</i>, specifically in the core idea 1- <i>reflecting in mentoring sessions to assess and refine approaches</i>.	Merging- diverging	The very high rating for encouraging mentee reflection, supported by teachers' own reflective practices, shows that critique teachers uphold a mentoring culture rooted in introspection, personal growth, and continuous improvement, valuing self-awareness as a tool for building professional integrity and deepening mentor-mentee relationships.

Critique Teachers' Mentoring Self-Efficacy. The development of mentoring competence is closely associated with self-efficacy beliefs, particularly in providing guidance, emotional support, and professional modeling. Critique teachers who feel confident in their mentoring capacity are more likely to engage in proactive, reflective, and adaptive mentoring practices that positively influence the professional identity formation of interns. These findings support the view that self-efficacy in mentorship empowers critique teachers to foster developmental relationships that support intern success and resilience Novocký et al. (2023).

5. CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

First, the status of critique teachers' mentoring self-efficacy is very high in terms of professionalism, interpersonal and intrapersonal intelligence, plan-do-review, and teacher practitioner. This indicates that these indicators of mentoring self-efficacy are always manifested by critique teachers. The very high level of professionalism and interpersonal and intrapersonal intelligence suggests that critique teachers always manifested in their mentoring practices. On the other hand, while the plan-do-review and teacher practitioner components descriptively had the lowest mean, they still falls under category of very high level which means always manifested, reflecting consistent application in mentoring.

Second, the thematic analysis of the data was done based on the responses gained from the in-depth and focused group interview. The results revealed the experiences and coping mechanisms encountered by critique teachers in developing and

applying their mentoring self-efficacy. Quantitatively, the critique teachers have been experiencing various situations and challenges that contribute to how they develop and apply their mentoring self-efficacy, which are always manifested in their mentoring roles. The following themes emerged: Balancing Multiple Roles, Honing Teaching Competence, Seeking Opportunities for Professional Growth and Platform for Application, Continuous Growth through Shared Learning, Optimizing Time for Structured and Productive Mentorship, Enhancing Mentorship Quality, Active Skill Development, Enhancing Clarity and Responsiveness in Mentorship, Strengthening Mentorship through Continuous Learning and Collaborative Support, Training and Support for Effective Mentorship, Engagement and Growth, and Training and Structured Guidance.

Third, to better understand the impact of critique teachers' insights on mentoring self-efficacy, the responses were analyzed thematically to confirm the quantitative results of the study. Both the findings from the two phases are integrated based on the nature plan. The status of mentoring self-efficacy based on quantitative results shows that it converged with the data gained from the qualitative phase. Both the quantitative and qualitative results confirm that despite challenges in guiding student-teachers, critique teachers can always manifest strong mentoring practices. These developed insights benefit both the mentors and mentees in fostering effective teaching and professional growth.

In conclusion, the study revealed that the status of critique teachers' mentoring self-efficacy is very high, as they always manifest key indicators such as professionalism, interpersonal and intrapersonal intelligence, plan-do-review, and teacher practitioner. Through thematic analysis, their experiences and coping mechanisms further emphasized how they consistently apply and strengthen their mentoring self-efficacy despite challenges. The insights shared by critique teachers also confirmed the convergence of qualitative and quantitative findings, affirming that strong mentoring practices are always manifested in their roles. These results highlight the crucial role of continuous learning, reflection, and support in maintaining high levels of mentoring self-efficacy.

6. RECOMMENDATIONS

Based on the findings of the study, the following recommendations were drawn:

Since the level of perceived mentoring self-efficacy among critique teachers reveals that, among the four indicators of mentoring self-efficacy, the Plan-Do-Review dimension had the lowest mean. This suggests that while critique teachers are always manifested strong mentoring practices, they may be less inclined to critically reflect with their mentees or challenge them constructively to promote growth and development. Instead, they may rely more on offering feedback and support without engaging mentees in deeper reflective cycles. This limited use of reflective mentoring could hinder opportunities for student-teachers to develop self-awareness and independent decision-making. To address this issue, teacher education institutions and cooperating schools can provide training that promotes the use of structured reflection activities. Tools such as guided mentoring journals, post-lesson conferences, and critical reflection workshops can be introduced. Additionally, embedding Plan-Do-Review routines within mentoring schedules may strengthen critique teachers' confidence in encouraging reflective thinking and active engagement, making the mentoring process more effective and meaningful.

Moreover, the qualitative phase of the study explored the lived experiences and coping mechanisms of critique teachers in maintaining their mentoring self-efficacy while guiding elementary education interns. The findings suggest that balancing multiple responsibilities, such as classroom teaching, mentoring, and administrative tasks, poses a significant challenge. Despite this, critique teachers developed coping strategies such as effective time management, use of planning tools, and integrating mentorship into regular teaching routines. They also relied on support systems like peer collaboration, technical assistance, and professional development programs to stay motivated and confident. These adaptive strategies reveal the importance of institutional support and flexible mentoring frameworks. To overcome these challenges, schools should provide critique teachers with scheduled mentoring time, reduce overlapping duties during practicum periods, and create peer mentoring groups that promote shared responsibility and collective learning.

Consequently, the perspectives shared by critique teachers on mentoring self-efficacy provide valuable insights into strengthening their role in the professional development of pre-service teachers. Acknowledging the critical role of mentoring in shaping future educators emphasizes the need for intentional mentoring strategies rooted in reflection, collaboration, and modeling. Critique teachers expressed that building strong mentor-mentee relationships, reinforcing instructional competence, and modeling professionalism all contribute to fostering intern growth. Furthermore, they emphasized the need for structured mentoring approaches that include clear expectations, regular feedback, and the integration of hands-on classroom experiences. These insights affirm that mentoring is not only a support function but also a transformational leadership role that inspires confidence, growth, and accountability among future educators.

Lastly, the researcher recommends strategies to help critique teachers improve their mentoring self-efficacy and enhance the professional preparation of student-interns. This can be achieved by incorporating reflective and experiential

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mentoring strategies that allow interns to analyze their teaching practices and by encouraging peer collaboration among critique teachers through the sharing of best practices. It is also recommended that the Department of Education and teacher education institutions conduct regular seminar-workshops and provide technical assistance focused on mentoring strategies, feedback-giving, and building self-efficacy. These initiatives will not only strengthen mentoring competence but also promote a more supportive, reflective, and sustainable mentorship environment.

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