

## **A Study on Attitude towards Mentors of Prospective Teachers in Chennai District**

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### **Abstract**

The present study was undertaken to assess the Attitude towards Mentors of Prospective Teachers in Chennai District, Tamil Nadu, with regard to their gender, Locality, and family type. For this purpose, 600 Prospective Teachers (200 male and 400 female) from Chennai District were selected from 18 B.Ed. Colleges. The Attitude towards Mentors Questionnaire (ATM) Self-constructed and standardized by the investigator with the help of the supervisor was used for data collection. And t-test was used for data analysis. Results revealed that there was no significant difference in the Attitude towards Mentors of prospective teachers in relation to their gender, locality, and family type.

**Keywords:** Attitude towards Mentors, Attitude, Mentors and Prospective teachers.

### **Introduction**

Teaching is continuous communication between the teacher and the students. It is one of the major tasks of a teacher. Teaching Competencies are gradually more used in education nowadays. It is described as one's ability and a measure of one's performance. The success of any education begins from the quantitative improvement of the teacher & his professional development. The teacher development begins with the training of the teacher, which continues throughout the teaching career. If a competent teacher can be prepared, the desirable educational outcome is ensured to a great extent.

As the world is changing rapidly, the educational field is also changing in knowledge, technology, and management. The teachers by and large find themselves quite out of touch with intellectuals. The technological effect can also reflect on the classroom environment. But unfortunately, the process of teacher education has been very slow. The teacher training is not planned and organized to develop initiative, the ability to inquiry, scientific temper, linguistic skills for effective

speaking and writing, which the teacher are expected to impart to the students.

In education, mentoring is a complex and multi-dimensional process of guiding, teaching, influencing, and supporting a beginning or new teacher. It is generally accepted that a mentor teacher leads, guides, and advises another teacher more junior inexperience in a work situation characterized by mutual trust and belief.

Students learn everything from their teachers only. Here the researcher had taken the variable as attitudes towards the mentor that resembles the opinion of teacher trainee towards their mentor (i.e. Guide teacher). Now, teacher trainees, being a student will learn from their mentor during teaching practice. The trainee teacher will observe the role of the guiding teacher in the teaching-learning process of students and commitment to the work. For a trainee teacher, his mentor will be the role model to be followed by him after he becomes a teacher.

The training of a teacher must be based on mastery of the subject matter, insight into its relationship.

The ultimate need of this research is to find Attitudes towards Mentor of prospective teachers.

### Need and Significance of the Study

Teacher Education institution plays a vital role in educating and training young teachers. The teaching practice is an important practical component pursued by the student teachers. The period of teaching practice has been increased to 3 months by NCERT from 2015 onwards. The attitude of student teachers towards their mentors during teaching practice plays a crucial role in enhancing their teaching skills and all-round personality towards teaching, teaching practice phase as it helps them to learn not only handling their subject but also control the classroom activities, using teaching aids, fostering self-discipline, arranging conducive environment for learning, preparation of teaching aids and understand their responsibility as a guru.

### Review of Literature

**Eby, L. T., Rhodes, J. E., and Allen, T. D. (2007)** identified some ideal attributes that an effective mentor should possess. The willingness to listen, honesty/genuineness, patience/persistency, empathy, flexibility/openness, and knowledge/expertise are the first and essential qualities. Other traits include sensitivity to others' opinions, experiences, and struggles, self-awareness, self-reflection, and a commitment to ongoing self-development, strong interpersonal and communication skills, and inventiveness in developing learning opportunities, ability to provide constructive feedback, professional and personal stability, and access to resources.

**Hezlett, S. A. (2005)** done an exploratory case study on Protégés' learning in mentoring relationships suggested that learning may not be the only outcome of mentoring relationships, but that it may also serve as a catalyst for other benefits associated with

mentoring, such as increased career opportunities and promotion, innovation, or work performance, and so on.

### CONCEPTUAL AND OPERATIONAL DEFINITION OF THE KEY TERMS

**Attitude towards Mentors:** Mentors act as role models for B.Ed. Trainee teachers. Trainee teachers perceive all the skills from their mentor or guide during their teaching practice. B.Ed. Trainee teachers gain knowledge of various skills of teaching from their mentor through observation. They will implement them during real-time teaching in the 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.

### THE RESEARCH PROBLEM

The student-teachers undergoing their teaching practice is a vital phase for the development of positive attitude towards mentors. Their attitude towards mentor, play a vital role in grooming their teaching competencies. 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. In the present study, the researcher is interested in studying the Attitude towards Mentors of prospective. Hence the statement of the research problem was stated as **"A Study on Attitude towards Mentors of Prospective Teachers in Chennai District."**

### Objectives

2.01. To find out Attitude towards Mentors of male and female Prospective teachers.

2.02. To find out Attitude towards Mentors of rural and urban Prospective teachers.

2.03. To find out Attitude towards Mentors of nuclear and joint family Prospective teachers.

### Hypotheses

H.0. 1. There exists no significant difference in the Attitude towards Mentors of male and female prospective teachers.

H.0. 2. There exists no significant difference in the Attitude towards Mentors of rural and urban prospective teachers.

H.0. 3. There exists no significant difference in the Attitude towards Mentors of nuclear and joint family prospective teachers.

### Methodology

The total samples of the present study consist of 600 Prospective teachers (200 Male and 400 Female) of the age group of < 25 and above 25 years were studied in Chennai District, Tamil Nadu. The simple random sampling technique was used for the sample selection from 18 colleges (2 Government, 4 Government Aided, and 14 Self-financing colleges). Attitude towards Mentor (ATM) Questionnaire Self-constructed and standardized by the investigator with the help of the research supervisor, was used for data collection

**Table No.1: Demographic Details**

Sl. No.	Demographic Details		Frequency	Percentage
1.	Gender	Male	200	33.33
		Female	400	66.67
2.	Types of family	Joint Family	210	35
		Nuclear Family	390	65
7.	Residence	Urban	376	62.67
		Rural	224	37.33

### Analysis and Interpretation of the Data

**Table.1: Attitude towards Mentor**

Variable		N	M	S.D	Calculated Value	Tabulated Value	Significance / result
Attitude towards Mentor	Male	200	84.30	9.09	0.290	1.96	N.S.
	Female	400	84.52	8.74			

### Interpretation

The mean, S.D, and t-value were calculated from the statistical analysis of data. The Mean score of male and female prospective teachers on Attitude towards mentors' scores was calculated as 84.30 and 84.52 with S.D. 9.09 and 8.74 respectively. As shown in Table 1 the obtained t-value was

0.290 which is lesser than the table value of 1.96 at 0.05 levels. Thus, the null hypothesis is (H<sub>0</sub>-1) that there exists no significant difference in the Attitude towards Mentors of male and female prospective teachers with respect to gender is **Rejected** and concluded that there was no significant difference in the Attitude towards mentors of male and female prospective teachers.

**Table.2: Attitude towards Mentor**

Variable		N	M	S.D	Calculated Value	Tabulated Value	Significance / result
Attitude towards Mentor	Rural	376	84.46	8.74	0.56	1.96	N.S.
	Urban	224	84.42	9.06			

**Interpretation**

**Table 2** indicates that the Mean scores of Rural and Urban prospective students were 84.46 and 84.42 with S.D. 8.74 and 9.06 respectively. The value of  $t = 0.56$  is lesser than the tabulated value of 1.96 at 0.05 levels. Hence, the null hypothesis ( $H_0-2$ ) that there exists no significant

difference in the Attitude towards Mentors of rural and urban prospective teachers with respect to the locality is **rejected** and concluded that the Attitude towards Mentors of the prospective teachers is not differed significantly in their Attitude towards Mentors scores, with respect to their locality.

**Table.3: Attitude towards Mentor**

Variable		N	M	S.D	Calculated Value	Tabulated Value	Significance / result
Attitude towards Mentor	Nuclear Family	390	84.09	9.10	1.339	1.96	N.S.
	Joint Family	210	85.10	8.35			

**Interpretation**

**Table 3** indicates that the Mean scores of Nuclear and Joint families of prospective students were 84.09 and 85.10 with S.D. 9.10 and 8.35 respectively. The  $t$  value is 1.339 it is lesser than the tabulated value of 1.96 at 0.05 levels. Hence, the null hypothesis ( $H_0-3$ ) that there exists no significant difference in the Attitude towards Mentors of nuclear and joint family prospective teachers with respect to the type of family is **rejected** and concluded that the Attitude towards Mentors of the prospective teachers is not differed significantly in their Attitude towards Mentors scores, with respect to their family type.

**Conclusion**

The findings and discussion in this study reveal that gender, locality, and type of family are not decisive factors in the process of Attitude towards Mentors of prospective teachers.

This study reveals that the Attitude towards mentors of the prospective teachers with regards to gender, locality, and type of family did not differ in any way. Comparing these results gender, locality, and type of family does not influence in any way the Attitude towards mentors of prospective teachers.

Finally, the results of this study are that these 21st-century trainee teachers not only develop

their teaching skills during their teaching period but also improve their Attitudes towards Mentor teachers.

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