

RELATIONSHIP BETWEEN PRACTICUM ACHIEVEMENTS AND MENTORING STYLE AMONG TRAINEE TEACHERS.

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ABSTRACT

In general, both mentoring and coaching are professional development practices involving one professional helping another in a mutually enriching manner. Although mentoring is sometimes directive and sometimes enquiry-oriented, it cannot be both things simultaneously; these polarities therefore provide mentors with a means for categorizing certain aspects of their practice. Mentoring is more concerned with learning for professional growth and takes a medium- to long-term perspective. Exploring their mentoring in the light of these ideals, mentors might consider, with their trainees, the ways in which they engender trust and communication in their relationship, what factors limit movement towards such ideals and how these limiting factors might be overcome. They might use these concepts to examine their own beliefs about mentoring, in the light of their previous educational experiences. They might then examine their practice, ultimately changing their mentoring in the light of these contrasting polarities. This study was conducted to examine the relationship between practicum achievements and mentoring style achievement among trainee teachers in Perlis. The study involved 80 respondents from the group of excellent, average and poor in practicum achievements. The study also used a questionnaire related to the style of supervisor teachers 'Parenting Style Questionnaire' to see discipline imposed by mentor either authoritative or permissive. Data were analysed using SPSS version 22.0. Style mentor's guidance in the authoritative and permissive is a significant achievement $P < 0.05$. Therefore the findings through correlation analysis found that there is a significant relationship between mentor's guidance with the practicum trainee teachers' achievement. Accordingly firmness mentor in educating their trainee teachers according practiced in addition to mentoring and giving practical guidance to achieve excellence in their trainee teachers.

KEYWORDS: professional development practices, authoritative, permissive, mentoring and coaching.

INTRODUCTION

Achieving excellent practical understanding of a trainee teachers is determined to process learning. In the realization of a conducive learning atmosphere, style guidance mentor will give a direct and

lasting impact on the social and ethics trainee teachers. Parenting force skills can be considered as an important social capital in the development of human and social crisis of final action. Among the factors that influence practicum achievement trainee teachers is family socioeconomic status and lifestyle guidance mentor. Family background such as economic status, religious beliefs, family culture, and the attitude of parents towards the education will form the basis of trainee teachers' identity. Early education was at home will be up to the success of trainee teachers at the school level. There four forms practice of parents who can shape the success of education, namely, (a) the basic practices, (b) participation in practice, (c) involvement in life, and (d) social support needs. According to mentors, the ideal mentor 'demonstrates training, empowers students, has other roles ...' and has personal qualities, including the following list: 'Not domineering, sympathetic, stimulated by new ideas, approachable, has students' confidence, good sense of humor, motivated, tactful, patient and tolerant, accepts own failings, shows humility committed to pupils, wishing to develop' Mentoring is suffused with feeling, although feelings are not always acknowledged (Amla Salleh, Zahara aziz, Zuria Mahmud & Abd. Aziz Mahyuddin. 2010). Trainees feel exposed and vulnerable, especially at the start of their placements and mentoring is more successful when the mentor can recognise and react appropriately to the trainee's changing state of mind (Che Hasniza Che Noh. 2011). Whilst many trainees found their mentors supportive, a significant number did not and, 'where the mentor- student relationship [was] unproductive or destructive, the consequence for students' sense of worth as a teacher and as a person, appeared catastrophic'. One cause of emotional tension is that trainee teachers are in a transitional state, attempting both to 'fit in' to the school community and 'be themselves' (Nurul Ain Hamsani & Azizi Yahya, 2012). Mentoring practices can be understood in relation to theories of mentoring and, among the theories developed in the literature, two are discussed more comprehensively than others. These theories of mentoring are rooted in theories of learning to teach: 'learning by reflecting' and 'learning through apprenticeship'.

PROBLEM STATEMENT

Perceptions related decline in many practicum achievements closely related to the teaching and learning in the classroom regardless of parenting style factors in educating their trainee teachers. Trainees hope for mentoring which, in the early stages at least, is positive, unthreatening and readily available. They appreciate being given a clear sense of direction in terms of advice and ideas, with regular, timetabled meetings for feedback and discussion; they identify constructive feedback on their own teaching as the most important developmental activity and also appreciate discussing their lesson plans and observing their mentors teaching. Level high guidance mentor is expected to help increase motivation and improve the trainee teachers' desire to learn science in addition to support parents in providing good physical needs at home. The social status of parents was found to play an important role in shaping education and determine the direction of their trainee teachers' education. Household problems environmental and patterns supervisor teachers were among the factors that affect the process of socialization of trainee teachers. It has a relationship with the practice of trainee teachers in school. For trainee teachers resulting in a successful and excellent cooperation from parents is important for early learning begins at home. An integral part of the pre-service programme is the practicum, where trainee teachers practise their teaching at schools over a ten-week period on average. Mentoring is critical to the success of the practicum. Each trainee teacher is assigned a cooperating teacher (CT), who is the mentor and whose class the trainee teacher will teach. Therefore, the guidance mentor has a strong influence on trainee teachers. The CT also inducts the trainee teacher into the school at the beginning of practicum, sets expectations for professional behavior and guides the trainee teacher in improving his or her teaching. This study was to look at the style of mentoring education achievement practicum trainee teachers.

RESEARCH OBJECTIVE

This study aimed to examine the relationship between a supervisor teachers with practicum achievements trainee teachers. The thing that is the subject of the study are:

1. The supervisor teachers among trainee teachers

2. The supervisor teachers based on gender.
3. Identify achieving practical style authoritative guidance mentor.
4. Identify the relationship with the lab supervisor teachers' permissive style.

RESEARCH QUESTIONS

1. Is the supervisor teachers among trainee teachers?
2. Are there practicum achievements relationship with the authoritative parenting styles?
3. Is there a relationship with achieving practicum guidance mentor permissive style?

RESEARCH METHODOLOGY

This study was conducted to 80 respondents consisting of 35 trainee teachers' man and 45 trainee teachers' women. The study sample consisted of various races involving Malays, Chinese and Indians. Milestones of practice identified as a yardstick is the decision marks the end of the practicum. The instrument used was in the form of a questionnaire. A pilot study was conducted and it appears reliability value is 0.84.

FINDINGS

What mentor mentoring style among trainee teachers?

Table 1. Guidance Style mentor

Mentoring style	Min	Standard Deviation
Authoritative	3.77	0.40
Permissive	3.81	0.44

Are there practicum achievements relationship with mentor authoritative parenting styles?

Table 2. Relationship Mentoring Style authoritative and Practical Achievement

Mentoring style	R	P	Relationship
Authoritative	-0.42	0.001	simple strong

Table 2 the Pearson correlation showed a significant relationship ($p < .001$) between the style of mentor education practicum trainee teachers achievement that is at the negative r ($r = -.42$). This shows that there is a simple relationship between the mentor authoritative guidance practicum trainee teachers' achievements.

Are there practical achievement relationship with the guidance of mentor permissive style?

Table 3. Relationship Styles and Achievement Mentoring Practicum Permissive

Mentoring style	R	P	Relationship
Permissive	-0.28	0.01	Very weak

Schedule 3 The Pearson correlation showed a significant relationship ($p < .01$) between the force guidance of mentor permissive practicum trainee teachers achievement that is the negative r values ($r = -.28$). It shows there is a weak nexus between the styles guidance of mentor permissive practicum trainee teachers achievement.

CONCLUSION

Mentoring style and practical achievements in the study showed the authoritative guidance and permissive mentor is significant ($p < 0.05$). authoritative style has a high value of 3.88 min. Be more authoritative parenting styles mutual respect, trust and mutual cooperation as well as to solve the

problem perfectly. Through the guidance of mentor authoritative style a lot of encouragement and rationalize causal if their trainee teachers do something wrong. Mentor style is permissive with practical achievement of trainee teachers found to be very poor relation to the value ($r = -.28$). This applies driven by a more open communication patterns and attitudes that are less stressed mentor uncontrolled behaviour of their trainee teachers. Levels of reflection are likened to an onion, with behaviours at the outer edge and, progressing inwards, the levels of competences, beliefs, identity and mission. Exploring these levels, mentors might encourage trainees to realise that they possess certain 'core qualities' that can be brought to bear on the situation. Examples include empathy, flexibility, sensitivity and courage, precise qualities varying according to the individual. Finally, trainees are encouraged to activate their core qualities in order to plan new, improved behaviours. In pursuit of these goals, teachers do not reflect on possible alternative forms of action; rather, 'experienced teachers' effectiveness was dependent on a fluency of action which would be possible only if the action was spontaneous, largely automatic, and based on only very limited conscious examination of available options'.

These studies suggest that the practical business of teaching and classroom management tend to dominate conversations between mentors and their trainees because such matters are major concerns of both parties. The evidence further suggests that mentors rarely relate practice to theory, perhaps because the mentors' own theoretical knowledge has become internalised to the point of being tacit. However, mentors regretted that they were too unaware of current educational theory to discuss it with their trainees. Mentoring is effective in developing trainees' teaching skills, although it often fails to live up to ideals. The mentor/trainee relationship is central to the process and trainees hope to feel welcome, accepted, included and supported by mentors. Mentors broadly share these expectations but, when they are not met and relationships break down, the results are perceived as painful. Mentoring meetings are largely concerned with practical matters of teaching and rarely deal with educational theory.

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