

A Study of Impact of Mentoring on Trainee Teachers Coping with the B.Ed. Course

Shadab Paloji*

Associate Professor, St. Xavier's Institute of Education, Mumbai, India

**Corresponding email: shadab.paloji14@gmail.com*

Abstract

Mentoring has a long long-standing tradition. The word “Mentor” is deciphered from the Greek mythology, wherein the story tells about Ulysses who entrusted his remarkably close friend named Mentor the responsibility of his son when he set out for his epic voyage on the seas. This is from where got the word mentor and the mentoring as an action for the assigned mentor. This is a relationship of faith, trust, confidentiality, and responsibility. It is a one-on-one relation between a mentor and a mentee. The mentor could be defined as someone who is matured enough to share his/ her knowledge, skills, and experience with other people to progress in life and career most importantly. The progress is professional, personal, emotional stability, supporting work/life balance and to have a relaxed, stress-free life. Mentoring has become in present times especially important part of any organization be it educational or corporate because with the changing times there is an increase in the stress level of individuals. This stress leads to poor mental health and as the situation deteriorates the result of it may develop into drastic steps taken by the individuals.

Keywords: mentoring, work life balance, stress, career growth, quality

Introduction

Today India has the largest trained workforce in the world, yet we find that when it comes to quality Indians have less chance and they must go through extra tests to compete on a global forum. Students are graduating unprepared to meet the demands of the society. There have been innumerable discussions on quality and its benefit but when it comes to actual implementation we fail. We have not been able to stand up to the existing parameters of requirements in the profession. In short, overall quality of higher education imparted at our own institutions has shown a downfall at the level of teaching as well as learning, leads to a huge output of “functionally illiterates.” What can a teacher education institute do about this as we prepare the future teachers. It is important to know what



happens when they go through the training and whether they are on the right path looking deeply into the needs of their existence or is it just another training to get a 'job.' It is found that mentoring can fulfill this void that stays when a fresher is dealing with lots of stress and confusion during a training program. Mentoring is an act of a very collaborative and continuous type. It requires a lot of individualized attention and responsibility from both the people involved in the relationship of a mentor and a mentee. Since times immemorial mentoring has always been a very specialized kind of behaviour which is conferred by the people who are matured or in authority. As times changed institutions realized the need for mentoring and it has today become important in all the sectors of work.

Research question

Does mentoring have an impact on the professional growth of B.Ed. trainee-teachers? It is seen that mentoring is a regular activity in all educational institution? Does it also help the future teachers to cope up with the hectic and tiring training programme that they go through in the two years. Thus, the present study was taken up as

A Study of Impact of Mentoring on Trainee Teachers Coping with the B.Ed. Course

Aim of the study

To study how mentoring helps trainee-teachers to cope up with the two-year B.Ed. Programme

Objectives of the study

- i. To find out the mentoring techniques used at the teacher training level
- ii. To find out the expectation of teacher trainees for the purpose of mentoring
- iii. To study the impact of mentoring on the coping mechanism of trainee-teacher

Operational definitions

Mentoring – the help of support that a student is expecting from the teacher for academic as well as professional purpose.



Coping mechanism – to reduce the anxiety and stress that may be caused due to the rigors of taking part in various activities at B.Ed. Level.

Trainee - Teacher – students who have graduated or post graduated from arts, science, or commerce stream and are getting trained for becoming secondary and higher secondary school teachers.

B.Ed. Programme – Two-year teacher training program that is divided into four semesters with a variety of courses and project works

Review of literature

Career benefits associated with mentoring for protegee: a meta-analysis was a study conducted by Allen, Eby, Poteet, Lentz, & Lima, (2004)– The method of meta-analysis was used to review and put together existing empirical research concerning the career benefits associated with mentoring for the protégé. The objective variable of compensation and the subjective variable of career satisfaction and career outcomes were evaluated. The target groups were mentored, and non-mentored groups and their comparison and relationship revealed that mentoring was a good support and beneficial for them. The objective outcomes were small, but the size of subjective variable was big and showed superior results.

An article by Bunjes and Canter (1988) on Mentoring: Implications for career development studies the work done on mentoring and how it benefits persons in the profession of dietetics. The process of mentoring supplies career and psychosocial support and the mentee benefits from the wide variety of career and social opportunities put up through the relationship. They proposed an alternative to mentoring, the patron system. This system includes peer friends, guides, and sponsors. Networking is a crucial aspect of career development, and it also increases the opportunities for prospective mentors, mentees, and sponsors to meet and interact. New entrants can receive help from the mentoring relationships, and it would also help in grooming them. There is more work that can needs to be done by the community to see how such relationships are beneficial and various work settings.

The study by E.A. Rankin (1991), on Mentor, mentee, mentoring understands the process of mentoring and its uses for career development in the clinical research and educational arenas of the nursing profession. The roles of mentor and mentee as guide and learner are described. Purposes for mentoring are discussed and five stages of the mentoring relationship are counted. (“Mentor, mentee, mentoring: building career development ...”) There are many genuine and grave problems and obstacles, and these factors will help to ease successful mentoring. Through mentoring lot of development could be fostered among individuals and organizations and it would be also very cost effective and fulfilling once the aims are achieved.

Measuring the Effectiveness of a Mentoring Program, an article by Pritika Padhi February 18, 2020 – suggests that mentoring is a relationship in which both the mentor and the mentee are helped, the former in becoming a better leader and latter in being guided. Process adherence whether the information is passed and processed well, pulse check i.e., the frequency with which the mentoring is taking place is of immense importance. During this time, it is important to get and pass both quantitative and qualitative information to its full effect. To understand the effectiveness of the program it is important to meet the mentors and the mentee separately. Mentees engage in a mentoring relationship with a specific goal. For the first stage it is better to have an individualized plan for the personality development. As the program goes ahead it is also important to track the progress of the mentee. It would be good to know the impact of the overall mentoring program of the organization and compare the outcomes for making positive changes. Analytical tools for collecting feedback and seeing the impact may help the organization at various levels.

National Education Policy 2020 recommends developing a system of mentorship by experiences, distinguished and retired faculty

Research Design

There are two basic approaches to research. One is quantitative approach, and another is qualitative approach. The two approaches differ starkly in the following that in the Quantitative approach involvement of data and its generation is important while in Qualitative approach to research is concerned with mostly subjective assessment of which

could include attitude, behaviour etc. The aim of the present study was to study the impact of mentoring on professional growth of trainee-teachers. The research design for present study is descriptive in nature where mentoring is qualitative.

The study is conducted on B.Ed. students from college of education in Mumbai city.

Target group: B.Ed. trainee-teachers

Sample of the study: Sample of the study included forty-eight trainee teachers

Tool of the study

The tool for the study was developed by the researcher. It is a composite tool that was used for the purpose of data collection. It was a mix of rating scale and open-ended questions. The Likert rating scale was used for quantitative response

Findings and Inferences

From the forty-eight trainee-teachers thirty-six responded. Following are the findings & the inferences.

Finding No. 1: The areas for which mentoring is provided

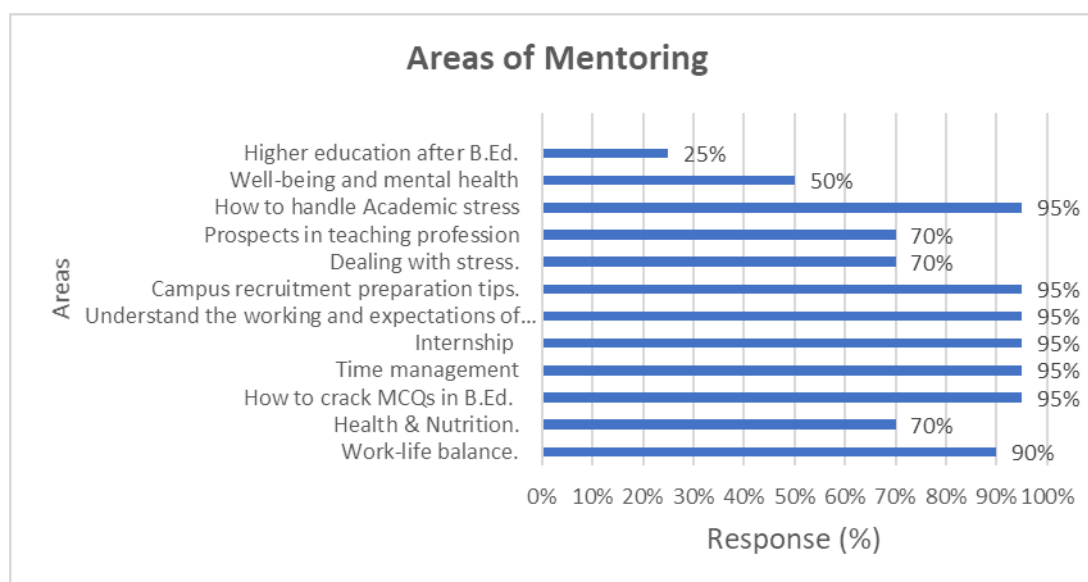


Figure 1. Areas of mentoring

The figure 1 above shows that major area of discussion and mentoring is concerned with examination, internship, study habits, and campus recruitment. These are the major

requirements of a B.Ed. course and therefore students are given guidance majorly in these areas, though it is also seen that there are other areas where the mentors sometimes may just touch upon.

Inference: The areas of mentoring are more academically oriented, and the personal mentoring is in decreased amount. It may be possibly because of two reason one may be due to the requirement of the course and secondly since the students are adult learners, they already have their own mentors or advisors for their personal problems.

Finding No. 2: Frequency of mentoring leading to its usefulness

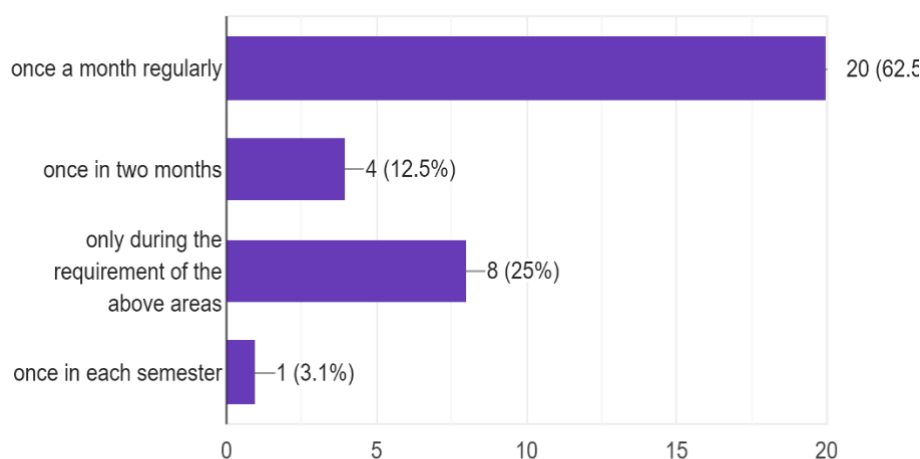


Figure 2. Frequency of mentoring

The above response in the graph shows that 62.5% of students prefer once a month the formal mentoring scheduled on the timetable, while 25% also feel whenever there is a requirement to guide the students mentoring should be given irrespective of the time scheduled for it. There are 15.6% responses that also show that students do not need much of mentoring

Inference: There is a need for mentoring amongst the students and majority feel that it should happen. Some who do feel it too necessary are more confident with the way they work or may be already having a mentor to guide them.

Finding No. 3: Type of mentoring preferred

The pie chart (figure 3) projects that 87.5% of students prefer teacher to student mentoring while only 12.5 % of students prefer peer to peer mentoring or same group and there are no takers for buddy or senior to junior mentoring

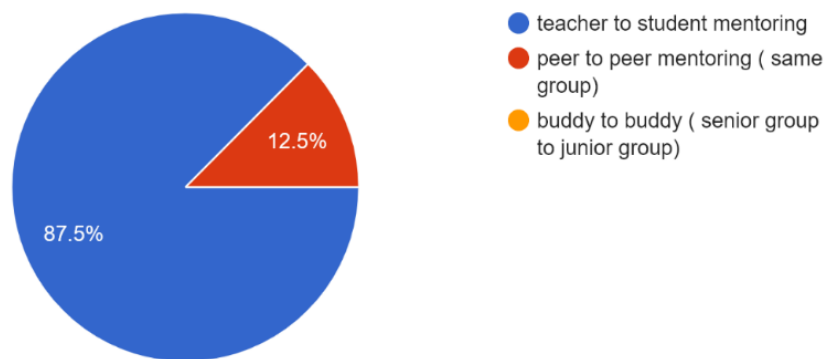


Figure 3. Types of mentoring

Inference: The result shows that students' preference may be due to the opinion of students, those teachers who have more experience and knowledge and will be able to guide well.

Finding No. 4: Information/ help expected from the mentor

Following chart shows the areas that students expect mentor to help with –

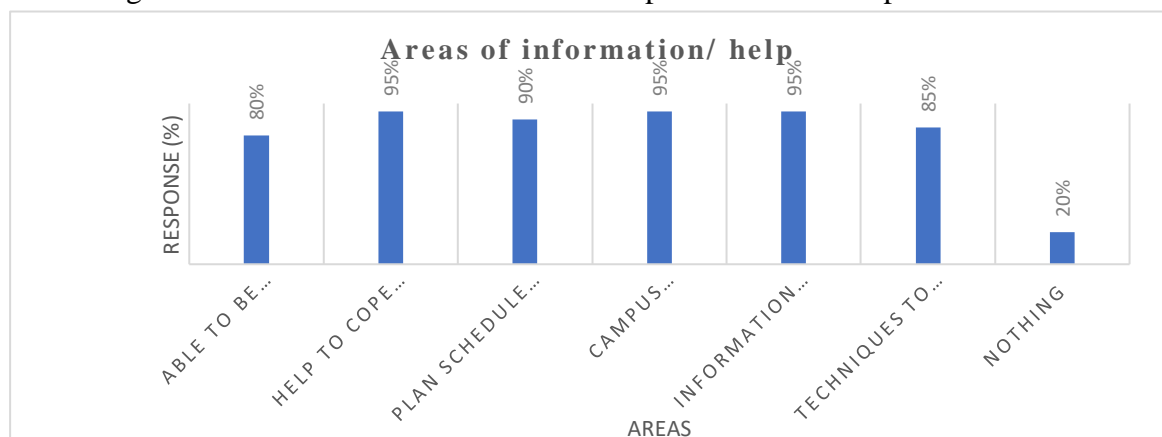


Figure 4. Areas of mentoring that can be looked into



The above figure shows the areas where trainee-teachers feel more initiative could be taken to supply mentoring.

Inference: Thus, it shows that students do feel that there is lot of guidance given to help in coping up with the B.Ed. and yet there seems to be more requirement often for the same.

Finding No. 5: Support through E-mentoring provided in the B.Ed. during Covid-19

- Requirements of teaching profession
- Time management
- Preparation for CTET
- Teacher student bonding

Finding No. 6: Some constructive suggestion to help in improving the Mentoring Programme

1. More individual or personal mentoring is better than a group mentoring.
2. Mentoring session should be held twice a week and advice relating planning assignments and timetabling can be done
3. Individual mentoring during job hunting phase.
4. Having one session dedicated to how we can constructively convert our stress into productivity because B. Ed is a hectic course, and we need to know places where we can channelize our energy and overcome stressful situations.
5. There can be a special mentoring for some special times like pandemic etc., how to cope with classwork and assignment or mentoring before the semester starts. This will help students to plan and space out their work and not get stressed every time some new work is announced.

The researcher feels following process of mentoring would be helpful in dealing with stress and coping up with all the requirements which going through the B.Ed. Course. It must be a 360-degree approach. The induction could be through peers (senior to Junior as the B.Ed. has the structure and then move on to mentors assigned for the trainee-teachers.



As per the need of the students from time to time the principal and then the professionals from the industry could be included

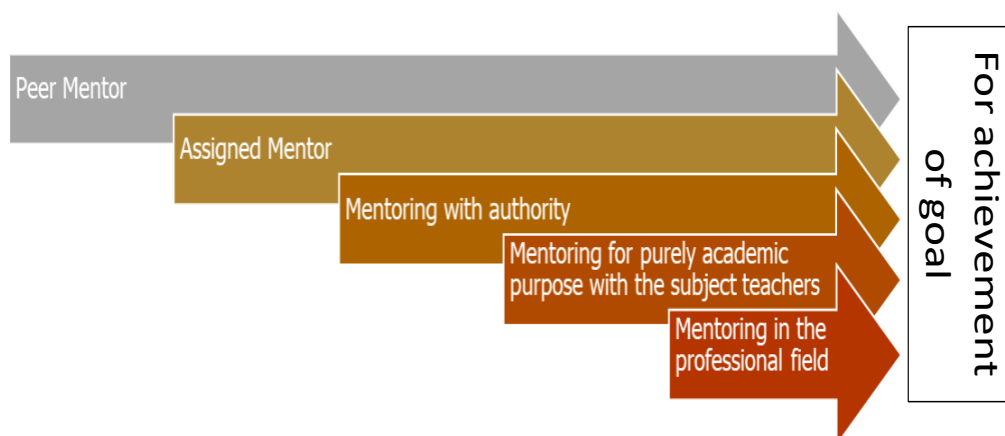


Figure 5. Process of Mentoring

There are also many models designed for mentoring, The five phased mentoring relationship model (figure 6) given on mentoring by Cooper and Wheeler in 2007, does help to conduct mentoring in any education / professional institution.

Phase 1 – Purpose – Why do I want a mentor or to be a mentor?

Phase 2 – Engagement – How should I begin to find a mentor or to become a mentor?

Phase 3 – Planning – Development of a Mentoring Action Plan – How could we achieve the goals together?

Phase 4 – Emergence – Engaging in the Conversation – What are the requirements? how is the session going? is there any learning taking place?

Phase 5 – Completion – Celebrating Accomplishments – What would we do next to do excellent work?

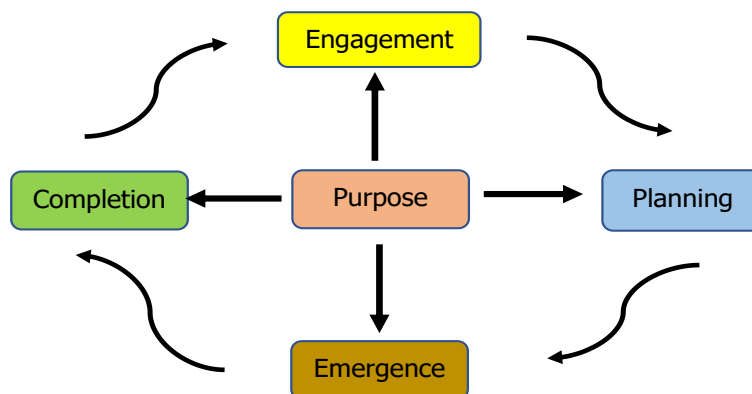


Figure 6. Mentoring Relationship Model

Conclusion

Thus, to conclude, a good teacher can motivate his or her students to get interested in their subject, to become creative and to build up on their self-confidence. Such teachers who accept the role of the mentors are an asset to any educational institution and a source of inspiration to their students. The functionally illiterates appear because of the failure of our institutions to respond to change function as to the requirement of the stakeholders. Our institution should realize that the rate of change and the resultant rate of obsolescence are phenomenally high these days. With globalization and tough competitors, we have no other way then to adopt the mantra of ‘quality’ for survival.

“The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves” ---- Steven Spielberg

References

1. A., R. E. (1991). Mentor, mentee, mentoring: building career development relationships. Nursing Connections.
2. Allen, T. D. (2004). Career benefits associated with mentoring for protégé: a meta-analysis. 89(1), . The Journal of applied psychology,, 127–136. Retrieved 2020, from <https://doi.org/10.1037/0021-9010.89.1.127>: <https://doi.org/10.1037/0021-9010.89.1.127>
3. Bunjes, M. &. (1988). Mentoring: implications for career development. Journal of the American Dietetic Association,.

4. C.H.Patterson. (1961). Counselling and Guidance in Schools. Illinois, Urbana : Harper & Brothers Publishers.
5. Council, N. A. (2004). Quality Enhancement in Teacher Education. New Delhi, India : NAAC.
6. McGowan, J. F., & Schmidt, L. D. (1962). Counselling : Readings in Theory and Practice . New York: Holt, Rinehart & Winston .
7. Patterson, C. (1966). Theories of Counselling and Psychotherapy. Illinois , London : Harper& Row Publishers.