

Role Performance of Teachers as Professional Mentors: A Study Conducted in A Select Secondary School In Kerala

Dr. Nimmi Maria Oommen

Assistant Professor of Education, Titus II Teachers College, Tiruvalla, Kerala, India

Abstract: *National Policy of Education (1986) emphasizes the teacher and his important role in bringing about desirable changes in education. It says "The government and community should endeavor to create condition which will help, motivate and inspire teacher on constructive and creative lines. Teacher should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community". As a teacher is next to the parents of the students, his words are considered to the final verdict by the student. Teaching is a noble and pious profession where teacher deals with students whose minds are like clean slates and he can mould the personality of a student as per his requirement and as per the latest needs of the society. The present study is conducted to assess the role performance of teachers as professional mentors.*

Keywords: Teachers, Mentors, Higher Education, Teacher's Personality

1. Introduction

Education is one of the factors affecting the physical and mental growth of an individual. The educational structure of any country starts with primary education. A strong foundation for education is to be laid at this stage and the teacher at the primary level has a pivotal role to play. From the philosopher to the layman, every one eulogize the teacher as the mason who builds the fabric of society, the student being the brick and mortar of the future. A teacher is no longer viewed as the transmitter of knowledge, dispenser of wisdom, but as a diagnostician, guide, appropriate encourager, stimulator, promoter, an interactive participant in the teaching learning and a true mentor in the education process.. Therefore the role of teacher has to take on new dimensions.

Importance and Role of Teacher in Education:

The task of the teacher in higher education has many dimensions: it involves the provision of a broad context of knowledge within which students can locate and understand the content of their more specific studies; it involves the creation of a learning environment in which students are encouraged to think carefully and critically and express their thoughts, and in which they wish to confront and resolve difficulties rather than gloss over them.

Multiple Roles of the Teacher

- **The Lecturer:** The traditional responsibility of the teacher is to pass on to students the information, knowledge and understanding in a topic appropriate at the stage of their studies. This leads to the traditional role of a teacher as the provider of information. The lecture remains as one of the most widely used instructional methods.
- **The Role Model as a Teacher:** Teachers serve as role model not only when they teach students and also fulfill their role as a teacher in the classroom, whether it is in

the lecture hall or the small discussion or tutorial group. The teacher has a unique opportunity to share some of the magic of the subject with the students.

- **Teacher - A Social Engineer:** It is said that "teacher is a social engineer". He is the architect who builds, rebuilds, shapes and re-shapes the psychological world of the young members of the society. Just like an engineer prepares plans for the construction of the building, the teacher prepares plan for the all-round development of the pupils. It is the teacher who gives the child a firm foundation for his physical, social, mental, intellectual and moral development.
- **Teacher- A Nation Builder:** Nobody can deny the role of teacher as a nation builder. The last Prime Minister Mrs. Indira Gandhi stated, "**The nation's well being depends upon the teachers' well being. Our teachers' are the custodians of future. No society can afford to neglect them**" The teacher removes the darkness of ignorance and light wisdom. Knowledge may be gained from books, but the love of knowledge is transmitted through the teacher.
- **The Learning Facilitator**
The move to a more student-centered view of learning has required a fundamental shift in the role of the teacher. No longer is the teacher seen predominantly as a dispenser of information or walking tape recorders, but rather as a facilitator or manager of the students' learning.
- **The Mentor:** The role of mentor is a further role for the teacher. The mentor is usually not the member of the staff who is responsible for the teaching or assessment of the student and is therefore off- line in terms of relationship with the student. Mentorship is less about reviewing the students' performance in a subject or an examination and more about a wider view of issues relating to the student.

Teacher's Personality

The teacher's personality affects students' behaviour, their relations with each other and their attitude towards learning.

Volume 4 Issue 7, July 2015

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

Students' gradually adopt their teachers' ideas whether they are desirable or not. If the teacher is friendly and courteous, he stimulates thoughtfulness, helpfulness and consideration in the students. A good learning situation depends largely upon satisfactory inter personal relationships, and hence the teacher's personality is vital.

The Teaching Profession

The one who gives a new birth of knowledge to the child is the 'Teacher'. He develops the human resources for the nation - the most precious resource on earth to bring about development of all other resources. He is truly a herald and harbinger of all prosperity in the nation. He shapes the destiny of a nation. International commission on the Development of Education has rightly remarked **"No system of education, no syllabus, no methodology and text book can rise above the teachers. If a nation wants quality education, it must have quality teachers. In all professions we need men of promise, men who can deliver goods better"**.

It is the teachers who make doctors, engineers, statesman, politicians, lawyers, administrative officers, technical persons, artists and architects, ministerial and menial personnel for the service of the nation. If the doctors, engineers, lawyers occupations are regarded as professions, those who make them so, are the teachers who must be regarded as very important persons (VIPs), venerable ones and should be given the highest place in the society. Other professions are the issues of the mother profession – Teaching. Of all the professions teaching is the noblest, sacred and sacrosanct.

Profession is an occupation based on specialized study training, the purpose of which is to provide skilled service or advice to the society having a definite fee or salary. It is a service, not vocation or work for one's selfish livelihood.

Teacher as a Professional Mentor

Today, a considerable shift can be seen in the demands from the teacher. Their traditional as well as contemporary roles are open to debate. A teacher needs 'modernizing' and enrichment. If teachers have to establish themselves as professionals, then constant learning should be central to their work. Finding opportunities to learn in every situation should become a habit. To be a professional mentor the teacher should have positive attitude towards teaching and should take genuine interest in students and their welfare. He should create in them self confidence enabling them to face the realities of life. Creating a pleasant social climate in the class for learning and personality development is the duty of the teacher.

2. Methodology in Brief

Investigator adopted experimental method using self-developed mentoring programme, **"Teacher: A**

Professional Mentor" in a selected school, and collect data from 40 teachers using self-rating scale. The purpose of the study is to assess the role of teacher as a professional mentor. The investigator collected the information from teachers after giving the self-developed mentoring programme and test to see which trait is more influenced on the mentoring process. For testing and analysing the data investigator used percentages and Pearson product moment correlation.

Objectives of the Study

To find out the level of awareness of role performance of secondary school teachers as mentors.
To find out the influence of traits on role performance of secondary school teachers as mentor

Hypothesis

There exists significant influence of traits on role performance of secondary school teachers as mentors

3. Result and Discussion

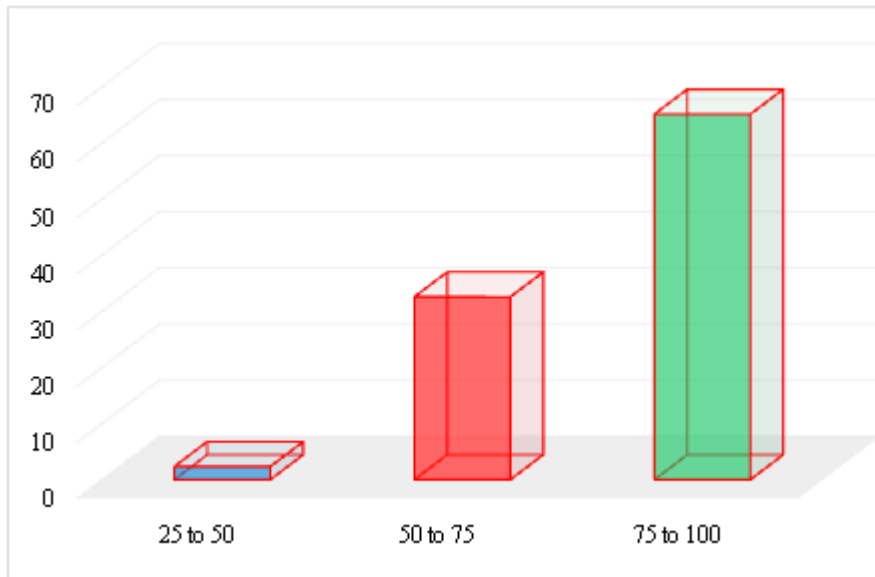
Investigator assesses the different role of teachers using a performance rating scale, and calculate the total score of each teacher and convert it in the percentages. Based on the percentages scores form a frequency table and find out the percentages of teachers having high, average and low awareness regarding the role performance of teachers as mentor then investigator find out the correlation among the traits with total scores of role performance and find out the shared variance of each trait on the role performance. Based on the percentages of contribution, the investigator found out the influence among these traits on role performance. Following table no.1 and 2 represented the results

To Find out the Level of Awareness of Role Performance of Secondary School Teacher as Mentor

Number and Percentages of the Awareness of the Role Performance of Secondary School Teachers as a Mentor

Class interval	Frequency	Percentages
25 to 50	1	2.33
50 to 75	14	32.56
75 to 100	28	65.11
	43	100

Above table shows the obtained percentages of the secondary school teachers regarding the mentoring, it is clear that 65.11% of the teachers have high awareness about the mentoring ability 32.56% of the have moderate level of mentoring after giving the self-developed programme so it is clear that most of the teachers have high mentoring ability. It can be represented below in a diagram.



To Find Out the Influence of Traits on Role Performance of Secondary School Teachers as Mentor

Data and result of the interrelations among the traits with professional mentoring of the secondary school teachers

<i>professional Mentoring</i>	<i>r value</i>	<i>t</i>	<i>S.E_r</i>	<i>Confidence Interval</i>	<i>Shared Variance</i>	<i>Interpretation</i>
Counsellor	0.59	4.79	0.097	0.8407 to -0.3392	34.81	Substantial Relationship
Collaborator	0.39	2.77	0.126	0.7161 to -0.0638	15.21	Low Relationship
Evaluator	0.50	3.78	0.11	0.7884 to -0.2115	25.00	Substantial Relationship
Individual Instructor	0.38	2.69	0.127	0.7090 to -0.0509	14.44	Low Relationship
Leader	0.74	7.21	0.067	0.9139 to -0.5660	54.76	High Relation Ship
Manager	0.88	12.14	0.033	0.9667 to -0.7932	77.44	High Relation Ship
Model	0.83	9.75	0.046	0.9496 to -0.7103	68.89	High Relation Ship
Monitor	0.73	7.00	0.069	0.9096 to -0.5535	53.29	High Relation Ship
Mentor	0.81	9.05	0.05	0.9422 to -0.6777	65.61	High Relation Ship
Professionalism	0.75	7.43	0.065	0.9182 to -0.5817	56.25	High Relation Ship
Social Change	0.81	9.05	0.05	0.9422 to -0.6777	65.61	High Relation Ship

Above table shows the inter correlation among the components with professional mentoring of teachers. From this, it is clear that the obtained r value for the components of teachers as counsellors with mentor ability is 0.59 which indicates that there exists a substantial relationship between counsellors and mentors. In the case of Collaborator and individual instructor, the obtained correlation values are 0.39 and 0.38 respectively, which indicate that the relationship of teachers as a Collaborator and as an individual instructor with the role of performance is Low, the obtained correlation values are .74, .88, .83, .73, .81, .75 and .81 among the components of teacher performance such as Leader, Manager, Model, Monitor, Mentor, Professionalism and social change respectively. All the r values indicate that there exists a significant high relationship in the role of performance of teachers. The shared variance indicates that the role of teachers as a manager is high contributing factor in the role of performance, which is 77.44% of variance between the two variables. Then there is 68.89 % of contribution between the variables, teachers as a model with role of performance of a teacher, mentor and social change and have same contribution on the role of performance as mentor. From the above observation it can be concluded that teacher as manager is high contributing factor on the role performance of a teacher as mentor.

4. Implications of the Study

The study revealed that majority of teachers showed high performance with respect to traits like leader, manager, mentor and as an agent of social change. But their roles with respect to counselling, collaborator needs to be improved.

5. Conclusion

The study revealed that the role of teachers as professional mentors is of high value in an academic perspective.

References

- [1] Aggarwal, J.C. (2001). Development and Planning of Modern Educations New Delhi: Vikas Publishing House Pvt. Ltd.
- [2] Eapen, K.V. (1997). Teacher and Education in Indian Society Kottayam: Kollett Publication.
- [3] Sahu, Bhagirathi. (2002). The New Educational Philosophy. New Delhi: Sarup & Sons.
- [4] Singh, M.S. (2004). Quality Impact in Teacher Education New Delhi: Adhyayan Publishers and Distributors.
- [5] Sivarajan, K. (2000). Psychology of Learning and Instruction. Calicut: Calicut University.