

Mentoring Practices in Educational Management: Pathway to Leadership Development and Capacity Building

Evangeline R. Rodeo

Institute of Graduate and Advanced Studies, Urdaneta City University, Urdaneta City, Philippines

Email: rodeo.evangeline81@gmail.com

ORCID ID: 0009-0000-6475-6868

Louie M. Fernandez

Institute of Graduate and Advanced Studies, Urdaneta City University, Urdaneta City, Philippines

Email: Louiemartinezfernandez100@gmail.com

ORCID ID: 0009-0007-0304-1835

Abstract

This study examined mentoring practices in educational management and their level of effectiveness among regular faculty members of Urdaneta City University during Academic Year 2025–2026. Specifically, it described the demographic and professional profiles of the respondents, determined the extent of mentoring practices in terms of planning, organizing, leading, and evaluating, assessed the level of effectiveness of these mentoring practices, and tested the significant differences in perceptions when grouped according to profile variables. The study also served as the pathway for the development of a proposed leadership development and capacity-building program. A quantitative, descriptive–comparative research design was employed. The respondents consisted of 95 regular faculty members selected through total enumeration from various colleges of the university. A researcher-developed questionnaire using a four-point Likert scale was utilized as the primary data-gathering instrument. Data were analyzed using frequency and percentage, weighted mean, t-test, one-way ANOVA, and Cronbach’s alpha to ensure reliability and statistical validity. Findings revealed that most respondents were young to middle-aged, predominantly female, academically qualified, and actively engaged in professional development. Mentoring practices in educational management were implemented to a very high extent across planning, organizing, leading, and evaluating. Likewise, the level of effectiveness of mentoring practices was rated very high in all dimensions. Results of inferential analysis showed no significant differences in perceptions across most demographic variables; however, a significant difference was found in academic rank in the areas of planning and leading. Based on the findings, a 5-Year Leadership Development and Capacity-Building Program was proposed to sustain and further enhance mentoring practices in the institution. The study concludes that mentoring is a highly effective mechanism for strengthening faculty competencies and improving educational management practices in higher education.

Keywords: Mentoring Practices; Educational Management; Faculty Development; Leadership Development; Capacity Building; Descriptive–Comparative Research; Higher Education; Urdaneta City University; Planning; Organizing; Leading; Evaluating

1. Introduction

Background and Rationale

Mentoring has increasingly been recognized as a critical mechanism for strengthening leadership development and enhancing organizational effectiveness in educational institutions worldwide. In contemporary educational

systems, the responsibilities placed upon educators and academic leaders have intensified due to rapid policy reforms, accountability demands, digital transformation, and the growing emphasis on inclusive and sustainable leadership practices. Within this evolving environment, mentoring has become an essential strategy for developing leadership competencies, strengthening professional identity, and supporting the continuous professional growth of educators across different stages of their careers. Recent international studies highlighted that structured mentoring programs enable educators to acquire leadership skills, enhance professional collaboration, and adapt more effectively to complex institutional demands (Darling-Hammond et al., 2022; Hobson & Maxwell, 2023; OECD, 2023). As higher education institutions strive to improve organizational performance and institutional governance, mentoring has gradually evolved from an informal support system into a strategic leadership development mechanism that contributes to institutional improvement and professional capacity building (van der Weijden et al., 2024).

Within the field of educational leadership and management, mentoring has been closely associated with improved leadership practices, enhanced decision-making processes, and strengthened organizational learning. Empirical investigations across different educational systems demonstrated that mentoring relationships enable emerging and mid-career educators to develop the knowledge, skills, and dispositions required to participate effectively in institutional management processes (Bush & Glover, 2022; Leithwood et al., 2021). In higher education settings, faculty members increasingly assume roles that extend beyond classroom instruction to include participation in planning academic programs, coordinating institutional initiatives, leading collaborative teams, and evaluating educational outcomes. These responsibilities require not only pedagogical expertise but also managerial competencies that can be developed through mentoring relationships and leadership guidance (Torres, 2022). Through mentoring, experienced academic leaders share institutional knowledge, professional values, and leadership strategies that enable faculty members to navigate administrative responsibilities and contribute to institutional effectiveness. Consequently, mentoring has emerged as an important mechanism for cultivating leadership capacity and strengthening educational management practices within higher education institutions (Hobson & Maxwell, 2023; van der Weijden et al., 2024).

Globally, educational institutions continue to recognize mentoring as an effective strategy for faculty empowerment, leadership succession, and institutional sustainability. International organizations and higher education systems emphasize mentoring as part of professional learning communities that strengthen institutional resilience and organizational development. Studies further indicate that mentoring promotes reflective practice, collaborative leadership, and continuous professional learning among educators (OECD, 2023; van der Weijden et al., 2024). These developments demonstrate that mentoring is no longer viewed merely as an informal professional relationship but rather as a structured and strategic process that supports educational management effectiveness and institutional growth.

Recent scholarly discussions emphasize that mentoring systems within universities can contribute significantly to leadership continuity, faculty empowerment, and institutional sustainability (Manicad & Elic, 2025; van der Weijden et al., 2024). Effective mentoring programs provide opportunities for faculty members to develop leadership competencies, engage in collaborative decision-making processes, and participate more actively in academic governance and institutional management. Through structured mentoring initiatives, institutions can strengthen leadership pipelines, improve coordination of academic programs, and promote continuous professional learning among educators (Armache, 2024). These benefits highlight the importance of examining mentoring practices as part of broader institutional efforts to enhance educational management effectiveness and organizational development. Another important dimension in understanding mentoring practices in educational management involves the demographic and professional characteristics of faculty members. Leadership research suggests that variables such as age, gender, educational attainment, years of teaching experience, academic rank, and professional training may influence educators' leadership readiness, professional development needs, and perceptions of institutional practices (Day et al., 2021; Gumus et al., 2022). Faculty members at different career stages often experience mentoring relationships in distinct ways. Early-career educators may require guidance in understanding institutional procedures, developing professional confidence, and acquiring leadership skills, while



more experienced faculty members engage in mentoring relationships that emphasize strategic leadership, governance participation, and institutional stewardship. Studies also indicate that demographic diversity within faculty populations necessitates differentiated mentoring approaches to ensure equitable opportunities for leadership development and professional advancement (OECD, 2023; Wango et al., 2025). Understanding these variations is essential for institutions seeking to design mentoring programs that effectively support faculty development and institutional leadership capacity.

In addition to demographic influences, research in educational leadership has shown that variations in professional experience and academic rank may lead to differences in leadership perspectives and management practices among educators (Leithwood et al., 2021; Torres, 2022). Faculty members with extensive teaching experience or administrative exposure often demonstrate greater confidence in participating in institutional planning, coordinating academic initiatives, and evaluating program outcomes. Conversely, faculty members with limited experience require more structured mentoring support to develop management competencies and leadership skills. Examining whether differences exist in the perceived effectiveness of mentoring practices across demographic and professional groups therefore provides valuable insights into how mentoring initiatives can be designed to address diverse professional needs and strengthen institutional leadership development (Day et al., 2021; Jin et al., 2025).

Significance of the Study

This study is relevant to several stakeholder groups. For university administrators, the findings may help strengthen mentoring programs and improve educational management practices within the institution. Faculty members may also benefit from the study because it may support the enhancement of their leadership skills, professional growth, and participation in institutional management. Academic leaders and department heads may use the findings as a guide in improving mentoring strategies, collaboration, and faculty development initiatives. For higher education institutions, the study may serve as a basis for developing effective mentoring and leadership capacity-building programs. CHED and educational policymakers may also gain useful insights for developing policies and programs that support faculty mentoring and leadership development. Future researchers may use the study as a reference for related investigations on mentoring practices, educational management, and leadership development. Students and the wider academic community may also benefit indirectly, as strengthened faculty leadership may contribute to improved educational management and better academic services.

Aim of the Study

This study aimed to examine mentoring practices in educational management as pathways to leadership development and capacity building among regular faculty members of Urdaneta City University.

Objectives of the Study

1. To determine the demographic and professional profile of the respondents in terms of age, gender, highest educational attainment, years of teaching experience, academic rank/position, and relevant trainings attended;
2. To identify the mentoring practices implemented in educational management in terms of planning, organizing, leading, and evaluating;
3. To assess the level of effectiveness of mentoring practices in educational management as perceived by the respondents;
4. To determine whether there is a significant difference in the level of effectiveness of mentoring practices when respondents are grouped according to their demographic and professional profiles; and
5. To propose a leadership development and capacity-building program based on the findings of the study.



Hypothesis of the Study

The study tested the following null hypothesis at the 0.05 level of significance.

There is no significant difference in the level of effectiveness of mentoring practices in educational management when respondents are grouped according to their demographic and professional profiles in terms of age, gender, highest educational attainment, years of teaching experience, academic rank/position, and relevant trainings attended.

Conceptual Framework

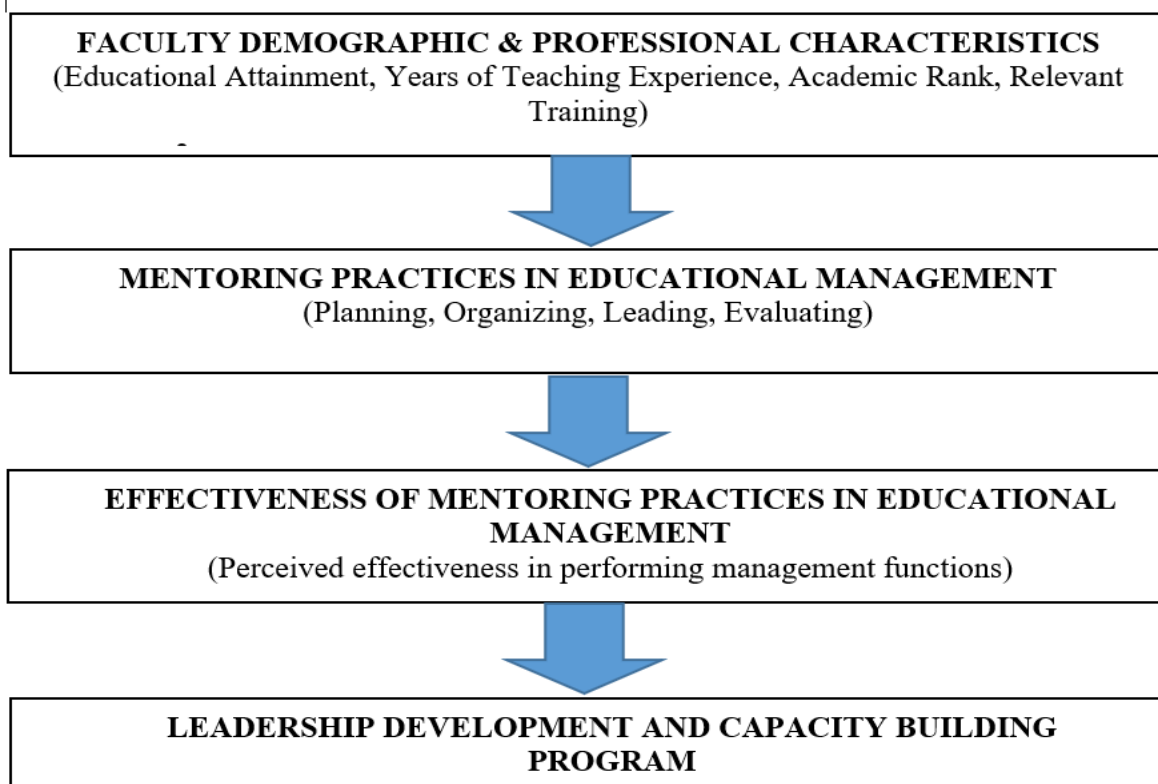


Figure 1 illustrates the relationship between mentoring practices in educational management and their effectiveness among regular faculty members of Urdaneta City University. It presents how faculty demographic and professional characteristics may influence mentoring experiences and perceptions regarding the effectiveness of mentoring practices within the institution.

The framework identifies faculty demographic and professional characteristics—such as educational attainment, years of teaching experience, academic rank, and relevant trainings attended—as important factors that may affect faculty participation in mentoring activities and educational management functions.

The independent variable of the study is mentoring practices in educational management, which are examined in terms of planning, organizing, leading, and evaluating. These management functions represent the major areas where mentoring supports faculty members in strengthening leadership competencies, improving collaboration, enhancing decision-making skills, and increasing participation in institutional management processes.

The dependent variable is the effectiveness of mentoring practices in educational management. This refers to the extent to which mentoring practices contribute to improving faculty performance in educational management functions and institutional responsibilities.

The framework further assumes that effective mentoring practices contribute to leadership development, professional growth, and institutional capacity building. Based on the findings of the study, a Leadership Development and Capacity Building Program may be proposed to strengthen mentoring systems and improve educational management practices within the university.

The diagram shows the flow of the study from faculty demographic and professional characteristics toward mentoring practices in educational management and their effectiveness, which ultimately serves as the basis for the proposed leadership development and capacity building program.

2. Literature Review

Mentoring has become an important strategy in strengthening leadership development, professional growth, and organizational effectiveness within educational institutions. In higher education settings, mentoring supports faculty members in improving professional competencies, leadership readiness, collaboration, and participation in institutional management functions. Contemporary educational systems recognize mentoring as a structured professional development mechanism that contributes to institutional sustainability and academic excellence.

International literature emphasized that mentoring relationships enhance educators' leadership competencies, instructional effectiveness, and organizational participation. According to Organization for Economic Co-operation and Development, mentoring programs help educators develop strategic planning skills, collaborative practices, and reflective professional behaviors necessary for effective educational management. Similarly, studies conducted by Linda Darling-Hammond and colleagues explained that mentoring strengthens professional learning communities and promotes continuous faculty development within academic institutions.

Recent studies further revealed that mentoring improves faculty engagement in educational management functions such as planning, organizing, leading, and evaluating institutional activities. According to Peter Hobson and Maxwell, mentoring enables educators to acquire leadership confidence, improve communication skills, and strengthen decision-making competencies. These mentoring relationships encourage collaborative leadership and institutional participation among faculty members.

In the area of planning, mentoring supports educators in aligning academic goals with institutional vision and mission. Studies indicated that mentoring assists faculty members in strategic planning, goal setting, and preparation of academic initiatives. Effective mentoring also promotes evidence-based planning practices and strengthens educators' capacity to anticipate institutional challenges.

In organizing educational activities, mentoring contributes to improved coordination, teamwork, and management of academic responsibilities. Literature suggests that mentoring relationships strengthen faculty members' ability to manage academic resources, collaborate with colleagues, and clarify institutional roles and responsibilities. Through mentoring, educators become more capable of participating in organizational processes and institutional governance.

Mentoring also plays a significant role in leadership development. Studies revealed that mentoring strengthens leadership confidence, communication skills, motivation, and interpersonal relationships among educators. Faculty members who experience effective mentoring are more likely to assume leadership responsibilities and contribute positively to institutional development. Leadership mentoring further supports professional influence, conflict resolution, and collaborative engagement within educational institutions.

In evaluating educational programs and institutional practices, mentoring promotes reflective practice, constructive feedback, and continuous improvement. Literature emphasized that mentoring enhances educators'



ability to assess instructional outcomes, utilize evaluation results, and implement improvements in academic processes. Mentoring therefore contributes to institutional accountability and quality assurance within higher education institutions.

Within the Philippine educational context, mentoring has increasingly been recognized as an important component of faculty development and educational leadership. Local studies showed that mentoring programs improve instructional competence, leadership readiness, and professional collaboration among educators. Higher education institutions in the Philippines continue to strengthen mentoring initiatives to support faculty participation in institutional management and leadership development programs.

Studies conducted in Philippine universities revealed that mentoring contributes positively to leadership preparation, faculty engagement, and institutional effectiveness. Mentoring practices help educators improve professional competencies while strengthening institutional collaboration and organizational performance. These findings support the growing recognition of mentoring as a strategic mechanism for educational management and capacity building.

The reviewed literature collectively suggests that mentoring practices significantly contribute to strengthening educational management competencies among faculty members. Through planning, organizing, leading, and evaluating functions, mentoring enhances leadership development, professional growth, and institutional effectiveness. These studies provide strong support for the present investigation on mentoring practices in educational management and their effectiveness among faculty members in higher education institutions.

3. Methodology

This study employed a quantitative descriptive–comparative research approach to examine mentoring practices in educational management and the level of effectiveness of these practices among regular faculty members of Urdaneta City University during Academic Year 2025–2026. The study focused on mentoring practices in terms of planning, organizing, leading, and evaluating, as well as their effectiveness in educational management.

The respondents of the study consisted of regular faculty members selected through total enumeration. A researcher-developed questionnaire was used as the primary data-gathering instrument. The questionnaire gathered information regarding the demographic and professional profile of the respondents, mentoring practices in educational management, and the effectiveness of these practices using a four-point Likert scale.

Descriptive statistical tools such as frequency count, percentage, and weighted mean were utilized to determine the demographic profile of the respondents and the level of mentoring practices and effectiveness in educational management. Inferential statistical tools, specifically t-test and one-way Analysis of Variance (ANOVA), were employed to determine whether significant differences existed in the effectiveness of mentoring practices when respondents were grouped according to their demographic and professional characteristics.

Prior to the conduct of the study, permission to administer the questionnaire was secured from the appropriate university authorities. The respondents were informed about the purpose of the study, and their participation was voluntary. Confidentiality, anonymity, and ethical considerations were strictly observed throughout the conduct of the research.

4. Results/Findings

Table 1. Profile of the Respondents

Profile		Frequency	Percentage
Age	26-35 years old	34	35.8
	36-45 years old	24	25.3
	46-55 years old	26	27.4
	56 years old and above	11	11.6
	Total	95	100.0
Gender	Male	44	46.3
	Female	48	50.5
	LGBTQ+	2	2.1
	Prefer not to say	1	1.1
	Total	95	100.0
Highest Educational Attainment	Bachelor's Degree	1	1.1
	Master's Degree (with units)	10	10.5
	Master's Degree	39	41.1
	Doctorate Degree (with units)	18	18.9
	Doctorate Degree	27	28.4
Total	95	100.00	
Years of Teaching Experience	1-5 years	13	13.7
	6-10 years	25	26.3
	11-15 years	21	22.1
	16-20 years	20	21.1
	More than 20 years	16	16.8
	Total	95	100.0
Academic Rank	Instructor	61	64.2
	Assistant Professor	27	28.4
	Associate Professor	5	5.3
	Professor	2	2.1
	Total	95	100.00
Relevant Training Attended	Educational Leadership Management	69	72.6
	Educational Policy and Planning	59	62.1
	Curriculum Development and Implementation	67	69.5
	Educational Technology and Innovation	67	69.5
	Research and Community Engagement	66	69.5
	Educational Quality Assurance	30	31.6
	Total	358	19.27374

Table 1 presented the demographic and professional profiles of the respondents in terms of age, gender, highest educational attainment, years of teaching experience, academic rank, and relevant trainings attended. Most of the respondents belonged to the 26–35 years old age group (35.8%) and were predominantly female (50.5%). The majority held a master's degree (41.1%), had 6–10 years of teaching experience (26.3%), and were primarily Instructors (64.2%). In terms of relevant trainings attended, the highest participation was recorded in Educational Leadership and Management (72.6%), Curriculum Development and Implementation (69.5%), and Educational Technology and Innovation (69.5%).

Level of Mentoring Practices in Educational Management

This section presents the mentoring practices implemented in educational management in terms of planning, organizing, leading, and evaluating.



Table 2. Mentoring Practices in Educational Management in terms of Planning

INDICATORS	WM	DE
1. Mentoring practices guide me in setting academic and institutional goals.	3.61	VH
2. Mentoring practices help me align my academic plans with the university's vision and mission.	3.62	VH
3. Mentoring practices guide in planning academic activities and the preparation of institutional materials.	3.56	VH
4. Mentoring practices assist me in anticipating challenges and preparing alternative plans.	3.56	VH
5. Mentoring practices support me to acquire/ gain knowledge and skills in strategic and evidence-based academic planning.	3.58	VH
Average Weighted Mean	3.59	Very High

Table 2 revealed that mentoring practices in educational management in terms of planning were implemented to a very high extent, with a composite mean of 3.59 interpreted as Very High. The indicator on aligning academic plans with the university's vision and mission obtained the highest weighted mean of 3.62, while the indicator on anticipating challenges and preparing alternative plans obtained the lowest weighted mean of 3.56, although still verbally interpreted as Very High. The findings showed that mentoring practices supported faculty members in strengthening their planning competencies and institutional alignment.

Table 3. Mentoring Practices in Educational Management in terms of Organizing

INDICATORS	WM	DE
1. Mentoring practices support me in organizing academic tasks and responsibilities efficiently.	3.53	VH
2. Mentoring practices guide me in coordinating with colleagues and administrators.	3.49	VH
3. Mentoring practices clarify my roles and responsibilities in educational management.	3.54	VH
4. Mentoring practices support me in managing academic resources and documentation.	3.51	VH
5. Mentoring practices enhance my ability to organize academic teams and workloads effectively.	3.48	VH
Average Weighted Mean	3.51	Very High

Table 3 revealed that mentoring practices in educational management in terms of organizing were implemented to a very high extent, with a composite mean of 3.51 interpreted as Very High. The indicator on clarifying faculty roles and responsibilities in educational management obtained the highest weighted mean of 3.54, while organizing academic teams and workloads effectively obtained the lowest weighted mean of 3.48, although still verbally interpreted as Very High. The findings showed that mentoring practices supported faculty members in managing academic responsibilities and organizational tasks effectively.

Table 4. Mentoring Practices in Educational Management in terms of Leading

INDICATORS	WM	DE
1. Mentoring practices develop my leadership confidence in handling academic responsibilities.	3.61	VH
2. Mentoring practices encourage me to take leadership roles in academic activities.	3.56	VH
3. Mentoring practices improve my communication and interpersonal leadership skills.	3.87	VH
4. Mentoring practices guide me in motivating and positively influencing colleagues.	3.57	VH
5. Mentoring practices support me in resolving conflicts and making sound leadership decisions.	3.53	VH
Average Weighted Mean	3.63	Very High

Table 4 revealed that mentoring practices in educational management in terms of leading were implemented to a very high extent, with a composite mean of 3.63 interpreted as Very High. The indicator on improving communication and interpersonal leadership skills obtained the highest weighted mean of 3.87, while the indicator on conflict resolution and leadership decision-making obtained the lowest weighted mean of 3.53, although still verbally interpreted as Very High. The findings showed that mentoring practices supported the development of leadership competencies among faculty members.

Table 5. Mentoring Practices in Educational Management in terms of Evaluating

INDICATORS	WM	DE
1. Mentoring practices guide me in evaluating academic programs and instructional outcomes.	3.48	VH
2. Mentoring practices provide constructive feedback that improves my performance.	3.44	VH
3. Mentoring practices encourage reflective practice and self-evaluation.	3.48	VH
4. Mentoring practices guide me in using evaluation results for improvement and future planning.	3.53	VH
5. Mentoring practices help me understand institutional evaluation standards and processes.	3.48	VH
Average Weighted Mean	3.48	Very High

Table 5 revealed that mentoring practices in educational management in terms of evaluating were implemented to a very high extent, with a composite mean of 3.48 interpreted as Very High. The indicator on utilizing evaluation results for improvement and future planning obtained the highest weighted mean of 3.53, while the indicator on constructive feedback obtained the lowest weighted mean of 3.44, although still verbally interpreted as Very High. The findings showed that mentoring practices supported faculty members in strengthening evaluative competencies and reflective practices.

Level of Effectiveness of Mentoring Practices in Educational Management

This section presents the level of effectiveness of mentoring practices in educational management as perceived by the respondents in terms of planning, organizing, leading, and evaluating. The results are presented through weighted means and corresponding descriptive interpretations.

Table 6. Effectiveness of Mentoring Practices in Planning

INDICATORS	WM	DE
1. Mentoring practices enhance my ability to develop clear academic plans and goals.	3.56	VH
2. Mentoring practices help me align my academic plans with the institution's vision and mission.	3.56	VH
3. Mentoring practices improve my competence in preparing academic and institutional plans.	3.55	VH
4. Mentoring practices strengthen my ability to anticipate challenges in academic planning.	3.52	VH
5. Mentoring practices support the development of strategic and evidence-based planning skills.	3.49	VH
Average Weighted Mean	3.54	Very High

Table 6 revealed that mentoring practices were highly effective in strengthening planning competencies among faculty members, with an average weighted mean of 3.54 interpreted as Very High. The indicators on developing clear academic plans and aligning academic plans with the institution's vision and mission both obtained the highest weighted mean of 3.56. The findings showed that mentoring practices effectively supported faculty members in academic planning and institutional alignment

Table 7. Effectiveness of Mentoring Practices in Organizing

INDICATORS	WM	DE
1. Mentoring practices improve my ability to organize academic responsibilities effectively.	3.48	VH
2 Mentoring practices enhance my coordination with colleagues and administrators.	3.51	VH
3. Mentoring practices clarify my roles and responsibilities in educational management.	3.43	VH
4 Mentoring practices help me manage academic resources and documentation efficiently	3.49	VH
5. Mentoring practices strengthen my ability to organize academic teams and collaborative work.	3.49	VH
Average Weighted Mean	3.48	Very High

Table 7 revealed that mentoring practices were highly effective in strengthening organizing competencies, with an average weighted mean of 3.48, interpreted as Very High. The indicator on enhancing coordination with colleagues and administrators obtained the highest weighted mean of 3.51. The findings showed that mentoring practices effectively supported teamwork, collaboration, and organizational responsibilities among faculty members.

Table 8. Effectiveness of Mentoring Practices in Leading

INDICATORS	WM	DE
1. Mentoring practices enhance my leadership confidence in handling academic responsibilities.	3.47	VH
2. Mentoring practices encourage me to take leadership roles in academic initiatives.	3.42	VH
3. Mentoring practices improve my communication and interpersonal leadership skills.	3.49	VH
4. Mentoring practices help me motivate and positively influence colleagues.	3.45	VH
5. Mentoring practices strengthen my ability to make sound leadership decisions.	3.43	VH
Average Weighted Mean	3.45	Very High

Table 8 revealed that mentoring practices were highly effective in strengthening leadership competencies among faculty members, with an average weighted mean of 3.45, interpreted as Very High. The indicator on improving communication and interpersonal leadership skills obtained the highest weighted mean of 3.49. The findings showed that mentoring practices effectively supported leadership development and professional engagement among faculty members.

Significant Difference Between the Level of Effectiveness of Mentoring Practices in Educational Management and the Respondents' Profile

This section presents an analysis of the significant difference in the level of effectiveness of mentoring practices in educational management when respondents are grouped according to their demographic and professional profiles. The analysis covers the dimensions of planning, organizing, leading, and evaluating.

Table 9

ANOVA Result on the Significant Difference on the Between the Level of Effectiveness of Mentoring Practices in Educational Management and the Respondents Profile

Profile	Planning		Organizing		Leading		Evaluating	
	F-test	P-Value	F-test	P-Value	F-test	P-Value	F-test	P-Value
Age	0.25	0.86	0.24	0.87	0.41	0.75	0.06	0.98
Gender	3.19	0.13	3.67	0.09	0.34	0.80	0.86	0.53
HEA	1.34	0.34	1.63	0.27	2.14	0.18	4.37	0.06
Teaching Years	0.27	0.89	2.05	0.11	1.85	0.14	1.26	0.30
Academic Rank	12.74	0.01*	4.39	0.08	14.87	0.01*	3.67	0.11
Trainings	0.74	0.69	0.75	0.69	0.83	0.62	1.32	0.27

Table 9 revealed that there was no significant difference in the perceived effectiveness of mentoring practices when respondents were grouped according to age, gender, highest educational attainment, teaching years, and relevant trainings attended. However, academic rank showed a significant difference in the areas of planning and leading. The findings indicated that mentoring practices were generally perceived consistently across most demographic and professional groups, although differences were observed based on academic rank.

5. Discussion



The findings of the study highlight the important role of mentoring practices in strengthening educational management competencies among regular faculty members. The consistently very high ratings across planning, organizing, leading, and evaluating indicate that mentoring has become a valuable professional support system within the institution. This suggests that mentoring does not only improve faculty performance but also encourages greater participation in institutional development and leadership functions. These findings support the studies of Hobson and Maxwell (2023) and van der Weijden et al. (2024), which emphasized that mentoring contributes significantly to leadership development, professional collaboration, and institutional effectiveness in higher education institutions.

The demographic and professional profile of the respondents reflects a faculty population that is academically prepared and actively engaged in professional growth. Most respondents were master's degree holders, relatively experienced in teaching, and actively involved in trainings related to leadership, curriculum development, educational technology, and research engagement. These findings imply that faculty members recognize the importance of continuous professional development in improving both instructional and management competencies. The active participation in trainings further suggests that faculty members are willing to enhance their leadership capacity and institutional involvement through mentoring and professional learning opportunities. The findings support Day et al. (2021) and Gumus et al. (2022), who emphasized that demographic and professional characteristics influence leadership readiness, professional development engagement, and participation in institutional management. Likewise, the findings align with Human Capital Theory by Becker (1993), which views education, training, and professional experience as important investments that enhance professional competence and organizational productivity.

In terms of planning, mentoring practices were perceived to a very high extent, particularly in helping faculty members align academic plans with the institution's vision and mission. This indicates that mentoring contributes significantly to strategic thinking and institutional alignment among faculty members. The ability of mentoring to strengthen planning competencies also suggests that faculty members become more confident in setting academic goals, preparing institutional activities, and participating in decision-making processes. However, slightly lower responses in anticipating challenges and preparing alternative plans imply that strategic foresight and contingency planning may still require further enhancement within mentoring programs.

These findings support OECD (2023), UNESCO (2021), and Cabugas (2024), which emphasized that mentoring strengthens strategic planning competencies, institutional alignment, and faculty participation in academic planning and leadership processes. The findings likewise support Transformational Leadership Theory, which explains that mentoring relationships inspire educators to participate actively in institutional development and collaborative decision-making.

The findings on organizing further demonstrate the positive influence of mentoring on collaboration and institutional coordination. Faculty members perceived mentoring as highly beneficial in clarifying roles and responsibilities and improving coordination with colleagues and administrators. These findings suggest that mentoring strengthens accountability, teamwork, and organizational efficiency within the institution. Nevertheless, the relatively low rating on organizing academic teams and workloads may indicate the need for additional mentoring support in collaborative workload management and team leadership. These findings are consistent with OECD (2021), UNESCO (2022), and Estipona (2023), which emphasized that mentoring improves organizational competence, professional collaboration, and institutional coordination among educators. The findings also affirm Leader–Member Exchange (LMX) Theory, which highlights that high-quality professional relationships characterized by trust, collaboration, and support contribute to improved organizational performance and professional development.

Among the four dimensions, mentoring practices in leading obtained the highest assessment. This emphasizes the strong contribution of mentoring in improving communication skills, leadership confidence, and interpersonal



relationships among faculty members. The findings suggest that mentoring encourages educators to become more active in leadership roles and institutional initiatives. Effective communication and leadership influence are essential components of educational management, and the results imply that mentoring helps faculty members become more capable of motivating colleagues, resolving concerns, and participating in collaborative leadership practices. These findings support the studies of Hobson and Maxwell (2023), Nguyen et al. (2023), and Cabugas (2024), which highlighted that mentoring strengthens leadership readiness, communication skills, and professional influence among educators. The findings further support Transformational Leadership Theory, which emphasizes leadership influence, motivation, communication, and professional growth through supportive mentoring relationships.

The findings also revealed that mentoring practices contribute positively to evaluating competencies. Faculty members perceived mentoring as highly effective in promoting reflective practice, understanding institutional evaluation standards, and utilizing evaluation results for improvement and future planning. These findings indicate that mentoring supports continuous improvement and accountability within educational institutions. However, the relatively lower assessment on constructive feedback suggests that mentoring programs may still strengthen coaching and feedback mechanisms to further improve faculty performance and professional development. These findings support UNESCO (2022), OECD (2023), and Manicad and Elic (2025), which emphasized that mentoring strengthens reflective practice, evaluative competencies, institutional accountability, and quality assurance processes within higher education institutions. The findings likewise align with Human Capital Theory, which views mentoring as an investment in professional growth and continuous improvement.

The consistently very high ratings in the effectiveness of mentoring practices indicate that faculty members view mentoring as an essential component of professional and institutional growth. Mentoring not only strengthens competencies in educational management but also promotes collaboration, leadership readiness, reflective practice, and institutional engagement. The findings further imply that mentoring programs within the institution are generally inclusive and consistently experienced across faculty members regardless of personal and professional background. These findings support Bauer et al. (2022), Eby et al. (2021), and De Guzman et al. (2022), who emphasized that effective mentoring systems provide equitable professional support and promote shared professional growth among educators.

Overall, the findings demonstrate that mentoring practices play a significant role in enhancing educational management competencies among faculty members. The study highlights the value of mentoring in developing planning, organizing, leading, and evaluating skills while also promoting professional growth, collaboration, leadership development, and institutional effectiveness within higher education institutions.

6. Conclusion & Recommendations

Conclusion

The study concluded that mentoring practices in educational management are implemented to a very high extent among regular faculty members of Urdaneta City University. Mentoring has become an important component of faculty development and educational management, particularly in the areas of planning, organizing, leading, and evaluating. The findings revealed that mentoring practices significantly contribute to strengthening faculty competencies, improving collaboration, enhancing leadership skills, and promoting professional growth within the institution.

The respondents were found to be academically qualified, professionally active, and engaged in continuous professional development through participation in relevant trainings and academic activities. These characteristics demonstrate their readiness to participate in mentoring practices and educational management functions. The findings further showed that mentoring practices are highly effective in improving faculty competencies related to strategic planning, communication, organizational coordination, reflective practice, and leadership engagement.



Mentoring also promotes institutional participation and strengthens the ability of faculty members to perform management-related responsibilities effectively.

Although mentoring practices were generally perceived consistently across most demographic and professional groups, differences in academic rank suggest that faculty members may experience varying leadership responsibilities and mentoring needs depending on their professional roles and level of experience. Overall, the study established that mentoring practices serve as an effective mechanism for strengthening educational management competencies, promoting collaboration, supporting leadership development, and fostering continuous professional growth among faculty members. Based on the findings of the study, a Proposed 5-Year Leadership Development and Capacity-Building Program on Mentoring Practices in Educational Management was developed to sustain, strengthen, and institutionalize effective mentoring practices within the university.

Recommendations

Based on the findings and conclusions of the study, it is recommended that the university continuously strengthen mentoring practices through structured faculty development programs, leadership trainings, seminars, and professional learning opportunities related to educational management. A formal and sustainable mentoring system may also be institutionalized to ensure consistent implementation of mentoring practices in planning, organizing, leading, and evaluating across all academic units.

Faculty development initiatives may place greater emphasis on enhancing competencies in strategic and evidence-based planning, leadership decision-making, conflict resolution, collaborative leadership, and reflective evaluation practices. Likewise, differentiated mentoring activities and leadership development programs may be provided according to academic rank and professional needs to support faculty members at various stages of professional growth and leadership experience.

The university may further strengthen monitoring and evaluation mechanisms to assess the effectiveness, accessibility, and sustainability of mentoring practices and faculty development initiatives. The utilization of digital platforms and information management systems may also improve mentoring communication, documentation, monitoring, and accessibility within the institution.

Furthermore, the Proposed 5-Year Leadership Development and Capacity-Building Program on Mentoring Practices in Educational Management may be adopted and implemented to sustain and further enhance mentoring practices, leadership preparation, and professional growth among faculty members. Future researchers may also conduct related studies using additional variables, larger populations, and broader institutional settings to further validate and expand the findings of the study.

References

- Allen, T. D., Eby, L. T., Chao, G. T., & Bauer, T. N. (2022). Taking stock of two relational aspects of organizational life: Tracing the history and shaping the future of mentoring and coaching research. *Journal of Applied Psychology, 107*(3), 421–445.
- Armache, J. (2024). The power of mentoring in developing the next generation of leaders in U.S. institutions of higher education. *International Journal of Educational Leadership and Management, 12*(1), 45–60.
- Bush, T., & Glover, D. (2022). School leadership models: What do we know? *School Leadership & Management, 42*(5), 553–571.
- Cabugas, L. M. (2024). Mentoring practices and faculty professional development in Philippine higher education institutions. *Asia Pacific Journal of Multidisciplinary Research, 12*(1), 67–75.
- Commission on Higher Education. (2021). *Policies, standards and guidelines for faculty development in higher education institutions*. CHED.



- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2022). Implications for educational practice of the science of learning and development. *Applied Developmental Science, 26*(2), 97–140.
- Day, C., Gu, Q., & Sammons, P. (2021). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly, 57*(1), 5–41.
- Eby, L. T., & Robertson, M. M. (2021). The psychology of workplace mentoring relationships. *Annual Review of Organizational Psychology and Organizational Behavior, 8*, 75–100.
- Estipona, J. E. (2023). Mentoring and coaching as mechanisms for professional development among educators in the Philippines. *Philippine Journal of Education, 102*(2), 35–47.
- Ganimian, A. J., & Murnane, R. J. (2021). Improving education outcomes in developing countries: Evidence, knowledge gaps, and policy implications. *Educational Researcher, 50*(6), 407–418.
- Gumus, S., Bellibas, M. S., Esen, M., & Gumus, E. (2022). A systematic review of studies on leadership models in educational research from 1980 to 2020. *Educational Management Administration & Leadership, 50*(4), 1–23.
- Hobson, A. J., & Maxwell, B. (2023). Mentoring and coaching for teachers' professional learning: A systematic review. *Review of Education, 11*(1), Article e3353.
- Ifarajimi, M., Balyer, A., & Özcan, K. (2025). Mentoring programs in educational institutions: Structures, challenges, and organizational outcomes. *Education Sciences, 15*(2), 145–160.
- Jin, B. P., Kim, S., & Cho, Y. (2025). The transformative power of mentorship on novice teacher success: A systematic literature review (2022–2024). *Teaching and Teacher Education, 139*, Article 104459.
- Lee, A., & Duffy, R. (2024). Mentoring relationships and faculty leadership development in higher education institutions. *International Journal of Mentoring and Coaching in Education, 13*(2), 156–172.
- Leithwood, K., Harris, A., & Hopkins, D. (2021). Seven strong claims about successful school leadership revisited. *School Leadership & Management, 41*(1–2), 5–22.
- Manicad, R. A., & Elic, M. J. (2025). Leadership development and mentoring systems in Philippine higher education institutions. *International Journal of Educational Management and Development Studies, 6*(1), 1–15.
- Martin, A. J., Collie, R. J., & Durksen, T. L. (2021). Leader–member exchange relationships and teacher engagement: The role of trust and professional support in schools. *Educational Management Administration & Leadership, 49*(6), 984–1002.
- Nguyen, T. D., Harris, A., & Ng, D. (2023). Transformational leadership and teacher professional learning in schools: Evidence from international contexts. *Educational Management Administration & Leadership, 51*(5), 857–875.
- Nguyen, T., & Hudson, P. (2023). Mentoring for leadership development in education: A systematic review. *Educational Management Administration & Leadership, 51*(2), 345–362.
- Ocupa-Cabrera, H. G., Alvarez, J. M., & Santos, P. (2025). Mentoring in higher education and its implications for institutional responsibility and leadership development. *Frontiers in Education, 10*, Article 1625433.
- Organisation for Economic Co-operation and Development. (2023). *Teachers and school leaders as lifelong learners: Policy insights from TALIS 2023*. OECD Publishing.
- Salas, E., Reyes, D. L., & McDaniel, S. H. (2021). The science of teamwork: Progress, reflections, and the road ahead. *American Psychologist, 76*(4), 593–600.
- Santos, R. M., & De Guzman, A. B. (2022). Mentoring experiences and professional development among teachers in higher education. *Asia Pacific Education Review, 23*(4), 567–579.
- Sun, J., & Henderson, J. (2022). Transformational leadership and organizational effectiveness in education: A meta-analytic review. *Educational Administration Quarterly, 58*(4), 703–741.
- Torres, R. M. (2022). Educational leadership and management practices in higher education institutions. *Journal of Educational Administration and Policy Studies, 14*(2), 45–54.
- United Nations. (2023). *The sustainable development goals report 2023*. United Nations.
- van der Weijden, I., Teelken, C., de Boer, M., & Drost, M. (2024). Mentoring in academia: Toward a sustainable model for leadership development and academic careers. *Higher Education Research & Development, 43*(2), 287–301.
- Wango, N., Muthaa, G., & Maina, S. (2025). Peer mentorship and professional development among educators in higher learning institutions. *European Journal of Education Studies, 12*(3), 56–71.

