

Mentoring Support of Cooperating Teachers: Insights from Filipino Practice Teachers

Apolinaria D. Andres, Marie Claudette M. Calanoga, Rudolf T. Vecaldo*,
Catherine B. Caranguian, Cynthia B. Julian, Shirley T. Pamittan,
Maribel F. Malana and Cristina B. Natividad

College of Teacher Education, Cagayan State University-Andrews Campus, Philippines

KEYWORDS Cooperating Teachers. Mentoring. Mentoring Practices Scale. Practice Teaching

ABSTRACT The extant literature reveals the indispensable role of mentoring in practice teaching. However, little is known about the mentoring support the Filipino cooperating teachers (CTs) extended to their practice teachers (PTs). Also, no study has been conducted yet on mentoring using a constructively aligned scale with the Philippine Professional Standards for Teachers (PPST). Through sequential explanatory mixed-method design, this study determined the extent of CTs' mentoring support from the viewpoint of the PTs. There were 840 PTs (680 females, 160 males) from a public university who participated in the survey using the Mentoring Practices Scale. Besides, 25 randomly selected PTs' portfolios were content analyzed to substantiate the quantitative data. Findings revealed that the CTs provided mentoring to a very great extent along with personal, career, professional knowledge, instructional process, and role modelling supports. Indeed, though preliminary, this study serves as a take-off for strengthening the mentoring activities to benefit both Filipino CTs and PTs.

INTRODUCTION

In teacher education, practice teaching is a significant phase in pre-service teachers' academic preparation (Butler and Cuenca 2012). It is a stage when the pre-service teacher is officially called a practice teacher (PT) who spends adequate time in a designated cooperating school to observe a cooperating teacher (CT) and to engage in the actual teaching-learning environment (Glenn 2006; Panda and Nayak 2018; Besa et al. 2018). In addition, it serves as an avenue for a PT to acquire "practical knowledge, relevant skills, and desirable attitude through direct and purposeful experience" (Cagayan State University 2019: 1).

In essence, the success of practice teaching depends highly on efficient mentoring. According to Parsloe and Wray (2000), mentoring refers to a deliberate, give-and-take, and goal-driven connection between a mentor and a mentee. In this process, the seasoned CT supports and encourages the PT to learn the roles, techniques, skills, and values in the educational milieu (Ambrosetti and Dekkers 2010; Clarke et al. 2012) with the hope of effectively transmitting the required competencies.

**Address for correspondence:*

Rudolf T. Vecaldo
College of Teacher Education,
Cagayan State University-Andrews Campus,
Tuguegarao City, Cagayan Province,
Philippines 3500
E-mail: rudolfvecaldo@gmail.com

In the Philippines, the teacher education institutions (TEIs) and the Department of Education (DepEd) have forged a solid partnership to ensure that mentoring is correctly observed in the conduct of and practice teaching (Department of Education 2007). This move was concretized by specifying guidelines in deploying PTs in the different public elementary and high schools of DepEd. Moreover, mentoring is imperative for adopting the Philippine Professional Standards for Teachers (PPST), the new professional development framework in DepEd (Department of Education 2017). Therefore, during the practice teaching, the CTs are expected to mentor the PTs on how the domains of PPST are well articulated in the actual teaching scenario.

Related to this, several researchers in the Philippines have unravelled the dynamics of practice teaching (Paghasian 2017; Besa et al. 2018) but have focused only on PTs' experiences. For instance, Dacanay et al. (2019) explored the challenges encountered by PTs in their time and classroom management, instructional materials, and finances, and Flores (2016) determined the PTs' teaching performance and their social relationship with their CTs and pupils. However, little is known about how CTs have mentored the PTs. Also, no study has been conducted yet to examine the PTs' assessment of the mentoring support of their CTs using a constructively aligned scale with the PPST.

Indeed, there is a need to provide baseline data on the CTs' mentoring support from the perspective of the PTs. Consequently, this study fills in the knowledge gaps and ushers an understanding of the quality of mentoring experienced by PTs during their practice teaching. Ultimately, this initial effort of examining the CTs' mentoring support reflective of the PPST serves as a take-off for strengthening the mentoring activities beneficial to Filipino CTs and PTs.

Literature Review

Mentoring in the Context of Practice Teaching

Mentoring is viewed as the very core of practice teaching because of its significant influence on the initial teaching experiences of PTs (Rakicioglu-Soylemez and Eroz-Tuga 2014). In this process, PTs rely on classroom teachers to guide them in the practical aspects of teaching. The PTs' interests are catered for and the learning experiences are discussed between the CT and the PT (Ambrosetti 2014). Consequently, this process takes extra care in ensuring a systemic approach to teaching and learning so that PTs can benefit from practice teaching as a professional learning experience.

Moreover, mentoring highlights the mentor's ability to facilitate the mentee's learning to succeed in a specific workplace context (Malderez 2009). Hence, under the deliberate guidance of their CTs, the PTs have scheduled instructional activities involving classroom management, lesson planning, demonstration teaching, and testing. These activities help PTs apply the educational concepts and theories they have learned in their teacher training.

Mentoring Support of Cooperating Teachers

Mentoring is a crucial concern in today's education (Podsen and Denmark 2007). Consequently, several studies have been examined from various standpoints (Lehtelä and Hoppo 2014) with a particular focus on the support given by the mentors during practice teaching. In a Western setting, a study showed that career support is expected for CTs who must have the ability to inculcate among PTs the essential aspects of being a professional teacher in the future (Sayeski and Paulsen 2012). On the one hand, Ambrosetti and Dekkers

(2010) found that mentees see the mentors' key responsibility as providers of personal and instructional process support. Accordingly, mentors do this by integrating mentees into the workplace, giving advice, treating them as friends, and actively engaging with them. More specifically, in the study of Rakicioglu-Soylemez and Eroz-Tuga (2014: 156), mentors are expected to "share and ask for teaching ideas and to provide teaching assistance."

Furthermore, PTs feel more equipped to teach when their CTs model successful teaching and mentor them by offering more instructional support, consistent and appropriate input, employment support, and a blend of independence and motivation (Matsko et al. 2020). According to Sag (2008), PTs expected their CTs to show collegue-ship and direction, connect the stakeholder position in a well-established communication environment, and serve as models and leaders. In other words, role modeling, in general, is a vital function of a CT that can notably impact the life of the PT.

Objective of the Study

Based on the preceding contexts, the study generally ascertained the mentoring support of the Filipino CTs from the PTs' viewpoint. Specifically, it addressed the following question of what is the extent of CTs' mentoring in terms of personal, career, professional knowledge, instructional process, and role modeling supports?

METHODOLOGY

Research Design

The researchers employed the sequential explanatory mixed-method approach. This approach is valuable for researchers who want to expound on the results of the quantitative phase of the study using qualitative data (Ivankova et al. 2006). In this study, the quantitative phase was a survey on the mentoring support extended by the CTs to the PTs. On the other hand, the qualitative phase was a document analysis of the PTs' insights and experiences on mentoring as shown in their practice teaching portfolios. According to Creswell and Clark (2017), a mixed-method examines more comprehensively the research problem than a single approach, and hence, it reveals more detailed results.

Locale of the Study

The study was conducted at Cagayan State University (CSU), a public university in the north-eastern Philippines. The university offers diverse curricular programs that include teacher education consisting of the Bachelor of Elementary Education (BEED), Bachelor of Secondary Education (BSED), and Bachelor of Technical Teacher Education (BTTE). Among the eight CSU campuses strategically located in the province, six offer teacher education. This scenario makes teacher education one of the mainly subscribed programs based on the number of enrolments.

Respondents of the Study

Through total enumeration, the study involved 840 PTs during the second semester of the academic year 2018-2019. The respondents comprised of 524 BSED, 280 BEED, and 36 BTTE PTs. Most of them were females (81.4%), and the mean age was 20 years.

Research Instruments

For the survey, the Mentoring Practices Scale (Andres, 2019) was used. This tool measures the perceived mentoring support that PTs experienced from their CTs. It is a four-point Likert Scale (that is, Strongly Disagree = 1, Disagree = 2, Agree = 3, Strongly Agree = 4) comprising of five components of mentoring, namely, personal support, career support, professional knowledge support, instructional process support, and role modeling support. Each component consists of 10 statements that reflect the PPST domains.

The following present the definitions of the components: (a) personal support includes the personal and interpersonal skills of the CT in deal-

ing with the PT. It is focused on establishing a strong and trusting relationship that supports the well-being of the practice teacher; (b) career support involves the provision of opportunities to develop the confidence of the PT in dealing with the responsibilities and challenges of the future career. Sustained mentoring is extended to expand the PT's capacity to deal with changes and improve work product; (c) professional knowledge support refers to the assistance given to the PT to gain a deeper understanding of the profession. It involves sharing of experiences on various classroom strategies and appropriate educational resources that broadens the PT's content expertise; (d) instructional process support pertains to the support along with the pedagogical practices involving planning, classroom management, assessment, and provision of academic resources. This component emphasizes the need for frequent feedback as an essential action that a mentor takes when working with a mentee; and (d) role modeling support focuses on the mentor's demonstration of professional ethics, responsibility, and transparency in order to build professional and harmonious relationships with learners, parents, and the broader community. It aids the PT in comprehending the role of teachers in forging school-community relationships aimed at improving the learning environment.

The Confirmatory Factor Analysis (CFA) result in Table 1 shows that the scale possesses a strong relationship between components and associated items that describe CTs' mentoring support. Also, the scale is reliable, with a Cronbach alpha coefficient of 0.89. According to Peterson (1994), Cronbach alpha ratings greater than 0.70 are regarded satisfactory for each component's internal consistency.

For the document analysis, the researchers examined 25 randomly selected portfolios of the re-

Table 1: CFA for the components of mentoring practices scale

<i>Components</i>	<i>Cronbach alpha</i>	<i>Eigen values</i>	<i>% of variance</i>	<i>Mean scale score</i>	<i>p-value</i>
Personal Support	0.881	4.86	26	3.68	<0.001*
Career Support	0.878	4.79	25	3.69	<0.001*
Professional Knowledge Support	0.879	4.83	28	3.66	<0.001*
Instructional Process Support	0.887	4.99	27	3.71	<0.001*
Role Modeling Support	0.910	5.56	26	3.71	<0.001*

A p-value result of <.001 is highly significant (Kuzma and Bohnenblust 2000).

spondents. In context, the portfolio is one of the primary requirements of the PTs. It consists of narratives, reflections, and samples of lesson plans and instructional activities that present the PTs' views, insights, and experiences relative to their CTs' mentoring support.

Data Gathering Procedure

The first phase of the study was the collection of the quantitative data through a survey. In this part, the researchers personally floated the questionnaire to the respondents two weeks after the practice teaching. In observance of academic protocols, they strictly followed the schedules set for the survey, which led to the one hundred percent retrieval of the questionnaires.

For the qualitative phase, the researchers randomly selected 25 practice teaching portfolios submitted to the practice teaching supervisors. They ensured an equal representation of the portfolios from all the teacher education programs. They repeatedly read the respondents' narratives and reflections, and they considered both long and short statements for the analysis. Lastly, they categorized the extracted insights based on the components of the mentoring support.

Ethical Considerations

Foremost, the researchers requested authorization from university officials to conduct the study. After receiving approval, the researchers briefed the participants on the study's goal. The respondents were told that their participation was completely optional and that any information they provided would be kept completely confidential. Each respondent signed the free, prior, and informed consent (FPIC) form.

Data Analysis

For the quantitative data, the percentage was used to determine the respondents' agreement on the specific mentoring support during practice teaching. Meanwhile, means were utilized based on the four-point rating scale to determine the extent to which the CTs provided mentoring on the different components. The standard deviations, on the other hand, were utilized to describe the homogeneity of the respondents' perceptions of the CTs'

mentoring support on the various components. SPSS 21 was used to do the data analysis.

For the qualitative data, content analysis was made on the participants' insights relative to personal support, career support, professional knowledge support, instructional process support, and role modeling support. According to Erlingsson and Brysiewicz (2017), content analysis is the process of analyzing and reinterpreting the data with the goal of uncovering connections. With this, the researchers decided which statements to present based on "reflected strong pattern in the data" (Lingard 2019: 362).

RESULTS AND DISCUSSION

This study documented the Filipino CTs' mentoring support from the perspective of their PTs. In this section, the results are described vis-a-vis both quantitative and qualitative analyses. In addition, the findings are discussed in the light of concepts deduced from the extant literature.

Personal Support

Table 2 shows that overall, the CTs carried out personal support to a *very great extent*. The percentage of PTs who agreed or strongly agreed that their CTs provided the specific mentoring support ranges from 97.02 to 98.81 percent. As revealed in Table 2, 98.81 percent of the CTs give credible advice to the PTs and develop strategies for giving acceptance and support within the school context. This finding is affirmed by the following PTs' insights in their portfolios:

"My mentor gave me a reassuring smile that brought my confidence back, so I was able to overcome my uneasiness in introducing myself." (Doc#15, p. 2)

"She sets expectations and gives me pieces of advice that inspire me to adjust to my new learning environment." (Doc#18, p. 8)

"My mentor affirmed that I can perform my tasks as a PT and that I should believe in myself in everything that I do." (Doc#5, p. 3)

Similarly, Ambrosetti and Dekkers (2010) found that PTs view their CTs as personal support providers. PTs appreciate CTs who constantly give pieces of advice, earnestly treat them as friends, and actively engage with them. Essentially, the

Table 2: The extent of CTs’ mentoring in terms of personal support

<i>Mentoring support</i>	<i>%</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Conducts orientation about the school and the processes that will take place	98.33	3.66	0.55	Very great extent
Exhibits moral support to the mentee	98.45	3.75	0.48	Very great extent
Pays attention to the well-being of the mentee	98.57	3.70	0.50	Very great extent
Develops strategies for giving acceptance and support for the mentee within the school context	98.81	3.70	0.49	Very great extent
Acknowledges contributions of mentee appropriately	97.14	3.63	0.54	Very great extent
Makes oneself accessible and available to respond to the typical needs of the mentee	98.45	3.70	0.50	Very great extent
Provides constant guidance	97.02	3.68	0.53	Very great extent
Gives credible pieces of advice to the mentee	98.81	3.74	0.47	Very great extent
Manifests firmness in mentoring yet flexible	97.26	3.59	0.55	Very great extent
Opens to effective communication with the mentee	97.86	3.70	0.51	Very great extent
Overall	98.07	3.68	0.51	Very great extent

*%, Percentage of PTs who either agreed or strongly agreed that their CTs provided the specific mentoring support

mentoring relationship between the CT and the PT stems from sharing personal attributes that eventually motivate the PTs to work hard to achieve their learning goals.

Career Support

In Table 3, the mean scores revealed that the CTs provided the needed career support to the PTs to a *very great extent*. The specific items related to career support showed very high agreement among the PTs. Motivating them to improve their capacity in dealing with changes and improve work

product was perceived to have the highest percentage (99.29%), followed by the support and encouragement to learning and development to happen (98.93%). It can be gleaned from this result that the CTs support the growth of the PTs in so far as their career is concerned. The following PTs’ accounts attest the finding:

“Based on the suggestions and recommendations of my CT, she motivates me to improve my skill in performing my tasks as PT.” (Doc#12, p. 23)

“My mentor encouraged me to become a competent future teacher by helping me to take challenges positively.” (Doc#20, p. 50)

Table 3: The extent of CTs’ mentoring in terms of career support

<i>Mentoring support</i>	<i>%</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Helps the mentee willingly in achieving or maximising his/her potentials	97.98	3.73	0.49	Very Great Extent
Gives opportunities for the mentee to develop his/her skills	98.57	3.76	0.48	Very great extent
Enters into a partnership to plan for success	97.50	3.61	0.54	Very great extent
Provides opportunities to reinforce and apply one’s learning	98.69	3.66	0.50	Very great extent
Listens and identifies potential barriers to learning	98.45	3.61	0.52	Very great extent
Encourages and supports the process of learning and development	98.93	3.73	0.47	Very great extent
Helps to look at change as a healthy means of dealing with life’s challenges and concerns	97.98	3.63	0.54	Very great extent
Generates confidence and trust by sustained mentoring	98.33	3.71	0.50	Very great extent
Challenges mentee to try new activities/ strategies to extend one’s abilities	98.33	3.70	0.50	Very great extent
Motivates mentee to improve own capacity to deal with changes and improve work product	99.29	3.78	0.44	Very great extent
Overall	98.41	3.69	0.50	Very great extent

*%, Percentage of PTs who either agreed or strongly agreed that their CTs provided the specific mentoring support

“My mentor continues to give me tips and ideas on how to put into practice my learning.” (Doc#10, p. 38)

Indeed, one crucial role of a mentor is to serve as a potent career scaffold for the mentee (Reh 2019). If done correctly, mentoring offers a long-term and career-changing impact on the PT’s future work and academic life (Sayeski and Paulsen 2012). In addition, Baugh and Sullivan (2005) avowed that mentoring holds great potential for enhancing career success. In other words, effective CTs can bring reasonable career-oriented expectations for the PTs to embrace the various instructional roles and the desire to work hard that would benefit them in the long run.

Professional Knowledge Support

Table 4 shows that the CTs consistently mentored the PTs in terms of professional knowledge support to a *very great extent*, as revealed in the obtained mean scores on the specific items. The percentage by which the PTs either agreed or strongly agreed that their CTs provided the specific mentoring support ranges from 97.38 to 98.45 percent. Specifically, data revealed that 98.45 percent of the CTs direct mentees on their roles, rights, and responsibilities, while 98.21 percent assist in planning further growth and development. However, lower percentages were obtained on ensuring maximized learning from the mentees by pro-

viding various classroom strategies and appropriate resources, providing expectations, and making themselves available for consultations. The following PTs’ narration avowed this finding:

“My mentor gave me the authority to lead the class. Through this, I have learned how to interact with the different kinds of students.”(Doc#11, p. 10)

“My mentor frequently reminded me to prepare in advance to avoid rushing.” (Doc#5, p. 25)

“As soon as I met my cooperating teacher, she immediately oriented me about her teaching schedule, the grades and sections she is handling, and the topics that are to be discussed. My CT’s expectation eased my worries and helped me overcome fears.” (Doc#14, p. 2)

Accordingly, the mentor contributes to the professional knowledge development of the mentee (Berk et al. 2005; Peiser et al. 2018). In the spirit of harmonious collaboration, an effective CT lays realistic expectations and ensures that the PT has the opportunity to manifest content expertise in planning and delivery of instruction confidently and to handle one’s duties and responsibilities properly. In a related thought, Crutcher and Naseem (2016) posited that good mentoring entails encouraging critical reflection, building collaborative partnerships, and understanding individual needs. In turn, this process leads to the mentee’s advantage in terms of professional knowledge support.

Table 4: The extent of CTs’ mentoring in terms of professional knowledge support

<i>Mentoring support</i>	<i>%</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Focuses initially his/her efforts in areas known to be difficult to the mentee	97.74	3.58	0.54	Very great extent
Provides expectations	97.38	3.54	0.57	Very great extent
Makes himself/herself available for consultations	97.38	3.67	0.54	Very great extent
Assists in planning for further growth and development	98.21	3.68	0.51	Very great extent
Provides opportunities to learn from the mentor through sharing of experiences during planned meetings	97.38	3.69	0.52	Very great extent
Demonstrates content expertise in the field	97.86	3.67	0.52	Very great extent
Observes confidentiality in dealing with the mentee	98.10	3.67	0.52	Very great extent
Directs mentee on his/her roles, rights, and responsibilities	98.45	3.72	0.50	Very great extent
Develops teaching-learning materials collaboratively with the mentee	97.98	3.69	0.51	Very great extent
Ensures maximized learning from the mentee by providing a variety of classroom strategies and appropriate resources	97.02	3.64	0.55	Very great extent
Overall	97.75	3.66	0.53	Very great extent

*%, Percentage of PTs who either agreed or strongly agreed that their CTs provided the specific mentoring support

Table 5: The extent of CTs' mentoring in terms of instructional process support

<i>Mentoring support</i>	<i>*%</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Checks the lesson plans before a lesson presentation	97.98	3.76	0.49	Very great extent
Suggests for the improvement of the lesson plan if necessary	99.29	3.83	0.40	Very great extent
Ensures that the assessment procedures are valid, reliable, and appropriate	98.21	3.74	0.50	Very great extent
Discusses with the mentee before a lesson presentation	97.02	3.67	0.56	Very great extent
Provides follow-up discussion after an observation	96.19	3.67	0.58	Very great extent
Establishes the focus of discussion during pre-demonstration preparation	97.86	3.67	0.53	Very great extent
Decides with the mentee on how the observation is to be carried out	97.62	3.66	0.53	Very great extent
Conducts a post-conference as soon as possible after every observed lesson	97.02	3.67	0.54	Very great extent
Stays positive and builds on the mentee's strength	98.45	3.75	0.49	Very great extent
Gives opportunity to the mentee for reflection, analysis, and planning of action after a post-conference	97.86	3.70	0.53	Very great extent
Overall	97.75	3.71	0.52	Very great extent

*%, Percentage of PTs who either agreed or strongly agreed that their CTs provided the specific mentoring support

Instructional Process Support

Table 5 reveals that the CTs provided mentoring to a very great extent on instructional process support. Having the lowest standard deviation (0.40) and the highest percentage of agreement (99.29%), the data reveal that CTs were very consistent in suggesting the improvement of the lesson plan if necessary. Along with this, CTs also stay positive and build on the PTs' strength. CTs also ensure that the assessment procedures are valid, reliable, and appropriate in preparing their lessons. The PTs' narratives support this finding as follows:

"My mentor gave me tips and ideas in classroom management to ensure a successful teaching demonstration." (Doc#10, p. 35)

"My cooperating teacher is very generous in giving her ideas. She is very willing to share strategies that would best fit every lesson demonstration." (Doc#12, p. 18)

"My mentor sees to it that my lesson plan is checked before its execution." (Doc#6, p. 34)

"After every teaching demonstration, my mentor and I would sit together and discuss how I conducted the class." (Doc#1, p. 45)

This result is akin to Sayeski and Paulsen (2012) finding that highly regarded CTs could provide instructional process support. With this, the CTs consistently make time to mentor PTs one-on-one, constructively give feedback in various formats, and sincerely allow students to try out innovative teaching practices. Since practice teaching requires

several demonstration teaching from the PTs within the internship period, it entails much preparation and is considered challenging. However, with adequate instructional process support, PTs become confident in performing their instructional tasks.

Role Modeling Support

Table 6 reveals that CTs generally provided role modeling support to a very great extent. Expressly, the PTs indicated that 98.69 percent of their CTs were supportive by maintaining a relationship consistent with the Code of Professional Ethics, providing encouragement by sharing enthusiasm for their job, and considering mentoring as a continuing activity aimed at achieving specific objectives rather than a temporary remedy. Besides, the succeeding PTs' insights reinforce such results:

"My mentor advised me to obey the Code of Ethics for Professional Teachers." (Doc#4: 38)

"I appreciate my mentor's conduct in handling students by not yelling, uttering bad words or degrading students' feelings." (Doc#7: 29)

"My cooperating teacher solicited ideas from my co-interns and me on how we can contribute to the improvement of the school park and waste management. Through these activities, we collaborated with our students on how to take care of the school environment." (Doc#13: 31)

Contextually, one of the indispensable expectations in practice teaching is for the CT to serve

Table 6: The extent of CTs' mentoring in terms of role modelling support

<i>Mentoring support</i>	<i>*%</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Plan what needs to be done to create a collaborative learning community	97.50	3.71	0.52	Very great extent
Conducts focused conferencing and coaching regularly	96.31	3.61	0.59	Very great extent
Makes the accumulated wisdom of other experienced teachers accessible to the mentee	98.21	3.67	0.52	Very great extent
Maintains a relationship consistent with the Code of Professional Ethics	98.69	3.74	0.48	Very great extent
Encourages by sharing enthusiasm for his/ her job	98.69	3.76	0.47	Very great extent
Considers mentoring as a long-term activity aimed at achieving specific objectives rather than a temporary remedy	98.69	3.70	0.51	Very great extent
Demonstrates willingness to work effectively in both the public and private sectors	98.45	3.75	0.48	Very great extent
Plans suitable responses by utilizing community resources	97.98	3.66	0.52	Very great extent
Proves himself/ herself with a track record of working harmoniously with people	97.86	3.69	0.53	Very great extent
Conducts himself/ herself as a role model in the community	98.45	3.80	0.46	Very great extent
Overall	98.03	3.71	0.51	Very great extent

*%, Percentage of PTs who either agreed or strongly agreed that their CTs provided the specific mentoring support

as a role model. Role modeling transpires when an individual learns by observing and reflecting on another person's behaviors and actions (Muray and Main 2005). This mentoring component allows the PT to follow the examples set by the CT not just in the classroom but also in the community and broader context. According to Matsko et al. (2020), role modeling is essential in training PTs to better handle their duties and responsibilities and assimilate more deeply the set of standards required of the profession. This view is possible because according to Morgenroth et al. (2015), role models boost motivation, reaffirm present goals, and make it easier for mentees to adjust to the new learning environment.

CONCLUSION

Interestingly, the CTs significantly provided mentoring in terms of personal, career, professional knowledge, instructional process, and role modelling supports from the PTs' viewpoint. Without a doubt, they have supported the PTs' personal and professional development during practice teaching to a very great extent. Also, they can manifest specific mentoring activities reflective of the expectations in the PPST. Thus, though preliminary, this study affirms that mentoring is indispensable in attaining quality and meaningful practice teaching experience.

RECOMMENDATIONS

Since the teacher preparation program requires the support of experienced classroom teachers as mentors of PTs, the set of expectations based on PPST for the mentor-mentee relationship might be further strengthened. This effort may be actualised by considering the scale used in the study as a significant benchmark in identifying areas needing enhancement. Furthermore, future studies may be undertaken looking into the effectiveness of the mentor-mentee relationship on the PTs' instructional performance considering relevant demographic and academic variables. Such endeavours may add to the empirical evidence on mentoring and expand knowledge and practice on effective mentoring for valuable practice teaching experience.

LIMITATIONS OF THE STUDY

This preliminary study has several limitations that future researchers may note. First, the data emanated only from the PTs enrolled in a public university. Second, only the PTs' perspective was considered. Third, the qualitative phase focused only on the analysis of the PTs' portfolios, and fourth, the findings cannot be generalised since they are only limited to the context of the present study.

ACKNOWLEDGEMENTS

The authors express their deep appreciation to the Research, Development, & Extension (RDE) office of the Cagayan State University for approving the study (Special Order No. OP-5005-SO-2018-05-351). Likewise, they are sincerely thankful to the study respondents for their full cooperation.

REFERENCES

- Ambrosetti A 2014. Are you ready to be a mentor? Preparing teachers for mentoring pre-service teachers. *Australian Journal of Teacher Education*, 39(6): 30-42. <http://dx.doi.org/10.14221/ajte.2014v39n6.2>
- Ambrosetti A, Dekkers J 2010. The interconnectedness of the roles of mentors and mentees in pre-service teacher education mentoring relationships. *Australian Journal of Teacher Education*, 35(6): 42-55. <http://dx.doi.org/10.14221/ajte.2010v35n6.3>
- Andres A 2019. Development of mentoring practices scale for pre-service teachers. *Asian Academic Research Journal of Social Science and Humanities*, 6(6): 8-15.
- Baugh GS, Sullivan SE 2005. Mentoring and career development. *Career Development International*, 10(6): 425-428. <https://doi.org/10.1108/13620430510620520>
- Berk RA, Berg J, Mortimer R, Walton-Moss B, Yeo TP 2005. Measuring the effectiveness of faculty mentoring relationships. *Academic Medicine*, 80(1): 66-71. <https://doi.org/10.1097/00001888-200501000-00017>
- Besa L, Cabrera E, Diaz AG 2018. From input to output: The off-campus practice teaching experience. *International Journal of Information and Education Technology*, 8(5): 376-380.
- Butler BM, Cuenca A 2012. Conceptualizing the roles of mentors during student teaching. *Action in Teacher Education*, 34: 296-308. <http://dx.doi.org/10.1080/01626620.2012.717012>
- Cagayan State University 2019. *Student Internship Program of the Philippines Manual*. Tuguegarao, Philippines: Golden Press.
- Clarke A, Collins J, Triggs V, Nielsen W, Augustine A, Coulter D, Cunningham J, Grigoriadis T, Hardman S, Hunter L, Kinagal J, Li B, Mah J, Mastin K, Partridge D, Pawer L, Rasoda S, Salbuvik K, Ward M, White J, Weil F 2012. The mentoring profile inventory: An online resource for cooperating teachers. *Teaching Education*, 23(2): 167-194. <http://dx.doi.org/10.1080/10476210.2011.625086>
- Creswell J, Clark V 2017. *Designing and Conducting Mixed Methods Research*. Los Angeles, CA: SAGE Publishing.
- Crutcher PA, Naseem S 2016. Cheerleading and cynicism of effective mentoring in current empirical research. *Educational Review*, 68(1): 40-55.
- Dacanay CG, Otida AG, Panganduton C, Arcilla F Jr. 2019. Challenges experienced by the student teachers of Philippine College Foundation during their practice teaching. *SMCC Higher Education Research Journal*, 6: 188-196.
- Department of Education 2007. DepEd Order No. 3, Series of 2007. Guidelines in the Deployment of Pre-service Teachers on Experiential Learning: Field Study and Practice Teaching. From <https://www.deped.gov.ph/2007/01/24/do-3-s-2007-guidelines-in-the-deployment-of-pre-service-teachers-on-experiential-learning-field-study-and-practice-teaching/> (Retrieved on 15 March 2020).
- Department of Education 2017. DepEd Order No. 42, Series of 2017. National Adoption and Implementation of the Philippine Professional Standards for Teachers. From https://www.deped.gov.ph/wp-content/uploads/2017/08/DO_s2017_042-1.pdf (Retrieved on 20 March 2020).
- Erlingsson C, Brysiewicz P 2017. A hands-on guide to doing content analysis. *African Journal of Emergency Medicine*, 7(3): 93-99. <https://doi.org/10.1016/j.afjem.2017.08.001>
- Flores M 2016. Practice teaching: Revisiting student teachers' performances. *The Confluence*, 7(2): 34-42.
- Glenn W 2006. Model versus mentor: Defining the necessary qualities of the effective cooperating teacher. *Teacher Education Quarterly*, 33(1): 85-95.
- Ivankova N, Creswell J, Stick S 2016. Using mixed methods sequential explanatory design: From theory to practice. *Field Methods*, 18(1): 3-20.
- Kuzma J, Bohnenblust S 2000. *Basic Statistics for Health Sciences*. 4th Edition. CA, USA: Mayfield Publishing Company.
- Lehtelä P, Happonen I 2014. Mentors' perceptions of teacher practice: A case study of the school of vocational teacher education. *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE)*, 5(2): 1694-1702. <http://dx.doi.org/10.20533/ijcdse.2042.6364.2014.0237>
- Lingard L 2019. Beyond the default colon: Effective use of quotes in qualitative research. *Perspectives on Medical Education*, 8(6): 360-364. <https://doi.org/10.1007/s40037-019-00550-7>
- Malderez A 2009. Mentoring. In: A Burns, J Richards (Eds.): *The Cambridge Guide to Second Language Teacher Education*. Cambridge, UK: Cambridge University Press, pp. 259-268.
- Matsko KK, Ronfeldt M, Nolan HG, Klugman J, Reininger M, Brockman S 2020. Modelling cooperating teacher as model and coach: What leads to student teachers' perceptions of preparedness? *Journal of Teacher Education*, 71(1): 41-62.
- Morgenroth T, Ryan MK, Peters K 2015. The motivational theory of role modeling: How role models influence role aspirants' goals. *Review of General Psychology*. <http://dx.doi.org/10.1037/gpr0000059>
- Murray CJ, Main A 2005. Role modelling as a teaching method for student mentors. *Nurse Times*, 101(26): 30-33.
- Paghasian M 2017. Preservice- education and practice-teaching performances among the fourth year bachelor of elementary education students of Mindanao State University- Maigo School of Arts and Trades. *Journal of Social Sciences (COES&RJ-JSS)*, 6(2): 114-125.
- Panda S, Nayak R 2018. Problems of student teacher during internship programme: Issues and concerns. *BEST: International Journal of Humanities, Arts, Medicine and Sciences (BEST: IJHAMS)*, 2(8): 61-66.

- Parsloe E, Wray M 2000. *Coaching and Mentoring: Practical Methods to Improve Learning*. UK: Emerald Group Publishing Limited.
- Peiser G, Ambrose J, Burke B, Davenport J 2018. The role of the mentor in professional knowledge development across four professions. *International Journal of Mentoring and Coaching in Education*, 7(1): 2-18. <http://dx.doi.org/10.1108/IJMCE-07-2017-0052>
- Peterson RA 1994. A meta-analysis of Cronbach's coefficient alpha. *Journal of Consumer Research*, 21(2): 381-391.
- Podsen J, Denmark V 2007. *Coaching and Mentoring First Year and Student Teachers*. 2nd Edition. Larchmont, NY: Eye on Education.
- Rakicioglu-Soylemez A, Eroz-Tuga B 2014. Mentoring expectations and experiences of prospective and cooperating teachers during practice teaching. *Australian Journal of Teacher Education*, 39(10): 146-168. <http://dx.doi.org/10.14221/ajte.2014v39n10.10>
- Reh FJ 2019. A Guide to Understanding the Role of a Mentor. The Balance Careers. From <<https://www.thebalancecareers.com/a-guide-to-understanding-the-role-of-a-mentor-2275318>> (Retrieved on 6 February 2021).
- Sag R 2008. The expectations of student teachers about cooperating teachers, supervisors, and practice schools. *Eğitim Araştırmaları- Eurasian Journal of Educational Research*, 32: 117-132
- Sayeski K, Paulsen K 2012. Student teacher evaluations of cooperating teachers as indices of effective mentoring. *Teacher Education Quarterly*, 39(2): 117-130.

Paper received for publication in June, 2021
Paper accepted for publication in July, 2021