JOURNAL OF INTERDISCIPLINARY PERSPECTIVES

ISSN Print: 2984-8288, ISSN Online: 2984-8385
Vol. 4 No. 1, pp. 235-243, January 2026

Original Article

Mentorship and Culturally Responsive Pedagogy: Influence of Pre-Service Support from Cooperating Teachers

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Article History:

Date received: July 23, 2025
Date revised: December 9, 2025
Date accepted: December 19, 2025

Recommended citation:

Lambonao, S.J., & Sayao, L. (2026). Mentorship and culturally responsive pedagogy: Influence of pre-service support from cooperating teachers. *Journal of Interdisciplinary Perspectives*, *4*(1), 235-243. https://doi.org/10.69569/jip.2025.591

Abstract. Cooperating teachers' support during pre-service training significantly shapes the development of culturally responsive pedagogy (CRP) among future educators. This study examines the extent to which this pre-service support influences the CRP practices of newly hired high school teachers. A descriptive-quantitative design was used, employing ordinal regression analysis. Using purposive sampling, 100 newly hired high school teachers from private and public schools in the Davao region were the respondents. Data were collected using a researcher-developed questionnaire, which underwent content validation and reliability testing. Respondents reported excellent pre-service support ($\bar{x}$ = 4.24) and demonstrated a very high level of CRP implementation ($\bar{x}$ = 4.51). Furthermore, pre-service support from cooperating teachers significantly influences CRP implementation, as evidenced by a 35% improvement in predictive outcomes. Hence, there is a need to emphasize culturally responsive pedagogy in teacher education programs to ensure pre-service teachers are equipped with the knowledge and skills to implement diverse classroom strategies, ultimately enhancing teacher preparation and student success.

Keywords: *Cooperating teachers; Culturally responsive pedagogy; Newly-hired high school teachers; Pre-service support; Quantitative.*

Pre-service teachers who receive strong support from cooperating teachers develop higher levels of culturally responsive pedagogical (CRP) skills. Such mentorship is crucial in shaping how pre-service teachers respond to cultural diversity, as cooperating teachers model inclusive practices that prepare them to build equitable and engaging classrooms. In today's increasingly diverse schools, CRP is essential for promoting equity, engagement, and academic success. Globally, the influence of cooperating teachers on CRP has been well documented. In the United States, studies show that targeted mentorship enhances pre-service teachers' confidence and competence in applying CRP (Nguyen et al., 2023; Gay, 2021; Smith & Johnson, 2022). Collaborative mentoring further strengthens teaching skills (Brown & Lee, 2023), while cultural mentoring programs boost teachers' confidence in relationship-building and inclusive curricula (Burgess et al., 2020). Despite the predominance of monolingual, European-ancestry pre-service teachers in the U.S., many urban teachers have

successfully integrated students' cultural backgrounds into instruction, empowering learners through voice and choice (Tanase, 2022). Similar success has been reported elsewhere: contextualized CRP in Nigeria improved student performance (Oladejo et al., 2022). Collectively, these studies underscore CRP's adaptability and effectiveness across diverse educational systems.

Asian contexts also highlight the positive impact of cooperating teachers' guidance. In Indonesia and China, pre-service teachers demonstrated strong intercultural teaching skills under such mentorship (Pratiwi et al., 2023; Kong et al., 2024). Likewise, teachers in Japan and Saudi Arabia demonstrated improved attitudes toward inclusion (Yada & Alnahdi, 2021), whereas those in Taiwan and Turkey actively employed cultural scaffolding, collaboration, and anti-discrimination approaches (Chuang et al., 2020; Zorba, 2020). Together, these findings demonstrate growing recognition of CRP in Asia among both pre-service and in-service teachers.

In the Philippines, pre-service teachers generally express confidence in applying CRP, shaped by the nation's cultural diversity, though further development is needed. In Bukidnon, pre-service teachers acknowledged the need to improve their design of culturally integrated lessons (Caingcoy et al., 2022). In-service teachers, however, demonstrate promising CRP engagement: cultural sensitivity in General Santos City (Garcia & Pantao, 2021), inclusive practices addressing language barriers in Marinduque (Semilla & Jalos, 2024), and localized teaching approaches in Luzon (Callaman, 2022; Mercado, 2021). These examples reflect both pre-service and in-service teachers' efforts to embed cultural identities into instruction.

In Davao del Sur and Davao City, challenges persist in managing culturally diverse classrooms, particularly with learners from varied ethnic and national backgrounds. This underscores the importance of equipping pre-service teachers with robust CRP training during internships. While many studies emphasize the role of cooperating teachers in preparing pre-service teachers, limited research examines their influence on newly hired high school teachers. Addressing this gap will provide insights into how cooperating teachers' support extends beyond pre-service training, informing school leaders and educators in strengthening CRP practices to meet students' diverse needs and improve learning outcomes.

This study is anchored on Vygotsky's Social Constructivism (1978) and Berger and Luckmann's Social Constructionist Theory (1966). Vygotsky emphasized that learning is a social process, with knowledge constructed through cultural and historical interactions. His concept of the Zone of Proximal Development (ZPD) highlights the role of scaffolding provided by more knowledgeable others, enabling learners to perform tasks beyond their independent capabilities. Applied to pre-service training, cooperating teachers serve as these "more knowledgeable others," mentoring pre-service teachers in cultural awareness, inclusive curriculum design, communication skills, and professional growth. Such mentorship, grounded in authentic classroom contexts, builds confidence and equips pre-service teachers to address the challenges of teaching diverse learners (Vygotsky, 1978). Berger and Luckmann's Social Constructionist Theory (1966) complements this perspective by stressing that knowledge and norms are socially constructed rather than fixed. In teacher education, this means that cooperating teachers and pre-service teachers co-construct professional identities and teaching practices through mentorship and interaction. This collaboration fosters inclusive approaches and ensures that pre-service teachers are prepared to respond effectively to cultural diversity in classrooms.

Methodology

Research Design

The study employed a descriptive-correlational research design using a quantitative research approach. A descriptive design aims to describe the characteristics, patterns, or distributions of variables without manipulating them and is used to measure and quantify the distribution of certain variables (Aggarwal & Ranganathan, 2019). Meanwhile, Curtis et. al. (2016) define correlational research as a non-experimental design used to examine the relationship between two or more variables without manipulating them. They emphasize that correlational studies determine whether variables are related and assess the direction and strength of their association, but do not establish cause-and-effect. In this study, the descriptive component was employed to determine the level of support provided by cooperating teachers and the extent to which newly hired high school teachers implemented culturally responsive pedagogy (CRP). The correlational component, analyzed using regression, was employed to examine the predictive relationship between support from cooperating teachers and CRP implementation among newly hired high school teachers.

Participants and Sampling Technique

The respondents in this study were selected according to the study's inclusion and exclusion criteria. For the inclusion criteria, respondents were newly hired high school teachers in both public and private high schools in Digos City, Davao del Sur, and Davao City, Region XI. Teachers currently in their first year of teaching in private schools, as well as those newly hired in public schools without prior teaching experience in private institutions and who received mentorship from cooperating teachers during their pre-service training, were included. Second, teachers must teach classes with students from at least five (5) different tribal groups, including foreign nationals. Additionally, the study focused on teachers who were willing to participate in the survey and provided insights into their experiences with cooperating teachers and culturally responsive pedagogy. These respondents were the most appropriate because their relatively recent transition from pre-service to in-service teaching allows for a clear assessment of the impact of cooperating teachers' support on their current practices. Their direct experience with a diverse student population also provided valuable insights into the effectiveness of culturally responsive pedagogy.

The study excluded high school teachers with more than 1 year of teaching experience. Teachers working in schools outside Digos City, Davao del Sur, and Davao City, or in schools without a culturally diverse student population, were also excluded. Furthermore, teachers who did not have at least five (5) identified different tribal groups, including foreign nationals in the classes they handled, and those who were unwilling to participate in the survey were not included in the study. This study employed a purposive sampling technique to select high school teachers who met the specified inclusion criteria. This enabled the researcher to select participants deliberately according to specific study criteria (Patton, 2002). The requirements included teachers who were newly hired in private or public schools, had no prior teaching experience in private institutions with a culturally diverse environment, and were teaching a class with a minimum of five (5) different tribal groups. The researcher employed this method to minimize bias and ensure that the sample was representative of the entire population of newly hired high school teachers in culturally diverse schools in Digos City, Davao del Sur, including Davao City, Region XI. Moreover, the researcher secured at least 100 respondents, in accordance with the recommendations of Yıldırım and Şimşek (2006), Baykul (1999), and Ross (2004), as cited in Delice (2010), who indicated that a sample size of 30 to 500 is typical for parametric tests.

Research Instrument

This study used a researcher-developed survey questionnaire administered to high school teachers in Digos City, Davao del Sur, and Davao City. A survey questionnaire was used for data collection; in particular, it included a series of statements that could be answered using a Likert scale. These were particularly useful for collecting large amounts of data in a relatively short period (Smith, 2023). The respondents rated each statement using the five (5)-point Likert scale based on their level of agreement with it, ranging from one (1), which corresponds to Strongly Disagree (SD), to five (5), corresponding to Strongly Agree (SA).

The survey instrument used was a researcher-developed questionnaire comprising three (3) parts. The first part covered the vital information such as the socio-demographic profile of the respondents, which indicated their name, sex, civil status, age, race or ethnicity, bachelor's degree, year graduated in bachelor's degree, number of years in teaching, number of years teaching in culturally diverse learners, current grade level assignment and current role assignment/subject area. This was employed to verify whether the respondents met the researcher-defined inclusion criteria.

The second part comprised the statements for the independent variable under study. It consisted of twenty-five (25) items, with five (5) statements under each indicator, assessing high school teachers' experiences of cooperating teachers' support during pre-service training. The respondents were asked to rate each statement using a 5-point Likert scale, ranging from 1 (Strongly Disagree [SD]) to 5 (Strongly Agree [SA]).

The third part comprised the statements for the dependent variable under study. It consisted of twenty-five (25) items with five (5) statements under each of the indicators for the implementation of culturally responsive pedagogy of high school teachers. The respondents were also asked to rate each statement using a five-point Likert scale based on their level of agreement with each item, ranging from one (1), which corresponded to Strongly Disagree (SD), to five (5), corresponding to Strongly Agree (SA).

The survey instrument was evaluated and validated by three (3) experts in the field of Education before it was

administered to forty (40) newly hired high school teachers who met the criteria for pilot testing and for the full conduct of the study. Results revealed an overall mean score of 4.39, interpreted as Excellent for clarity of language, organization of topics, suitability of items, adequacy of purpose, attainment of purpose, and objectivity. After minor corrections to the terminology, the instrument was finalized.

The survey questionnaires were distributed to forty (40) respondents who met the research criteria. Because the aim was to obtain respondents' initial perceptions for pilot testing, a convenience sampling technique was used. The data were processed and analyzed using Cronbach's Alpha to assess reliability and internal consistency. The reliability statistics showed that Cronbach's Alpha was above 0.70 for all items, indicating acceptable internal consistency.

Data Gathering Procedure

The researcher first secured an approved endorsement letter from the Dean of the Graduate School of Cor Jesu College detailing the study's purpose, scope, and ethical considerations. The research instrument was then submitted to three education experts for validation, while requirements were simultaneously filed with the Research Ethics Committee, resulting in ethical clearance. A formal request to conduct the pilot test and main study was submitted to the Division Offices of Digos City, Davao del Sur, and Davao City. After the pilot test, the instrument's reliability was assessed by a statistician. Approval was subsequently obtained from school administrators, and respondents were purposively selected from qualified high school teachers. Participants were oriented, provided with informed consent, and given the option to respond either in person or via a Google Form, thereby ensuring ethical compliance. Collected data were retrieved, tabulated, and analyzed with the assistance of a statistician. Finally, the findings were shared with the respondents for validation and disseminated through a school or division research forum, with printed copies submitted to the respective Division offices.

Data Analysis Procedure

To systematically interpret and analyze the data collected in this study, both descriptive and inferential statistics were utilized. The analysis of the hypothesis was based on a 0.05 level of significance, and the statistical tools were elaborated as follows:

Mean Scores. This statistical measure, often referred to as the mean, is a fundamental statistic that represents the central tendency of a dataset. The mean provides a simple yet powerful way to summarize data with a single value, which can be particularly useful for comparing different datasets or understanding the general trend within a dataset (Brown & Taylor, 2022). In this study, this statistical tool was used to assess the level of support from cooperating teachers and the extent of CRP implementation among newly hired high school teachers. Specifically, it addressed research problems 1 and 2.

Ordinal Regression Analysis. It is a statistical technique used to interpret data by accounting for the order of categories, thereby supporting the analysis of patterns and causal relationships (Wang et al., 2025). It makes several assumptions, including linearity, homoscedasticity, multivariate normality, independence of errors, and absence of multicollinearity. It is a powerful tool for modeling complex relationships and making inferences about the effects of multiple predictors on a response variable. In this study, the researcher employed ordinal regression analysis using SPSS software to determine if any of the five (5) indicators of cooperating teachers' support had a significant influence on the implementation of culturally responsive pedagogy among newly-hired high school teachers in their respective classroom instruction, and to answer statement of the problem number 3. Before conducting regression analysis, several statistical assumptions and diagnostic tests were performed to ensure the validity of the results. The assumption of proportional odds (parallel lines test) was assessed to verify that the relationship between independent variables and the log-odds of the dependent variable was consistent across response categories. A non-significant result ($p > 0.05$) indicated that the assumption was met.

Multicollinearity Diagnostics. These were also performed to ensure that the independent variables were not excessively correlated. This was tested using the Variance Inflation Factor (VIF) and Tolerance values. A VIF value below 5.0 and a Tolerance value above 0.20 were considered acceptable thresholds, indicating no serious multicollinearity among predictors (Hair et al., 2019). These checks ensured that each independent variable contributed uniquely to CRP prediction and that redundant predictors were minimized.

Ethical Considerations

This study regarded ethical considerations as paramount in research to ensure study integrity and the protection of respondents. Ethical clearance was obtained from the Review and Ethics Committee, and permission was obtained from the Division offices in Digos City, Davao del Sur, and Davao City, as well as from the School Administration or Principal. The researcher observed the following ethical considerations.

Anonymity. This ensures that participants' identities are not revealed during or after the study (Beskow, 2023). In this study, no personal identifiable information was collected, and responses were anonymized to ensure that individual participants could not be identified from the collected data.

Confidentiality. This refers to the protection of participants' personal information, ensuring that data are not disclosed to unauthorized individuals (CIOMS, 2023). In this study, confidentiality was maintained by storing all collected data, with access limited solely to the researcher to protect participants' identities and personal details.

Informed Consent. This is essential in ensuring that participants understand the study's purpose, procedures, potential risks, and benefits, enabling them to make an informed decision about participation (Resnik, 2023). In this study, respondents were fully informed about the nature of the research and its objectives, and their participation was entirely voluntary. They were also made aware of their right to withdraw from the study at any time without penalty.

Results and Discussion

The Level of Cooperating Teachers' Support Experienced by the Newly-hired High School Teachers during Pre-Service Training

Pre-service support of cooperating teachers plays an invaluable role in the culturally responsive pedagogy of the new high school teachers. Measuring the extent to which newly hired high school teachers received pre-service support from their cooperating teachers provides insights into how to develop confidence and competence in implementing these practices in the classroom. Table 1 presents the respondents' levels of Cooperating Teachers' support during their pre-service training in the Divisions of Digos City, Davao del Sur, and Davao City.

Table 1. *Level of Cooperating Teachers' Support Experienced by the Newly-Hired High School Teachers during Pre-service Training*

Indicator	Mean Score	Descriptive Rating	Interpretation
Enhancing Cultural Awareness	4.40	Strongly Agree	The pre-service support for enhancing cultural awareness is excellent in recognizing and understanding cultural diversity, addressing related issues, and recognizing its impact on learning.
Guidance on Culturally Responsive Curriculum	4.26	Strongly Agree	The pre-service support, in terms of guidance on culturally responsive curriculum, is excellent in selecting, integrating, creating, and modeling the use of inclusive learning materials, as well as in being inclusive of students.
Fostering Inclusive Classroom Practices	4.31	Strongly Agree	The pre-service support in fostering inclusive classroom practices is excellent in creating, providing, and demonstrating respect for and value of students' cultural differences, fostering collaboration, and addressing cultural insensitivity in the classroom.
Communication & Relationship-Building Skills	4.31	Strongly Agree	The pre-service support in communication and relationship-building skills is excellent, particularly in advising, demonstrating, encouraging, providing feedback, and using culturally appropriate techniques with diverse students.
Professional Growth in Culturally Responsive Pedagogy	4.31	Strongly Agree	The pre-service support for professional growth in culturally responsive pedagogy is excellent, as it encourages, recommends, shares, helps, and provides means to improve and develop as a culturally responsive teacher.
Column Mean	**4.32**	**Strongly Agree**	**The pre-service support from cooperating teachers is excellent in enhancing cultural awareness, providing guidance on a culturally responsive curriculum, fostering inclusive classroom practices, developing communication and relationship-building skills, and supporting professional growth in culturally responsive pedagogy.**

Results in Table 1 show that newly hired high school teachers reported an excellent level of pre-service support from cooperating teachers (overall mean = 4.32; Strongly Agree). Among the indicators, Enhancing Cultural

Awareness ranked highest (M = 4.40), underscoring the critical role of cooperating teachers in helping pre-service teachers recognize cultural diversity, address biases, and apply culturally aware practices in the classroom. This finding aligns with Gay (2018, 2021), Hammond (2014), and Ulbricht et al. (2024), who emphasized that cultural awareness underpins culturally responsive pedagogy (CRP).

Although slightly lower, Guidance on Culturally Responsive Curriculum (M = 4.26) still indicates strong support, reflecting cooperating teachers' efforts to model the use of inclusive instructional materials and culturally relevant lesson planning. This suggests that while pre-service teachers are well prepared to use inclusive resources, sustained mentorship is needed to deepen further CRP's integration into the curriculum (Banville, 2002; Hoffman et al., 2015; Matsko et al., 2020). Overall, the consistently high ratings across all dimensions indicate that cooperating teachers provided not only instructional but also transformational mentorship. Such support has prepared newly-hired teachers to enter the profession with cultural awareness, inclusive practices, and strong relational skills—qualities essential for fostering equitable and empowering learning environments (Brown & Lee, 2023; Nguyen et al., 2023; Smith & Johnson, 2022).

The Level of Culturally Responsive Pedagogy of the Newly-Hired High School Teachers

Table 2 presents the level of implementation of culturally responsive pedagogy among newly hired high school teachers. Additionally, it presents the corresponding interpretation of the average for each indicator.

Table 2. *Results and Interpretation on the Level of Implementation of Culturally Responsive Pedagogy of the Newly-Hired High School Teachers*

Indicator	Mean Score	Descriptive Rating	Interpretation
Awareness of Cultural Diversity	4.58	Strongly Agree	Newly hired teachers demonstrate a very high level of culturally responsive pedagogy, evidenced by their awareness of cultural diversity, including understanding, learning, and recognizing cultural differences and their influence on learning.
Implementation of Culturally Responsive Curriculum	4.46	Strongly Agree	Newly hired teachers demonstrate a very high level of culturally responsive pedagogy, including diverse perspectives, adaptation of strategies and resources, integration of examples, and encouragement of students to share their cultural backgrounds.
Building Inclusive Classroom Environments	4.60	Strongly Agree	Newly hired teachers demonstrate a very high level of culturally responsive pedagogy in building inclusive classroom environments by creating, promoting, providing, and encouraging respect for, and open discussion of, cultural differences, and by intervening in discriminatory behaviors.
Communication & Relationship Building	4.55	Strongly Agree	Newly hired teachers demonstrate a very high level of culturally responsive pedagogy in communication and relationship-building, fostering positive relationships, encouraging the expression of ideas, and seeking student feedback regardless of cultural differences.
Professional Growth in Culturally Responsive Pedagogy	4.35	Strongly Agree	Newly hired teachers demonstrate a very high level of professional growth in culturally responsive pedagogy by participating in professional development sessions, reflecting on their practice, seeking feedback, researching new methods, and regularly updating their culturally responsive teaching practices.
Column Mean	**4.51**	**Strongly Agree**	**Newly hired teachers demonstrate a very high level of culturally responsive pedagogy, including awareness of cultural diversity, implementation of a culturally responsive curriculum, building inclusive classroom environments, communication and relationship-building, and professional growth in culturally responsive pedagogy.**

As shown in Table 2, newly-hired high school teachers demonstrate a very high level of culturally responsive pedagogy (overall mean = 4.51). The highest-rated indicator was Building Inclusive Classroom Environments (M = 4.60), indicating that teachers excel at creating respectful, collaborative spaces in which cultural diversity is valued. This finding is consistent with Ilaltdinova et al. (2022) and Ismailos et al. (2022), who stress that inclusive environments are essential for equity and engagement in diverse classrooms. On the other hand, Professional Growth in CRP received the lowest mean score (M = 4.35), although it remained within the "Strongly Agree" range. This indicates that although newly hired teachers are eager to pursue continuous learning, opportunities for sustained professional development in CRP may not be as readily accessible once they enter the field. This gap highlights the importance of providing structured, ongoing mentorship and training, as emphasized by

Khasawneh (2023), Comstock et al. (2023), and Ladson-Billings (2023). Overall, these findings indicate that newly hired teachers not only integrate CRP strategies into their practice but also demonstrate a strong commitment to inclusivity, equity, and cultural competence. This supports the argument that preparing pre-service teachers in CRP has long-term benefits for effective classroom implementation and student success (Gay, 2021; Sleeter, 2022; Souto-Manning, 2021).

Influence of Pre-service Support of Cooperating Teachers Towards Culturally Responsive Pedagogy of the Newly-Hired High School Teachers

The primary purpose of the study was to determine the influence of cooperating teachers' pre-service support on the culturally responsive pedagogy of newly hired high school teachers. To answer the research question, data were collected and analyzed using Ordinal Regression, as presented in Table 3. The analysis includes key statistical indicators, such as Model Fitting Information, Goodness of Fit, Pseudo R-Square (McFadden), and Test of Parallel Lines to assess the model's adequacy. Additionally, the odds ratios indicate the likelihood of greater implementation of culturally responsive pedagogy across varying levels of support during pre-service training.

Table 3. *Results of the Ordinal Regression Analysis*

Model Fitting Information	Goodness of Fit	Pseudo R-Square (McFadden)	Test of Parallel Lines	Odds Ratio
.000	.731	.350	.603	2.0 = .00865
	.603			4.0 = .09996
				5.0 = 0a

Results reveal that Model Fitting Information indicates a Sig. A value of 0.000 indicates a significant improvement in fit relative to the null model; hence, the model shows good fit. In addition, the Goodness-of-Fit statistic suggests a good fit, as the p-values for Pearson and Deviance are both greater than 0.05, indicating that the model adequately fits the data ($p>0.05$). This is further supported by the McFadden Pseudo R-Square (0.350), suggesting a 35.0% improvement in predicting the outcome from the predictor variable, pre-service support of cooperating teachers, relative to the null hypothesis.

Table 4. *Parameter Estimates Table*

		Estimate	OR Expo ()	Std. Error	Wald	Df	Sig.
Lower Bound	Upper Bound						
Threshold	[CRP = 3.00]	-6.997		1.229	32.434	1	0
	[CRP = 4.00]	-2.502		0.465	28.916	1	0
Location	[CTS=2.00]	-4.75	0.008651695	1.933	6.037	1	0.014
	[CTS=3.00]	-5.341	0.004791077	1.231	18.82	1	0
	[CTS=4.00]	-2.303	0.099958518	0.632	13.293	1	0
	[CTS=5.00]	0[a]				0	

Parameter estimates indicate that higher levels of cooperating teacher support (CTS) are associated with a significantly greater likelihood of implementing CRP. Odds ratios suggest that teachers with high to very high CTS were substantially more likely to report higher CRP than those with lower CTS (e.g., OR = 0.09996 at CTS = 4.0 vs. OR = 0.00865 at CTS = 2.0). This demonstrates a clear positive association between cooperating teachers' pre-service support and culturally responsive classroom practices. These findings affirm that cooperating teachers' mentorship is a significant predictor of CRP implementation, underscoring the impact of scaffolding and guided support in shaping new teachers' cultural awareness, curriculum inclusivity, and relationship-building skills. This aligns with prior studies (Comstock et al., 2023; Gay, 2021; Nguyen et al., 2023; Smith & Johnson, 2022), emphasizing that structured mentoring enhances pre-service teachers' competence in CRP.

Moreover, the results provide empirical support for Vygotsky's Social Constructivism (1978), as cooperating teachers function as "more knowledgeable others" who scaffold pre-service teachers within the Zone of Proximal Development. Likewise, Berger and Luckmann's Social Constructionist Theory (1966) is substantiated by showing how professional identities and CRP practices are socially co-constructed through sustained mentor-mentee interactions. Overall, the ordinal regression results confirm that higher levels of cooperating teacher support strongly and positively influence the culturally responsive pedagogy of newly hired high school teachers, thereby validating both the theoretical framework and the existing literature on effective mentorship in teacher education.

Conclusion

The findings of this study reveal that cooperating teachers' pre-service support plays a crucial and enduring role

in shaping the culturally responsive pedagogy (CRP) of newly hired high school teachers. Pre-service teachers reported excellent levels of support, particularly in enhancing cultural awareness, which emerged as the strongest area of mentorship. Upon entering the teaching profession, these newly hired teachers demonstrated a very high level of CRP implementation, most evident in their ability to foster inclusive and culturally respectful classroom environments. The results further confirm that strong pre-service mentorship significantly influences teachers' CRP practices, especially when cooperating teachers model cultural awareness, inclusive instructional strategies, and effective communication. The study's contribution lies in showing that this influence extends beyond pre-service training and continues to shape teachers' real-world classroom practices. These findings underscore the need for the Department of Education, curriculum designers, school administrators, and cooperating teachers to strengthen culturally responsive mentoring systems, ensure sustained professional development, and more deeply integrate CRP into teacher preparation programs. Moreover, newly hired teachers are encouraged to pursue ongoing professional development in CRP, while students benefit from and contribute to culturally inclusive learning environments. Future researchers are encouraged to employ advanced analytical methods, such as structural equation modeling, to examine the complex pathways linking pre-service mentorship to CRP implementation.

Contributions of Authors

Author 1: conceptualization, data gathering, data analysis
Author 2: advising, guiding, mentoring

Funding

No funding agency to mention.

Conflict of Interests

There is no conflict of interest.

Acknowledgment

First and foremost, the researcher offers heartfelt praise and thanksgiving to the Almighty Father in Heaven, the ultimate source of wisdom, strength, and provision. It is through divine grace and guidance that this thesis has come to completion. To Him alone be all glory and honor.

Special appreciation is given to the research adviser, the evaluation committee, and the statistician for their insightful comments and valuable recommendations, which significantly enhanced the quality of this work. Finally, acknowledgement is given to the relevant division offices, school administrators, and participating teachers for allowing the study to be conducted in their institutions. Their cooperation and willingness to participate extensively contributed to the success of this research.

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