

Mentoring Initiatives and Relationships on Self-Efficacy and Teaching Quality of Out-of-Field Teachers: A Mediation Model

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Abstract

This study explored how mentoring initiatives and relationships boost out-of-field teachers' self-efficacy and teaching quality. It examined their confidence in instructional strategies, student engagement, classroom management, and perceptions of teaching quality regarding intellectual challenges, relevance, and a supportive learning environment. The study assessed the effectiveness of mentoring initiatives in upskilling, mentor-mentee relationships, and overall mentoring quality. Using a descriptive research design, data were gathered and analyzed within the context of out-of-field teaching. The analysis revealed very high levels of self-efficacy among out-of-field teachers, particularly in instructional strategies and student engagement. These teachers rated their teaching quality as outstanding, excelling in intellectual quality and fostering supportive learning environments. Mentoring initiatives received very high ratings, indicating their effectiveness in supporting professional development. The study found a significant positive correlation between self-efficacy and teaching quality, with mentoring initiatives partially mediating. This highlights the critical impact of mentoring on enhancing teachers' self-efficacy and teaching quality. In conclusion, this study emphasizes the importance of fostering out-of-field teachers' self-efficacy to improve teaching quality and the significance of effective mentoring programs. It recommends promoting collaborative learning and peer support networks to strengthen self-efficacy and foster a supportive, inclusive school culture.

Keywords: self-efficacy, teaching quality, out-of-field teachers, mentoring initiatives, intellectual quality, learning environment, mediation model

1. Introduction

Education plays a pivotal role in shaping our lives, allowing us to enhance our living standards. In this journey of knowledge acquisition, teachers serve as our guiding lights, facilitating the transfer of knowledge and inspiring a thirst for learning through experiences. Teaching is notably challenging, often regarded as the noblest of all, as it lays the groundwork for diverse disciplines that many aspire to pursue. Teachers play a crucial role in delivering the quality education that students deserve. Still, the effectiveness of their efforts hinges not only on their actions but also on their educational background (Cinkir & Kurum, 2015).

In the educational realm, it is imperative to ensure that teachers possess the necessary knowledge and expertise to effectively educate their students (Darling-Hammond, 2017). However, a

persistent challenge faced by the educational community is the phenomenon of out-of-field teaching. This occurs when educators instruct subjects or topics outside their specialized field of study or expertise, a practice often driven by factors such as teacher shortages or curriculum demands (Ingersoll & Strong, 2011). While these circumstances may necessitate such a practice, concerns have been raised regarding its impact on educators' self-efficacy.

In recent years, educators, researchers, and policymakers have witnessed increased attention from educators on the consequences of out-of-field teaching. Recognizing its potential to affect not only the quality of instruction but also the well-being of teachers themselves, there is a growing need to delve into the intricacies of this phenomenon. In the following sections, we will explore the current literature and empirical evidence surrounding out-of-field teaching, drawing insights from notable scholars such as Darling-Hammond (2017). Through a comprehensive analysis of recent research, we aim to contribute to a deeper understanding of this complex issue, facilitating informed decision-making and fostering best practices within the educational landscape.

The foundational principle of effective teaching revolves around teachers demonstrating expertise in the subject areas they instruct. However, the reality often deviates from this ideal, as evidenced by the research conducted by Cinkir and Kurum (2015). The gap between the expected expertise and teachers' actual subject knowledge creates challenges beyond the classroom.

Out-of-field teaching has become a prominent concern, with potential repercussions for educators and students. Darling-Hammond (2017) emphasizes the need to address this issue to uphold the quality of education. When educators find themselves teaching subjects outside their expertise, it impacts the depth and accuracy of instruction and raises questions about the broader implications for educational outcomes.

In addressing the complexities of out-of-field teaching, it is crucial to consider the multifaceted impact on educators' self-efficacy. Self-efficacy, a key component of effective teaching, refers to an educator's belief in influencing student learning outcomes (Darling-Hammond, 2017). When teachers are thrust into unfamiliar subject areas, their confidence may be compromised, leading to a potential decline in self-efficacy.

Furthermore, the implications of out-of-field teaching extend beyond the individual teacher, influencing their professional identity, beliefs, and sense of belonging within the educational community. Teachers not aligned with their subject expertise may grapple with feelings of inadequacy and a diminished sense of professional identity. This, in turn, can impact their overall job satisfaction and commitment to the teaching profession.

As the researcher navigates the complexities of out-of-field teaching, it is essential to draw from empirical evidence to inform our understanding and guide effective interventions. Ingersoll and Strong (2011) highlight the need for comprehensive strategies that address the root causes of out-of-field teaching, such as teacher shortages and curriculum demands. Educators and policymakers can develop targeted solutions that promote a more sustainable and supportive teaching environment by examining the factors contributing to this phenomenon.

Out-of-field teaching poses significant challenges to the education system, affecting educators and students. The consequences extend beyond the classroom, impacting teachers' self-efficacy, professional identities, and overall job satisfaction. As we confront this complex issue, it is imperative to prioritize informed decision-making and evidence-based practices to ensure that the quality of education remains a top priority. Addressing the root causes and implementing targeted interventions can create a more supportive and conducive learning environment for educators and students.

1.1 Statement of the Problem

This study attempted to add findings about Mentoring Initiatives and Relationships on Self-efficacy and Teaching Quality of Out-of-field Teachers: a mediation model.

Specifically, this study was designed to answer the following:

1. What is the level of self-efficacy of out-of-field teachers in terms of:
 - 1.1. instructional strategies,
 - 1.2. Student Engagement and;
 - 1.3. classroom management?
2. What is the level of perception of out-of-field teachers in their teaching quality in terms of:
 - 2.1. Intellectual quality,
 - 2.1.1. Challenge
 - 2.1.2. Engagement
 - 2.1.3. Relevance
 - 2.2. Quality learning environment and;
 - 2.2.1. Supportiveness
 - 2.2.2. Inclusivity
 - 2.2.3. Safety
 - 2.3. significance?
 - 2.3.1. Meaningfulness
 - 2.3.2. Connectedness to students' lives
 - 2.3.3. Preparedness for the future
3. What is the mean score of mentoring initiatives in terms of:
 - 3.1. upskilling,
 - 3.2. mentor-mentee relationship,
 - 3.3. expertise, and;
 - 3.4. mentoring quality
 - 3.4.1. duration,
 - 3.4.2. frequency, and;
 - 3.4.3. mode?
4. Is there a significant relationship between the out-of-field teachers' self-efficacy and teaching quality?
5. Do mentoring initiatives significantly mediate the relationship between self-efficacy and the teaching quality of out-of-field teachers?

2. Methodology

The researcher employed the descriptive research method for this study, which is specifically designed to gather detailed information about the current conditions of the subject under investigation. According to Gay (2005), descriptive research aims to collect data to understand the existing status or characteristics of the subject, thereby providing a clear picture of its current state. This method also allows for the exploration of the underlying causes of specific phenomena, as noted by Sevilla (2004), offering valuable insights into the factors that contribute to the observed characteristics or conditions. By conducting a systematic and detailed examination, the researcher can depict and analyze the subject comprehensively, leading to a nuanced understanding of its present state and the dynamics influencing it. In the context of this research, the participants were Junior High School (JHS) out-of-field teachers from secondary schools in the Alaminos, Bay, Calauan, Cavinti, Los Baños, Nagcarlan, Santa Cruz, and Victoria sub-offices. The selection of these respondents was based on an identification process facilitated by the school heads, who used the certified Individual Teacher's Program (ITP). The ITP is a detailed repository that outlines the school's teaching assignments and includes comprehensive

information about many educators. The main criterion for selecting participants was their designation as out-of-field teachers, meaning they were teaching subjects outside their major or specialized area of expertise. To streamline the identification process, the research relied on the ITP, which school heads used to define each educator's specific teaching responsibilities. As a result, JHS out-of-field teachers were identified through a thorough examination of their teaching assignments within the ITP. These educators were specifically chosen because they were teaching subjects beyond their academic specialization or major. Using the ITP for participant selection ensured a systematic and objective approach to identifying secondary out-of-field teachers in the specified sub-offices. This method aligned with established educational documentation, ensuring precision in identifying teachers crucial to the investigation and who could provide valuable perspectives on the impacts of out-of-field teaching. The primary tool used by the researcher was a 5-point Likert Scale survey questionnaire, composed of five parts. The survey questionnaire was validated by internal and external validators and tested for reliability using Cronbach Alpha. After passing the reliability test, it was administered to the target respondents for the actual study. The researcher secured necessary permits from the Schools Division Superintendent (SDS) of the Schools Division Office of Laguna to administer the questionnaire. Following the SDS's approval, the researcher sought assistance from school heads to distribute and collect the survey questionnaires. Once completed, the survey questionnaires were collected and tabulated for further analysis, after which appropriate statistical treatments were applied. A robust set of statistical treatments was used to analyze the collected data. Descriptive statistics played a crucial role in summarizing responses from the survey questionnaire, using key indicators such as frequency count, percentage, mean, and standard deviation to provide a comprehensive overview of the dataset's distribution, central tendencies, and variability. This enabled a detailed understanding of the participants' perspectives. Additionally, inferential statistics, including Pearson's r correlation and mediation analysis, were employed to explore the data further. Pearson's r correlation measured the strength and direction of the linear relationship between dependent and independent variables, providing a quantifiable metric for understanding how changes in one variable might predict changes in another. Mediation analysis was conducted to investigate potential indirect effects of independent variables on the dependent variable through one or more mediator variables. This approach helped explain the underlying mechanisms and pathways through which independent variables influenced the outcome, offering a more comprehensive understanding of the data. Together, these inferential statistical methods provided a nuanced and detailed examination of the relationships within the dataset, ensuring a thorough and insightful analysis.

3. Results and Discussion

Table 1. Summary of the Level of self-efficacy of out-of-field teachers

In terms of...	Mean	SD	VI
Instructional Strategies	4.51	0.46	Very High
Student Engagement	4.56	0.49	Very High
Classroom Management	4.62	0.46	Very High
Overall	4.56	0.47	Very High

Legend: 4.5-5.0 (Very High), 3.5-4.49 (High), 2.5-3.49 (Moderate), 1.5-2.49 (Low), 1.0-1.49 (Very Low)

Table 1 summarizes the level of self-efficacy of out-of-field teachers and underscores the

remarkable self-efficacy displayed by out-of-field teachers across multiple areas. The table reported a notably high mean score of 4.51 (SD=0.46) in instructional strategies with the verbal interpretation of “Very High,” indicating a strong consensus on their proficiency in implementing diverse teaching methods, even beyond their core subject knowledge. This showcases their confidence and ability to tailor instruction to meet varied student needs effectively. Similarly, in student engagement, the mean score of 4.56 (SD=0.49), with the verbal interpretation of “Very High,” reflects a strong belief in their capability to actively involve students in learning, fostering an engaging and interactive classroom ambiance. Additionally, their impressive mean score of 4.62 (SD=0.46) in classroom management with verbal interpretation of “Very High” illustrates their efficacy in maintaining an organized, disciplined, and conducive learning environment. The overall mean score reaffirms their high self-efficacy in instructional practices, student engagement strategies, and classroom management. This indicates that these educators strongly believe in effectively delivering instruction, engaging students, and managing classroom dynamics. Their high self-efficacy is evident through their adaptability, flexibility and resourcefulness in various teaching scenarios (i.e., traditional classroom teaching where the students are required to come to school face-to-face, distance learning, blended learning, modular learning). This highlights their effectiveness in DepEd classrooms, consistently using methods that encourage learning and keep the class focused. Despite facing challenges in their subject knowledge, their confidence in teaching remains strong. This shows they can tackle subject-related issues with their strong teaching abilities and dedication to helping students succeed. Also, this reflects their confidence in handling classrooms, teaching effectively, and guiding students toward academic success. Teachers with strong self-efficacy tend to tackle difficulties with optimism, determination, and a proactive approach, resulting in better teaching methods and student involvement.

Table 2. Summary of the Level of Teaching quality of out-of-field teachers

In terms of...	Mean	SD	VI
Intellectual Quality	4.62	0.44	Outstanding
Quality Learning Environment	4.65	0.42	Outstanding
Significance	4.66	0.43	Outstanding
Overall	4.64	0.41	Outstanding

Legend: 4.5-5.0 (Outstanding), 3.5-4.49 (Very Satisfactory), 2.5-3.49 (Satisfactory), 1.5-2.49 (Unsatisfactory), 1.0-1.49 (Poor)

Table 2 reveals the level of teaching quality among out-of-field teachers reveals exceptional performance across key dimensions. Primarily, the mean score for Intellectual Quality is 4.62 with a standard deviation (SD) of 0.44, categorized as Outstanding. This indicates that out-of-field teachers excel in presenting content that demands higher-order thinking and encourages students to engage deeply with the material. This is crucial for fostering critical thinking, problem-solving skills, and meaningful interaction with the subject matter.

Moreover, the Quality Learning Environment receives a mean score of 4.65 with an SD of 0.42, which is also rated as Outstanding. This reflects the positive learning atmosphere of out-of-field teachers, where students feel supported, motivated, and actively engaged in their learning. A conducive learning environment promotes student participation, collaboration, and academic success.

Also, the Significance of teaching quality is rated Outstanding, with a mean score of 4.66 and an SD of 0.43. This indicates that out-of-field teachers effectively convey the relevance and importance of the content to students, fostering a sense of purpose and motivation in their learning journey.

The composite mean score of 4.64 with an SD of 0.41, rated as Outstanding, consolidates the

exceptional ratings across Intellectual Quality, Quality Learning Environment, and Significance. These findings highlight the outstanding teaching quality demonstrated by out-of-field teachers, who excel in creating intellectually stimulating learning experiences, fostering a positive and supportive learning environment, and conveying the significance of the content to their students. This level of teaching quality is instrumental in promoting student engagement, achievement, and overall academic success.

Table 3. Summary of the Level of Mentoring Initiatives of out-of-field teachers

In terms of...	Mean	SD	VI
Upskilling	4.54	0.54	Very High
Mentor-Mentee Relationship	4.60	0.51	Very High
Expertise	4.60	0.53	Very High
Mentoring Quality	4.52	0.56	Very High
Overall	4.57	0.54	Very High

Legend: 4.5-5.0 (Very High), 3.5-4.49 (High), 2.5-3.49 (Moderate), 1.5-2.49 (Low), 1.0-1.49 (Very Low)

Table 3 summarizes the level of mentoring initiatives for out-of-field teachers, providing insightful perspectives on their professional development and support systems. The mean score for upskilling is 4.54 with a standard deviation (SD) of 0.54, rated as very high, indicating a strong commitment among out-of-field teachers to enhance their skills and knowledge. This suggests that these teachers are actively engaged in professional development activities to bridge gaps in their subject matter expertise and improve their overall teaching effectiveness.

The mentor-mentee relationship also scores very high, with a mean of 4.60 and an SD of 0.51. This highlights the effectiveness of mentoring programs in fostering strong, supportive relationships between mentors and mentees. Such relationships are crucial for the professional growth of out-of-field teachers, providing them with the necessary guidance, support, and feedback to navigate the challenges of teaching subjects outside their primary expertise.

Regarding expertise, the mean score is 4.60 with an SD of 0.53, again rated very high. This suggests that the mentoring initiatives are successfully enhancing the subject matter competence of out-of-field teachers. Through targeted mentoring, these teachers gain the knowledge and skills needed to teach effectively in their new subject areas, increasing their confidence and competence.

Regarding mentoring quality, the score of 4.52, accompanied by a standard deviation of 0.56, signifies a very high level of satisfaction among participants with the overall quality of mentoring they receive. This impressive mean score reflects that the mentoring program is perceived as exceptionally effective, successfully meeting or exceeding the expectations and needs of the mentees. This consistency underscores the reliability and uniform excellence of the mentoring provided, highlighting the program's robustness in delivering high-quality support and guidance to out-of-field teachers. Such high ratings in mentoring quality suggest that the program offers valuable insights and advice and fosters an environment conducive to professional growth and development.

Overall, the composite mean score of 4.58 with an SD of 0.53, rated very high, reflects the comprehensive success of mentoring initiatives in supporting out-of-field teachers. The high scores across upskilling, mentor-mentee relationships, and expertise indicate that these initiatives effectively address the professional development needs of out-of-field teachers. These findings underscore the importance of robust mentoring programs in ensuring that all teachers, regardless of their initial subject

expertise, can achieve high levels of effectiveness and confidence in their teaching roles.

Table 4. Test of Correlation between the Out-of-Field Self-efficacy and Mentoring Initiatives

Out-of-field Teachers' Self-efficacy	Mentoring Initiatives							
	Upskill ing	Mentor-Mentee Relationship	Expertise	Duration	Frequency	Mode	Overall Mentoring Quality	Overall Mentoring Initiatives
Instructional Strategies	.516**	.456**	.380**	.471**	.449**	.406**	.467**	.485**
Student Engagement	.588**	.529**	.488**	.534**	.523**	.495**	.547**	.574**
Classroom management	.611**	.538**	.493**	.546**	.523**	.534**	.565**	.588**
Overall Out-of-field Teachers' Self-efficacy	.623**	.553**	.495**	.563**	.543**	.521**	.574**	.598**

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Table 4 illustrates the test of correlation between out-of-field self-efficacy and mentoring initiatives, which shows a strong positive correlation between out-of-field teachers' self-efficacy and various aspects of mentoring initiatives. The correlation coefficients indicate a statistically significant relationship between self-efficacy and mentoring outcomes, particularly in upskilling, mentor-mentee relationships, expertise enhancement, duration, frequency, mode, overall mentoring quality, and mentoring initiatives.

Upskilling initiatives and effective instructional strategies exhibit a moderate positive correlation. This suggests that when out-of-field teachers receive targeted training to enhance their skills and knowledge, they are more likely to implement innovative and effective teaching methods in their classrooms. Such professional development efforts help these teachers bridge the gap in their expertise, leading to improved instructional practices.

Similarly, there is a moderate positive relationship between the quality of mentor-mentee relationships and student engagement. Mentors providing strong, supportive, and positive guidance to their mentees foster a more engaging and dynamic learning environment for students. This supportive relationship helps mentees to feel more confident and capable, which translates into increased student involvement and participation in classroom activities.

Moreover, teachers' subject expertise positively correlates with effective classroom management. Teachers with a deep understanding of their subject matter are better equipped to manage their classrooms efficiently. Their expertise allows them to create a structured, organized, and disciplined learning environment, facilitating better student behavior and engagement.

Lastly, there is a strong positive relationship between out-of-field teachers' self-efficacy and

the overall effectiveness of mentoring initiatives. When these teachers feel confident in their abilities, they are more likely to engage fully with mentoring programs, thereby gaining more from these initiatives. This increased confidence enhances their professional development and enables them to contribute more effectively to their teaching practice. In essence, self-efficacy plays a crucial role in maximizing the benefits of mentoring, leading to more positive outcomes for teachers and students.

Table 5. Test of Significant Relationships Between Self-efficacy and Teaching Quality of Out-of-Field Teachers

Teaching Quality	Out-of-Field Teachers Self-efficacy			
	Instructional Strategies	Student Engagement	Classroom Management	Overall Out-of-field Teachers' Self-efficacy
Challenge	.575**	.629**	.650**	.674**
Engagement	.623**	.629**	.636**	.686**
Relevance	.594**	.656**	.666**	.697**
Overall Intellectual Quality	.623**	.665**	.679**	.715**
Supportive	.569**	.627**	.704**	.690**
Inclusive	.591**	.625**	.683**	.689**
Safety	.540**	.559**	.684**	.647**
Overall Quality Learning Environment	.603**	.643**	.734**	.719**
Meaningfulness	.616**	.611**	.685**	.694**
Connected to Student Lives	.575**	.592**	.655**	.661**
Preparedness for the Future	.571**	.630**	.663**	.677**
Significance	.615**	.640**	.699**	.709**

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Table 5 demonstrates the significant correlation between self-efficacy and the teaching quality of out-of-field teachers. Self-efficacy was observed to have a significant positive correlation with the teaching quality of out-of-field teachers. This is based on the computed correlation coefficient values obtained from the tests. The magnitude of the relationship was observed to have a range of moderate to strong correlation coefficients. Furthermore, the p-values obtained were less than the significance alpha of 0.05; hence, there is a significance.

Regarding student engagement, out-of-field teachers who actively incorporate interactive learning activities, promote critical thinking and create a positive classroom atmosphere report higher levels of self-efficacy. For instance, an Araling Panlipunan teacher without a background in technology

collaborates with a mentor to integrate multimedia resources, virtual simulations, and online discussions into history lessons, resulting in increased student engagement and a boost in self-efficacy regarding technology integration.

Furthermore, out-of-field teachers who receive guidance on behavior management strategies, organization techniques, and creating a positive learning environment demonstrate higher levels of self-efficacy in classroom management. This could be illustrated by a physical education teacher transitioning to teaching literature who participates in mentoring sessions focused on classroom management, leading to improved classroom discipline, student behavior, and overall confidence in managing diverse classroom dynamics.

Moreover, a significant positive correlation exists between self-efficacy beliefs and the quality of teaching practices, particularly instructional strategies, classroom management, and student engagement. Teachers with higher self-efficacy beliefs were more likely to implement effective teaching practices, even when teaching subjects outside their primary field of expertise.

The positive correlation between self-efficacy and the teaching quality of out-of-field teachers underscores the importance of fostering self-efficacy beliefs among teachers, particularly those required to teach subjects outside their expertise. Interventions that enhance self-efficacy, such as targeted professional development, mentoring, and providing opportunities for mastery experiences, could potentially improve out-of-field teachers' teaching quality and effectiveness.

Table 6. Mentoring Initiatives Significantly Affected by Self-Efficacy of Out-of-Field Teachers

Model	B	SE	β	t	p
Constant	1.308	.186		7.043	0
Instructional Strategies	-0.57	.120	-.064	-0.476	0.634
Classroom Management	0.272	.108	.299	2.517	0.012
Out-of-Field Teachers' Self-Efficacy	0.512	.203	.532	2.523	0.012
*p < 0.05					
R-squared			0.572		
Adjusted R-squared			0.567		
F(3,249)				111.10	< .001

Table 6 shows the results of a regression analysis on whether mentoring initiatives significantly affect the self-efficacy of out-of-field teachers. The model explains 56.7% of the variance in their teaching quality (R-squared = 0.567). The F-test indicates that the overall model is significant ($F(3,249) = 111.10, p < .001$).

In addition, the analysis reveals that mentoring initiatives significantly enhance the self-efficacy of out-of-field teachers. Positive mentoring experiences, which include opportunities for mastery experiences, vicarious learning, and verbal influence, contribute to this increase. These experiences help teachers, especially out-of-field teachers, build confidence.

Moreover, mastery experiences, the most influential source of self-efficacy, allow teachers to

gain hands-on practice and succeed in new teaching contexts, boosting their confidence. Vicarious learning, or observing others successfully perform tasks, also enhances self-efficacy. Additionally, verbal persuasion through positive reinforcement further strengthens self-efficacy beliefs. Combining these three sources creates a strong foundation for developing self-efficacy among out-of-field teachers.

Table 7. Mentoring Initiatives Significantly Affecting the Teaching Quality of Out-of-Field Teachers

Model	B	SE	β	t	p
Constant	2.04	0.171		11.951	0
Duration	0.286	0.075	0.356	3.812	< .001
Upskilling	0.242	0.065	0.316	3.73	< .001
Mode	0.194	0.068	0.26	2.844	0.005
Expertise	-0.146	0.066	-0.188	-2.211	0.028
R-squared			0.516		
Adjusted R-squared			0.509		
F(4,248)				66.21	< .001

*p < 0.05

Table 7 presents a regression analysis examining whether mentoring initiatives significantly affect the teaching quality of out-of-field teachers. The regression model explains 51.6% of the variance in teaching quality of out-of-field teachers (R-squared = 0.516). The F-test of the overall model is significant ($F(4,248) = 66.21, p < .001$), indicating that the results were significant. Mentoring initiatives significantly affect the teaching quality of out-of-field teachers. It was found that well-designed mentoring initiatives positively impacted out-of-field teachers' teaching quality and instructional practices. Mentoring programs that included weekly consultation, detailed feedback on lesson plans, and regular group meetings with experienced teachers helped the out-of-field teachers develop effective teaching strategies and improve their overall teaching quality. It is important to note that the effectiveness of mentoring initiatives in improving teaching quality may depend on factors such as the quality of the mentoring program, the expertise and experience of the mentors, the receptiveness and engagement of the mentees, and the alignment of the mentoring activities with the specific needs and contexts of out-of-field teachers.

Also, effective mentoring involves consistent support activities like co-planning lessons, peer observations, and participating in school learning action cells. Unlike one-time or irregular interventions, these ongoing practices allow mentors to provide feedback, guidance, and coaching regularly. This continuous support helps out-of-field teachers improve their teaching strategies and address challenges.

Moreover, mentoring that encourages collaboration among teachers builds a supportive learning community. By engaging in collaborative activities, such as co-planning lessons and peer observations, out-of-field teachers can learn from experienced colleagues, share best practices, and receive constructive feedback in a relaxed setting.

Lastly, it is important to recognize that mentoring programs should be customized to meet each school's and its teachers' unique needs. Regularly evaluating and improving these programs is crucial to ensure they remain effective and relevant.

Table 8. Mediating Effect of Mentoring Initiatives on the Relationship Between Self-efficacy and Quality of Teaching

Mediation Estimates						
Effect	Label	Estimate	SE	Z	p	% Mediation
Indirect	a × b	0.204	0.0324	6.29	<.001	28.6
Direct	c	0.510	0.0460	11.10	<.001	71.4
Total	c + a × b	0.714	0.0406	17.57	<.001	100.0

Path Estimates							
		Label	Estimate	SE	Z	p	
OfTSE	→	MinIni	a	0.690	0.0581	11.88	<.001
MinIni	→	TeaQuali	b	0.296	0.0399	7.41	<.001
OfTSE	→	TeaQuali	c	0.510	0.0460	11.10	<.001

Table 8 illustrates the mediating effect of mentoring initiatives in the relationship between self-efficacy and teaching quality. Specifically, it indicates that mentoring initiatives act as a partial mediator between self-efficacy and teaching quality. A mediating effect means that the relationship between two variables (in this case, self-efficacy and teaching quality) is influenced or explained by a third variable (mentoring initiatives).

In this context, self-efficacy refers to teachers' belief in their ability to perform effectively in their teaching roles, while teaching quality encompasses various aspects of effective teaching practices. The table suggests that mentoring initiatives significantly enhance teaching quality by mediating the impact of self-efficacy on teaching outcomes. For instance, out-of-field teachers meet with their mentors regularly to discuss lesson plans, classroom management techniques, and effective teaching strategies. During their scheduled sessions, mentors also let the out-of-field teachers inquire about how they will deal with particular challenges in their classes.

Thus, the mentoring initiatives act as the mechanism or pathway through which teachers' self-efficacy beliefs translate into improved teaching performance. The initiatives do not directly cause better teaching, nor do they directly increase self-efficacy. Instead, they mediate or facilitate the impact of self-efficacy on teaching outcomes.

Moreover, the partial mediating effect implies that while self-efficacy directly influences teaching quality, mentoring initiatives contribute significantly to this relationship.

Furthermore, Woolfolk Hoy and Burke Spero (2020) considered the changes in teacher self-efficacy during the early years of teaching and the role of mentoring support. Mentoring support partially mediated the relationship between self-efficacy and teaching quality. Teachers with higher self-efficacy beliefs benefited more from mentoring support, which in turn contributed to improved

teaching quality. The partial mediating effect of mentoring initiatives highlights the importance of implementing comprehensive support systems for teachers, particularly those who are out-of-field or in challenging teaching contexts.

Figure 1. Model Diagram of Mediation Analysis

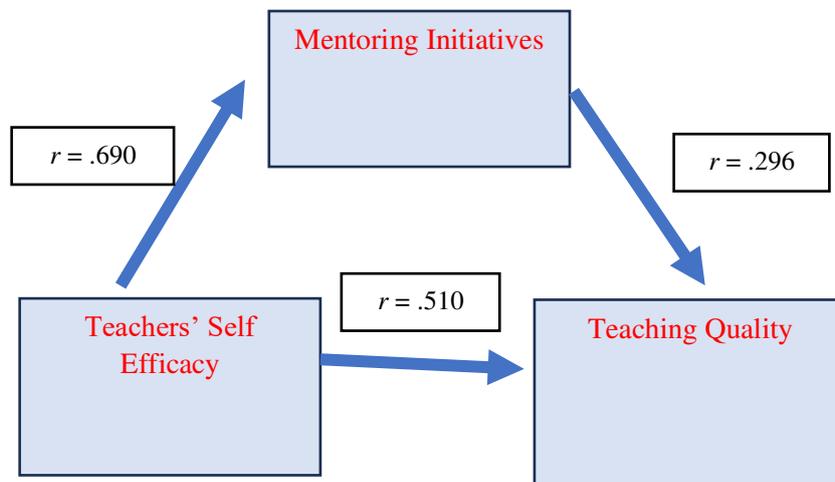


Figure 1. A graphical representation of how mentoring initiatives mediated with self-efficacy and teaching quality.

Figure 1 presents the graphical representation of how mentoring initiatives are mediated with self-efficacy and teaching quality. It provided valuable insights into how mentoring initiatives mediate the relationship between self-efficacy and teaching quality. Specifically, the correlation between teachers' self-efficacy and teaching quality is $r=0.510$, indicating a moderate positive relationship. This means that teachers with higher self-efficacy or greater confidence in their teaching abilities tend to exhibit higher teaching quality, demonstrating more effective instructional strategies and better student outcomes. Additionally, the correlation between teachers' self-efficacy and mentoring initiatives is $r=0.690$, suggesting a strong positive relationship. This implies that teachers with greater self-efficacy are likelier to engage in and benefit from mentoring initiatives. They are more proactive in seeking mentoring support, enhancing their professional growth and teaching effectiveness.

Furthermore, the correlation between mentoring initiatives and teaching quality is $r=0.296$, indicating a weaker yet positive relationship. This shows that participation in mentoring programs is associated with improved teaching quality, although the effect is not as strong as the direct impact of self-efficacy. These correlations collectively highlight the mediating role of mentoring initiatives. Teachers with high self-efficacy tend to seek out and effectively utilize mentoring resources. Through these initiatives, they receive additional support, guidance, and professional development, enhancing their teaching quality.

Thus, while self-efficacy directly influences teaching quality, mentoring initiatives are a crucial intermediary that helps translate self-belief into practical teaching improvements. This mediation underscores the importance of structured mentoring programs in fostering professional growth and enhancing educational outcomes, particularly by building on teachers' inherent self-efficacy. By engaging in mentoring initiatives, teachers can gain the necessary skills and confidence to improve their teaching quality, benefiting their students and overall educational practice.

4. Recommendations

Based on the study, the researcher recommends to encourage collaborative learning and peer support networks. A collaborative learning environment and peer support networks can further reinforce self-efficacy beliefs and facilitate the sharing of best practices among out-of-field teachers. This can be achieved through regular mentoring sessions, peer observations, school learning action cells, and structured collaboration and knowledge-sharing opportunities.

Also, the researcher recommends to promote a supportive and inclusive school culture. Cultivate a school culture that recognizes and values the contributions of out-of-field teachers. Encourage open communication, provide emotional and administrative support, and foster collaboration and mutual respect. This supportive culture can further enhance out-of-field teachers' perceived intellectual quality and sense of preparedness.

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