

# Mentoring and Coaching Matters: Analyzing Teaching Effectiveness and Performance of Novice Teachers

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## Abstract

The research aimed to analyze the influence of the master teachers mentoring and coaching on the teaching effectiveness and novice teachers' performance. The objectives of the study are the following: assess the extent of master teachers' mentoring and coaching skills; evaluate the level of teaching effectiveness of the novice teachers; analyze the status of performance of novice teachers; discuss the significant relationship between the master teachers mentoring and coaching skills on teaching effectiveness and performance of the novice teachers; and discuss the significant predictors of mentoring and coaching.

This paper used quantitative research study. It also employed a descriptive research design. A self-made questionnaire was used to measure the mentoring and coaching skills of the master teachers. This involved ten (10) sub-offices in the province of Laguna, fifty-one (51) master teachers and one hundred-twenty (120) novice teachers.

Based on the data gathered, all the indicators were all very great extent in the mentoring and coaching skills of the master teachers. The level of teaching effectiveness of the novice teachers' indicators was all high. Also, the status of performance of novice were all very high. As for the master teachers mentoring and coaching skills, it has a significant relationship on the teaching effectiveness and novice teachers' performance. In addition, the teaching effectiveness indicators revealed that it was a predictor of master teachers mentoring and coaching skills while novice teachers' performance is not a predictor. On the other hand, mentoring and coaching are vital components in enhancing both teaching effectiveness and novice teachers' performance. This means that by combining mentoring and coaching skills, master teachers and school administrators can leverage the strength of each method to achieve optimal results in professional development of novice teachers.

The study concluded that there are significant relationships between the master teachers mentoring and coaching skills towards teaching effectiveness and novice teachers' performance. Teaching effectiveness is a predictor of master teachers mentoring and coaching. The hypotheses of this study were rejected.

Lastly, based on the findings and conclusions drawn, the following are hereby recommended: (1) by modelling effective modelling effective techniques and offering support to deepen content knowledge, master teachers can assist the novice teachers in improving their teaching methods and strategies. (2) novice teachers may benefit from regular self-reflection exercises and provide constructive feedback from master teachers, which can foster self-reflection and improvement. (3) by assisting the novice teachers in designing engaging lessons and implementing differentiated instructions, master teachers may support student achievement and engagement. (4) master teachers may work hand-in hand in providing access to professional development opportunities and help novice teachers stay updated with current educational practices. (5) future researchers may delve deeper into specific factors through which master teachers' mentoring and coaching skills influence the teaching effectiveness of novice teachers.

*Keywords:* Mentoring; teaching effectiveness; teachers' performance

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## 1. Introduction

Teacher induction program stands as a cornerstone in the professional journey of teachers. It offers a structured pathway for novice teachers as they transition from theory to practice in the classroom. Rooted in the principles of support, guidance, and continuous improvement, this program serves as a crucial foundation for cultivating effective teaching practices and fostering the growth and development of new teachers.

Central to the success of the teachers' induction program is the integration of mentoring and coaching. Mentoring is given by an experienced individual or mentor who provides proper guidance, advice, feedback, and support to the mentee. It also enables the mentor and mentee to build trust between them. Coaching helps an individual to develop one's skills, abilities, and boost performance to achieve a particular goal. Mentoring and coaching play a vital role in the educational setting since it will help the new teachers to know and understand how to perform their task based on the given set of standards by the Department of the country set out on this revolutionary journey.

Master teachers play a crucial role in mentoring and coaching. They are those individuals who have experience and are skilled in the curriculum. They have the knowledge and capacity to mentor and to coach the newly hired teachers or novice teachers. Also, it is part of their duties as master teachers to do mentoring and coaching to the novice teachers and other teachers. Where they share, model learning strategies, and set achievable goals with the teachers.

On the other hand, novice teachers are the teachers who are in service. They are those individuals who need guidance and support coming from experienced teachers. Currently, the novice teachers encountered several challenges throughout their journey in the education system. These are solving complex problems, responding to changes, working in high performing teams, and communicating effectively in the teaching and learning process demand teachers to care about their quality improvement.

To resolve the problems encountered by the novice teachers the researcher analyzed the impact of the secondary master teachers mentoring and coaching skills to the teaching effectiveness and novice teachers' performance. Exploring the sophisticated dynamics of this relationship, the researcher's goal is to shed light on the potential solution that will benefit both master teachers and novice teachers while taking to consideration its broader implications in the educational community.

### 1.1 Statement of the Problem

Specifically, this sought answers to the following questions:

1. What is the extent of master teachers' mentoring and coaching of the with regards to:
  - 1.1 Initiative-taking;
  - 1.2 Support;
  - 1.3 Conflict Mediation;
  - 1.4 Confidence Building;
  - 1.5 Managing/Controlling;
  - 1.6 Resource-bringing;
  - 1.7 Trust-Rapport Building;
  - 1.8 Confrontation;
  - 1.9 Collaboration;
  - 1.10 Diagnosing Individual Needs; and
  - 1.11 Demonstration/Modelling?
2. What is the level of Teaching Effectiveness of Novice Teachers in terms of:
  - 2.1 Teaching Methods and Strategies;
  - 2.2 Content Knowledge;
  - 2.3 Self-Reflection and Improvement;

- 2.4 Time Management and Organization;
- 2.5 Classroom environment; and
- 3. What is the status of Performance of Novice Teachers in terms of:
  - 3.1 Student Achievement and Engagement;
  - 3.2 Instructional Delivery;
  - 3.3 Assessment and Feedback;
  - 3.4 Professionalism;
  - 3.5 Professional Development;
  - 3.6 Teacher-Student Relationship;
  - 3.7 Parent and Community Involvement; and
  - 3.8 Innovation and creativity?
- 4. Is there a significant relationship between the secondary master teachers mentoring and coaching skills and teaching effectiveness of novice teachers?
- 5. Is there a significant relationship between the secondary master teachers' mentoring and coaching skills and performance of the novice teachers?
- 6. Do teaching effectiveness and novice teachers' performance, singly or in combination, serve as significant predictors of secondary master teachers mentoring and coaching skills?

## 2. Methodology

Quantitative research is utilized in this research study. Quantitative research refers to data present in numeric form. When collected using a primary method, it uses statistical data collected by means of a questionnaire (Apuke, 2017). The purpose of quantitative research is to emphasize the collection of objective data to assess a social phenomenon.

The primary goal of quantitative research is to provide systematic and objective analysis of a social phenomenon by quantifying variables and measuring their relationship. This allowed the researcher to generalize and draw conclusions based on statistical analysis.

## 3. Results and Discussion

This chapter enumerates the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study.

The focus of the study is about the master teachers' mentoring skills and its impact on the teachers' effectiveness and novice teachers' performance in the province of Laguna that is conducted in ten (10) different sub-offices. The respondents in this study are fifty-one (51) master teachers and one hundred-twenty (120) novice teachers.

The following tabular presentations and discussions will provide major findings following the order of the organized statement of the problem.

### Master Teachers' Mentoring and Coaching Skills

**Table 1** *Extent of Mentoring and Coaching of the Respondents in Terms of Initiative-Taking*

Statements	Mean	SD	Remarks
I guide my mentee/s in their early career stages.	4.67	0.52	Strongly Agree
I identify the unique needs and strengths of my mentee/s	4.75	0.48	Strongly Agree

tailoring their guidance accordingly.			
I initiate regular one-on-one meeting with my mentee/s to foster a strong mentorship program.	4.47	0.54	Strongly Agree
I share my best practices like the resources and strategies for effective teaching and learning process to happen.	4.69	0.47	Strongly Agree
I encourage my mentee/s to explore innovative teaching methods.	4.73	0.49	Strongly Agree
I allow my mentee/s to take the lead in experimenting with new approaches to empower them.	4.61	0.57	Strongly Agree
I serve as a model of growth mindset by seeking for professional development opportunities encouraging my mentees to do the same.	4.65	0.52	Strongly Agree
I lead my mentee/s in creating a collaborative teaching environment where all teachers can succeed and learn from one another.	4.73	0.45	Strongly Agree
I help my mentee/s in creating an inclusive teaching environment where all teachers can succeed and learn from one another.	4.73	0.45	Strongly Agree
<b>Weighted Mean</b>	<b>4.67</b>		
<b>SD</b>	<b>0.40</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 1 demonstrates the extent of the Mentoring and Coaching of the respondents in terms of initiative-taking. From the statements, "The master teachers identify the unique needs and strengths of the mentee/s tailoring their guidance accordingly" yielded the highest mean score ( $M=4.75$ ,  $SD=0.48$ ) and was remarked as Strongly Agree. On the other hand, "The master teachers initiate regular one-on-one meeting with their mentee/s to foster a strong mentorship program" received the lowest mean score of responses with ( $M=4.47$ ,  $SD=0.54$ ) yet was also remarked as Strongly Agree.

The extent of the Mentoring and Coaching of the respondents in terms of initiative-taking gained a weighted mean score of 4.67 and a standard deviation of 0.40 and was interpreted as Very Great Extent among the respondents.

The results indicated that the respondents perceive the mentoring and coaching program to be highly effective in promoting proactive behavior among the mentees.

The findings of the study indicate that proactive master teachers tend to be better performers, contributors, and innovators compared to their more passive master teachers. This highlights the value of initiative-taking and proactive behavior in the workplace.

**Table 2** Extent of Mentoring and Coaching of the Respondents in Terms of Support

Statements	Mean	SD	Remarks
I ensure that my mentee/s can be successful in the transition to the profession.	4.73	0.49	Strongly Agree
I can say that my mentee/s can benefit from my wisdom.	4.61	0.53	Strongly Agree
I can provide valuable insights to effective teaching practices.	4.67	0.52	Strongly Agree
I play a vital role in developing the classroom	4.63	0.53	Strongly Agree

management skills.			
I maintain a positive learning environment of my mentee/s.	4.57	0.57	Strongly Agree
I can refine my mentee/s lesson planning and instructional strategies which will help them to meet the diversity of their students.	4.55	0.61	Strongly Agree
I can provide constructive feedback to continuously improve their teaching methods and classroom performance.	4.67	0.52	Strongly Agree
I foster a culture of professional growth and development in the educational community.	4.59	0.57	Strongly Agree
I serve as a role model for my mentee/s that is essential in the teaching profession.	4.67	0.55	Strongly Agree
<b>Weighted Mean</b>	<b>4.63</b>		
<b>SD</b>	<b>0.45</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 2 illustrates the extent of Mentoring and Coaching of the respondents in terms of support. From the given statements, “The master teachers ensure that their mentee/s can be successful in the transition to the profession” yielded the highest mean score ( $M=4.73$ ,  $SD=0.49$ ) and was remarked as Strongly Agree. On the contrary, “The master teachers can refine their mentee/s lesson planning and instructional strategies which will help them to meet the diversity of their students” received the lowest mean score the responses with ( $M=4.55$ ,  $SD=0.61$ ) yet remarked Strongly.

The extent of Mentoring and Coaching of the respondents in terms of support got a weighted mean score of 4.63 and a standard deviation of 0.47 and was Very Great Extent.

This suggests that master teachers prioritize providing comprehensive support to help mentees navigate the challenges of entering the teaching profession and it reveals that there may be room for improvement in this aspect of support.

**Table 3** Extent of Mentoring and Coaching of the Respondents in Terms of Conflict Mediation

Statements	Mean	SD	Remarks
I foster open communication between my mentee/s to create safe space for dialogue.	4.73	0.49	Strongly Agree
I listen to my mentee/s to let them feel heard and valued.	4.80	0.45	Strongly Agree
I help my mentee/s identifying the root causes of conflicts	4.67	0.55	Strongly Agree
I promote self-reflection and understanding.	4.65	0.56	Strongly Agree
In the mediation process, I prioritize collaboration.	4.65	0.52	Strongly Agree
I encourage reaching agreements with the goal of coming to solutions that are advantageous to all sides.	4.53	0.58	Strongly Agree
I serve as a mentor that teaches my mentee/s conflict resolution strategies to prevent future disputes.	4.65	0.52	Strongly Agree
I ensure conflict mediation by creating a positive and supportive educational environment.	4.63	0.56	Strongly Agree
I help my mentee/s foster growth and mutual respect with all teachers.	4.65	0.56	Strongly Agree

<b>Weighted Mean</b>	<b>4.66</b>
<b>SD</b>	<b>0.45</b>
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>

Table 3 shows the extent of Mentoring and Coaching of the respondents in Terms of conflict mediation. From the statements, “The master teachers listen to their mentee/s to let them feel heard and valued” which is the second statement achieved the highest means score of (M=4.80, SD=0.45) and was remarked Strongly Agree. While the sixth statement, “The master teachers encourage reaching agreements with the goal of coming to solutions that are advantageous to all sides” received the lowest mean score of (M=4.53, SD=0.58) and was interpreted as Strongly Agree.

Overall, the mentoring and coaching of the respondents in terms of conflict mediation reached a weighted mean score of 4.66 and a standard deviation of 0.45.

This shows that master teachers should prioritize active listening and supportive learning environment for conflict resolution.

**Table 4** Extent of Mentoring and Coaching of the Respondents in Terms of Confidence Building

STATEMENTS	MEAN	SD	REMARKS
I offer a safe space for them to ask questions and seek guidance.	4.76	0.47	Strongly Agree
I encourage my mentee/s to reflect on their teaching experiences for growth.	4.65	0.52	Strongly Agree
I model effective teaching strategies demonstrating confidence in their own practice.	4.69	0.51	Strongly Agree
I create learning opportunities for my mentee/s to observe experienced teachers in action.	4.63	0.56	Strongly Agree
I allow my mentee/s to observe successful teaching methods.	4.69	0.51	Strongly Agree
I help my mentees develop a growth mindset.	4.61	0.57	Strongly Agree
I promote open communication among my mentee/s.	4.75	0.48	Strongly Agree
I encourage collaboration among my mentee/s	4.78	0.46	Strongly Agree
I give praise for small victories my mentee/s as they progress in their careers.	4.67	0.52	Strongly Agree
<b>Weighted Mean</b>	<b>4.69</b>		
<b>SD</b>	<b>0.53</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 4 illustrates the extent of mentoring and coaching among the respondents in terms of confidence building. Among the statements, “The master teachers encourage collaboration among mentee/s” received the highest mean score (M=4.78, SD=0.46), indicating a strong consensus marked as Strongly Agree. On the other hand, the sixth statement, “The master teachers help their mentee/s develop a growth mindset” garnered the lowest mean score (M=4.61, SD=0.57), yet still received a Strongly Agree interpretation.

These findings accentuate the value of collaborative approaches in mentorship of the master teachers and highlight the potential for enhancing mentees' confidence through targeted strategies aimed at fostering a growth mindset.

**Table 5** Extent of Mentoring and Coaching of the Respondents in Terms of Managing/Controlling

Statements	Mean	SD	Remarks
I possess broad experience that enables me to guide my mentee/s effectively.	4.69	0.55	Strongly Agree
I excel in the art of classroom management.	4.65	0.52	Strongly Agree
I can set standard for my mentee/s to follow.	4.65	0.52	Strongly Agree
I have a deep understanding of instructional techniques.	4.65	0.48	Strongly Agree
I can provide constructive feedback that aids in the personal and professional development of my mentee/s.	4.65	0.48	Strongly Agree
I exhibit strong leadership qualities directing my mentee/s.	4.57	0.57	Strongly Agree
I can easily identify potential issues as early as possible.	4.61	0.57	Strongly Agree
I proactively manage my mentee/s within the teaching environment.	4.61	0.53	Strongly Agree
I model as an example for my mentee/s by maintaining positive and productive classroom atmosphere.	4.75	0.48	Strongly Agree
<b>Weighted Mean</b>	<b>4.64</b>		
<b>SD</b>	<b>0.42</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 5 presents the extent of Mentoring and Coaching of the respondents concerning managing/controlling aspects. Among the statements evaluated, "The master teachers possess broad experience that enables them to guide their mentee/s effectively" garnered the highest mean score ( $M=4.69$ ,  $SD=0.55$ ), indicating a Strongly Agree consensus. Conversely, "The master teachers exhibit strong leadership qualities directing their mentee/s" received the lowest mean score ( $M=4.57$ ,  $SD=0.57$ ) but still fell under the Strongly Agree category.

In summary, the Mentoring and Coaching in terms of managing/controlling aspects achieved a weighted mean score of 4.64, reflecting a Very Great Extent of implementation among the respondents.

This implies the significant role of master teacher in providing effective mentoring and coaching managing/controlling aspects. It also contributes to the development and success of their mentee/s who happen to be the novice teachers.

**Table 6** Extent of Mentoring and Coaching of the Respondents in Terms of Resource-Bringing

Statements	Mean	SD	Remarks
I leverage my mentee/s' experience to provide valuable resources.	4.69	0.55	Strongly Agree
I can curate and share educational materials that empowers my mentee/s.	4.57	0.61	Strongly Agree
I excel in identifying tailored resources that are aligned with the unique needs and challenges of my mentee/s.	4.55	0.61	Strongly Agree
I can bridge the gap between theory and practice through resource-sharing.	4.63	0.53	Strongly Agree
I am adept at fostering collaboration among my mentee/s.	4.65	0.52	Strongly Agree
I facilitate an exchange of resources.	4.63	0.56	Strongly Agree



I encourage sharing of best practices.	4.61	0.57	Strongly Agree
I demonstrate a deep understanding of customizing resources to meet the diverse needs of my mentee/s and their students.	4.61	0.57	Strongly Agree
I have the capacity to extend beyond traditional materials and digital tools for professional growth.	4.67	0.55	Strongly Agree
<b>Weighted Mean</b>	<b>4.62</b>		
<b>SD</b>	<b>0.48</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 6 illustrates the extent of mentoring and coaching provided by the respondents concerning resource-bringing. Among the statements assessed, "The master teachers can curate and share educational materials that empower their mentee/s" garnered a mean score of 4.57 (SD=0.61), reflecting a consensus marked as Strongly Agree. In contrast, "The master teachers facilitate an exchange of resources" achieved the lowest mean score with 4.63 (SD=0.56), still within the Strongly Agree category.

In general, the mentoring and coaching regarding resource-bringing received a weighted mean score of 4.62, with a standard deviation of 0.48, indicating it was carried out to a "Very Great Extent" by the respondents.

Master teachers can guide novice teachers in maximizing the impact of available resources, whether in developed or developing nations. By providing guidance on innovative teaching methods, community engagement, efficient resource allocation, and leveraging technology, master teachers contribute to the empowerment of learners and the development of a globally competitive workforce.

**Table 7** Extent of Mentoring and Coaching of the Respondents in Terms of Trust-Rapport Building

Statements	Mean	SD	Remarks
I demonstrate competence and expertise in the relevant field to enhance trust.	4.69	0.55	Strongly Agree
I play a vital role in transferring knowledge to my mentee/s.	4.78	0.50	Strongly Agree
I foster a safe environment where my mentee/s feel free to share and grow.	4.65	0.52	Strongly Agree
I show empathy and authenticity to connect with my mentee/s.	4.67	0.55	Strongly Agree
I respect boundaries and confidentiality which reinforces trust.	4.63	0.53	Strongly Agree
I encourage open dialogue and feedback that cultivates trust.	4.65	0.56	Strongly Agree
I equip my mentee/s with valuable tools for improving their teaching practices.	4.63	0.49	Strongly Agree
I excel in creating a supportive environment to enhance my mentee/s pedagogical skills.	4.59	0.50	Strongly Agree
I can showcase a deep commitment to the growth and success of my mentee/s.	4.51	0.64	Strongly Agree
<b>Weighted Mean</b>	<b>4.64</b>		
<b>SD</b>	<b>0.44</b>		



**Verbal Interpretation****Very Great Extent**

Table 7 depicts the extent of mentoring and coaching among respondents concerning trust and rapport building. Among the statements assessed, "The master teachers play a vital role in transferring knowledge to their mentee/s" garnered the highest mean score ( $M=4.78$ ,  $SD=0.50$ ), indicating a strong consensus marked as Strongly Agree. Conversely, "The master teachers demonstrate competence and expertise in the relevant field to enhance trust" achieved the lowest mean score ( $M=4.69$ ,  $SD=0.55$ ), though it still received a Strongly Agree remark.

The mentoring and coaching efforts in terms of trust and rapport building reached a weighted mean score of 4.64 with a standard deviation of 0.44, indicating a "Very Great Extent" of implementation among the respondents.

**Table 8** Extent of Mentoring and Coaching of the Respondents in Terms of Confrontation

Statements	Mean	SD	Remarks
I excel in defusing confrontation through effective communication for my mentee/s to learn and grow.	4.43	0.67	Strongly Agree
I have the capacity to handle confrontation which involves imparting constructive feedback with empathy.	4.53	0.67	Strongly Agree
I ensure that my mentee/s feel valued and encouraged amidst confrontation.	4.67	0.59	Strongly Agree
I exhibit remarkable patience and adaptability during challenging situations with my mentee/s.	4.65	0.63	Strongly Agree
I maintain a positive mentoring relationship.	4.69	0.58	Strongly Agree
I model conflict resolution strategies that empowers my mentee/s to develop their own conflict management skills.	4.57	0.64	Strongly Agree
I display a deep understanding of the emotional needs of my mentee/s to address confrontations with emotional intelligence and sensitivity.	4.59	0.67	Strongly Agree
I prioritize mentorship and guidance over confrontation, emphasizing a collaborative approach to problem-solving and professional development.	4.61	0.60	Strongly Agree
I guide my mentee/s towards effective solutions and reflective self-improvement.	4.69	0.51	Strongly Agree
<b>Weighted Mean</b>	<b>4.60</b>		
<b>SD</b>	<b>0.55</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 8 examines the extent of mentoring and coaching among respondents concerning confrontation. Among the statements assessed, "The master teachers ensure that their mentee/s feel valued and encouraged amidst confrontation" achieved the highest mean score ( $M=4.67$ ,  $SD=0.59$ ), indicating a strong consensus marked as Strongly Agree. On the contrary, "The master teachers excel in defusing confrontation through effective communication for their mentee/s to learn and grow" received the lowest mean score ( $M=4.43$ ,  $SD=0.67$ ), though it still garnered a Strongly Agree remark.

In conclusion, the mentoring and coaching efforts in terms of confrontation reached a weighted mean score of 4.60 with a standard deviation of 0.55, indicating a "Very Great Extent" of implementation among the respondents.

**Table 9** Extent of Mentoring and Coaching of the Respondents in Terms of Collaboration

Statements	Mean	SD	Remarks
I am open for effective communication to understand the perspective and needs of my mentee/s.	4.76	0.51	Strongly Agree
I create a supportive environment for my mentee/s to set goals and to track progress.	4.71	0.58	Strongly Agree
I encourage collaborative coaching by sharing insights and feedback.	4.75	0.48	Strongly Agree
I promote culture of teamwork and shared learning.	4.69	0.55	Strongly Agree
I coordinate the lesson plans to my mentee/s to enhance the overall educational experience.	4.67	0.62	Strongly Agree
I align the teaching strategies to the needs of my mentee/s.	4.69	0.51	Strongly Agree
I build networks and partnerships to connect to my mentee/s with valuable resources and opportunities.	4.61	0.57	Strongly Agree
I encourage collaborative coaching from the collective wisdom of my mentee/s.	4.65	0.52	Strongly Agree
I encourage collaboration to give my mentee/s a sense of purpose in the organization.	4.65	0.56	Strongly Agree
<b>Weighted Mean</b>	<b>4.68</b>		
<b>SD</b>	<b>0.47</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 9 explores the extent of Mentoring and Coaching among respondents concerning collaboration. Among the statements assessed, "The master teachers are open for effective communication to understand the perspective and needs of their mentee/s" received the highest mean score ( $M=4.76$ ,  $SD=0.51$ ), indicating a strong consensus marked as Strongly Agree. On the contrary, "The master teachers build networks and partnerships to connect to their mentee/s with valuable resources and opportunities" achieved the lowest mean score ( $M=4.61$ ,  $SD=0.57$ ), though it still received a Strongly Agree remark.

This indicates that the master teachers play an important role in fostering collaborating among their mentees through open communication. It is proven in the study of the OECD (2014) where they found a positive and significant association between teacher collaboration and job satisfaction. Master teachers can promote collaboration among novice teachers by providing guidance and support in fostering a collaborative culture, facilitating opportunities for collaboration, and promoting the sharing of ideas and resources. By encouraging collaboration, master teachers contribute to the job satisfaction of novice teachers and create a supportive and engaging work environment.

**Table 10** Extent of Mentoring and Coaching of the Respondents in Terms of Diagnosing Individual Needs

Statements	Mean	SD	Remarks
I can diagnose the unique strengths and weakness of my mentee/s to tailor guidance and support.	4.69	0.51	Strongly Agree
I conduct active assessment and feedback mechanisms to identify specific areas for improvement.	4.63	0.56	Strongly Agree
I assess current situation of my mentee/s to develop personalized coaching plan.	4.59	0.57	Strongly Agree

I use diagnostic tools to pinpoint areas where mentee/s need assistance.	4.55	0.64	Strongly Agree
I can diagnose my mentee/s needs based on their performance.	4.61	0.60	Strongly Agree
I can recognize the importance of emotional intelligence in comprehending the goals and difficulties of the mentee/s.	4.57	0.57	Strongly Agree
I consider identifying my mentee's requirements as a continuous process.	4.61	0.57	Strongly Agree
I continuously assess my mentee/s strengths and weaknesses.	4.67	0.52	Strongly Agree
I help my mentee/s adjust instructional methods to individual learning styles.	4.69	0.55	Strongly Agree
<b>Weighted Mean</b>	<b>4.62</b>		
<b>SD</b>	<b>0.47</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 10 exemplifies the extent of Mentoring and Coaching among respondents concerning diagnosing individual needs. Among the statements assessed, "The master teachers can diagnose the unique strengths and weaknesses of their mentee/s to tailor guidance and support" achieved the highest mean score ( $M=4.69$ ,  $SD=0.51$ ), indicating a strong consensus marked as Strongly Agree. Conversely, "The master teachers use diagnostic tools to pinpoint areas where mentee/s need assistance" received the lowest mean score ( $M=4.55$ ,  $SD=0.64$ ), though it still garnered a Strongly Agree remark.

In summary, the Mentoring and Coaching efforts in terms of diagnosing individual needs reached a weighted mean score of 4.62 with a standard deviation of 0.47, indicating a "Very Great Extent" of implementation among the respondents.

The outcomes presented underline the effectiveness of mentoring and coaching of master teachers in diagnosing individual need among the mentees. The role of the master teachers in tailoring support to meet the specific needs of their mentees is important in enhancing turning the mentees' weakness into strengths.

**Table 11** *Extent of Mentoring and Coaching of the Respondents in Terms of Demonstration/Modelling*

Statements	Mean	SD	Remarks
I use role modelling to provide a clear example of expected behaviors and skills.	4.75	0.48	Strongly Agree
I provide my mentee/s with appropriate approaches and strategies.	4.76	0.47	Strongly Agree
I assist my mentees to identify an effective way to improve learning and skills development.	4.76	0.47	Strongly Agree
I demonstrate how to handle difficult situations through effective communication.	4.75	0.48	Strongly Agree
I often incorporate modelling lessons or problem-solving scenarios to illustrate concepts.	4.71	0.46	Strongly Agree
I demonstrate hands-on training to my mentee/s.	4.61	0.57	Strongly Agree
I allow my mentee/s to seek opportunities to observe from my behavior.	4.63	0.53	Strongly Agree
I provide efforts to replicate my modeled behaviors.	4.67	0.52	Strongly Agree
I use video demonstrations and virtual simulations for	4.65	0.63	Strongly Agree

my mentee/s.	
<b>Weighted Mean</b>	<b>4.70</b>
<b>SD</b>	<b>0.43</b>
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>

Table 11 illustrates the extent of Mentoring and Coaching among respondents concerning demonstration and modeling. Among the statements assessed, "The master teachers provide their mentee/s with appropriate approaches and strategies" and "The master teachers assist their mentees to identify an effective way to improve learning and skills development" achieved the highest mean scores ( $M=4.76$ ,  $SD=0.47$ ), indicating a strong consensus marked as Strongly Agree. While "The master teachers demonstrate hands-on training to their mentee/s" received the lowest mean score ( $M=4.61$ ,  $SD=0.57$ ), though it still received a Strongly Agree remark.

The Mentoring and Coaching efforts in terms of demonstration and modeling reached a weighted mean score of 4.70 with a standard deviation of 0.43, indicating a "Very Great Extent" of implementation among the respondents.

It is evident that mentoring and coaching efforts of master teachers towards their mentees during demonstration and modelling are highly effective.

### Teaching Effectiveness of Novice Teachers

**Table 12** Level of Teaching Effectiveness of Novice Teachers in Terms of Teaching Methods and Strategies

Statements	Mean	SD	Remarks
Utilizes a variety of teaching methods to engage students.	4.75	0.52	Strongly Agree
Demonstrates a clear understanding of differentiated instruction to meet the diverse needs of the students.	4.82	0.43	Strongly Agree
Integrates technology into lesson plans to enhance learning.	4.75	0.48	Strongly Agree
Encourages students' participation.	4.75	0.48	Strongly Agree
Fosters active engagement in classroom activities.	4.71	0.50	Strongly Agree
Provides clear explanations and instructions for complex concepts.	4.78	0.46	Strongly Agree
Adopts teaching strategies based on students' assessment.	4.75	0.56	Strongly Agree
Encourages critical thinking among students.	4.82	0.43	Strongly Agree
Helps the students develop their problem-solving skills.	4.78	0.46	Strongly Agree
<b>Weighted Mean</b>	<b>4.77</b>		
<b>SD</b>	<b>0.40</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 12 illustrates the level of teaching effectiveness among novice teachers regarding teaching methods and strategies. Notably, across various statements, the second statement "The novice teacher demonstrates a clear understanding of differentiated instruction to meet the diverse needs of the students" and eight statement "The novice teacher encourages critical thinking among students" produced the highest means score of ( $M=4.82$ ,  $SD=0.43$ ) and was remarked Strongly Agree. While the statement "The novice teacher

fosters active engagement in classroom activities" bore the lowest means score of ( $M=4.71$ ,  $SD=0.48$ ) yet was also remarked Strongly Agree.

The overall teaching effectiveness in terms of teaching methods and strategies reached a weighted mean of 4.77, indicating a Very Great Extent of proficiency. It is evident that novice teachers exhibit a commendable level of teaching effectiveness, particularly in employing various teaching methods and strategies.

**Table 13** Level of Teaching Effectiveness of Novice Teachers in Terms of Content Knowledge

Statements	Mean	SD	Remarks
Demonstrates a deep understanding of the subject matter.	4.78	0.46	Strongly Agree
Communicates complex concepts that can be easily understood by the students.	4.76	0.47	Strongly Agree
Stays updated on the latest developments and research in his/her field.	4.71	0.54	Strongly Agree
Connects classroom content to real-world applications.	4.71	0.50	Strongly Agree
Answers questions about the lesson.	4.78	0.46	Strongly Agree
Addresses misconceptions.	4.63	0.56	Strongly Agree
Uses assessment data to identify the areas for content improvement.	4.73	0.49	Strongly Agree
Integrates cross-disciplinary connections into lesson plans.	4.78	0.46	Strongly Agree
Encourages students to cite examples based on their understanding of the lesson.	4.82	0.43	Strongly Agree
<b>Weighted Mean</b>	<b>4.75</b>		
<b>SD</b>	<b>0.42</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 13 depicts the proficiency of novice teachers in demonstrating content knowledge. Notably, statements such as "The novice teacher demonstrates a deep understanding of the subject matter" and "The novice teacher answers questions about the lesson" received the highest mean scores of ( $M=4.78$ ,  $SD=0.46$ ) and were marked as Strongly Agree. Conversely, statement six, "The novice teacher addresses misconceptions," obtained the lowest mean score ( $M=4.63$ ,  $SD=0.56$ ) but still fell within the Strongly Agree category.

The weighted mean for the overall level of teaching effectiveness in terms of content knowledge stands at 4.75, indicating a Very Great Extent of proficiency among novice teachers.

This showcases the adeptness of the novice teachers in demonstrating their content knowledge. It highlights their deep understanding of the subject matter and their ability to effectively respond to questions. Overall, there is a positive perception of the novice teachers' abilities in this area reflecting in their teaching effectiveness. Studies have shown that teachers' content knowledge and pedagogical content knowledge are crucial for quality education.

**Table 14** Level of Teaching Effectiveness of Novice Teachers in Terms of Self-Reflection and Improvement

Statements	Mean	SD	Remarks
Regularly reflects on their teaching practices.	4.73	0.53	Strongly Agree
Identifies the areas for improvement.	4.71	0.50	Strongly Agree
Seeks feedback from peers (co-teachers, master teachers, and school head) to enhance professional growth.	4.61	0.57	Strongly Agree
Sets specific, measurable, attainable, result-based, and time bound (SMART) goals for continuous improvement.	4.75	0.48	Strongly Agree
Takes proactive steps to address areas of weakness identified through self-reflection.	4.65	0.52	Strongly Agree
Demonstrates openness to try a new instructional approach based on reflection.	4.69	0.55	Strongly Agree
Seeks professional development opportunities aligned with personal goals.	4.71	0.54	Strongly Agree
Participates in mentoring and coaching program.	4.69	0.51	Strongly Agree
Implements feedback received to enhance teaching practices.	4.65	0.52	Strongly Agree
<b>Weighted Mean</b>	<b>4.68</b>		
<b>SD</b>	<b>0.44</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

The data presented in Table 14 reveals the level of teaching effectiveness of novice teachers with a focus on self-reflection and improvement. Notably, among the statements assessed, the fourth statement "The novice teacher sets specific, measurable, attainable, result-based, and

time-bound (SMART) goals for continuous improvement" garnered the highest mean score (M=4.75, SD=0.48), marked as Strongly Agree.

In contrast, from the statements, "The novice teacher seeks feedback from peers (co-teachers, master teachers, and school head) to enhance professional growth got the lowest mean score of (M=4.61, SD = 0.57) still marked as Strongly Agree.

The teaching effectiveness in terms of self-reflection and improvement achieved a weighted mean of 4.68 with a standard deviation of 0.44, indicating proficiency to a "Very Great Extent" among the novice teachers.

**Table 15** *Level of Teaching Effectiveness of Novice Teachers in Terms of Time Management and Organization*

Statements	Mean	SD	Remarks
Plans and organizes instructional materials and resources.	4.75	0.48	Strongly Agree
Manages classroom time efficiently to cover planned content.	4.71	0.50	Strongly Agree
Communicates clear expectations and timeliness for assignments.	4.73	0.49	Strongly Agree
Effectively balances teaching responsibilities with other professional duties.	4.71	0.50	Strongly Agree
Consistently meets deadlines for grading and providing	4.65	0.52	Strongly Agree

feedback to students.			
Utilizes technology and tools to streamline administrative tasks.	4.61	0.57	Strongly Agree
Demonstrates flexibility in adapting to unexpected changes in the schedule.	4.63	0.56	Strongly Agree
Demonstrates improved focus at work.	4.69	0.51	Strongly Agree
Improves the quality of work.	4.71	0.50	Strongly Agree
<b>Weighted Mean</b>	<b>4.68</b>		
<b>SD</b>	<b>0.43</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 15 outlines the level of teaching effectiveness exhibited by novice teachers concerning time management and organization. Notably, among the statements evaluated, the first statement "The novice teacher plans and organizes instructional materials and resources" received the highest mean score ( $M=4.75$ ,  $SD=0.48$ ) and was noted as Strongly Agree. Whereas the fifth statement "The novice teacher consistently meets deadlines for grading and providing feedback to students" got the lowest mean score ( $M=4.65$ ,  $SD=0.52$ ) yet still received a Strongly Agree remark.

The collective teaching effectiveness in terms of time management and organization attained a weighted mean of 4.68, indicating a Very Great Extent of competency among novice teachers in this aspect.

Novice teachers excel in planning and organizing instructional materials and resources. The data shows the significant competency of novice teachers in managing time and staying organized, reflecting their ability to effectively handle various responsibilities within the classroom. It emphasizes the importance of efficient time management and organizational skills in enhancing teaching and learning effectiveness among novice teachers. Multiple studies have found a positive relationship between teachers' time management techniques and their class performance (Gul et al., 2021). Effective time management, including techniques such as lesson planning, has been associated with improved class performance. It has been recommended that time management skills be included in teacher training programs to enhance teachers' managerial and administrative activities. (Khan et al., 2016).

**Table 16** Level of Teaching Effectiveness of Novice Teachers in Terms of Class Environment

Statements	Mean	SD	Remarks
Fosters a positive and inclusive classroom atmosphere.	4.78	0.46	Strongly Agree
Manages students' behavior to create a conducive learning environment.	4.82	0.43	Strongly Agree
Establishes clear expectations for students conduct and participation.	4.80	0.45	Strongly Agree
Creates visually appealing and organized classroom space.	4.80	0.49	Strongly Agree
Encourages a sense of community and collaboration among students.	4.75	0.52	Strongly Agree
Adapts instructional methods to accommodate diverse learning styles.	4.75	0.48	Strongly Agree
Provides a safe and respectful environment for all students.	4.82	0.43	Strongly Agree
Provides emotional support for all students.	4.76	0.55	Strongly Agree
Fosters equality among the students.	4.84	0.42	Strongly Agree



<b>Weighted Mean</b>	<b>4.79</b>
<b>SD</b>	<b>0.39</b>
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>

Table 16 provides an overview of the level of teaching effectiveness exhibited by novice teachers in terms of creating a conducive classroom environment. Several statements received high mean scores, indicating a strong consensus among respondents.

For instance, the ninth statement "The novice teacher fosters equality among the students" yielded the highest mean score ( $M=4.84$ ,  $SD=0.42$ ) and was marked as Strongly Agree. Similarly, the second statement "The novice teacher manages students' behavior to create a conducive learning environment" and the seventh statement "The novice teacher provides a safe and respectful environment for all students" both received high mean scores of ( $M=4.82$ ,  $SD=0.43$ ) and were also remarked as Strongly Agree.

On the contrary, the fifth statement, "The novice teacher encourages sense of community and collaboration among students" and sixth statement, "The novice teacher adapts instructional methods to accommodate diverse learning styles" got the lowest mean score ( $M=4.75$ ,  $SD=0.52$ ) and ( $M=4.75$ ,  $SD=0.48$ ) and were both remarked as Strongly Agree.

In conclusion the level of teaching effectiveness in terms of class environment garnered a weighted mean of 4.79, indicating a Very Great Extent of proficiency among novice teachers.

### Performance of Novice Teachers

**Table 17** Status of Performance of Novice Teachers in Terms of Student Achievement and Engagement

Statements	Mean	SD	Remarks
I set clear learning objectives for each lesson.	4.86	0.37	Strongly Agree
I employ various instructional methods to engage my students in the teaching and learning process.	4.76	0.45	Strongly Agree
I demonstrate the ability to adapt teaching strategies to accommodate diverse learning styles.	4.80	0.44	Strongly Agree
I foster a positive and inclusive learning environment.	4.80	0.44	Strongly Agree
I encourage active participation and critical thinking among my students.	4.79	0.43	Strongly Agree
I promote a sense of curiosity and enthusiasm for the subject matter.	4.75	0.47	Strongly Agree
I provide timely and constructive feedback to my students.	4.70	0.50	Strongly Agree
I help my students feel the sense of accomplishment.	4.80	0.46	Strongly Agree
I set clear learning objectives for each lesson.	4.84	0.42	Strongly Agree
<b>Weighted Mean</b>	<b>4.78</b>		
<b>SD</b>	<b>0.38</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 17 tells the status of the Performance of Novice Teachers in terms of student achievement and engagement. Based on the given statements, "The novice teacher sets clear learning objectives for each lesson," which was the first statement garnered the highest mean score of ( $M=4.86$ ,  $SD=0.37$ ) and was

remarked as Strongly Agree. In the same way, the third statement, "I demonstrate the ability to adapt teaching strategies to accommodate diverse learning styles" and fourth statement "The novice teacher fosters a positive and inclusive learning environment" both got high mean score of ( $M=4.80$ ,  $SD=0.44$ ) and were also remarked Strongly Agree.

On the contrary, the seventh statement "The novice teachers promote a sense of curiosity and enthusiasm for the subject matter" received the lowest mean score of ( $M=4.70$ ,  $SD=0.50$ ) yet was interpreted Strongly Agree.

The status of the Performance of Novice Teachers in terms of student achievement and engagement got a weighted mean score of 4.78 and a standard deviation of 0.38 and was Very Great Extent among the respondents.

**Table 18** Status of Performance of Novice Teachers in Terms of Instructional Delivery

Statements	Mean	SD	Remarks
I communicate ideas and concepts clearly and effectively.	4.76	0.43	Strongly Agree
I demonstrate mastery of the subject matter being taught.	4.80	0.42	Strongly Agree
I use instructional time efficiently and effectively.	4.82	0.39	Strongly Agree
I utilize appropriate teaching materials to enhance learning.	4.76	0.45	Strongly Agree
I employ varied teaching techniques to accommodate different learning styles.	4.71	0.51	Strongly Agree
I demonstrate flexibility and adaptability in responding to students' needs.	4.69	0.50	Strongly Agree
I encourage students to participation and discussion in the classroom.	4.78	0.42	Strongly Agree
I encourage students to give feedback regarding instructional delivery to modify the teaching strategies.	4.63	0.55	Strongly Agree
<b>Weighted Mean</b>	<b>4.74</b>		
<b>SD</b>	<b>0.35</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 18 illustrates the status of the Performance of Novice Teachers regarding instructional delivery. Among the provided statements, "The novice teacher communicate ideas and concepts clearly and effectively," achieved the highest mean score ( $M=4.76$ ,  $SD=0.43$ ) and was categorized as Strongly Agree. Similarly, the second statement, "The novice teacher demonstrate mastery of the subject matter being taught," and the third statement, "The novice teacher use instructional time efficiently and effectively," both received high mean scores of ( $M=4.80$ ,  $SD=0.42$ ) and ( $M=4.82$ ,  $SD=0.39$ ) respectively, also categorized as Strongly Agree. Conversely, the eighth statement, "The novice teachers encourage students to give feedback regarding instructional delivery to modify the teaching strategies," obtained the lowest mean score ( $M=4.63$ ,  $SD=0.55$ ), yet was interpreted as Strongly Agree.

The status of the Performance of Novice Teachers in terms of instructional delivery garnered a weighted mean score of 4.74 and a standard deviation of 0.35, indicating a Very Great Extent among the respondents.

The findings provide insights into the performance of novice teachers regarding instructional delivery. This shows the significant effectiveness of novice teachers in instructional delivery, reflecting their ability to engage students and facilitate effective learning experiences. These highlight the importance of clear

communication, subject mastery, and efficient time management in promoting successful instructional delivery by the novice teachers.

**Table 19** Status of Performance of Novice Teachers in Terms of Assessment and Feedback

Statements	Mean	SD	Remarks
I develop fair and comprehensive assessments aligned with learning objectives	4.84	0.37	Strongly Agree
I provide timely and constructive feedback to my students.	4.71	0.47	Strongly Agree
I use varied assessment tools to measure my students understanding about a particular lesson.	4.70	0.48	Strongly Agree
I communicate assessment criteria and expectations to my students.	4.65	0.53	Strongly Agree
I adjust my teaching methods based on assessment results.	4.61	0.55	Strongly Agree
I encourage my students to do self-assessment and reflection.	4.59	0.56	Strongly Agree
I establish a positive and supportive environment for students' assessment.	4.66	0.54	Strongly Agree
I enhance learning procedures and outcomes.	4.63	0.52	Strongly Agree
<b>Weighted Mean</b>	<b>4.67</b>		
<b>SD</b>	<b>0.39</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 19 outlines the status of novice teachers' performance concerning assessment and feedback. Among the provided statements, "The novice teacher develops fair and comprehensive assessments aligned with learning objectives," which was the first statement, obtained the highest mean score ( $M=4.84$ ,  $SD=0.37$ ) and was categorized as Strongly Agree. Similarly, the second statement, "The novice teacher provides timely and constructive feedback to my students," along with the third statement, "The novice teacher uses varied assessment tools to measure my students' understanding about a particular lesson," garnered high mean scores ( $M=4.71$ ,  $SD=0.47$  and  $M=4.70$ ,  $SD=0.48$  respectively) and were also remarked as Strongly Agree. Conversely, the fifth statement, "The novice teacher adjusts my teaching methods based on assessment results," received the lowest mean score ( $M=4.61$ ,  $SD=0.55$ ) but was still interpreted as Strongly Agree.

Overall, the status of novice teachers' performance in terms of assessment and feedback achieved a weighted mean score of 4.67 with standard deviation of 0.39, indicating a "Very Great Extent" among the respondents.

**Table 20** Status of Performance of Novice Teachers in Terms of Professionalism

Statements	Mean	SD	Remarks
I demonstrate punctuality in attendance.	4.73	0.50	Strongly Agree
I demonstrate reliability in preparation of the instructional materials.	4.79	0.43	Strongly Agree
I communicate effectively with my colleagues, administrators, and support staff.	4.78	0.47	Strongly Agree
I adhere to ethical standards and maintains confidentiality	4.78	0.42	Strongly Agree

I demonstrate commitment to ongoing professional development.	4.76	0.45	Strongly Agree
I exhibit positive and professional demeanor in interactions with my students.	4.83	0.38	Strongly Agree
I take initiative in seeking out opportunities for professional growth.	4.72	0.51	Strongly Agree
I comply with the school policies and procedures.	4.82	0.39	Strongly Agree
<b>Weighted Mean</b>	<b>4.78</b>		
<b>SD</b>	<b>0.33</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 20 provides an overview of the Status of Performance of Novice Teachers with a focus on professionalism. Across the given statements, it is evident that novice teachers exhibit a high level of professionalism. For instance, the second statement, "The novice teacher demonstrates reliability in preparation of instructional materials," received the highest mean score ( $M=4.79$ ,  $SD=0.43$ ), indicating a consensus marked as "Strongly Agree." Similarly, the sixth statement, "The novice teacher exhibits positive and professional demeanor in interactions with my students," garnered a high mean score ( $M=4.83$ ,  $SD=0.38$ ), also labeled as Strongly Agree. Notably, even though the seventh statement, "The novice teacher takes initiative in seeking out opportunities for professional growth," received a slightly lower mean score ( $M=4.72$ ,  $SD=0.51$ ), it was still interpreted as Strongly Agree.

In general, the status of Performance of Novice Teachers in terms of professionalism obtained a weighted mean score of 4.78 and a standard deviation of 0.33, indicating a consensus among respondents that professionalism is upheld to a Very Great Extent.

The data underscores the significance of professionalism in creating an environment conducive to learning. Professionalism ensures that teachers approach their roles with dedication, reliability, and a positive attitude, which in turn positively impacts the effectiveness of their teaching. Overall, professionalism plays a vital role in the success of novice teachers to fulfill their responsibilities in the classroom.

**Table 21** Status of Performance of Novice Teachers in Terms of Professional Development

Statements	Mean	SD	Remarks
I seek out and participate in professional development opportunities.	4.69	0.46	Strongly Agree
I demonstrate openness to incorporate new teaching strategies and methodologies.	4.73	0.48	Strongly Agree
I engage in reflective practices to enhance teaching skills.	4.65	0.50	Strongly Agree
I pursue additional certifications or qualifications relevant to my subject area.	4.68	0.52	Strongly Agree
I integrate insights from professional development into classroom practice.	4.65	0.50	Strongly Agree
I participate in collaborative professional learning communities.	4.65	0.51	Strongly Agree
I stay informed about the current educational research and best practices.	4.62	0.49	Strongly Agree
I pursue post graduate studies to improve my knowledge and skills.	4.63	0.62	Strongly Agree
<b>Weighted Mean</b>	<b>4.66</b>		

<b>SD</b>	<b>0.39</b>
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>

Table 21 provides an overview of the status of novice teachers' performance concerning professional development. Among the listed statements, "The novice teacher seeks out and participates in professional development opportunities" obtained the highest mean score ( $M=4.69$ ,  $SD=0.46$ ), indicating a strong consensus marked as Strongly Agree. Similarly, statements such as "The novice teacher demonstrate openness to incorporate new teaching strategies and methodologies" and "The novice teacher pursue additional certifications or qualifications relevant to my subject area" garnered high mean scores of ( $M=4.73$ ,  $SD=0.48$ ) and ( $M=4.68$ ,  $SD=0.52$ ) respectively, both also marked as Strongly Agree. While the statement "The novice teacher pursues postgraduate studies to improve my knowledge and skills" received the lowest mean score of ( $M=4.63$ ,  $SD=0.62$ ) yet was interpreted as Strongly Agree.

Overall, the status of novice teachers' performance in terms of professional development attained a weighted mean score of 4.66 and a standard deviation of 0.50, indicating a Very Great Extent among the respondents.

In relation to novice teachers' performance, professional development activities can have a significant impact. By engaging in professional development, novice teachers can expand their knowledge base, develop new instructional strategies, and enhance their understanding of effective teaching practices. Professional development activities also provide a platform for collaboration and sharing among teachers, allowing novice teachers to learn from experienced educators and gain insights into successful teaching approaches.

**Table 22** Status of Performance of Novice Teachers in Terms of Teacher-Student Relationship

Statements	Mean	SD	Remarks
I establish a positive and respectful rapport with my students.	4.83	0.42	Strongly Agree
I demonstrate empathy and understanding towards my students' individual needs.	4.84	0.59	Strongly Agree
I communicate effectively with my students.	4.74	0.56	Strongly Agree
I foster trust and open dialogue.	4.75	0.43	Strongly Agree
I recognize and value the diverse background and experiences of my students.	4.69	0.50	Strongly Agree
I promote sense of belonging and inclusivity in the classroom.	4.73	0.45	Strongly Agree
I listen to my students' concerns and feedback.	4.74	0.49	Strongly Agree
I provide support and guidance to students outside of regular class hour.	4.69	0.50	Strongly Agree
<b>Weighted Mean</b>	<b>4.75</b>		
<b>SD</b>	<b>0.40</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 22 presents the status of performance of novice teachers concerning teacher-student relationships. Among the provided statements, "The novice teacher establishes a positive and respectful rapport with my students" achieved the highest mean score ( $M=4.83$ ,  $SD=0.42$ ), indicating a marked as

Strongly Agree. Similarly, the second statement, "The novice teacher demonstrate empathy and understanding towards my students' individual needs," and the fourth statement, "The novice teacher foster trust and open dialogue," both received high mean scores ( $M=4.84$ ,  $SD=0.59$  and  $M=4.75$ ,  $SD=0.43$ , respectively) and were also marked Strongly Agree.

Conversely, the fifth statement, "The novice teacher recognizes and values the diverse background and experiences of my students," received the lowest mean score ( $M=4.69$ ,  $SD=0.50$ ) but still fell under the Strongly Agree category.

The status of performance of novice teachers in terms of teacher-student relationships attained a weighted mean score of 4.75 with a standard deviation of 0.40, indicating a consensus to a Very Great Extent among the respondents.

Findings show that novice teachers excel in building strong teacher-student relationships. The widespread agreement among the novice teachers cultivates meaningful connections with their students. These reveal the importance of fostering positive teacher-student relationships in creating a supportive and inclusive learning environment, which ultimately enhances the overall effectiveness of novice teachers.

**Table 23** Status of Performance of Novice Teachers in Terms of Parent- Community Involvement

Statements	Mean	SD	Remarks
I communicate with the parents about my students' progress and expectations.	4.71	0.56	Strongly Agree
I encourage parental involvement in my students' educational journey.	4.69	0.56	Strongly Agree
I encourage parental involvement in improving students' achievement.	4.78	0.46	Strongly Agree
I collaborate with the parents and resolve student challenges.	4.71	0.52	Strongly Agree
I establish and maintain positive relationship with the local community.	4.66	0.49	Strongly Agree
I participate in school-sponsored events and activities.	4.69	0.48	Strongly Agree
I communicate the importance of education to the community.	4.58	0.60	Strongly Agree
I seek and value input from parents in decision-making progress.	4.65	0.57	Strongly Agree
<b>Weighted Mean</b>	<b>4.69</b>		
<b>SD</b>	<b>0.44</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 23 depicts the status of the Performance of Novice Teachers concerning parent-community involvement. Analyzing the provided statements, "The novice teacher communicates with the parents about my students' progress and expectations" achieved the highest mean score ( $M=4.71$ ,  $SD=0.56$ ) and was categorized as Strongly Agree. Similarly, the third statement, "The novice teacher encourages parental involvement in improving students' achievement," obtained a high mean score ( $M=4.78$ ,  $SD=0.46$ ) and received a rating of Strongly Agree. In contrast, the seventh statement, "The novice teacher communicates the importance of education to the community," received the lowest mean score ( $M=4.58$ ,  $SD=0.60$ ) but still fell under the Strongly Agree category.

The status of the Performance of Novice Teachers in terms of Parent-Community Involvement yielded a weighted mean score of 4.68 and a standard deviation of 0.44, indicating a perception of Very Great

Extent among the respondents.

The findings emphasize the importance of nurturing partnerships with parents and the community. This indicates that such partnerships are considered crucial for supporting students' success and enhancing the overall educational experience. By actively involving parents in their children's education and fostering connections with the community, novice teachers can create a more supportive and enriching environment.

**Table 24** Status of Performance of Novice Teachers in Terms of Innovation and Creativity

Statements	Mean	SD	Remarks
I demonstrate willingness to experiment with innovative teaching methods.	4.68	0.48	Strongly Agree
I incorporate creative and engaging activities into my lesson plans.	4.68	0.52	Strongly Agree
I encourage my students to think critically and solve problems creatively.	4.77	0.44	Strongly Agree
I demonstrate an openness to new and unconventional ideas.	4.69	0.48	Strongly Agree
I utilize technology in innovative ways to enhance learning.	4.69	0.55	Strongly Agree
I foster a classroom environment that value and reward activity.	4.66	0.53	Strongly Agree
I embrace a growth mindset.	4.72	0.52	Strongly Agree
I foster a culture of innovation in the classroom.	4.67	0.51	Strongly Agree
<b>Weighted Mean</b>	<b>4.69</b>		
<b>SD</b>	<b>0.41</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 24 illustrates the status of performance of novice teachers regarding innovation and creativity. Among the provided statements, "The novice teacher encourages my students to think critically and solve problems creatively" obtained the highest mean score ( $M=4.77$ ,  $SD=0.44$ ), denoted as Strongly Agree. Similarly, the seventh statement, "The novice teacher embraces a growth mindset," received a high mean score of ( $M=4.72$ ,  $SD=0.52$ ) and was also categorized as Strongly Agree. The sixth statement, "The novice teacher fosters a classroom environment that values and rewards activity," had the lowest mean score ( $M=4.66$ ,  $SD=0.53$ ), but it was still interpreted as Strongly Agree.

Overall, the status of performance of novice teachers in terms of innovation and creativity achieved a weighted mean score of 4.69 with a standard deviation of 0.41, signifying a performance to a "Very Great Extent" according to the respondents' responses.

The results reveal that novice teachers demonstrate a strong emphasis on fostering innovation and creativity inside the classroom. These accentuate the importance of nurturing a dynamic innovative learning environment, which fosters the students' abilities to think critically, solve problems creatively, and embrace growth mindsets for lifelong learning.

**Table 25** Significant Relationship Between Mentoring and Coaching Skills of Master Teachers and Teaching Effectiveness

Mentoring and Coaching	Dependent Variable (DV)
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Skills (IV)		Teaching Methods and Strategies	Content Knowledge	Self- Reflection and Improvement	Time Management and Organization	Classroom Environment
<b>Initiative-taking</b>	Pearson Correlation	.552**	.685**	.592**	.532**	.635**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	51	51	51	51	51
<b>Support</b>	Pearson Correlation	.578**	.619**	.569**	.558**	.687**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	51	51	51	51	51
<b>Conflict Mediation</b>	Pearson Correlation	.633**	.731**	.658**	.604**	.650**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	51	51	51	51	51
<b>Confidence Building</b>	Pearson Correlation	.563**	.716**	.666**	.561**	.752**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	51	51	51	51	51
<b>Managing/Controlling</b>	Pearson Correlation	.492**	.627**	.611**	.597**	.792**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	51	51	51	51	51
<b>Resource-bringing</b>	Pearson Correlation	.523**	.680**	.602**	.614**	.810**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	51	51	51	51	51
<b>Trust-Rapport Building</b>	Pearson Correlation	.581**	.617**	.624**	.623**	.743**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	51	51	51	51	51
<b>Confrontation</b>	Pearson Correlation	.556**	.680**	.623**	.542**	.638**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	51	51	51	51	51
<b>Collaboration</b>	Pearson Correlation	.613**	.754**	.721**	.695**	.783**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	51	51	51	51	51
<b>Diagnosing Individual Needs</b>	Pearson Correlation	.547**	.783**	.792**	.665**	.787**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	51	51	51	51	51
<b>Demonstration/Modelling</b>	Pearson Correlation	.552**	.752**	.670**	.642**	.779**

	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	51	51	51	51	51
<b>Scale</b>		<b>Strength</b>				
0.80 – 1.00		Very Strong				
0.60 – 0.79		Strong				
0.40 – 0.59		Moderate				
0.20 – 0.39		Weak				
0.00 – 0.19		Very Weak				

Table 25 illustrates the significant relationship between various mentoring and coaching skills of master teachers and teaching effectiveness across different domains. Each mentoring and coaching skill, such as initiative-taking, support, conflict mediation, confidence building, managing/controlling, resource-bringing, trust-rapport building, confrontation, collaboration, diagnosing individual needs, and demonstration/modeling, is correlated with teaching methods and strategies, content knowledge, self-reflection and improvement, time management and organization, and classroom environment. Remarkably, all correlations between mentoring and coaching skills and teaching effectiveness domains are statistically significant ( $p < 0.05$ ), denoted by the 'Sig. (2-tailed)' values. The correlations range from moderate to very strong, indicating the strength of the relationships. For instance, the correlations for managing/controlling and resource-bringing with classroom environment are very strong, while those for initiative-taking and confrontation with teaching methods and strategies are moderate.

From the findings below, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between mentoring and coaching skills and teaching effectiveness is rejected.

The results imply that mentoring and coaching play an integral role in enhancing different aspects of teaching effectiveness, from instructional techniques to classroom management. therefore, fostering mentoring and coaching programs can be instrumental in promoting professional growth and development among the teachers, ultimately benefiting both teachers and students.

The alternative hypothesis is supported by the study of Petrovska et al. (2018) which emphasized that mentoring helps beginner teachers in transitioning from studies to practice and turning potential failures into success. It also contributes to providing children with quality teaching. The value of the mentor is crucial, but the benefits derived from the mentoring process are equally important. Mentoring involves providing guidance, support, and insight to less experienced individuals, acting as a support system in the teaching-learning process.

**Table 26** Significant Relationship Between Mentoring and Coaching Skills of Master Teachers and Novice Teachers' Performance

Mentoring and Coaching Skills (IV)		Dependent Variable (DV)							
		Students Achievement and Engagement	Instructional Delivery	Assessment and Feedback	Professionalism	Professional Development	Teacher-Student Relationship	Parent and Community Involvement	Innovation and Creativity
Initiative-taking	Pearson Correlation	0.037	-0.014	-0.041	-0.094	0.005	0.183	0.195	0.061
	Sig. (2-tailed)	0.798	0.924	0.774	0.514	0.971	0.199	0.171	0.673
	N	51	51	51	51	51	51	51	51

Support	Pearson Correlation	-0.048	-0.046	-0.079	-0.119	0.028	0.104	0.114	0.063
	Sig. (2-tailed)	0.739	0.747	0.58	0.407	0.845	0.466	0.425	0.66
	N	51	51	51	51	51	51	51	51
Conflict Mediation	Pearson Correlation	-0.147	-0.161	-0.206	-0.226	-0.034	-0.02	0.01	-0.024
	Sig. (2-tailed)	0.303	0.259	0.147	0.111	0.815	0.891	0.943	0.866
	N	51	51	51	51	51	51	51	51
Confidence Building	Pearson Correlation	0.056	0.026	-0.005	-0.01	0.076	0.143	0.133	0.098
	Sig. (2-tailed)	0.698	0.859	0.974	0.944	0.594	0.317	0.353	0.496
	N	51	51	51	51	51	51	51	51
Managing/Controlling	Pearson Correlation	0.044	-0.006	-0.024	-0.073	0.094	0.252	0.241	0.039
	Sig. (2-tailed)	0.762	0.968	0.869	0.613	0.51	0.074	0.088	0.788
	N	51	51	51	51	51	51	51	51
Resource-bringing	Pearson Correlation	0.007	0.006	-0.076	-0.082	0.083	0.232	0.208	0.062
	Sig. (2-tailed)	0.96	0.968	0.598	0.568	0.561	0.102	0.142	0.665
	N	51	51	51	51	51	51	51	51
Trust-Rapport Building	Pearson Correlation	-0.109	-0.108	-0.069	-0.16	0.025	0.146	0.166	0.042
	Sig. (2-tailed)	0.445	0.449	0.632	0.262	0.86	0.305	0.244	0.767
	N	51	51	51	51	51	51	51	51
Confrontation	Pearson Correlation	-0.116	-0.112	-0.098	-0.161	-0.059	0.084	0.136	0.104
	Sig. (2-tailed)	0.418	0.434	0.496	0.259	0.682	0.559	0.341	0.466
	N	51	51	51	51	51	51	51	51
Collaboration	Pearson Correlation	-0.032	-0.033	-0.033	-0.11	0.083	0.232	0.254	0.151
	Sig. (2-tailed)	0.821	0.82	0.818	0.441	0.563	0.101	0.072	0.291
	N	51	51	51	51	51	51	51	51
Diagnosing Individual Needs	Pearson Correlation	-0.062	-0.076	-0.06	-0.095	0.043	0.149	0.144	0.076
	Sig. (2-tailed)	0.665	0.597	0.677	0.509	0.762	0.297	0.314	0.596
	N	51	51	51	51	51	51	51	51
Demonstration/Modelling	Pearson Correlation	-0.012	-0.013	0.009	-0.047	0.067	0.256	.309*	0.143
	Sig. (2-tailed)	0.935	0.927	0.951	0.744	0.641	0.07	0.027	0.317
	N	51	51	51	51	51	51	51	51

**Scale****Strength**

0.80 – 1.00  
 0.60 – 0.79  
 0.40 – 0.59  
 0.20 – 0.39  
 0.00 – 0.19

Very Strong  
 Strong  
 Moderate  
 Weak  
 Very Weak

Table 26 reveals the correlation between mentoring and coaching skills of master teachers and novice teachers' performance across various dimensions. Each correlation coefficient (Pearson Correlation) is accompanied

by its corresponding p-value (Sig. 2-tailed) to determine the statistical significance of the relationship. The sample size 51 for each correlation is also provided.

Upon examining the data, it is evident that some mentoring and coaching skills exhibit significant correlations with certain aspects of teachers' performance, while others do not. For instance, skills related to initiative-taking, support, and managing/controlling show weak to moderate correlations with dimensions such as parent and community involvement, innovation and creativity, and teacher-student relationship.

However, it is important to take note that some correlations are not statistically significant, indicating a lack of relationship between certain mentoring and coaching skills and teachers' performance in those specific dimensions.

From the findings above, it can be inferred that at 0.05 level of significance, the null hypothesis, "There is no significant relationship between mentoring and coaching skills and novice teachers' performance" is partially rejected. Thus, the alternative should be partially accepted which incites that there is a significant role between them.

The results provide insights into the correlation between mentoring and coaching skills of master teachers and novice teachers' performance across various dimensions. While some mentoring and coaching skills exhibit significant correlations with aspects of teachers' performance. For skills like, initiative-taking and support show weak to moderate correlations with dimensions such as parent and community involvement, innovation and creativity, and teacher-student relationship. Therefore, while mentoring and coaching play a significant role in enhancing novice teachers' performance in certain areas, it may not influence all aspects of their teaching equally.

**Table 27** Single Analysis of Teaching Effectiveness as Predictors of Mentoring and Coaching

		<b>B</b>	<b>Std Error</b>	<b>Beta</b>	<b>T</b>	<b>Sig.</b>
Teaching Methods and Strategies	(Constant)	1.857	.638		2.912	.006
	Initiative-taking	.018	.311	.018	.059	.953
	Support	-.083	.431	-.094	-.192	.849
	Conflict Mediation	.358	.219	.403	1.635	.110
	Confidence Building	.120	.264	.131	.456	.651
	Managing/Controlling	-.238	.332	-.252	-.715	.479
	Resource-Bringing	.114	.269	.137	.422	.675
	Trust-Rapport Building	.193	.381	.213	.508	.614
	Confrontation	-.129	.245	-.178	-.526	.602
	Collaboration	.296	.331	.353	.894	.377
	Diagnosing Individual Need	-.043	.261	-.051	-.164	.871
	Demonstration/Modelling	.013	.336	.014	.039	.969
		<b>B</b>	<b>Std Error</b>	<b>Beta</b>	<b>T</b>	<b>Sig.</b>
Content Knowledge	(Constant)	1.081	.448		2.414	.021
	Initiative-taking	.037	.218	.035	.169	.866
	Support	-.010	.302	-.011	-.034	.973
	Conflict Mediation	.287	.154	.310	1.869	.069
	Confidence Building	.111	.186	.115	.598	.553
	Managing/Controlling	-.262	.234	-.266	-1.124	.268
	Resource-Bringing	.075	.189	.087	.398	.693
	Trust-Rapport Building	-.447	.267	-.471	-1.672	.103

	Confrontation	-.047	.172	-.062	-.272	.787
	Collaboration	.269	.232	.307	1.159	.254
	Diagnosing Individual Need	.332	.183	.379	1.810	.078
	Demonstration/Modelling	.436	.236	.451	1.848	.072
		<b>B</b>	<b>Std Error</b>	<b>Beta</b>	<b>T</b>	<b>Sig.</b>
Self-Reflection and Improvement	(Constant)	1.136	.546		2.082	.044
	Initiative-taking	.026	.266	.023	.096	.924
	Support	-.139	.368	-.143	-.378	.708
	Conflict Mediation	.081	.187	.083	.435	.666
	Confidence Building	.107	.226	.105	.474	.638
	Managing/Controlling	-.116	.284	-.111	-.409	.685
	Resource-Bringing	-.087	.230	-.094	-.378	.708
	Trust-Rapport Building	-.065	.326	-.065	-.200	.843
	Confrontation	-.116	.209	-.144	-.552	.584
	Collaboration	.492	.283	.530	1.739	.090
	Diagnosing Individual Need	.574	.223	.617	2.568	.014
	Demonstration/Modelling	.002	.287	.002	.008	.994
		<b>B</b>	<b>Std Error</b>	<b>Beta</b>	<b>T</b>	<b>Sig.</b>
Time Management and Organization	(Constant)	1.742	.592		2.942	.005
	Initiative-taking	-.242	.288	-.225	-.838	.407
	Support	-.035	.400	-.037	-.088	.931
	Conflict Mediation	.258	.203	.271	1.271	.211
	Confidence Building	-.232	.245	-.236	-.947	.350
	Managing/Controlling	-.257	.309	-.254	-.831	.411
	Resource-Bringing	.174	.250	.195	.695	.491
	Trust-Rapport Building	.106	.353	.109	.301	.765
	Confrontation	-.422	.227	-.545	-1.858	.071
	Collaboration	.884	.307	.985	2.880	.006
	Diagnosing Individual Need	.230	.243	.255	.947	.349
	Demonstration/Modelling	.160	.312	.162	.515	.610
		<b>B</b>	<b>Std Error</b>	<b>Beta</b>	<b>T</b>	<b>Sig.</b>
Classroom Environment	(Constant)	1.278	.400		3.198	.003
	Initiative-taking	-.165	.195	-.170	-.849	.401
	Support	-.353	.270	-.412	-1.307	.199
	Conflict Mediation	.020	.137	.023	.146	.884
	Confidence Building	.234	.166	.262	1.415	.165
	Managing/Controlling	.113	.208	.123	.542	.591
	Resource-Bringing	.322	.169	.398	1.906	.064
	Trust-Rapport Building	.275	.239	.312	1.154	.255
	Confrontation	-.018	.153	-.026	-.120	.905
	Collaboration	.297	.207	.365	1.435	.159
	Diagnosing Individual Need	.067	.164	.083	.411	.683
	Demonstration/Modelling	-.039	.210	-.043	-.185	.854

Legend: \*Significant at 0.05

Table 27 provides the results of ANOVA examining the predictors influencing mentoring and coaching in terms of teaching effectiveness and teachers' performance. Noteworthy predictors with significant relationships include Teaching Methods and Strategies with an r-value of ( $r = .674$ ,  $p = .006$ ), Content

Knowledge with an r-value of ( $r = .868$ ,  $p = .000$ ), Self-Reflection and Improvement with an r-value of ( $r = .821$ ,  $p = .000$ ), Time Management and Organization with an r-value of ( $r = .769$ ,  $p = .000$ ), and Classroom Environment with an r-value of ( $r = .879$ ,  $p = .000$ ). These factors demonstrate strong correlations with mentoring and coaching effectiveness.

Results show that teaching methods and strategies, content knowledge, self-reflection and improvement, time management and organization, and classroom environment exhibit strong correlations with mentoring and coaching effectiveness. These reveal the teaching effectiveness is a predictor of mentoring and coaching skills of master teachers. The findings suggest that mentoring and coaching programs should prioritize these factors to effectively enhance teaching effectiveness and novice teachers' performance.

**Table 28** Single Analysis of Novice Teachers' Performance as Predictors of Mentoring and Coaching

		<b>B</b>	<b>Std Error</b>	<b>Beta</b>	<b>T</b>	<b>Sig.</b>
Student Achievement and Engagement	(Constant)	4.493	.596		7.533	.000
	Initiative-taking	.477	.290	.622	1.641	.109
	Support	-.196	.403	-.291	-.487	.629
	Conflict Mediation	-.294	.204	-.433	-1.437	.159
	Confidence Building	.320	.247	.455	1.295	.203
	Managing/Controlling	.191	.311	.265	.616	.542
	Resource-Bringing	-.057	.252	-.090	-.228	.821
	Trust-Rapport Building	-.145	.356	-.209	-.408	.685
	Confrontation	-.113	.229	-.203	-.492	.625
	Collaboration	.131	.309	.203	.422	.675
	Diagnosing Individual Need	-.070	.244	-.108	-.285	.777
	Demonstration/Modelling	-.178	.314	-.251	-.566	.574
		<b>B</b>	<b>Std Error</b>	<b>Beta</b>	<b>T</b>	<b>Sig.</b>
Instructional Delivery	(Constant)	4.795	.733		6.540	.000
	Initiative-taking	.297	.357	.328	.832	.410
	Support	.049	.495	.062	.099	.922
	Conflict Mediation	-.306	.251	-.381	-1.215	.231
	Confidence Building	.170	.304	.204	.559	.580
	Managing/Controlling	-.049	.382	-.057	-.128	.899
	Resource-Bringing	.064	.310	.085	.207	.837
	Trust-Rapport Building	-.262	.438	-.319	-.598	.553
	Confrontation	-.200	.281	-.306	-.711	.481
	Collaboration	.256	.380	.338	.673	.505
	Diagnosing Individual Need	-.001	.300	-.001	-.003	.998
	Demonstration/Modelling	-.037	.386	-.044	-.095	.925
		<b>B</b>	<b>Std Error</b>	<b>Beta</b>	<b>T</b>	<b>Sig.</b>
Assessment and Feedback	(Constant)	4.711	.856		5.505	.000
	Initiative-taking	.305	.417	.285	.731	.469
	Support	-.256	.578	-.272	-.443	.661
	Conflict Mediation	-.487	.293	-.514	-1.658	.105
	Confidence Building	.247	.354	.251	.696	.491
	Managing/Controlling	.151	.446	.150	.338	.737
	Resource-Bringing	-.303	.361	-.342	-.840	.406
	Trust-Rapport Building	.033	.511	.034	.065	.949
	Confrontation	-.084	.329	-.109	-.257	.798

	Collaboration	.259	.444	.289	.583	.564
	Diagnosing Individual Need	-.023	.351	-.026	-.067	.947
	Demonstration/Modelling	.142	.450	.144	.316	.754
		<b>B</b>	<b>Std Error</b>	<b>Beta</b>	<b>T</b>	<b>Sig.</b>
Professionalism	(Constant)	5.072	.698		7.270	.000
	Initiative-taking	.169	.340	.194	.496	.623
	Support	.069	.471	.091	.147	.884
	Conflict Mediation	-.324	.239	-.422	-1.355	.183
	Confidence Building	.204	.289	.257	.707	.484
	Managing/Controlling	.023	.364	.028	.064	.949
	Resource-Bringing	-.108	.295	-.150	-.366	.716
	Trust-Rapport Building	-.294	.416	-.374	-.706	.484
	Confrontation	-.072	.268	-.115	-.269	.789
	Collaboration	.032	.362	.045	.089	.929
	Diagnosing Individual Need	.073	.286	.100	.255	.800
	Demonstration/Modelling	.159	.367	.199	.434	.667
		<b>B</b>	<b>Std Error</b>	<b>Beta</b>	<b>T</b>	<b>Sig.</b>
Professional Development	(Constant)	4.509	.829		5.440	.000
	Initiative-taking	-.020	.404	-.019	-.049	.961
	Support	.071	.560	.079	.126	.900
	Conflict Mediation	-.103	.284	-.114	-.362	.719
	Confidence Building	-.052	.343	-.056	-.152	.880
	Managing/Controlling	-.072	.432	-.076	-.168	.868
	Resource-Bringing	.055	.350	.066	.158	.875
	Trust-Rapport Building	-.094	.495	-.102	-.189	.851
	Confrontation	-.478	.318	-.652	-1.503	.141
	Collaboration	.698	.430	.822	1.625	.112
	Diagnosing Individual Need	.037	.340	.044	.109	.914
	Demonstration/Modelling	-.016	.436	-.017	-.037	.970
		<b>B</b>	<b>Std Error</b>	<b>Beta</b>	<b>T</b>	<b>Sig.</b>
Teacher-Student Relationships	(Constant)	3.662	.840		4.361	.000
	Initiative-taking	.403	.409	.357	.986	.330
	Support	-.614	.567	-.618	-1.083	.286
	Conflict Mediation	-.469	.288	-.469	-1.630	.111
	Confidence Building	.069	.348	.066	.197	.845
	Managing/Controlling	.099	.438	.093	.226	.823
	Resource-Bringing	.096	.354	.103	.272	.787
	Trust-Rapport Building	.219	.501	.214	.437	.665
	Confrontation	-.308	.322	-.377	-.955	.346
	Collaboration	.804	.436	.851	1.846	.073
	Diagnosing Individual Need	-.143	.344	-.151	-.416	.680
	Demonstration/Modelling	.063	.442	.060	.142	.888
		<b>B</b>	<b>Std Error</b>	<b>Beta</b>	<b>T</b>	<b>Sig.</b>
Parent and Community Involvement	(Constant)	3.454	.918		3.761	.001
	Initiative-taking	.134	.447	.108	.300	.765
	Support	-.612	.620	-.557	-.986	.330



	Conflict Mediation	-.328	.315	-.296	-1.040	.305
	Confidence Building	-.039	.380	-.034	-.102	.919
	Managing/Controlling	.269	.479	.228	.562	.577
	Resource-Bringing	-.182	.388	-.176	-.470	.641
	Trust-Rapport Building	.054	.548	.048	.099	.922
	Confrontation	-.151	.353	-.167	-.428	.671
	Collaboration	.763	.476	.730	1.602	.117
	Diagnosing Individual Need	-.343	.376	-.328	-.912	.368
	Demonstration/Modelling	.678	.483	.588	1.402	.169
		<b>B</b>	<b>Std Error</b>	<b>Beta</b>	<b>T</b>	<b>Sig.</b>
Innovation and Creativity	(Constant)	4.616	.988		4.670	.000
	Initiative-taking	-.161	.481	-.132	-.334	.740
	Support	.273	.667	.254	.409	.685
	Conflict Mediation	-.294	.339	-.271	-.866	.392
	Confidence Building	-.104	.409	-.093	-.254	.801
	Managing/Controlling	-.217	.515	-.189	-.422	.676
	Resource-Bringing	-.150	.417	-.148	-.359	.721
	Trust-Rapport Building	-.481	.590	-.434	-.816	.419
	Confrontation	-.079	.379	-.089	-.208	.836
	Collaboration	.570	.513	.558	1.112	.273
	Diagnosing Individual Need	.128	.405	.125	.317	.753
	Demonstration/Modelling	.509	.520	.452	.978	.334

Legend: \*Significant at 0.05

Table 28 exemplifies the results of ANOVA examining the predictor of novice teachers' performance such as Student Achievement and Engagement, Instructional Delivery, Assessment and Feedback, Professionalism, Professional Development, Teacher-Student Relationship, Parent and Community Involvement, and Innovation and Creativity.

It shows non-significant relationships with mentoring and coaching as indicated by their p-values exceeding the threshold of significance that should less than 0.05.

The findings suggest that mentoring and coaching do not significantly predict novice teachers' performance across various dimensions. There is a lack of significant relationships which implies that factors other than mentoring and coaching may have more a substantial influence on novice teachers' performance in areas such as student achievement and engagement, instructional delivery, assessment and feedback, professionalism, professional development, teacher-student relationships, parent and community involvement, and innovation and creativity. Therefore, while mentoring and coaching are important aspects of teacher development, they may not be the sole determinant of novice teachers' performance across all dimensions.

This suggests that there is need for a comprehensive approach to the novice teachers support and development, which considers multiple factors contributing to effective teaching practices.

In summary, while mentoring and coaching play crucial roles, a comprehensive approach that considers multiple factors is necessary to effectively support the novice teachers and enhance their performance in teaching practice.

**Table 29** Combination Analysis of Teaching Effectiveness as Predictors of Mentoring and Coaching

Model	Sum of Squares	df	Mean Square	F	Sig.
Teaching Methods and Regression Strategies	3.577	11	.325	2.946	.006 <sup>b</sup>
Residual	4.306	39	.110		

	Total	7.883	50			
Content Knowledge	Regression	6.500	11	.591	10.850	.000 <sup>b</sup>
	Residual	2.124	39	.054		
	Total	8.625	50			
Self-Reflection and Improvement	Regression	6.537	11	.594	7.353	.000 <sup>b</sup>
	Residual	3.152	39	.081		
	Total	9.688	50			
Time Management and Organization	Regression	5.359	11	.487	5.118	.000 <sup>b</sup>
	Residual	3.712	39	.095		
	Total	9.071	50			
Classroom Environment	Regression	5.766	11	.524	12.06	.000 <sup>b</sup>
	Residual	1.691	39	.043		
	Total	7.457	50			

Table 29 presents the results of ANOVA examining the combination analysis of teaching effectiveness as predictors of mentoring and coaching across different domains. The *Teaching Methods and Strategies*, *Content Knowledge*, *Self-Reflection*, *Time Management and Organization*, and *Classroom Environment* have a significant effect on mentoring and coaching skills of master teachers.

The F-test of the overall model is significant ( $F(11, 50, p < 0.05)$ ), indicating that the model is a good fit for the data. From the findings above, you can infer that at 0.05 level of significance, the null hypothesis “*In combination teaching effectiveness are not significant predictor of mentoring and coaching skills of the master teachers,*” is rejected. It proves that there is a significant effect between them.

Overall, the analysis suggests that all the considered aspects of teaching effectiveness, including teaching methods/strategies, content knowledge, self-reflection/improvement, time management/organization, and classroom environment, have significant predictive power in relation to mentoring and coaching. These findings can guide the development of effective mentoring and coaching programs for educators.

**Table 30** Combination analysis of novice teachers' performance as predictors of mentoring and coaching

Model		Sum of Squares	df	Mean Square	F	Sig.
Student Achievement and Engagement	Regression	.861	11	.078	.811	.629 <sup>b</sup>
	Residual	3.766	39	.097		
	Total	4.627	50			
Instructional Delivery	Regression	.765	11	.070	.476	.907 <sup>b</sup>
	Residual	5.693	39	.146		
	Total	6.458	50			
Assessment and Feedback	Regression	1.245	11	.113	.569	.842 <sup>b</sup>
	Residual	7.754	39	.199		
	Total	8.999	50			
Professionalism	Regression	.761	11	.069	.523	.876 <sup>b</sup>
	Residual	5.155	39	.132		
	Total	5.916	50			
Professional Development	Regression	.849	11	.077	.414	.941 <sup>b</sup>
	Residual	7.274	39	.187		
	Total	8.124	50			

Teacher-Student Relationship	Regression	2.577	11	.234	1.224	.304 <sup>b</sup>
	Residual	7.467	39	.191		
	Total	10.044	50			
Parent and Community Involvement	Regression	3.357	11	.305	1.333	.244 <sup>b</sup>
	Residual	8.930	39	.229		
	Total	12.287	50			
Innovation and Creativity	Regression	1.404	11	.128	.481	.904 <sup>b</sup>
	Residual	10.344	39	.265		
	Total	11.749	50			

Table 30 presents the results of ANOVA examining combination analysis of novice teachers' performance as predictors of mentoring and coaching across various domains. Each section of the table corresponds to different aspects of novice teachers' performance, including Student Achievement and Engagement, Instructional Delivery, Assessment and Feedback, Professionalism, Professional Development, Teacher-Student Relationship, Parent and Community Involvement, and Innovation and Creativity. The F-test of the overall model is not significant.

Based on the finding above, you can infer that at 0.05 level of significance, the null hypothesis "In combination novice teachers' performance are not significant predictor of mentoring and coaching skills of the master teachers," is partially accepted. It proves that there is a no significant effect between them.

Overall, the combination analysis suggests that none of the examined aspects of teaching effectiveness (student achievement and engagement, instructional delivery, assessment and feedback, professionalism, professional development, teacher-student relationship, parent and community involvement, and innovation and creativity) significantly predict mentoring and coaching outcomes. This information can guide teachers and administrators in reassessing the factors contributing to effective mentoring and coaching programs.

The combination of novice teachers' performance across the various domains does not significantly predict mentoring and coaching outcomes. This implies that the teachers and administrators may need to reassess the factors contributing to effective mentoring and coaching programs to ensure they tailored to meet the specific needs of novice teachers and foster their professional development effectively.

On the other hand, mentoring and coaching are vital components in enhancing both teaching effectiveness and novice teachers' performance. By combining mentoring and coaching skills, master teachers and school administrators can leverage the strength of each method to achieve optimal results in professional development of novice teachers. When integrated mentoring and coaching create a comprehensive support system that addresses the multifaceted aspects of teaching effective and novice teachers' performance. This combined approach ensures that novice teachers receive tailored support and guidance while also building their capacity for continuous growth and improvement.

#### 4. Conclusion and Recommendations

Based on the findings, the following conclusions were drawn from the study (1) The researcher rejected the first hypothesis since there was a relationship between the master teachers mentoring and coaching skills and teaching effectiveness. This means that the master teachers mentoring and coaching skills significantly influence various attributes of teaching effectiveness with regards to teaching methods and strategies, content knowledge, self-reflection and improvement, time management and organization, and classroom. (2) In addition, the researcher rejected the second hypothesis because a relationship was found between the master teachers mentoring and coaching skills and novice teachers' performance. This implies that the master teachers mentoring and coaching skills significantly influence various attributes of novice

teachers' performance with regards to student achievement and engagement, instructional delivery, assessment and feedback, professionalism, professional development, teacher-student relationship, parent and community involvement, innovation, and creativity. (3) Lastly, the researcher rejected the third hypothesis because there was a predictor of the master teachers mentoring and coaching skill. This indicates that the teaching effectiveness was a predictor of master teachers mentoring and coaching skills while the novice teachers' performance is not a significant predictor.

Based on the findings and conclusions drawn, the following are hereby recommended:

1. By modelling effective modelling effective techniques and offering support to deepen content knowledge, master teachers can assist the novice teachers in improving their teaching methods and strategies.
2. Novice teachers may benefit from regular self-reflection exercises and provide constructive feedback from master teachers, which can foster self-reflection and improvement.
3. By assisting the novice teachers in designing engaging lessons and implementing differentiated instructions, master teachers may support student achievement and engagement.

**Reference:**

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