

## Teaching through Mentoring Model: Best Practices for Improved Learning

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**Abstract:** The present study is an experimental one and conducted over Govt. secondary school students of Sangrur district which is nominated as one of the educationally backward districts of Punjab (India). The investigator has taken 60 secondary school students by using simple random sampling technique as sample for his investigation. For conducting experiment the investigator has used two group randomized pre-test and post-test design. For collection of data the investigator has used an achievement test which is constructed and standardized by the investigator. For analysis and interpretation data the investigator has used t-test. The result of the study reveals that teaching through mentoring model is better to teach students than traditional class.

**Kew Words:** Mentoring Model, Mentee, Experimental Design

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### I. Introduction

The quality of education that is provided to our children depends on the quality of our teachers. The quality of teachers in turn, definitely depends on the way in which they had received training through teachers training institutions. However, a teacher with innumerable degree and high profile personality cannot necessarily be termed as good teacher. The performance of good teacher depends upon the specialization of the subject or field to be taught and professional knowledge and understanding of educational process and teaching skills. It is very necessary on the part of the teacher to perform effectively in order to bring out the desired outcomes of the pupils and this requires effective and appropriate teaching skills. Today in the changing educational context teachers are experiencing expanded duties and expectation in a variety of educational settings. To meet increasing needs of students and to maximize the effectiveness of curriculum, teachers need to develop and upgrade their skills and competencies continuously. An effective teacher has good communication skills, management skills, counseling skills and problem solving skills. The aim of teacher education is to develop such competencies in the prospective teachers which will be useful for them in becoming a successful teacher. It tends to increase the ability of the teacher to deal with a range of individual differences. The teacher of tomorrow should be one who can design a teaching situation which is conducive for the growth of pupil's mental health and develops in them a commitment to a set of values that is creativity and enquiry skill. The essence of teacher training program is quality and in its absence teacher education becomes not only financially waste but a source of overall deterioration in educational standard. Teaching can regain its earlier noble status in case the quality of teacher-education in our country is improved.

The success of any educational system depends, largely upon the qualities of teachers. The teacher education institutions play a very significant role in improving the system of education by educating teachers. Teacher training is recognized as the most important aspect of the preparation of teachers. Every training institution should organize and make provision for the supervision of teaching practice adequately. Teacher training is very important of any pre-service teacher training program. In teaching practice, the teacher trainees get an opportunity to gain practical experiences.

### II. Mentoring Model

Mentoring has a long history dating back as the eighteenth century. Education, for good or ill, has adopted many of the practices of the business world, including mentoring. In England starting with the industrial revolution, teachers served apprenticeships as pupil teachers. This educational concept was introduced in the United States in the mid-1800s, when apprenticeship teachers, who took no educational courses, were expected to follow in the footsteps of an experienced teacher, replicating the experts teaching style and methods. In the 1920s, United States began requiring education courses. By the 1950s many teacher education institutions had changed the term “teacher training” to teacher education, changes in practice and wording that reflected shifts in thinking about the new teachers. Today we recognize that students and new teachers, as adult learners, have different learning styles as well as “multiple intelligence”. We have moved away from thinking that beginning teachers should mimic or copy the methods of experienced teachers. Teacher education institutions also have begun to recognize the need for classroom experience early in teacher education. Many universities have adopted the term mentor in place of cooperating teacher. A mentor teacher is an experienced teacher who works with a teacher trainee during their teaching practice. The role of mentor has also changed, from that of advice-giver and problem solver to questioner, listener and a model of reflective thinking

Mentoring model is considered for organizing internship in teaching. This is a process to conduct internship in teaching, which is based on collaborative learning. It emphasizes mentor and mentee relationship in practicing teaching skills, behavioral and evaluative strategies. Mentoring model is an intervention that has proven highly effective and has become popular in recent years. The mentoring process link an experienced person mentor with a less experienced person mentee to help foster the career development and professional growth of the mentee. The mentoring model requires that mentor and mentee work together to reach specific goals and to provide each other with sufficient feedback to ensure that the goals are reached. Mentoring model is an acknowledged part of learning and developing new skills in student teacher. Through mentoring model teacher trainee learn professional skills and strategies from experienced mentor. It will achieve the following objectives:

#### **Objectives of Mentoring Model**

- Developing social skills among teacher trainees
- Immediate guidance by mentors to solve problems
- Trainees under organized and guided supervision
- Continuous evaluation for quality standards of teaching
- Benefit from mentor’s experience and advice

The idea behind mentoring model is to focus on developing affective domain of providing education along with higher skills of cognitive domain. The mentor who possesses greater skills, knowledge and experience provides the guidance, direction, remedial measures and plays the dominant role in evaluating quality standards of teachers. The protégé/teacher trainee gets in depth organization, management, assessment and teaching- learning experiences. This will enable him to manage behavior, community and classroom situations efficiently.

Teacher educators supervise the student teachers. But the number of student teachers is very large in comparison to the number of teacher educators. So teacher educators cannot give sufficient time to each student teacher. Not only the teacher educators but the school teachers also may supervise the student teaching. If it is done, it will resemble mentoring model which requires total involvement of teacher educators, student teachers and school teachers. In mentoring model student teachers are attached to a particular institution under the guidance of school teacher during their teaching practice. Student teachers are guided and evaluated by school teachers in their classroom teaching. So the school teachers should be treated as cooperative teachers. School teacher’s acts as a true guide and helper and he tries to see that the student teachers under his care develops his potentialities fully.

## **Mentor**

A person who oversees the career and development of another person, usually a junior, through teaching, counseling, providing psychological support, protecting and at times promoting or sponsoring. The mentor may perform any or all of the above functions during the mentor relationship. Mentor is a trusted friend, counselor or teacher usually a more experienced person. Mentors provide expertise to less experienced teacher trainee to help their career, enhance their education and build their networks. A mentor facilitates and insights that have been learned through years. Many define mentor as a teacher who assigns, takes and reviews performance, but a mentor is more than a teacher. The mentor's role is one of guidance and support. However, the mentor may have an evaluative role as well as guidance and support. The mentor can fulfill the variety of roles for the novice teacher: guide, counselor, advocate, subject expert and reflective partner, all of which can be considered in light of the overall goals of mentoring program. A mentor may participate in the teacher trainee's evaluation, or maintain a purely supportive role in his or her colleague's development. Mentors should be selected based on mastery of pedagogical skills, content knowledge, teaching experience, interpersonal skills and a willingness to serve as a mentor. The mentor mentee relationship is an integral part of teaching internship. Mentors provides the professional guidance, facilitate collegial discussions and model reflective practice to the beginning teachers. Teaching should not occur in isolation but be a time to share and reflect on best practices. Mentors are to conduit for new teacher improvement. Mentor acting as a local guide, giving emotional support to teacher trainee. Mentor acting as an educational companion, giving technical support to the teacher trainee by means of feedback. The mentor refers to the development of the professional self of the mentee. Mentor acting as a change agent, working together with a mentee by means of collaborative inquiry to teaching and learning of students. The relationship between the two is a matter of pre-service teacher education. The mentor will have to challenge the student teacher, observe and assess his/her performance and write an evaluation report.

## **Role and Responsibilities of a Mentor**

- To prepare and allocate time table to the mentee with the help of faculty in-charge
- Provide congenial teaching learning environment to the mentee
- To provide guidance in teaching strategies according to the suitability of the lesson
- To guide in organizing school activities and help in learning to maintain school records of the mentees.
- To assist the mentee to learn and practice appropriate teaching strategies
- Facilitate learning in the class
- To maintain attendance record of the mentee
- To supervise every lesson delivered by the mentee
- To evaluate every lesson delivered by mentee
- To check lesson plan note books of mentee
- To help in maintaining discipline in the class

## **Mentee**

Mentee is a teacher trainee who is guided by mentor during internship. Sometimes the protégé is also called a mentee. A mentee is an achiever- groomed for advancement by being provided opportunities to excel beyond the limits of his or her position. Mentee is a learner who has a strong desire to learn new skills and abilities. Although mentoring model involves both mentor and mentee in a process.

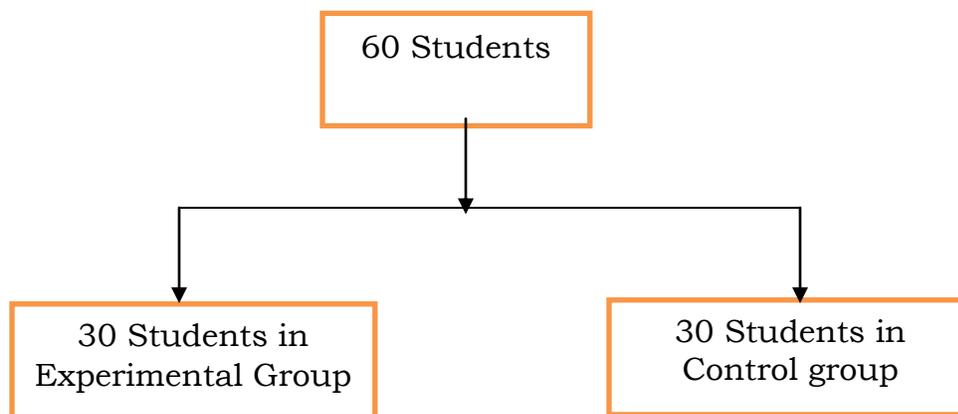
## **Purpose of the Study**

The purpose of this study was to find out the effectiveness of teaching through mentoring model on academic achievement secondary school students in English. The following research questions were designed to address the problem:

- Is there any significant difference between the academic achievement of secondary school students who taught and did not teach through mentoring model according to their pre test results?
- Is there any significant difference between the academic achievement of secondary school students who taught and did not teach through mentoring model according to their post test results?

### Method and Design of the study

The present study was experimental in nature and was conducted over Govt. secondary school of Sangrur district which is nominated as one of the educationally backward districts of Punjab. All the secondary school students of Govt. secondary school constitute the population for the present study. The investigator have taken 60 secondary school students studying class-X by using simple random sampling technique as sample for his investigation. After studying the review of related literature and considering the objectives of the study, two groups randomized pre-test and post-test experimental design was used to determine the effect of teaching through mentoring model on the academic achievement of secondary school students In English. The distribution sample is given below:



### Tools used

For collect data the investigator has used an achievement test constructed and standardized by himself.

### Construction of achievement test

Following steps were followed to make achievement test:

**(a) Planning of the test:** The construction of test was carried out by consideration of limitation under which the test was developed. The expert opinions were taken for the construction of the tests. The items of test were prepared in English language. 50 questions were planned to conduct the test. The students were asked to complete this in 50 minutes.

**(b) Validity of the test:** To know what the test measure, it is essential to know its validity. Validity concerns the degree to which a test measure what it claims to measure. For checking the validity of the test the investigator used the face validity for the help of the subject experts. Further the tests were given to the three senior teachers of social English. Final form was given to the test in the light of suggestions given by experts.

### Statistical Techniques used:

For the analysis and interpretation of data the investigator was used the t-test.

### Result Analysis and Conclusion

Result pertaining to the difference between the academic achievement of secondary school students who taught and who did not teach through mentoring model according to their pre test results.

In order to find out the difference in the effect of instructions given in mentoring model on academic achievement of secondary school students, pre-test was conducted and the result is presented in table I.

**Table1. Comparison of experimental group and control group on pre-test**

Group	N	df	M	SD	SEd	t-value
Experimental Group	30	29	25.00	7.42	1.62	2.46
Control Group	30	29	21.00	4.94		

Table value at 0.01 and 0.05 levels of significance is 2.66 and 2.00

Table I. depicts that the calculated value of  $t = 2.46$  which is less than the table value at both levels. It can be interpreted that there exists no significant difference between the achievements of experimental group and control group at the time of pre-test. Hence, the null hypothesis is supported.

Result pertaining to the difference between the academic achievement of secondary school students who taught and who did not teach through mentoring model according to their post test results?

In order to find out the difference in the effect of instructions given in mentoring model on academic achievement of secondary school students post-test was conducted and the result is presented in table II.

**Table2. Comparison of experimental group and control group on pre-test**

Group	N	df	M	SD	SEd	t-value
Experimental Group	30	29	26.5	6.37	1.43	3.63
Control Group	30	29	21.3	4.58		

Table value at 0.01 and 0.05 levels of significance is 2.66 and 2.00

Table I. depicts that the calculated value of  $t = 3.63$  which is greater than the table value = at both levels. It can be interpreted that there exists significant difference between the achievements of experimental group and control group at the time of post-test. Hence, the null hypothesis is supported.

### III. Conclusions

There exists no significant difference in the effect of teaching through mentoring model on academic achievement of secondary school students in pre-test in English.

There exists a significant difference in the effect of teaching through mentoring model on academic achievement of secondary school students in post-test in English. The results shows that the students taught through mentoring model have scored better academic achievement than students taught through conventional approach. The reasons of performing well by students taught through mentoring model may be: motivation given by the mentor and timely organizing different activities taking in to account the students needs.

### Suggestions

The researcher, by virtue of his experience in conducting this study would like to put forward the following suggestions:

- Sample size can be increased to reach more concrete results.
- Similar study can be analyzed by different statistical techniques for verifying the results. Comparison can be made between boys and girls.
- The same study can be conducted on other subjects of mathematics and science subjects also.
- The effectiveness of the methods can be seen by giving a longer duration of teaching.
- Study should be conducted to more districts also taking large sample.
- The achievement test should also be constructed in Hindi language.

### Recommendations

- Mentoring model helps to create better teaching learning environment.
- This study may prove beneficial in suggesting teachers the use of mentoring model for improving performance of the students.
- For applying mentoring model the school environment should be enriched with infrastructure.
- Better student teaches understanding and relationships, better adaptation of teaching learning, encouragement of students towards acceptance of responsibility of learning, greater satisfaction of student with his learning etc should be given importance.
- Mentor must be will prepared and informed on successful and successful mentoring program.
- This study argues that mentors need to be aware of specific attributes and practices in order to develop their mentoring of teaching.
- Special training should be given to the mentor.
- Mentors should be congenial and interests in mentee.
- Mentors should have a good reputation and should be considered successful teachers by the school principals.

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