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EFFECTIVENESS OF MENTORING PROGRAMME ON THE TEACHERS PERFORMANCE AT PRIMARY LEVEL

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ABSTRACT

While mentoring programmes have proven to be successful in reducing attrition and improving the teacher's performance, like other countries in Pakistan remains a deficit of research describing the key components of effective mentoring programmes in primary education. Therefore, the descriptive study was conducted to find out the effect of mentoring on the performance of teachers working at primary schools. All the male primary school teacher of district Toba Tek Singh was considered as the population of study. Tehsil Pir Mahal was selected purposively. Two hundred and fifty (250) primary school teachers were chosen randomly for the sample of this study. Data was collected through a self-developed questionnaire by the researcher using five point Likert scale. Qualitative research approach was adopted to investigate the impact of mentoring. The collected data was analyzed using Statistical Package for Social Sciences (SPSS) 18. The study revealed that mentoring is very effective training technique and has a significant effect on the performance of primary school teachers. Pearson's chi square value against most of the responses $p > 0.05$ shows high significance of the results. High effectiveness and significance of the study shows the significant impact of mentoring on the performance of primary school teachers. The study revealed that mentoring plays a vital role in shaping working behaviors of teachers, enabling them to perform their duties, using the teaching skills learnt from the mentors during mentoring. The study further reflected that mentoring is a continuous professional development process that capacitate teachers in teaching, lesson planning, formulating objectives, setting student learning outcomes, selecting teaching strategies to achieve desired goals.

Key words: Effectiveness, Mentoring, Performance, Primary School Teachers

1. INTRODUCTION

There is a public expectation that for the success of all learners in today's classrooms is due to teachers possess content knowledge and teaching skills. This is the age of the competition. Economic, educational and competitive changes are the need of the time. Nations desire effective and efficient teachers. Teacher education is a very basic and essential component of the education system in the as it produces the human resource. Teachers are the basic requirement of any educational institution that provide educated and skilled man power to the society. Education is the key to development and this reality is ensured by the teachers (Ehrich *et al.*, 2015). Professional training is being emphasized from the last decades. These are being provided to various fields like nursing, teaching, pharmaceuticals and many others and also reflected the positive effects on the performance of these professionals' related stakeholders. In education, like different fields, the initial professional training attained in universities is not up to the mark and is not expected as in the practical settings. The training at practical settings brings professional awareness of the critical roles and the field experiences, and development of skills in teachers in educational setup (Hansford *et al.*, 2004).

Research has reflected that the developing countries are not utilizing the financial resources properly for the training of teachers. The arrangements of the training for teachers are not frequent as well as consistent. Resultantly the process of training for teachers is not sustainable and favorable for their capacity building (Lewin & Stuart, 2003). Due to lack of proper training, the teachers are deprived of teaching skills and teaching methodologies. They are lacking from pedagogical skills and other instructional technology (Agbenyega & Deku, 2011). Mentoring is an interpersonal relationship focused on practical, field based teaching experience perceived by teacher from their supervisor (Dune *et al.*, 2000). Mentoring plays a vital role in professional development in the school cultures and outside the school. Mentoring improves system of school in the form of transforming the teaching skills as a real teaching profession (Fresko & Werthein, 2006). Hargreaves & Fullan 2000) suggested that mentoring is a commonly using activity in teacher education. It is referred to the situations in which prospectively teachers are in mentoring process by skilled and experienced teachers in the form of training and preparation as professional. (Smith & Ingersoll, 2015) suggested that a mentor is a carrier professional and a teacher with plenty of experience who facilitates new teachers in the development of educational career. The role of mentor teachers varies according to the needs of mentees, mentoring goals and the situations or in the context of educational objectives. Mentoring is commonly used as per demand of new teachers, situations, or for the induction programme. Mentoring is an activity that is conducted irrespective of the policies of the governments or administration. In mentoring the mentors benefits

the mentees helping in two areas. The mentor provides guidance about teaching and non-teaching issues to deal with administration and parents. He further enhances the professional capabilities of the new teachers enabling them in adopting new educational strategies (Cooner & Suzanne, 2004).

In mentoring, mentors have a lot of influence on mentees either they are new teachers or experienced. As new practices are introduced in instructions and new technology is adopted in teaching learning environment. Mentoring also helps in new changed situation, grade levels and curricula. The desired outcomes of mentoring are achieved providing one on one guidance to a new teacher after entering in the professional carrier (Rovegno, 2006). The mentors have got various formal trainings of the skills required to guide new teacher's professional growth and development of teaching attitudes. These objectives are achieved by developing healthy relationship between mentor and mentees. These goals are achieved in the form of induction training or serving mentoring activities to new teachers in key areas (Montgomery & Hack, 2003).

2. MATERIAL AND METHODS:

This study was conducted to investigate the impact of mentoring on the performance of primary school teachers in district Toba Tek Singh. Toba Tek Singh is located in the province of Punjab. Punjab province has the largest population in Pakistan. Toba Tek Singh is situated in the center of the Punjab. This district occupies the area of 3252 square kilometers. It is situated between 30°33' to 31°32' degree north latitudes and 72°08' to 72°48' degree longitudes. Toba Tek Singh got the status as a separate district in 1982. Toba Tek is included in the top 10 cities of Pakistan by literacy rate. The district has four tehsils (Toba Tek Singh, Pir Mahal, Kamalia, and Gojra). The study was descriptive in nature. Qualitative research approach was adopted to investigate the impact of mentoring on the performance of primary school teachers. For qualitative data collection, questionnaire was developed personally by the researcher. All teachers of male primary schools of district Toba Tek Singh were considered as the population of this study. Two hundred and Fifty (250) male primary school teachers were selected randomly for the sample of this study. A questionnaire was prepared using five point Likert scale by researcher. The researcher conducted survey from the concerned respondents by using this questionnaire for data collection. The questionnaire consists of thirty-five (35) statements and open ended suggestions. The five point Likert scale was Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD) respectively. Prior to data collection, a letter was written to the deputy district education officer (male) Pir Mahal to seek permission to collect data from teachers. The collected data was analyzed through SPSS (Statistical Package of Social Sciences) and presented in the form of tables and graphs.

3. RESULTS AND DISCUSSION

This study was conducted to explore the impact of mentoring on the performance of primary school teachers. The respondents have been divided into three different groups based on their teaching experience. The respondents having the experience 1-11 years were 103 teachers (41.2%). The second group having experience 12-22 years were 82 persons (32.8%) and the third group having the teaching experience of 23-33 years were 65 people (26%). Majority of the respondents were in favor of the point of view of researcher, that mentoring is helpful in teaching. Chi square test was applied to compare the results of the respondents on experience basis.

Table 1.1: Perceptions of respondents regarding help of mentoring programme in teaching.

Job Experience	Mentoring helps in teaching.					Total	Chi square
	Strongly agree	Agree	Undecided	disagree	strongly disagree		
1-11 years	41	42	8	1	11	103	0.001
12-21years	37	37	1	2	5	82	
22-33years	33	22	5	4	1	65	
Total	111	101	14	7	17	250	

Data presented in the table 1.1 (a) on the statement mentoring helps in teaching shows that 83%, 90.2% and 84.6% respondents are agreed or strongly agreed with the statement from each group respectively. The value of p is 0.054 which is significant. So it shows high significance and effectiveness of the statement.

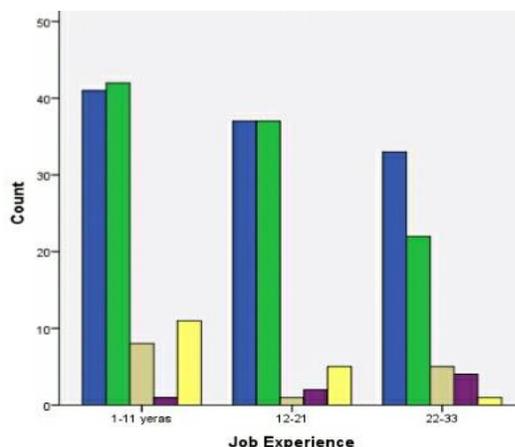


Figure 1.1 Pictorial representation of respondent's perceptions regarding help of mentoring programme in teaching.

Data presented in table 1.1 shows that 84.8% of the respondents are in the favor of the statement that mentoring is helpful in teaching whereas 9.6% of the respondents showed disagreement with the statement while 5.6% Of the respondents are unable to take any decision about the statement. The mean score was 1.87 (less than 3.00) shows high level of agreement with the statement. The results of the study match with the results of Britton & Wong (2005) who conducted various studies within different countries: France, Japan, New Zealand, China and Switzer land on various induction programs. The findings of these studies reflected that the new teachers are lacking knowledge and professional skills. They need mentors to capacitate them professionally and to provide support in teaching through mentoring not only to survive but also to facilitate with professional skills, proper knowledge of the responsibilities within the schools to fulfill the needs of children and teaching learning environment. The study confirmed the findings of Odell & Ferraro. (1992) who conducted a study on mentoring and concluded in his findings that new teachers learn teaching and learning according to the professional standards. It prepares teachers in accordance with the emerging needs of the individuals and students. It is a developmental process for building capacity of teachers and provide professional practices that can be learnt and developed with the passage of time. It is planned collaboratively to contribute in improving school culture and is evaluated by the stakeholders.

SJackson and Leroy (2008) conducted a study on effect of mentoring program and concluded that these programs play a vital role and are essential for the primary school teachers. This approach helps all teachers at same level of support regardless of area of specialization and training. Results in table 4.7 on the response of the statement mentoring helps in activity based teachings shows that 85.7% of people are agreed whereas 7.2% of the people are disagreed with the statement while 6.8% Of the respondents are unable to take any decision about the statement. The mean score was 2.00 (less than 3.00) shows high level of agreement with the statement. The high percentage of the respondents is in favor of the statement. This shows high effectiveness of the statement. If the mentor possesses these qualities then he can effectively support, provide motivation and engage emotionally to the mentees.

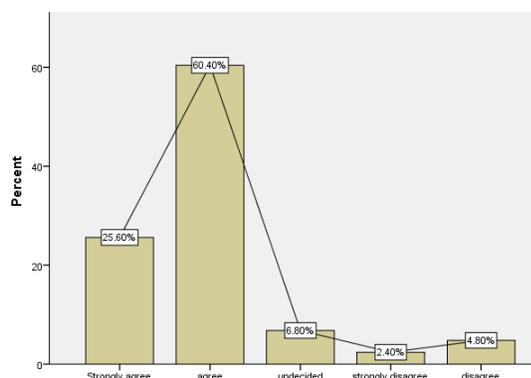
Table 1.2: Perception of teachers regarding mentoring programme regarding students learning outcomes (SLOs).

Mentoring helps in formulating student learning outcomes (SLOs)				
Categories	Frequency	Percentage	Mean	Standard deviation
Strongly Agree	111	44.4	1.87	1.101
Agree	101	40.4		
Undecided	14	5.6		
Disagree	7	2.8		
Strongly Disagree	17	6.8		
Total	250	100		

Results on the response of the statement Mentoring helps in formulating student learning outcomes (SLOs) shows that 75% of people are agreed or strongly agreed whereas 12% of the people are disagree or strongly disagreed with the statement while 3.2% Of the respondents are unable to take any decision about the statement. The mean score was 2.18 (less than 3.00) shows high level of agreement with the statement. The high percentage of the respondents are in favor of the statement. This shows high effectiveness of the statement. The results of the study match with the findings of Hansford *et al.* (2004) who conducted study on educational mentoring involving eight mentors and mentees and concluded that for effective mentoring the mentor requires collaborative efforts, sharing of ideas through

open discussions, personal satisfaction and professional development and growth in the educational settings with learner teachers. For mentees, the most crucial component in mentoring experience in the study was counseling, guidance, friendship, moral support and encouragement helping with the knowledge of subject and teaching strategies. Further components include discussion, to share ideas for problem solving, positive feedback, resource development and appropriate reinforcement. They conducted another study in Utah in contrast of two different models of mentoring but the record of findings revealed the same.

Stroot (2008) noted that skills, knowledge, grip on content, curriculum, pedagogical skills, strong listening power and effective communication skills of the mentor plays a pivotal role in the mentoring activity. As the mentor is the key factor.



If the mentor possesses these qualities then he can effectively support, provide motivation and engage emotionally to the mentees. This objective can only be achieved if the mentor has received proper trainings in the needed skills to guide new teachers for their growth and professional development. Siebert, (2005) concluded that mentoring provides pedagogical understanding, knowledge of the specific subject, constructing understanding, transforming beliefs in the form of actions to make a different, value able stature in teaching and learning for both the participants in mentoring process. It changes beliefs and behaviors beneficial to act as professional teaching in appropriate manner that leads towards changes becoming professional and institutionalized.

4. CONCLUSION

The study revealed that mentoring has a significant impact on the performance of primary school teachers. High effectiveness and significance of the study shows the impact of mentoring on the performance of primary school teachers. The results show that the present study fulfills its objectives that mentoring improves the performance of primary school teachers and it plays a vital role in teachers training at primary level. Mentoring plays a vital role in shaping working behaviors of teachers, enabling them to perform their duties, using the teaching skills learnt from the mentors during mentoring. The study further reflected that mentoring is continuous professional development process, capacitate teachers in teaching, lesson planning, formulating objectives, setting student learning outcomes, selecting teaching strategies. The study revealed that mentoring is helpful in constructing and using Audio Visual Aids (A. V. Aids) and adopting new relevant instructional technologies for strengthening teaching to get desired goals. Mentoring is continuous professional development process, capacitate teachers in teaching, lesson planning, formulating objectives, setting student learning outcomes, selecting teaching strategies. Mentoring helps in teaching, lesson planning, classroom management, preparing action plans for adopting new strategies. Mentoring is a continuous professional development (CPD) program. Mentoring helps in Training Need Assessment (TNA) of primary school teachers. Mentoring is training program that is provided at source. Mentoring is helpful in constructing and using audio visual aids and adopting new relevant instructional technologies for strengthening teaching to get desired goals.

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