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Mentoring in Education

Proposal Paper

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Abstract

The role of education in building an educated and ideal nation is immense. Mentoring has important roles in education, research activities and overall building a nation. This paper depicts the importance of mentoring in education with a comprehensive appraisal. Teachers are the forerunners of building an educated nation. Although any educational process requires a well-planned, well-organized, and far-reaching educational management in addition to various personal, family, and socio-economic regulators, the role of mentor in a student's life is indescribable. A mentor can point out all the new and possible helpful approaches as well as awaken the latent approach of a person. In other words, a mentor can play supportive roles in increasing the confidence, develop resilience and character, or raise the aspirations of the recipients. Teachers and research mentors, however, play an important role in gathering specific academic, professional skills or knowledge. In conclusion, quality education helps to build up a quality nation. Appropriate strategies will be needed to develop quality and fruitful mentoring approaches, which will play a pivotal role in building quality human resources.

Keywords: Education process, mentor, mentor teacher, teacher mentor

In the education system, mentoring is a complex and multidimensional process for guiding, teaching, influencing, and assisting students and new teachers (Bey and Holmes, 1992). Therefore, the effect may be different between the mentor and the recipient. To create interests in education and to make a special contribution to society as an educated entity, the proper application of mentoring during education is essential. Teachers and mentors are in most cases an integral entity; because mentoring is one of the qualities that an ideal teacher has.

'Mentor', 'mentor teacher', and 'teacher mentor' are three different subjects. The scope of the first one is detailed, while the distance between the last two depends on the field of application and purpose. Mentoring extends beyond motivation and direction. The source and scope of mentors are wide, such as family members, friends, colleagues, teachers, etc.

A 'mentor teacher' usually leads, guides, and mentors students, colleagues, and other employees in an educational institution depending on a work situation characterized by mutual trust and confidence. Its field of application and purpose are wide, but it is not like a mentor.

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On the other hand, a 'teacher mentor' has specific goals and objectives and has the following qualities, such as – (i) mutual respect; (ii) active and deep comprehension ability; (iii) taking on challenges in tactful or tactical ways; (iv) collaborative attitude; (v) able to accept the results or outcomes; (vi) truthfulness and honesty; (vii) experience; and (viii) wise and sympathetic. Additionally, he/she must have- (i) a range of interpersonal skills tailored to different professional encounters and situations; (ii) effective teaching methods, alternative teaching methods, and teaching and learning styles that affect student success in their appropriate workplace knowledge; (iii) skills to use training processes that increase the self-direction and self-responsibility of the new teacher; (iv) effective communication skills that facilitate the development of new employees and adjust to the sensitive, social and cognitive needs of employees; and (v) understanding the developmental stages of teachers and students at an early age. Every teacher needs at least one mentor in his life.

Both informal and formal approaches are used to become an educational mentor. Informal mentoring reflects changes in the conventional single mentor-recipient relationship with a mentor network so that there can be several such long- and -short-term relationships. This kind of relationship can be promoted by being self-accessible and open to new experiences. Formal mentoring, on the other hand, provides helpful guides for informal mentors, enabling them to mentor recipients in direct and indirect management. A platform for conducting experiences within the mentor group is also established in this case. The formal one-on-one mentoring approach is incredibly powerful and fulfilling, especially in higher education management. Mentoring systems can approach in many shapes and sizes in a person's life and can be structured in any way at any stage of the career.

The terms 'mentor', 'model' and 'trainer' are often used by educators instead of each other. However, there are significant differences in meaning and concept. 'Modeling' is the process of serving as a model. A model is a tangible symbol of an idea or ideal (a product) and one of the tasks of a mentor is to be a positive role model. In teaching, 'training' is often referred to as 'peer training', in which a teacher assists another in acquiring and developing teaching skills and techniques in a formal way, such as peer-conference, lesson-observation, and post-conference. Since a mentor helps in the development of others, the mentoring process also includes modeling because he also absorbs the messages and mentoring techniques taught by his/her mentor(s) and performs them in the right way. A mentor is a model in the role of the teacher in teaching. However, mentoring has the role of training as an educational strategy used in workplace endeavors (Gay, 1995).

The 'Teacher mentor' is an experienced teacher who is considered as a mentor and career professional for the development and facilitation of the new teachers. Its functions vary depending on the needs of the new teacher, the goals of the mentoring program, and the prevalence or situation in the local and educational contexts. Some supervisors at higher levels of education are also a kind of mentor because they also mentor us in various ways to reach a goal. He/she can be a 'research mentor', a supervisor or maintainer of research subjects, and also the first or main advisor or guarantor in various fields of our professional life. He/she can also be a 'teacher mentor' or 'mentor teacher' in a specialized way. But, 'teacher mentor' is a teacher assistant, "a very special person, a model of professionalism"; However, he/she is not a supervisor or an evaluator (Office of Personnel Services, 1993; also cited in Koki, 1997).

A few more lines can be written to clarify a 'Research mentor'. A 'Research mentor' is responsible for the professional development of a research trainee, this includes both the explicit conduct of scientific research (e.g., instrument use, research design, observational technique, and theoretical or cognitive frameworks) and the implicit development of scientific standards (e.g., selection of research questions and data, authorship practices, and norms of communication, interpretation, and judgment). This type of mentor is usually helpful in research and

professional development for the undergraduates to junior faculty positions (Guston, 1993). However, he/she is not only a sponsor who provides financial and other material support, but he/she also provides personal and professional support. He/she is not even an advisor who only communicates between students and research organizations. He/she is not only a supervisor as he/she is also responsible for mentoring trainees in areas not directly involved in his institution or research center, even curriculum or research arenas for professional development. He/she is also not just a role model, as he/she can later influence a trainee indirectly, unknowingly, or remotely (Cronan-Hillix et al., 1986).

The main goal of education is to prepare oneself in quest of survival and self-development in the face of time. In education, the teacher is an integral element; high-efficiency is an important element in education and innovation. Therefore, new teachers should be given overall support in the field of education from the very beginning. A well-designed 'mentoring program' can play a key role in retaining young teachers in education as well as in developing professionalism, as it is a seemingly applied approach to education. However, developing multidisciplinary mentoring programs may face complexities, so it is also a great challenge! Thus, there is a great need for careful planning.

Taken together, it is undeniable that there is no substitute for quality education in a state to fulfill its educational mission. To this end, an appropriate mentoring approach can average current students and new teachers as strong holders and carriers for the next generation. We need to think and plan well enough to develop an effective mentoring program that avoids complications; because its role in human development is inevitable.

Conflict of interest: None declared.

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