

# School Heads' Mentorship and Support System in Enhancing Career Experiences and Professional Growth of Beginning Elementary Teachers

Ela Gruezo Comendador

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Email address: ela.comendador@deped.gov.ph

**Abstract**—The study focused on examining the school heads' mentorship and support system and beginning elementary teachers' career experiences and professional growth of selected newly hired elementary teachers. The study addressed several objectives to assess the following: the level of the school heads' mentorships and support system. Similarly, to assess the level of career experiences and professional growth of beginning elementary teachers, as well as the significant relationship between these factors. The study used a descriptive and correlational research design in the conduct of this research. The respondents of the study consist of 100 newly hired teachers with 0-3 years of teaching experience/s in public schools. The data collection process included the administration of questionnaires and document analysis. The findings revealed that school heads' mentorship and support systems were rated very high, while beginning elementary teachers also reported very high levels of career experiences and professional growth. However, no statistically significant relationship was found between school heads' mentorship and support systems and the teachers' career experiences and professional growth. These results suggest that although mentorship and support are highly practiced, they do not significantly influence the career development and professional growth of beginning elementary teachers. The study found no significant relationship between school heads' mentorship and support systems on the career experiences and professional growth of beginning elementary teachers, that failed to reject the null hypotheses. This indicates that mentorship and support initiatives alone do not directly influence teachers' teaching approaches, career development, or professional advancement. The following recommendations are hereby offered: DepEd officials may continue the induction and mentoring programs with tailored support systems, while school heads may reduce committee work for balanced beginning teacher workloads. Finally, may motivate the beginning teachers to actively participate in professional development activities such as webinars, seminars, and peer mentoring.

**Keywords**— Mentorship, support system, career experience, professional growth, psychological well-being, professional identity.

## I. INTRODUCTION

The transition from teacher preparation to actual classroom teaching is a difficult experience for beginning elementary teachers. Faced with difficult instruction, problems in managing the class, and the expectations of institutions, the "reality shock" that many new teachers undergo could negatively impact their performance and dedication to the field. Without proper mentorship, some of these teachers could end up isolated, burned out, and leaving their jobs.

Gonong, et. al. (2017), teachers play a crucial role in nation building. The Philippines may raise complete students who are rooted in values, have 21st-century talents, and are able to advance the nation's growth and progress by using high-quality instructors. With this in mind, the role played by heads of institutions cannot be underestimated in terms of their instructional leadership. Principals play an integral part as the chief creators of an environment that is either conducive to teacher induction or otherwise. This helps in reducing the challenges associated with teaching in its formative stages.

Mentoring new elementary school teachers is essential for their professional growth and long-term success. Mentors help with classroom management, lesson planning, and emotional support, mitigating feelings of isolation and self-doubt. Challenges like program quality, inadequate training, and mismatched expectations can hinder mentoring effectiveness. Well-structured programs with adequate resources can enhance teachers' confidence and skills, leading to improved professional outcomes. Contemporary pressures push education in furthering quality, much more so in developed countries where professional competency of teachers is an important factor in aiding such an advance. Training teachers in best possible ways and enhancing their professional skills will no doubt improve the quality of education, as well (Altayli, et. al., 2018).

The purpose of this study is to determine the mentorship and support system used by the school heads that have a major influence on the career experiences and professional growth of beginning elementary teachers. It examines the efficacy of leadership efforts and their consequent enhancements in educational quality by offering support to beginning teachers. Gaining insight into these strategies may aid school heads in improving their initiatives to develop a cadre of empowered new teachers, therefore promoting a strong and effective educational system.

### 1.1 Statement of the Problem

#### *Problem/s which were addressed by the research*

This study aimed to determine the relationship between school heads' mentorship and support system and beginning elementary teachers' career experiences and professional growth of selected newly hired elementary teachers of Majayjay, Liliw, and Nagcarlan Sub-offices.

Specifically, the study sought answers to the following questions:

1. What is the level of the school heads' mentorships in terms of:
  - 1.1 goal setting;
  - 1.2 resource sharing;
  - 1.3 peer observation; and
  - 1.4 communication?
2. What is the level of the school heads' support system in terms of:
  - 2.1 emotional support;
  - 2.2 collaboration and teamwork;
  - 2.3 evaluation and feedback; and
  - 2.4 technical assistance?
3. What is the level of career experiences of beginning elementary teachers in terms of:
  - 3.1 professional identity;
  - 3.2 psychological well-being; and
  - 3.3 social integration?
4. What is the level of professional growth of beginning elementary teachers in terms of:
  - 4.1 skill development;
  - 4.2 career advancement?
5. Is there a significant relationship between the school heads' mentorships and career experiences of beginning elementary teachers?
6. Is there a significant relationship between the school heads' mentorships and professional growth of beginning elementary teachers?
7. Is there a significant relationship between the school heads' support system and career experiences of beginning elementary teachers?
8. Is there a significant relationship between the school heads' support system and professional growth of beginning elementary teachers?

## II. METHODOLOGY

The study used a descriptive and correlational research design in the conduct of this research. The respondents of the study consist of 100 newly hired teachers with 0-3 years of teaching experience/s in public schools. The data collection process included the administration of questionnaires and document analysis.

## III. RESULTS AND DISCUSSION

This part presented the different results and discussed the results from treating the data gathered in this study. All specific questions under the statement of the problem were answered in this chapter supported by tables. It presents the data gathered about the significant relationship between the school heads' mentorships, support system and beginning teachers' career experiences, professional growth. In particular, the study sought to address the following:

### *Level of school heads' mentorships*

In this study, the level of school heads' mentorships refers to goal setting, resource sharing, peer observation, and

communication and was determined by weighted mean and standard deviation.

Tables as referred, offered a thorough analysis of the level of school heads' mentorships along with its indicators; these tables most certainly showed the average weighted mean (M) for the presence or implementation of the various goal setting with their corresponding standard deviation (SD), so indicating the consistency of the application. It also provided a verbal interpretation for the statistical value, therefore providing a qualitative understanding of the extent in which the component is included into the material of instructions the students underwent.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

| Statements The school head...                                      | Mean | SD   | Remarks        |
|--------------------------------------------------------------------|------|------|----------------|
| ...motivates me to maintain and enhance my performance at work.    | 4.59 | 0.61 | Strongly Agree |
| ...supports me in developing actionable plans to meet my goals.    | 4.61 | 0.55 | Strongly Agree |
| ...provides measurable criteria to evaluate goal achievement.      | 4.72 | 0.48 | Strongly Agree |
| ...establishes specific and measurable goals.                      | 4.76 | 0.43 | Strongly Agree |
| ...positively impacted my professional growth through goal setting | 4.58 | 0.49 | Strongly Agree |
| Weighted Mean                                                      | 4.65 |      |                |
| SD                                                                 | 0.17 |      |                |
| Verbal Interpretation                                              |      |      | Very High      |

Table 1 shows the level of school heads' mentorships in terms of goal setting. Also displays the statements, mean, standard deviation and remarks.

The school head establish specific and measurable goals. The (M = 4.76) indicates a very high level of school heads' mentorships in terms of goal setting and supported with (SD = 0.43). Also, provides measurable criteria to evaluate goal achievement (M = 4.72, SD = 0.48). While the mean is slightly lower (M = 4.58) with (SD = 0.49), it still indicates the school head positively impacted the professional growth through goal setting.

The level of school heads' mentorships in terms of goal setting attained a weighted mean score of 4.65 and a standard deviation of 0.17 and was verbally interpreted as very high among the respondents.

The level of school heads' mentorships in goal setting indicates consistent implementation. Therefore, the respondents strongly agreed that the school heads establish specific, measurable goals, provide criteria for evaluating achievement, positively impact professional growth through goal setting. All in all, the results reflect effective and supportive mentorship practices by school heads in different schools within three different sub-offices. Moreover, similar observations are supported by researchers who assert that school heads positively impact professional growth by integrating specific, measurable goals into their mentoring practices.

Table 2 presents the level of school heads' mentorships in terms of resource sharing.

| Table 2. Level of school heads' mentorships in terms of resource sharing           |           |                     |
|------------------------------------------------------------------------------------|-----------|---------------------|
| Statements                                                                         | Mean      | SD Remarks          |
| The school head...                                                                 |           |                     |
| ...provides support in accessing external resources or networks beyond the school  | 4.91      | 0.48 Strongly Agree |
| ...encourages sharing of resources among colleagues to enhance teaching practices. | 4.71      | 0.53 Strongly Agree |
| ...share resources that are relevant to my professional needs.                     | 4.69      | 0.49 Strongly Agree |
| ...satisfies with the frequency and quality of resources from the school head.     | 4.65      | 0.48 Strongly Agree |
| ...use resources to improve my teaching or administrative tasks.                   | 4.82      | 0.38 Strongly Agree |
| Weighted Mean                                                                      | 4.76      |                     |
| SD                                                                                 | 0.08      |                     |
| Verbal Interpretation                                                              | Very High |                     |

The statement reveals that the school heads strongly support teachers in accessing external resources and networks beyond the school. The ( $M = 4.91$ ) implies a very high level of school heads' mentorships in terms of resource sharing and supported with ( $SD = 0.48$ ). Additionally, teachers strongly agree that they can actively use these provided resources to improve their teaching and administrative tasks ( $M = 4.82$ ,  $SD = 0.48$ ). While the statement regarding the satisfaction with the frequency and quality of resources obtained from the school head with the mean is slightly lower ( $M = 4.65$ ) with ( $SD = 0.48$ ), it still indicates a strong agreement.

The level of school heads' mentorships in terms of resource sharing attained a weighted mean score of 4.76 and a standard deviation of 0.08 and was verbally interpreted as very high among the respondents, indicating that school leaders are highly effective in providing and facilitating access to educational materials and networks.

The result signifies that the school heads should foster a highly supportive environment that equips teachers with the necessary tools and collaborative opportunities to enhance their instructional practices. In addition, these results align with recent study emphasized that school heads play a pivotal role in creating a collaborative culture by actively providing and managing essential instructional tools.

Table 3 shows the level of school heads' mentorships in terms of peer observation. Also displays the statements, mean, standard deviation and remarks.

The statement reveals that the school heads successfully make teachers feel comfortable participating in peer observations under their guidance. The ( $M = 4.80$ ) implies a very high level of school heads' mentorships in terms of peer observation and supported with ( $SD = 0.55$ ). Likewise, teachers strongly agree that these peer observation opportunities significantly enhance their professional growth ( $M = 4.76$ ,  $SD = 0.43$ ) and that school heads reliably follow up on observation feedback to support their development ( $M = 4.68$ ,  $SD = 0.47$ ). While the statement specifically addressing the direct improvement of teaching practices through peer observations obtained a slightly lower mean ( $M = 4.41$ ,  $SD =$

0.51), it still indicates a strong agreement among the respondents.

| Table 3. Level of school heads' mentorships in terms of peer observation                                |           |                     |
|---------------------------------------------------------------------------------------------------------|-----------|---------------------|
| Statements                                                                                              | Mean      | SD Remarks          |
| The school head...                                                                                      |           |                     |
| ...make you feel comfortable participating in peer observations under the guidance of your school head. | 4.80      | 0.55 Strongly Agree |
| ...encourage peer observation as a part of mentorship.                                                  | 4.71      | 0.53 Strongly Agree |
| ...improve teaching practices through peer observations                                                 | 4.41      | 0.51 Strongly Agree |
| ...enhance professional growth through peer observation opportunities                                   | 4.76      | 0.43 Strongly Agree |
| ...follow up on peer observation feedback to support my development.                                    | 4.68      | 0.47 Strongly Agree |
| Weighted Mean                                                                                           | 4.67      |                     |
| SD                                                                                                      | 0.15      |                     |
| Verbal Interpretation                                                                                   | Very High |                     |

The level of school heads' mentorships in terms of peer observation attained a weighted mean score of 4.67 and a standard deviation of 0.15 and was verbally interpreted as very high among the respondents, indicating that school heads effectively utilize peer observation as a core mentoring and development strategy.

To put it briefly, the results advert that school heads cultivate a supportive, non-intimidating culture where collaborative observation and constructive feedback are highly valued and utilized to drive continuous educator development.

Table 4 shows the level of school heads' mentorships in terms of communication. Also displays the statements, mean, standard deviation and remarks.

| Table 4. Level of school heads' mentorships in terms of communication               |           |                     |
|-------------------------------------------------------------------------------------|-----------|---------------------|
| Statements                                                                          | Mean      | SD Remarks          |
| The school head...                                                                  |           |                     |
| ...encourage me to communicate respectfully and professionally.                     | 4.62      | 0.60 Strongly Agree |
| ...enhances my understanding of my professional goals through direct communication. | 4.70      | 0.53 Strongly Agree |
| ...uses effective communication to motivate and encourage me.                       | 4.48      | 0.52 Strongly Agree |
| ...communicates clearly during mentorship sessions.                                 | 4.59      | 0.50 Strongly Agree |
| ...ensures that communication during mentorship is two-way.                         | 4.78      | 0.41 Strongly Agree |
| Weighted Mean                                                                       | 4.63      |                     |
| SD                                                                                  | 0.15      |                     |
| Verbal Interpretation                                                               | Very High |                     |

The highest-rated statement reveals that the school heads ensure communication during mentorship is a two-way process ( $M = 4.78$ ,  $SD = 0.41$ ), showing a strong commitment to active listening and mutual dialogue rather than just top-down directives. Moreover, teachers are strongly agreed that direct communication significantly enhances their understanding of their professional goals ( $M = 4.70$ ,  $SD = 0.53$ ). While the statement regarding the use of effective communication specifically to motivate and encourage obtained a slightly lower mean compared to the rest ( $M =$

4.48, SD = 0.52), it still firmly indicates with strong agreement among the respondents.

The table presents the level of school heads' mentorships in terms of communication attained a weighted mean score of 4.63 and a standard deviation of 0.15 and was verbally interpreted as very high, indicating that school leaders employ highly effective, clear, and respectful communication strategies when mentoring teachers.

In short, the results imply that school heads successfully cultivate an open, reciprocal, and transparent communicative environment that clarifies expectations and thoroughly supports teachers' professional development.

Table 5. Composite of school heads' mentorships

| Indicators            | Weighted Mean | SD   | Verbal Interpretation |
|-----------------------|---------------|------|-----------------------|
| goal setting          | 4.65          | 0.17 | Very High             |
| resource sharing      | 4.76          | 0.08 | Very High             |
| peer observation      | 4.67          | 0.15 | Very High             |
| communication         | 4.63          | 0.15 | Very High             |
| Grand Mean            | 4.68          |      |                       |
| SD                    | 0.14          |      |                       |
| Verbal Interpretation | Very High     |      |                       |

The level of school heads' mentorships in terms of goal setting, resource sharing, peer observation, and communication arrived at a grand mean score of 4.5 and a standard deviation of 0.7 and was verbally interpreted as very high among the respondents. This means that the school heads' mentorships are consistently manifested through clear goal setting, effective resource sharing, supportive peer observation, and open communication, all of which contribute to teachers' professional growth and improved work performance. In general, the results signify that school heads play a significant mentoring role in creating a highly supportive and development-oriented school environment.

#### Level of school heads' support system

In this study, the level of school heads' support system refers to emotional support, collaboration and teamwork, evaluation and feedback and technical assistance and was determined by weighted mean and standard deviation.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 6 presents the level of school heads' support system in terms of emotional support.

The statement highlights that the school heads consistently provide encouragement when teachers face difficulties at work. The (M = 4.70) implies a very high level of school heads' support system in terms of emotional support and supported with (SD = 0.46), followed closely by the school heads strongly recognizing and acknowledging the teachers' efforts and achievements (M = 4.64, SD = 0.48). While the statement regarding the provision of timely emotional support when needed obtained a slightly lower mean compared to the rest (M = 4.44, SD = 0.60), it still firmly indicates a strong agreement among the respondents.

The level of school heads' support system in terms of emotional support attained a weighted mean score of 4.57 and

a standard deviation of 0.14 and was verbally interpreted as very high among the respondents, indicating that school leaders are highly effective in fostering a compassionate, encouraging, and empathetic environment for their teachers.

Table 6. Level of school heads' support system in terms of emotional support

| Statements                                                          | Mean      | SD   | Remarks        |
|---------------------------------------------------------------------|-----------|------|----------------|
| The school head...                                                  |           |      |                |
| ...gave me a timely emotional support when needed.                  | 4.44      | 0.60 | Strongly Agree |
| ...valued and respected me as a person, not just as a professional. | 4.54      | 0.56 | Strongly Agree |
| ...shows genuine care and concern for my emotional well-being.      | 4.51      | 0.52 | Strongly Agree |
| ...provides encouragement when I face difficulties at work.         | 4.70      | 0.46 | Strongly Agree |
| ...recognizes and acknowledges my efforts and achievements.         | 4.64      | 0.48 | Strongly Agree |
| Weighted Mean                                                       | 4.57      |      |                |
| SD                                                                  | 0.14      |      |                |
| Verbal Interpretation                                               | Very High |      |                |

The results imply that school heads successfully go beyond purely administrative or instructional guidance by valuing teachers as individuals and showing genuine care for their well-being. This strong emotional backing ensures that educators feel respected, motivated, and thoroughly supported when navigating workplace challenges.

Table 7 presents the level of school heads' support system in terms of collaboration and teamwork.

Table 7. Level of school heads' support system in terms of collaboration and teamwork

| Statements                                                                      | Mean      | SD   | Remarks        |
|---------------------------------------------------------------------------------|-----------|------|----------------|
| The school head...                                                              |           |      |                |
| ...support leads to improved work outcomes through collaborations and teamwork. | 4.89      | 0.50 | Strongly Agree |
| ...recognize and appreciate the value of collaboration and teamwork.            | 4.72      | 0.52 | Strongly Agree |
| ...supports collaborative problem-solving in the workplace.                     | 4.35      | 0.50 | Strongly Agree |
| ...encourages sharing of ideas and resources among colleagues.                  | 4.65      | 0.48 | Strongly Agree |
| ...facilitates opportunities for staff to work together on projects.            | 4.70      | 0.46 | Strongly Agree |
| Weighted Mean                                                                   | 4.66      |      |                |
| SD                                                                              | 0.14      |      |                |
| Verbal Interpretation                                                           | Very High |      |                |

The table shows that the school heads support leading to improved work outcomes through collaboration and teamwork obtained the highest mean (M = 4.89, SD = 0.50), indicates that collaborative practices are strongly valued and effective, likewise, school heads are highly recognized for appreciating the value of teamwork (M = 4.72, SD = 0.52) and actively facilitating opportunities for staff to work together on projects (M = 4.70, SD = 0.46). Meanwhile, support for collaborative problem-solving in the workplace got the lowest mean (M = 4.35, SD = 0.50), but it still got a strong agreement among respondents, showing that all aspects of collaboration and teamwork were positively observed by the respondents.

The level of school heads' support system in terms of collaboration and teamwork attained a weighted mean score of 4.66 and a standard deviation of

0.14 and was verbally interpreted as very high. This indicates that respondents generally perceived school heads as highly supportive in promoting teamwork, cooperation, and shared efforts in the workplace.

The findings allude that school heads successfully champion a culture of shared responsibility and peer-to-peer engagement. By intentionally creating opportunities for collective effort and resource sharing, school leaders empower teachers to leverage each other's strengths and improve their overall professional performance.

Table 8 shows the level of school heads' support system in terms of evaluation and feedback.

Table 8. Level of school heads' support system in terms of evaluation and feedback

| Statements                                                                                              | Mean SD   | Remarks        |
|---------------------------------------------------------------------------------------------------------|-----------|----------------|
| The school head...                                                                                      |           |                |
| ...motivates me to enhance my professional skills by continuously giving me an evaluation and feedback. | 4.49 0.61 | Strongly Agree |
| ...gave me timely feedback following observations or assessments.                                       | 4.57 0.56 | Strongly Agree |
| ...perceive evaluations as supportive rather than punitive.                                             | 4.74 0.47 | Strongly Agree |
| ...conducts fair and transparent evaluations and feedback.                                              | 4.62 0.49 | Strongly Agree |
| ...follows up on feedback to support my continuous development.                                         | 4.73 0.44 | Strongly Agree |
| Weighted Mean                                                                                           | 4.63      |                |
| Mean SD                                                                                                 | 0.14      |                |
| Verbal Interpretation                                                                                   | Very High |                |

The table shows that the school heads perceive evaluations as supportive rather than punitive obtained the highest rating ( $M = 4.74$ ,  $SD = 0.47$ ), indicates that teachers feel that evaluations are conducted in a positive and non-threatening manner, closely following is the school heads follows up on feedback to support my continuous development ( $M = 4.73$ ,  $SD = 0.44$ ). Meanwhile, the lowest-rated statement is school heads motivates teachers to enhance professional skills ( $M = 4.49$ ), though still rated Strongly Agree, which may propose a slight room for improvement in using evaluations as a motivational tool.

The level of school heads' support system in terms of evaluation and feedback attained a weighted mean score of 4.63 and a standard deviation of 0.14 and was verbally interpreted as very high. This indicates that respondents strongly agreed with all statements. All five indicators were rated Strongly Agree, reflecting that the school head effectively implements a fair, transparent, timely, and development-oriented evaluation and feedback system. Meaning that educators mostly have the same positive opinion of the school head's evaluation procedures, it further establishes that the replies were extremely uniform and homogeneous among the respondents.

Table 9 presents level of school heads' support system in terms of technical assistance.

Table 9. Level of school heads' support system in terms of technical assistance

| Statements                                                                                  | Mean SD   | Remarks        |
|---------------------------------------------------------------------------------------------|-----------|----------------|
| The school head...                                                                          |           |                |
| ...providestimely technical assistance when encounter challenges.                           | 4.61 0.61 | Strongly Agree |
| ...is knowledgeable about the technical resources available at our school.                  | 4.71 0.53 | Strongly Agree |
| ...organizes training or workshops to enhance technical skills.                             | 4.66 0.50 | Strongly Agree |
| ...offers guidance on how to integrate technology into my teaching or administrative tasks. | 4.46 0.50 | Strongly Agree |
| ...improves my efficiency and productivity through technical assistance provided.           | 4.78 0.41 | Strongly Agree |
| Weighted Mean                                                                               | 4.64      |                |
| SD                                                                                          | 0.16      |                |
| Verbal Interpretation                                                                       | Very High |                |

The highest-rated statement, the school heads improves the teacher's efficiency and productivity through technical assistance provided. The ( $M = 4.78$ ) implies a very high level of school heads' support system in terms of technical assistance with ( $SD = 0.41$ ), followed closely by the school heads is knowledgeable about technical resources available in school ( $M = 4.71$ ,  $SD = 0.53$ ). While the statement regarding the school heads to offers guidance on how to integrate technology into my teaching or administrative tasks obtained a slightly lower mean compared to the rest ( $M = 4.46$ ,  $SD = 0.50$ ), though, it still firmly indicates a strong agreement among the respondents.

The level of school heads' support system in terms of technical assistance attained a weighted mean score of 4.64 and a standard deviation of 0.16 and was verbally interpreted as very high among the respondents, indicating that the school head effectively provides technical assistance in the school setting.

The results demonstrate that the school head is highly capable and effective in providing timely, knowledgeable, and productivity-enhancing technical support that contributes to the professional efficiency and development of teachers. This shows that the school head is viewed as knowledgeable, responsive, and effective in providing technical guidance.

Table 10 presents the composite of school heads' support system. It shows all the indicators with weighted mean, standard deviation and verbal interpretation.

Table 10. Composite of school heads' support system

| Indicators                 | Weighted Mean | SD   | Verbal Interpretation |
|----------------------------|---------------|------|-----------------------|
| emotional support          | 4.57          | 0.14 | Very High             |
| collaboration and teamwork | 4.66          | 0.14 | Very High             |
| evaluation and feedback    | 4.63          | 0.14 | Very High             |
| technical assistance       | 4.64          | 0.16 | Very High             |
| Grand Mean                 | 4.63          |      |                       |
| SD                         | 0.14          |      |                       |
| Verbal Interpretation      | Very High     |      |                       |

The level of school heads' mentorships in terms of emotional support, collaboration and teamwork, evaluation and feedback, and technical assistance arrived at a grand mean score of 4.63 and a standard deviation of 0.14 and was verbally interpreted as very high among the respondents. This

means that the teachers share a common and coherent positive perception of the school head's overall supportive role. Likewise, the results demonstrate that the school head is highly effective in providing emotional, collaborative, evaluative, and technical support, all of which significantly contribute to the professional growth, well-being, and productivity of teachers in the school.

#### Level of beginning elementary teachers' career experiences

In this study, the level of beginning elementary teachers' career experiences refers to professional identity, psychological well-being, and social integration and was determined by weighted mean and standard deviation.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 11 shows the Level of beginning elementary teachers' career experiences in terms of professional identity

Table 11. Level of beginning elementary teachers' career experiences in terms of professional identity

| Statements                                                               | Mean | SD   | Remarks        |
|--------------------------------------------------------------------------|------|------|----------------|
| As a beginning elementary school teacher...                              |      |      |                |
| ...I am confident in my position as a professional.                      | 4.24 | 0.80 | Strongly Agree |
| ...I consider myself to be a capable and successful elementary teacher.  | 4.33 | 0.66 | Strongly Agree |
| ...I am proud to be part of the teaching profession.                     | 4.32 | 0.61 | Strongly Agree |
| ...I know exactly what my professional obligations are.                  | 4.34 | 0.53 | Strongly Agree |
| ...my professional and personal values are reflected in the way I teach. | 4.39 | 0.53 | Strongly Agree |
| Weighted Mean                                                            | 4.32 |      |                |
| SD                                                                       | 0.31 |      |                |
| Verbal Interpretation                                                    |      |      | Very High      |

The statement, as a beginning elementary school teacher my professional and personal values are reflected in the way I teach obtained highest rating among the statements ( $M = 4.39$ ,  $SD = 0.53$ ), implies that beginning teachers strongly believe their personal values and professional principles are meaningfully integrated into their teaching practice. In contrast, "as a beginning elementary school teacher, I am confident in my position as a professional yielded the lowest rating ( $M = 4.24$ ,  $SD = 0.80$ ), though still got a strong agreement among the respondent, which may indicate that while beginning teachers acknowledge their professional role, self-confidence as a professional remains a slight area for further development, which is understandable given their early stage in the profession.

The Level of beginning elementary teachers' career experiences in terms of professional identity attained a weighted mean score of 4.32 and a standard deviation of 0.31 and was verbally interpreted as very high among the respondents, indicating that beginning elementary school teacher-respondents strongly agree that they possess a strong and well-established sense of professional identity.

The results imply that despite being at the early stage of their teaching career, beginning elementary school teachers

demonstrate a strong sense of professional pride, capability, clarity of obligations, and value-driven teaching practice.

Table 12 presents the Level of beginning elementary teachers' career experiences in terms of psychological well-being.

Table 12. Level of beginning elementary teachers' career experiences in terms of psychological well-being

| Statements                                                                        | Mean | SD   | Remarks        |
|-----------------------------------------------------------------------------------|------|------|----------------|
| As a beginning elementary school teacher...                                       |      |      |                |
| ...I am inspired and upbeat about my work as a teacher.                           | 4.52 | 0.67 | Strongly Agree |
| ...I am able to effectively handle the stress that comes with my teaching duties. | 4.47 | 0.61 | Strongly Agree |
| ...I feel encouraged to keep a good work-life balance.                            | 4.47 | 0.66 | Strongly Agree |
| ...when faced with challenges at work, I feel emotionally strong.                 | 4.41 | 0.68 | Strongly Agree |
| ...my mental health is positively impacted by my workplace.                       | 4.62 | 0.53 | Strongly Agree |
| Weighted Mean                                                                     | 4.50 |      |                |
| SD                                                                                | 0.38 |      |                |
| Verbal Interpretation                                                             |      |      | Very High      |

The highest-rated statement, as a beginning elementary school teacher, my mental health is positively impacted by my workplace ( $M = 4.39$ ,  $SD = 0.53$ ), implies that the work environment significantly contributes to teachers' psychological wellness. While as a beginning elementary school teacher, when faced with challenges at work, I feel emotionally strong yielded the lowest rating ( $M = 4.41$ ,  $SD = 0.68$ ), though still got a strong agreement among the respondent, indicating a slight area for further support in building emotional resilience during workplace challenges.

The Level of beginning elementary teachers' career experiences in terms of psychological well-being attained a weighted mean score of 4.50 and a standard deviation of 0.38 and was verbally interpreted as very high. This indicates that beginning elementary school teacher-respondents strongly agree that they experience a high level of well-being in their professional roles.

The results show that teachers feel motivated, able to manage stress, and encouraged to maintain work-life balance, with generally consistent perceptions among respondents.

Table 13 presents the level of beginning elementary teachers' career experiences in terms of social integration.

Table 13 evaluates beginning elementary school teachers' early career experiences with social integration within their school environments, examining five core dimensions: coworker appreciation and respect, professional relationship-building with peers, sense of connection to school culture and social milieu, engagement in school community activities, and administrative support for transition. The table summarizes responses to several statements reflecting how well new teachers feel welcomed, connected, and supported within their school community.

The highest-rated statement as a beginning elementary school teacher, is for being enthusiastically involved in activities organized by the school community ( $M = 4.54$ ,  $SD = 0.59$ ), showing strong participation and engagement. Followed

closely by getting the sense that my coworkers appreciate and respect me ( $M = 4.51$ ,  $SD = 0.72$ ). Meanwhile, the lowest rating as a beginning elementary school teacher, is for receiving enough assistance from the school head during transition ( $M = 4.42$ ,  $SD = 0.59$ ), though still got a strong agreement among the respondent, meaning support from school leaders remains positive.

Table 13. Level of beginning elementary teachers' career experiences in terms of social integration

| Statements                                                                             | Mean      | SD   | Remarks        |
|----------------------------------------------------------------------------------------|-----------|------|----------------|
| As a beginning elementary school teacher...                                            |           |      |                |
| ...I get the sense that my coworkers appreciate and respect me.                        | 4.51      | 0.72 | Strongly Agree |
| ...I have built strong professional relationships with my coworkers.                   | 4.46      | 0.61 | Strongly Agree |
| ...I feel as if I have a connection to the social milieu and the culture of my school. | 4.50      | 0.59 | Strongly Agree |
| ...I am enthusiastically involved in activities organized by the school community.     | 4.54      | 0.59 | Strongly Agree |
| ...I get enough assistance from my school head to help me with my transition.          | 4.42      | 0.59 | Strongly Agree |
| Weighted Mean                                                                          | 4.49      |      |                |
| SD                                                                                     | 0.37      |      |                |
| Verbal Interpretation                                                                  | Very High |      |                |

The Level of beginning elementary teachers' career experiences in terms of social integration attained a weighted mean score of 4.49 and a standard deviation of 0.37 and was verbally interpreted as very high. This indicates that beginning teachers rate their workplace relationships/support as extremely positive.

In essence, the results hint that beginning teachers experience a supportive school culture, good coworker relationships, and a strong sense of belonging during their transition into the profession.

Table 14 shows the composite of beginning elementary teachers' career experiences.

Table 14. Composite of beginning elementary teachers' career experiences

| Indicators               | Weighted Mean | SD   | Verbal Interpretation |
|--------------------------|---------------|------|-----------------------|
| professional identity    | 4.32          | 0.31 | Very High             |
| psychological well-being | 4.50          | 0.38 | Very High             |
| social integration       | 4.49          | 0.37 | Very High             |
| Grand Mean               | 4.44          |      |                       |
| SD                       | 0.35          |      |                       |
| Verbal Interpretation    | Very High     |      |                       |

The level of beginning elementary teachers' career experiences in terms of professional identity, psychological well-being, and teamwork, social integration arrived at a grand mean score of 4.44 and a standard deviation of 0.35 and was verbally interpreted as very high among the respondents, implies that respondents generally have positive perceptions of themselves and their school experience, with answers that are fairly consistent. This means that the teachers generally feel confident in their role, emotionally/mentally well, and connected within the school community.

#### Level of beginning elementary teachers' professional growth

In this study, the level of beginning elementary teachers' professional growth refers to skill development and career advancement and was determined by weighted mean and standard deviation.

The following tables provided a thorough analysis of the level of school heads' mentorships along with its indicators; these Tables most certainly indicated the average weighted mean ( $M$ ) for the presence or implementation of the various goal setting with their corresponding standard deviation ( $SD$ ), which indicated the consistency of the application. It also provided a verbal interpretation for the statistical value, therefore providing a qualitative understanding of the extent in which the component is included into the material of instructions the students underwent.

Table 15 shows the level of beginning elementary teachers' career experiences in terms of skill identity.

Table 15 presents beginning elementary teachers' perceptions of their professional growth and instructional development. This table examines beginning elementary school teachers' perceptions of their professional growth and skill enhancement across core teaching domains. It measures self-reported progress in instructional abilities, proactive teacher development efforts, access to training for new teaching methods, confidence with modern educational technology, and improved classroom management skills.

Table 15. Level of beginning elementary teachers' professional growth in terms of skill development

| Statements                                                                             | Mean      | SD   | Remarks        |
|----------------------------------------------------------------------------------------|-----------|------|----------------|
| As a beginning elementary school teacher...                                            |           |      |                |
| ...I have improved my instructional abilities since commencing my teaching profession. | 4.55      | 0.66 | Strongly Agree |
| ...I do things all the time that help me become a better teacher.                      | 4.44      | 0.60 | Strongly Agree |
| ...I receive enough training to learn new methods for teaching.                        | 4.48      | 0.64 | Strongly Agree |
| ...I am confident in utilizing modern teaching tools and technology.                   | 4.39      | 0.68 | Strongly Agree |
| ...over time, my skills have improved a lot better at managing my classroom.           | 4.62      | 0.53 | Strongly Agree |
| Weighted Mean                                                                          | 4.50      |      |                |
| SD                                                                                     | 0.35      |      |                |
| Verbal Interpretation                                                                  | Very High |      |                |

The highest-rated statement as a beginning elementary school teacher, improved a lot better at managing the classroom, over time ( $M = 4.62$ ,  $SD = 0.53$ ), showing that teacher have mastered classroom control faster than other areas. While the lowest rating as a beginning elementary school teacher, is for being confident in utilizing modern teaching tools and technology ( $M = 4.39$ ,  $SD = 0.68$ ), although still got a strong agreement among the respondent, meaning it shows no significant anxiety about using modern technology.

The Level of beginning elementary teachers' professional growth in terms of skill development attained a weighted mean score of 4.50 and a standard deviation of 0.35 and was verbally interpreted as very high. This indicates that beginning teachers are not just surviving their first years; the data hints they are thriving, feeling competent, and well-supported.

Table 16 presents the level of beginning elementary teachers' career experiences in terms of career advancement.

Table 16. Level of beginning elementary teachers' professional growth in terms of career advancement

| Statements                                                                        | Mean      | SD   | Remarks        |
|-----------------------------------------------------------------------------------|-----------|------|----------------|
| As a beginning elementary school teacher...                                       |           |      |                |
| ...I have defined goals for my professional growth in the teaching profession.    | 4.47      | 0.71 | Strongly Agree |
| ...opportunities for promotion or growth are accessible to me.                    | 4.46      | 0.59 | Strongly Agree |
| ...I receive guidance and suggestions on how to grow in my field of work.         | 4.50      | 0.59 | Strongly Agree |
| ...I look for ways to improve my abilities as well as grow in my teaching career. | 4.54      | 0.58 | Strongly Agree |
| ...I feel upbeat about my future opportunities as an elementary teacher.          | 4.43      | 0.59 | Strongly Agree |
| Weighted Mean                                                                     | 4.48      |      |                |
| SD                                                                                | 0.31      |      |                |
| Verbal Interpretation                                                             | Very High |      |                |

The highest-rated statement as a beginning elementary school teacher, is for looking for ways to improve teachers' abilities as well as growing in teaching career ( $M = 4.54$ ,  $SD = 0.58$ ), showing strong personal commitment to development. Meanwhile, as a beginning elementary school teacher, is for feeling upbeat about the future opportunities as an elementary teacher got the lowest rating ( $M = 4.43$ ,  $SD = 0.59$ ), but it still reflects strong agreement.

The Level of beginning elementary teachers' professional growth in terms of career advancement attained a weighted mean score of 4.48 and a standard deviation of 0.31 and was verbally interpreted as very high. This indicates that respondents strongly agree that they have clear growth goals, receive guidance, see opportunities for promotion, actively improve themselves, and feel positive about their future in teaching.

In essence, the results signify that beginning elementary teachers show very high professional engagement — they set clear growth goals, actively seek improvement, feel supported with guidance, perceive accessible career opportunities, and remain optimistic about their future, reflecting strong motivation and a supportive early-career environment.

Table 17 shows the composite of beginning elementary teachers' professional growth.

This table captures beginning elementary school teachers' perceptions of their early career professional growth across two core domains: skill development and career advancement.

Table 17. Composite of beginning elementary teachers' professional growth

| Indicators            | Weighted Mean | SD   | Verbal Interpretation |
|-----------------------|---------------|------|-----------------------|
| skill development     | 4.50          | 0.35 | Very High             |
| career advancement    | 4.48          | 0.31 | Very High             |
| Grand Mean            | 4.49          |      |                       |
| SD                    | 0.33          |      |                       |
| Verbal Interpretation | Very High     |      |                       |

The level of beginning elementary teachers' career experiences in terms of skill development and career advancement arrived at a grand mean score of 4.49 and a standard deviation of 0.33 and was verbally interpreted as very

high among the respondents strongly agree they are growing professionally and are also optimistic about advancing in their teaching careers. This means that the teachers have a very positive perception of their professional growth and development.

#### *Test of association between the school heads' mentorships and beginning elementary teachers' career experiences*

To test the significant relationship between the school heads' mentorships and beginning elementary teachers' career experiences in terms of professional identity, psychological well-being and social integration they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 18 presents the analysis of the relationship between school heads' mentorships and beginning teachers' career experiences, specifically their professional identity, psychological well-being, and social integration.

Table 18. Significant Relationship between the school heads' mentorships and beginning elementary teachers' career experiences

| School heads' mentorships |                     | professional identity | psychological well-being | social integration |
|---------------------------|---------------------|-----------------------|--------------------------|--------------------|
| goal setting              | Pearson Correlation | -0.079                | -0.11                    | -0.142             |
|                           | Sig. (2-tailed)     | 0.437                 | 0.278                    | 0.161              |
|                           | N                   | 100                   | 100                      | 100                |
| resource sharing          | Pearson Correlation | 0.103                 | 0.035                    | -0.06              |
|                           | Sig. (2-tailed)     | 0.310                 | 0.731                    | 0.555              |
|                           | N                   | 100                   | 100                      | 100                |
| peer observation          | Pearson Correlation | -0.046                | -0.125                   | -0.128             |
|                           | Sig. (2-tailed)     | 0.651                 | 0.218                    | 0.207              |
|                           | N                   | 100                   | 99                       | 99                 |
| communication             | Pearson Correlation | 0.100                 | 0.040                    | -0.025             |
|                           | Sig. (2-tailed)     | 0.325                 | 0.694                    | 0.806              |
|                           | N                   | 100                   | 100                      | 100                |

No statistically significant correlation was found between the school heads' mentorships and beginning elementary teachers' career experiences ( $r(100) p > .05$ ). This indicates that, within this group, the school heads' mentorships did not significantly predict beginning teachers' career experiences, contrary to some anecdotal expectations.

More specifically, the following activities—goal setting, resource sharing, peer observation, and communication—fail to show a statistical correlation with professional identity, psychological well-being, and social integration among the respondents.

The summary of the results indicates that there is no significant relationship between the mentorship activities and the desired positive outcomes for the teachers. One may assume that the mentorship will have a positive effect on the teacher's professional life; however, that assumption is not supported by the data.

#### *Test of association between the school heads' mentorships and beginning elementary teachers' professional growth*

To test the significant relationship between the school heads' mentorships and beginning elementary teachers' professional growth in terms of skill development and career advancement they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 19 presents the analysis of the relationship between the school heads' mentorships and beginning teachers' professional growth, specifically in skill development and career advancement.

Table 19. Significant Relationship between the school heads' mentorships and beginning elementary teachers' professional growth

| School heads' mentorships |                     | skill development career advancement |        |
|---------------------------|---------------------|--------------------------------------|--------|
| goal setting              | Pearson Correlation | -0.085                               | -0.133 |
|                           | Sig. (2-tailed)     | 0.403                                | 0.189  |
|                           | N                   | 100                                  | 100    |
| resource sharing          | Pearson Correlation | 0.008                                | -0.05  |
|                           | Sig. (2-tailed)     | 0.937                                | 0.623  |
|                           | N                   | 100                                  | 100    |
| peer observation          | Pearson Correlation | -0.118                               | -0.161 |
|                           | Sig. (2-tailed)     | 0.245                                | 0.111  |
|                           | N                   | 100                                  | 100    |
| communication             | Pearson Correlation | 0.108                                | -0.06  |
|                           | Sig. (2-tailed)     | 0.287                                | 0.555  |
|                           | N                   | 100                                  | 100    |

No statistically significant correlation was found between the school heads' mentorships and beginning elementary teachers' professional growth ( $r(100) p > .05$ ). This indicates that, within this group, the school heads' mentorships did not significantly predict beginning elementary teachers' professional growth, contrary to some anecdotal expectations. In other words, it is clear that there is no statistically significant relationship between the mentorship activities of the school heads and the skill development and career progression of the teachers.

The data provided here does not support the idea that mentorship activities like these, provided by school heads, are effective levers for teacher skill development or career advancement. Instead, it challenges the assumption that mentorship activities like these, per se, are beneficial, and propose that the quality and nature of the mentorship relationship itself should be examined.

#### *Test of association between the school heads' support system and beginning elementary teachers' career experiences*

To test the significant relationship between the school heads' support system and beginning elementary teachers' career experiences in terms of professional identity, psychological well-being and social integration they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 20 presents the analysis of the relationship between the school heads' support system and beginning teachers' career experiences, specifically the professional identity, psychological well-being, and social integration of teachers. The analysis explores how four specific types of support—emotional support, collaboration and teamwork, evaluation

and feedback, and technical assistance—are associated with three crucial aspects of a teacher's early career: professional identity, psychological well-being, and social integration.

Table 20. Significant Relationship between the school heads' support system and beginning elementary teachers' career experiences

| School heads' support system | professional identity | psychological well-being | social integration |
|------------------------------|-----------------------|--------------------------|--------------------|
| emotional support            | Pearson Correlation   | -0.143                   | -0.035             |
|                              | Sig. (2-tailed)       | 0.158                    | 0.731              |
|                              | N                     | 100                      | 100                |
| collaboration and teamwork   | Pearson Correlation   | -0.04                    | -0.072             |
|                              | Sig. (2-tailed)       | 0.694                    | 0.479              |
|                              | N                     | 100                      | 100                |
| evaluation and feedback      | Pearson Correlation   | 0.043                    | 0.027              |
|                              | Sig. (2-tailed)       | 0.673                    | 0.791              |
|                              | N                     | 100                      | 100                |
| technical assistance         | Pearson Correlation   | -0.013                   | -0.005             |
|                              | Sig. (2-tailed)       | 0.898                    | 0.961              |
|                              | N                     | 100                      | 100                |

No statistically significant correlation was found between the school heads' support system and beginning elementary teachers' career experiences ( $r(100) p > .05$ ). This indicates that, within this group, the school heads' support system did not significantly predict beginning teachers' career experiences, contrary to some anecdotal expectations.

The overarching conclusion that can be drawn from this analysis is that the majority of the measured systems of support from school heads have no significant relationship between professional identity, psychological well-being, or social integration of beginning teachers.

The exception—the negative relationship between school heads' collaboration and social integration—is perhaps the most compelling findings in this analysis. It is a critical piece of insight that underscores the importance of the type of support and its implementation: perhaps the very attempt to create a positive system of collaboration is actually undermining the social integration that the school head is trying to create.

This indicates that school heads should re-evaluate their support for new teachers. Instead of burdening them with heavy group work and committee participation (which makes them isolated in the first place), school heads should facilitate low-stress socialization among new teachers. Moreover, emotional and technical support should be provided based on actual struggles of a new teacher, such as classroom management and preparation of lessons, rather than administrative compliance issues.

#### *Test of association between the school heads' support system and beginning elementary teachers' professional growth*

To test the significant relationship between the school heads' support system and beginning elementary teachers' professional growth in terms of skill development and career advancement they were treated statistically using Real

Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 21 presents the analysis of the relationship between the support systems provided by school heads and the professional growth of beginning teachers.

Specifically, this analysis examines the relationship between four forms of school heads' support—emotional support, collaboration and teamwork, evaluation and feedback, and technical assistance—and two major career-related outcomes: skill development and career advancement.

Table 21. Significant Relationship between the school heads' support system and beginning elementary teachers' professional growth

| School heads' support system |                     | skill development | career advancement |
|------------------------------|---------------------|-------------------|--------------------|
| emotional support            | Pearson Correlation | -0.04             | -0.096             |
|                              | Sig. (2-tailed)     | 0.694             | 0.345              |
|                              | N                   | 100               | 100                |
| collaboration and teamwork   | Pearson Correlation | -0.067            | -0.187             |
|                              | Sig. (2-tailed)     | 0.510             | 0.064              |
|                              | N                   | 100               | 100                |
| evaluation and feedback      | Pearson Correlation | 0.031             | -0.075             |
|                              | Sig. (2-tailed)     | 0.761             | 0.461              |
|                              | N                   | 100               | 100                |
| technical assistance         | Pearson Correlation | 0.031             | -0.063             |
|                              | Sig. (2-tailed)     | 0.761             | 0.536              |
|                              | N                   | 100               | 100                |

No statistically significant correlation was found between the school heads' support system and beginning elementary teachers' professional growth ( $r(100) p > .05$ ). This indicates that, within this group, the school heads' support system did not significantly predict beginning teachers' professional growth, contrary to some anecdotal expectations.

Specifically, this analysis is that there are no statistically significant relationships between the school heads' support systems and the professional growth of beginning elementary teachers in this sample.

In summary, this data shows that general support practices provided by school heads, such as those measured in this study, are not effective levers in facilitating skill development or career advancement of beginning teachers.

#### IV. CONCLUSION AND RECOMMENDATIONS

The study found that there is no significant relationship between the school heads' mentorships and beginning elementary teachers' career experiences. Thus, the results failed to reject the null hypothesis. Therefore, it is concluded that the mentorship is not directly related on teaching approach.

The results showed that there is no significant relationship between the school heads' mentorships and beginning elementary teachers' professional growth. Thus, the results failed to reject the null hypothesis. Therefore, it is concluded that mentorship activities like these, per se, are beneficial.

The data demonstrated that there is no significant relationship between the school heads' support system and the career experiences of beginning elementary teachers. Thus, the result leads to the failure to reject the null hypothesis. Therefore, the support systems provided by school heads are not significantly associated with the career experiences of beginning elementary teachers.

The findings indicated that there is no significant relationship between the school heads' support system and beginning elementary teachers' professional growth. This leads to the failure of rejecting the null hypothesis. Therefore, structural strictness in career progression within public school systems hinges on bureaucracy, requiring tenure, licensure exams, or graduate credits. Moreover, evaluation processes often become mere paperwork, failing to foster skill development for new teachers, who perceive them as job security mechanisms. Additionally, beginning elementary teachers rely on peer networks for essential skills rather than administrative support. Similarly, the burden of committee works further detracts from their essential study time, hindering career progression opportunities.

Based on the findings of this study, the following recommendations were made:

The DepEd Officials may continue the induction and mentoring programs for beginning teachers by designing more responsive and needs-based support systems.

School heads may provide a more balanced workload for beginning teachers by minimizing excessive committee assignments and administrative tasks.

School heads may motivate the beginning teachers to actively participate in professional development activities such as webinars, seminars, and peer mentoring programs to further enhance their teaching competencies and confidence.

Future researchers may explore additional factors that may influence the professional growth and career experiences of beginning elementary teachers. They may incorporate qualitative and quantitative research to gain deeper insights and conduct longitudinal studies to measure the sustainability of mentorships and support system programs.

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