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From Mentoring to Commitment: Examining the Roles of Workload and Grit Among Pre-service Teachers

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Abstract

Teacher attrition continues to threaten educational quality, with professional commitment emerging as a key determinant of teacher retention. This study examined how cooperating teacher (CT) effectiveness predicts pre-service teachers' (PTs') teaching commitment and how this relationship is moderated by workload and grit. Through the lens of Social Learning Theory, Self-Determination Theory and the Job Demands–Resources model, the study proposed that high-quality mentoring enhances teaching commitment, but that excessive workload may diminish and grit may strengthen, this effect. A sequential explanatory mixed-methods design was employed to empirically test the claim. Quantitative data were collected from 205 PTs enrolled in internship programs across central Palawan, Philippines, using validated measures of CT effectiveness, teaching commitment, workload, grit and teaching self-efficacy. Hierarchical moderated regression analyses revealed that CT effectiveness significantly predicted PT teaching commitment, with work overload attenuating and grit amplifying this relationship. Qualitative follow-up using extreme case sampling reinforced these findings: supportive CTs nurtures teaching commitment, but these benefits were undermined under excessive workload and sustained through high grit. Integration of both phases yielded meta-inferences that effective mentoring alone may not be sufficient without manageable demands and resilient dispositions. The findings emphasized the necessity of designing internship pre-deployment programs and environments that promote resilience, balance task load and enhance mentor preparation.

Keywords: Internship, Mentorship, Moderation, Resilience, Teacher.

Introduction

Teacher attrition remains a critical issue in the Philippine education system (1-3), driven by organizational and psychological factors such as low salaries, poor working conditions and heavy workloads (4, 5). This dissatisfaction ultimately compromises educational quality (6). Notably, this vulnerability extends to pre-service teachers (PTs), who often exhibit fluctuating professional commitment early in their careers (7, 8) due to emotional fatigue, eroding self-efficacy and the gap between idealistic expectations and internship realities (9-11). Consequently, early teaching experiences are critical predictors of long-term retention (12).

During these internships, cooperating teachers (CTs) serve as vital mentors and role models who shape PTs' professional trajectories. Meaningful and holistic CT mentorship strengthens PTs' teaching identity, reinforces occupational commitment and nurtures a sense of vocational calling (13-15). However, CT influence is contingent upon individual and contextual moderators; specifically, workload intensity and personal grit can significantly amplify or attenuate these mentorship effects (16-20). We contend that under conditions of severe work overload and low psychological resilience (grit), even high-quality mentoring may fail to sustain professional commitment.

To address a critical gap in the literature, particularly among Filipino PTs, this study examines an unexplored integrative model. Specifically, it investigates: (a) the predictive role of CT effectiveness on PTs' teaching commitment; (b) the moderating effect of work overload; and (c) the buffering role of grit. By clarifying how mentoring quality, workload and resilience interact, this research aims to inform the design of evidence-basedinterventions in teacher preparation programs.

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Influence of CTs' Effectiveness on PTs' Teaching Commitment

CT effectiveness, operationally defined as the overall quality of instructional guidance, emotional support and professional role modeling, significantly influences PTs' acquisition of practical skills, self-efficacy and socialization into the profession (21, 22). This dynamic is grounded in Bandura's Social Learning Theory (SLT), which posits that PTs learn through observation, imitation and reinforcement within social contexts (23). SLT's principle of reciprocal determinism further highlights how teaching attitudes are shaped by the continuous interplay between PTs' personal traits, CT interactions and the school environment.

Additionally, Self-Determination Theory explains how CTs enhance PTs' intrinsic motivation and professional commitment by fulfilling fundamental psychological needs: competence, autonomy and relatedness (24). Conversely, a lack of such support can leave PTs feeling disengaged, unconfident and uncertain about their career trajectories (25). Based on these theoretical foundations, we propose the following:

Hypothesis 1: CT's effectiveness will positively predict PT's teaching commitment

Moderating Effects of Work Overload

Work overload, characterized by extended teaching hours and burdensome non-instructional duties, is a persistent challenge for Filipino teachers (26, 27) and a well-documented driver of emotional exhaustion and burnout (28, 29). Crucially, these unmitigated job demands directly induce stress and increase intentions to leave the profession (30). This process is explained by the Job Demands-Resources (JD-R) model, which posits that sustained exposure to high job demands without adequate resources leads to psychological depletion and emotional disengagement (31, 32).

While teachers may utilize coping strategies like time management, these "secondary control" mechanisms fail to address systemic stressors and merely prolong exposure. Consequently, chronic overload is likely to diminish the benefits of even the most effective mentoring relationships (33). We argue that when PTs are cognitively and emotionally depleted, their capacity to internalize guidance, apply new pedagogical skills and sustain enthusiasm is severely compromised. Therefore, we hypothesize:

Hypothesis 2: Higher work overload will attenuate the relationship between CT's effectiveness and PT's teaching commitment.

Moderating Effects of Grit

Grit, defined as sustained perseverance and passion for long-term goals, is a key dispositional trait predicting academic and professional success (34). Its two core components, perseverance of effort and consistency of interest, foster resilience, self-regulation and long-term goal alignment, thereby reducing the likelihood of career shifts (35).

Viewed through the lenses of Self-Determination Theory (SDT) and Achievement Goal Theory (36), grit fundamentally enhances motivation. Gritty individuals typically adopt mastery-approach goals, engaging in tasks for their inherent value (37) and fulfilling the psychological needs for competence and autonomy outlined in SDT.

Given the stress and uncertainty inherent in teaching internships, grit is anticipated to play a crucial moderating role. Highly gritty PTs are better equipped to persist through setbacks, allowing them to remain engaged and more fully internalize the benefits of effective CT mentoring. This sustained engagement ultimately solidifies their professional dedication. Therefore, we hypothesize:

Hypothesis 3: Higher grit levels will strengthen the relationship between CT effectiveness and PT teaching commitment.

Controlling for the Effects of Teaching Self-Efficacy, Sex and Family Income

To establish the model's precision and internal validity, teaching self-efficacy, sex and family income were included as control variables. Teaching self-efficacy, an individual's belief in their teaching capacity, is a critical predictor of performance, persistence and motivation (38, 39). Rooted in Bandura's theory (40), high self-efficacy correlates with improved instructional quality, well-being and professional engagement (41). Because it heavily impacts motivational orientation and resilience, controlling for self-efficacy is essential to isolate the unique effects of CT effectiveness, workload and grit on PT commitment.

Sex and family income were also controlled due to their potential to confound PT outcomes. Recent

literature suggests that male teachers exhibiting lower commitment are more likely to leave the profession (42-44), highlighting the need to account for gender-related variations in stress responses and mentor-mentee dynamics. Furthermore, family income, a proxy for socioeconomic status, significantly influences academic performance (45). Financial hardships may force PTs to divide their attention across jobs or struggle with basic needs, directly undermining their ability to maximize CT support or sustain professional commitment. Ultimately, including these covariates allows for a more accurate estimation of the primary constructs' unique predictive and moderating effects.

Methodology

Research Design

This study utilized a sequential explanatory mixed-methods design, which involved collecting and analyzing quantitative data in the initial phase, followed by a qualitative phase aimed at elaborating on and contextualizing the preliminary findings (46). This design allows the quantitative phase to identify broad patterns and the subsequent qualitative phase to explore those patterns in depth and provide contextualized understanding of PTs' lived experiences.

During the quantitative phase, participants completed a structured survey designed to capture patterns, relationships and initial insights related to the phenomenon under investigation. The results from this phase helped us understand the patterns and informed the subsequent qualitative inquiry. This included the development of interview protocols intended to explore areas of interest further, clarify findings and gather the perspectives of selected participants as shown in Figure 1.

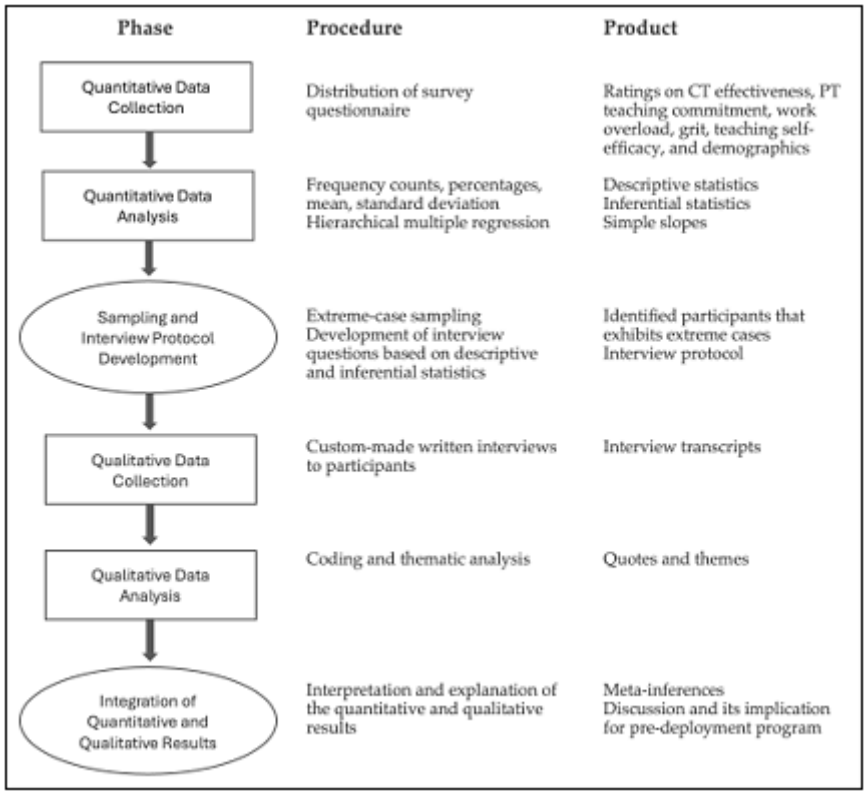

Figure 1: Visual Model for the Sequential Mixed Methods Procedure

Integration between the quantitative and qualitative approaches occurred at multiple levels (47). At the design level, the sequential explanatory approach facilitated integration by using the quantitative findings to guide the qualitative phase, enhancing explanatory depth. At the methodological level, integration was achieved through strategic "connecting," where qualitative participants were selected based on quantitative results and "building," as the quantitative data directly informed the creation of interview protocols. Finally, at the interpretation and reporting level, "merging" occurred through

synthesizing findings from both phases, ultimately leading to the generation of meta-inferences.

Quantitative Phase

The study population consisted of PTs residing in central Palawan, Philippines. The sample for this study was composed of 205 final-year PTs who were undergoing internships. While probability sampling is widely recognized as the gold standard for generalizability, it presented significant logistical challenges for this specific study due to the dispersed deployment of PTs across various internship sites in central Palawan. Furthermore, the demanding and conflicting internship schedules of the PTs made random selection and mandatory participation highly disruptive. Therefore, a non-probability sampling method, specifically voluntary (convenience) sampling, was employed to ensure adequate and practical access to the respondents (48).

The effectiveness of CTs in mentoring was measured using the 12-item Mentorship Effectiveness Scale (49). Since this scale was originally designed for nursing students, it was minimally modified to fit the context of the present study. For example, item 11's original statement, "My mentor suggested appropriate resources (e.g., experts, electronic contacts, source materials)," was reworded to "My CT suggested appropriate resources (e.g., teaching-aid software, source materials)." The PTs were asked to rate each item on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The scales for measuring PTs' commitment to teaching and teaching self-efficacy were adopted from literature (50). Their commitment to teaching was assessed with statements like, "This job gives me professional satisfaction," while teaching self-efficacy was evaluated using items such as, "How well can you explain difficult concepts so that your students can understand?" Both constructs were rated on a five-point Likert scale: 1 (Strongly Disagree) to 5 (Strongly Agree) for teaching commitment and 1 (Not Well at All) to 5 (Very Well) for teaching self-efficacy. The perceived work overload of the PTs was measured using the Role Overload scale (51, 52). This scale is composed of three items (e.g., "I never seem to have enough time to get everything done") and is rated on a seven-point Likert scale (1 = Strongly Disagree to 7 = Strongly Agree). Grit was assessed using the 10-item Triarchic Model of Grit Scale (53). This scale evaluates three dimensions of grit: consistency of interest (e.g., "I often set a goal but later choose to pursue a different one"), perseverance of effort (e.g., "I finish whatever I begin") and adaptability to situations (e.g., "Changes in life motivate me to work harder"). Each item is rated on a 5-point Likert scale, from 1 (Not Like Me at All) to 5 (Very Much Like Me). On the current study, McDonald's omega was computed to determine the internal consistency reliability of the instruments, as it allows for unequal item loadings; results indicated that the scales for CT effectiveness (ω=0.98), PT teaching commitment (ω=0.69), work overload (ω=0.68), grit (ω=0.71) and teaching self-efficacy (ω=0.90) met the acceptable reliability threshold $\omega \geq 0.60$ (54).

Before distributing the electronic questionnaires (using Qualtrics), necessary permissions were secured from the college dean and other university officials. The researcher requested assistance from program chairs to distribute the survey link to their respective PTs. Informed consent was attached to the survey, clearly explaining participants' rights, benefits and data privacy. To achieve a higher response rate, data collection ran for at least one week to allow sufficient time for respondents to complete the survey. All data collected via Qualtrics was stored securely in a password-protected account, with access restricted solely to the lead researcher. To protect participant confidentiality, all responses were anonymized immediately upon collection, ensuring that individual responses cannot be traced back to any participant.

Following the conclusion of the data collection phase, the dataset was reviewed for completeness and accuracy before proceeding to statistical analysis. The characteristics of the samples were described using frequencies, percentages, means (M) and standard deviations (SD), as well as Pearson's r. Additionally, a series of moderated regression analyses was conducted to determine the main effects of the predictors and the interaction effects of the moderators (55). Before performing the analyses, the assumptions for regression analysis were checked and mean centering was applied to reduce multicollinearity. All hypotheses were tested at a 95% confidence level. Figure 2 illustrates the conceptual framework of the quantitative phase of this research.

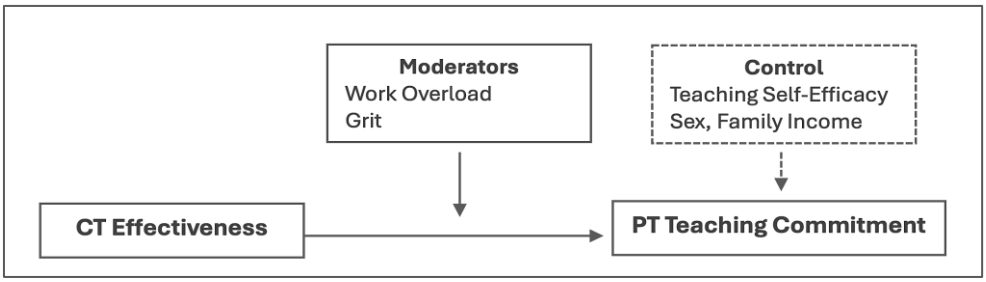

Figure 2: Conceptual Framework of the Quantitative Phase

Qualitative Phase

In selecting participants for the qualitative phase of our study, we implemented an extreme case sampling strategy. This approach is designed to concentrate on individuals whose responses in the quantitative phase demonstrated the most significant patterns. Specifically, we focused on those who reported either high or low levels of CT effectiveness, work overload, grit and teaching commitment, as indicated in Table 1. This method was selected because individuals at the extremes of the distribution often provide more insightful and detailed perspectives than those in the mid-range. Such information facilitated a comparative analysis of participants' commitment across varying conditions (56). To operationalize the terms "high" and "low," we categorized responses based on the upper tertile (top 33%) for high levels and the lower tertile (bottom 33%) for low levels in the dimensions of CT effectiveness, work overload, grit and teaching commitment. We sent invitations to the target top 33% and bottom 33% and eight of them voluntarily participated in the follow-up written interview. Although this sample size may appear small by quantitative standards, it is highly appropriate for an extreme case design, which prioritizes the profound depth of qualitative inquiry over statistical breadth. Furthermore, this number of participants provided analytic sufficiency; data collection and analysis continued until conceptual saturation was achieved, meaning no new substantive themes emerged from the respondents.

The interview guide is structured in four phases: introductory, specifying, direct and probing questions (57). This format allows for a systematic progression from broad contextualization to in-depth exploration of the mechanisms connecting perceived CT's effectiveness, workload and grit to PT's teaching commitment, as shown in Table 1.

Table 1: Characteristics of Participants for Qualitative Phase

Participants	CT's Effectiveness	Teaching Commitment	Work Overload	Grit
PT1	High	High	Low	High
PT2	High	High	Low	-
PT3	Low	Low	Low	-
PT4	Low	Low	Low	High
PT5	High	High	Low	High
PT6	Low	Low	-	High
PT7	Low	Low	Low	-
PT8	High	High	Low	High

The "introductory" questions are intentionally tied to each participant's quantitative scores, such as high or low levels of PT teaching commitment and CT effectiveness. This approach aligns with explanatory sequential design principles; we ensured that the qualitative phase addresses and explains the observed statistical patterns directly. Next, the "specifying" questions prompt participants to share detailed narratives about critical incidents or a typical day in their lives. The "direct" questions focus on participants perceived emotional and behavioral mechanisms, while the "probing" questions aim to clarify, elaborate and explore emerging themes. Exact interview questions and rationales were presented in Supplementary Tables attached on appendices.

Written interview questions were distributed through a digital platform and the respondents were given a whole week to complete the written interview. This method permits respondents to engage in reflective writing at their own pace, which can yield more in-depth and candid articulations, particularly when addressing personal or sensitive topics. The removal of an

interviewer's immediate presence also minimizes social desirability pressures and gives participants full control over disclosure (58). Furthermore, the written format transcends geographical and scheduling constraints, which can facilitate contributions from widely dispersed individuals. Admittedly, the inability to pursue impromptu follow-up questions and the loss of nonverbal information are limitations; however, these are counterbalanced by the clarity and permanence of text-based narratives, which preserve the authors' authentic voices and obviate the need for transcription.

The written responses from PTs were analyzed using Braun and Clarke's six-phase thematic analysis (59). First, the researcher immersed themselves in the data by repeatedly reading the transcripts to familiarize themselves with the material and identify emerging meanings. In the second phase, initial labels were assigned through in vivo coding to capture participants' exact wording. The third phase involved grouping these codes into potential themes by collecting related ideas and identifying common patterns. In phase four, the themes were checked and adjusted to ensure they accurately reflected both the coded excerpts and the larger data set. During the fifth phase, each theme was clearly named and described to represent PT' views on workload, grit and CT's effectiveness in relation to their teaching commitment. Finally, phase six involved writing a comprehensive analytic account that wove together the themes and selected quotations.

To ensure qualitative rigor, the researchers continuously reflected on their positionalities as teacher educators and deliberately bracketed personal biases to authentically capture the participants' voices. Additionally, peer debriefing with the researchers was utilized to validate the emerging thematic structure. Finally, a comprehensive audit trail, documenting raw data, coding decisions and reflexive memos, was maintained to establish the dependability of the findings.

Meta-inference

Quantitative and qualitative data were combined to generate meta-inferences that enhance our understanding of the research questions (60). During this integration phase, we utilized joint displays to present numerical and narrative findings side by side in a tabular format. The research team then engaged in several collaborative sessions to draft and refine these tables so that the resulting interpretations were consistent across data types and logically coherent.

Supplementary Materials

Supplementary Tables S1 to S14 for interview questions, complete assumption testing results, full model regression results and thematic analysis are provided on appendices section after the reference list.

Results

Quantitative Results

Generally, PTs expressed above average teaching commitment, CT effectiveness, work overload, grit and teaching self-efficacy, as shown in Table 2. The overall pattern of correlations reveals theoretically coherent associations consistent with the study's conceptual model. Teaching commitment exhibited a significant positive association with CT effectiveness, grit and self-efficacy. Meanwhile, we found no correlation between the work overload and teaching commitment.

Though the family income and sex were not significantly correlated to the teaching commitment, meaning their noise is minimal, they were still included as control variables in the succeeding models to account for any potential confounding effects and ensure that the observed relationships among the main variables are not biased by these demographic differences. Likewise, the nonsignificant correlation between work overload and teaching commitment does not necessarily preclude its role as a moderator; it should be noted that a significant bivariate relationship between moderator and dependent variable is not a prerequisite for moderation testing (61). Henceforth, the correlation matrix shows preliminary empirical support for the hypothesized relationships, which then warrants further examination through regression analyses presented in subsequent sections.

Prior to hypothesis testing using regression analysis, necessary assumptions for this analysis were tested for all final models. Kolmogorov-Smirnov test indicated that the residuals were normally distributed ($p>0.05$); Goldfeld-Quandt test suggested that the variances were equal ($p>0.05$); for multicollinearity, all Variance Inflation Factor (VIF) and Tolerance values were within the favorable ranges, i.e., VIF< 5; Tolerance

> 0.2; and Cook's Distance indicated that all values were below 1, which implies no single observation had a disproportionate influence on the regression model (62). The detailed results of the assumption checking are presented in Supplementary Tables S2 to S5; the complete tables for regression analysis for hypothesis testing 1 to 3 are presented in Supplementary Tables S6 to S13, only final models were presented on this paper.

Table 2: Descriptives and Zero-Order Correlation

Variable	Scale Limits	M(SD)	Correlation Coefficients Matrix						
			1	2	3	4	5	6	7
Teaching Commitment	1 – 5	4.00 (0.66)	1						
CT Effectiveness	1 – 7	6.04 (1.53)	0.52***	1					
Work Overload	1 – 7	4.36 (1.27)	-0.10	-0.13	1				
Grit	1 – 5	3.88 (0.46)	0.21**	0.06	-0.12	1			
Teaching Self-Efficacy	1 – 5	3.88 (0.62)	0.21**	0.09	0.02	0.32***	1		
Family Income	-	-	0.10	0.12	-0.03	0.09	0.10	1	
Sex	-	-	-0.03	0.02	0.03	0.00	0.04	0.05	1

Note: *p<0.05; **p<0.01; ***p<0.001; M Mean; SD Standard Deviation

Hypothesis Testing 1

To test Hypothesis 1, a two-step hierarchical regression was implemented. First, the control variables such as teaching self-efficacy, family income and sex were entered and then the predictor variable CT effectiveness was entered in the second step. The resulting final model is highly significant (F [4200]=22.01, p<0.001). Specifically, the model indicated that CT's effectiveness is a significant positive predictor of PT's teaching commitment even after controlling for the effects of PT's teaching self-efficacy, family income and sex (Table 3). Particularly, the positive unstandardized coefficient (b = 0.22) indicated that a one-unit increase on PT's CT effectiveness is associated with 0.22-unit increase with their teaching commitment; this is coupled with the fact that the overall model accounts for 31% of the variance in teaching commitment (R^2 = 0.31) which the immense practical value of quality mentorship. Thus, Hypothesis 1 is supported.

Table 3: Results of Final Regression Model for Hypothesis 1

Variable	b	SE	t	p	β	95% Confidence Interval	
						Lower	Upper
Teaching Self-Efficacy	0.18	0.06	2.78	0.006	0.17	0.05	0.28
Family Income	0.00	0.00	0.42	0.674	0.03	-0.09	0.14
Sex	-0.09	0.10	-0.92	0.361	-0.05	-0.17	0.06
CT Effectiveness	0.22	0.03	8.51	<0.001	0.51	0.39	0.62

Note: SE = standard error. β = standardized estimate. Sex: Female = 0, Male = 1.

Hypothesis Testing 2

To test Hypothesis 2, a three-step hierarchical regression was utilized. Control variables were entered in the first step; the CT effectiveness, together with the moderator perceived work overload, was entered in the second step; then, the interaction term (CT effectiveness*work overload) was entered in the third step. The resulting final model is highly significant (R^2=0.34, F[6, 198]=17.22, p<0.001). Moreover, the interaction term is also significant (Table 4); this suggests that work overload significantly moderates the influence of CT's effectiveness on PT's teaching commitment. Specifically, the unstandardized coefficient of interaction term (b = -0.05) indicates that for every one-unit increase in a PTs' perceived work overload, the positive impact of CT effectiveness on their teaching commitment decreases by 0.05 units. Furthermore, the simple slope analysis indicated that the influence of CT's effectiveness on PT's teaching commitments is stronger for PTs with lower levels of work overload, as shown in Figure 3. Henceforth, these support our Hypothesis 2.

Table 4: Results of Final Regression Model for Hypothesis 2

Variable	b	SE	t	p	β	95% Confidence Interval	
						Lower	Upper
Teaching Self-Efficacy	0.22	0.06	3.43	<0.001	0.20	0.09	0.32
Family Income	0.00	0.00	0.14	0.891	0.01	-0.11	0.12
Sex	-0.04	0.10	-0.42	0.678	-0.02	-0.14	0.09
CT Effectiveness	0.22	0.03	8.76	<0.001	0.52	0.40	0.63

Work Overload	-0.03	0.03	-1.13	0.261	-0.07	-0.18	0.05
Interaction	-0.05	0.02	-3.30	0.001	-0.15	-0.24	-0.06

Note: SE = standard error. β = standardized estimate. Sex: Female = 0, Male = 1.

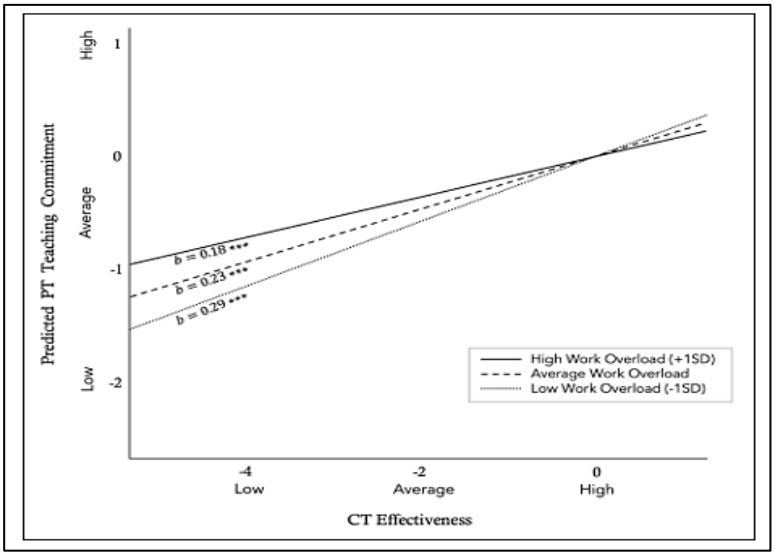

Figure 3: Simple Slope of the Relationship Between CT Effectiveness and PT Teaching Commitment Across Levels of Work Overload

Hypothesis Testing 3

Similarly, to test for Hypothesis 3, a three-step hierarchical regression was employed. Control variables were entered on the first step; the CT effectiveness, together with the moderator grit levels, were entered on the second step; then, the interaction term (CT effectiveness*grit) was entered on the third step. The resulting final model is also highly significant (R^2=0.34, F[6, 198]=16.85, p<0.001). Furthermore, the interaction term is significant (Table 5); this suggests that grit significantly moderates the influence of CT's effectiveness to PT's teaching commitment. Particularly, the unstandardized coefficient of interaction term (b = 0.17) indicates that for every one-unit increase in a PTs' grit, the positive impact of CT effectiveness on their teaching commitment increases by 0.17 units. Furthermore, the simple slope analysis suggested that the influence of CT's effectiveness on PT's teaching commitments is stronger for PTs with higher grit levels, as shown in Figure 4. Thus, these support our Hypothesis 3.

Table 5: Results of Final Regression Model for Hypothesis 3

Variable	b	SE	t	p	β	95% Confidence Interval	
						Lower	Upper
Teaching Self-Efficacy	0.13	0.07	2.02	0.045	0.12	0.00	0.25
Family Income	0.00	0.00	0.21	0.836	0.01	-0.10	0.13
Sex	-0.10	0.10	-1.02	0.311	-0.15	-0.43	0.14
CT Effectiveness	0.22	0.03	8.70	<0.001	0.51	040	0.63
Grit	0.16	0.09	1.74	0.083	0.11	-0.01	0.23
Interaction	0.17	0.07	2.22	0.028	0.18	0.02	0.22

Note: SE = standard error. β = standardized estimate. Sex: Female = 0, Male = 1.

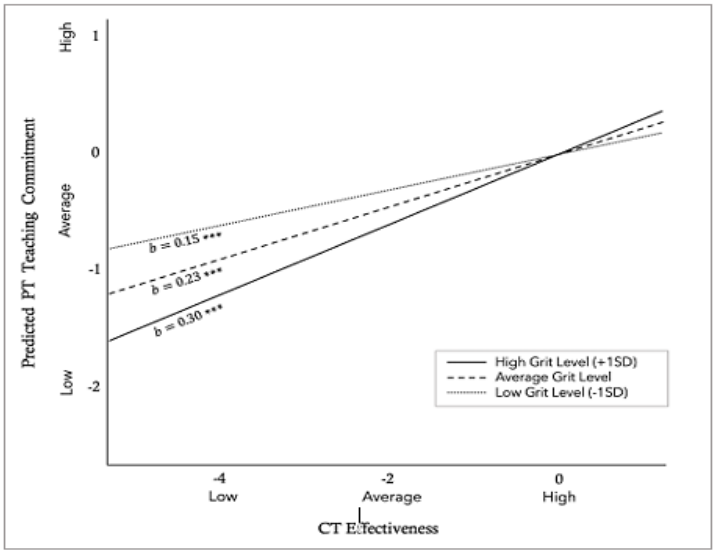

Figure 4: Simple Slope of the Relationship Between CT Effectiveness and PT Teaching Commitment Across Levels of Grit

Qualitative Findings

A thematic analysis was carried out on the interview transcripts to triangulate and contextualize the quantitative results. Selected quotes have been translated into English for the benefit of an international readership, while preserving the authenticity of the participants' expressions. The complete coding and quotes in the thematic analysis are provided in Supplementary Tables S1-S14.

How Mentoring Influences PT Teaching Commitment?

The analysis revealed that CT effectiveness shaped PTs' teaching commitment in two distinct ways: by nurturing professional skill and dedication through supportive mentorship (Theme 1a), or by undermining it through ambiguous and negative interactions (Theme 1b).

In the first theme (Theme 1a), PTs consistently described their CTs as critical figures who cultivated motivation, confidence and belonging. When CTs demonstrated trust, encouragement and authentic guidance, PTs responded with renewed energy and identification with the teaching profession. One participant explained, "Whenever I feel their trust and appreciation, I become more eager to teach" (PT1), while another shared, "The support of my CT was very important; because of their influence, I became more dedicated to teaching" (PT2). Similarly, PT5 reflected, "Seeing my CT and students' smiles made me motivated to do more for them," this illustrates how emotional reciprocity and affirmation translated into stronger professional drive.

CT mentorship was also experienced as a moral and professional compass. PT1 elaborated that "My CT guided me not only in teaching but also in showing the right attitude, which made me feel part of the teaching profession". This demonstrates how effective mentorship extends beyond technical instruction, i.e., it also reinforces moral grounding and identity formation. Collectively, these accounts suggest that CT effectiveness creates a dual pathway of influence: fostering both professional skill and affective attachment to the teaching role.

In contrast, Theme 1b captured the adverse experiences of PTs whose CTs were critical, inconsistent, or emotionally unsupportive. PT4 recalled, "I was discouraged by my first CT; my self-esteem and confidence dropped", while PT3 admitted, "The lack of support from my cooperating teacher made it harder for me to stay motivated and committed." These statements portray an erosion of confidence caused by insufficient or discouraging mentorship. Another participant described humiliation, saying, "When my CT told other teachers about my weaknesses, my self-esteem dropped" (PT4). Such experiences disrupted PTs' sense of belonging and self-worth, which suggest that mentoring is not merely a pedagogical act but an emotional relationship that can either affirm or alienate novice teachers.

Together, these findings emphasize that CT effectiveness determines whether mentoring

becomes an enabling or disabling force in PTs' professional formation. Supportive CTs nurtures skills and enthusiasm, whereas dismissive or inconsistent mentors diminish self-efficacy and eventually can weaken teaching commitment.

How Workload Shapes the Effect of Mentoring on Teaching Commitment?

Workload emerged as a critical contextual moderator that shapes the relationship between CT effectiveness and PT teaching commitment. We found two themes to illustrate this dynamic: Workload Manageability Amplifies Mentoring Impact (Theme 2a) and Excessive Workload Weakens Mentoring Influence (Theme 2b).

Under Theme 2a, participants described that manageable task and realistic expectations allowed them to internalize CT feedback more effectively. PT1 explained, "Low workload with effective mentoring gave me time to prepare and improve my lessons". Similarly, PT2 observed, "I was more focused on my teaching," which indicates that reduced pressure enhanced both cognitive and emotional engagement. Furthermore. PT1 elaborated, "A lighter workload helped me organize my schedule and apply my CT's suggestions".

These accounts emphasize that when PTs had enough time and mental space, mentoring could translate into deliberate practice and reflection. CTs' guidance was described as transformative when paired with workload manageability. As PT5 shared, "My CTs offered advice and adjustments which made me thankful," and PT2 added, "My CT helps me and never fails to praise me even in small things." Such interactions illustrate that gratitude and acknowledgment flourished in contexts where PTs were not overwhelmed, this enables emotional connection and professional growth.

Conversely, Theme 2b reflects how high task demands diluted the benefits of otherwise effective mentoring. PT3 described, "There was a time when I had to prepare multiple lessons in a short period and my CT didn't offer much guidance, which made the workload feel overwhelming." Similarly, PT4 recalled, "During my midterm demo, I had many instructional materials to make and I saw my CT getting angry". These experiences reveal that excessive workload introduced stress and frustration, which obstructs the learning process and straining mentor–mentee relationships.

Some participants also noted how delayed or absent feedback amplified their exhaustion and losing hope, reporting that the CT "took a long time to check" (PT7) their outputs. These conditions created emotional distance and reduced the perceived value of mentoring. Thus, while effective CT support can inspire growth, its influence diminishes when workload becomes unsustainable.

The findings suggest that workload functions as both an enabling and constraining factor in the mentoring process. Manageable workloads amplify the positive effects of CT guidance, while excessive demands compromise PTs' capacity to benefit from feedback and maintain teaching enthusiasm.

How Grit Shapes the Effect of Mentoring on Teaching Commitment?

The final set of themes demonstrates that grit plays a moderating role in strengthening or preserving the relationship between CT effectiveness and PT commitment. Two interrelated patterns emerged: Grit as a Motivational Amplifier of Mentorship (Theme 3a) and Grit as a Resilience Mechanism under Challenging Mentorship (Theme 3b).

In Theme 3a, PTs with high levels of perseverance described actively leveraging their CTs' feedback as motivation for self-improvement. PT1 shared, "It motivated me to keep working hard; my CT guided me to shape myself as a teacher". PT5 expressed a similar attitude, saying, "Having this grit pushes me to use my CT's support effectively by applying it and testing if I can do it". These accounts suggest that grit enables PTs to transform CT feedback from external guidance into internalized motivation for professional growth. As a result, mentorship became a reciprocal process in which CTs offered direction, while gritty PTs actively translated that guidance into improved practice and stronger teaching commitment. Further, PT8 (a high grit PT) provided further evidence of this synergy, stating, "Because of my CT's help, my final demo had a good outcome". This account illustrates how grit interacts with effective mentoring to produce tangible outcomes; this reinforces the long-term impact of supportive supervision. Rather than merely enduring challenges, PTs with strong grit interpreted mentoring feedback as opportunities to test their perseverance and develop their teaching competence.

However, grit also served as a compensatory resource when CT support was limited or inconsistent; the Theme 3b encapsulates this adaptive process. PT6 explained, "Even when my CT's support was inconsistent, my determination to succeed pushed me to move forward," and reinforced this in another reflection: "My high grit level meant that even when my CT's support was inconsistent or lacking, my dedication to teaching remained strong." Similarly, PT4 recalled, "All my determination and strength were tested with my second CT; I became motivated to teach daily".

These narratives demonstrate that grit sustained professional motivation even in less-than-ideal mentoring circumstances. While ineffective CTs could not inspire enthusiasm directly, PTs' perseverance allowed them to maintain focus on their long-term teaching goals. Grit, thus mitigated the adverse emotional effects associated with ineffective supervision. Hence, the interplay between grit and CT effectiveness suggests that while supportive mentorship can ignite motivation, perseverance ensures that this motivation endures.

Meta-inferences

The meta-inferences generated from integrating the quantitative and qualitative phases of the study are summarized in Table 6; it provides a joint display of the statistical findings and participants' lived experiences to form a cohesive explanation of how CT effectiveness, workload and grit shape PTs' commitment to the teaching profession. A comprehensive narrative synthesis of these integrated conclusions is elucidated in the Discussion section

Discussion

The findings confirm that CTs play a decisive role in shaping PTs' professional commitment. Quantitatively, CT effectiveness emerged as the strong predictor of teaching commitment, a result consistent with research emphasizing the relational and pedagogical quality of mentoring as the foundation of teacher identity formation (63-65). Qualitatively, PTs portrayed their CTs not merely as supervisors but as moral anchors and models of professionalism. When CTs offered encouragement, provided constructive feedback and demonstrated trust, PTs developed both technical competence and an emotional attachment to the teaching profession (66).

This influence echoes Bandura's Social Learning Theory, which argues that modeling and reinforcement within social settings cultivate not only behavioral skills but also self-efficacy. In the current study, PTs' narratives showed that effective CTs reinforced the belief that they could succeed as teachers, a sense of efficacy that, in turn, strengthened their commitment. Similarly, Self-Determination Theory helps explain this pattern: CTs who respected PTs' autonomy and recognized their competence satisfied the basic psychological needs that nurture intrinsic motivation. When PTs felt trusted, they viewed teaching not as a requirement but as a calling. Conversely, when CTs failed to provide consistent support or acted in ways that embarrassed or discouraged their mentees, PTs reported diminished enthusiasm. These accounts resemble those of other studies describing "toxic mentorship", where inconsistent feedback and emotional distance weaken motivation (67). The result disputes the assumption that mentorship is automatically beneficial, i.e., effectiveness depends on the mentor's interpersonal quality. Thus, CT mentorship functions both as a pedagogical resource and as a socio-emotional environment (68). Its power lies not only in transmitting teaching techniques but in shaping how PTs perceive themselves within the moral landscape of the profession.

Some research raises doubts about the direct impact of mentor-teacher effectiveness on professional commitment. For example, a study of in-service teachers in the U.S. found that while mentoring was present for most participants, it did not emerge as a statistically significant predictor of teacher commitment; instead, administrative support and relational self-efficacy played larger roles (69). Their result suggests that mentoring alone may not always nurture commitment unless accompanied by broader institutional support or individual belief systems. In response, our findings warrant confidence for several reasons. First, our model accounted for teaching self-efficacy, sex and family income, isolating the unique effect of CT effectiveness ($\beta = 0.51$, $p < .001$, $R^2=0.31$). Second, our qualitative data illustrate how CTs in the internship acted not just as instructors but as identity-builders; it was showed that trust and guiding attitudes led PTs to feel part of the profession. Third, the context of PTs in the

Philippines constitutes a developmental juncture where mentorship may have heightened influence compared to in-service settings. Hence, the weight of quantitative and qualitative evidence in our study suggests that CT effectiveness matters significantly; though this may depend on country, stage of career and the nature of the mentoring relationship. Moreover, as noted by other researchers, inconsistent results in past studies make it even more reasonable to test for moderating factors. When mentoring does not always lead to the same outcomes, it becomes important to ask when and for whom it works best. The moderating effect of workload clarifies why some PTs benefit more from mentoring than others. Quantitatively, the strength of CT influence declined as workload increased. This interaction is consistent with the Job Demands–Resources model, which posits that high demands such as excessive paperwork and lesson preparation deplete energy and restrict engagement with available resources. The qualitative data support this framework; PTs with manageable tasks described being able to reflect, apply CT feedback and improve their lessons. Those with heavier demands, however, found that the same feedback became difficult to process and, at times, emotionally draining (70).

Table 6: Joint Display Showing Meta-inferences

Quantitative Results	Qualitative Findings	Meta-inference
CT effectiveness positively predicts PT teaching commitment, $\beta = 0.51$, $t = 8.51$, $p < 0.001$.	Theme 1a: Nurturing Professional Skill and Dedication Through Supportive Mentorship Theme 1b: Undermining Commitment through Mentoring Ambiguity and Negative Interactions "My CT guided me not only in teaching but also in showing the right attitude, which made me feel part of the teaching profession" – PT1 "When my CT told other teachers about my weaknesses, my self-esteem dropped" – PT4	The quantitative finding that CT effectiveness strongly and positively predicts PTs' teaching commitment is supported by qualitative evidence showing that effective mentorship cultivates both professional competence and emotional connection to teaching, i.e., supportive CTs reinforce PTs' self-efficacy and belongingness. Conversely, inconsistent or harmful mentoring interactions diminish motivation and self-worth. Thus, CT effectiveness operates not merely as instructional support but as an affective and identity-building mechanism that sustains commitment among PTs.
Workload significantly moderates the relationship between CT effectiveness and PT teaching commitment, $\beta = -0.15$, $t = -3.30$, $p = 0.001$.	Theme 2a: Workload Manageability Amplifies Mentoring Impact Theme 2b: Excessive Workload Weakens Mentoring Influence "A lighter workload helped me organize my schedule and apply my CT's suggestions" – PT1 "During my midterm demo, I had many IMs to make, … I saw my CT getting angry" – PT4	The moderating role of workload is clarified through PTs' accounts showing that manageable workloads enhance the translation of CT guidance into practice, whereas excessive workloads diminish this benefit. When tasks are balanced, PTs can thoughtfully reflect on feedback, plan lessons effectively and sustain enthusiasm. However, overwhelming workloads lead to stress, fatigue and emotional disengagement; this attenuates the positive effects of even an effective CT. This suggests that the mentorship–commitment link is contingent on contextual manageability; support is more impactful when PTs have the cognitive and emotional space to absorb it.
Grit significantly moderates the relationship between CT effectiveness and PT teaching commitment, $\beta = 0.18$, $t = 2.22$, $p = 0.028$.	Theme 3a: Grit as a Motivational Amplifier of Mentorship Theme 3b: Grit as a Resilience Mechanism Under Challenging Mentorship "Having this grit pushes me to use my CT's support in good use by applying it and testing if I can do it" – PT5 "Even when my CT's support was inconsistent… my determination to succeed pushed me to move forward." – PT6	The quantitative result showing grit as a moderator is substantiated by narratives that depict grit as both an amplifier and a buffer. Gritty PTs not only maximize learning from supportive mentorship but also maintain commitment despite inconsistent or limited CT support. Their perseverance transforms challenges into opportunities for growth, which sustains engagement. Thus, grit strengthens the mentoring–commitment link by nurturing self-driven resilience and adaptive motivation, which allow PTs to thrive under both supportive and difficult supervisory conditions.

This finding also resonates with prior studies on teacher burnout, which show that chronic overload reduces self-regulation and receptiveness to mentoring (71). In the Philippines, the prevalence of administrative and co-curricular responsibilities during internships can limit the developmental value of CT feedback (72). One PT's account of juggling multiple lesson plans while receiving minimal guidance illustrates how work strain can overshadow even well-intentioned mentorship. When PTs lacks time or mental bandwidth to internalize feedback, the learning cycle envisioned by experiential education models is interrupted.

Interestingly, the finding also supports the JD-R model by showing that the resource value of mentorship is conditional, its impact depends on whether the individual has the cognitive and emotional space to use it. Mentorship under extreme workload may no longer serve as a "resource" but instead as an additional "demand." This perspective aligns with Conservation of

Resources Theory (73), which asserts that when individuals face resource depletion, they prioritize survival overgrowth. Thus, even supportive mentoring loses its developmental potency under conditions of overload.

The moderating role of grit showed that personal perseverance helps sustain commitment regardless of situational strain (74). Quantitative results confirmed that grit strengthened the relationship between CT effectiveness and teaching commitment and qualitative accounts illustrated how perseverance enabled PTs to turn challenges into growth opportunities.

This pattern is consistent with Duckworth's conception of grit as sustained effort toward long-term goals and with research linking grit to persistence in teacher preparation programs. PTs with high grit described using CT feedback not as criticism but as motivation. One PT noted that grit "pushes me to use my CT's support by applying it and testing if I can do it," which reflects the self-regulatory process outlined in Achievement Goal Theory, where mastery-oriented individuals view obstacles as chances to improve competence.

Equally notable are the experiences of PTs who maintained their motivation despite inconsistent mentoring. Their perseverance acted as a psychological buffer that allows them to stay engaged even when external support was lacking. This aligns with findings that grit mitigates emotional exhaustion and helps novice teachers maintain classroom enthusiasm despite limited institutional support (75). The present study therefore supports the view that while effective mentorship provides direction, grit sustains its forward movement. Thus, they create a resilient motivational system where extrinsic guidance and intrinsic perseverance reinforce one another.

Beyond theoretical contributions, these findings offer explicit pragmatic tactics for teacher education programs. First, institutions should implement structured mentor training initiatives that equip CTs with specific strategies for providing emotional support and instructional scaffolding. Second, partner schools must enforce clear workload management policies that protect PTs from excessive administrative or non-teaching duties so that heavy demands do not neutralize the benefits of effective mentoring. Finally, programs should integrate resilience-building interventions, such as stress-management workshops and guided reflective practices, to actively cultivate the grit necessary for interns to navigate the inherent challenges of the teaching profession.

Conclusion

This study contributes to teacher-education scholarship by clarifying how CT effectiveness translates into PT teaching commitment and by revealing the conditional mechanisms that either facilitate or constrain this translation. The results affirm that effective mentoring may be sufficient to explain PT teaching commitment but not entirely the full picture, i.e., its impact depends on the intensity of job-demands and the internal resilience of PTs. Building a generation of committed teachers, therefore, requires careful and systemic attention to both mentorship quality and workload design during their internships, alongside the deliberate cultivation of grit as a psychological resource for perseverance in the profession.

As with all mixed-methods work, we acknowledge that this study carries certain limitations. The reliance on self-reported data introduces the possibility of bias. The sample was confined to one geographic region and its experiences may not represent other institutional contexts. Moreover, causality cannot be fully established from cross-sectional data. Nonetheless, several design features help mitigate these threats. The use of validated instruments with acceptable reliability, systematic assumption testing and the integration of quantitative and qualitative strands through extreme-case sampling and in-vivo coding enhance both credibility and internal consistency. Moreover, while causality cannot be confirmed, the sequential explanatory design allows for plausible theoretical inference by linking statistical trends with lived experiences. Future research could employ longitudinal designs to examine how mentorship, workload and grit evolve across multiple internship cycles. It would also be valuable to test the framework in other cultural settings where expectations of mentorship differ. Comparative studies may reveal whether the observed moderating effects of workload and grit are universal or culture-specific.

Abbreviations

CT: Cooperating Teacher, JD-R: Job Demands-Resources, M: Mean, PT: Preservice Teacher, SD:

Standard Deviation, SDT: Self-Determinism Theory, VIF: Variance Inflation Factor.

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Author Contributions

Mark Donnel D Viernes: conceptualization, methodology, data analysis, writing original draft, interpretation of results, Rastanura M Bober: data collection, validation, writing, review, editing, interpretation of results, Romelyn T Dacanay: data collection, validation, writing, review, editing, interpretation of results, Jergen Jel C Labaria: data collection, validation, writing, review, editing, interpretation of results, Karen Salve M Maute: data collection, validation, writing, review, editing, interpretation of results. All authors approved the final manuscript.

Conflict Of Interest

The authors declare that there are no conflicts of interest related to this work.

Data Availability

The data that support the findings of this study are openly available in Figshare at https://doi.org/10.6084/m9.figshare.30450830

Declaration Of Generative AI And AI Assisted Technologies in the Writing Process

During the preparation of this work the authors used R Discovery, Grammarly and Gemini to assist with language editing, clarity of expression, literature search, reference list formatting and organization of the manuscript. After using this tool/service, the authors reviewed and edited the content as needed and take full responsibility for the content of the published article.

Ethics Approval

Participation in this study is completely voluntary and we obtained informed consent from all participants. We clearly explained the study's purpose, procedures and each participant's right to withdraw at any time without any negative consequences. To protect privacy, survey data and written interviews were anonymized so that no identifying information could be traced back to them. Participants received fair compensation (around $1.75) for their time dedicated to the study. All ethical guidelines comply with the Data Privacy Act of 2012 (Republic Act No. 10173) in the Philippines.

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Appendices

Supplementary Table S1: Excerpt of Interview Guide

Quantitative Findings	Written Interview Questions	Rationale for the Question
CTs' effectiveness positively predicts PTs' commitment to teaching.	Introductory: "Our survey shows your cooperating teacher's effectiveness was [high/low]. How would you describe the influence of their support on your commitment to teaching?" Specifying: "Tell me about a time when feedback or guidance from your CT made you feel more or less motivated." Direct: "In what ways did their mentoring [improve/worsen] your sense of belonging and dedication to the profession?" Probing: "Can you describe a specific instance when their feedback led you to [invest extra effort on your work/ pull back from engaging fully]?"	To reveal through critical-incident recall how particular CT behaviors affirm or challenge PT motivation; this deepens the understanding of the mentor–mentee dynamic. To uncover the specific mechanisms, such as encouragement, modeling, or targeted feedback, by which CT effectiveness translates into sustained teaching dedication.
Perceived work overload moderates the relationship between CT effectiveness and PT's commitment (stronger when work overload is low)	Introductory: "Our survey indicates you experienced low workload alongside [high/low] CT effectiveness. How did these together affect your commitment to teaching?" Specifying: "Describe an occasion when your workload felt unmanageable—what role did your CT's support play?" Direct: "How did a lighter workload influence the way you responded to your CT's guidance?" Probing: "Can you share a moment when a lower workload allowed CT feedback to boost your commitment more than at busier times?"	To clarify how, under conditions of manageable demands, CT support more effectively enhances PT commitment by providing the necessary bandwidth for reflection and growth. To deepen insight into how an optimal balance of resources (CT mentoring) and low demands (workload) nurtures professional dedication, critical-incident narratives are used to illustrate this interaction.
PT's grit moderates the relationship between CT effectiveness and PT's commitment (stronger when grit is high)	Introductory: "Our survey shows your grit score was high. How did your own perseverance interact with your CT's support to shape your commitment?" Specifying: "Tell me about a time you pushed through a challenge—how did your CT's mentoring influence your persistence?" Direct: "In what ways did your level of grit affect how much CT support boosted your dedication?" Probing: "Can you describe a situation where your perseverance, combined with CT guidance, led you to engage more deeply in teaching? What was the outcome?"	To illustrate how high dispositional grit enables PTs to leverage CT effectiveness more fully, this would emphasize the role of perseverance in sustaining commitment. To uncover the interactive processes by which personal resilience and mentoring converge, this would show grit amplifies the motivational impact of CT feedback and support.

Supplementary Table S2: Test of Residual Normality for Final Models of Each Hypothesis Testing

Final Models in…	Kolmogorov-Smirnov Coefficient	p-value
Hypothesis Testing 1	0.05	0.703
Hypothesis Testing 2	0.04	0.915
Hypothesis Testing 3	0.04	0.801

Supplementary Table S3: Test of Residual Homogeneity for Final Models

Final Models in…	Goldfeld-Quandt Coefficient	p-value
Hypothesis Testing 1	0.70	0.958
Hypothesis Testing 2	0.66	0.977
Hypothesis Testing 3	0.78	0.883

Favourable result if not-significant, i.e., $p > 0.05$

Supplementary Table S4: Test of Multicollinearity for Final Models of Each Hypothesis Testing

Final Models in…	VIF		Tolerance	
	Min.	Max.	Min.	Max
Hypothesis Testing 1	1.00	1.02	0.98	1.00
Hypothesis Testing 2	1.03	1.10	0.91	0.97
Hypothesis Testing 3	1.01	1.16	0.88	0.99

Favourable values: VIF< 5; Tolerance > 0.2

Supplementary Table S5: Test of Influential Outliers for Final Models of Each Hypothesis Testing (Cook's D)

Final Models in…	Range	
	Min.	Max.
Hypothesis Testing 1	0.00	0.13
Hypothesis Testing 2	0.00	0.12
Hypothesis Testing 3	0.00	0.17

Favourable value is < 1

Supplementary Table S6: Hypothesis Testing 1: Model 1

						95% Confidence Interval	
Predictor	Estimate	SE	t	p	Stand. Estimate	Lower	Upper
Intercept	3.97	0.06	61.32	<.001			
Teach Self-Efficacy	0.22	0.07	3.00	0.003	0.21	0.07	0.34
Sex	-0.08	0.11	-0.69	0.489	-0.05	-0.18	0.09
Family Income	0.00	0.00	1.21	0.227	0.08	-0.05	0.22

Supplementary Table S7: Hypothesis Testing 1: Model 2

						95% Confidence Interval	
Predictor	Estimate	SE	t	p	Stand. Estimate	Lower	Upper
Intercept	4.01	0.06	71.83	<.001			
Teach Self-Efficacy	0.18	0.06	2.78	0.006	0.17	0.05	0.28

Sex	-0.09	0.10	-0.92	0.361	-0.05	-0.17	0.06
Family Income	0.00	0.00	0.42	0.674	0.03	-0.09	0.14
CT Effectiveness	0.22	0.03	8.51	<.001	0.51	0.39	0.62

Supplementary Table S8: Hypothesis Testing 2: Model 1

						95% Confidence Interval	
Predictor	**Estimate**	**SE**	**t**	**p**	**Stand. Estimate**	**Lower**	**Upper**
Intercept	3.97	0.06	61.32	<.001			
Teach Self-Efficacy	0.22	0.07	3.00	0.003	0.21	0.07	0.34
Sex	-0.08	0.11	-0.69	0.489	-0.05	-0.18	0.09
Family Income	0.00	0.00	1.21	0.227	0.08	-0.05	0.22

Supplementary Table S9: Hypothesis Testing 2: Model 2

						95% Confidence Interval	
Predictor	**Estimate**	**SE**	**t**	**p**	**Stand. Estimate**	**Lower**	**Upper**
Intercept	4.01	0.06	71.70	<.001			
Teach Self-Efficacy	0.18	0.06	2.80	0.006	0.17	0.05	0.28
Sex	-0.09	0.10	-0.89	0.373	-0.05	-0.17	0.06
Family Income	0.00	0.00	0.41	0.682	0.02	-0.09	0.14
CT Effectiveness	0.22	0.03	8.35	<.001	0.50	0.38	0.62
Perceived Workload	-0.02	0.03	-0.54	0.587	-0.03	-0.15	0.09

Supplementary Table S10: Hypothesis Testing 2: Model 3

						95% Confidence Interval	
Predictor	**Estimate**	**SE**	**t**	**p**	**Stand. Estimate**	**Lower**	**Upper**
Intercept	3.99	0.05	73.05	<.001			
Teach Self-Efficacy	0.22	0.06	3.43	<.001	0.20	0.09	0.32
Sex	-0.04	0.10	-0.42	0.678	-0.02	-0.14	0.09
Family Income	0.00	0.00	0.14	0.891	0.01	-0.11	0.12
CT Effectiveness	0.22	0.03	8.76	<.001	0.52	0.40	0.63
Perceived Workload	-0.03	0.03	-1.13	0.261	-0.07	-0.18	0.05
CT Effectiveness ✻ Perceived Workload	-0.05	0.02	-3.30	0.001	-0.15	-0.24	-0.06

Supplementary Table S11: Hypothesis Testing 3: Model 1

						95% Confidence Interval	
Predictor	**Estimate**	**SE**	**t**	**p**	**Stand. Estimate**	**Lower**	**Upper**
Intercept	3.97	0.06	61.32	<.001			
Teach Self-Efficacy	0.22	0.07	3.00	0.003	0.21	0.07	0.34
Sex	-0.08	0.11	-0.69	0.489	-0.05	-0.18	0.09
Family Income	0.00	0.00	1.21	0.227	0.08	-0.05	0.22

Supplementary Table S12: Hypothesis Testing 3: Model 2

						95% Confidence Interval	
Predictor	**Estimate**	**SE**	**t**	**p**	**Stand. Estimate**	**Lower**	**Upper**
Intercept	4.01	0.06	72.51	<.001			
Teach Self-Efficacy	0.13	0.07	1.99	0.048	0.12	0.00	0.25
Sex	-0.09	0.10	-0.89	0.372	-0.05	-0.17	0.06
Family Income	0.00	0.00	0.29	0.770	0.02	-0.10	0.13
CT Effectiveness	0.22	0.03	8.53	<.001	0.50	0.39	0.62
Grit	0.19	0.09	2.16	0.032	0.13	0.01	0.26

Supplementary Table S13: Hypothesis Testing 3: Model 3

						95% Confidence Interval	
Predictor	**Estimate**	**SE**	**t**	**p**	**Stand. Estimate**	**Lower**	**Upper**
Intercept	4.01	0.05	73.19	<.001			
Teach Self-Efficacy	0.13	0.07	2.02	0.045	0.12	0.00	0.25
Sex	-0.10	0.10	-1.02	0.311	-0.06	-0.17	0.06
Family Income	0.00	0.00	0.21	0.836	0.01	-0.10	0.13
CT Effectiveness	0.22	0.03	8.70	<.001	0.51	0.40	0.63
Grit	0.16	0.09	1.74	0.083	0.11	-0.01	0.23
CT Effectiveness ✻ Grit	0.17	0.07	2.22	0.028	0.18	0.02	0.33

Supplementary Table S14: Thematic Analysis

Analytic Question	**Quotes (from Interview Transcript)**	**In Vivo Codes**	**Themes**
How does CT effectiveness influence PT teaching commitment?	"Tuwing nararamdaman ko po yun pagpahalaga at pagtitiwala kung kaya mas lalong po akong giganahan na magturo." (Whenever I feel their trust and appreciation, I become more eager to teach.) – PT1	"Pagpapahalaga at pagtitiwala " (trust and appreciation)	Theme 1a: Nurturing Professional Skill and Dedication through Supportive Mentorship — Effective CTs enhance PTs' skill, confidence, motivation and professional identity through consistent guidance and emotional support.
	"Ang suporta ng aking CT ay napakahalaga… dahil sa impluwensya nya ay mas naging dedicated ako sa pagtuturo." (The support of my CT was very important; because of their influence, I became more dedicated to teaching.) – PT2	"Suporta ng aking CT" (support of my CT)	
	"Seeing my CT and students' smiles made me motivated to do more for them." – PT5	"CT and students' smiles"	
	"Ginabayan ako ng CT ko hindi lamang sa pagtuturo kundi pati na rin sa pagpapakita ng tamang ugali… nakikita ko sa sarili ko na bahagi na din ako ng propesyong bilang isang guro." (My CT guided me not only in teaching but also in showing the right attitude, which made me feel part of the teaching profession.) – PT1	"pagpapakita ng tamang ugali" (showing the right attitude) "bahagi na din ako ng propesyong bilang isang guro" (made me feel part of the teaching profession)	

Analytic Question	Quotes (from Interview Transcript)	In Vivo Codes	Themes
	"Na-discourage ako sa una kong CT. Bumababa tingin ko sa sarili at kakayanan ko." (I was discouraged by my first CT; my self-esteem and confidence dropped.) – PT4	"Na-discourage ako" (I was discouraged) "Bumababa tingin ko sa sarili" (my self-esteem … dropped)	Theme 1b: Undermining Commitment through Mentoring Ambiguity and Negative Interactions — Ambiguous or harmful mentoring erodes confidence and belonging, thus, this weakens teaching commitment.
	"The lack of support from my cooperating teacher made it harder for me to stay motivated and committed." – PT3	"Kakulangan ng suporta" (Lack of support)	
	"Noong panahon na nagsasabi siya sa ibang mga teacher ng kahinaan ko, mas bumababa ang tingin ko sa sarili ko." (When my CT told other teachers about my weaknesses, my self-esteem dropped.) – PT4	"nagsasabi siya sa ibang mga teacher ng kahinaan ko" (CT told other teachers about my weaknesses)	
How does workload shape the effect of CT effectiveness on PT teaching commitment?	"Hindi niya pa naibabalik yong lesson plan ko na ipinapacheck ko… kaya po medyo nakakapanghina" (She has not yet returned the lesson plan I asked her to check… which was quite discouraging) – PT7	"Medyo nakakapanghina" (Quite discouraging)	Theme 2a: Workload Manageability Amplifies Mentoring Impact — Manageable workload strengthens CT influence by giving PTs time and energy to process feedback and grow.
	"Ang mababang workload na kasabay po ng mabisang paggabay ng aking CT ay nagbibigay ng sapat na oras… mas napapagtuunan ko ng pansin ang paghahanda at pagpapabuti ng aking mga aralin." (Low workload with effective mentoring gave me time to prepare and improve my lessons.) – PT1	"Mababang workload at mabisang CT" (Low workload and effective CT)	
	"Mas naka-focus ako sa aking pagtuturo." (I was more focused on my teaching.) – PT2	"Mas nakakapag-focus sa … pagtuturo" (more focused on teaching)	
	"Nakaimpluwensya ang magaan na workload… nagkakaroon ako ng maayos na schedule upang ma-apply ko ito sa aking pagtuturo." (A lighter workload helped me organize my schedule and apply my CT's suggestions.) – PT1	"Maayos na schedule" (Organized schedule)	
	"My CTs offer advices as well as adjustment which made me thankful." – PT5	"CTs offer .. adjustments"	
	"My CT helps me… she never fails to praise me even sa maliit na bagay." (My CT helps me and never fails to praise me even in small things.) – PT2	"made me thankful" "CT helps me" "she never fails to praise"	
	"There was a time when I had to prepare multiple lessons in a short period and my CT didn't offer much guidance, which made the workload feel overwhelming." – PT3	"CT didn't offer much guidance" "workload feel overwhelming"	Theme 2b: Excessive Workload Weakens Mentoring Influence — Heavy workload drains cognitive and emotional resources, reducing the positive impact of CT support.
	"Noong nag midterm demo ako, sobrang dami ng IMs na dapat kong gawin… makikita ko sa kanya na nagagalit na siya." (During my midterm demo, I had many IMs to make, … I saw my CT getting angry.) – PT4	"nagagalit na siya" (my CT getting angry) "matagal magcheck" (took a long time to check)	
	"Medyo nawalan po ako ng hope since yon nga matagal siya magcheck ng lesson plan" (I somewhat lost hope because it took her a long time to check the lesson plan.) – PT7	"Nawalan ng hope" (Lost hope)	
How does grit shape the effect of CT effectiveness on PT teaching commitment?	"Isa po dito yun nagtulak sa akin na mas ipagpatuloy ko po ang aking pagsisikap… malaki po ang aking pasasalamat sa CT ko dahil isa siya sa mga nagsilbing gabay upang hubugin ang aking sarili sa pagtuturo." (It motivated me to keep working hard; my CT guided me to shape myself as a teacher.) – PT1	"nagtulak sa akin na mas ipagpatuloy" (motivated me to keep working hard) "nagsilbing gabay upang hubugin ang aking sarili" (guided me to shape myself as a teacher.)	Theme 3a: Grit as a Motivational Amplifier of Mentorship — High-grit PTs channel CT support into sustained effort and long-term commitment.
	"Having this grit pushes me to use my CT's support in good use by applying it and testing if I can do it." – PT5	"pushes me to use my CT's support in good use"	
	"Even when my CT's support was inconsistent… my determination to succeed pushed me to move forward." – PT6	"CT's support was inconsistent"	Theme 3b: Grit as a Resilience Mechanism Under Challenging Mentorship — Grit enables PTs to remain committed even when CT guidance is weak or inconsistent.
	"My high grit level meant that even when my CT's support was inconsistent or lacking, my dedication to teaching remained strong." – PT6	"pushed me to move forward"	
	"Lahat ng determinasyon at pagpapalakas ay naranasan ko sa pangalawa kong CT. Doon ako na-motivate araw-araw magturo." (All my determination and strength were tested with my second CT; I became motivated to teach daily.) – PT4	"Motibasyon sa kabila ng hirap" (Motivation despite hardship) "na-motivate araw-araw magturo" (became motivated to teach daily)	
	"Katulad ng aking sagot sa itaas… dahil narin sa tulong ng aking CT… mas naging maayos ang kinalabasan ng aking Final demo." (Because of my CT's help, my final demo had a good outcome.) – PT8	"Pag-improve sa tulong ng CT" (Improvement through CT support)	