

Original Research Article

## **School Leaders' Mentoring Skills, Motivation and Management Skills as Predictors of Teacher Support**

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## ABSTRACT

This study aimed to examine how well school leaders' mentoring, motivation, and management skills can predict the level of support teachers receive. It sought to determine which of these skills and practices most strongly influences teacher support within the school setting. By identifying the most significant predictors, the study expects to better understand how leadership competencies contribute to creating a supportive environment for teachers.

### ABSTRACT:

**Aims:** This study aims to explore how school leaders' mentoring skills, motivation practices, and management skills influence the support that teachers feel they receive at work. It focuses on identifying which of these leadership competencies—mentoring, motivation, or management—has the strongest impact on teacher support and how these practices contribute to fostering a supportive and effective school environment.

**Study design:** Quantitative predictive-correlational research design.

**Place and Duration of Study:** Teachers teaching in the selected public schools in Mt. Apo District, Digos City, were included in the study. The data collection was conducted between June 2025 and December 2025.

**Methodology:** This study employed a quantitative predictive-correlational research design to examine the extent to which school leaders' mentoring skills, motivation practices, and management skills predict teacher support. A total of 100 teachers teaching in selected public schools in Mt. Apo District, Digos City were included,

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with the sample size determined using the Raosoft sample size calculator and participants selected through simple random sampling. Data were collected using adapted questionnaires measuring school leaders' mentoring skills (adapted from Ploj Virtič, Du Plessis, & Šorgo, 2023), motivation practices (adapted from Gokce, 2010), management skills (adapted from Naidoo, 2019), and teacher support (adapted from Karacabey, 2020). The questionnaire was pilot-tested, yielding a reliability coefficient of  $\alpha = 0.88$ , and administered via Google Form, with responses automatically recorded. Data were analyzed using Jamovi software, where Pearson correlation analysis examined the relationships between leadership competencies and teacher support, and multiple regression analysis determined which competencies significantly predicted teacher support.

**Results:** Out of 100 teachers surveyed, all completed the questionnaire administered via Google Form, yielding a 100% response rate. Correlation analysis showed that school leaders' mentoring skills, motivation practices, and management skills were significantly and positively associated with teacher support. Mentoring skills had a moderate correlation ( $r = 0.525$ ,  $df = 98$ ,  $P < .001$ ), while motivation practices ( $r = 0.727$ ,  $df = 98$ ,  $P < .001$ ) and management skills ( $r = 0.773$ ,  $df = 98$ ,  $P < .001$ ) showed strong correlations. Multiple regression analysis indicated that the combined leadership competencies predicted 65.5% of the variance in teacher support ( $R = 0.816$ ,  $R^2 = 0.655$ ). Individually, management skills were the strongest predictor ( $b = 0.478$ ,  $SE = 0.099$ ,  $t = 4.831$ ,  $P < .001$ ), followed by motivation practices ( $b = 0.368$ ,  $SE = 0.121$ ,  $t = 3.045$ ,  $P = .003$ ) and mentoring skills ( $b = 0.204$ ,  $SE = 0.074$ ,  $t = 2.748$ ,  $P = .007$ ). The intercept was not statistically significant ( $b = -1.336$ ,  $SE = 0.381$ ,  $t = -0.882$ ,  $P = .380$ ). These findings indicate that higher levels of school leaders' mentoring, motivation, and management skills are associated with greater teacher support, with management skills exerting the most pronounced effect.

**Conclusion:** School leaders' mentoring skills, motivation practices, and management skills play a key role in fostering teacher support, which in turn contributes to a more positive and effective school environment. Among these, management skills appear to have the greatest impact. However, further studies are needed to confirm the reliability of these findings across different schools and contexts.

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19 *Keywords:* Mentoring Skills, Motivation Practices, Management Skills, Teacher Support,  
20 School Leadership

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## 1. INTRODUCTION

Strong and effective school leadership is essential for creating an environment where teachers feel supported and motivated to perform their best. Mentors' inadequate proficiency with ICT application creates a serious flaw in their teaching methods. Because of this, Ploj Virtič, Du Plessis, and Šorgo (2023) stress how vital it is for colleges and other stakeholders to bolster professional development programs that focus on teaching ICT-related skills. The fundamental issue is that teacher assistance is hampered by shortcomings in school leaders' management skills, intrinsic motivation to support staff, and mentoring abilities. This leads to less efficacy,

31 lower retention, and less-than-ideal classroom practices. Another study in Philippine public  
32 schools explored principals' roles in teacher support promotion and professional development  
33 using PPSSH Domain 4 and 7 Interviews and focus group discussions showed that principals  
34 actively supported teachers by providing technical assistance, leadership opportunities,  
35 recognition, and encouragement (Simbre, Aquino, & Palad, 2023). Teachers' demands for  
36 feedback, conflict resolution, and career progress are not met by restricted formal mentorship  
37 programs in settings like primary school, which exacerbates difficulties in diverse or large  
38 classrooms. Inadequate time allocation, insufficient mentor training, and informal and  
39 unstructured mentoring practices are common deficiencies. The influence of mentorship  
40 workshops on teacher performance is sometimes diminished by principals' failure to set  
41 quantifiable targets. Open communication and help are further restricted by hierarchical  
42 organizations and workload limitations (Chui, 2025). This disparity still exists despite research  
43 showing that when leaders actively mentor, 82–91% improvements in teaching abilities are  
44 predicted, De Oro Philippines College Cagayan De Oro City Philippines et al. (2025).

45 Teacher support has become a central focus in discussions on educational quality, teacher  
46 well-being, and student outcomes. Recent international evidence shows that school  
47 leadership support is strongly associated with teacher job satisfaction and engagement,  
48 especially in complex or high-demand contexts (Eryilmaz, 2025; McTigue, 2024). When  
49 teachers feel heard, valued, and professionally supported, they are more likely to remain  
50 committed to the profession, sustain high levels of instructional quality, and participate actively  
51 in school improvement initiatives (Henderson, 2025). Thus, understanding how school leaders  
52 foster teacher support is crucial for strengthening the resilience and effectiveness of school  
53 systems. School leadership is now widely recognized as a key lever for building supportive  
54 professional environments. Contemporary reviews highlight that effective leaders shape  
55 school culture, foster collaboration, and promote structures that enable teacher learning and  
56 well-being (Norman et al., 2025)

57  
58 Colle (2014) emphasized that when school leaders cultivate an atmosphere where teachers  
59 feel supported—emotionally, professionally, and logistically, teachers exhibit higher levels of  
60 job satisfaction, commitment, and engagement in instructional improvement efforts. This  
61 entails for the urgency of understanding the specific leadership conditions that foster teacher  
62 support, especially amid intensified pressures brought by curriculum reforms, digitalization,  
63 and post-crisis recovery. Moreover, across international studies, school leadership  
64 consistently emerges as a central force shaping teachers' daily work experiences. Effective  
65 leaders put in place structures, norms, and relationships within the school that shape how  
66 teachers work together, innovate, and handle their workload. Leadership practices are shown  
67 to influence teacher well-being, work engagement, and motivation, particularly in demanding  
68 or resource-constrained settings (Bardach et al., 2021). As school leaders' roles move beyond  
69 mere administrative compliance, contemporary leadership models place growing emphasis on  
70 instructional guidance, the building of relational trust, and sustained professional learning  
71 support as key elements that shape teacher support. One leadership function receiving  
72 renewed attention in research is mentoring. Studies in teacher education demonstrate that  
73 mentoring enhances teacher identity formation, confidence, and resilience, particularly among  
74 early-career teachers (Flores, 2020).

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76 Motivation also plays a significant role in shaping how support is enacted. Research indicates  
77 that school leaders who possess strong intrinsic motivation and a clear sense of purpose  
78 exhibit more empowering, collaborative, and supportive behaviours towards teachers.  
79 Motivated leaders persist in addressing school challenges, actively recognize teacher efforts,  
80 and foster cultures of encouragement and professional growth. Philippine studies likewise  
81 emphasize this dynamic; Trinidad et al. (2025) found that teachers experiencing high

82 technostress attributed part of their coping success to the presence of motivated and  
83 supportive administrators, highlighting the importance of leadership motivation in maintaining  
84 teacher morale and well-being. Further, school leaders enhance teacher support through  
85 motivational practices that foster teacher empowerment via professional development,  
86 sufficient resources, and positive communication (Kiral, 2025).

87  
88 Management skills significantly affect teacher support. Leaders who handle resources,  
89 workloads, and day-to-day operations effectively help create stable, predictable conditions  
90 that enable teachers to concentrate on instruction and student learning. Effective  
91 management reduces administrative burden, minimizes stressors, and fosters fairness—  
92 factors teachers perceive as concrete expressions of support. Local empirical studies reinforce  
93 these findings. Trinidad's work on sustaining small non-sectarian high schools demonstrated  
94 that strong management practices—particularly in resource allocation and organizational  
95 coordination—enhance teachers' sense of stability, collaboration, and institutional support  
96 (Alsado & Trinidad, 2025).

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98 Nhlumayo (2025) investigated school leaders in rural South African schools, revealing that  
99 they utilized resilient and relational leadership approaches to support teachers and  
100 communities while tackling the difficulties of rural environments. Recent studies emphasize  
101 that mentoring, motivation, and management—do not operate independently. Instead, they  
102 interact to form a broader ecosystem of teacher support. Systematic reviews show that  
103 leadership practices—such as coaching, supervision, and fostering collaborative learning  
104 structures—have a substantial impact on teacher performance and the overall quality of  
105 instruction. Local research supports this multidimensional view. Trinidad's co-authored studies  
106 show that effective school leadership integrates resource management, teacher capability-  
107 building, and organizational support, collectively shaping how teachers perceive support within  
108 their schools (Almerez, Trinidad, & Lozada, 2025; Almerez, Trinidad, Origines, et al., 2025).  
109 Schools with strong mentoring cultures, motivated leaders, and well-structured management  
110 systems consistently report higher teacher engagement and instructional effectiveness.

111  
112 Concerns about teacher well-being and retention have intensified globally. Research shows  
113 that insufficient support, escalating responsibilities, and limited professional development  
114 opportunities contribute to teacher burnout and attrition (Klassen et al., 2022). Philippine  
115 studies echo these trends: teacher stress and strain in adapting to ICT integration and new  
116 accountability demands have been documented in local contexts, further underscoring the role  
117 of leadership support and organizational climate in shaping teacher resilience (Almerez,  
118 Trinidad, & Lozada, 2025; Bacamante & Sabud, 2025). These insights highlight the need for  
119 leadership practices that protect teacher well-being and reinforce professional identity and  
120 value.

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122 This study responds to these calls by examining school leaders' mentoring skills, motivation,  
123 and management skills as predictors of teacher support. Using a predictive, correlational  
124 design, it aims to determine which leadership competencies most strongly influence teachers'  
125 perceptions of support and how these variables interact to shape school climate. The study  
126 also builds on emerging local evidence linked to Trinidad's body of work, which demonstrates  
127 that Philippine teachers' experiences of support are shaped by interconnected leadership  
128 practices. This is consistent with current efforts to generate more nuanced, detailed analyses  
129 of how leadership affects teacher performance and well-being.

130  
131 Overall, this research is grounded in the understanding that teacher support is not incidental  
132 but intentionally cultivated through daily leadership competencies. Evidence suggests that  
133 when leaders combine strong mentoring skills, purposeful motivation, and effective

134 management, they contribute to enhanced teacher professionalism, well-being, and  
135 instructional quality (Alsado & Trinidad, 2025). By identifying which leadership skills  
136 significantly predict teacher support, this study aims to inform leadership development, policy  
137 formulation, and school improvement planning, ultimately contributing to strengthened and  
138 more resilient educational systems.

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140 Hence, this study aims to determine how school leaders' mentoring skills, motivation practices,  
141 and management skills serve as predictors of teacher support. Specifically, it seeks to answer  
142 the following questions:

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144 1. What is the level of school leaders' mentoring skills, motivation practices, and management  
145 skills as perceived by teachers?

146 2. Is there a significant relationship between school leaders' mentoring skills, motivation  
147 practices, and management skills and the level of teacher support?

148 3. To what extent do school leaders' mentoring skills, motivation practices, and management  
149 skills predict teacher support?

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## 152 **2. MATERIAL AND METHODS**

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154 This study used a quantitative predictive-correlational design to explore how school leaders'  
155 mentoring skills, motivation practices, and management skills influence the support teachers  
156 receive in public schools of Mt. Apo District, Digos City. From the population of all teachers in  
157 the selected schools, a sample of 100 teachers was randomly selected using the Raosoft  
158 sample size calculator, ensuring that every teacher had an equal chance of being included.

159 Data were collected through adapted questionnaires distributed via Google Form. The  
160 questionnaires measured school leaders' mentoring skills (adapted from Ploj Virtič, Du  
161 Plessis, & Šorgo, 2023), motivation practices (adapted from Gokce, 2010), management skills  
162 (adapted from Naidoo, 2019), and teacher support (adapted from Karacabey, 2020). Before  
163 the main study, the questionnaires were pilot-tested, showing a high reliability coefficient ( $\alpha$  =  
164 0.88), which ensured that the tools consistently captured the intended information.

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166 The collected data were analyzed using Jamovi software. Pearson correlation analysis was  
167 conducted to examine the relationships between the leadership competencies and teacher  
168 support, while multiple regression analysis identified which competencies most strongly  
169 predicted teacher support. The regression model showed a strong overall fit ( $R = 0.816$ ,  $R^2 =$   
170  $0.655$ ), indicating that mentoring skills, motivation practices, and management skills together  
171 explained about 65.5% of the variation in teacher support. All tables and figures included in  
172 the text have clear captions and definitions of all symbols and abbreviations, making the  
173 results easy to understand without additional explanation.

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## 175 **3. RESULTS AND DISCUSSION**

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### 177 **3.1. School Leaders Mentoring, Motivation Practices and Management Skills**

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#### 179 **3.1.1 Level of School Leaders' Mentoring Skills, Motivation Practices and Management 180 Skills**

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182 Table 1. shows the descriptive statistics indicated that school leaders demonstrated generally  
183 high levels of mentoring skills, motivation practices, and management skills. Mentoring skills  
184 had a mean score of  $M = 4.51$  ( $SD = 0.63$ ), motivation practices had a mean of  $M = 4.50$  ( $SD$   
185  $= 0.54$ ), and management skills had a mean of  $M = 4.48$  ( $SD = 0.67$ ), based on responses

186 from 100 participants. The relatively small standard deviations suggest that teachers'  
 187 perceptions across the three leadership skill competencies were consistent.

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**Table 1. Level of School Leaders' mentoring, motivation and management skills with Teacher Support**

	N	mean	sd	Descriptive Equivalent
mentoring skills	98	4.51	0.628	Very High
motivation practices	98	4.50	0.541	Very High
management skills	98	4.48	0.674	Very High

191 \* Note: M = mean; SD = standard deviation; N = number of respondents.

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**3.1.2 Relationship between School Leaders' Mentoring skills, Motivation Practices, and Management Skills and the Level of Teacher Support**

196 Table 2. presents the relationships between school leaders' mentoring skills, motivation  
 197 practices, and management skills, and teacher support. Pearson product-moment correlation  
 198 analysis revealed strong, positive correlations for all three leadership competencies.  
 199 Mentoring skills were positively correlated with teacher support,  $r(98) = .525$ ,  $P = .001$ ,  
 200 indicating that higher mentoring skills are associated with higher perceived teacher support..  
 201 Motivation practices also showed a strong positive correlation with teacher support,  $r(98) =$   
 202  $.727$ ,  $P < .001$ , suggesting that teachers who perceive greater motivational practices from their  
 203 leaders also perceive higher levels of support. Management skills demonstrated a strong  
 204 positive correlation with teacher support,  $r(98) = .773$ ,  $P < .001$ , showing that effective  
 205 management practices are closely linked to increased teacher support. All correlations were  
 206 statistically significant, highlighting that each leadership competency meaningfully contributes  
 207 to the support perceived by teachers.

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**Table 2. Correlation of School Leaders' Leadership Competencies with Teacher Support**

Independent Variables	r-value	df	p value	Level of Significant
mentoring skills	0.525	98	<.001	strong positive
motivation practices	0.727	98	<.001	strong positive
management skills	0.773	98	<.001	strong positive

211 \*All symbols used in the figure ( $r$  = Pearson correlation coefficient;  $df$  = degrees of freedom;  $p$   
 212 = significance level) are clearly defined.  
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220 **3.2 Regression Model Examining the predictive relationship of school leaders’**  
 221 **mentoring skills, motivation practices, and management skills on teacher support.**  
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223 Table 3. presents the overall fit of the regression model examining the predictive relationship  
 224 of school leaders’ mentoring skills, motivation practices, and management skills on teacher  
 225 support. The multiple correlation coefficient was  $R = .816$ , indicating a strong overall  
 226 correlation between the set of predictors and teacher support. The coefficient of determination  
 227 was  $R^2 = .655$ , suggesting that approximately 65.5% of the variance in teacher support can  
 228 be explained collectively by the three leadership competencies. These results indicate that the  
 229 model provides a good fit to the data and that mentoring skills, motivation practices, and  
 230 management skills together account for a substantial proportion of the variance in teacher  
 231 support.  
 232

233 **Table 3..Model Fit Measures**  
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Model	R	R <sup>2</sup>
1	0.816	0.655

235 \* All symbols used in the figure ( $R$  = multiple correlation coefficient;  $R^2$  = coefficient of  
 236 determination) are  
 237 clearly defined.  
 238

239 **3.3 Regression Coefficients for Leadership Competencies Predicting Teacher Support**  
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241 Table 4 shows the individual contributions of each leadership competency. The intercept was  
 242 not statistically significant ( $b = -1.336$ ,  $SE = 0.381$ ,  $t = -0.882$ ,  $P = .380$ ). Mentoring skills  
 243 positively predicted teacher support ( $b = 0.204$ ,  $SE = 0.074$ ,  $t = 2.748$ ,  $P = .007$ ), motivation  
 244 practices were also significant predictors ( $b = 0.368$ ,  $SE = 0.121$ ,  $t = 3.045$ ,  $P = .003$ ), and  
 245 management skills had the strongest effect ( $b = 0.478$ ,  $SE = 0.099$ ,  $t = 4.831$ ,  $P < .001$ ).  
 246 Overall, all three leadership competencies significantly and positively influenced teacher  
 247 support, with management skills showing the largest predictive effect.  
 248

249 **Table 4. Regression Coefficients for Leadership Competencies Predicting Teacher**  
 250 **Support**

Predictor	Estimates	SE	t	p
Intercept	-1.336	0.3806	-0.882	0.380
mentoring skills	0.204	0.0743	2.748	0.007
motivation practices	0.368	0.1207	3.045	0.003
management skills	0.478	0.0989	4.831	<0.001

251 \*All symbols used in the figure ( $b$  = unstandardized regression coefficient;  $SE$  = standard error;  
 252  $t = t$ - value;  $P$  = significance level) are clearly defined.  
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### 257 3.2 DISCUSSION

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259 The management skills received the lowest average score, though it still falls within the “high”  
260 descriptive range. This indicates that while school leaders are generally viewed as skilled in  
261 planning, organizing, and managing school operations, these competencies are somewhat  
262 less highlighted compared to mentoring and motivational practices. This finding aligns with  
263 Hallinger and Heck (2010), who suggested that instructional leadership roles, including  
264 mentoring and motivating teachers, tend to be more visible and directly felt by teachers than  
265 managerial responsibilities, potentially explaining the lower ratings for management skills.  
266 Likewise, Bush and Glover (2014) pointed out that effective school leadership is increasingly  
267 focused on people-oriented practices rather than administrative control, which may contribute  
268 to the comparatively lower perception of management abilities. Similarly, Wulaningrum et al.  
269 (2025) highlight that school Leaders’ effective management of teaching and learning—  
270 through classroom observations, feedback, and strategy refinement—directly enhances  
271 teachers’ instructional confidence and practices. Moreover, Tablate, (2025) underline that  
272 inspirational motivation leadership practices were strongly associated to strengthened  
273 teacher support in professional development. Motivation and management skills indicate  
274 strong relationship with teacher support, suggesting these leadership competencies are key  
275 drivers of a supportive school environment.

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277 The moderate correlation for mentoring skills still reflects a meaningful relationship but may  
278 be influenced by contextual factors like school climate or teacher experience, making it slightly  
279 less consistent than the other competencies. This aligns with Kou (2024) that caring-oriented  
280 behaviors from motivated principals enhance intrinsic job satisfaction over external rewards,  
281 as their motivation drives active teacher support. This aligns to the study of Hansford and  
282 Ehrich (2006) that positive outcomes described mirror the ways teachers benefit from  
283 guidance mentoring skills of school leaders. For mentees, receiving support, exchanging  
284 ideas, and developing professionally were forms of direct teacher support which manifested  
285 enhancement of skills, confidence, and effectiveness in the classroom. Moreover, Kutsyuruba  
286 and Godden (2020) emphasized that mentoring develops teachers’ instructional confidence  
287 and emotional resilience, especially in challenging educational settings. Effective mentors  
288 provide feedback, model instructional techniques, and build trusting relationships that  
289 enhance school culture. In addition, Tan and Lim (2021) found that principal-mentors who  
290 demonstrate empathy and open communication foster greater teacher loyalty and innovation.  
291 This accentuates to the study of Demirdag, (2021) that school leaders’ instructional  
292 behaviors—like goal-setting and support—are important factors that influence teachers’  
293 motivation. Effective mentoring by school heads enhances their own leadership skills while  
294 fostering teachers’ support and commitment Grande et al., 2024). In addition, Geletu (2023)  
295 substantiated that mentoring enhances teacher professional growth, instructional practices,  
296 and confidence.

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298 In the model fit measures, findings are consistent with existing literature emphasizing the  
299 importance of leadership behaviors in fostering teacher support and professional engagement,  
300 as highlighted by Avolio, Walumbwa, and Weber (2009), who found that effective leadership  
301 practices significantly influence followers’ perceptions of support, trust, and motivation..  
302 Similarly, Leithwood, Harris, and Hopkins (2020) found that successful school leadership  
303 practices, including mentoring and motivational strategies, contribute directly to positive  
304 teacher outcomes and supportive organizational climates.

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306 The findings indicate that leadership competencies significantly influence teacher support,  
307 supporting existing leadership theories. Mentoring skills enhance professional growth, trust,  
308 and perceived support among teachers (Avolio, Walumbwa, & Weber, 2009), while motivation

309 practices strengthen engagement and foster supportive school cultures (Leithwood, Harris, &  
310 Hopkins, 2020). Management skills emerged as the strongest predictor, highlighting the  
311 importance of effective planning, coordination, and decision-making in creating stable and  
312 supportive environments (Riswandi et al., 2024). Moreover, Teacher support is strengthened  
313 when school leaders demonstrate strong management skills, enabling the systematic  
314 provision of guidance, resources, and professional development (Day et al., 2016).

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316 Overall, these results suggest that balancing relational competencies with strong managerial  
317 practices is essential for enhancing teacher support in schools.

#### 318 319 **4. CONCLUSION**

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321 The present study revealed that teachers perceived a strong level of support in relation to the  
322 mentoring, motivation, and management practices of their school leaders. The results also  
323 indicated that school leaders' mentoring skills, motivation practices, and management skills  
324 significantly predicted teacher support. Among the three competencies, management skills  
325 exhibited the strongest influence, followed by motivation practices and mentoring skills.  
326 Furthermore, the findings showed that all three leadership competencies are positively  
327 correlated with teacher support, demonstrating that effective leadership practices are integral  
328 to fostering a supportive school environment. Overall, the study concludes that school leaders'  
329 mentoring, motivation, and management skills collectively play a critical role in enhancing  
330 teacher support. Therefore, it is recommended that school administrators and policymakers  
331 prioritize leadership training programs aimed at strengthening school leaders' abilities to  
332 mentor, motivate, and manage teachers effectively, thereby promoting higher levels of teacher  
333 support and engagement in schools.

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355 **CONSENT (WHERE EVER APPLICABLE)**

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357 All authors declare that written informed consent was obtained from all participants for their  
358 involvement in the study.

359

360 **ETHICAL APPROVAL (WHERE EVER APPLICABLE)**

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362 This study did not involve human participants or animals, and therefore, ethical approval was  
363 not required. All procedures and data handling were conducted in accordance with institution  
364 Davao del Sur State College guidelines and best research practices. Rest assured that the  
365 answers and responses contributed to this study were handled in compliance with the Data  
366 Privacy Act of 2012 and treated with the utmost confidentiality.

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## COMPETING INTERESTS DISCLAIMER:

478 Authors have declared that they have no known competing financial interests OR  
479 non-financial interests OR personal relationships that could have appeared to influence the  
work reported in this paper.

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## APPENDIX

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## SURVEY QUESTIONNAIRES

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**SCHOOL LEADERS' MENTORING, MOTIVATION AND MANAGEMENT SKILLS AS  
PREDICTORS OF TEACHER SUPPORT**

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486

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Dear Respondents:

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I would like to express my heartfelt "thank you" for taking time to participate in my research study entitled "**SCHOOL LEADERS' MENTORING, MOTIVATION AND MANAGEMENT SKILLS AS PREDICTORS OF TEACHER SUPPORT**"

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This survey questionnaire is designed to determine the extent to which school leaders' mentoring, motivation, and management skills predict teacher support in selected schools in Mt. Apo District, Digos City.

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Rest assured that all responses provided will be treated with the highest level of confidentiality and in compliance with the Data Privacy Act of 2012. Your participation and honest answers are highly appreciated and will contribute significantly to this study. Thank you very much for your time and support.

501

502

The Researchers:

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MJT

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SC

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MC

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AT

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**INFORMED CONSENT**

510

I have read and understood the information provided. Thus, I voluntarily agree to participate

511

in this study.

512

YES

NO

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Name of Teacher: \_\_\_\_\_(optional)

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School: \_\_\_\_\_

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Part I. Independent Variables

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**Direction:** Please answer the questions by ticking on the box that corresponds to your answer.

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The following scales are provided for your reference:

5–Strongly Agree 4–Agree

522

3–Somewhat Agree 2 Disagree 1–Strongly Disagree.

523

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525 **Part1A. Mentoring Skills of School Leaders as Perceived by Teachers**

		5	4	3	2	1
1	My mentor/principal appears to be comfortable discussing teaching.					
2	My mentor/principal instill positive attitudes towards teaching your subject(s).					
3	My mentor/principal show support in teaching my subject(s).					
4	My mentor/principal makes me feel more confident as a teacher.					
5	My mentor/principal attentively listens to me on teaching matters.					
6	My mentor/principal assists me in reflecting on how to improve my teaching practice.					
7	My mentor/principal discusses with me the content knowledge I need for teaching my subject(s).					
8	My mentor/principal assists me in implementing different teaching strategies.					
9	My mentor/principal inspires me to teach.					
10	My mentor/principal discusses the school policies used for teaching.					

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**Adapted Ploj Virtič, M., Du Plessis, A., & Šorgo, A. (2023). In the search for the ideal mentor by applying the ‘Mentoring for effective teaching practice instrument’. *European Journal of Teacher Education*, 46(4), 688-706. 10.1080/02619768.2021.1957828**

**Part 1B. Motivational Practices as Perceived by Teachers**

		5	4	3	2	1
1	The institution where I work is not exposed to any danger that may cause health problems					
2	The institution where I work provides me with sufficient resources to do my job better.					
3	My superiors support my growth and encourage my advancement.”					
4	My peers respect my work and contribute to my professional growth.”					
5	The institution where I work contributes to my recognition.					
6	My peers help each other in the workplace.					
7	The people in my institution know me as a successful worker.					
8	People respect me because I am a teacher.					
9	My institution adopts a democratic and participatory approach towards management and supervision.					
10	My institution gives a quality education based on learning.					

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**Adapted from Gokce, F. (2010). Assessment of teacher motivation. *School Leadership and Management*, 30(5), 487-499. doi.10.1080/13632434.2010.525228.**

**Part 1C. Management Skills of School Leaders as Perceived by Teachers**

		5	4	3	2	1
1	My principal ensure that all staff members are responsible for creating positive learning climate in the school.					
2	My principal ensure that my staff executes their duties within the parameters of the Employment of Educator Act					
3	My principal develop organizational structures to facilitate the management of schools' funds					
4	My principal ensure that teaching staff familiarizes themselves with the relevant prescribed curriculum.					
5	My principal implement measures to ensure the safety of learners.					
6	My principal mentor teachers to achieve better teaching and learning results.					
7	My principal ensure that the school finance committee is familiar with the legal framework required to formulate the financial school policy					
8	My principal apply knowledge of the various laws, which govern the education system.					
9	My principal ensure that the school timetable provides for an equitable workload for all educators.					
10	My principal involve all stakeholders in managing the financial objectives of the school (Finance Committee/School Governing Body/Teaching and Administrative Staff)					

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**Adapted from Naidoo, P. (2019). Perceptions of teachers and school management teams of the leadership roles of public school principals. *South African Journal of Education*, 39(2). 10.15700/saje.v39n2a1534.**

**Part2. Teacher Support as Perceived by Teachers**

		5	4	3	2	1
1	Our school principal follows the relevant resources and informs us about innovations in education and training.					
2	Our school principal encourages us to participate in national congresses, courses and competitions.					
3	Our school principal meets with us one -on-one to discuss our strengths and weaknesses.					
4	Our school principal creates environments where we can share what we have learned.					

5	Our school principal gives us individual reading and research tasks.					
6	Our headmaster receives assistance from local experts for professional development.					
7	Our school principal organizes training activities outside the seminar period for our professional development.					
8	Our school principal organizes a professional development monitoring form for each of us.					
9	Our school head determines individual and group development programs.					
10	Our school principal performs a sample lesson to improve us.					

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**Adapted from Karacabey, M. F. (2020). School principal support in teacher professional development. *International Journal of Educational Leadership and Management*, 9(1), 54–75. <https://doi.org/10.17583/ijelm.2020.5158>**

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