



(RESEARCH ARTICLE)



# The impact of coaching and mentoring on teachers' performance in public and private schools

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## Abstract

This study examined the relationship between coaching and mentoring practices and teachers' performance in public and private elementary schools in Carmen, Cebu. Using a descriptive-correlational design, data were collected from 36 teachers through a structured questionnaire and performance records based on the Performance Management System for Teachers (PMES). Findings revealed that coaching and mentoring practices were generally rated as highly practiced in public schools and moderately practiced in private schools. Teachers in both school types demonstrated very satisfactory to outstanding performance levels. However, correlation analysis indicated a very weak relationship between coaching and mentoring practices and teacher performance. This suggests that while these practices are valued, other factors such as institutional support, resources, and experience also significantly influence teacher performance. The study recommends strengthening structured mentoring programs alongside broader professional development initiatives.

**Keywords:** Coaching; mentoring; Teacher performance; Instructional supervision; Professional development

## 1. Introduction

Instructional supervision plays a crucial role in improving teacher performance and student outcomes. Traditional supervision models, often focused on evaluation, have evolved into more developmental approaches such as coaching and mentoring. These approaches emphasize collaboration, reflection, and continuous professional growth.

Coaching and mentoring provide teachers with sustained, personalized support that enhances instructional competence and confidence. Grounded in Situated Learning Theory, professional learning occurs through social interaction and collaboration, making mentoring relationships essential in educational settings.

Despite the recognized importance of supervision, gaps in teaching quality and student achievement persist. This suggests that supervision alone may not be sufficient unless implemented effectively. In the Philippine context, policies such as the Performance Management System for Teachers (PMES) highlight the need for continuous instructional support.

This study aims to examine the impact of coaching and mentoring on teacher performance in both public and private schools. Specifically, it seeks to determine:

- Teachers' perceptions of coaching and mentoring practices
- Levels of teacher performance based on PMES indicators
- The relationship between coaching and mentoring and teacher performance

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- Differences between public and private school contexts
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## 2. Methods

### 2.1. Research Design

This study employed a descriptive-correlational design to examine the relationship between coaching and mentoring practices and teacher performance.

### 2.2. Participants

A total of 36 elementary school teachers participated in the study:

- 18 from public schools
- 18 from private schools

Participants were randomly selected from schools in Carmen, Cebu.

### 2.3. Instruments

Data were collected using:

A structured questionnaire assessing coaching and mentoring practices across three domains:

- Instructional materials development
- Instructional strategies
- Classroom observation
- Teacher performance ratings based on PMES indicators
- Responses were measured using a 5-point Likert scale.

### 2.4. Data Collection

Permission was secured from relevant authorities. Questionnaires were distributed and collected personally. Confidentiality and voluntary participation were ensured.

### 2.5. Data Analysis

The study used:

- Descriptive statistics (mean, standard deviation)
  - Pearson correlation to determine relationships
  - A significance level of 0.05 was applied.
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## 3. Results

### Coaching and Mentoring Practices

Public school teachers rated coaching and mentoring practices as highly practiced ( $M = 4.28$ ), while private school teachers rated them as moderately practiced ( $M = 4.15$ ).

Public schools showed stronger implementation in:

- Instructional materials development
- Instructional strategies
- Classroom observations
- Teacher Performance

Both groups demonstrated high levels of performance:

Public schools: Very Satisfactory to Outstanding (M = 4.39)

- Private schools: Very Satisfactory (M = 4.23)
- Public school teachers scored higher in ICT use, inclusive strategies, and classroom environment.
- Relationship Between Variables
- Correlation analysis revealed a very weak relationship between coaching and mentoring practices and teacher performance.

### 3.1. Differences Between School Types

Public schools exhibited more structured and consistent mentoring practices, likely due to government-supported programs. Private schools showed moderate implementation, possibly influenced by limited resources and less formalized systems.

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## 4. Discussion

The findings indicate that coaching and mentoring are widely practiced and positively perceived, particularly in public schools. These results align with existing literature emphasizing the role of instructional support in teacher development.

However, the weak correlation suggests that coaching and mentoring alone do not determine teacher performance. Other factors—such as teaching experience, institutional support, workload, and access to resources—play a significant role.

Public schools' higher ratings may be attributed to structured programs mandated by educational policies, while private schools may face constraints in implementing similar systems.

The results highlight the need for a holistic approach to teacher development, integrating coaching and mentoring with broader professional support systems.

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## 5. Conclusion

Coaching and mentoring are essential components of instructional supervision and are positively perceived by teachers. However, their impact on performance is limited when implemented in isolation. Strengthening these practices alongside comprehensive professional development and institutional support is necessary to improve teaching effectiveness.

### *Recommendations*

- Strengthen structured coaching and mentoring programs in both school types
- Provide continuous professional development opportunities
- Enhance institutional support systems for teachers
- Encourage collaborative learning environments
- Conduct further research including additional influencing variables

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## Compliance with ethical standards

### *Statement of informed consent*

Informed consent was obtained from all individual participants included in the study.

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