ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 5| May 2026|| Journal DOI: 10.36713/epra2013 ||SJIF Impact Factor 2026: 8.753 || ISI Value: 1.188

MENTORING AND COACHING SUPPORT AND CAREER GROWTH OF BEGINNING TEACHERS IN SAN POLICARPO DISTRICT

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ABSTRACT
The study investigated the relationship between support for mentoring and coaching and the career growth of beginning teachers in San Policarpo District. It described the degree of mentoring support in terms of instructional support, professional development, and emotional and social support, as well as career growth through professional competence, job satisfaction, and opportunities for career advancement. The study adopted a quantitative descriptive-correlational design. The data were gathered from 34 beginning teachers using a survey questionnaire with a five-point Likert scale. It was found that mentoring and coaching support were perceived as very high across all areas, with instructional support receiving the highest ranking. Career growth is also very high, with significant gains in competence and job satisfaction. Correlation analysis shows a strong, statistically significant relationship between mentoring support and career growth; teachers who scored highly on mentoring support reported more positive professional outcomes. While we can conclude that mentoring is beneficial for teachers' professional growth, we also acknowledge the need to strengthen emotional and social support and to consider various workplace factors that affect professional growth.
KEYWORDS: *mentoring and coaching support, career growth, beginning teachers, professional competence, job satisfaction*

INTRODUCTION

The early years of teaching are often described as a period of adjustment, uncertainty, and intensive professional learning (Darling-Hammond et al., 2020). Beginning teachers are expected to perform the full range of the profession's functions while still acquiring the skills and confidence needed for effective classroom life. Often, the transition into teaching is bumpy and full of difficulties, particularly in classroom management and planning, as well as in the formation of teacher identity. Mentoring and coaching have become essential mechanisms for supporting beginning teachers as they transition into the profession, and mentoring, when done well, can provide not only technical assistance but also the kind of reflective, narrative, and feedback-based conversation that is of critical importance to growth as a professional.

Mentoring influences a wide array of things that teachers care about – understanding of the work, job satisfaction, and retention are three areas where research has found it to have an effect (Kraft et al., 2022). For example, sustained coaching and feedback can affect improvements in teaching quality and student outcomes (Kraft et al., 2022). Similarly, supportive professional relationships can lessen teachers' stress and enhance commitment to the profession, and improve teachers' well-being (Toropova et al., 2021). However, while it is often advocated, its actual effects are subtle and can depend on how the process itself is structured. In a number of areas, incidental mentoring may have little to no influence on teachers' long-term development unless they have been trained or have experience in that role.

In the San Policarpo District, beginning teachers are assigned to schools that are potentially understaffed and underfunded. Understanding what mentoring looks like in that context is important for answering whether it contributes to the development of beginning teachers. Therefore, this study examined what mentoring and coaching look like and what they influence about the careers of beginning teachers.

Statement of the Problem

This study aimed to determine the relationship between mentoring and coaching support and the career growth of beginning teachers in San Policarpo District.

Specifically, it sought to answer the following questions:

1. What is the level of mentoring and coaching support in terms of: Instructional support, Professional development support, and Emotional and social support?
2. What is the level of career growth of beginning teachers in terms of: Professional competence, Job satisfaction, and Career advancement opportunities?
3. Is there a significant relationship between mentoring and coaching support and the career growth of beginning teachers?

Hypothesis

H_0: There is no significant relationship between mentoring and coaching support and the career growth of beginning teachers in San Policarpo District.

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LITERATURE REVIEW

Mentoring and Coaching Support

Mentoring and coaching are important components of teacher professional development, particularly for novice educators. They are usually described as structured encounters in which a veteran educator supports novice teaching through feedback, model and professional conversations. While mentoring relationships have been viewed as positive aspects of teacher development, recent studies view mentoring itself as an intentional practice necessary for teachers to develop instructional talent.

Instructional support is often the most visible aspect of mentoring. Studies show that when mentors participated in observing lessons, providing feedback, and modeling effective teaching strategies, beginning teachers' instructional quality increased (Kraft et al., 2022). Instructional support is most vital during the induction period, when teachers are still acquiring career or domain-specific skills.

In addition to instructional support, mentoring can also shape professional development. For mentoring programs to be impactful, teachers must be encouraged to dedicate time to goal-setting, reflection, and training activities. Sims and Fletcher-Wood (2021) explained that the most effective professional development occurs through combining and reflecting on teachers' daily routines. They further explained that mentoring serves as a bridge between theory and lessons. The social and emotional aspects of mentoring have become an increasingly popular topic of study. Beginning teachers begin their careers with a great deal of uncertainty and stress, especially during their first years of teaching. Mentors play an important role in helping beginning teachers build confidence and develop a sense of belonging within the profession. Toropova et al. (2021) emphasize the importance of collegial support in promoting teacher well-being and enhancing retention.

In the Philippine context, supportive school environments and access to professional learning opportunities have also been associated with improved teacher development and instructional readiness (Baloran & Hernan, 2022).

Still, not all mentoring programs lead to the same effects. Hobson and Maxwell (2020) argue that the benefits of mentoring are almost solely contingent upon its continued quality and consistency and that, at its worst, mentoring could be little more than compliance with administrative requirements, lacking meaningful connection.

Career Growth of Beginning Teachers

Career growth is a complex term that involves far more than the initial acquisition of skills. It embraces the gradual growth of professional competence, the growth of a positive professional identity, and a readiness to pursue future opportunities in teaching.

Professional competence is usually considered the central element of career growth. Beginning teachers who are well supported develop confidence in their teaching, their lessons, and their ability to manage their classes. Current work shows that competence develops through repetitive practice, feedback, and reflection, elements that often underpin mentoring (Sims & Fletcher-Wood, 2021).

Another essential aspect of career growth is job satisfaction. If teachers are well supported and feel valued themselves, they will be more likely to want to remain in, continue to enjoy, and be dedicated to their profession. Burić and Kim (2021) showed that self-efficacy and supportive working conditions are significant predictors of job satisfaction, especially in early-career teachers. Similar observations were reported in Southeast Asian contexts, where supportive professional relationships were associated with improved teacher well-being and job satisfaction (Sokal et al., 2020).

The teachers' perceptions of their readiness to grow in responsibility or to engage in the leadership of professional peers are shaped by how mentoring has helped them learn about such matters and the competencies they need for self-promotion. However, structural constraints such as promotion requirements and opportunities may actually determine trajectories (Tang et al., 2021).

Linking the Mentoring and Coaching Support with Career Growth

Research supports the idea that relationships formed during mentoring are central to career growth outcomes. Teachers who receive sustained mentoring support tend to demonstrate greater professional competence, commitment, and retention intentions (Madigan & Kim, 2021). Understanding the linking of mentoring relationships and career growth is important. Psychological and developmental perspectives help explain the close relationship between mentoring and career growth.

From a social cognitive perspective, the relationship is straightforward: mentoring relationships support self-efficacy through feedback and guided practice, which are linked to improved performance. The following occurs when social support networks provide opportunities for long-term planning: mentoring relationships support identity development.

However, this relationship is not as simple as it seems in some ways. Some have noted that mentoring alone is not sufficient to foster sustainable career growth when mentoring relationships are not formed in supportive contexts. Some studies suggest that mentoring alone may be insufficient when schools do not provide supportive organizational conditions (Burić & Kim, 2021). Overall, this may mean that mentor relationships make sense within a larger system that influences teachers.

Research Gap

Research suggests that mentoring and coaching support many teachers' professional development as new teachers. The instructional, professional, and emotional dimensions of mentoring seem to come together to produce competence, satisfaction, and career output, and to help reduce exit rates. While existing studies provide evidence of the positive impact of mentoring, they also indicate that mentoring support does not uniformly lead to greater improvements across all contexts (Darling-Hammond et al., 2020); instead, effects are generally contingent on the quality, structure, and consistency of

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mentoring programs (Wang & Odell, 2021). In particular, studies identify ways in which mentoring support and interactions across several aspects of the relationship can shape the degree to which the relationship is supportive. These factors include matching, mentoring structures, and the quality of supports (Darling-Hammond et al., 2020; Madigan & Kim, 2021). This study examined both the extent to which mentoring support is evident in the San Policarpo District context and how mentoring relates to its effect on career growth.

Theoretical Framework

In determining why and how mentorship and coaching support might lead to career growth for beginning teachers, I found two social learning theories that correspond to the aspects of mentorship I wanted to address: Albert Bandura's Social Cognitive Theory and Donald Super's Career Development Theory.

Social Cognitive Theory describes how learning is greatly affected by social interaction, observation, and feedback from others and one's environment. As noted by Bandura (1986), individuals develop both the use of skills and expectations for their use through experiences involving "modeling, guidance, and reinforcement" (Bandura, 1986, p. 66). In the applied case of teaching, it applies to beginning teachers still in the phase of adjusting to the practice of teaching, and, through mentoring from someone with more experience, a mentor guides their practice and calls on reflective practice. This fits Bandura's modeling aspect of the theory, as well as experiential learning. Mentoring provides the necessary exposure and experience to effective teaching practices. Providing feedback and reinforcement creates a cycle for improving and developing self-efficacy, and ultimately, improves how teachers handle challenges, persist, and improve performance.

In this study, mentoring and coaching support, especially professional and instructional support, become important learning experiences, while emotional and social support is additionally highlighted.

Super's Career Development Theory provides a framework for understanding how a slightly different aspect of mentoring contributes to career growth. Viewing career as a lifelong experience, Super (1990) noted that people go through life stages that affect their understanding of their professional roles, shaping and establishing their careers. For teachers in the early stages of the field, this first step is when, in addition to acquiring technical skills and experience, they often develop an understanding of identity. Mentoring in navigating teacher responsibilities is beneficial, of course, in setting and working towards goals and readiness for promotion opportunities. A key component of Super's theory is that while mentors can lead teachers from point A towards the ideal career path B, teachers will advance based on what Super calls "life stages", shaped by personal experiences and their environment. This is also reflected in studies showing that mentoring leads to effects such as commitment to the field and stronger professional role identity (Toropova et al.,2021). Together, these shaped and woven threads explain the study.

Conceptual Framework

The conceptual framework of the study, shown in Figure 1, illustrates the relationship between mentoring and coaching support and beginning teachers' career growth.

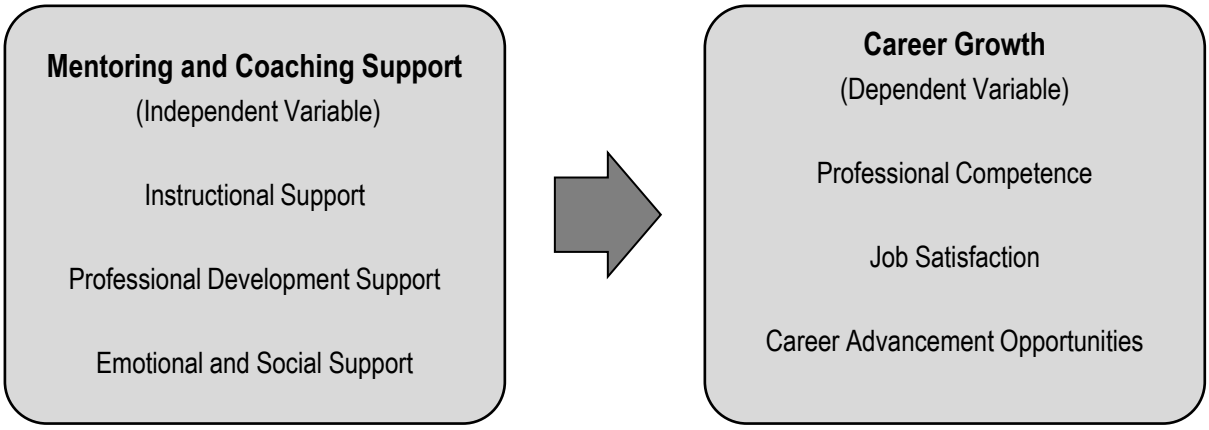


Figure 1. Conceptual Framework of the Study showing the relationship between mentoring and coaching support and the career growth of beginning teachers.

Mentoring and coaching support is treated as the independent variable, consisting of three dimensions: instructional support, professional development support, and emotional and social support. These dimensions represent the different ways mentors assist beginning teachers in improving their teaching practices, developing professionally, and managing the challenges of the profession.

Career growth, on the other hand, is the dependent variable, which includes professional competence, job satisfaction, and career advancement opportunities. These indicators reflect how beginning teachers develop in terms of skills, motivation, and readiness for future roles.

The framework assumes that higher levels of mentoring and coaching support are associated with higher levels of career growth. Instructional support is expected to enhance teaching competence, professional development support to strengthen career planning and skill development, and emotional support to improve job satisfaction and overall well-being.

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The arrow connecting the two variables represents the hypothesized relationship, indicating that mentoring and coaching support is significantly related to career growth. This relationship is tested in the study using statistical analysis.

METHODOLOGY

Research Design

To investigate the levels of mentoring and coaching that beginning teachers received and how these experiences were related to their advancement professionally, this study employed a quantitative descriptive-correlational approach. The descriptive portion of the study offered a comprehensive understanding of how beginning teachers viewed their mentors' relationships with them in terms of supporting their professions through mentoring. The correlational portion of the study was used to test if there were any relationships between the levels of mentoring that beginning teachers received regarding their career advancement outcomes.

This research design is appropriate because there was no manipulation of independent or dependent variables, but the researcher wanted to rely on describing existing circumstances and the relationships that exist among them. Many researchers have utilized non-experimental and correlational research methods when conducting studies related to teacher mentoring and induction (Wang & Odell, 2021). Similarly, Kraft et al. (2022) reported that survey-based correlational designs were extensively used to explore the impact of coaching and mentoring on teacher professional learning and development. Therefore, the research design used in this study enabled an objective analysis of naturally occurring relationships between the levels of mentoring and the levels of advancement that beginners received as teachers.

Locale of the Study

The site selected for this research was public elementary schools from the San Policarpo District, which is located in the division of Eastern Samar, Philippines. The facilities within the district are composed primarily of rural schools; therefore, beginning teachers hired in the district are usually based at their assigned school as soon as they are hired.

The site selection was appropriate for this study because it provided a relevant context for understanding the effects of mentoring on beginning teachers' professional advancement, i.e., beginning teachers in rural school districts are likely to be closer to home due to their geographical isolation and have fewer resources for becoming professionally situated than those who work in urban areas. Previous studies indicate that contextual factors such as the school climate, resources, etc., may play an important role in the effectiveness of mentoring programs (Toropova et al., 2021). Conducting this study in the San Policarpio District, therefore, provides a more specific understanding of how mentoring will operate within the context of this school system.

Respondents of the Study and Sampling Procedure

The sample of subject participants in this study consisted of beginning teachers from the public elementary schools located within the San Policarpio District. For this study, beginning teachers were defined as those individuals who have taught for 3 years or less. According to Wang & Odell (2021), this period is commonly referred to as the induction phase of teaching, which is the time when teachers need the highest levels of support from a mentor.

Due to the small number of eligible participants, the total enumeration sampling method was used for this study. All eligible beginning teachers residing and working within the San Policarpio District were invited to participate in the study; 34 teachers completed the survey. This method of total enumeration sampling allows for the data to represent the total population of beginning teachers residing and teaching in the San Policarpio District, rather than representing a selected sample of beginning teachers. In addition, as all eligible beginning teachers were included in the study, there is a lower risk of sampling bias, which increases the reliability of the findings of this study.

Research Instrument

Data were collected using a structured questionnaire designed to measure mentoring and coaching support as well as career growth. The instrument consisted of items representing three dimensions of mentoring support – instructional, professional development, and emotional-social – and three indicators of career growth – professional competence, job satisfaction, and career advancement opportunities.

The questionnaire was adapted from established frameworks and recent studies on mentoring and teacher development. The mentoring constructs were grounded in contemporary research on instructional coaching and mentoring competence (Wang & Odell, 2021; Kraft et al., 2022), while the career growth indicators were informed by studies linking mentoring to professional outcomes such as competence, satisfaction, and career progression (Tang et al., 2021; Burić & Kim, 2021).

Responses were measured using a five-point Likert scale ranging from “strongly disagree” to “strongly agree.” This format allowed respondents to express varying degrees of agreement while ensuring ease of administration and analysis.

To ensure the appropriateness of the instrument for the study, it was subjected to content validation by experts in education and research. The validators reviewed the questionnaire to assess the clarity, relevance, and alignment of each item with the study’s objectives. Their feedback was used to refine the instrument before data collection.

Reliability was established by computing Cronbach’s alpha to determine the internal consistency of the instrument. A coefficient of 0.84 was obtained, hence considered acceptable, in line with standard practice in social science research. Previous studies on mentoring and teacher development have reported acceptable reliability levels for similar instruments, indicating that the constructs measured are generally stable and consistent (Sims & Fletcher-Wood, 2021).

Data Gathering Procedure

The researcher obtained permission from the District Supervisor in San Policarpo to conduct research prior to any data collection occurring. The researcher also obtained

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permission from the heads of the schools to allow for access to the participants.

Once permission was obtained, the researcher provided participants with copies of the questionnaires. The researcher also informed the participants as to the intent of the study, obtained their consent to participate in the study, and assured them that their responses would remain confidential. There are no restrictions on participating in this study; participants are free to refuse to answer any question they do not want to answer.

The questionnaires were administered via hard copy and via an online survey, depending on how readily available participants were to answer the survey. Participants had an adequate amount of time to complete the surveys before the researcher collected them, checked the surveys for accuracy, organized them for ease of analysis, and coded them for analysis.

Analysis of Data

Descriptive and inferential statistics were utilized to analyze the data collected. In order to determine the level of career growth and mentoring and coaching support, the researcher used an average score for each of the four dimensions of both constructs and interpreted the average scores using a standard scaling system.

A Pearson product-moment correlation coefficient was used to assess the relationship between mentoring support and practitioners' perceptions of their own career growth. This statistical technique was deemed to be the appropriate method for assessing the strength of the relationship between two continuous variables (Kraft et al., 2022). A significance level of .05 was established for all analyses.
The analyses were conducted using appropriate statistical software for improved reliability of results.

Ethical Considerations

Ethical principles were maintained throughout this study. All respondents participated voluntarily and were informed that they could withdraw at any point from this research. Additionally, no identifiable personal information was obtained from the respondents and therefore anonymity was maintained.

All data obtained from respondents was treated as confidential; thus, all collected data will solely be used for academic purposes. Access to the collected data was limited to the researcher, and any results from data will be reported in aggregate in order to ensure the anonymity of respondents. Ethical principles were fundamental in providing assurance to all parties involved in this study that the integrity and credibility of the research have been maintained.

RESULTS AND DISCUSSION

Level of Mentoring and Coaching Support

The extent of mentoring and coaching support provided to beginning teachers in the San Policarpo District was examined across three key areas: instructional, professional development, and emotional and social support, as shown in Table 1. The overall mean of 4.41 indicates a very high level of mentoring support, suggesting that such practices are not only present but are consistently experienced by teachers in their early years of service.

A closer look at the results shows that instructional support obtained the highest composite mean (M = 4.50). Among the specific indicators, feedback that improves teaching practices (M = 4.55) and guidance in lesson planning (M = 4.52) were rated the highest. This pattern points to a mentoring culture in which classroom practice is a central focus, with mentors actively working to improve instructional delivery. Rather than functioning as passive advisors, mentors appear to take on a more hands-on role in shaping teaching practices.

This finding is consistent with recent evidence highlighting the importance of instructional coaching in improving teaching quality. For instance, Matthew A. Kraft and colleagues (2022) found that sustained coaching interventions significantly enhance instructional practices when feedback is specific, ongoing, and grounded in classroom observation. However, other studies caution that high self-reported instructional support may not always reflect actual practice, as beginning teachers may overestimate mentoring quality due to hierarchical dynamics or limited points of comparison (Richter et al., 2021). This suggests that while the results are encouraging, they should be interpreted with an awareness of potential response bias.

In terms of professional development support, a composite mean score of 4.39 is in the high range. Items pertaining to guidance for improvement of teaching skills (M = 4.42) and encouragement to engage in training (M = 4.40) are particularly strong. These results suggest that mentoring in the district not only addresses the immediate classroom, but also supports long-term professional development. Mentors guide teachers through not only the action of teaching in the classroom, but also the professional growth of teachers over time.

This is consistent with the findings of Sims and Fletcher-Wood (2021) who stated that for professional development to be effective, it needs to be sustained, targeted, and aligned with the work teachers do every day. As an example, structured induction programs are known to provide beginning teachers with clearer career directions and stronger identities as professionals (Tang et al., 2021). However, some have found that even when teachers can access professional development opportunities, such opportunities do not always provide for meaningful interaction, especially for activities that are compliance-driven rather than reflective of the teacher's needs (Burić & Kim, 2021). Thus, ensuring professional development is reflective of the teachers' needs is important.

As such, the social and emotional support provided to beginning teachers in their mentoring relationships is indicated by the composite mean of 4.35 means the majority of beginning teachers feel supported, respected, and valued in their mentoring relationships. The highest-rated item indicating support is respect and professionalism (M = 4.41), which indicates that there are strong interpersonal relationships present. However, there are lower mean scores for the items of emotional support (M = 4.33) and belonging (M = 4.32), both

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of which could indicate that while support is present, there is still room to strengthen the relationship aspect of mentorship.

Table 1. Level of Mentoring and Coaching Support

Dimension	Indicator	Mean	Interpretation
Instructional Support	Lesson Planning Guidance	4.52	Very High
	Classroom Management Support	4.47	Very High
	Classroom Observations	4.48	Very High
	Feedback Improves Teaching	4.55	Very High
	Addresses Diverse Learners	4.49	Very High
	Composite Mean	*4.50*	*Very High*
Professional Development Support	Encouragement for trainings	4.40	Very High
	Goal setting support	4.36	Very High
	Skill improvement guidance	4.42	Very High
	Long-term growth feedback	4.38	Very High
	Reflective teaching	4.39	Very High
	Composite Mean	*4.39*	*Very High*
Emotional & Social Support	Respect and professionalism	4.41	Very High
	Comfort in sharing issues	4.34	Very High
	Boosts confidence	4.36	Very High
	Emotional support	4.33	Very High
	Sense of belonging	4.32	Very High
	Composite Mean	*4.35*	*Very High*
	Overall Mean	**4.41**	**Very High**

Research conducted in the recent past supports the need for improving mentoring with respect to emotional support. According to Toropova et al. (2021), both school climate and collegial support are predictors of teacher job satisfaction and retention. Additionally, early career teachers who receive emotional support exhibit greater resilience in the profession and less stress than their counterparts who do not receive emotional support (Toropova et al., 2021). Nonetheless, emotional support is demonstrated to be the least systematically implemented part of mentoring programs; it depends largely on personal rapport developed between mentor/mentee, as opposed to structured approaches (Hobson & Maxwell, 2020).

Overall, in terms of both breadth and depth, it is evident that the Mentoring and coaching support provided in the San Policarpo District provides comprehensive and well-established support for teachers' instructional practices. However, the slightly lower score in emotional support indicates that the emotional support area represents opportunities for continued improvement.

Level of Career Growth of Beginning Teachers

Descriptive statistics on the level of career growth among beginning teachers, in terms of professional competence, job satisfaction, and career advancement, are shown in Table 2. The general mean of 4.50 indicates very high perceptions of career growth, suggesting that the teachers felt they were advancing in their careers. Of the three dimensions, the level of professional competence scored the highest composite mean (M = 4.54). Improvement in classroom management (M = 4.57) and confidence in teaching (M = 4.56) were the most highly rated indicators of career growth. It may be interpreted that beginning teachers were growing in competence and effectiveness in managing instructional responsibilities. This finding was consistent with the results of the research by Sims and Fletcher-Wood (2021), which showed that structured feedback and opportunities for guided practice are major factors that explain improvements in teacher competence in the first few years of teaching. Moreover, it reflects some of the principles of Bandura's Social Cognition Theory, where practice and feedback is believed to contribute much in increasing the teacher's self-efficacy and performance. It is worth noting that self-perceived competence may not always align with externally measured competence and effectiveness in the classroom. There are studies reporting a misalignment between teachers' self-perceptions and their actual classroom performance in the early years of teaching (Kraft et al., 2022). These findings suggest however, teachers who judge their level of competence as high do not warrant validation through classroom observation or performance.

Table 2. Level of Career Growth of Beginning Teachers

Dimension	Indicator	Mean	Interpretation
Professional Competence	Improved teaching skills	4.55	Very High
	Confidence in teaching	4.56	Very High
	Innovative strategies	4.50	Very High
	Assessment skills	4.52	Very High
	Classroom management	4.57	Very High
	Composite Mean	*4.54*	*Very High*

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Job Satisfaction	Increased motivation	4.47	Very High
	Commitment to improve	4.49	Very High
	Satisfaction in role	4.46	Very High
	Passion for teaching	4.48	Very High
	Overall satisfaction	4.50	Very High
	Composite Mean	*4.48*	*Very High*
Career Advancement	Clear career goals	4.44	Very High
	Encouraged for studies	4.49	Very High
	Identifies development needs	4.45	Very High
	Leadership readiness	4.43	Very High
	Career readiness	4.47	Very High
	Composite Mean	*4.46*	*Very High*
	Overall Mean	**4.50**	**Very High**

For the reference to job satisfaction, the teachers' composite mean of 4.48 indicated that they were generally motivated and fulfilled in their work; the very high job satisfaction report indicated by overall satisfaction (M = 4.50) suggests that the beginning teachers in the San Policarpo District generally viewed their experience in teaching favorably despite the challenges commonly encountered during the early years of teaching. This result is consistent with the results of some research that show that supportive work environments and mentor relationships greatly contribute to job satisfaction (Toropova et al., 2021); however, other studies show that satisfaction can decrease or fluctuate in the early years (Burić & Kim, 2021); this means making it stable and encouraging will take ongoing support beyond the initial induction period. Regarding career advancement opportunities, the composite mean of 4.46 indicates that teachers believed they were prepared for future opportunities. Items such as encouragement to pursue further studies (M = 4.49) and readiness for a career opportunity (M = 4.47) were the highest items signifying growth. This result supports the view that mentoring helps teachers advance their careers. Tang et al. (2021) found that mentoring influences teachers' aspirations for future leadership and further professional development. The study is highly relevant, but, as mentioned, perceived readiness does not guarantee actual advancement. Limitations such as limited promotion slots and strict institutional policies that limit career movement are also true. Overall, the results reveal that beginning teachers in the San Policarpo District have considerable career growth in several dimensions: they perceive themselves as professionally competent and optimistic about their future in the teaching profession.

Relationship Between Mentoring and Coaching Support and Career Growth.

The relationship between mentoring, coaching support, and career growth was analyzed using the Pearson Product-Moment Correlation. From the result in Table 3, the Correlation Value is $r = 0.692$, $p < 0.05$. At the 0.05 significance level, the null hypothesis is rejected. This indicates that mentoring and coaching support of beginning teachers will have a significant positive relationship with their professional competence, job satisfaction, and career growth.

The mentoring variable is therefore a major influence on teachers' career growth, both in the short and long term. This relationship is consistent with current empirical evidence supporting the idea that strong, structured mentoring improves positive teacher outcomes; Kraft et al. (2022) reported an intervention effect of coaching on instructional quality and teacher confidence. Mentoring programs are associated with teachers being more likely to remain in the profession and to report higher levels of satisfaction (Madigan & Kim, 2021). The mentoring outcome was not the sole driver of career growth, implying that some may result from other factors, such as leadership demands and the nature of the workload, but could also benefit from other mentoring structures. The null hypothesis of no relationship between mentoring and coaching support and career growth is thus rejected.

Table 3. Correlation Between Mentoring and Career Growth

Variables	r-value	p-value	Interpretation
Mentoring and Coaching Support vs Career Growth	0.692	0.000	Strong, Significant

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the data and analysis in this study, the following conclusions are drawn:

First, Mentoring and Coaching Support in San Policarpo District is implemented as a holistic support framework for beginning teachers. The high ratings across all dimensions indicate that teachers receive meaningful and consistent support during their early years in the profession.

Second, that beginning teachers are experiencing their professional growth, both in terms of competence and motivation, and career outlook.

Third, mentoring and coaching support are significantly predictive of career growth. The strength of the association suggests that the findings highlight mentoring as a vital element in beginning teachers' professional growth and outlook on teaching. However, the findings indicate that actual mentoring practices are strong but moderate in other dimensions, suggesting a weakness in the emotional and social support

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facets. Findings reflect perceived growth but do not always include performance outcomes or constraints of progress. Mentoring is not just support; it is also a potential driver of teaching for beginning teachers.

Recommendations

Based upon these findings and conclusions, it is recommended that school leaders and district administrators review and reinforce existing mentoring sponsors. Some suggestions provided are that instructional, professional, and emotional support can be further strengthened to better serve beginning teachers. Although instructional support is substantial, addressing the emotional and psychosocial support from both teachers and mentors is relevant to the stress teachers experience and to improving teacher retention.

Mentors should receive continuous professional development focused not only on pedagogy but also on reflective practice, emotional support, and career guidance.

Beginning teachers actively seek mentoring opportunities, give and genuinely seek recommendations, and participate in professional learning activities that truly align with their growth plan.

Future researchers may further examine additional variables such as school leadership, workload, and organizational climate. Longitudinal studies are also recommended to examine how mentoring influences teacher retention, professional identity, and career progression over time.

Policymakers should view mentoring not merely as a compliance requirement but as a long-term investment in teacher development and retention.

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