

Preparation and Validation of Attitude towards Mentors (ATM) Scale of Prospective Teachers

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Abstract

This paper analysis on Preparation and Validation of Attitude towards Mentors Scale of prospective teachers has been explained in detail. The simple random sample technique was used for the data collection for pilot study. The sample consists of 130 prospective teachers from 10 B.Ed. Colleges (including male-50 and female 80) randomly selected from Chennai District. With the help of SPSS the Cronbach's Alpha method was used to find out the reliability of the tool. The reliability of the Scale is **0.867**. Face and content validity was found out.

Keywords: *Attitude, Prospective Teachers, Mentors, Work Commitment, Inspired by role modeling of teachers.*

1.1 Introduction

The main aim of this research is to construct and standardize the attitude towards mentors Scale of trainee teachers. In the students' life the teachers play a vital role. Many students keep their school teachers as their role model, next to their parents. So the student teachers being the creator of future citizens of the world, students must possess certain qualities. More than subject knowledge, the teacher should possess certain qualities like following moral values, being pure-minded, being unbiased and undoubtedly futuristic need based thinkers about pupils in the school.

In the current scenario of the Teacher Education field, a student who scores high marks in their higher secondary school pursues Diploma in Teacher Education (D.TED). The graduates, postgraduate from arts and science stream and Engineering field who have secured good marks like to pursue Bachelor of Education course (B.Ed. course) to turn out to be a teacher in a school. Their teaching aptitude, attitude towards teaching profession, inspiration gained from their school teachers, parents or relatives in the teaching field, belief in getting secured government job after clearing competitive

examinations are the various reasons behind their pursuit of B.Ed. course. Apart from the sound theoretical knowledge, application skills and values gained through the B.Ed. curriculum in Colleges and Universities of Teacher Education the prospective teachers should have essential qualities of self-regulation, social relations, positive attitude towards their mentors and teaching competency meeting the need of the students in the present world. The qualities of prospective teachers such as self regulation, social relations, their attitude towards mentors during the observation of mentors while teaching and practicing teaching in the schools as prescribed by the National Council of Teacher Education have influence on their teaching competency and helps them to groom in to a good teachers as expected from the futuristic society.

- ❖ Their attitude towards their mentor helps to mold their social relations maintained with parents, teachers, peers, and students.
- ❖ They learn to handle the students, subjects, and interpersonal skills.
- ❖ Their mentor serves as their role model in learning about not only teaching-learning

phase but also maintaining interpersonal skills.

- ❖ Their mentor helps them to groom their teaching competencies.

Their exposure to the real-time teaching phase with the guidance of the mentor and their attitude towards the mentor helps the student teachers to identify the learning needs of the students, prepare a lesson plan, prepare and use teaching aids, develop learning activities, motivating and encouraging the students in the class.

The prospective teachers especially in the observation and teaching practice phase in the school environment learn not only the subject matter, way of teaching but the essential skills of controlling discipline, handling practical difficulties, planning and executing academic and administrative work effectively with ease from the mentors of their respective subject. Henceforth the researcher has chosen to construct the attitude of prospective teachers towards their mentor Scale.

1.2 Conceptual and operational definitions of the key terms

Attitude towards Mentors: Mentors act as a role model for B.Ed. trainee teachers. Trainee teachers perceive all the skills from their mentor or guide during teacher training practice. B.Ed. Trainee teachers learn various skills of teaching from their mentor through observation. They implement them during real time teaching in future.

The investigator has defined the attitude towards the mentor as the predisposition of the student teacher's view regarding his mentor during teaching practice.

Prospective Teachers: Teachers are those Students who study B.Ed., second year.

1.3 Review of Related Literature

Agbonna (2022) carried out a survey to determine whether mentorship has a moderating influence on the relationship between entrepreneurial learning and entrepreneurial attitude. The population included 24,282 undergraduates from six Federal Universities in Nigeria's south-west. Using the Krejcie and Morgan formula, a sample size of 1,673 was

determined. The respondents were selected using a stratified random sampling technique. The percentage of those that responded was 76.91 percent. Mentorship was found to have a strong moderating influence on the relationship between entrepreneurial learning and entrepreneurship attitude. The inclusion of the interaction term (entrepreneurial learning *Mentorship) indicates the presence of a significant moderating influence of mentorship, according to the findings. Mentorship was found to be a predictor of a favorable entrepreneurial attitude in the study. According to the findings, the government and policymakers should incorporate mentorship programmes into university entrepreneurship curricula, as well as foster a strong collaborative culture fostering advanced educational practices of mentoring students alongside successful entrepreneurs around the world.

Tawalbeh and Thaer Issa (2021) researched the EFL mentees' perspectives of mentoring experience in one of the Kingdom of Saudi Arabia's Higher Education institutes. The mentorship programme, mentors' duties and responsibilities, mentoring advantages, and mentoring hurdles are all part of the mentoring experience. Two questions were attempted to be answered by the researcher. The first question enquires about the mentees' impressions of the mentoring experience, while the second seeks to learn about the mentees' suggestions for improving the mentoring experience. To answer the first question, a four-point Likert scale questionnaire was employed to collect data from thirty-three newly hired instructors. The mentees were happy with their mentoring experience, according to the data. They are enthusiastic about the mentorship programme and the tasks and responsibilities of the mentor. However, a few mentees have expressed reservations about some aspects of their mentoring experience. Furthermore, the mentees offered a number of suggestions that would help to improve the mentoring experience.

Qahtani (2015) aimed to assess the students in the Master's Program in Health and Hospital Administration's attitudes and understanding about mentoring. This research design was undertaken at King Saud bin Abdul-

Aziz University for Health Sciences in Riyadh, Saudi Arabia, on a cross-sectional survey. Students enrolled in a master's programme made up the participants. Demographics, knowledge of mentoring, awareness of mentoring, impression of mentoring, attitude toward mentoring, experience with mentoring, and the need for mentoring were the components of the questionnaire. Responses were measured using a Likert scale. The response rate was 85 percent among 120 students. Mentoring is an effective means of developing one's potential, according to 92 percent of respondents in the attitude toward mentoring domain. The average age was 30 ± 4 years old, with 75.5 percent of the participants being female, 36 percent having completed at least two semesters, and 92 percent expressing a strong desire for mentoring in the master's degree. He came to the conclusion that mentorship is an important but underutilized educational technique with a lot of potential if properly handled.

Vicky Duckworth and Bronwen Maxwell (2015) aimed to investigate how mentors might operate as social justice change agents. It looks at mentors' roles in initial teacher education in the LLS and how important places may be created to facilitate a flow of mentor, trainee teacher, learner, and community empowerment. Two thematic literature evaluations were conducted: one on UK LLS ITE mentoring and the other on social justice in relation to ITE mentoring and the first year of teaching on an international scale. The concepts of capital, field, and habitus (Bourdieu, 1986) are used as sensitizing tools to investigate LLS mentors' practices and the possibilities for increasing the flow of "pedagogical capital" between mentors, trainee teachers, learners, and communities, allowing mentors to become social justice agents. Findings – The roles of LLS mentors and trainee instructors are unclear. Mentoring in the UK and several other nations is dominated by an instrumental assessment-focused approach, which ignores social justice. Social justice mentors, on the other hand, form collaborative democratic mentoring relationships, create spaces for critical reflection, encourage trainees to engage in cross-cultural experiences, develop inclusive critical

pedagogies, and generally act as advocates and foster passion for social justice.

1.4 METHODOLOGY ADOPTED FOR CONSTRUCTION AND STANDARDISATION OF THE TOOL

1.4.1 Attitude towards Mentors Scale

1.4.2 Preparation of the tool

After a thorough and careful study of books, current journals, magazines and research publications related to attitude towards mentoring, the investigator did not find a suitable tool to fulfill the purpose of present study. Hence, the investigator decided to prepare a separate tool for measuring the attitude towards mentoring of the prospective teachers. With the collective materials from various sources, the investigator discussed with his research supervisor. After discussion, the investigator developed a draft tool with 51 items relevant to 3 dimensions viz, role in teaching-learning process, work commitment and inspired by role modeling of teachers (Table 1.1).

1.4.3 Dimensions of Attitude towards Mentors Scale

Attitude towards mentors has three Dimensions, namely Role in teaching-learning process, work commitment and inspired by Role Modeling of teachers. Based on the literature review and expert opinion the dimensions were selected for this study.

Role in Teaching and Learning Process

A role model is people who inspires and encourage us to strive for greatness, maximize our potential, and see the best for ourselves. A role model is someone we admire and someone we aspire to be like. We learn from them, from our commitment to excellence, and from their ability to push us to achieve our own personal growth. We are looking for them for advice and guidance.

A role model can be anybody: a parent, a sibling, a friend but some of our most influential and life-changing role models are teachers.

Work commitment

Work commitment is defined as the level of enthusiasm an employee has towards his/her tasks assigned at a workplace. It is the sense of responsibility that people have for the goals,

missions and visions of the organizations with which they are involved.

Inspired by Role modeling of Teachers

A person whose behavior in a particular role is emulated by another person.

1.4.4 Establishing Content Validity

The draft tool was given to the educationists who verified the content of the tools with the objectives and expressed their opinion regarding the suitability of the content of the tools. Based on their suggestions, the draft tool was modified. Then the tool was given to

another expert to verify the Tamil translation. Thus, the content validity of the tool was established.

1.4.5 Establishing Item Validity

The draft scale of Attitude towards Mentors with 51 statements was administered to a sample of 130 prospective teachers for testing the suitability of each in the scale. Each item score was compared with the total score. The items with Cronbach's alpha value more than 0.923 were removed from the tool. The following table shows the item validity of the Attitude towards mentors scale.

Table 1.1 Details of Positive and Negative items in the Preliminary Draft of Attitude towards Mentors Scale

Dimensions	Positive Items Question No.	Negative Items Question No.	Total
Role in teaching-learning process	1, 3, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 19, 20	2, 4, 5, 14, 18	20
Work Commitment	21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33	23, 25, 27	13
Inspired of Role modeling by teacher	35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51	Nil	18
Total			51

Table 1.2 Showing the Item Validity of Attitude towards Mentoring Scale

S.No.	Cronbach's Alpha if item deleted	Selected / Rejected Questions	S.No.	Cronbach's Alpha if item deleted	Selected / Rejected Questions
Dimension 1: Role of Teaching -Learning Process			26.	0.924*	Rejected
1.	0.923	Selected	27.	0.923 (Negative Question)	Selected
2.	0.924*(Negative Question)	Rejected	28.	0.924*	Rejected

3.	0.922	Selected	29.	0.920	Selected
4.	0.925*(Negative Question)	Rejected	30.	0.922	Selected
5.	0.925*(Negative Question)	Rejected	31.	0.920	Selected
6.	0.920	Selected	32.	0.920	Selected
7.	0.920	Selected	33.	0.919	Selected
8.	0.920	Selected	Dimension 3: Inspired by Role Modeling of Teacher		
9.	0.920	Selected	34.	0.920	Selected
10.	0.919	Selected	35.	0.920	Selected
11.	0.920	Selected	36.	0.920	Selected
12.	0.919	Selected	37.	0.920	Selected
13.	0.921	Selected	38.	0.920	Selected
14.	0.922 (Negative Question)	Selected	39.	0.921	Selected
15.	0.926*	Rejected	40.	0.920	Selected
16.	0.920	Selected	41.	0.920	Selected
17.	0.920	Selected	42.	0.921	Selected
18.	0.924*(Negative Question)	Rejected	43.	0.921	Selected
19.	0.920	Selected	44.	0.921	Selected
20.	0.920	Selected	45.	0.920	Selected
Dimension 2: Work Commitment			46.	0.920	Selected
21.	0.923	Selected	47.	0.920	Selected
22.	0.920	Selected	48.	0.920	Selected
23.	0.924*(Negative Question)	Rejected	49.	0.920	Selected

24.	0.921	Selected	50.	0.920	Selected
25.	0.927*(Negative Question)	Rejected	51.	0.920	Selected

Note: * deleted items.

The items with a value of 0.923 and below were retained in the draft Scale. The items with Cronbach's Alpha coefficient more than 0.923 were deleted. The 9 statements with serial numbers 2, 4, 5, 15, 18, 23, 25, 26 and 28 were removed from the draft Scale to form the final Attitude towards Mentors Scale. After establishing the item validity, the final draft Attitude towards Mentors Scale has 42 statements. The validated scale was taken for the final study.

1.4.6 Establishing Reliability

The validated Attitude towards Mentors Scale was first administered to a randomly selected sample from the population. After an interval of 10 days, the same scale was administered to the same prospective teachers.

Karl Pearson Product Moment Correlation was computed between the test-retest scores. It was found to be 0.867. The reliability coefficient found was positive and significant. Thus, the reliability of the scale was established.

Table 1.3 Showing dimension-wise distribution of items in the Attitude towards Mentors Scale (Final Tool)

Dimensions	Positive Items Question No.	Negative Items Question No.	Total
Role in teaching-learning process	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15.	11	15
Work Commitment	16, 17, 18, 20, 21, 22, 23, 24	19	9
Inspired of Role modeling by teacher	25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42	Nil	18
Total			42

1.4.7 Administration

The investigator administered the finalized tool having 42 statements, including 2 negative items (Serial Numbers 11, 19) to the respondents. Each statement stated in the tool was having five alternative measures arranged in a hierarchical presentation. The respondents were asked to read each statement carefully and indicate through a tick mark (✓) how much they agree with each statement on the five points viz. (a) strongly agree (b) agree (c) undecided (d) disagree and (e) strongly disagree. The researcher requested the respondent to give their honest response to each item.

1.4.8 Scoring

This scale has 42 items. The scale has been measured on the five-point scale. Items scored 5 marks for strongly agree, For Agree 4 marks, 3 marks for Undecided, For Disagree 2 marks and 1 mark for Strongly Disagree. For negative statements, weightage was given in the reverse order i.e., 1, 2, 3, 4, 5. The maximum and minimum scores range from 42 to 210.

1.5 Conclusion

The construction and standardization of the scale was found to be highly reliable and valid to measure the level of attitude of prospective teachers towards the mentor. Hence, the standardized scale can be used for the main study by the investigator to measure the extent

level of attitude of prospective teachers towards their mentor.

From the students' perspective, a good mentor is a nurturing teacher and a 'knowledgeable friend' (Bennett 2002). These are emotive attributes, but mentors, while recognizing the importance of the personal relationship, also understand that they have a responsibility to adhere to vocational standards and a contractual obligation to their employer. Teachers' education should be modified so that all teachers have a good attitude to accommodate all aspects of the teacher's activities. Teachers have to understand their new role and the need for acquiring new competencies for the demand of our educational development. A positive attitude towards teachers is leading the teacher to the path of success in the teaching profession. It also leads them to go forward to fulfill their objectives in the proper way for all-round development of a student.

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