

Effect of Mentoring on the Teaching Skills of B.Ed Level Students during Teaching Practice

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Abstract: Teachers' development is considered very important for the teaching- learning process in education. To enhance the learning opportunities mentoring is considered an effective tool now days. It is one of the most important ways to improve the quality of teaching. This research was conducted to see the perspective of prospective teachers (mentees) and mentors about the effect of mentoring on classroom practices. The study was conducted in one of the campus of University of Education at Pakistan. An experimental study was designed, implemented and evaluated in a year. Fifty prospective teachers and 12 senior faculty mentors were involved in the program. Fifty prospective teachers were taken in the control group and 50 prospective teachers were taken in the experimental group. This study was basically conducted to determine the improvement in teaching skills of mentees after providing a complete session of training and the research supported that mentoring contributes a lot in enhancing the teaching skills of teachers and indicated clearly that mentoring has a positive effect on classroom practices.

Keywords: Mentor, Mentees, Classroom Practices, Effectiveness, Teaching Skills

Introduction

FROM THE LAST fifteen years researcher has been associated with pre-service teachers training programs like B.Ed, M.Ed, BA B.Ed and MA Education elementary and secondary in the University of the Education. During her career Researcher has been observed different teachers training programs. Researcher observed critically B.Ed Teacher training programs in the perspectives of teaching practice. There is short period of mentoring program for teaching practice. Researcher felt that the duration of teaching practice is very short, researcher decided to study the effect of mentoring on teaching skill of B.Ed level students during teaching practice with effect of latest technique ICT on prospective teachers.

Teacher working as a monitored must be cherished, assisted, educated, and prepared for the important and critical role of men-tor teacher ((Zimpher & Rieger, 1988). Experiences of teachers is currently viewed as one of the most important ways to improve the quality of teaching, and research suggests that mentoring by experienced teachers is an important reform

strategy (Darling-Hammond & McLaughlin, 1999). At the time of assigning mentors to prospective teachers five factors should be considered i.e. personal attributes, system requirements, pedagogical knowledge, modeling and feedback (Hudson et al. 2004).

ICT as the subject in pre-service in teacher education play a significant role of many teachers training profession worldwide. Impart of ICT in Teacher training is very helpful nationally and internationally in the developing teaching strategies like Lesson plan, AV-aid, Content and pedagogical perspectives . In this regard following hypothesis was framed.

H₀₁: There is no significant difference on pedagogical Knowledge between those prospective teachers which were provided mentors and which were not provided mentors

H₀₂: There is no significant difference on Personal Attributes of mentor between those prospective teachers which were provided mentors and which were not provided mentors

H₀₃: There is no significant difference on Modeling in classroom presentation between those prospective teachers which were provided mentors and which were not provided mentors.

H₀₄: There is no significant difference on feedback about teaching between those prospective teachers which were provided mentors and which were not provided mentors

The main objective of this study was to determine the improvement in teaching skills of mentees after providing in a complete session and to determine the effect of mentoring in the career advancement of mentees.

The study is delimited the Bank road campus of University of Education at Pakistan

Mentoring emerges from the Greek word meaning enduring; it is defined as a sustained relationship between a youth and an adult. Through continuous involvement the adult offers support, guidance and assistance as the younger person goes through a difficult period, faces new challenges or works to correct earlier problems. There are two types of mentoring natural mentoring and planned mentoring natural mentoring occurs through friendship, teaching, coaching, and counseling. In contrast, planned mentoring occurs through structured programs in which mentors and participants are selected and matched through formal process. (DSD, Punjab 2007). Pakitsan

Mentoring is popular throughout the world (Hawkey, 1997: power, Clarke, & Hine, 2002: Starr-Glass, 2005). But there is no such type of research in Pakistani scenario on prospective teachers.

- International scenario B-Ed is in four years, three years and two years and one years but in Pakistan one nine month B-Ed program. Teaching practice is only one month is not sufficient for teacher training.
- Course content is not relevant to practicum.
- Design of teaching is without mentoring

Now days, Pakistani policy makers are taking initiative to introduce four years B-Ed program embedded with ICT impact on teacher training.

New policies and practices should be based on assumption of providing induction support to adjust demands of teaching and support for the pedagogical development of new teacher

(Feiman-Nemser et al. 1999). Further on encourage the retention of prospective teachers in profession (Huling, 1998).

Mentoring experience is very useful for prospective teachers in many ways specially developing competency in teaching and increasing job satisfaction, as a result professional growth of prospective teacher start ((Spuhler & Zetler, 1994).

Healthy Relationship between mentor and prospective teacher can provide a platform of exchange experiences related to knowledge related content, pedagogy and strategies about classroom management and behavior (Covey, 1997; Hawkey, 1997; Cline & Necochea, 1997).

The mentor and prospective teacher sharing expectation and experiences is essential for establishing a foundation for compatibility. Mentors ideas are based of his experience and prospective may uncertain about the mentoring process. Difference in expectation and viewpoints could result in stress and confusions in relationship between mentor and prospective teacher ((Hawkey, 1997; Nelson & Quick, 1997).

Research partnership appears to be a vital function of the mentoring relationship in terms of advancing a young professional's academic career (Kram, 1980; Phillips, 1977) Equally important, the mentor can help the prospective teacher to learn the "ropes" in a profession (Moore, 1982). Mentors may also assist in development of new talents in the prospective teacher, resulting in further esteem enhancement (Moore, 1982).

The mentor can also provide emotional support and counseling to the prospective teacher on work-related and personal issues (Cameron, 1978; Kram, 1983). By observing the mentor, prospective teacher establish their own attitudes, values, and standards (Moore, 1982). Prospective teacher are not "clones" of their mentors. Instead, prospective teacher integrate mentors' views with their own.

Mentors derive a sense of professional identity and personal satisfaction from aiding the career development of a young professional (Blackburn, Chapman, & Cameron, 1981) Mentoring is also viewed as a method of transferring knowledge, skills, attitudes, and values (Levinson et al., 1978). Mentors benefits by having a type of continuity in their work. This type of mentoring function illustrates Erikson's (1963) stage of generativity, that is, extending one's self through the next generation of professionals (Kram, 1983). Mentoring can be a way of having a more enduring effect on a profession or organization.

Despite the many differences between psychological counseling and academic mentoring, it is true that mentor is most effective when able to provide the students with a challenging relational stance that is not in line with student's own. Further brief structured counseling can be useful .to develop and implement effective mentoring programs (Bernier, Larose, Soucy; 2005).

Method

Participants

All Prospective teachers of B.Ed level at all the campuses of University of Education, Pakistan were the population of this research but shortage of time and resources, researcher focused only one campus of the university of education Lahore. A group of fifty control group and fifty experimental group prospective teachers were randomly selected from University of

Education, Bank Road Campus, Lahore and also a group of twelve mentors teacher were selected randomly from University of Education Bank Road Campus, Lahore Pakistan.

Procedure

This research based on experimentation, researcher used post-test, control group, experimental design and data was collected in quantitative form. This design provides better control over history, maturation, testing, and regression threats. It is more vulnerable not only to mortality and location but also, more importantly, to the possibility of differential subject characteristics (Fraenkel & Wallen, 2006). The researcher was involved in all activities throughout all the time.

Instrumentation

A checklist was prepared by researcher after the consultation of review of related literature for the improvement of professional, improvement of Prospective teachers at the spot and standardized instrument having 46 items at 4 points Likert Scale as questionnaire for Prospective teachers and questionnaire for mentors remain AJ and R.A Edeloft 1991 was adapted to used to study the mentoring process and observation checklist for observation of prospective teachers during teaching practice used attendance, lesson plan, presentation and ICT Audio-Visual Aids.

Data Analysis

Data was analyzed through SPSS software. Statements related to role of mentor were classified into four categories, one category was related to role of mentor in pedagogical Knowledge and other category was related to personal attributes of Mentor, third was modeling and last was feedback about teaching.

Analysis of four factor of mentoring (adapted by Hudson and Skamp, 2003) is presented in table 1.

Table 1: Confirmatory Factor Analysis for each of Four Factors (n=100)

Factors	Eigen Value*	Percentage of Variance	Mean Scale Score	SD	Cronbach Alpha
Personal attributes	1.324	33.109	10.31	2.210	0.245
Pedagogical Knowledge	2.055	34.249	15.12	3.526	0.599
Feed Back	1.184	29.601	11.78	3.558	0.314
Modelling	1.45	29.027	13.28	2.234	0.345
Only one component extracted for each factor with an eigen value >1 Further the following insight into specific data of attributes and practices associated with each other.					

Table 2: Means, SDs and t-values of Control Group and Experimental Group of Prospective Teachers about the Role of Mentor in Pedagogical Knowledge

Statements	Cont. Group		Exp. group		t-value	p-value
	Mean	SD	Mean	SD		
My mentor provided assistance with classroom management	2.20	.904	2.58	.883	-2.13	0.04*
My mentor provide assistance with personal concerns	2.06	.956	2.60	1.278	-2.37	0.02*
I discussed all aspects of teaching with my Mentor	2.48	1.074	2.82	1.004	-3.30	0.00*
My Mentor provided help with instructional concerns	2.30	.909	2.74	.944	-2.70	0.01*
My mentor has acted on my behalf	2.36	.985	2.74	.899	-2.01	0.05*
My Mentor help me keep current professionally	2.60	1.010	2.76	1.135	-1.64	0.11

*p<.05

Table 2 reveals that Experimental group shows higher mean as compare to control group. Independent t-test was conducted to see the statistically significant difference between mean score of control group and experimental group. Results of t-test shows experimental group perceive that their mentors are more helpful in classroom management, assistances in personal concerns, all aspect of teaching and in instructional concerns. The results of t-test are statistically significant at $\alpha=0.05$.

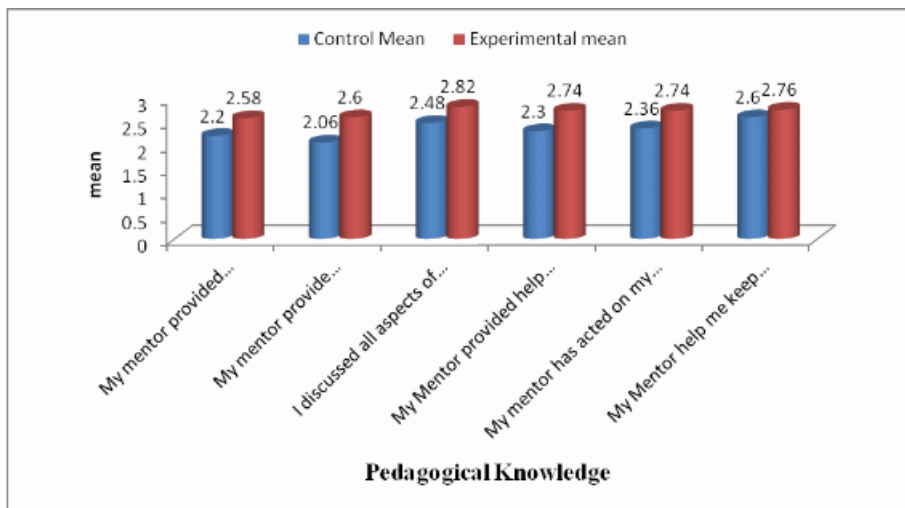


Fig 1: Bar Chart Show Comparison of Control and Experimental Group of Prospective Teachers

Table 3: Means, SDs and T-values of Control Group and Experimental Group of Prospective Teachers about Personal Attributes of Mentor

Statements	Cont. Group		Exp. Group		t-value	p-value
	Mean	SD	Mean	SD		
I have thought that I would have liked to have been involved in the selection of my mentor	2.46	.973	2.90	.909	-0.32	0.75
I had opportunities to read and to review educational research and theory with my mentor	2.46	.952	2.42	.971	1.49	0.14
My mentor is empathic	2.34	1.042	2.90	1.035	0.21	0.84
My Mentor can describe teaching concepts in a way that is understandable	2.48	.995	2.66	1.002	-0.90	0.37

Table 3 reveals that experimental group shows mean score of control are similar to experimental group. Independent t-test was conducted to see the statistically significant difference between mean score of control group and experimental group. Results of t-test shows that there is no statistically significant difference between experimental and control group in perceiving mentor assistance in professional development. The results of t-test are not statistically significant at $\alpha=0.05$.

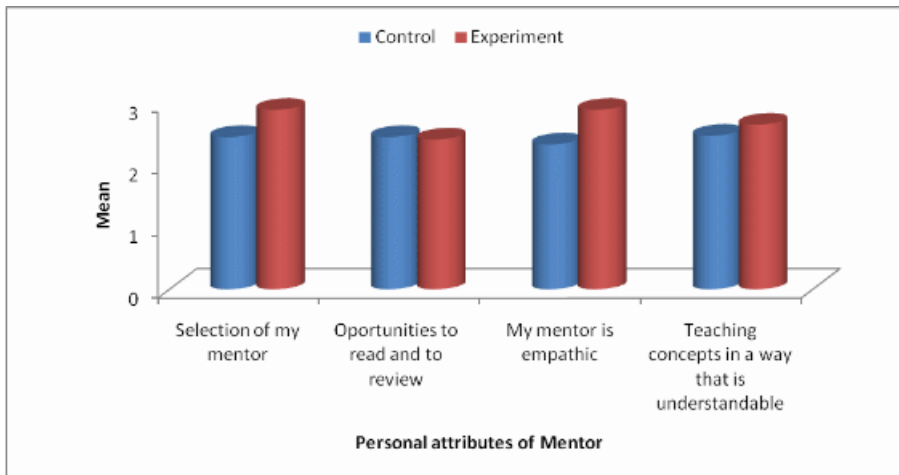


Fig 2: Bar chart Show Comparison of Control and Experimental Group of Prospective Teachers

Table 4: Means, SDs and T-values of Control Group and Experimental Group of Prospective Teachers about Modeling in Classroom Presentation

Statements	Cont. Group		Exp. Group		t-value	p-value
	Mean	SD	Mean	SD		
I have been helped to develop my own teaching style.	2.88	.961	3.28	.970	2.071	.041*
I followed the textbook in my teaching.	2.76	.981	3.42	.785	3.716	.000*
I have been helped to develop a repertoire of teaching strategies	2.06	.978	2.48	1.092	2.026	.045*
I felt pressured to teach in certain way.	2.42	1.126	2.24	1.098	0.809	.420
We used technology to great advantage in our school.	2.50	.995	2.52	1.182	0.092	.927
*p<.05						

Table 4 reveals that experimental group shows higher mean score as compare to control group in developing teaching style, following textbooks and developing repertoire of teaching strategies. But experimental group is similar to control group in teaching certain way and using technology. Independent t-test was conducted to see the statistically significant difference between mean score of control group and experimental group.

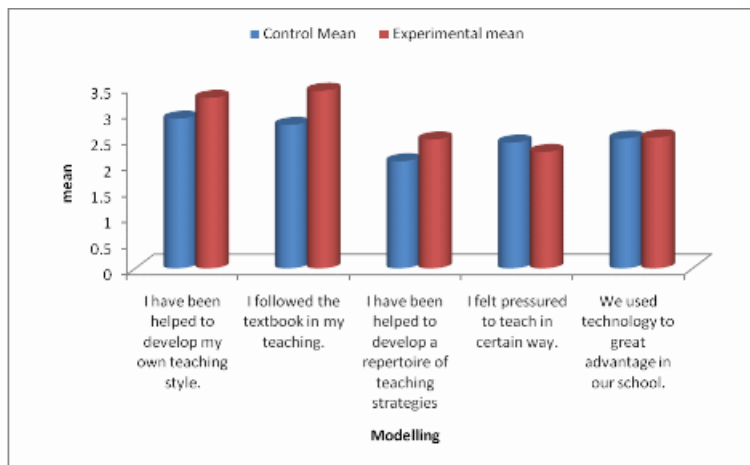


Fig 3: Bar Chart Show Comparison of Control and Experimental Group of Prospective Teachers about Modeling in Classroom Presentation

Table 5: Means, SDs and T-values of Control Group and Experimental Group of Prospective Teachers about Feedback about Teaching

Statements	Cont. group		Exp. group		t-value	p-value
	Mean	SD	Mean	SD		
Feedback from classroom observation was helpful	3.10	.995	3.16	1.017	0.298	0.766
I sought feedback from student	2.62	.923	3.20	.948	3.10	0.003*
I was assessed by administration on the Teacher performance Appraisal Instrument	2.54	.973	2.48	.953	.311	0.756
Students were responsive to the way I taught.	3.22	4.391	3.24	.916	.032	0.975
*p<.05						

Table 5 reveals that experimental group shows higher mean score as compare to control group in feedback from student. But experimental group is similar to control group in classroom observation, teacher performance and teaching. Independent t-test was conducted to see the statistically significant difference between mean score of control group and experimental group.

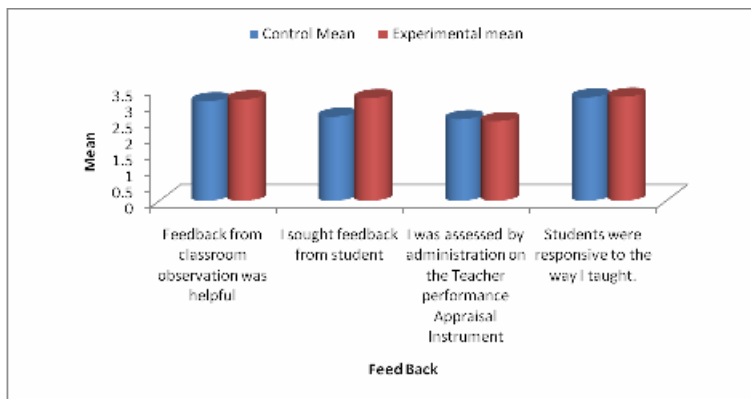


Fig 4: Bar Chart Show Comparison of Control and Experimental Group of Prospective Teachers about Feedback about Teaching

Discussion /Recommendation

This study was conducted to see the perspective of prospective teachers (mentees) and mentors about the effect of mentoring on classroom practices. There are many issues involved to facilitate and equipped to mentees and on other side there is need to improve role of

mentor. This research was focused to see effectiveness of mentor. Results of the study related to Pedagogical Knowledge reflect that mentor is effective in providing guidance in classroom management, assistance in personal assistance, instructional concerns. The most week area of mentor is professionally keep up. In our institutes mentoring workshops are not conducted. Mentors are not updated professionally. Second week area of mentor is personal attributes of mentor. Mentor is ineffective to provide assistance in reading and review of educational research, theory and understanding teaching concepts. The effectiveness of mentor in developing mentees teaching style and repertoire of teaching strategies were also observed. Mentor's role in the area of feedback is also need to improve.

Results also leads to bring changes in present system of mentoring, review criteria of selection of mentors or any standardized scale of mentor selection should be used.

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