

Perception of Pre-Service Teachers & Teachers Educators towards Mentoring Services

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ABSTRACT

The primary purpose of this research was to explore the perception of Pre-Service Teachers & Teachers Educators towards mentoring services in the Colleges of Education. The researcher has selected 60 Pre Service Teachers & 10 teacher educators from the College of Education through purposive sampling Techniques, Survey method was adopted for the investigation. A questionnaire was used to collect the required data. Data analysis was performed through the percentage method. The results show that the majority of Pre-Service Teachers perceive that they do not receive proper mentoring service and career counselling on time regarding personal and professional growth.

Keywords: *Mentoring Service, Teacher Educators Career counselling, Prospective teachers, Professional Development*

The progress of a country ultimately depends upon the quality of its teachers. As a catalytic agent of change, the teacher is expected to play an important role of a conservator ensuring continuity and a social transformer, bringing about changes towards individual and national progress. The preparation of teachers in any country depends upon various factors such as curriculum, pedagogical innovation, and training of pedagogical concerns. Preparing a quality teacher selection of aspirants (prospective teachers) who wish to join the profession as a teacher is the most important step, after selection of the aspirants (prospective teachers) their mentoring is very essential for teacher educators concerning professional and personal development. The professionals who engage in training the prospective teachers are called teacher educators. Teacher education as it delivers education to train prospective teachers. Teacher trainees need additional support to acquire specialized skills, to improve performance, place appropriate employment, and develop professional skills. The teacher has primary responsibility for all the work related to the development of prospective teachers. (Ingersoll & Strong 2011) India has one of the largest systems of teacher education in the world. Besides the university departments of education and their affiliated colleges, government colleges, and government-aided institutions, private and self-finance colleges and open universities are also engaged in teacher education. Presently more than 21,000 colleges of education are running different programs for the pre-service teacher educator.

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Need and Significance of the Study:

The quality of teachers that serve the educational system is an index of the development and progress of any country. Teachers are the instruments of change and have great a responsibility for the success of any educational system. We as educators need to analyze what is happening. Do we have adequate policies, procedures, and provisions designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community? Do we provide guidance, pragmatic advice, and continuing support that will help prospective teachers in their learning and development process? Do our Pre-Service Teachers get mentoring services for professional and personal development from teacher educators in the College of Education? Definitely, NO” Such type of questions needs an answer, through this research, an attempt has been made to answer the above question.

Statement of the Problem: Perception of Pre-Service Teachers & Teachers Educators towards Mentoring Service in the College of Education.

Objectives of the Study: The primary purpose of the present study was to study the perception of Pre Service Teachers & teacher educators towards the Mentoring Service in the College of Education regarding professional development, career opportunity, their interest in the profession, and academic achievement.

METHODOLOGY

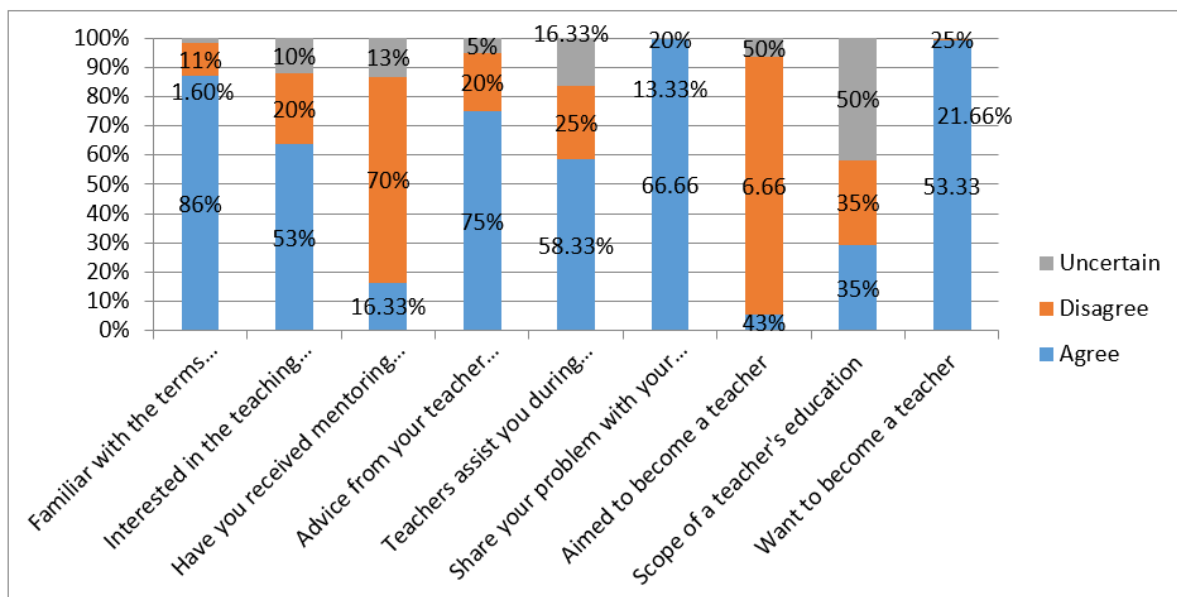
The survey method was adopted for the investigation. Purposive sampling method was used. The 60 Pre Service Teachers & 10 teacher educators were selected through convenient sampling techniques. An unstructured questionnaire was used to collect the required data to study the perception of Pre-Service teachers & teacher educators towards the Mentoring service.

Main Findings and Conclusion: Regarding the perception of Pre-Service Teachers & teacher educators. The Item -wise description and analysis of the data are as follows:

Table No. 01 Perception of Pre-Service Teachers towards the Mentoring Services

Statement	Responses		
	Agree	Disagree	Uncertain
Do you familiar with the term mentoring	10(16.33%)	30 (50%)	20 (33.3%)
Do you familiar with the terms guidance & Counseling?	52 (86%)	7(11%)	1(1.6 %)
Are you interested in the teaching profession?	32(53%)	12(20%)	6(10%)
Have you received mentoring service?	10(16.33%)	42(70%)	8(13%)
Advice from your teacher regarding your carrier?	45(75%)	12(20%)	3(5%)
Do your teachers assist you during academic situations?	35(58.33%)	15 (25%)	10(16.33)
Can you share your problem with your teacher at every time?	40(66.66)	12 (20%)	8(13.33)
Have you aimed to become a teacher?	26(43%)	04(6.66)	30(50%)
Do you know the scope of a teacher's education?	21(35%)	9(35%)	30(50%)
Do you want to become a teacher?	32(53.33)	15(25%)	13(21.66)
Would you like to be a mentor, mentee, or both?	8(13.33)	12(20%)	40(66%)

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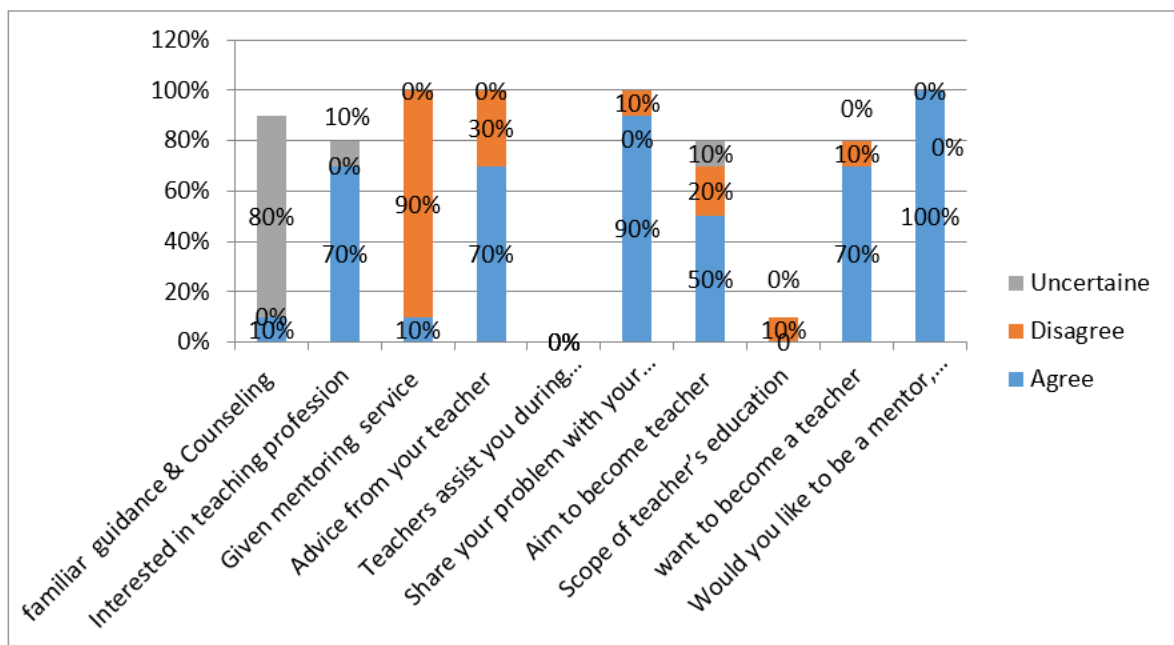
From the analysis of the data tabulated in Table 1. and Figure 1 we found, when teacher trainees were asked whether they are familiar with Guidance and counseling, 86% of the participants replied that they agreed, while when they were asked whether they were familiar with mentoring, only 10 teacher trainee gave their consent and 16.33 % said that we are not familiar with the real world of mentoring. Trainees were asked do they want to go into the teaching profession, 53% of the trainees agreed, while 12% of the trainees said that they did not want to go into the teaching profession. Never thought on the other hand, when asked whether you have ever received mentoring service during their program, 42% of the trainee said that they have never received mentoring service; only 10% of the students said this. When teacher trainees were asked whether they ever take help from their teacher. Out of the total 60 teacher trainees, 35 admitted that they take academic help from teachers while 15 were trainees who said that they do not take any kind of help from teachers. Do not seek help regarding sharing their problems with teachers, 40 teacher trainees expressed their agreement while the number of students who expressed disagreement was 12. When the students were asked whether they want to become a teacher, 32 teacher trainees gave their consent, and 15 who expressed their disagreement. None of the trainees was ready to become a mentor.

Table No. 02 Perception Teacher Educators towards the Mentoring

Statements	Responses		
	Agree	Disagree	Uncertain
Do you familiar with the term mentoring	8 (80%)	02(20%)	0(0%)
Do you familiar with the terms guidance & Counseling	10(10%)	0(0%)	0(80%)
Are you interested in the teaching profession?	7(70%)	0(0%)	01(10%)
Have you Given mentoring service	1(10%)	9(90%)	0(00%)
Do you take any advice from your teacher regarding your profession	7(70%)	3(30%)	0(0%)
Do your teachers assist you during academic	10(0%)	0(0%)	0(0%)
Can you share your problem with your teacher at every time during carrier	9(90%)	1(10%)	0(0%)
Have you aimed to become a teacher	6(50%)	2(20%)	2(10%)

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Statements	Responses		
	Agree	Disagree	Uncertain
Do you know the scope of a teacher's education?	9(90%)	1(10%)	0(0%)
Do you want to become a teacher?	7(70%)	2(10%)	0(0%)
Would you like to be a mentor, mentee, or both?	10(100%)	(00%)	0(0%)



From Table 02, It was found that all the Teacher Educators (100%) hold the view that they were familiar with the term mentoring. When teachers work in teacher education were asked whether they are familiar with the term mentoring 80% of teachers accepted that they are familiar with the term mentoring, but they never provide mentoring services. 100% teacher are familiar with guidance and counseling process. Since guidance and counseling is part of the curriculum but the teachers said that they keep providing advice to the students whenever they need it. All the teachers' educators are aware of whatever changes are happening in the field.

CONCLUSION OF THE STUDY

Why such types of responses were found by the working teachers? We should think about it. Indeed, mentoring is the need of the hour, and the Indian education system needs to understand this as a severe requirement for the capacity-building exercise for the teaching community. The response by the Pre-Service Teachers trainee and Teachers Educators was mixed in nature. The majority of the students reported that they don't get any mentoring services from their teachers. They said sometimes our educators guide us whenever we asked. Teacher educators also reported that they are not providing any kind of mentoring service. However, Teacher educators guide Pre-Service Teachers trainee as per their requirements. In response to why you are pursuing a particular (Training) B.Ed. Course. Prospective teachers reported that my father suggested pursuing B.Ed. for securing a job, some said in confusion when nothing came to mind we thought of B.Ed. While others said that the entrance was cleared that's why we have taken admission. Some said that B.Ed. is our second option. Similar other responses were recorded. According to a LinkedIn survey, India is experiencing a mentorship

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gap as over 70% of young professionals are clueless about whom to approach when they want advice on their career path. Similarly, Mentoring of pre-service teachers by the teacher educator is the need of the hour. Majority of pre-service teachers don't know why they are pursuing a pre-service teacher's education program. Wallia. K in his article Perception on teacher commitment reported that the opinion of present teachers is a matter of great discussion and emphasized the importance of a strong mentoring system in the college of education. Further, he added that in response to the question of becoming a teacher? The following response was received by the educators I never wanted to be a teacher in my life as a profession. I wanted to be a poet and suddenly I became a teacher. I never wanted to be a teacher in my life because the salary and service profit of a teacher is less. I wish to change my profession in the future. I do not want to be a teacher, I became a teacher for politics. If given a chance, I may shift to other professions. My parents were not able to spend on the expensive professional courses like medical therefore I decided to be a teacher and with the opportunity I will change the profession. We should have changed the mindset of society.

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Conflict of Interest

The author(s) declared no conflict of interest.

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