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## Roles of Mentors and Effective Mentees' Teaching

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### Abstract

Most organizations have proven that coaching and mentoring are the best methods to enhance the excellence of an organization. Therefore, in realizing the transformation of education in the country, coaching and mentoring methods have been introduced to guide teachers to improve the quality of their teaching. Previous studies related to mentoring and the role of mentors involving trainee teachers have been conducted in western countries and in Malaysia but not many studies that involving trained teachers. Consequently, the purpose of this study is to identify the relationship of effective mentoring involving the roles of mentors that influence effective mentees' teaching in Peninsular Malaysia. A conceptual model using structural equation modeling (SEM) has been proposed and will be used to test the relationship between the role of mentors and the effective teaching of mentees. A hypothesis has been constructed based on previous studies and also based on the research model.

**Keywords:** Coaching, Mentoring, Mentor's Role, Effective Teaching, District Transformation Program

### Introduction

The implementation of National Education Blueprint 2013-2025 focuses on efforts to improve pedagogy in the classroom by providing guidance to teachers to improve the quality of teaching and learning (MOE, 2013). Effective pedagogical skills are able to meet the needs of students. Effective guidance from stakeholders will give positive impact to quality teaching. This is because quality teachers master pedagogical knowledge, inquiry skills, and assessment skills (Hudson et al., 2009; Hudson & Bird, 2015). Effective and quality teaching is a key indicator for accurately measuring the impact on student achievement (Adnot et al., 2016). The Ministry of Education outlines some guidelines and guidance to teachers including documenting a transformation plan known as the District Transformation Plan. Through the District Transformation Program, the District Education Office is given the responsibility to implement a systematic and effective program to improve the quality of teaching. The district

education officer who is appointed and known as the mentor is responsible for conducting coaching and mentoring to improve the quality of teaching. Therefore, research on mentoring and effective teaching should be enhanced in order to identify components affected the effective of teaching.

One of the components studied is the quality of a mentor. Effective mentors influence the impact on mentees. According to Hudson (2004) in his study of mentoring, there are five factors that influence effective teaching. The five factors are the personal attributes of the mentor, system requirements, pedagogical knowledge, modelling and feedback. Hudson introduces these five factors as the Five-Factor Mentoring Model.

Meanwhile, the teaching quality of teachers in this study refers to the Teacher Coaching Tool (TCT) recommended in the District Transformation Program document. Teaching quality standards in the context of this study involve 12 aspects of predefined standards. The intended aspects are learning objectives, teacher planning and preparation, delivery methods, communication skills, student focus and attention, classroom management, use of teaching aids, content knowledge, oral assessment, written assessment, lesson conclusions and lesson reflection. As mentioned by (DuFour & Mattos, 2013) teacher's quality is one of the most meaningful factors in improving student learning. Based on that, the authors need to identify the relationship on effective mentors and the teaching quality of mentees in Malaysia.

The organization of the paper is as follows: Section 2 presents a review of the relevant literature consisting of components, sub components for effective mentors, factors on effective teaching and development of the proposed hypothesis. Section 3 presents a description of the methodology. Section 4 presents the proposed researched model, conclusion and future research.

## **Literature Review**

### *Mentoring*

Mentoring can be defined as the process of providing assistance to another by either delivering knowledge such as pedagogical knowledge, being a good role model (Kram, 1985; Wang & Shibayama, 2022), and giving supportive (Hudson 2004, 2015; Liu & Zhou, 2022), to enhance achievement of an individual's task related needs in an organization (Bowles, 2015).

In this study, four components on effective mentoring (KM) that influence effective teaching listed. The four components namely, mentor personal attribute (AP), modelling (TC), pedagogical knowledge (PP) and communication (KOM).

### *Mentor Personal Attributes (AP)*

The first component is the personal attributes of the mentor. Mentor personal attributes contributing to positive impact on effective teaching (Hudson, 2004, 2013). Hudson categorized mentor's personal attributes into six subcomponents. A mentor should always: a) provide support to their mentees, b) attentive to mentee's communication about teaching, c) comfortable in talking to the mentee about teaching, d) instill positive attitudes for teaching, e) instill confidence for teaching, and f) assists the mentee to reflect on improving teaching practices.

### *Modelling (TC)*

The second component of effective mentoring is modelling. Mentor teachers become role models, especially in the aspects of teaching and learning. Role competencies as models to be measured in this study are rapport relationships with students in the classroom (Krasnow, 1993; Ramirez-Smith, 1997), lesson plans (Ball & Feiman-Nemser, 1988), language terms in subjects (Jarvis et. al., 2001; William & McBride, 1989, training and hands on pupils (Assunta, 1997; Raizen & Michelson, 1994). Mentee teachers will learn skills more effectively by observing how mentor teachers implement teaching (Hudson et al., 2005). With this modelling methods introduced; their confidence will also increase (Bandura, 1986; Luke et al., 2014).

### *Pedagogical Knowledge (PP)*

Another component appeared as one of the mentor personal attributes is the mentor's pedagogical knowledge. This component divided into 11 subcomponents (Hudson, 2004) namely: a) Assisted in planning, b) Assisted with timetabling, c) Guided preparation, d) Assisted with teaching strategies, e) Discussed content knowledge, f) Discussed problem solving g) Guiding classroom management, h) Discussed questioning techniques, i) Discussed implementation, j) Discussed assessment, and k) Provided viewpoints.

### *Communication (KOM)*

Lastly, the fourth component is communication. Effective communication is very important to ensure effective mentoring (Rollnik-Sadowska et al., 2022). Mentors need to have communication skills to guide, impart knowledge and teaching skills to mentees. Essential skills in interpersonal communication start with entertaining skills, listening effectively, open and closed questioning skills, exploring, paraphrasing, focusing, checking perceptions, reflection, guiding, feedback, finding alternatives, decision making and ending with evaluating skills (Abdullah & Mohamad, 2005).

### *Effective Teaching (KPMen)*

The aim of the study is to determine whether the components mentioned earlier has significant relationship with effective teaching. As mentioned by (Liu & Zhou, 2022) in their study, the supportive and the relational instruction styles had a more significant positive impact on instruction quality. Effective teaching can also be determined when students are able to learn well and effectively (Ahmad & Jiggan, 2017) and involves strategic and planned teaching style and well organized and straight forward (Ke-du, 2018).

## **Methodology**

Adapted questionnaire concerning the role of mentors and effective teaching will be used to ensure pertaining data will be gained. The questionnaire will be distributed to the teachers involved in the mentoring program. The SEM technique will be used to analyse the data gathered from the survey. Analysis such as exploratory factor analysis, reliability analysis and confirmatory factor analysis will be performed to test the construct validity, reliability, and measurements loading. After completing the measurement model, the structural model will then be tested and confirmed. The Statistical Package for the Social Sciences (SPSS) version 20 will be used to analyse the data which involved descriptive analyses namely means,

standard deviations, and frequencies. Lastly SEM using AMOS will be used to test the measurement and structural model.

### Proposed Research Model

There are many previous studies investigating on mentoring and coaching but there are few empirical studies that focus directly on the relationship between effective mentors and effective teaching. This study specifically emphasizes on mentoring implemented to trained teachers compared to previous studies that used trainee teachers as the study sample. Generally, effective mentors involving mentor’s personal attributes, how’s a mentor modelled his teaching, the mentor’s pedagogical knowledge and the communication between mentor and mentee can improve organization performance especially to mentee’s achievement in teaching as mentioned in this study. Figure 1 presents the proposed research model.

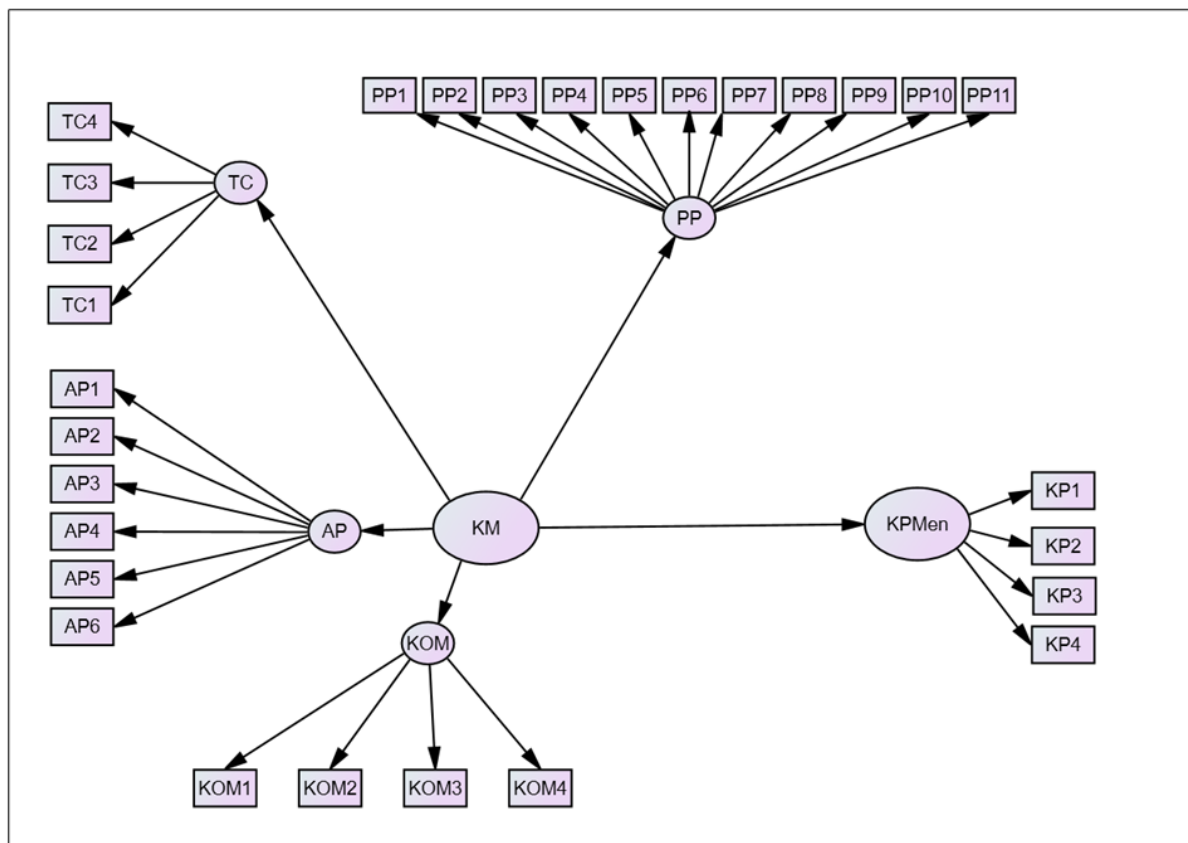


Figure 1. Proposed Model of the Study

### Conclusion

This paper provides the research review of the relationship between effective mentoring and effective teaching. Mentoring in work place becomes an important method used in every organization especially in education. To meet this need, the education should move forward to transform education system to better quality in teaching. With the District Transformation Programme which planned by the Malaysia Ministry of Education, mentoring for mentee teachers has been the agent of change for the education transformation in regards to the quality of teaching in 21<sup>st</sup> century.

To date, although there are few studies on mentoring but only few studies that examine the relationship between effective mentor teachers and effective mentee teachers in Malaysia. Thus, the empirical research on effective mentor teachers is met as very important and beneficial to improve organisational performance. In order to do that, the purpose of this study is to carry out structural analysis on effective mentoring based on the role of the mentor teachers (personal attributes; modelling; pedagogical knowledge; communication) and effective teaching (planning; delivery techniques; evaluating; reviewing).

This study is expected to help researchers in education field to identify factors on effective mentoring in order to improve the quality of teaching. From this study also, will improve the understanding of the stake holders on how to select mentor teachers in future. Besides that, based on this study, more improvement can be made during courses that will be attend by the mentor teachers. With that it is hope that the improvement made by all stake holders will enhance the quality of teaching specifically by mentee teachers and generally to educators. When the organisations improved, it will give positive impact to students' achievement.

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